Letter of Intent: Contact Information Form

Created Tuesday, January 21, 2014

Page 1

All applicants seeking to establish a charter school authorized by the Board of Regents to open in 2014 must submit a Letter of Intent to Apply, which requires completion of this contact form, and an upload of your 5 page Letter of Intent to Apply as outlined in the 2014 RFP and Application Kit. Please submit these tasks by 3:00 PM on February 3, 2014. Applicants who do not submit a complete Letter of Intent to Apply by the 3:00 PM deadline will not be permitted to submit a Full Application.

a. Proposed Charter School Name

(Please write out the formal and full name for the school you proposed, and include the words "charter" and "school" in the proposed name).

Rosalyn Yalow Charter School

b. Preferred school location.

Select the preferred geographical area on the left and then select the preferred school district or community school district on the right.

NYC CSD-Bronx: CSD 10

Select a second geographical area on left and then select the school district or community school district on right.

None

If necessary, select a third geographical area on left and then select the school district or community school district on right.

None

c. Applicant(s) information, including mailing address, phone number, and email address, and information establishing that the applicant(s) is a parent, teacher, school administrator or community resident.

(The entire chart may not be visible on your screen. Use the "tab" key to move from column to column. The first column will remain static as you do so).

	First and Last Name	Best Phone Number (###-###-####)	Email Address	Street Address, City, State, Zip
Lead Applicant	Alec H. Diacou	718-796-9895	alecdiacou@me.com	[redacted]

As the Lead Applicant(s), I (we) can best be described as a:

(Multiple responses permitted)

- Community Resident

d. Contact Person: please provide a phone number and/or email address to which public inquires about the proposed charter school may be addressed.

	First and Last Name	Best Phone Number (###-###-####)	Email Address	URL (type web address or the word "none")
Media Contact	Alec H. Diacou	718-796-9895	alecdiacou@me.com	none

e. Planned grades and enrollment in each year of the proposed charter term.

	Ages (or age ranges)	2015-2016	2016-2017	2017-2018	2018-2019	2019-2020
K	4-5	112	51	90	90	90
1st	5-6	90	110	90	88	88
2nd	6-7	0	88	108	88	86
3rd	7-8	0	0	86	105	86
4th	8-9	0	0	0	85	103
5th	9-10	0	0	0	0	83
Total		202	249	374	456	536

f. Proposed Management and/or Partner Organization(s), such as a charter or educational management company or a university, academic program partner, or whole school change partner.

(See pages 40 of the application kit for definitions and guidance as only "substantial" partnerships should be listed here).

f. Proposed Management and/or Partner Organization(s), such as a charter or educational management company or a university, academic program partner, or whole school change partner. | Proposed Management Company	none
f. Proposed Management and/or Partner Organization(s), such as a charter or educational management company or a university, academic program partner, or whole school change partner. | Partner Organization 1	2014
f. Proposed Management and/or Partner Organization(s), such as a charter or educational management company or a university, academic program partner, or whole school change partner. | Partner Organization 2	(No response)

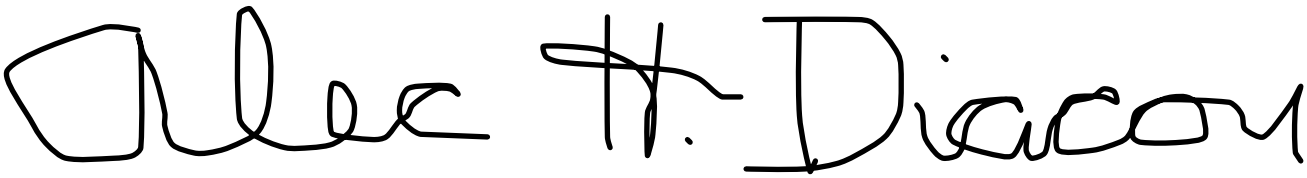
Lead Applicant(s) Signature and Date

You have the option of adding your signature(s) as the Lead Applicant or Co-Lead Applicants directly on the bottom of your Letter of Intent before you scan and upload it into the portal.

OR you may sign below using the mouse on your PC or stylist on your mobile device to sign your name.

Lead or Co-Applicant listed in section c above.

(Internet Explorer may not support this feature. Open the portal using Google Chrome, Firefox, or Safari).



Date Signed (Lead or Co-Applicant)

2014/01/21

Co-Applicant listed in section c above

(Internet Explorer may not support this feature. Open the portal using Google Chrome, Firefox, or Safari).

Date Signed (Co-Applicant)

(No response)

Thank you for completing the Contact Form which will be duplicative of some information contained in your letter of intent. Having information in this form allows the Department to merge applicant contact information into our existing data system. Please proceed to upload your signed and dated 5 page Letter of Intent to Apply.

(*Via upload to https://nysed-cso.myreviewroom.com*) February 3, 2014

New York State Education Department
Charter School Office
89 Washington Avenue, Room 471 EBA
Albany, New York 12234

Letter of Intent: Rosalyn Yalow Charter School

This letter of intent (LOI) is being submitted in response to the Request for Proposals to Establish Charter Schools Authorized by the Board of Regents (RFP) in the 2014 Charter School Application Kit, issued in final form by the New York State Education Department in January 2014. This LOI includes information requested by the RFP relating to (i) applicant, (ii) proposed charter school, (iii) enrollment and retention of students with disabilities, English language learners, and students eligible for the free and reduced-price lunch program, and (iv) public outreach and community support.

I. Applicant Information

a. Applicant information: The lead applicant is Alec H. Diacou, a resident of Community School District 10, Bronx, NY (District 10). His mailing address is [redacted], [redacted]; his email address is alecdiacou@me.com.

b. Public contact: Mr. Diacou by email at alecdiacou@me.com or telephone, 718-796-9895.

c. Applicant group information: Mr. Diacou is submitting the application and will be Executive Director of the school. His relevant experience and skills include: (i) training in the economics of education; (ii) serving as financial advisor to the State of Connecticut for alternative student loans and developing financing programs for other public entities; (iii) founding the not-for-profit "Yes the Bronx, Inc.," a campaign to provide a unifying image to replace old negative stereotypes of the Bronx; (iv) raising three children who attended New York City public schools, including one in District 10; and (v) serving on the Bronx Centenary Commission (2013-14) organizing its 100th anniversary celebration.

d. Initial Board of Trustees Information (and time involved with planning group):

John W. Carr, Board Chair (2½ years), a Manhattan resident and recently retired partner from the Simpson Thacher & Bartlett law firm. Mr. Carr went to Chicago inner-city public schools before attending high school at the University of Chicago Laboratory School. He has two young daughters, heads the diversity committee on the Board of Rensselaer Polytechnic Institute in Troy, NY, and has served on the board of the New York City Outward Bound Center.

Gregoria Feliciano (1 year), a resident of District 10, works for The Children's Aid Society as the Community School Director at Bronx P.S. 50. She is bilingual (Spanish), holds an MA in Education, Supervision/Administration, a NYS District Administrator Advanced Diploma.

Dr. Sandra Hayes (1½ years) is Professor of Mathematics at The City College of CUNY, having held professorships in Germany, France, and Italy. Dr. Hayes actively promotes women's issues and was a delegate to the U.N. Commission on the Status of Women in 2007 and 2008.

William Jackson (new) is Co-Director of the Center for Lesson Study and Adjunct Faculty at the Harlem Village Graduate School of Education. He is a grade school teacher, a professional development specialist, and author of works on Singapore math and lesson study.

Benjamin Kearney, Ph.D. (new) is V.P. and Chief Clinical Officer of Guidestone, an influential Ohio social service agency that guided the creation of the Stepstone Academy Charter School on its Cleveland campus. Stepstone has had great success educating urban youth with demographics akin to those of Bronx District 10, using similar wraparound services for children and families.

Ivan Lee (6 mos.) is a NYC Police Officer and Fencing Commissioner for the NYC Public Schools Athletic League. He has been an 8th-grade public school teacher and an Olympian: in 2004 the U.S. fencing team placed 4th. Mr. Lee volunteers as an urban youth counselor.

Stephen Ritz (new) is a District 10 resident, Dean of Students for the Hyde Leadership Charter School, licensed SAS/SBL, K-12 certified special education teacher, and bilingual (Spanish). He has MAs in both special education and administration, and is in the DOE Principal's Pool. Mr. Ritz gives TED Talks about his students building sustainable vegetable plots on vacant lots.

Michael Rosen, Treasurer, (2 years) is an international finance and technology executive at 1010data, a data analytics provider. He is an expert on the methods and tools of data assessment and analysis. Mr. Rosen has a BS in Computer Science and an MBA in economics and finance.

Shirley Saunders, Secretary, (2½ years) is Deputy City Clerk for the Bronx, a member of Sister to Sister: One in The Spirit, focused on women empowerment, and past president of the P.S. 153 Parent Association. Having a grandson with ADHD whose parents do not agree with medication, Shirley wants other special need students to benefit from the wraparound services we will offer—coping strategies for parents, classroom support for children.

William Scribner (2½ years) is a District 10 resident and bassoonist who performs with the New York Philharmonic, Metropolitan Opera, and other orchestras. He founded Bronx Arts Ensemble in 1972, which runs art, dance, drama, and music programs in 65 Bronx schools. He has taught at several universities and is a past board member of the Bronx Council of the Arts.

Benjamin Yalow (2½ years) is a District 10 resident and Comptroller of Chicon 7 Conference. As V.P. of the Rosalyn S. Yalow Foundation, he is responsible for grant decisions, fund solicitations, and IT management. He has served on the board of directors of three non-profits.

e. Replication or Network Information: The proposed charter school is not a replication of another school model and is not intended to be part of a network. The applicant doesn't sit on the board of trustees of an existing charter school and is submitting only this application.

f. Application History: A letter of intent for the Rosalyn Yalow Charter School was submitted by the lead applicant in January 2012 and accepted, but Mr. Diacou decided to delay the full application. A second LOI was submitted in February 2013 and accepted; the application was submitted in March. The founding group was scheduled for capacity interviews on May 18, but Mr. Diacou withdrew the application on May 3 to clarify aspects of the school's education model for resubmission in Round 2. On September 4, 2013, a third LOI was submitted, but it did "not provide all requested information." No one in the founding group has applied to open any other charter school, in or outside of New York State.

II. Proposed Charter School Information

a. Proposed school name: Rosalyn Yalow Charter School, after Dr. Yalow (1921-2011), a nuclear physicist and second American woman to win the Nobel Prize in Medicine (1977). Dr. Yalow was a lifelong Bronx resident, raising two children in District 10, where at the Bronx VA hospital she crafted her Nobel award-winning research in radioimmunoassay, a method initially

used to measure insulin in the blood and expanded to cover many substances of biologic interest.

b. Proposed school location: District 10 at a location to be finalized after receiving a charter. Fordham United Methodist Church is offering to lease 9,000 s.f. The applicant is in serious discussions with the Catholic Archdiocese to lease a recently closed school for a 2-year period, after which Yalow will occupy a building built with the help of the non-profit Civic Builders.

c. Planned grades and enrollment in each of the years of the proposed charter term: The school will initially open with grades K-1, adding one additional grade each year of the charter's 5-year term. Planned enrollment, with 28-32 students per class, would be as follows:

Grades	**2015-2016**	**2016-2017**	**2017-2018**	**2018-2019**	**2019-2020**
K	**112**	**51**	**90**	**90**	**90**
1st	**90**	**110**	**90**	**88**	**88**
2nd		**88**	**108**	**88**	**88**
3rd			**86**	**105**	**86**
4th				**85**	**103**
5th					**83**
Totals	**202**	**249**	**374**	**456**	**538**

Our teaching model aims to close early the learning achievement gap for poor children; for this reason we're reluctant in the first five years of our charter to back-fill students after 2nd grade.

d. Proposed Management and/or Partner Organization(s): Business management of the charter school will be handled by Mr. Diacou, as executive director, under the direction of the Board of Trustees. In year 1, a principal and director of operations will report to the executive director. Teachers, social workers, and a director of assessment report to the principal. CSBM will be hired to set up and manage financial records and cash flow reporting systems.

e. Proposed school mission: The Rosalyn Yalow Charter School aims to eliminate the learning achievement gap for poor urban children—including special needs students and English language learners—by using an engaging and demanding curriculum, a team teaching model (teacher and social worker for K-2, 2 teachers for 3-5), rich extracurricular activities, and family support counseling—so that our students graduate at or above grade level in literacy and math.

f. School overview: We believe all children will learn and thrive in an environment that provides a wide array of learning supports to both children and their families. We intend to give our K-1 children a strong foundation in literacy, essential to scholastic success in higher grades. Our key design elements include a 10-hour school day, 8 a.m.-6 p.m., a high-quality curriculum, teaching teams, differentiated instruction, help for at-risk children, and parent involvement. K-1 class schedules include two blocks of nap/play time to keep young children alert. Yalow's goal: developing the whole child, encouraging each young student to excel.

Yalow Charter School is committed to aligning its curriculum to New York Common Core state standards and will use the Core Knowledge Language Arts (CKLA) program, approved by the State Education Department, for K-3, the Core Knowledge Sequence for 4th and 5th grades, and the Singapore math program for K-5. Singapore math balances computational fluency with conceptual understanding so children can master concepts, and was designed with ELL students in mind. This math is in use at premier elementary schools in NYS, such as Hunter College Elementary and Scarsdale schools. Concluded in March 2012, the NYCDOE Core Knowledge Early Literacy K-2 Pilot in low-income schools showed dramatic results: CKLA students gained better reading competency and content knowledge (science and social studies skills) by year 3

than their peers did: "CKLA students had significantly greater gains in year 3 than their peers": DOE approved CKLA. The American Museum of Natural History will help us employ inquiry-based science using BSCS Science tracks; the AMNH will act as a classroom every 2-3 weeks.

Yalow's partners will include the Bronx Arts Ensemble (BAE) and the Kasparov Chess Foundation (KCF). Yalow will implement elements of the BAE arts and music programs already present in 65 Bronx public schools. The school will incorporate the successful chess program implemented for the Harlem Children Zone (HCZ) schools. It will have a 5-day fencing program organized by Columbia University's coach. The arts, chess, and fencing programs will be fully integrated with academics during the school day, enriching the lives of our students and teaching them the disciplined commitment and verve required to succeed in life.

Our team teaching model links a NYS certified experienced lead teacher with a licensed social worker in grades K-2 and a second teacher in later grades. Our wraparound supports will be similar to those of Bronx Head Start programs, from which we expect to draw many students. Social workers, identifying social/emotional issues in the classroom, will help students having trouble—both in small groups in class and in special sessions if need be. This guidance will follow data-driven assessment using the NWEA and STEP Literacy assessments. In addition, we will have a Response to Intervention team, with focused special education and English language-learning teachers working student caseloads. Stepstone Academy in Cleveland, OH (with demographics matching Yalow's) uses a "theoretical change" model—grounded in the same beliefs as Yalow's—with extraordinary achievement results on NWEA's MAP for Primary Grades. At Stepstone, social workers teach Incredible Years®, an evidence-based intervention supported by 30 years of research to treat young children's behavior problems and promote academic competence across socioeconomic groups. We will closely follow that model.

Yalow will seek a strong social service agency to run a weekly family support group and has asked Jane Quinn, Children's Aid Society's Center for Community Schools, to help select one.

g. Target population and community: District 10, located in the NW third of the Bronx, has a large percentage of students "at risk." Of the 24,536 K-8 CSD 10 students in 2012-13, 3,360 (13.7%) have IEPs—the highest since records began in 2003-4—and another 2.1% of the students are sent to District 75 schools; 73% of CSD 10 K-8 students are Hispanic, 19% black, 5% Asian, and 4% white. The 2011-12 District 10 Accountability Report lists 92% as economically disadvantaged, 24% as students with disabilities, and 23% as having limited English proficiency. In ELA 64% and in math 48% of students tested below grade level. Failure rates for students with disabilities and those with IEPs are higher: 85% in ELA and 70% in math.

III. Enrollment and retention of students with disabilities, English language learners, and students who are eligible applicants for the free and reduced-price lunch program

Yalow's enrollment will be determined by lottery, and the school will heavily recruit for ELL students, those with disabilities, and those eligible for the free and reduced-price lunch program. Our goal is to exceed District 10 enrollment and retention targets for these students. Outreach efforts to families of special need students began with a 10-minute televised interview March 4, 2013, on BronxNet's *OPEN*, which we've shown to directors of 5 Head Start programs: http://blip.tv/bronxnet/rosalyn-academy-charter-school-on-open-6544455. Outreach has continued with parent presentations at houses of worship and meetings with more Head Start/Early Head Start programs in the community (the 12 programs have more than 1,300 students). By law, 10% of children in Head Start programs must have IEPs; in some, 25% have

IEPs and that number grows each year. Directors report that many children without formal IEPs also receive special services. Half the Head Start programs Mr. Diacou visited report that 80%-90% of their families speak Spanish at home, whose children may qualify as ELLs; most qualify for the federal free or reduced-price lunch program. Following charter approval, we will distribute bilingual notices and recruit door to door and at community centers; we will use services like Vanguard Direct through the DOE to mail Yalow Charter School information to CSD 10 families. Of the lotteries conducted in 2013, the NYC Charter School Center estimates there were approximately 2,917 applicants for 554 seats at the five charter schools in District 10.

Apropos student retention, Yalow Charter will not counsel out low-performing children; we will try to retain all our students from the three target groups through: i) home visits before school starts to engage parents in their child's education; ii) wraparound services for struggling students and families; iii) targeted student support from Yalow's RTI caseworkers; iv) close monitoring of student progress and discussions with families about any IEP modification; and, finally, v) chess, the arts, and fencing to give students with disabilities additional opportunities to excel.

IV Public Outreach and Community Support

a. Describe the public outreach conducted to date: Since August 2011 Mr. Diacou has met with almost 35 community organizations, newspapers, and stakeholders to keep them abreast of Yalow's charter proposal. He has spoken with the District 10 Superintendent and CEC, and made formal presentations to the education committees of CBs 7 and 8—representing about 90% of District 10—in 2012, 2013, and 2014, 9 of the district's elected officials, 8 Head Start programs, 2 churches, and one synagogue, including 3 parent meetings. In September 2013, co-chairs of Yalow Board's community outreach committee, Gregoria Feliciano and Shirley Saunders, sent 63 letters to houses of worship in CBs 7 and 8. Mr. Diacou made an hour presentation to 45 parents at Cardinal McCloskey Community Services on January 29. Outreach will continue throughout the application process—4 more parent meetings are planned in February/March (to be discussed in our application). English/Spanish flyers will continue being distributed, and a yalowcharter.org website is being launched February 4, 2014.

b. Describe your initial assessment of parent interest to reach its anticipated enrollment: Yalow Charter School will be able to fill its 200 classroom seats the first year because Head Start directors and the District 10 CEC inform us there is a shortage of kindergarten seats. Five Head Start/Early Head Start directors, two ministers, and a rabbi have offered support letters.

Parent presentations have been very reassuring. At a 3-hour community church meeting January 26, parents stressed the need for wraparound services Yalow intends to offer students and families, including home visits, to keep everyone focused on education; they stated that the public schools offered so little support that many parents send their children out of district to Catholic or charter schools, where rigor, high expectations, and supports are in place, such as those proposed for the Yalow Charter School. Many CSD 10 parents provided their names, their kids' ages, and addresses to receive further information; others volunteered to distribute Yalow flyers, citing their frustration at the lack of high-quality educational opportunities. Both CBs 7 and 8 have expressed an intent to assist with community outreach once the proposed charter is awarded. Senators Espaillat and Klein, Assemblyman Dinowitz, and Council Member Rodriguez have provided letters of support, offering offices' help with community outreach.

Signature of Lead Applicant - Alec Diacou

Signed: February 3, 2014

Your Choice: Round 1 or Round 2 Submission Deadline

Created Monday, March 10, 2014

Page 1

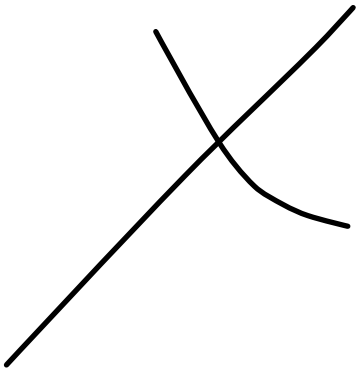
Rosalyn Yalow Charter School

As the lead applicant(s) in consultation with the other members of the applicant group, we intend to submit a full application in:

Select one of the two options from the dropdown menu.

Round 1 by March 28th

Signature of Lead Applicant, Alec Diacou.



Signature of the Co-Applicant, . (If Co-Applicant is listed)

APPLICATION SUMMARY

Charter School Name	Rosalyn Yalow Charter School
Lead Applicant Name(s)	Alec Diacou
Lead Applicant(s) Email Address	alecdiacou@me.com
Lead Applicant(s) Contact Telephone Number	(718) 796-9895
Media Contact Name	Alec Diacou
Media Contact Email Address	[redacted]
Media Contact Telephone Number	(718) 796-9895
District of Location	District 10
Opening Date	September 2015
Proposed Charter Term	5 Years
Proposed Management Company or Partners	None
Projected Enrollment and Grade Span During Charter Term	Year 1: K–1, 202 students Year 2: K–2, 249 students Year 3: K–3, 374 students Year 4: K–4, 457 students Year 5; K–5, 536 students
Projected Maximum Enrollment and Grade Span	K–8, 810 students
Mission Statement	The Rosalyn Yalow Charter School will eliminate the learning achievement gap for poor urban children—including special needs students and English language learners—by using an engaging and demanding curriculum to graduate students at or above grade level in literacy and math.

Summary of the Rosalyn Yalow Charter School. Yalow's goal: developing the whole child, encouraging each young student to excel.

We will give our children a strong foundation in literacy, essential to scholastic success across the spectrum in higher grades, using a demanding curriculum and providing children and their families with a rich array of learning supports to close the achievement gap for at-risk students, including an extended school day (8:00 a.m.-6:00 p.m.). Yalow Charter School is committed to aligning its curriculum to New York Common Core state standards and will use the Core Knowledge Language Arts (CKLA) program, approved by the State Education Department, for K-3, the Core Knowledge Sequence for 4th and 5th grades, and the Singapore math program for K-5. Singapore math balances computational fluency with conceptual understanding so children can master concepts, and it was designed with ELL students in mind. This math is in use at premier elementary schools in NYS, such as Hunter College Elementary and public schools in Scarsdale. Concluded in March 2012, the NYCDOE Core Knowledge Early Literacy K-2 Pilot in low-income schools showed dramatic results in reading competency and content knowledge (science and social studies skills) by year 3; the report stated: "CKLA students had significantly greater gains in year 3 than their peers"; DOE approved CKLA. We will add an inquiry-based science curriculum using BSCS Science tracks, and the American Museum of Natural History will act as a classroom extension every 2-3 weeks.

Yalow's partners will include the Bronx Arts Ensemble (BAE) and the Kasparov Chess Foundation (KCF). Yalow will implement elements of the BAE arts and music programs already present in 65 Bronx public schools. The school will incorporate the successful chess program implemented for the Harlem Children Zone (HCZ) schools. It will have a 5-day fencing program organized by Columbia University's coach. The arts, chess, and fencing programs will be fully integrated with academics during the school day, enriching the lives of our students and teaching them the disciplined commitment and verve required to succeed in life.

Our team teaching model links two teachers, one an experienced NYS certified lead teacher and a second teacher with a social worker background in grades K-2. Our wraparound supports will be similar to those of Bronx Head Start programs, from which we expect to draw many students. Social workers, identifying social/emotional issues in the classroom, will help students having trouble—both in small groups in class and in special sessions if need be. This guidance will follow data-driven assessment using the NWEA and STEP Literacy assessments. In addition, we will have a Response to Intervention team, with focused special education and English language-learning teachers working student caseloads. Stepstone Academy in Cleveland, OH (with demographics matching those of District 10) uses a model grounded in the same beliefs as Yalow's, with extraordinary achievement results on NWEA's MAP for Primary Grades. At Stepstone, social workers teach Incredible Years®, an evidence-based intervention supported by 30 years of research to treat young children's behavior problems and promote academic competence across socioeconomic groups. We will closely follow that model.

Yalow is working with Children's Aid Society's Center for Community Schools to find a community-based social service agency to run a weekly family support group.

Yalow will emphasize a comprehensive professional development program for teachers, beginning with a month-long Summer Teacher Workshop in the curriculum, student assessment, identification of students with special needs, and family supports. Throughout the school year the principal will spend considerable time observing classes and then offering instructional support; outside coaches for, e.g., CKLA and Singapore math will conduct sessions with all the teachers throughout the year. Yalow teachers and staff will be groomed as part of a culture of change, using rigorous assessment tools and a menu of methods and interventions to guide reflective practice.

Apropos student retention, Yalow Charter School will not counsel out low-performing children; we will try to retain all our students from the three target groups (economically disadvantaged students, special needs children, English language learners) through: a) home visits before school starts to engage parents in their child's education; b) wraparound services for struggling students and families; c) targeted student support from Yalow's RTI caseworkers; d) close monitoring of student progress and discussions with families about any IEP modification; and, finally, e) chess, the arts, and fencing to give students with disabilities additional opportunities to excel.

CERTIFICATION AND ASSURANCES STATEMENT

Proposed Charter School Name Rosalyn Yalow Charter School

Proposed School Location (District) School District 10

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

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

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

- An assurance that the charter school will annually provide the Secretary of the U.S. Department of Education and the State Education Department such information as may be required to determine if the charter school is making satisfactory progress toward achieving the objectives described in this application [2]
- An assurance that the charter school will cooperate with the Secretary of the U.S. Department of Education and the State Education Department in evaluating the program assisted under this subpart;[3] and,
- That the charter school will provide such other information and assurances as the Secretary of the U.S. Department of Education and the State Education Department may require.[4]

Signature of Applicants:	Alec H. Diacou
Date:	March 27, 2014
Print/Type Name:	Alec H. Diacou

[1] N.Y. Education Law § 2854(2)(a)
[2] ESEA §5203(b)(3)(J)
[3] ESEA §5203(b)(3)(K)
[4] ESEA §5203(b)(3)(N)

Rosalyn Yalow Charter School

Application to the

New York State Education Department

Submitted by: Alec H. Diacou

March 27, 2014

TABLE OF CONTENTS

Page

I. MISSION, KEY DESIGN ELEMENTS, ENROLLMENT, AND COMMUNITY 1
A. Mission Statement and Objectives 1
B. Key Design Elements 4
C. Enrollment, Recruitment, and Retention 7
D. Community to Be Served 10
E. Public Outreach 12
F. Programmatic and Fiscal Impact 15
II. EDUCATIONAL PLAN 16
A. Achievement Goals 16
B. School Schedule and Calendar 17
C. Curriculum and Instruction 19
D. Assessment Systems 23
E. Performance, Promotion, and Graduation Standards 29
F. School Culture 30
G. Special Student Populations and Related Services 32
III. ORGANIZATIONAL AND FISCAL PLAN 37
A. Applicant(s)/Founding Group Capacity 37
B. Board of Trustees and Governance 39
C. Management and Staffing 44
D. Evaluation 48
E. Professional Development 49
F. Facilities 51
G. Insurance 52
H. Health, Food, and Transportation Services 52
I. Family and Community Involvement 54
J. Financial Management 55
K. Budget and Cash Flow 56
L. Pre-Opening Plan 58
M. Dissolution Plan 60
IV. ATTACHMENTS 61

Attachment 1: Admissions Policy and Procedures 62
Attachment 2: Samples of Evidence of Community Outreach 65
Attachment 3a: Sample Daily Schedules 89
Attachment 3b – Calendar 91
Attachment 4: Student Discipline Policy 92
Attachment 5a: Charter School Trustee Background Information 96
Attachment 5b: Proposed By-Laws 171
Attachment 5c: Code of Ethics 184
Attachment 7: Partnership Information 187
Attachment 8a: Hiring and Personnel Policies and Procedures 198
Attachment 8b: Resumé for Proposed School Leader 212
Attachment 9: Budget and Cash Flow 214

Attachments Not Applicable

Attachment 6a: CMO Information ..... N/A
Attachment 6b: Proposed Management Contract with CMD ..... N/A
Attachment 10: template Replication Strategies/Business Growth Plan
(not applicable) ..... N/A

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

A. Mission Statement and Objectives

The Rosalyn Yalow Charter School will be a K-8th grade school in District 10 of the Bronx, honoring Nobel Laureate and former District 10 resident Rosalyn S. Yalow (1921-2011).

Mission Statement. The Rosalyn Yalow Charter School will eliminate the learning achievement gap for poor urban children—including special needs students and English language learners—by using an engaging and demanding curriculum to graduate students at or above grade level in literacy and math.

Rosalyn Yalow grew up in the Bronx, earned a Ph.D. in nuclear physics, and was the second American woman to win a Nobel Prize in medicine (1977). She raised two children in District 10, where she also performed her Nobel Prize-winning research at the VA Hospital.[5] We hope her legacy will be an inspiration to the at-risk children in the neighborhood—that with a good education they too will set high goals for their lives. We have several key collaborators to help educate our children—the Bronx Arts Ensemble, the Kasparov Chess Foundation, and the head fencing coach of Columbia University, who will assist us with the implementation of a fencing program, beginning with kindergarten.

Vision and Objectives. We believe all children will learn and thrive in an environment that provides a wide array of learning supports to both children and their families. We intend to give our children a strong foundation in literacy, essential to scholastic success in higher grades, using the Core Knowledge Language Arts (CKLA) program (assessed through the STEP Literacy Assessment), and in math using Singapore math (assessed through NWEA). The extended school day will run from 8 a.m. to 6 p.m.—filled with rich extracurricular activities (arts, chess, fencing)—and homework will be focused on daily reading, parental engagement actively encouraged. Our model uses two teachers in team teaching, where one has a social worker background in grades K-2, because social-emotional support is critical to helping children learn and achieve. K-1 class schedules include two blocks of nap/play time to keep the children alert. Yalow's goal: developing the whole child, encouraging each young student to excel.

Team Teaching, Differentiated Instruction; Help for At-Risk Students. Yalow Charter School will utilize a team teaching model, linking two teachers in each classroom. Since social-emotional support is critical to helping children to learn and achieve, in grades K-2 one of the teachers will have a social worker background. This two-person team, in conjunction with the school's dedicated special education and English Language Learner teachers, should improve early identification of special needs kids and increase the capacity for differentiated instruction. The teaching specialists will provide significant support for students, and may be present in the classroom or work individually with students as determined by disaggregated assessment data. As Yalow adds grades, teachers will hold multi-subject credentials.

Master teachers who will lead daily classroom instruction. Teaching teams will receive extensive, and identical, professional development in teaching core subjects. Groups of

[5] Dr. Yalow did her research in radioimmunoassay, a method initially used to measure insulin in the blood and then expanded to cover many substances of biologic interest.

students may work with the teacher or the social worker for differentiated instruction, to better focus on student achievement gaps. The main responsibility of social workers, however, will be to identify students with socio-emotional problems, help young students adjust to the classroom setting, and recommend intervention should problems persist. We intend to isolate specific challenges for each at-risk student and individualize instruction, with the objective of that student becoming not just a proficient student, but an advanced achiever on state tests. We will utilize a robust Response to Intervention (RTI) model for students who are "behind," operating on a six- to eight-week cycle for revising students' intervention plans.

As discussed in Section I.D., our own survey of 10 Head Start programs with over a 1,000 students, a high percentage (7%-30%) of District 10 students are entering kindergarten with an Individual Education Program (IEP), including large numbers requiring bilingual speech therapy. In light of this fact, Yalow is working with Children's Aid Society's Center for Community Schools to find a community-based social service agency to run a weekly Family Night support group, which will offer services to parents and children needing extra emotional support.

Many of the Head Start children have behavior and attention problems; many are depressed; some are oppositional and aggressive; many have histories of multiple trauma. For the children, Family Night can be a place to be heard. Parents who often feel isolated and overwhelmed will have an opportunity to unburden themselves.

Intervention at the earliest ages is key to helping students achieve their academic potential. The RTI team will develop a menu of methods and interventions for master teachers to use in the classroom to overcome learning obstacles. If academic problems persist, teaching teams will refer students to the director of assessment, who coordinates the RTI team of English language learner and special-education instructors. Upon receipt of the referral, the director of assessment will be responsible for coordinating follow-up meetings and evaluations plus leading data-driven discussions using all available information—standardized test results, assessment results from STEP and NWEA testing data (described in Section II.D), behavior and discipline observations of teachers and master social workers, student records, and parent input. The result will be the creation of an intervention plan.

Our RTI process is designed to identify whether general education techniques and supports are sufficient or if a student requires formal special education services (Individual Education Program, or IEP). Teachers participate in the final review of attempts to meet a student's special needs before recommending that student to the District 10 Committee on Special Education (CSE) for official evaluation of additional student services.

Reading: Yalow's Initial Focus. Under the new Common Core curriculum, everything links to reading at or above grade level for both ELA and math, which now includes a greater emphasis on language comprehension than previously. Children are required to infer or make connections to determine what the exam questions are asking. This activity is particularly difficult if students are reading a year or more behind grade level, as is the case in many District 10 primary schools. New York State's 2013 test results suggest that the Common Core questions are ahead of grade level in reading-level difficulty. To be successful, Yalow Charter School must make up significant ground in reading in order to have an impact on student achievement and confidence. To teach reading fundamentals, Yalow will invest significant time

and money training the teaching teams in phonics instruction and systematic assessment, plus ways to provide differentiated instruction in the classroom.

A Network of Exciting Collaboration. To supplement our educational program, we are collaborating with a network of supportive New York City organizations and institutions. The American Museum of Natural History for augmenting our science curriculum, the Bronx Arts Ensemble for arts and music education, the Kasparov Chess Foundation for chess instruction, and prominent international coaches for fencing instruction. We believe that this support network will dramatically improve educational outcomes as it also offers enrichment to the whole child (Section II.C., Arts).

We want to teach our children that regardless of any adverse circumstances they experience, they can be successful academically, artistically, and athletically, in mentally competitive disciplines. Encouraged early, they will be eager to learn. We'll emphasize the key elements of hard work and concentration while also making the school a refuge from the sometimes chaotic environment outside. We want our students to be well prepared to succeed in high school and college. We will offer a curriculum to inspire interest in learning, and we'll continually assess our students' progress. This program requires highly qualified and motivated teachers, and we will support them with targeted and ongoing professional development courses.

Furthering the Purpose of Education Law S2850(2). We intend to meet all six objectives of the New York State Charter School Law:

- Our primary goal will be <u>improving student learning and achievement</u> to a level that puts our students on the trajectory to college. In addition to measuring student performance against proficiency standards on state tests, Yalow Charter School will set its own high standards for academic achievement and character development and use an internal assessment system to measure progress and attainment.
- Our teaching team model, using teachers with a social worker background in the early classes, will <u>expand the learning opportunities for students at risk of academic failure in District 10</u>, a geographic area covering one third of the Bronx. Our success will be measured by the achievement of our low-income students across ethnic groups, English language learners (ELLs), and students with disabilities, many of whom would otherwise have attended failing schools.
- Yalow will implement <u>innovative teaching and learning methods</u> to assist targeted struggling students, including family support programs. The team teaching approach allows the master teacher to focus on most of the students while the teacher with a social worker background provides differentiated small-group instruction and counseling as needed. Combining arts, music, chess, and fencing with a tough education using CKLA and Singapore math is our creative approach.
- Our investment in professional development, covering core subjects and assessment methodologies, will provide <u>new professional opportunities for teachers and staff</u> to plan and deliver instruction and use formative assessment data to improve practice; it will foster collaboration and growth.

- Arts, music, chess, and fencing taught by leading professionals will provide students with educational opportunities generally available only to private schools, not to public schools.
- We will be a data-driven school. In exchange for a high degree of autonomy in the design and implementation of our school program, we expect to be held accountable for measurable student achievement results at the highest levels. Moreover, we expect that the regular measurement and assessment of our students will inform the ongoing efforts of the teaching teams.

B. Key Design Elements

Consistent with S 2850(2), Yalow Charter School has the following key design elements:

Qualified Staff Focused on At Risk Students. District 10 students K-8 are economically disadvantaged, with 92% eligible for free or reduced-price lunch; more than 23% are in need of English language support; and 24% are estimated to have disabilities and/or require special education.[6] To support students with these risk factors, Yalow Charter School will provide licensed master social workers in each of the initial seven K-1 classes and 2nd grade.

Robust Response to Intervention. Yalow Charter School will rigorously address the needs of special education and ELL students by hiring a dedicated team of 5-11 special education and ELL teachers , who will be responsible for managing student caseloads—meeting with individual students and teachers to improve academic outcomes. In this way the school will be able to identify at-risk children and provide appropriate intervention for each of Yalow's educational programs. Yalow will hire a director of assessment as the point person coordinating the prompt implementation of IEPs. (See Staffing Table, Section III.C.)

Quality Curriculum and Pedagogy. Yalow Charter School is committed to taking full advantage of the recently introduced New York Common Core State Standards by utilizing recently developed cutting-edge curriculum. Yalow will adopt the E.D. Hirsch CKLA program, recommended by the State Education Department for K-3, and the Singapore math program for K-5. CKLA teaches students decoding skills (phonics) and builds their language comprehension with vocabulary and concepts using frequent read-alouds. Starting in 4th grade, Yalow will use the Core Knowledge Sequence. The school will pursue inquiry-based science where students learn to investigate a question on their own, with teacher guidance. Finally, Yalow will implement regular arts and music instruction as well as chess and fencing.

High-Quality Collaborators. To add instructional expertise, Yalow Charter School has entered into relationships with high-quality local institutions, including the Bronx Arts Ensemble, which provides arts, music, and dance programs to 65 schools in the Bronx; the Kasparov Chess Foundation, an international promoter of chess in schools; and a U.S. Olympic fencing team coach to provide fencing instruction. (See Attachment 7)

Meticulous Data-Driven School. Continuous student assessment is critical to inform differentiated student instruction and evaluate teaching methods, teachers, and ultimately the

[6] 2011-12 New York State Accountability Report, District 10.

performance of the school. Yalow will utilize the state-of-the-art STEP assessment system for literacy and the NWEA MAP system for math assessments of its students.

Comprehensive Professional Development. To bring out the best in teachers, Yalow Charter School plans for 20-25 days of professional development (including a Summer Teacher Workshop); bi-weekly planning meetings for teaching staff; individual teacher support to implement core lesson plans; and frequent curriculum development to fully utilize the American Museum of Natural History as an extension of our classrooms.

Team Teaching. Yalow Charter School will utilize a team teaching model that links an experienced teacher with a teacher with a social worker background in K-2 or a certified teaching fellow in the later grades. This two-person team, in conjunction with the school's dedicated special education and ELL teachers supporting classroom teachers, will provide greater capacity for differentiated individual instruction and help for modifying small classroom-behavior problems before they become bigger (see Section II.C., Rationale).

Family Involvement. At Yalow Charter School, family involvement is critical to the educational experience. To initiate the family-school relationship, Yalow teachers will visit every new student's home at the start of the school year. To achieve our extremely high expectations, it is crucial that families motivate their students to do reading homework, come to school alert and prepared, and follow the values we promote at Yalow. Finally, we expect to engage families in the many special arts, music, chess, fencing, and science events during the school year.

Strong School Culture. Yalow Charter School believes that building student character (high ideals, high standards, and high expectations) is a key component of school culture as well as having good teachers. To this end, Yalow will have a school uniform policy for its students and insist on courteous behavior, hard work, and no excuses from both faculty and students. In our efforts to develop the whole child—and building student character—we will promote the disciplined activities of arts and chess/fencing from the start, letting our students know that equality of the mind is the only tenet we follow—everyone can compete, everyone can be successful at something.

Low Student/Teacher Ratio. The Yalow Charter School model maintains student/teacher ratios below 11:1 for it first five years of operation by limiting administrative staff and hiring 11 special education and ELL instructors to increase student achievement in earlier grades.

Extended School Day. Yalow Charter School will operate a 10-hour school day, 8 a.m. to 6 p.m., using staggered teaching schedules. Arts, music, chess, and fencing will take place in the school day. Most of our students will be financially disadvantaged, special education students, or English language learners who may also be entering kindergarten 1.5 years behind their peers in reading and math. The extended day will give our students the extra time to catch up academically. Homework is solely reading in grades K-2.

Rationale for Our Key Design Elements. The core of our education model is the importance of what students learn and the way content knowledge affects the rest of their life. A reading of the research literature from cognitive science shows that: Knowledge does much more than just help students hone their thinking skills; it actually makes learning easier. Not only is knowledge cumulative, but it also grows exponentially. Those with a rich base of factual

knowledge find it easier to learn more. In addition, factual knowledge enhances cognitive processes like problem solving and reasoning. The richer the knowledge base, the more smoothly and effectively these cognitive processes—the very ones that teachers target—operate. (Willingham, 2009)

At-risk students—often disproportionately urban, low-income, and minority—tend to acquire far less knowledge than advantaged students, leaving them ill-prepared for higher education and gainful employment. The gap opens before kindergarten. For example, researchers have noted an enormous gap in children's exposure to words; one widely cited study estimates that by the age of four the children of professional families have been exposed to almost 45 million words compared to only 13 million for children whose families receive welfare **(**Hart & Risley, 1995**)**. In addition, low-income children have a slower rate of vocabulary growth, which will ultimately have a cumulative effect on their ability to succeed. To address these inequities, our model is based on what research suggests about the learning process:

- Students are motivated when the goals of the work require activity at a continuously optimal level of difficulty. This is known as the Zone of Proximal Development (Vygotsky, 1978). To learn effectively, students must be provided with tasks that engage at a level of difficulty that is challenging but within reach.
- Most classrooms contain students with a range of skills and interests, yet traditional instruction typically focuses on only one performance level, usually somewhere in the middle, and such mid-level instruction is ineffective with many students, who become either confused or bored and lose their motivation to learn (Levine, 2003).
- Brain research indicates the need for a differentiated approach where the learning environment is safe and non-threatening and students are appropriately challenged to make meaning of ideas and skills (Tomlinson & Kalbfleisch, 1998).

Based on these findings, we conclude that students need more time in school, a structured and supportive environment, a deep, rich knowledge base, and personalized learning opportunities. At Yalow we will endorse and implement the teachings of James J. Heckman, a Nobel Laureate at the University of Chicago and the leading researcher in the empirical benefits of early childhood education and a champion of investing in disadvantaged young children. At the December 2011 White House conference on "Race to the Top," he proposed three key lessons: "develop the whole child," "inequalities open up early in life," and "early intervention is far more effective than later remediation." We intend to follow these lessons, providing our young students with foundation skills for life. And that is why we are starting with kindergarten.

There is strong evidence supporting social workers in the classroom; we believe that their presence in the earliest grades, helping the teachers, will provide that "early intervention" Heckman finds so effective. Stepstone Academy, an urban charter school in Cleveland, Ohio, opened in 2012 with 118 kindergarteners and first graders who are considered at risk: 96% qualify for free and reduced lunch and 94% are black; drop-out rates at neighboring public schools are high. Stepstone collaborates with Ohio Guidestone, a human services organization, to offer "a blend of community mental health, literacy, parenting and employment services to support the whole family, and address barriers that too often derail student success." Their

curriculum specialist, Colleen Lennon, reported that over the 2012-2013 year student "growth was off the charts," as measured by NWEA's MAP for primary grades. In kindergarten math, growth was 26 points on the RIT scale—a jump from the 4th to the 77th percentile, while first graders jumped from the 8th to the 73rd percentile. Reading growth was almost as dramatic. Stepstone Academy reports that "teachers often encounter situations where trauma in their students' lives interferes with learning. Our teachers and students find support through Ohio Guidestone's expertise in therapeutic treatment. Through ongoing meetings and presentations, teachers receive training on emotional and behavioral regulation, and school-wide strategies for promoting positive behavior." Toni Miller, Stepstone's principal, writes in her September 12, 2013, endorsement of Yalow's model (included in Attachment 2), "I applaud your vision to address both the academic and social needs of students in a high need area. We believe this multifaceted approach will transform urban education. Wishing you much success."

Another example: District 10 currently sends 1,201 public school students to specially designated schools for more extreme problems or disabilities—referred to as District 75. As such, the DOE has officially classified 2% of District 10 students with problems so acute that they must be removed from the general education population. Milder problems surely exist with our District 10 target population, and we believe the Yalow model addresses the needs of at-risk students.

According to psychologist Hillary Tankel, a large number of students with special needs at P.S. 24 in District 10 are not being adequately served. Our own survey of 1,100+ District 10 Head Start students further supports our decision to use social workers in teaching teams for K-2.

Enrollment Preferences. Preferences for "at-risk" students are spelled out in Section I.C., Application, and Attachment I.

Waivers. We do not anticipate requiring any waivers of any federal statutory or regulatory provisions or any state or local rules to successfully operate the proposed school.

C. Enrollment, Recruitment, and Retention

Projected Enrollment	Ages	2015-16	2016-17	2017-18	2018-19	2019-20
K	4-5	112	51	90	90	90
1st	5-6	90	110	90	88	88
2nd	6-7		88	108	88	86
3rd	7-8			86	105	86
4th	8-9				85	103
5th	9-10					83
Projected Total Students		202	249	374	456	536
Special Needs Target Categories based on new annual Kindergarten enrollment:						
Free/reduced lunch		174	218	297	375	455
Ltd. English Proficiency		47	59	82	104	127
Special Education/IDEA		27	35	48	62	77

Enrollment and Retention Targets. Using a comprehensive recruitment strategy, Yalow Charter School will meet the enrollment targets for District 10, established by the Board of Regents, shown above, and use those targets as minimum guidelines in our enrollment preferences (Attachment 1).

The calculations above are based on numbers of new annual student enrollment. Yalow's goal is to reduce the number of limited English proficient students each year by training ELL students to pass the NYSLAT tests after 1-2 years. As Yalow teachers succeed in teaching limited English proficient students, we expect significant declines in the numbers indicated above. Yalow's budget projections (Attachment 9) also use these enrollment targets.

Dedicated grassroots outreach and recruitment efforts have begun. Twenty parent workshops or church presentations have been held since January 26, 2014, and 170 parents completed information sheets and surveys (Section I.E, Soliciting Community Input). These live in the poorest neighborhoods, where 50% of families don't speak English, and an average of 14%-18% of children have pre-school IEPs. We will monitor these enrollment and retention targets carefully and change if necessary. Demand for K-8 education alternatives in District 10 is very strong, with interest sufficient to meet anticipated enrollment (Section I.D., Demand).

We believe the key to student retention—especially students with IEPs, ELLs, and free-lunch eligible—is to provide strong student and family supports. All Yalow's key design elements (Section I.B.) support meeting NYS enrollment and retention targets, as more fully explained in Sections II.C., D., F., and G.

As one part of our student retention strategy, Yalow will develop a culture of family participation. Teachers make a home visit to every newly enrolled student to help establish a positive relationship between the families and Yalow teachers. Every parent or guardian of a student will sign a Commitment to Excellence letter about Yalow Academy values. Once the relationship between teachers and families is established through home visits, Yalow staff will continue the personal flow of information with each family throughout the year.

Growth Plan. There are economies of scale to opening with a large school: spreading the costs of the extensive support services Yalow intends to offer (and administrative overhead) over more students. The optimal opening size for Yalow is 7 classes (202 students):

- Yalow will open with kindergarten and 1st grade, growing one grade each year by adding new kindergarten classes, reaching 5th grade in year 5.
- We will back-fill students to maintain desired class sizes only through 2nd grade.
- Based on discussions with District 10 officials, we assume 2% student attrition.
- We intend to maximize student enrollment in the start-up years to create economies of scale for hiring many learning specialists to provide targeted student remediation and teacher training in effective differentiated-instruction practices.
- Growth projections maintain a total student to teacher ratio of 11:1 throughout the first five years of operation. We are hiring a dedicated Response to Intervention team with five specialists in the 1st year, increasing to 11 by the 5th year of operation.
- We endorse labor's right to unionize but believe the choice should be left to teachers once they have experienced the school's professional environment and working conditions. Thus, we limit enrollment to under 250 students in the first 2 years by

enrolling only 2 kindergarten classes in year 2, increasing to 3 kindergarten classes each year thereafter. After year 2, the teachers can vote to join a union or not.

Recruitment and Enrollment Process. Yalow Charter School will heavily recruit for ELL students, those with disabilities, and those eligible for the free and reduced-price lunch program. Our goal is to exceed District 10 enrollment and retention targets for these students. Yalow is engaged in extensive efforts to inform families about the new school, and we will continue to do so. We have been actively reaching out to families who may be less informed about education options through houses of worship. In September 2013, co-chairs of Yalow Board's community outreach committee, Gregoria Feliciano and Shirley Saunders, sent 63 letters to houses of worship in CBs 7 and 8, describing the model for our proposed charter school and asking whether families in their local District 10 neighborhoods would be interested in the educational option our school model provides (Attachment 2).

We have given out over 500 bilingual parent info notices and have received 170 written responses, including 41% in Spanish. English/Spanish flyers will continue being distributed and are available on our **yalowcharter.org** website. Following charter approval, we will recruit door to door and at community centers; we will use services like Vanguard Direct through the DOE to mail Yalow Charter School information to CSD 10 families.

Outreach efforts to families of special need students began with a 10-minute televised interview March 4, 2013, on BronxNet's *OPEN*, which we've shown to directors of 5 Head Start programs. The interview and all 2014 parent meetings are listed on yalowcharter.org, including Google maps of meeting locations. Outreach has continued with 20 parent presentations in both English and Spanish, including six during or following services at houses of worship and 14 Parent Workshops at Head Start/Early Head Start programs in the poorest sections of District 10. By law, 10% of children in Head Start programs must have IEPs; in some, 25% have IEPs, and that percentage grows each year. Directors report that many children without formal IEPs also receive special services ,because some of them just miss the 30% needs designation to receive an IEP. Most of the 11 Head Start and Universal Pre-K programs at which Mr. Diacou conducted Parent Workshops, with 1,100+ children, report that 80%-90% of their families speak Spanish at home, with many also speaking Bengali and Ghanaian, whose children probably qualify as ELLs; 95%+ qualify for the federal free or reduced-price lunch program. (Section I.E., survey table)

Apropos student retention, Yalow Charter will not counsel out low-performing children; we will try to retain all our students from the three target groups through: a) home visits before school starts to engage parents in their child's education; b) wraparound services for struggling students and families; c) targeted student support from RTI caseworkers; d) close monitoring of student progress and discussions with families about IEP modification; and e) chess, the arts, and fencing to give students with disabilities additional opportunities to excel.

Family Community Support to Meet Enrollment. Yalow Charter School will be able to fill its 200 classroom seats the first year because Head Start directors and the District 10 CEC inform us there is a shortage of kindergarten seats. In 20 meetings Mr. Diacou had at community venues, from January 27 to March 6, 2014, 170 parents completed information sheets; five Head Start/Early Head Start directors, three ministers, and a rabbi have offered support letters (some included in Attachment 2).

Application/Lottery/Preferences. Yalow is a school of choice, and parents must submit an application requesting only information necessary to ascertain eligibility and preference criteria, and the applications will be available in multiple languages. If more students apply for each new kindergarten class than the school has seats, a lottery will be held for CSD 10. Yalow's lottery will provide preferences for students who are free-lunch eligible, are English language learners, or have existing IEPs so that we meet NYS's enrollment and retention targets (as more completely explained in Attachment 1). Students not selected through the lottery will be placed on a waitlist in the order in which they are drawn and offered seats in kindergarten if any become available, up through 2nd grade.

Full Accessibility. Yalow Charter School will purchase a gold-benefit membership from the NYC Special Education Collaborative to develop a rigorous, high-quality, inclusive, and fully compliant special education program. We will use the Collaborative for post-lottery list review to help Yalow identify and admit eligible 504 students with disabilities and students with IEPs to meet our District 10 Enrollment Targets. As a paid member, Yalow would get from the Collaborative professional development training for our teachers, the executive director, and principal to adhere to student 504 Accommodation Plan stipulations. Professional development will encompass hands-on strategies and supports for all Yalow teachers working with students with disabilities, including Yalow's new special education teachers and the director of assessment. Yalow will participate in special education job fairs that the Collaborative hosts for recruitment of special education teachers.

The gold-level package ($5,750, budget Attachment 9) ensures that Yalow's RTI special education team will receive wrap-around support from the Special Education Collaborative, sharing best practices, refining Yalow's RTI model, keeping Yalow in full compliance with all laws. The Collaboration will prepare a pre-audit report for Yalow, preceding SED's annual audit.

D. Community to Be Served

Geographic Description. District 10, covering about one third of the Bronx in New York City (see map, **yalowcharter.org**), is densely populated, with a large number of students defined as "at risk" by multiple measures. The southern boundary begins about one-quarter mile north of the Cross Bronx Expressway (roughly 179th street), and the northern boundary is the Yonkers and Mount Vernon City border. On the east, the district is bordered by the Bronx River Parkway; the Harlem and Hudson Rivers define its western border.

Target Student Population. Of the 24,536 K-8 students enrolled in District 10 public schools, approximately 73% are Hispanic, 19% are black, 5% are Asian, and 4% are white. Of the students, the 2011-12 New York State Accountability Report classifies 92% as economically disadvantaged, 24% as students with disabilities, 23% as limited English proficient. Of the K-12 students, 15.5% have IEPs, and another 2.1% (1,204) students are sent to District 75 schools for students with more extreme behavioral or other disabilities. At the elementary/middle school-level, only the Asian students made Annual Yearly Progress (AYP) in English Language Arts, representing 4% of the total district student body, although Asians and white students made AYP in Math (9%). Yalow's team teachers, RTI model, social workers, and family counseling aim to aggressively address these community needs (Section I.B., Key Design).

Board's Ability to Serve This Community. We chose to locate Yalow in District 10 because of the poor educational outcomes for the vast majority of students. The Applicant, Alec Diacou, resides in District 10, and runs the non-profit organization Yes The Bronx, Inc., dedicated to rebranding the Bronx and changing national perceptions regarding the cycle of poverty in many Bronx communities. Gregoria Feliciano, a board member, develops and oversees enrichment programs for the Children's Aid Society in a Bronx public school. Shirley Saunders, a board member, is the City Clerk for Bronx County and a lifelong Bronx resident; she has worked in District 10 for more than 10 years. Ivan Lee, a former U.S. Olympic fencing team member and 8th-grade teacher and now New York City police officer and fencing commissioner of the Public Schools Athletic League, is an advocate of minority children. Stephen Ritz, a board member, resides in District 10 and is dean of students for the Bronx Hyde Leadership Charter School, licensed SAS/SBL, a bilingual K-12 certified special education teacher. Mr. Ritz gives TED Talks about his Bronx students building sustainable vegetable plots on vacant lots. Another board member is Ben Yalow, raised in District 10 public schools by his mother, Dr. Rosalyn S. Yalow, who conducted her Nobel Prize-winning medical research at the VA Hospital in District 10. Collectively, we have deep community roots and want to see district educational outcomes turn around for the next generation of children. (See Section III.B, Board Experience)

CSD 10 Educational Outcomes. The 2011-12 NYS Accountability Report paints a grim picture of the results for District 10 lower school students. In English language arts, 64% of students tested below grade level. In math, 48% of students tested below grade level. The failure rate for students with disabilities and those with limited English proficiency was alarming.

Percent Below grade-level proficiency standard (1 or 2) on 2011-12 State Tests

English Language Arts			Mathematics		
All Students	Limited English Proficient	Students with Disabilities	All Students	Limited English Proficient	Students with Disabilities
64%	80%	85%	48%	60%	70%

Partnering with Other Public Schools. Yalow will work with District 10 public school cluster network leaders to share best-practices—reaching out to the larger networks to share ideas about what Yalow is doing to meet student and family needs. We will invite representatives to sit in on Family Night sessions so they may see if this format fits with their schools. We would like to meet quarterly to discuss strategies and explore opportunities to collaborate in professional development, parent involvement, and extra-curricular activities, including organization of chess and fencing competitions among schools. A vociferous parent discussion (re Common Core homework difficulties) at CB8's January 28, 2014, education committee meeting indicates that there is a valuable opportunity for collaboration on best practices integrating the new Common Core in District 10.

Demand for Charter Schools in District 10. There is strong evidence of high demand for charter schools in the Bronx. From the lotteries conducted in 2013, the NYC Charter School Center estimates that there were approximately 2,917 applicants for 554 seats at the 5 charter schools in District 10, an increase from 1,900 in 2012. Head Start directors tell Mr. Diacou a baby boom is occurring District 10. Conversations with CSD 10 office and the Community Education Council for CSD 10 confirmed that there are not enough kindergarten and 1st-grade seats to meet the

demand in district schools, and students are being moved from one building one year to another building the next, awaiting availability of new school space.

Assessment of Family and Community Support. Support for Yalow Charter School is strong. Not one negative comment has been received following newspaper articles, TV appearances, community board meetings, or inquiry letters (Section I.E., Response). On March 20, 2014, CB7's Education Committee voted to support Yalow's charter application. Twenty 2014 parent workshops were very reassuring, where we asked families for written feedback. At one 3-hour church meeting January 26, parents stressed the need for wraparound services such as those Yalow intends to offer, including home visits, to keep everyone focused on education; parents in the meeting stated that the public schools offered so little support that many families send their children out of district to Catholic or charter schools, where rigor, high expectations, and supports abound, such as those proposed for Yalow.

E. Public Outreach

Informing Community Parents and Stakeholders. Direct conversations by the founders with parents, community leaders, and economic stakeholders over the past two years have affirmed the needs and vision for Yalow Charter School. Since August 2011 Mr. Diacou has met with over 35 community organizations, newspapers, and stakeholders to keep them abreast of Yalow's charter proposal. He met with the District 10 Superintendent on March 20 and CEC on January 28, and made formal presentations to the education committees of CBs 7 and 8—representing about 90% of District 10—in 2012, 2013, and 2014, 9 of the district's elected officials, 15 Head Start programs, 3 churches, and 2 synagogues, including 20 parent meetings. The yalowcharter.org website, launched February 4, 2014, includes online parent information sheets, allowing families to sign up for charter updates in English or Spanish.

Public Meetings To Date	Meetings with Leaders	Outreach to Organizations
Riverdale Press	Assemblyman Jeff Dinowitz	Archdiocese of New York
Riverdale Review	Councilman Andy Cohen	District 10 Superintendent
Van Cortlandt Jewish Center	Bronx Borough President Ruben Diaz Jr.	District 10 CEC
Ivine Galarza District Manager Community Board 6	Councilman Ydanis Rodriguez	Allen Hospital/NY Presbyterian
Bronx Community Board 7-Education Committee	Congressman Eliot Engel	Horace Mann School
Bronx Community Board 8-Education Committee	Councilman Fernando Cabrera	Riverdale Mental Health Association
Kingsbridge Heights Community Center	Senator Adriano Espaillat	CB7 Houses of Worship (34 letters)
BronxNet "Open" TV	Senator Jeff Klein, President Pro Tem, NYS Senate	CB 8 Houses of Worship (29 letters)
6 District 10 Church Meetings	Senator Gustavo Rivera	Montefiore Medical Center
14 Head Start Program Parent Workshops	Monica Major, Education Liaison Bronx Borough President	
	Chief of Staff, Bronx Borough President-Paul Del Ducca	

Soliciting Community Input. Based on our meetings with community stakeholders, our proposal has generated enthusiastic support of Yalow's new school option for parents (see

Attachment 2 for Meeting Notices, Minutes, Letters of Support, and Outreach letters). Community Board 7 members expressed the dire need for a new grade school.

Mr. Diacou has met with 15 of the Head Start, Early Head Start, and nursery programs in District 10. Support for Yalow's education program—including social workers and the child support services offered by Family Night—is enthusiastic among these pre-school program directors and parents. See Attachment 2 for sample parent survey responses.

170 District 10 parent/guardians provided their names, their kids' ages, and addresses to receive information about applying to Yalow once a charter is granted, and they answered two survey questions to inform our school model, which follow. 41% chose to reply in Spanish.

What subjects are your public schools lacking?

Missing Subjects	Parent responses	Percent of Total[7]	Yalow Curriculum Design Elements
Music	38	22.5%	Music coordinated via our partnership with the Bronx Arts Ensemble.
Arts & Crafts	29	17.2%	Arts coordinated via our partnership with the Bronx Arts Ensemble.
Gym	25	14.8%	Fencing daily.
Science	16	9.5%	Inquiry-Based Science & the American Museum of Natural History.
Everything	16	9.5%	See above.

What subjects would you like a school to focus on?

Missing Subjects	Parent responses	Percent of Total[8]	Yalow Curriculum Design Elements
Math	89	52.7%	Singapore Math and 2 blocks of Math/day
Science	37	21.9%	Inquiry-Based Science & the American Museum of Natural History.
English-Literature	47	27.8%	4 blocks daily of Language Arts, including 2 of Language and Learning.
English - Poems	34	20.1%	4 blocks daily of Language Arts, including 2 of Language and Learning.
Music	31	18.3%	Music via the Bronx Arts Ensemble.
Sports	24	14.2%	Fencing daily as PE.
Everything	31	18.3%	See above.

Ongoing Community Engagement and Input. As described in Section I.C., Recruitment, outreach has been an ongoing process, and will continue to be. On March 4, 2013, founders Diacou and Carr (proposed Board chair), and Dr. Donna Friedman, Deputy Director of RMHA, appeared on television discussing Yalow Charter School's services for families of special needs students and English language learners, and inviting families to contact them by telephone or email. The 10-minute interview took place on BronxNet television's "OPEN" program, with host Bob Lee, a prominent television and radio (WBLS) host and rebroadcast for more than a week. It is also available on the Internet at: http://blip.tv/bronxnet/rosalyn-academy-charter-school-on-open-6544455, or yalowcharter.org. An example: after receiving a Board Member letter,

[7] Percentages do not add to 100%, because not every parent filled out this section.
[8] Percentages exceed 100%, because many parents chose multiple subject areas.

Reverend Curry of the Fordham United Methodist Church asked Mr. Diacou to a meeting in September 2013 and to address parishioners in January 2014. His letter of support is in Attachment 2. We've also received letters of support from Rev. Delgado of the Episcopal Church of the Mediator and Rabbi Rosenblatt of the Riverdale Jewish Center.

Directors of 11 Head Start/Early Head Start programs that Mr. Diacou visited also completed a survey of their enrolled students, including ages, special education students with IEPs, and the language spoken in the child's home. In several programs almost 50% of the children came from a single-parent home. Less than 25% of families spoke English at home. Spanish, Bengali, Ghanaian, and Vietnamese are the dominant home languages. IEPs include bilingual speech therapy, occupational and physical therapy, attention deficit, autism, behavior, and special education programs done by an itinerant teacher (SEIT). Directors report large backlogs of student IEP evaluations by the district, a 90-day process; sometimes the backlogs are exacerbated by lack of a birth certificate; and, alarmingly, a backlog of speech services occurs because designated consultants are overbooked. A large number of non-English speaking families confirms our expectation that Yalow needs to provide added student supports in school and advocate on the behalf of our students for special services.

Head Start Program	Students	IEPs	IEPs In Process	Spanish, Bengali, Ghanaian, spoken in home
St. Nicholas of Tolentine	173	24	3	156
Cardinal Boyle Head Start	177	27	9	105
Holy Spirit Head Start	152	11	20	76
Cardinal McCloskey 180th St	96	1	4	19
Trabajamos Head Start 1	30	3		27
Trabajamos Head Start 2	47	5		38
Trabajamos Head Start 3	40	4		34
Trabajamos Head Start 4	106	11		90
Trabajamos Head Start 5	39	1	4	33
BCC Early Childhood Centers	79	8	2	59
KHCC Head Start	200	60		170
Total	1,139	155 (14%)	42 (4%)	807 (71%)

Providing District 10 Families Equal Participation. In addition to providing student-interest forms on yalowcharter.org, we will write parents who provide contact information and use services such as Vanguard Direct to reach others. Both CBs 7 and 8 have expressed an intent to assist with community outreach once the proposed charter is awarded. Senators Jeff Klein and Adriano Espaillat, Assemblyman Dinowitz, and Council Member Rodriguez have provided letters of support (Attachment 2), offering their offices' help with community outreach.

Addressing Community Comments to Shape The Application. In February 2013, Mr. Diacou spoke with CSD 10 schools superintendent, Melody Mashel. A formal meeting took place on March 20, 2014. She confirmed that there is an alarming spike in cases of children at varying levels of the autism spectrum, including Asperger's syndrome—a neurobiological disorder affecting social and communication skills, and the district doesn't have anyone to diagnose these higher order conditions. Teachers with a social worker background can help. At Yalow students with Aspberger's syndrome and other mild forms of autism will be guided in the

classroom by the teacher-social worker. Socialization skills will be the main focus, along with any help needed in math or literacy.

After receiving detailed numbers from the District 10 department of education about students with IEPs, we are seeking to add a part-time (2/3) speech therapist to our RTI team to better accommodate the almost 11% of CSD 10 students with speech impairment needs.

As a result of community input, we: 1) changed our curriculum materials to CKLA because of the dramatic improvement in documented educational outcomes for English language learners in kindergarten; 2) targeted lottery priorities to increase enrollment of economically disadvantaged, ELLs, and special needs students based on community concerns that charters do not accept sufficient numbers; 3) structured low teacher-to-student ratios; 4) added an on-staff speech therapist; 5) added classroom support for students with Asperger's syndrome; 6) increased our connection to the Latino community by adding Gregoria Feliciano to our Board.

F. Programmatic and Fiscal Impact

Programmatic Impact on Other Public Schools. We believe that Yalow Charter School will not have a negative programmatic impact on the 42 elementary schools in District 10. Yalow will open with approximately 200 students; full enrollment of 538 in 2019 would constitute only about 1% of CSD 10 enrollment. 2014 is the first year NYC is required to provide seats for all eligible kindergarteners, and Marvin Shelton, District 10 CEC, indicated there is an acute shortage of kindergarten seats. Our entering kindergarten class of 112 represents 2.6% of all kindergarten students, while our 1st grade class of 84 students represents only 1.9% of 1st graders. Three parochial elementary schools in District 10 closed at the end of the 2012-13 academic year. Many of the families affected continue looking for alternative schools for their children. We believe that Yalow, with its high ideals, high standards, high academic expectations, and focus on the developing the whole child, will be an attractive choice for these families.

Fiscal Impact on Other Public Schools. As a proportion of the overall New York City education budget, Yalow's financial impact is *de minimus*. New York City's DOE budget for fiscal year 2013-14 was $24.8 billion. In Year 1 we expect to enroll approximately 200 students—only 0.35% of District 10 student enrollment[9]—while the resulting student revenue of less than $3.5 million represents only 0.01% of the citywide school budget. Projected Year 5 enrollment of approximately 538 students—1% of District 10 student enrollment—results in student revenue of less than $8.8 million, only 0.035% of the citywide school budget.

[9] 55,610 K-12 public school students in District 10.

II. EDUCATIONAL PLAN

A. Achievement Goals

In keeping with our mission to eliminate the learning achievement gap for economically disadvantaged, special needs, and ELL students, we have set rigorous student achievement goals and will meticulously evaluate academic performance against New York State standards, using absolute, comparative, and growth-to-standard metrics.

Goal 1: Yalow Charter School students with reading/writing skills at or above grade level.

- **Metric 1:** 75% of students who have attended the school for at least one year will score at Levels 3 or 4 on the New York State ELA exam. (Absolute)
- **Metric 2:** Students will outperform CSD 10 percentage points, as measured by the percentage at Levels 3 and 4 in the same grades on the state ELA exam. (Comparative)
- **Metric 3:** Each year each grade-level cohort of students will reduce by one half the gap between the percentage at Level 3 and 4 on the previous year's state ELA exam and 75 percent at Level 3 and 4 on the current year's state ELA exam. (Growth)

Goal 2: Yalow Charter School students with math skills at or above grade level.

- **Metric 1:** 75% of students who have attended the school for at least one year will score at Levels 3 or 4 on the New York State mathematics exam. (Absolute)
- **Metric 2:** Students will outperform CSD 10 students by 10%, as measured by the percentage at Levels 3 and 4 in the same grades on the state mathematics exam. (Comparative)
- **Metric 3:** Each grade-level cohort of students will reduce by one half the gap between the percentage at Level 3 and 4 on the previous year's state mathematics exam and 75 percent at Level 3 and 4 on the current year's state mathematics exam. (Growth)

Goal 3: Yalow Charter School students with science skills at or above grade level.

- **Metric 1:** 75% of students who have attended the school for at least one year will score at Levels 3 or 4 on the New York State 4th grade science exam. (Absolute)
- **Metric 2:** Yalow students will outperform the local school district by 10%, as measured by the percentage at Levels 3 and 4 on the state 4th grade science exam. (Comparative)

Goal 4: Yalow Charter School will achieve Adequate Yearly Progress.

- **Metric 1**: Each year the school will attain a status of "In Good Standing" under the state's NCLB accountability system. (Absolute)

Leading Indicators. Because the state does not test assessment before 3rd grade, Yalow Charter School will use the NWEA MAP, a standardized exam, to evaluate student performance in all grades and gauge progress toward meeting our stated goals.

- **Metric 1:** At the end of each year the average percentile ranking will be at least 50% in reading and math. (Comparative)

- **Metric 2:** At the end of each year 100% of students will have achieved their growth target in reading and math based on mean growth in the latest norming study for students starting in the same 10 point Rasch unit (RIT) block. (Growth)

B. School Schedule and Calendar

Weekly Student and Teacher Schedules. Our extended school day maximizes the students' academic time and provides teachers with ample opportunities for planning and development as well as remedial instruction. (Attachment 3a). A table showing the number of hours per week dedicated to each subject and other parts of the day is also included in Attachment 3a.

For students the school day runs from 8:00 a.m. to 6:00 p.m. with an optional 7:30 a.m. breakfast. Recognizing the large amount of time we expect our teachers to be interacting with students each day, they will have two 60-minute prep periods.

Given the importance of literacy as a foundation for learning in all subjects, Yalow Charter School will devote significant time to literacy and its attendant social studies as well as daily math and science instruction. In choosing CKLA for grades K-3, we are incorporating cross-curricular instruction, covering rich content from social studies, science, and literature in the ELA block. The content will be divided into 10-12 domains, which will be covered in depth sequentially. Our ELA bloc is 16 hours a week rather than the 10 hours recommended for CKLA, because we believe our student population will need those extra hours.

Calendar. The calendar for 2015-16 is provided in Attachment 3b. Our extended school year provides students with 191 full days of instruction, two weeks more than those for DOE schools. In July-August teachers will participate in four weeks of a Summer Teacher Workshop for staff development and planning; the school year for students will begin the Tuesday after Labor Day and run through June. We will recognize only DOE holidays.

Summer School. Yalow Charter School's education model does not anticipate using summer school as a scholastic remediation tool. Our promotion standards are high. We will provide students with ample opportunities for remedial instruction with our RTI team during the school year. As more fully described under Section II.E., Promotion Standards, the principal will use a protocol to determine whether or not to hold back or promote a student.

Intervention Instruction. Yalow's model, with its team teaching and differentiated small-group instruction, provides initial remediation within the classroom. The master social worker/second teacher can address groups of students having trouble while the master teacher works with the rest of the class. See *CKLA and All Student Needs* and *Singapore Math and All Student Needs below*. When needed, additional intervention takes place during the time for Fencing/Chess/ Art. The 5-11 dedicated RTI team specialists will be assigned to work with students who need remediation as part of their caseloads (Section III. C, Instructional Staff Table).

CKLA and All Student Needs (ELLs, Special Education and IEPs, On-track Students). The Yalow Charter School schedule is designed to support all student needs. The CKLA curriculum we have chosen systematically teaches sound spellings from K through 3 during its CKLA Skills strand (Section II.C., Language Arts). Our ELA block, across grades K-3, occurs at the same time of the day so that all children—including English Language Learners—can go to a class to get exactly

what they need based on their mastery of sound spellings. Based on STEP Literacy assessment results, under the direction of the principal, teachers will have the option of grouping children who need remediation (even mixing students from different grades). Small-group instruction is used throughout the program to further differentiate student needs.

For the CKLA Listening and Learning strand, differentiation of instruction to meet individual student needs can easily occur in the same (grade-level) classroom. CKLA includes a supplemental guide for both the Skills strand and the Listening and Learning strand, which is specifically designed for students with low language skills. If Yalow has many students with low language skills (e.g., ELLs), the principal can choose to replace the standard program lessons with those from the supplemental guides. These lessons include shorter stories, allowing for rereading, and provide much more support for vocabulary, syntax, and language in general. Teachers and specialists can use the supplemental guides to augment or adapt the standard CKLA lessons. Making use of the supplemental guides will insure that students with low language skills remain on track with the CKLA Listening and Learning strand, along with the rest of the class. In short, there is no separation of students out of the classroom.

The goal of the Skills strand is to build *reliable* decoding skills based on the sound structure of the English language. For students who are "behind" in these skills, the principal will recommend a plan for daily remediation in addition to the standard classroom time spent on the Skills strand. (For more information, see Section II.G., Services for ELLs.)

The sounds-based approach of the CKLA Skills strand, intense practice of discrete sound spellings, and the clear and consistent (explicit) language used to provide instruction are aligned with what experts call for in teaching ELLs to read. (*Research-Based Methods of Reading Instruction for English Language Learners,* Linan-Thompson and Vaughn, chapter 3.)

Singapore Math and All Student Needs (ELLs, Special Education and IEPs, On-track Students). The Singapore math method of teaching mathematics is based on developing a strong feeling for numbers beginning with kindergarten. There is a three-step learning process: first concrete, then pictorial, and finally abstract.

All mathematical concepts are first introduced physically with a hands-on approach using concrete objects such as blocks, chips, geometric solids (cubes, cones), and cards. The transition from the concrete to the pictorial representation of numbers is the second stage to establish a feeling for numbers as well as all mathematical concepts. For example, a snapshot of a gas tank embodies a real life cylinder. The last step, the abstract, creates an understanding of algorithms and equations.

Because mathematics is a universal language, in practice ELL students usually do not have as many problems in keeping up with mathematics as they do with language skills. By developing a physical feeling for numbers, the special needs and IEP students comprehend the material better than with other methods. To insure the mastery of the material, the Singapore math method devotes more time to fewer topics than other methods of teaching mathematics. This is particularly advantageous for ELL, special needs, and IEP students.

As with the CKLA program, a daily remediation session in Singapore math will be offered in the time slots reserved for Fencing/Chess/Art. All grades K-2 will have two 60-minute classes in

math per day. Every grade will have a textbook and a workbook. Within each classroom of 30 pupils, students will be divided into small groups of 5-6. Initially, the instruction from the textbook will be frontal, with a teacher standing in front of the class. Then problems from the workbook will be posed. The team teachers will rove around the room, sitting down with each group, answering questions and giving hints to the solutions. This small group-teacher engagement enhances problem-solving and communicating the language of mathematics.

C. Curriculum and Instruction

The goal of Yalow Charter School is to instill in its students the incentive for excellence, to learn, and learn more, to strive for the goal of college.

Starting with kindergarten, we will offer a curriculum to inspire interest in learning, and we will educate parents about this curriculum, encouraging home support, and continually assess the progress of our students. Such a program requires highly qualified and motivated teachers, who will be offered extensive and targeted professional development courses in each of our core subjects (Section III.E.) and assessment tools to evaluate those subjects.

New York State Common Core Learning Standards (CCLS). To form our curriculum, we start by backward mapping of CCLS to identify the main objectives in ELA, math, science, and social studies. Focusing on those objectives, teachers shape lesson plans for each subject.

Language Arts Program and Content. Yalow Charter School's language arts program is aligned with the new Common Core standards. Yalow will use the Core Knowledge Language Arts (CKLA) program for K-3, developed by the Core Knowledge Foundation. Beginning in 4th grade, we will begin using the Core Knowledge Sequence, also from the Foundation. Based on the work of Dr. E.D. Hirsch, Jr., each is designed to give students, beginning in kindergarten, the type of basic knowledge needed as the basis of a sound and comprehensive education.

Core Knowledge is a sequential curriculum, and it outlines the content every child should learn in language arts and literature, social studies (history and geography), mathematics, science, music, and the visual arts throughout grade school.

The CKLA program includes two strands of instruction: The Skills Strand is meant to build students' decoding skills; the Listening and Learning Strand is meant to build students' language comprehension ability by exposing them to vocabulary, concepts, and ideas through frequent reading aloud. It is important for students/parents/teachers to understand that both strands are crucial for reading comprehension in later grades. Teachers may feel that the decoding skills taught in the Skills Strand are more important than language comprehension in the early grades. However, it is crucial that language comprehension ability is taught using content—social studies, science, art. This is the reason the very successful Icahn Charter Schools use the Core Knowledge Sequence. For example, Icahn schools use the content taught in social studies, art, and music (among others), for language arts/bloc instruction and writing. It takes many years to build up enough vocabulary and general knowledge to understand a wide range of printed materials. The building of background knowledge needs to begin in kindergarten (if not before) and continue throughout the elementary and middle school years.

If students aren't building their language comprehension ability in the early grades, their reading scores are likely to begin to fall off in grades 4 and later. This event has been called the "fourth-grade slump," and it occurs because what is tested on reading tests changes over time. As students advance from one grade to the next, test questions focus less on rudimentary decoding skills and more on comprehension—and comprehension depends on having sufficient vocabulary, background knowledge, and cultural literacy to understand the words being decoded. Thus, the importance of language comprehension ability increases with time. A weakness here may not show up in the early grades, but it will later.

The National Reading Panel in 2000 concluded that the research literature provides solid evidence that phonics instruction produces significant benefits for children from kindergarten through 6th grade and for children having difficulties learning to read. The greatest improvements in reading were seen from systematic phonics instruction. This type of phonics instruction consists of teaching a planned sequence of phonics elements, rather than highlighting elements as they happen to appear in a text. Here again, the evidence was so strong that the panel concluded that systematic phonics instruction is appropriate for routine classroom instruction (Section II.B., CKLA and All Student Needs).

For children with learning disabilities and children who are low achievers, systematic plus synthetic phonics instruction produced the greatest gains. Not only does this emphasis on phonics help disadvantaged students learn to read, but it also improves the ability of good readers to spell, critical to the complex language of English.

Both CKLA and the Core Knowledge Sequence will be supplemented with additional math and science curricula using Singapore math and inquiry-based science materials, plus AMNH visits.

Mathematics and Singapore Math. Starting in kindergarten, students will be taught mathematics using the well-regarded Singapore math program, based on the methods used in Singapore and now being used in the successful Scarsdale school system and Hunter College Elementary School in New York City, among others. In the most recent international ranking of the Trends in International Mathematics and Science Study (TIMSS), the 2011 study, the Singapore students achieved the highest 4th-grade and second highest 8th-grade scores. The USA came in 11th and 9th, respectively, among the lowest of all industrialized countries. The success of the Singapore students and their dramatic ability to outscore the U.S. students have been noted from the first study in 1995. The TIMSS study now involves 63 participating nations. It is conducted every 4 years and ranks 4th and 8th graders. Singapore, Korea, and Taiwan consistently lead these rankings.

The main design principles in the New York State CCLS for mathematics standards are focus, coherence, and rigor. These principles require that, at each grade level, students and teachers focus their time and energy on fewer topics, in order to form deeper understandings, gain greater skill and fluency, and more robustly apply what is learned. Singapore math focuses on visualizing mathematical concepts, concentrating on fewer topics than customary in U.S. math books, and treating knowledge as a cumulative process. Problem-solving abilities are emphasized, using pictorial models. The Singapore math textbooks start with kindergarten and are written for every grade through 6th.

The methodology of Singapore math balances computational fluency with conceptual understanding, as advocated in CKLA. The math curriculum is aligned with the math topics outlined in the Core Knowledge Sequence, which we will also use beginning in 4th grade.

Science. The science curriculum will be aligned with the New York State Science Standards. We have reviewed 3 inquiry-based science programs to augment the Core Knowledge sequence, and BSCS Science Tracks Connecting Science and Literacy appears the strongest, given the strong links between science and literacy. We won't be able to make a final decision until we assess how the new NGSS standards align with these programs.

We want our students to develop a lifelong love of science, which we believe begins when children are very young and intensely curious about the world around them. To that end, an important component of our science and social studies curriculum will be regular visits to the AMNH to instill deeper connections with science and social studies themes. AMNH exhibits will be used as teaching resources, which we will align with the new NY State Science and Social Studies Standards. The museum contains myriad subjects to be used in conjunction with language arts writing, and we will align visits with our language arts instruction. AMNH trips are another opportunity for parents to get involved with their children's development into inquiry-based scientists and lifelong learners. The AMNH is one of our nation's greatest learning resources, and we intend to make it a central part of the lives of our students and their families to spur inquiry and learning. (See Section III.E., Professional Development, and Attachment 7.)

Social Studies. Core Knowledge aligns with NYS CCLS and provides students with a deep background in history, geography, and government and provide them with the information needed to be productive citizens. In concert with our literacy program, teachers will help students develop their understanding of the world and their place in it. The study of American history begins in grades K–2 with an overview of major events and figures, from the earliest days to recent times. A more in-depth, chronological study of American history begins in 3rd grade. World history explores major cultures and religions. Geography begins with an introduction to the seven continents and their familiar landmarks and wildlife. In subsequent grades it expands to include an awareness of the relationship between place and culture.

Arts, Music, Chess, Fencing. A primary goal of Yalow Charter School is to develop the whole child. To this end, we will foster a collaborative learning environment, using art, music, and the disciplined activities of chess and fencing to engage the children and their families in the education process. These will not be optional after-school programs. Arts, chess, and fencing are integrated with the core academics, using a longer school day, 8 a.m.-6 p.m.

The Bronx Arts Ensemble (BAE) is collaborating with Yalow to provide all students with weekly instruction in traditional and non-traditional arts education. The BAE will teach music—using recorders—to kindergarteners, visual arts to 1st graders, and dance to 2nd graders. In later grades, performance art will be introduced. All the arts will continue throughout the grades.

Yalow has a collaboration with the Kasparov Chess Foundation (KCF) to teach our students the intellectually disciplined art of chess. Working with Michael Khodarkovsky, president of the KCF, Yalow would incorporate the highly successful 2-day per week chess program started in 2004-5 for the Harlem Children Zone (HCZ) schools. The program has been successfully used by

the Promise Academy I and II charter schools under the HCZ umbrella in its K to 3 curriculum, and Yalow will follow that model. The goal: teaching students the concentration and mental skills required to succeed and encouraging these ideals for general academic and lifetime personal achievement. As Khodarkovsky says in his letter (Attachment 7), "scientific studies show that playing chess, much like learning to play a musical instrument, improves children's cognitive and comprehensive skills, improves aptitudes in math and science, allows youngsters of all ages to have better self-esteem, and improves the rates of children staying in school."

We will use fencing to instruct children in this one-on-one physical discipline with its attention and courage attributes. Fencing has recently been introduced at Democracy Prep in Harlem, New York City, for students with a similar economic profile. We will establish a 5-day fencing program starting in kindergarten, staffed with accomplished fencers and guided by Michael Aufrichtig, U.S. Olympic Team fencing coach (Attachment 7). The mental aspect of fencing is critical to success, and it will hone our students' ability to focus in school. New York City remains the center of United States fencing, with an abundance of talented Olympic hopefuls and college fencers who will be recruited to teach.

Framework for Teaching and Learning

Informed Instruction. Yalow Charter School's goal is to develop our teachers to see the full picture of how to teach kids—from those who are struggling to learn to those who are fast to those who are just learning English. Among the many goals of the Summer Teacher Workshop, Yalow will run a training program to familiarize teachers with the technology needed to deliver STEP Literacy assessments for language arts, NWEA's Measures of Academic Progress (MAP), and computer-adaptive assessments for math—and then using this data to provide differentiated classroom instruction. Our goal is teachers mastering students' academic data so they can become more effective in the classroom. (See Section II.D., Assessment.)

One strategy we will be using is grouping students with similar learning struggles based on MAP or STEP data to receive more one-on-one instruction. Depending on the student's degree of difference from "target" classroom norms, these personalized instruction sessions may be provided by either one member of the classroom teaching team or a caseload specialist from the RTI group of ELL and special education specialists. In addition to tracking student growth in math skills using MAP, shorter computer-adaptive MAP for Primary Grades (MPG) assessments will be used for students who need a math intervention program.

Rationale for Using Social Workers (Mission Alignment). The most unusual, and significant, portion of our education model, however, is employing licensed master social workers (LMSWs) in teaching teams for grades K-2. It is central to Yalow Charter School's mission of graduating every student at or above grade level in literacy and math. Children bring socio-emotional problems into the classroom with them—it's natural, especially in youngsters. (See Section I.B., Rationale.) Some experienced teachers are adept at dealing with an individual student's personal situation while conducting daily lessons before 30 students; most aren't. It takes a trained professional to first recognize and then suggest coping strategies, so one student's "bad day" doesn't disrupt the whole class or that student's ability to focus on the day's lesson. Most important, one bad day can turn into a series of bad days, with an inattentive student falling further and further behind in the curriculum. The social worker is trained to recognize small

changes in a child's behavior, take the child aside, and find out what is happening to affect his or her focus in the classroom, all while the master teacher continues leading the class. The goal is to catch small issues—a death in the family, divorce, bullying, language or learning barriers—before the child shuts down or begins acting out in class. Larger issues can also be spotted and referred to other professionals for diagnosis sooner, so students may receive remediation or treatment earlier. See II.G., Response to Intervention Process, for further information.

By getting to know students and their families well in the earliest years, we can identify learning and emotional strengths and weaknesses and form good baseline pictures of students by the end of second grade. As such, we plan to use social workers in teaching teams for grades K-2—totaling 9—and teaching fellows thereafter, as the school adds grades.

The social workers will help the master teachers address the emotional/behavioral needs of the special needs students in the classroom. Cognitive-behavioral techniques (CBT), which the social workers are trained in, will be used in school and, with hope, reinforced at home. Families of special needs kids, of course, will be consulted. All supports will adhere to the standards required by the federal Individuals with Disabilities Act (IDEA).

Children with Asperger's syndrome and other mild forms of autism or those with PDD (Pervasive Developmental Delay) will be offered social support in the classroom by the LMSWs, which includes for autistic children help with reading the social cues of other students.

Because LMSWs are trained in a number of techniques, including CBT, outside specialists are not necessary unless it is determined that a child be referred for a formal assessment.

Family Night. Yalow is working with Children's Aid Society's Center for Community Schools to find a community-based social service agency to run a weekly Family Night support group. Our Family Night will be an informal dinner at the school. The parents requesting this time and their children and at least four of the school's social workers would be present. The structure is dinner for 45 minutes with all of the families and then 45 minutes of a group meeting, parents and children grouped separately. The social workers serve as facilitators. The services are provided in a culturally sensitive manner that responds to family needs and builds young students' resiliency and coping skills. Our ultimate goal is to help parents and children find comfort in their family life, because research tells us that having a supportive family life results in better outcomes for children in school and other areas of their lives. These meetings will strengthen parents' commitment to the school and their ability to support their children's learning at home.

D. Assessment Systems

Yalow will implement robust assessment systems, including administration of diagnostic, formative, benchmark, and summative assessments; protocols to ensure rigorous analysis of data and valid and reliable results; and procedures for using results to inform instructional planning. The principal and director of assessment will be responsible for coordinating the administration of assessments, with most of the implementation delegated to teachers.

Assessment Alignment with Yalow's Mission. The sole goal in Yalow Charter School's choice of assessment tools is to inform the Board of Trustees and school leadership whether we are

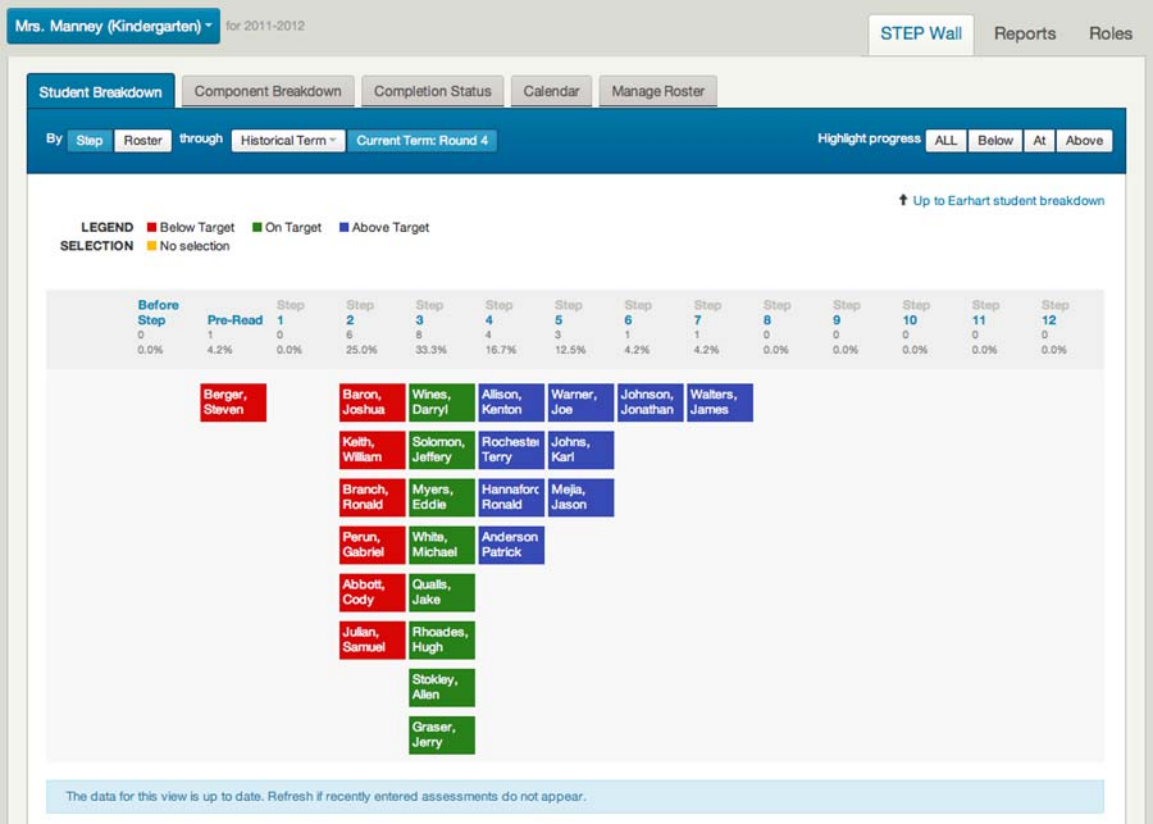
eliminating the learning achievement gap for economically disadvantaged urban children and graduating students at or above grade level in language arts and math.

Yalow will be data-driven, using the elective NWEA and STEP interim assessment programs to guide its teachers in reflective practices and its administrators in making professional development decisions about teachers and monitoring student academic achievement. In addition to a master teacher and licensed social worker in each K-2 classroom, we will have a dedicated RTI team reporting to the director of assessment, initially staffed with 5 and growing to 11 special education and ELL teachers, who will assess classes at the start of the school year to identify children who need extra help and then provide that help. Teachers also refer students throughout the year for help. We will employ "assessment walls" for our Data Analysis professional development days, every other Friday afternoon.

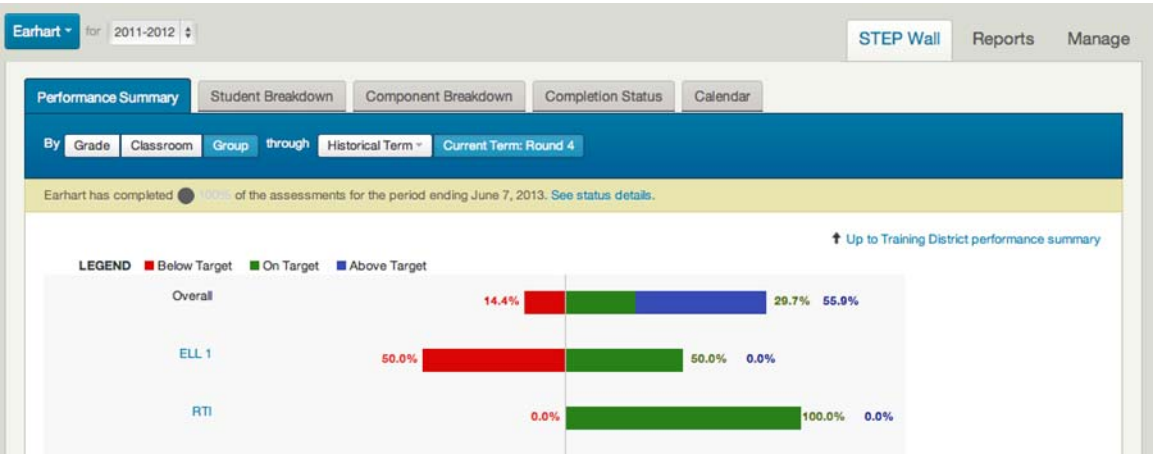
Data-driven instruction is a complex process. We are hiring professional coaches—highly qualified reading specialists from the University of Chicago Urban Education Institute (UEI)—during the Summer Teacher Workshop to develop teacher awareness of STEP and NWEA tools and hone their differentiated instruction skills. The same coaches will be brought back several times during the school year to assist teachers with follow-up student-progress monitoring analysis. These sessions will take place on professional development days throughout the academic year to help teachers hone their craft. Eventually, teachers can volunteer to become coaches themselves and will be trained in best practices. Teachers will receive extra pay for becoming coaches, and this expertise will add to their career development.

Interim Assessment Cycle. At the start of each academic year and in a 5-to 8-week cycle thereafter, students will be assessed to establish individual literacy baselines and the classroom progress toward raising student achievement more than one year each grade.

STEP Literacy Data Management System. Team teachers will use the STEP Online Data Management System for determining where individual students are in their developmental trajectory, and they can use it to identify trends at the classroom, grade, and school level. STEP training during the Summer Teacher Workshop helps teachers develop a common language around literacy teaching and instructional practices across grade levels—interpreting the data and translating it into more effective classroom instruction. For example, looking at the sample color-coded STEP Wall below, a teacher can tell at a glance which students are performing below target (red), on target (green), and above target (blue).



From the information on the STEP chart above a teacher may create guided reading groups based on students who are on the same STEP Level, are struggling with the same STEP components, and/or have special needs, such as ELLs or students with IEPs. In this way, teachers can track progress not only at the classroom level but also at subgroup levels (e.g., ELL, RTI), as shown below.



According to Chicago's UEI, the capacity for individual student growth increases dramatically the longer a school has been using STEP. We expect our students to move up three STEP levels from the beginning to the end of the school year. For example, a kindergartener would be expected to start in the fall at the Pre-Reading STEP level but end in the spring at STEP 4.

The STEP Literacy assessment program provides a comprehensive analysis for the literacy components—in 13 steps—of learning how to read. STEP 1 correlates with pre-kindergarten, 2-4 with kindergarten, 5-7 with 1st grade, 8-10 with 2nd grade, and STEPs 11-13 is 3rd grade reading. STEP looks across the spectrum of developmental reading, helping teachers identify the specific skills individual students need, regardless of their grade level. For example, STEP assessments may indicate a second grader needs phonics instruction typically taught to our kindergarteners. The goal is to form a consistent definition of critical thinking for K-2 students—a common teaching standard. With teacher coaching, STEP aligns the expectations of teachers within the same grade and vertically between grades. Immediately following interim student assessment testing, a STEP coach sits down with teachers by grade level. Together, they review what students got wrong and try to determine which strategies students were attempting to use when they failed the next higher-level exam. STEP assessments are predictive of where students are on the reading spectrum.

STEP assessment informs teachers' daily lesson planning. Alternative assessment systems don't pinpoint for teachers why students aren't performing well. STEP measures students' reading strengths and challenges in vocabulary, comprehension, fluency, phonics, and phonemic awareness. STEP complements our CKLA program, tracking results. Part of our ELA program involves small group reading instruction for guided reading. STEP data help teachers plan for this differentiated, small group instruction within the classroom. STEP books are used for reading assessment only; other books will be available for group and independent reading. Data tracking will be available for teachers and administrators on tablet computers for quick reference. STEP enables teaching teams to use differentiated instruction during the literacy bloc and group students for targeted individual instruction within the classroom.

The principal and director of assessment are able to view STEP Literacy assessment results by classroom to assess Yalow Charter School teachers—pinpointing weaknesses in teaching—and offer coaching or additional professional development. Many successful charter schools and charter management organizations, including KIPP and Uncommon Schools, are switching to STEP Literacy assessment for this reason.

Northwest Evaluation Association (NWEA). In addition to STEP Literacy assessment, we will use the NWEA Measures of Academic Progress (MAP), primarily for mathematics. The MAP uses computer-based adaptive assessments to evaluate individual students' proficiency levels. Students' scores are generated immediately. Using backward-design techniques, teachers will also use state standards and the Core Knowledge Sequence to create high-quality classroom assessments aligned with learning objectives.

At the beginning of each year teachers will administer the MAP in literacy and mathematics. The MAP for primary grades includes screening assessments that measure the foundational skills of letter and number understanding. NWEA MAP provides a Dynamic Reporting Suite that allows administrators and teachers to examine individual students, classes, and school-wide performance. Explicit training will be provided to teachers to administer assessments, collect data, analyze results, and develop action plans. The teacher teams for each grade will be expected to conduct formal "data-dives" immediately following our 5- to 8-week testing cycle to focus on grade-wide or individual student trouble spots and plan remediation.

NWEA MAP was selected because of its rigorous design: The 2011 NWEA RIT Scale Norms Study provides growth and status norms based on grade-level samples of at least 20,000 students per grade. These samples were randomly drawn from a test records pool of 5.1 million students, from over 13,000 schools and more than 2,700 school districts in 50 states. MAP trainers work with teachers to differentiate instruction within the classroom.

In addition to STEP and NWEA, we will use a combination of standardized and teacher-developed assessment instruments, including:

Home Visit. Even before students enter Yalow Charter School, we will engage in assessment. Each summer teaching teams will visit the homes of newly enrolled students to get to know the family, share school policies and procedures, and conduct informal diagnostic assessments. Using a checklist, they will try to ascertain the child's alphabet and number knowledge. They will also administer the Home Language Identification Survey (HLIS) as the first step in identifying students eligible for ELL services.

Diagnostic Assessments. As part of the RTI process we will use diagnostic assessments to determine incoming students' knowledge, skill levels, interests, and signs of special needs.

Formative Assessments. Teachers will use interim assessments provided with curriculum programs and conduct regular checks for students' understanding during instruction. Assessments should require students to demonstrate mastery of content in each subject, familiarity with grade-specific language, historical events, geography, and mathematical and scientific concepts.

Observation. Teachers will be expected to document anecdotal evidence of student learning from one-on-one conferencing and small-group instruction. The licensed social worker in each class will also be keyed to observation, particularly as to students' problems. These assessments will be entered during the Data Analysis Professional Development meetings every 2 weeks. (See Section II.D.; Student Data Analysis: Assessment Walls.)

Writing Assessments. As part of our emphasis on literacy, teachers will develop grade-wide writing assignments and set common standards to assess mastery, even at early grades.

Report Card Conferences. These will be held twice a year with parents/guardians. Parents of special education students will be kept informed in writing and in their home language of their child's progress in meeting both the RTI long-term IEP goals and short-term objectives.

Summative Assessments. Students will be regularly evaluated on their mastery of skills and knowledge as defined by state standards, the CKLA sequence for K-3, and the Core Knowledge thereafter, and PARCC common core summative assessment.

Yalow Will Administer All Assessment Requirements for All Public Schools:

Language Assessment Battery-Revised (LAB-R). The LAB-R will be administered to incoming students following teacher home visits and completion of the HLIS for those students who speak little or no English when interviewed, and determining eligibility for ELL instruction.

New York State English as a Second Language Achievement Test (NYSESLAT). All limited-English-proficient students will take this exam annually to determine academic progress and continued eligibility for ELL services.

New York State Testing. Beginning in 3rd grade, all students will take the state's English language arts and math exams annually, and the state's science exam starting in 4th grade.

New York State Alternate Assessment (NYSAA). Students certified for an IEP will take this annual assessment, which measures their progress in achieving learning standards. Eligibility is determined by the Committee on Special Education (CSE).

Use of Assessment Results. As a data-driven school, we at Yalow Charter School will expect teachers, school leaders, and the Board to use assessments in the following manner:

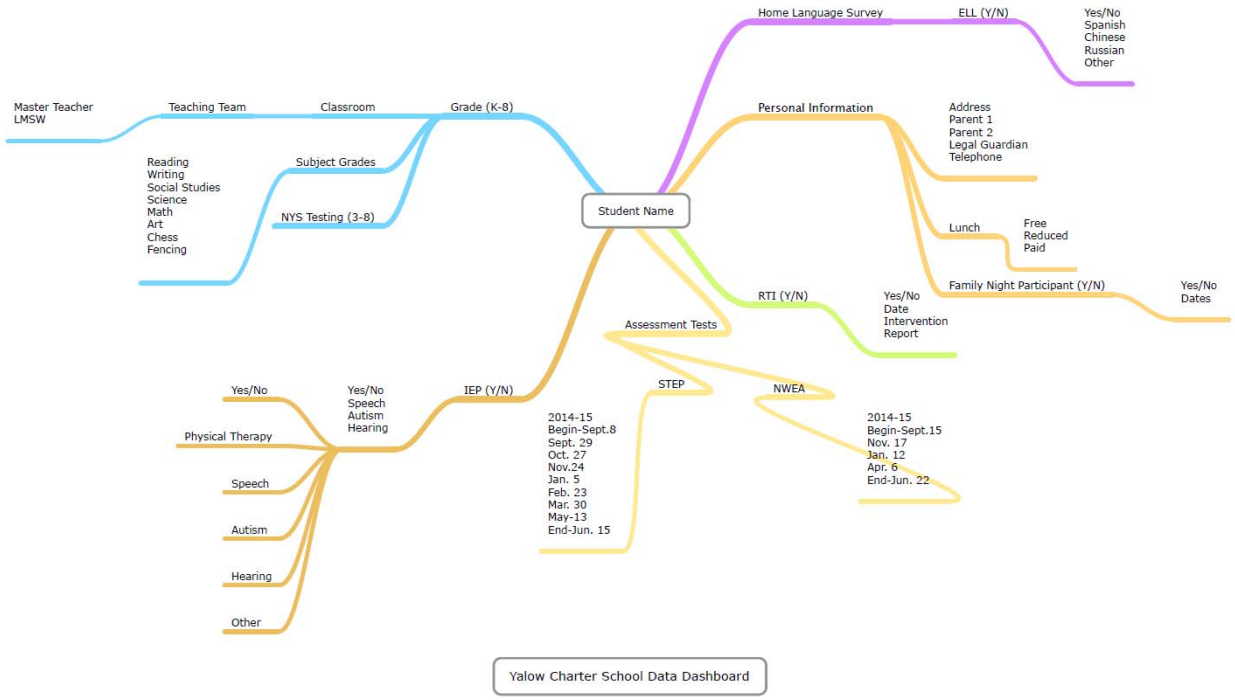
- Teachers
  - Benchmark students early by assessing their mastery of specific standards.
  - Identify concrete skill deficits.
  - Create lesson plans that will remedy deficits and accelerate learning.
  - Organize and rearrange flexible small group instruction to meet students' needs.
  - Facilitate communication with parents.
  - Monitor progress of struggling students in the RTI process/revise interventions.
  - Enhance collaboration with other teachers.
- School Leaders
  - Evaluate and hold accountable teachers and other staff.
  - Evaluate and improve curriculum, professional development, and assessment.
  - Facilitate communication among teachers, the RTI team, and parents.
  - Monitor the RTI process to ensure that students receive appropriate interventions.
  - Engage the families to help their children excel in school.
  - Enable the RTI Team to identify students for referral to CSE for evaluation, change of IEP, or decertification.
  - Monitor efficacy of services/interventions for ELLs and students with disabilities.
  - Identify school and teacher needs and guide implementation of staff programs.
  - Inform the Board about progress toward objectives and student outcomes.
- Board of Trustees
  - Evaluate the performance of the executive director.
  - Monitor effective implementation of key design elements.
  - Review and approve Yalow's budget to determine optimum allocation of resources.
  - Evaluate school policies and procedures and revise to ensure achievement of mission and accountability goals.
- Parents
  - Monitor their child's performance (report cards and conferences).
  - Identify areas in which they can help their child learn.
  - Make decisions about whether to keep child enrolled in the school.

Student Data Analysis: Assessment Walls. Friday afternoons every two weeks Yalow Charter School teachers will participate in data analysis apropos their students. They will produce classroom "assessment walls," post-it boards for each classroom, which the teachers attach a

post-it for each student, tracking the success of each student. The assessment wall is a school-based process highlighting the review of each student's academic growth while charting grade-level strengths and weaknesses as well as school-wide learning trends. It is a quick method for generating visual information that triggers grade-level and school-wide conversations of curriculum and instruction.

The achievement data become tangible for teachers as they physically move student post-it notes through the graded STEPs, becoming visually aware of academic disparities within the classroom. Additional information on the post-it notes (LAB-R, ethnicity, gender, classroom observations of the teacher and social worker, etc.) will help clarify other disparities occurring within the classroom. At the end of each school year, the information will be put into digital form for the next-grade teacher to access at the start of the next school year. Within the first six months we will produce Student Data Dashboards available on tablet computers (below).

Student Data Dashboard
(electronic iPad version)



E. Performance, Promotion, and Graduation Standards

Promotion Standards. We believe students must demonstrate mastery of skills and knowledge rather than merely attend school and show effort. State standards and the Core Knowledge Sequence provide the framework for determining what a student should learn in each grade, which will inform promotion and retention decisions. We believe that a rigid formula does not make sense for deciding promotion from one grade to the next. Our intervention programs allow team teachers to personalize learning in each subject. When additional support becomes necessary, the RTI team targets strategies to get the children on track, and parents are included in the process. Everyone, including parents, will know that a student is at risk of not achieving grade level proficiency by the end of the school year and what steps will be taken to prevent

failure. For students whose promotion remains in doubt, teachers will employ a protocol to weigh a number of factors, including student achievement levels on state tests, school-wide STEP and NWEA MAP assessments, as well as teacher-developed assessments measuring progress over the course of the year; grades, attendance, and behavior all matter. Teachers will then generate a recommendation based on the best interests of the student and discuss it with the parents. The principal will make the final decision.

STEP Literacy assessment tells whether a student is on track or above or below. Yalow Charter School will determine whether we are going to hold a student back for being a certain level below grade level. For instance, the principal may say that if a child is more than one year below grade, according to his or her STEP level, promotion would be denied. STEP generally expects to see a minimum of three STEP levels of growth over the course of the year. The benchmarks are: STEP 1 for Pre-K, 2 for kindergarten, 5 for 1st grade, 8 for 2nd, and 11 for 3rd.

5th Grade Graduation Standards. In order to complete elementary school at Yalow Charter School and move on to middle school, a student must demonstrate mastery of skills and content in all subjects at the 5th-grade level. Our graduation standards will be based on the NYS CCLS. To view samples of the CCLS 5th grade requirement, visit http://www.engageny.org/common-core-curriculum-assessments/.

F. School Culture

The success of our academic program—eliminating the learning achievement gap—depends on the creation and maintenance of a strong school culture for students, staff, and parents. Yalow's principal will be responsible for bringing school culture to life, using the following guidelines. First, we believe no child learns unless he/she feels safe and secure—physically and emotionally—and this principle will underpin all school policies. This requires clarity, consistency, and action. Based on other successful "no excuses" charter schools, such as KIPP and Uncommon Schools, and through a few specific virtues and the practices and rewards that reinforce them, we will establish a vibrant learning environment built on character.

Yalow's culture is focused on **developing the whole child**, which is more than a slogan. Arts, chess, and fencing balance academic rigor with alternative intellectual pursuits, where children can quickly see the fruits of disciplined effort: the satisfaction of creating something beautiful or being victorious. Children and families both get to celebrate these regular accomplishments. Success in each requires students to learn and master rules of the craft. Getting children to make the early connection in their minds that learning and following rules lead to success reinforces the efforts of all Yalow teachers in core academic subjects.

Chess and fencing teach children another life lesson: **respect for others**. If you don't respect your opponent's unseen mental agility in chess or fencing, you are very likely to be beaten. Victory demands that you assume your opponent can beat you, so you have to bring your best game to every match. A slip in focus can spell defeat.

Yalow's culture will preach **equality of the mind**; no matter what a child's economic or physical state is, if he or she develops an interest and works hard at it, success will follow. Every child can excel at something.

Yalow's final message to students: **We expect you to go to college**, and we are doing our best to make you ready to succeed. We like the example of Uncommon Schools, naming classrooms after colleges. We will look for other ways of reinforcing college themes—e.g., sports banners or college T-shirts. More than likely, our college choices will name many of the 60+ Division I fencing colleges and those with world-class chess programs. Many top colleges offer chess and fencing scholarships. With academic success, these sports help get students into great colleges.

Family participation will be encouraged at every turn: nightly reading, AMNH visits, Family Night dinners, a family photo gallery—strengthening family commitment to the school.

Key points of a No Excuses culture include: 1) high behavioral and academic expectations for all students, 2) high emphasis on academics, 3) policies to hire and motivate great teachers, 4) a strong focus on building and teaching school culture, 5) a strict behavioral and disciplinary code that leaves little room for ambiguity or inconsistency.

Yalow Charter School will establish a code of conduct, Commitment to Excellence (see Attachment 4), which our students and their parents will be asked to sign and support, but we are recruiting kids who may not be ready to follow these rules. The team teaching model will provide scaffolded support so these children can succeed within the classroom. Whatever the reason of why kids cannot follow the rules, we need to understand why they think this behavior is okay, and we need to engage parents in the effort to effect change. Our model is to change the way these kids expect to be treated and teach respect.

Discipline Policy. By establishing and teaching clear expectations for behavior, Yalow Charter School can then implement an effective discipline system for misbehavior, the sole purpose of which is to redirect students to productive learning and develop habits necessary for future success. Not only must consequences be clear and consistent, but also there must be meaningful follow-through. Student Discipline Policies will be disseminated to all families as part of the Family Handbook; it will be printed in multiple languages, and parents will be expected to sign it to demonstrate that they have received and read it. The Student Discipline Policies will spell out consequences for infractions based on their severity and frequency.

Regardless of the type of infractions, all consequences will include opportunities for reflection and reconciliation to maintain connections with learning and the school community. The school will create incident reflection forms requiring older students to write what happened, what rules and virtues were violated, and what alternative actions could have been taken. Reconciliation will include apologies and/or action related to the harm done.

Due Process Hearing. Students will be told of all charges against them and asked for their side of the story. The principal or other school official shall consider this explanation prior to taking disciplinary action. For minor infractions parents may be merely notified and/or a conference requested to assist in resolving the situation. For serious issues, possibly involving suspension of the student, parents will be notified and have opportunities to discuss and appeal the disciplinary action. In cases where the student has committed a crime or violation of local, state, or federal law, law enforcement authorities will be notified. When students are suspended, Yalow will provide alternative instruction.

Short-Term Suspension. The principal may suspend students for up to ten school days.

Long-Term Suspension. The principal may suspend a student for over ten days for serious cause after the student has been found guilty at a formal hearing. The principal or a delegate will preside over the hearing, and all members of the staff who were involved in witnessing the alleged discipline violation are required to participate.

Expulsion. Following a hearing, if the principal decides that an infraction warrants expulsion he/she makes a recommendation to the Board of Trustees, which will make the final decision. Parents may appeal.

Students with Disabilities. Yalow Charter School disciplinary policy (Attachment 4) for students with disabilities is in accordance with the IDEA, and school staff will work closely with the CSE to ensure all students are treated justly. Any time the behavior of a student with a disability requires a disciplinary action, an assessment will be made to ensure the discipline does not constitute a disciplinary change in placement, and that the student is not suspended or removed for behaviors related to the student's disability. 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. A student whose IEP includes a Behavior Intervention Plan (BIP) will be disciplined in accordance with the BIP. If the BIP does not appear to be effective or if there is a concern for the health and safety of the student or others, the matter will be immediately referred to the CSE for consideration of a change in the guidelines. Parents may request a hearing to challenge the determination, and the child will remain in his or her current class pending the determination of the hearing.

Evaluating School Culture. As a data-driven school, Yalow Charter School will collect specific information about school culture and safety to monitor implementation of practices and procedures and make continuous improvements to gauge parents' and students' perceptions about school. This information will be anecdotal rather than numerical, but we will periodically survey parents and teachers about the school culture. Discipline data will be analyzed to determine the consistency of teachers' actions regarding individual students' behavior.

G. Special Student Populations and Related Services

Plan For Responsive General Education Classrooms. Yalow Charter School's team-teaching model (including its social workers) enables the school to fully comply with S504 of the Rehabilitation Act of 1973. In order to convey equal educational benefit to all students we will evaluate students on a daily basis in the classrooms to understand what each student needs. Trained LMSWs have specialized knowledge to help identify student needs, which is a prerequisite to providing services under S504. Once aberrant indicators are identified, Yalow's RTI team can determine whether to recommend any formal evaluation (see **Response to Intervention (RTI) Process** below). The law requires the CSE to draw upon information from a variety of sources, including tests, teacher recommendations, cultural background, and adaptive behavior. Our team-teaching model will be an effective precursor to performing correct student evaluations, so the possibility of classification error is minimized. The model also allows Yalow to continually reevaluate the student's abilities and disabilities and recommend the student to the RTI team for a comprehensive reevaluation preceding a change in the student's IEP. Furthermore, Yalow's team teaching model enables us to better meet the

requirements of S504 and IDEA, that special ed students are educated in the least restrictive environment—the regular classroom—where they have full exposure to nondisabled peers.

The CKLA curriculum Yalow has chosen doesn't reduce the expectations for S504 students. It does, however, compensate for some disabilities (e.g., ELL students) so students have an equal chance to compete in class.

Our electronic tablet student dashboard provides teachers and administrators with access to historic student grade and testing records, enabling even the newest teachers to have a better understanding of a student's academic performance problems. Combined with professional development training at the NYC Collaborative on Special Education, teachers and administrators will be able to make informed student evaluations.

Services for ELLs. Services begin with instructional methods. According to *Research Based Methods of Reading Instruction for English Language learners Grades K-4*, by Sylvia Linan Thompson and Sharon Vaughn (2007), to be effective with English Language learners, instructors should use a "synthetic" phonics program, explicitly teaching students letter-sound relationships and then how to blend the letters into words. Lesson plans should incorporate teaching many phonics rules before students have learned all of them, in order to teach the blending of sounds to make words. The book cites research showing ELLs acquire a greater number of English words faster when the phonics program is combined with stories having many decodable words using the same letter-sound relationships they are being taught in class. English language acquisition is reinforced by providing ELLs opportunities to spell words and write their own stories using the letter-sound relationships being taught.

To better prepare ELL students Yalow has chosen to use the CKLA program for grades K-3, which provides comprehensive literacy instruction integrating phonics with story time and small-group tutoring to create a balanced literacy program. The research cited in the Linan-Thompson and Vaughn book shows that, by starting early, two years of phonics instruction is sufficient for most. We will use the STEP Literacy program to adapt our phonics and literacy instruction to meet the needs of individual ELL students, using small-group tutoring. Depending on student needs, from day one, two ELL instructors from the RTI team will be dispatched to individual classrooms to work with the teaching team to help small clusters of students needing more intensive work. By year 4, there are four ELL instructors.

Yalow Charter School will run a full-inclusion program for our ELL students. Given our choice of curriculum, our teaching team model, and separate ELL instructors from our RTI team, we can service ELL students in our regular classes. We have chosen the CKLA K-3 books and related teacher manuals because of the NYC pilot program's success moving ELL students to English proficiency after one year. CKLA includes an assessment and remediation guide for teachers at each grade level, providing more targeted instruction for ELL students. In addition, CKLA provides repetition in the skills strand to accommodate struggling students and provides flexibility for teachers to give students additional attention, as necessary. CKLA supplementary materials use shorter versions of stories so ELL kids do not have to struggle, and they also include an assessment remediation guide. From the first day of school, ELL students will be immersed in English, with the support they need to learn the language and develop the grammatical framework and vocabulary needed to begin developing as readers and writers.

Yalow will follow all applicable laws in serving its ELL students, including student identification, annual notification to parents, reclassification to fluent English proficient status following the annual NYSESLAT to determine ongoing eligibility, and evaluation of ELL programs.

The director of assessment will be responsible for record maintenance.

Identification of High-Achievers. We will identify high-achieving students—those scoring at least one grade level above on standardized tests or internal metrics for reading, writing, math, and oral language—using the interim assessment currently planned (Section II.D). Advanced students will receive individualization in many of the same ways that at-risk students will, including small group work done in classrooms and focused lessons.

Social Worker Support for IEP Students. Having 9 teachers with a social worker background in each K-2 classroom, Yalow Charter School will engage in a continuous and proactive effort to identify students with special needs and meet all requirements under IDEA and Article 25 of the state's 1992 Public Health Law creating the State Early Intervention Program. Teaching teams will consult with the RTI team in the Child Find process to determine whether further academic/mental health attention is needed, including provision of some special education services following formal evaluation by the CSE.

Child Find Process. Clinicians in the schools are able to see the students in their natural environment and gain a much better understanding of their strengths and difficulties than they do in an off-site office. After referral by school personnel, and formal diagnosis, on-site service can be helpful for children and families who are unable to make the trip to another location for treatment, particularly young children. The teacher-social worker can easily consult with the master teachers and other school staff and provide crisis intervention when needed.

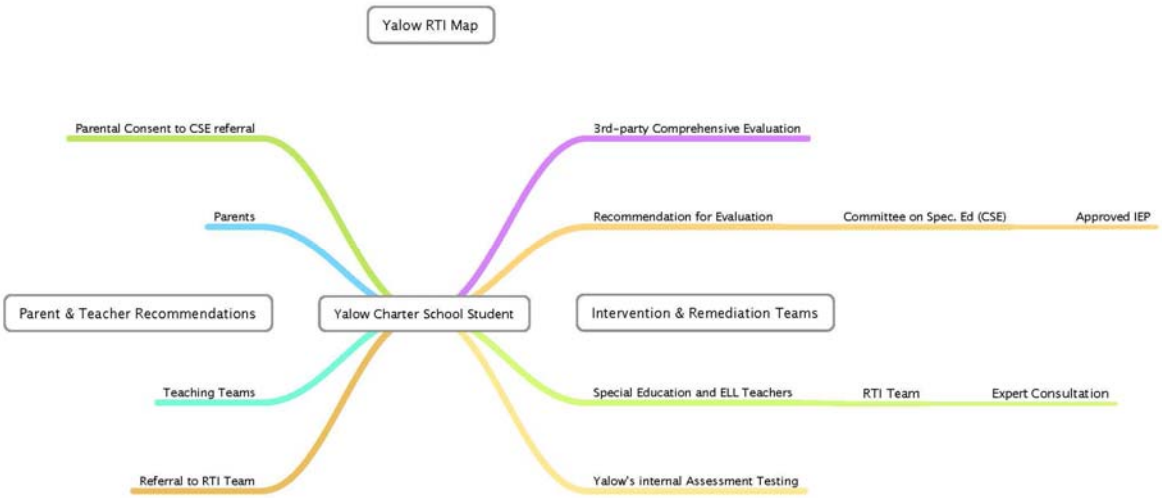
Response to Intervention (RTI) Process. The RTI program at Yalow Charter School is designed to catch students with learning problems in the first few weeks of the school year, before serious failure occurs, and design interventions to put them back on track to academic success.

The RTI process will operate on a six- to eight-week cycle for revising existing students' intervention plans. Ongoing assessment (Section II.D) is key to a successful RTI program. Our in-house staff of 9 teachers with a social worker background is unique, and it will swiftly inform the overall process of monitoring student achievement and providing personalized instruction.

Observation is the key to understanding patterns of behaviors for all students. Who's having a good day? Who's having a bad day? What in the educational environment is a positive experience and what is negative? Who is adjusting, who isn't? In an ideal situation, kids with problems should be asking for support. The second teacher with a social worker background is moving around the classroom and giving extra individualized support so students aren't disrupting the class for everyone else. Individualizing and supporting. If this classroom support does not work, the RTI team will be brought in to provide additional targeted student assistance (say, math or writing), or they may refer the student for additional assessment and to the CSE. By year 5, six special education teachers and one bilingual speech therapist will be managing caseloads to support teaching teams.

If a child remains troubled, the teaching team supported by the RTI team will meet with parents to learn if they see this behavior at home. We need improved communication with families to have kids overcome their impediments and become successful at school.

Our RTI team will be coordinated by the director of assessment, who will be responsible for coordinating follow-up meetings or expert evaluation and leading data-driven discussions using all available information, including standardized test results, STEP and NWEA assessment results, behavior and discipline observations of teaching teams, student records, and parent input. The RTI process provides many intervention options for specific learning needs:



1. Using STEP, estimating the literacy skill gap between the student and his or her grade-level peers.
2. Determining the likely reason(s) for the student's below-grade performance.
3. Selecting research-based interventions likely to improve academic functioning.
4. Ongoing monitoring of academic progress to evaluate the impact of the intervention and trying alternatives, if necessary.
5. Referring students to CSE for evaluation and related services if the student fails to respond to multiple well-implemented interventions.

Should a child need special help:

Tier 1—Targeted Interventions. For academically struggling students, teachers may add an ever-widening array of programs: alternative pedagogy, guided practice, and appropriate pacing for each child.

Tier 2—Intensive Interventions. Remediation of severe problems require intensive and sustained intervention. The RTI team consists of 5-11 dedicated certified special education and English language learning teachers managing a caseload of students one-on-one and providing small-group targeted interventions. In grades K-1, Tier 2 students may require intensive one-on-one reading programs, such as Wilson Fundations for phonic instruction.

During the Summer Teacher Workshop (Section III.E.) teachers will be trained to identify problems with new students and monitor progress during the school year, and effectively include students with disabilities in their classrooms.

Identification of Students Needing IEP. Our two-tiered RTI process is designed to assess whether special education services (Individualized Education Program, or IEP) are necessary. Having exhausted the two tiers, the director of assessment will convene a meeting with the student's classroom teachers and RTI team special education teacher to review past attempts at meeting the student's needs and determine whether to recommend the student to the District 10 Committee on Special Education (CSE) for evaluation.

Once a child is identified as needing services, classroom teachers and the RTI team will meet with the family to obtain consent for identification services; in some cases, an outside psychologist may be brought in for evaluation of higher-order special education services; packages will be prepared for the CSE administrator; and if necessary an attorney will be selected to join the team advocating for the child. We will work closely with the CSE to provide all necessary information to support its evaluation and IEP development processes. The classroom teacher and the special education teacher will participate in CSE meetings.

Protocols for Provision of IEPs. After students having an IEP are admitted to Yalow Charter School in accordance with S2854(2) of the Charter Schools Act, Yalow's RTI team will obtain and review the student's IEP to determine what services were recommended and whether we are capable of providing the special education services as set forth on the IEP. If Yalow's director of assessment makes a determination that Yalow is unable to provide some or all of the services as recommended we will either request that the CSE meet to review and, if appropriate, amend the IEP or request through the CSE that the Department of Education (DOE) provide the services that Yalow is unable to provide.

As the local education agency (LEA) under S2853(4), Yalow Charter School will collect the information regarding provisions of IEP services for students with disabilities and enter the "first attend" date into the DOE's computerized special education database ("CAP").

Yalow will hire licensed special education teachers to provide many IEP services, including bilingual speech therapy. IEP students will get social/emotional support in the classroom and at the Family Night. If a child has mild autism, the second teacher can provide support in the classroom (see Section II.C., Rationale), subject to his or her IEP.

The director of assessment is responsible for: developing an effective working relationship with CSE staff and educating them about our program for at-risk students; maintaining all student records, including IEPs, in locked filing cabinets in the administrative office; and keeping an access log prior to releasing them to staff. All records are confidential. At the beginning of the year IEPs will be provided to teachers along with a description of the disability, goals (or short-term instructional objectives and benchmarks for students who meet the eligibility criteria to take NYSAA), and required services.

Programatic Evaluations: ELL and IEP Services. School leaders will regularly evaluate the efficacy of our programs and consult with the NYC collaborative on Special Education (Section I.C., Full Access) on the effectiveness of our RTI model and the performance of classroom teachers. Parents will also be surveyed to determine their perspective on the IEP services.

III. ORGANIZATIONAL AND FISCAL PLAN

A. Applicant(s)/Founding Group Capacity

With the exception of Applicant—Alec Diacou—and Shayne Evans, 10 members of the Founding Group will become the founding Board of Trustees, all voting members. Mr. Evans will head the search committee for a school principal (see Attachment 7) as a special consultant.

The Founding Group listed in the table, below, represents a diverse set of experiences and skills and is fully capable of launching and overseeing a high-quality charter school.

Formation of Founding Group. Yalow Charter School Founding Group was brought together by Alec Diacou: a group of individuals sharing his passion for education and having collective professional expertise and contacts to problem-solve and operate a successful school. Mr. Diacou is the primary author of the application, and Michael Rosen and John Carr, both with MBAs, addressed the school's budget plans and other financials. As the school planning process matured, Alec Diacou invited additional experienced individuals to join the board—e.g., Gregoria Feliciano for outreach to the large Dominican population in District 10, Sandra Hayes for the development of our Singapore math program, Ben Yalow for his IT expertise, Ivan Lee for his instructional expertise with black students, Bill Jackson for his expertise in establishing Singapore math curriculum, and Ben Kearney for his expertise overseeing wraparound services in a charter school. Shayne Evans was brought in as a consultant to help identify and recruit a qualified principal for a new school since 2011, the Founding Group members have had more than 10 formal meetings to discuss the overall focus of the school and final details of the application. In addition to meetings in person, the Yalow Founding Group has been in constant contact via e-mail as the planning and application-writing process advanced. The overall model for Yalow and the application reflect Yalow board's collective vision for the school.

Name – Employment	Relevant Experience and Expertise	Proposed Role	Length of Initial Term
Alec H. Diacou – Self-employed	Project finance specialist and financial advisor for state and local governments. Bronx non-profit organizer addressing economic development, senior services, and childhood obesity epidemic. Restoration of historic Bronx homes. Economist, and parent of 3 sons graduated from NYC public schools.	Executive Director	Not a Board Member
John W. Carr – Retired Partner, Simpson Thacher & Bartlett	Corporate lawyer, practiced at Simpson Thacher & Bartlett over 25 years, focused on mergers & acquisitions, private equity, and capital markets. Non-profit board service on All Souls School, Rensselaer Polytechnic Institute, NYC Outward Bound Center, Apollo Theater Foundation. Governance: Advised government and non-profit boards on significant transactions. Father of two girls.	Board Chair	3 years
Shayne Evans – Director of the four campuses of the University of Chicago Charter School as well as	Served as the director of the UChicago Charter Woodlawn campus and co-founded the UChicago Charter Carter G. Woodson campus, as middle school assistant director and lead	Chair Principal Search Committee	Special Consultant. Not a Board Member

Name – Employment	Relevant Experience and Expertise	Proposed Role	Length of Initial Term
a managing director of the University of Chicago Urban Education Institute (UEI)	literacy teacher at the UChicago Charter North Kenwood Oakland campus and curriculum consultant to the UEI's 6to16 program. Previously, Evans was an 8th grade math teacher.		
Gregoria Feliciano – Public School Director	Community school director for the Children's Aid Society at PS 50, managing professional development for teaching staff, health and mental health services, and after-school programs; representing the school at other community organizations to provide social connections for children and families.	Board Member	2 years
Dr. Sandra Hayes – Professor of Mathematics at City University of New York	Professor of Mathematics at City College and a Visiting Scholar at the Graduate Center. Researcher and teacher at universities in Germany and France for over 20 years. A delegate to the United Nations Sessions of the Commission on the Status of Women in 2007 and 2008. Liaison for implementation of the Singapore math program.	Board Vice Chair	3 years
William Jackson – Harlem Village Graduate School of Education	Co-Director of the Center for Lesson Study and Adjunct Faculty at the Harlem Village Graduate School of Education. He is a bilingual grade school & ESL teacher, a professional development specialist, and author of works on Singapore math and lesson study.	Board Member	1 year
Benjamin Kearney – Ph.D.-V.P., Ohio Guidestone	V.P. and Chief Clinical Officer of Guidestone, an Ohio social service agency that guided the creation of the Stepstone Academy Charter School on its Cleveland campus. Stepstone has had great success educating urban youth using similar wraparound services for children and families to those proposed at Yalow.	Board Member	3 years
Ivan Lee – NYC Police Department	Police officer and Fencing Commissioner for the NYC Public Schools Athletic League. Former 8th-grade public school teacher. Olympian: 4th place 2004 U.S. Olympic Fencing Team. Urban youth counselor for New Horizons Ministries, staff member for Leaders Among Minorities Everywhere (FLAME) program, and fencing instructor. Educated in NYC public schools.	Board Member	1 year
Michael Rosen – Director, Capital Markets at 1010 data	Real estate financial technology executive working in mortgage-backed securities services. He has deep experience with the methods and tools of assessment and data analysis and provides real estate knowledge. BS in Computer Science and an MBA in Economics and Finance. President of the Chicago Booth Alumni Club of New York.	Board Treasurer	2 years

Name – Employment	Relevant Experience and Expertise	Proposed Role	Length of Initial Term
	Father of two children.		
Shirley Saunders – Deputy City Clerk for Borough of the Bronx	Deputy City Clerk, City of New York, Bronx City Hall. Former senior staff assistant to congressman Eliot Engel. Expertise in navigating Bronx politics. Mother of three children educated in the New York public schools.	Board Secretary	2 years
William Scribner - musician and Founder of Bronx Arts Ensemble	Founder of arts and music programs in 65 public schools in the Bronx. Proven fundraiser as director of Bronx Arts Ensemble. Bronx community organizer.	Board Member	1 year
Benjamin Yalow – Comptroller, Chicon 7 Conference	Son of Rosalyn Yalow, who has worked at educational institutions for 25 years (Columbia University and City University), primarily within their computer technology areas. A graduate of PS 7, JHS 141, and the Bronx High School of Science.	Board Member	1 year

B. Board of Trustees and Governance

The initial 10 voting members of the Board of Trustees will serve staggered initial terms of 1, 2, and 3 years as shown in the chart above. No critical Board positions remain unfilled.

Recruitment, Orientation, and Training. The Board will have no fewer than five, no more than 15 members. Annually the Board will vote on the re-election of Board members after their current term has expired and the election of new candidates. All new trustees will receive orientation materials, including a copy of the charter and bylaws, Board member job descriptions, previous Board meeting minutes, major policies of the school, and this charter application. The Board will undertake ongoing governance training to ensure that all members have a common vision of the Board's roles, responsibilities, and best practices.

Founding Board of Trustees. CSBM, one of the largest charter school services management companies in the country, states that most charter schools fail for financial reasons; not academic performance. Yalow Charter School has a sophisticated founding group and proposed Board of Trustees with teaching experience as well as expertise in curriculum developments, finance and risk control, fund-raising, facilities planning, professional development, real estate, technology, and board governance. Trustee background information is included in Attachment 5a. Specific qualifications are highlighted below.

Board Qualifications

Finance. The Applicant/executive director and two board members have extensive experience in finance. Alec Diacou was trained as an economist and spent the first 20 years of his career working in banking, investments, and investment banking, analyzing project financing. He spent 15 years doing public finance and served as the financial advisor to the State of Connecticut to structure its very first non-guaranteed student loan program, the State of California for its first alternative energy project finance program, and the City of Chicago for its first derivatives financing contract, among others. John Carr holds an MBA in finance and

practiced corporate finance as an attorney for 30 years. In addition, as a board member, he guided the financial restructuring of the historic Apollo Theater and served on the finance committees for the boards of both Rochester Polytechnic Institute and Tuskegee University. He will serve as the Board Chair. Michael Rosen holds an MBA in finance and economics and has worked in finance and real estate for 20 years analyzing risk controls for major corporations. Michael Rosen will serve as Yalow Board treasurer.

Governance and Professional Development. Gregoria Feliciano holds a Master's of Education in Supervision/Administration and a NYS School District Administrator Advanced Diploma, working as an administrator in public schools from elementary to high school—in New York City and Westchester County. She has spent more than 20 years implementing and overseeing school-wide programs: designing and instituting comprehensive programs focused on academic support, enrichment, nutrition/fitness, STEM, positive youth development, and early college awareness for youth and underserved families. As a funded-programs administrator, she monitored youth programs for quality assurance, state and federal compliance, professional development for teachers and support staff, and data collection and reporting. She currently sits on the Board of Directors of community-based organizations, such as College Careers of Westchester and VISIONS. John Carr has extensive background in school governance, including being head of the diversity committee for Rensselaer Polytechnic Institute.

Fund-Raising. As founder and executive director of the Bronx Arts Ensemble, Bill Scribner has become a specialist in sourcing foundation funding for education, raising both private and public funds for arts education in schools. BAE's annual budget averages $1.8 million, 60% of which goes to education programs. Annual funding is sourced from many public and private grants, from corporations, foundations, and federal 21st Century grants for education. For the past six years, funding has included NYSED grants for purchasing musical instruments and a NYC Out of School Time (OST) grant of $400,000 to provide violin and other music lessons, dance, and visual arts to schools in the poor Highbridge section of the Bronx. John Carr has assisted with fund-raising campaigns for many non-profit groups and universities (Apollo Theater, Tuskegee University, and Rochester Polytechnic Institute). Gregoria Feliciano has cultivated public/private partnerships and sustained funding initiatives for the New Rochelle School District. For several years Alec Diacou has been the assistant treasurer and sits on the finance committee of Riverdale Senior Services, and he ran its journal ad subscription campaigns for several years—a significant source of annual fund-raising.

Elementary Education. Shayne Evans has agreed to serve as special consultant to Yalow Charter School board, and he will lead our principal selection search committee. Mr. Evans is the director of the four campuses of the University of Chicago Charter School as well as a managing director of the University of Chicago Urban Education Institute. Mr. Evans knows the elementary landscape, having begun his career as an 8th grade mathematics teacher at the Chicago International Charter School, also working as a history teacher, 8th grade homeroom teacher, director of program development, middle school assistant director, lead literacy teacher at various Chicago charter schools, and curriculum consultant to the UEI's 6to16 program, also being used by KIPP schools. He understands the growth and development of urban charter schools from their inception, as well as the personnel needed to run a successful elementary charter school. Bill Jackson is a licensed bilingual elementary and ESL teacher who

has implemented Singapore math programs in many cities and school districts, including Scarsdale, NY, and co-directs the Center for Lesson Study at the Harlem Village Graduate School of Education. Ivan Lee is an experienced public school teacher in addition to his work as a fencing instructor for minority children and a counselor for character development. Ms. Feliciano is a Community Schools site director for The Children's Aid Society, working in partnership with the DOE and DYCD coordinating supportive systems, including health/mental health and dental care services to K-5th grade children in the south Bronx. She also runs The Children's Aid Society summer program for 150 K-5th-grade students in the South Bronx.

Curriculum Assessment/Development. Bill Scribner has set up many programs getting arts back into the schools, including the OST program in Highbridge school P.S. 109, an after-school program to keep kids off the street. Each Bronx school OST program is unique, based on the type of arts program each principal wants to create, including African dance and drum programs at P.S. 126 and P.S. 114, and a 20-piece band at M.S. 224. Bill had to find out what students at each school were interested in, plan the curriculum with each principal, interview each instructor, and assess the 32-week instruction, and for about 15 of these programs, plan the graduation exercises for 400 parents and family members at Lubinger Hall, Lehman College. Michael Rosen is currently working for 1010data, a real estate data analytics provider. He holds an MBA and is halfway through a Master's degree in digital media and instructional design. He has deep experience with the methods and tools of assessment and data analysis. At the graduate center of CUNY, Dr. Sandra Hayes was a member of the committee proposing and developing a new graduate school degree program—Master's in Financial Engineering. While teaching at the Technical University of Munich, Dr. Hayes was on the committee responsible for writing requirements for new Bachelor and Master's degrees in mathematics, as mandated by the European Union. Previously, the university awarded only "Diplom" degrees; new universal standards needed to be formulated and implemented.

Facilities Planning. Although not a board member, the Applicant/executive director, Mr. Diacou, ran his own business purchasing, restoring, and retrofitting several historic 1920s homes for rent and resale. These restorations have been extensive—having taken two-and-one-half years to complete—and building code-compliant. His experience as the owner/contractor, managing 35-40 employees from all of the building trades—and in the securing of permits from the NYC Department of Buildings—will be invaluable to Yalow Charter School as we locate, configure, and retrofit incubation and permanent school facilities. Prior to getting his MBA and JD degrees, Mr. Carr, Yalow Board chairman, was trained as an engineer and architect at Rensselaer Polytechnic Institute. He has also updated and restored several classic properties. Both Mr. Diacou and Carr have first-hand experience with extensive facility construction and are knowledgeable about construction problems.

Professional Development. Ben Kearney is the chief clinical officer for Guidestone, an influential Ohio social service agency that guided the creation of the Stepstone Academy Charter School on its Cleveland campus. Stepstone has had remarkable success educating urban youth with demographics akin to those of CSD 10, using similar wraparound services for children and families, including social worker supports. Dr. Sandra Hayes started a professional development program at the Technical University of Munich, where she was a professor of mathematics. Dr. Hayes was appointed by the Academic Senate of the university to represent

the entire university, which had 11 scientific and engineering departments, to design and implement a professional development program educating all 11 faculty representatives in gender politics, discrimination, political conflict management, etc., to comply with new university laws. Her committee consisted of 11 female scientists and engineers—one from each department of the university. Dr. Hayes was the director of a professional development program for the European Union Exchange Programs—coordinating student and faculty exchanges between Metz (France), Madrid (Spain), and Porto (Portugal). Individual curriculums for each university and their support systems (housing, mentors, etc.) had to be coordinated. She also managed an exchange program between the University of San Francisco and the Technical University of Munich.

Board Governance Responsibilities and Relationship to the Board of Regents

The Board of Trustees will be responsible for ensuring that the school is operating in compliance with its charter and all applicable federal and state laws as well as overseeing the school's performance in achieving its mission of educating K through 8th grade children. The trustees' major responsibilities will include setting strategic goals for the school, hiring, overseeing, and evaluating the executive director and principal, approving annual budgets, responding to parent complaints, and maintaining ultimate responsibility and accountability for the school to the Board of Regents consistent with the application to be set forth in the charter agreement, and implementation of the proposed educational programs so students may meet or exceed the performance standards adopted by the Board of Regents:

- fulfilling all NYS student assessment requirements for public schools.
- obtaining sufficient financial resources to implement the school's programs.
- adhering to the school's Code of Ethics and conflict of interest standards for matters brought before the Board.
- final responsibility for operational decisions of the school, although day-to-day decision-making authority shall be delegated to the officers and employees of Yalow.

The Trustees understand that their compliance and oversight responsibilities will be developed in an Oversight Plan prepared by them with the State Education Department.

Candidates must be at least 18 years old and demonstrate:

- commitment to the mission of the school.
- commitment to the academic achievement of students, regardless of initial English language deficiency, special education needs, or limited family income.
- understanding of Board duties.
- willingness to attend Board and committee meetings and perform Board work.
- expertise in relevant fields, such as education, business management, accounting, law, government, personnel, marketing, fund-raising, or community organizing.
- capacity to examine performance data, financial documents, and management reports and make informed decisions in the best interest of the school.

Officers of the Board will have the following general responsibilities and such other powers as the Board may prescribe:

- The Chair of the Board will preside at Board meetings and run them.
- The Vice-Chair will act in the place of the Chair if the Chair is absent.
- The Treasurer will act as custodian of school funds, establishing a segregation of duties to create strict internal fiscal control policies, and inform the Board of the school's ongoing fiscal condition.
- The Secretary will be responsible for keeping the minutes of the Board meeting and interpreting the bylaws in the case of a dispute.

The Board will have three standing committees: Executive, Finance, and Academic. The Chair may create ad hoc committees to handle emergent issues such as facilities or fund-raising for the school. The Treasurer will chair the Finance Committee. The chairs of other committees will be appointed by the Board Chair and report to the full Board as requested.

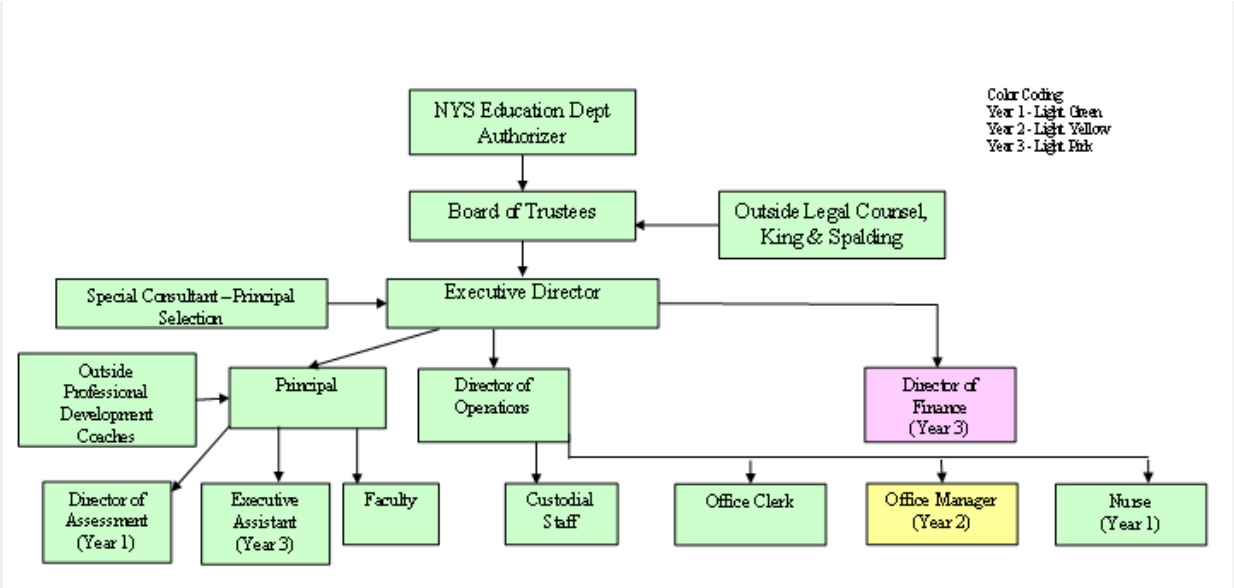
- The Executive Committee, chaired by the Board Chair, will prioritize decision-making by the Board. A subset of Board members—the officers—is responsible for: a) planning Board meeting agendas; and b) discussing issues confronting the school prior to full Board meetings. The Committee will engage in prospecting and orienting prospective Board candidates to ensure that Board composition reflects and strengthens its relationship with the community served by the school. Prospective Board members will be presented to the full Board for its consideration and approval.
- The Finance Committee, chaired by the Treasurer, coordinates the Board's financial oversight responsibilities, including developing annual budgets in conjunction with the executive director, reflecting short- and long-term plans of the school for approval by the entire Board. Ongoing operations of the school will be periodically reviewed against the budget for potential adjustments in operations or the budget, as well as the school's auditing, facilities, and financial management activities.
- The Education Committee monitors the school's accountability goals for student achievement to ensure the academic quality of the school. Primary responsibilities include: advising the Board on the school's performance in core activities of teaching and learning; recommending to the Board the adoption of academic policies consistent with the school's mission and strategies for achieving that mission; and working with the executive director to improve the quality of all academic activities.

Board Oversight of the Executive Director. The Board will delegate authority for day-to-day operations of the school to the executive director, who will oversee all operations of the school and report directly to the Board. The Board will establish measurable annual performance goals, conduct mid- and end-of-year evaluations of the executive director, and ultimately hold him or her accountable. The Board will communicate its reporting requirements to the executive director, who will be required to present computer data at each Board meeting regarding enrollment, attendance, finances, compliance, and student performance.

Board Meetings, Parents, and Staff. Monthly Board meetings will be held at the school; notices posted in the school's office in English and Spanish; adhere to the Open Meeting Law; and include an opportunity for public comment. Surveys of parents and staff will be used as part of oversight and senior staff evaluation. The Board will publicize a complaint policy process for bringing issues to the attention of the Board and Board responses. Board members will also regularly visit the school and attend school community events. Board meeting agendas will be developed by the chair in consultation with the executive director and include a financial report. Parents and teachers will be welcome to attend Board meetings and provided an opportunity to directly address the Board with concerns. Minutes of Board meetings will be posted on the school's website and copies maintained at the school office in accordance with the school's bylaws contained in Attachment 5b.

C. Management and Staffing

STAFF ORGANIZATION CHART



Yalow's staff to student ratio never exceeds 9:1, and our student teacher ratio is a steady 11:1.

We are aware that charter schools confront staffing problems. The New York City Charter School Center reports that about a third of teachers leave charter schools each year, which far exceeds the rate of 15 percent at public schools. Furthermore, in 2011 about 18 percent of charter school principals left their jobs, according to the center's April 30, 2012, report, which hypothesizes that the schools' reliance on young teachers and "start-up mode" struggles wear out employees after a few years. For these reasons Yalow Charter School has established its school leadership structure, separating the educational side of running a high-quality school—the job of the principal—from the many burdens of operations, which will fall to the executive director. By allowing our principal to focus exclusively on developing education and professional development programs—presumably the reason young people go into teaching in the first place—we believe we can find, mold, and retain a younger person who has moved up the ranks from teacher to administrator and is ready to take on the challenge of becoming a

highly capable principal focused on academics. In time, our principal may be groomed for the role of executive director, a further incentive to remain at Yalow Charter School.

Following parent workshops, Mr. Diacou received 10 CVs (unsolicited) from Early Childhood Education certified teachers (birth-grade 2) wanting to apply for positions, a strong endorsement of Yalow's appeal among teachers.

As Yalow grows over time, its teachers will be encouraged and given training to become professional development coaches, grade-level heads, or subject specialists (possibly beginning with third grade). We believe that a good career path, coupled with ongoing and focused professional development, plus retention bonuses (described in Section III.K), will keep teacher turnover well below 30%—one standard of our board's school performance self-evaluation.

Uncommon Schools Newark, composed of nine North Star Academy schools, is a very successful charter school group working with financially disadvantaged urban students in Newark, NJ. Using STEP (Section II.D, Assessment), North Star students have reached 90+% proficiency on state assessments in almost every category and grade level. North Star opened with kindergarten teachers who have now progressed to become principals at other campuses.

Yalow plans on providing teachers and administrators with 12 full days of professional development coaching annually during our first two years (Section III.E. and Attachment 3b). In our third year, we expect our first class of teachers to have become fully proficient literacy teaching coaches, reducing the number of days of outside coaching to 6.

Executive Director. The day-to-day business management of the proposed charter school would initially be handled by Mr. Alec Diacou, as executive director, under the direction of the Board of Trustees. A principal, along with any directors of finance and operations, would report to the executive director. The executive director is the administrative and policy leader of the school, responsible for maintaining the vision, high ideals, and goals set out by the Board of Trustees and in the Board of Regents charter, ensures the school is properly staffed and funded to achieve academic goals, and keeps the Board of Trustees fully informed of school progress on student assessment and school operations. The executive director is the public face of the school responsible for outreach to community organizations and recruitment to ensure that the school is receiving applications from families with special needs children and households where English is not spoken at home, at least proportionate with CSD 10. Together with the principal, the executive director will ensure that staff receive outside professional development training and will manage the school's contracts with outside consultants. Qualifications are described in Attachment 8a. Mr. Diacou is amply qualified to be Yalow's executive director, as summarized in Section III.B, Finance, Fund-Raising, Facilities Planning. His resume is Attachment 8b.

Principal. The principal is the instructional leader of the school, managing our academic program, responsible for increasing teacher effectiveness and leadership and for maintaining all student assessments. Teachers, including teacher-social workers, and a director of assessment will be hired by and report to the principal. The principal coaches classroom teaching teams, conducts observation cycles, assists with modeling lessons, and schedules outside professional development consultants to ensure teaching teams receive the requisite amounts of skills training in curriculum and assessment tools. Qualification are described in Attachment 8a.

Social Workers. Childhood educational barriers often result in behavior issues. The psychosocial issues associated with poverty overlay this classroom dynamic. Teachers with social worker backgrounds are expected to provide students with supports to counter negative behavior from children who have frustration with their learning disabilities. Yalow's teaching team model is designed to address a student's educational needs in conjunction with his or her educational barriers—the psychological and psychosocial behavior issues—so all the students can focus on learning. The role of LMSW teachers is further described under Section I.A., Team Teaching, Differentiated Instruction; Help for At-Risk Students, II.C., Rationale for Using Social Workers (Mission Alignment), and Attachment 7.

Teachers. Job requirements for teachers, including teacher-social workers, are described in Attachment 8a. Active participation in and mastery of Yalow Charter School-sponsored professional development training is a prerequisite for all teachers and teacher-social workers. Each year, teachers, including teacher-social workers, will be evaluated based on their ability to accomplish significant student achievement gains (more than one year's progress), demonstrated mastery of classroom management, planning, assessment, and instructional practice. In addition, teachers must show a strong ability to work with and mentor their peers.

Retaining Effective Teachers: Incentive Bonuses/Career Advancement. Yalow will provide teachers with a career path that rewards their success both with more responsibility and significantly greater compensation. Upon initial hire, teachers will receive base salary commensurate with that of NYC public school teachers, plus up to an additional 10% to 15% merit bonus provided they continue at the school for at least an additional year. Teacher pay and the criteria for considering teacher advancement will include the following:

- Achievement of significant gains for students directly instructed;
- Parent and principal satisfaction with their teaching;
- Peer and principal satisfaction with their mentoring and instructional leadership.

In order for teaching to be a viable career, there has to be a career path that recognizes a teacher's ability to make gains with increased pay and responsibilities. Teacher-social workers and licensed teaching fellows may be promoted to master teacher, provided they have the teaching license, based on their classroom success and leadership. Master teachers may graduate to director of assessment, assistant principal, or assistant director of assessment positions as the school grows. Additional career advancement opportunities—replete with salary stipends—include serving as Summer Workshop instructors in assessment, or learning specialists in CKLA or Singapore math, or science coordinators with AMNH.

The principal will focus on developing our teachers' abilities and managing our academic program. Yalow will have a full-time director of assessment responsible for monitoring all student assessment data by student and classroom. In the 3rd year, a new position of executive assistant to the principal will be created. Teachers may apply. Because of the importance of rewarding talented and dedicated teachers, Yalow will spend 70% of its salary budget on compensation for instructional staff, not including professional development.

Recruitment of LMSW Teachers. We will advertise at the major schools of social work in NYC: e.g., NYU, Hunter, Columbia, and Fordham. We will also advertise on various online sites: socialservices.com; nynp.com; and idealist.org. Ten social workers have already expressed interest in the positions at Yalow Charter School.

According to Dr. Donna Friedman, who teaches graduate students at New York University, Yalow will provide an attractive career path for graduating LMSW licensed master social workers who have either worked in schools or are former teachers. Yalow offers an opportunity to become a "Person in Environment," a valued position for social workers. Working alongside master classroom teachers, these teaching team social workers will be focused on demythologizing the special needs of children and giving differentiated support in the classroom.

Staffing to Meet Needs of ELL and Special Education Students. The budgeted staff growth table below has up to 11 dedicated RTI specialists responding to the needs of all students.

Instructional Staff	**2015**	**2016**	**2017**	**2018**	**2019**
Spec. Ed Teachers	2	2	4	5	6
ELL Teachers	2	3	3	4	4
Speech specialist coach (part-time)	.67	.67	.67	.67	.67
RTI team sub-total	5	6	8	10	11
Master Teachers	7	9	13	16	19
Teacher-Social Workers	7	9	9	9	9
Licensed Teaching Fellows	0	0	4	7	10
Instruction Teams-Total	19	24	34	42	49
Administration & Support Staff					
Executive Director	1	1	1	1	1
Principal	1	1	1	1	1
Director of Operations	1	1	1	1	1
Director of Assessment	1	1	1	1	1
Exec. Asst. to Princ. & Assessment	0	0	1	1	1
Director of Finance	0	0	1	1	1
Office Manager	0	1	1	1	1
Office Clerk	1	1	1	1	1
Custodian	1	1	2	2	2
Nurse (part-time 2014)	.5	1	1	1	1
Administrative Sub-total	7	8	11	11	11
Total Yalow Personnel	26	32	45	53	60

C.1 Charter Management Organization

Yalow Charter School will not engage a charter management organization.

C.2 Partner Organization

Attachment 7 includes services to be provided by the Kasparov Chess Foundation, Horace Mann School, the head fencing coach at Columbia University, Civic Builders, and Children's Aid Society —National Center for Community Schools.

D. Evaluation

Programmatic/Curriculum Audits. Programmatic audits will focus on the quality of the curriculum and steady improvement on interim assessment results for all students (Sections II.D. and G.). The executive director, principal, and directors of operations and assessment will monitor and report on implementation of technology, curriculum programs, interventions, and assessments. Throughout the school year, we will consult with Yalow's CKLA and Singapore math's professional development coaches to ascertain whether our programs have been implemented with fidelity. Next, analysis of student performance data will be the primary method for evaluating the effectiveness of our education programs, using STEP and NWEA data analysis techniques to look for trends in student sub-groups (ELL, IEP). These interim data measures will be used to determine progress toward meeting Yalow Charter School's student performance objectives on NYS tests, beginning in 3rd grade, closing the student achievement gap for special need students and graduating students at or above grade level.

Annual Reports. Yalow Charter School will submit an Annual Report to the State Education Department detailing its performance and progress toward its mission goals. We expect regular oversight visits by SED and will use its feedback to make changes to our curriculum.

Evaluations Within Yalow

Board Evaluation. The Board will develop a self-evaluation instrument to annually review Board member attendance and participation, key Yalow policies and procedures, financials, school leadership, handling of grievances, and adherence to the mission of the school. The Board will use these evaluations to inform revision of strategic goals and action plans.

Executive Director and Principal Evaluations. At the beginning of the school year the Board will establish measurable process and outcome goals for the year for the executive director. A mid-year review will be conducted, and at the end of the year a written review will be provided and used to determine eligibility for a bonus. In like manner, the executive director will conduct the principal's evaluation. Academic achievement and financial stability will be used to determine the executive director and principal's respective bonuses. Evaluations will cover results of student performance, enrollment and attendance, parent satisfaction surveys, grievance records, and budgeting and audit results, along with input from the principal, teachers and staff, families and students, and the Board.

Teacher Evaluation. Staff development and evaluation will include explicit standards for teaching performance. The principal, in collaboration with staff, will create a teacher performance rubric with five levels of practice—ineffective, developing, proficient, effective, and highly effective—addressing the following issues—planning, instructional delivery, assessment, and classroom management. Teacher performance rubrics will set clear expectations for instructional rigor and classroom management, and they will also cover teaching team collaboration and implementation of inquiry-based science pedagogy. As described in Section II. D., Assessment Systems, student progress toward objectives will count the most in student evaluations, and teachers must be adept using the assessment systems.

Family and Student Satisfaction. Each December we will administer annual surveys to assess parent and student satisfaction in areas such as instruction, school culture, and communication.

Results will be disseminated by spring break. We will also infer satisfaction based on our enrollment numbers and retention of students from year to year. We believe our attention to parents through regular communication, the Family Night, and AMNH class trips, chess and fencing tournaments, and dance and music recitals will engage them in the life of the school and their children's academic progress. The principal will encourage parents to form a Parents Advisory Council, to coordinate parent activity at the school.

E. Professional Development

Our staff development program has three main components—explicit training, coaching, and mentoring. Teachers will be surveyed in December and May, and asked to evaluate the effectiveness of Yalow's professional development programs for Board review.

Instilling a Professional Climate. Intense and ongoing professional training to make data-driven instructional decisions for all staff—administrators as well as teachers—is one of the ways Yalow Charter School will develop a school-wide professional climate for delivering purposeful teaching. Our goal: teachers and coaches are continually collaborating and reflecting on the ways they can better serve students based on the analysis of student data and subsequent adjustment of instructional practice throughout the academic year. We want to provide our teachers with the tools for empowering them to become experts in literacy and math. As teachers and administrators see students making progress moving from grade to grade, they will increase their commitment to the school and our methodologies, and reduce voluntary turnover of all employees. Best practices for analyzing student classroom data will be discussed at bi-weekly teacher professional development meetings, and master teachers are expected to mentor cohorts (below).

All Yalow teaching teams (master teacher, teacher-social worker) and its administrators, will receive 20 work-week days of professional development training during our Summer Teacher Workshop and 12 full-day sessions during the school year. Currently, the organizations to offer expertise include the Core Knowledge Foundation (for language arts), the University of Chicago Urban Education Institute (for STEP Literacy assessment), Northwest Evaluation Association (for MAP math and science assessment), professional coaches in Singapore math, educators at the American Museum of Natural History for Teacher Professional Development days (science, social studies, writing) and NYC Special Education Collaborative—the latter to prepare all teachers to meet the special needs of students at risk of academic failure, ELLs, and students with disabilities or IEPs. Combined with the bi-weekly Friday afternoon professional development hours, teaching teams will receive about 8 weeks of professional development for each of the first two years. Training in reading, math, and science will lessen as teachers become proficient in the new teaching methods. Some teachers will become coaches in 2-3 years, building Yalow's internal capacity and reducing reliance on outside consultants.

Summer Teacher Workshop. Professional development to build organizational capacity will begin in late July, covering school culture, classroom management, daily lesson plans, unit planning, and year-long planning, home visits, instructional techniques, and the use of data assessment to inform instruction. We want to build a foundation for the school, establish trust among staff, and align grade level goals for the year and manage teacher expectations about Yalow Charter School's data-driven culture. A sample professional development calendar is in

Attachment 3b. In subsequent years, new staff will be oriented to the school's program and practices while veteran staff will receive refresher or more advanced training.

Outside professionals will train administrators and staff in assessing student achievement and progress. Teachers need time to acclimate to the content-rich CKLA (literacy, social studies, math, science) plus Singapore math and inquiry-based science in conjunction with AMNH, all of which define Yalow. Teachers and staff need to align instructional objectives for the year. Coaches from the Core Knowledge Foundation along with Singapore math coaches will walk teachers through the curriculum and best practices for instruction.

The K-3 CKLA curriculum includes grade by grade mapping. All teachers and administrators will receive 3 consecutive days of professional development to get started with the CKLA sequence. In subsequent years, we will send teachers to attend Core Knowledge regional conferences for specialized training to become CKLA coaches at Yalow's Summer Teacher Workshop.

Teachers will receive at least 2 days' training in Singapore math at the workshop. According to Bill Jackson, who trained Scarsdale teachers in Singapore math methodology, the biggest training challenge is that many teachers are afraid of math. Coaching provides the pedagogical content knowledge for teachers.

In addition, teachers will take field trips to the AMNH to familiarize themselves with the AMNH's vast exhibition halls and teacher resources in order to plan their bi-weekly museum trips and align these visits to classroom instruction. The AMNH also has free teacher professional development days for teachers to attend.

STEP Literacy assessment professional development begins with a 4-day session in July. STEP helps standardize "the" definition of reading and comprehension in order to move students through the 13 steps of reading. Training teaches our K-3 teaching teams to align and design instruction during the language bloc of the day.

Teaching teams and administrators will also receive 2 days of professional development in administering NWEA MAP student assessments in math and science.

The director of assessment will conduct sessions explaining the referral process for special education, RTI, IEP development and implementation, evaluation and reporting of the students' progress toward meeting IEP goals and objectives, confidentiality of student records, structured English language immersion, and classroom treatment of students with disabilities.

Data Analysis Professional Development. At Yalow, interim assessments are every 3 to 8 weeks (Section II.D., Assessment Systems). Following Yalow's interim student assessments, an outside STEP or NWEA coach will be brought in for a full day of professional development to help teachers with data analysis.

Prior to the commencement of school, the lead STEP and NWEA coaches meet with the principal to determine assessment frequency. The first assessment review training will take place the second week after the opening of school so teaching teams can benchmark incoming students and design lesson plans. Immediately following STEP or NWEA MAP student assessment days, a coach returns to our school to help teachers identify the specific literacy, math, and science components students need to work on. After the assessment, the

STEP/NWEA coach sits down with teachers by grade. Analyses of what students got wrong and strategies the students tried to use when they failed the next higher-level exam are examined so teachers may begin differentiating student instruction within their classrooms.

Bi-Weekly Student Data Analysis. (See Section II.D., Student Data Analysis: Assessment Walls). Yalow makes the principal and director of assessment available to coach teaching teams. Every other Friday shall be a minimum day, allowing the staff to come together for 3 hours of professional development and/or collaboration. Topics include data input, outreach missives to families, improving classroom strategies, collaboration on effective practices. Coaching may include feedback on lesson plans, earlier observation of team teaching practices, and data assessment being used to inform effective instruction.

Mentoring. As part of their job description, master teachers will be responsible for mentoring their teaching team cohorts, and will receive professional training to do so. They will be expected to include teaching team partners in all planning activities, define clear roles in the classroom, and use a gradual release of responsibility to enhance their skills. They will support teaching team cohorts in achieving their professional growth plan goals and provide the principal with feedback regarding their progress.

F. Facilities

Fordham United Methodist Church is offering to lease Yalow 9,700 s.f. at $21/s.f., which was recently vacated by the DOE at $15/s.f. Mr. Diacou is in serious discussions with the Catholic Archdiocese to lease a much larger recently closed school for a 2-year period, after which Yalow will occupy a building built with the help of the non-profit Civic Builders at $28-$30/s.f. (Attachment 7). The Fordham United space is smaller than what we've projected and holds fewer students (120) than those we expect. Our projections assume we will be renting a larger space (Archdiocese), sufficient to house 202 and 249 students in our 1st and 2nd years, respectively. However, if it becomes expedient to lease the Fordham United space, we will downsize our school model for those years of rent. Since the Fordham lease is at a favorable price, downsizing can be accomplished in an economically viable manner. (See timeline, Section III.L.)

The process re facilities includes: Search for building and negotiate terms of the deal. Verify that the building is handicap accessible for both students and adults in accordance with state laws. Ensure improvements and repairs are made. Purchase furniture. Horace Mann has offered to donate sufficient excess furniture. Ensure delivery of and adequate space for furniture. Ensure assembly of furniture. Ensure technology network is installed and tested. Ensure Internet connectivity is installed and tested. Ensure phone lines, phone system, and fax machines are installed and tested. Ensure copy machines are delivered and training is completed. Finalize facility preparation (prepare rooms and bulletin boards in hallways, post room signs and emergency exit procedures, ensure staff mailboxes are in place).

We use facilities costs of $20/s.f. for a lease, in line with most Bronx facilities, at $15-$20/s.f.

G. Insurance

Based on proposals from insurance agents familiar with New York charter schools, we currently expect to obtain the following types of insurance coverage if the school opens in rented space:

Property: $250,000 in coverage, including school furnishings, equipment, computer hardware and software, and leased space. Crime: $100,000 employee dishonesty, forgery, or alteration $1 million fraud by senior management, $100,000 computer fraud, $25,000-$50,000 monies and securities (inside or outside). Auto: for hired and non-owned liability: $1 million. General Liability: $3 million aggregate, $1 million for each occurrence, $1 million for personal & advertising injury, $1 million fire damage liability, $10,000 medical expense, $1 million employee benefit liability, $1 million sexual abuse & molestation liability, $1 million professional liability. D&O and Employment Practices Liability (including educators' legal liability): $1 million. Umbrella Liability: $5 million aggregate. Workers' Compensation: statutory limits. New York Statutory Disability: $170 max per week. Student Accident: $1 million catastrophic coverage, $25,000 accident medical and/or dental expense, $10,000 accidental death & dismemberment.

Yalow Charter School will arrange with an insurance broker during the pre-operational year to obtain multiple quotes for the above coverage and select the most reasonable based primarily on coverage and cost. Yalow plans to obtain Directors and Officers coverage for our Board of Trustees and staff as soon as possible during the pre-opening year. The school's budget uses a quote of $25,000 for insurance premiums, rising $5,000 annually through year 5.

H. Health, Food, and Transportation Services

School nurse. Yalow Charter School intends to provide nursing services for students. During our first year, we will hire a part-time registered nurse, if we have fewer than 200 enrolled students. Alternatively, if we meet our full enrollment target of 202 students or have at least one student with an IEP or 504 requiring a nurse, we will apply to the NYC DOHMH and the DOE to provide a full-time nurse at no cost to Yalow.

The nurse will maintain students' records and supervise the disbursement of medication and the treatment of students who are ill or injured. The nurse will be responsible for all record keeping and correspondence related to these responsibilities.

At least two staff members will be trained in cardiopulmonary resuscitation (CPR) and the use of automated external defibrillator (AED) equipment. Vision and hearing screenings will be coordinated with the Department of Health and Mental Hygiene.

Health Records. Health records will be stored in locked filing cabinets accessible only by authorized staff members. Records will include proof of immunization, authorization for administration of medication, all visits to the nurse. Parents must provide at least three emergency contacts in the event their child becomes ill or is injured.

Immunizations. The school will ensure that all new students adhere to New York State requirements for immunization before they attend. Parents or guardians must provide documentation that their child has received all required doses of vaccines or at least one dose of each of the required vaccines and is waiting to receive the subsequent doses at the

appropriate time intervals. Required immunizations include: Diphtheria, Tetanus, Pertussis (DTaP, DTP, Tdap: 3 doses); Polio (IPV, OPV: 3 doses; Measles/Mumps/Rubella (MMR: 2 doses of measles containing vaccine and 1 dose each of mumps and rubella); Hepatitis B (3 doses); Varicella (1 dose). Parents or guardians may waive immunization in accordance with Public Health Law, and exemptions to immunizations shall be granted if a licensed physician or nurse practitioner certifies such immunization may be detrimental to the student's health, or if the student's parent or guardian holds genuine and sincere beliefs contrary to such immunizations.

Medications. The school will implement strict policies regarding the safe and secure administration of medication, which will be communicated clearly to parents and staff. The school will administer only medication that is necessary to maintain students in school and that must be given during school hours, subject to written orders from a licensed prescriber and permission from parents/guardians to administer medication. Prescribed medication that requires administration through a subcutaneous, intramuscular, intravenous, or rectal route; or prescribed medications being administered through pumps, tubes, or nebulizers; or oral, topical, or inhalant medication needed by non-self-directed students will be given only by the nurse. The nurse may designate other staff to assist self-directed students taking their own oral, topical, and inhalant medication and will provide the training and supervision necessary to perform these tasks in a safe and effective manner.

All medications, including non-prescription over-the-counter (OTC) drugs, must be prescribed by a licensed prescriber on an individual basis. Written orders for prescription and non-prescription OTC medications shall include: student’s name and date of birth; name of medication; dosage and route of administration; frequency and time of administration; conditions under which medication should be administered; date written; prescriber’s name, title, and signature; and prescriber’s phone number. The school may request additional information, such as self-administration orders or potential adverse reactions. Medication orders must be renewed annually or when there is a change in medication or dosage.

Prescription medication must be delivered to the school in the original container with an appropriate label including student name; name and phone number of pharmacy; licensed prescriber's name; date and number of refills; name of medication/dosage; frequency of administration; and route of administration. Similarly, OTC medication and drug samples must be in the original manufacturer's container/package. Medications will not be transported daily to and from school; parents will be expected to provide an adequate supply to remain at the school, which will provide locked storage, including refrigeration if required, within a secure health office. If a student chronically fails to come for medications, the school nurse will contact the parents to address the problem. The licensed prescriber will also be informed so that the medication protocol can be reviewed and possible adjustments made, e.g., home administration, extended release medication. Students may carry and self-administer prescribed medication under circumstances meeting the following conditions: demonstrated need, particularly for asthma or allergies; and student receives effective instruction and demonstrates adequate level of responsibility.

Food Services. We will contract with NYCDOE Office of School Food and Nutrition Services to provide daily breakfast and lunch. We will hire staff with appropriate food handler permits.

We intend to participate in the federal School Breakfast Program and the National School Lunch Program, administered by the United States Department of Agriculture (USDA); our meals will meet all nutritional requirements. Prior to the start of school, the school will work with families to complete the online School Meals Application form at www.applyforlunch.com. The school will make computers available and provide assistance to ensure that every student's free and reduced-price lunch eligibility is documented. Each month the school will estimate meal participation and bill in advance families with full-paying or reduced-lunch-eligible students; differences between estimated and actual participation will roll over to the next pay cycle. Per federal regulations, students with a disability that restricts their diet will be served meals at no extra charge. The school will complete the Meals Served Report Form on a weekly basis to submit to the Office of School Food and Nutrition Services. Yalow Charter School intends to serve low-income students and will apply for participation in the universal lunch program, which allows all students to eat free of charge. An afternoon snack is budgeted.

Transportation Services. The NYC DOE is responsible for providing charter schools the same transportation services as provided other NYC public schools, and Yalow will coordinate with the DOE Office of Pupil Transportation (OPT) to access busing and/or MetroCards. Given the existing transportation routes in CSD 10, we anticipate OPT will be able to provide busing to eligible students (students in grades K-2 who live outside a ½-mile radius and students in grades 3-5 who live outside a 1-mile radius). We intend to provide an extended school year and will work with OPT to provide supplemental transportation at cost. Yalow special education students will receive transportation as mandated in their IEPs.

Yalow's director of operations is responsible for coordinating transportation, submitting required eligibility forms, identifying bus routes and stops, and informing families.

I. Family and Community Involvement

Parent Involvement. We believe parents are the first educators of their children and have the primary moral responsibility of educating their children to adulthood. We take on the prime secondary role of education. The parents' trust in us must be maintained with ongoing communication and a mutual understanding of what an education at Yalow Charter School will offer young people in the long run. 170 parents have already completed bilingual curriculum surveys (Section I.E, tables), and Yalow will continue to engage parents as we refine our model. All parents/guardians, students, teachers, and school leadership will be asked to sign a Commitment to Excellence, explicitly outlining how they will help support the school's mission. Parents will be encouraged to actively participate in a variety of school functions (AMNH field trips) and to volunteer at the school. (Also see Sections II.C., Arts, and II.C., Family Night, Attachment 7.) They will have regular access to their children's teachers to ask questions and will receive reports from teachers via phone calls, e-mail, and letters home and at school functions. The school will translate materials and have Spanish-speaking staff to maximize communication with all students and their families.

Family Association. Yalow will support an active Parents Advisory Council by providing space to meet and a computer to help organize its activities. School leadership will make every effort to attend Council meetings and will have an open-door policy to hear concerns.

Community Involvement. Yalow Charter School intends to become rooted in its community by continuing to develop productive relationships with community organizations and individuals. (Support letters to collaborate with Yalow are included in Attachments 2 and 7.) Board members are actively building connections to local agencies, non-profits, and businesses to recruit students. We expect these relationships to deepen after the school demonstrates its commitment to the students in the community; ultimately they may result in financial support for the school or *pro bono* contributions of services for families.

J. Financial Management

Financial Systems. In the first two years of operation, Yalow Charter School intends to contract with Charter School Business Management, Inc. (CSBM) for financial management. CSBM has extensive systems for financial management of charter schools and will professionally train Yalow staff in systems for accounting, student and staff records, payroll, tracking of student meals, enrollment and attendance, eligibility for free and reduced-price lunch, and special education and ELL services to ensure accurate billing and reimbursements. In Year 3 the school plans to hire a director of finance to take over responsibility for financial management, although CSBM will continue filing for participation in the universal (free) lunch program (annual cost of $5,000). The school anticipates obtaining the following key services from CSBM:

Planning Year and Operational Years (2014-2015 and 2015-2016)

Payroll: Set up payroll system using ADP. Process payroll per school's pay schedule. Post payroll expenses in accounting system. Complete quarterly payroll reconciliations. Review/ distribute W-2s and prepare/distribute 1099s. File payroll related documents.

Finance/Accounting: Set up accounting system using QuickBooks Online and chart of accounts. Create the annual/multi-year budgets (including 5-year charter application budget). Create edits for Financial Policies and Procedures (FPP) manual. Report grants and assess whether grant restrictions are fulfilled. Reconcile monthly bank statements in the accounting system. Close books and manage monthly, quarterly, and annual fiscal reporting to all constituents, including SED as authorizer, Board of Trustees, and school leadership. Post revenues & expenses and process deposits & disbursements. File all financial documentation in CSBM's Binder System. Provide support with completion of the Initial Statement of Financial Controls.

Human Resources: Handle the administration related to personnel files. Enroll/withdraw staff members in benefits, including insurance and retirement plans.

Audit Preparation: Support completion of the 990 by the auditor. Prepare for on-site testing by the auditor. Prepare all requested schedules/analyses and work with the auditor until completion. Review/recommend edits for draft financial statements. Participate in meetings with Finance Committee and the auditor.

Budget. Each spring the executive director and the principal will evaluate the school's needs for the coming year, including staffing, technology, facility, and instructional materials; develop a budget based on the previous year's revenues and expenditures and projections; and recommend it to the Board Treasurer and submit a final budget for Board approval in May. Yalow Charter School will also maintain a 5-year budget projection and revise it each year based on current information and long-term strategic plans for the school.

CSBM will provide school leaders with budget versus actual and cash flow projections on a monthly basis. Any significant variances will be reviewed and discussed with the Board Treasurer, who will provide the Board with a regular report on the school's financial health. Major modifications of the budget will require Board approval.

Financial Controls. The Board will adopt detailed financial policies and procedures to guide school staff and protect school resources. The executive director, the principal, and two members of the Board of Trustees will be authorized check signers. Two signatures will be required for transactions greater than $5,000. Approval of the Board Chair is required to open a bank account. Clear procedures will be established to ensure that all receipts and expenditures are properly recorded in the accounting records and that sufficient detail is apparent to facilitate preparation of the monthly financial reports.

Annual Audits. Each summer the school will contract with an independent certified public accountant to prepare a financial audit in accordance with generally accepted accounting principles along with an Initial Statement of Financial Controls in the beginning of the school year. The Board will review all audits, meet with the auditor without school staff present, and monitor efforts by school leaders to address any deficiencies.

Student Records. The school will maintain a robust—and secure—student information system. The director of operations will store, analyze, and produce needed reports on all relevant student data, including: tracking enrollment eligibility and attendance, maintaining school lunch program records and data about provision of services to special student populations (see Section II.G., Protocols for Provision of IEPs, and II.D., Student Data Analysis: Assessment Walls). Yalow Charter School understands its obligations to comply with the Federal Educational Rights and Privacy Act (FERPA) and will follow all appropriate procedures to comply fully with the New York State Freedom of Information law.

K. Budget and Cash Flow

We have prepared a realistic budget, with assumptions based on the experiences of other operating charter schools, CSBM, and the New York City Charter School Center. (See Attachment 9 and Section III.C., staffing table.) Our revenue estimates are based on 100% of our target enrollment; we will back-fill through 2nd grade or over-enroll to ensure that Yalow meets enrollment targets. The per pupil rate of $13,527 is held constant over five years. Except for $50,000 fundraising in year 1, and the upfront in-kind Horace Mann donation (Attachment 7), Yalow operates on public funds.

Our budget has cushions for the unexpected. The budget overestimates some salaries; underestimates Title I funding at 86% of students, although demographics suggest 92% eligibility; and significantly undercounts enrollment of special education students. Our budget uses the state yearly enrollment targets (e.g., 13.6% in 2015-16) for special ed students, although our survey of 1,134 students in Head Start programs indicates that 18% of our entering students may have an IEP (Section I.E., table). However, our staffing includes 3-6 non-classroom special education teachers managing IEP caseloads in anticipation of enrolling greater numbers of students with IEPs.

Pre-Opening

Revenue. We anticipate revenues based on some fundraising and the first year of Charter Schools Program grant ($200,000). Our founders and initial Board members are experienced fund-raisers in the non-profit sector and have committed to donations equal to our $50,000 First-year fund-raising target if we are unable to raise the money externally. Horace Mann School has committed to providing 3-year-old classroom furniture, smartboards, and computers sufficient to open our school in years 1 and 2 (see Tom Kelly support letter, Attachment 7). Based on these in-kind contributions, our expenditures for tablet computers/software are limited to $76,200 during pre-opening and year 1, and $5,000 for equipment/furniture.

Expenditures. Pre-opening expenses consist of hiring the executive director, director of operations, and principal for six months; office clerk (3 months); the director of assessment and teachers in July 2015. Some pre-opening expenses fund operational and financial reporting systems and teacher and student recruitment, to be paid for with the first CSP installment. We also include $30,000 to build a Student Data Dashboard (Section II. D).

Cash Flow. We anticipate a positive cash balance for each month of the pre-opening period. Should the CSP grant arrive after February 2015, we will defer compensation to the senior administrators and pursue external fundraising.

Year 1 Budget

Revenues. 87% of revenue is from per-pupil funding for general and special education students. In compliance with state enrollment and retention targets (Section I.C.) for District 10, special education students comprise 13.6% of our students, 60% of whom have service needs at the 20% to 60% level; 40% at 60% or more. At least 86% of our students will be eligible for free and reduced-price lunch. In view of our lottery set-asides, community demographics, outreach to Head Start programs, special education and free-lunch assumptions are consistent with the school's model, and very conservative. We anticipate the second of three CSP installments ($110,000).

Expenditures. The bulk of expenditures is salary. Administrative staff will be the executive director, principal, director of operations, director of assessment, and office clerk. We will contract for custodial services, and ask the DOE to provide a school nurse. Instructional staff will include 7 master teachers, 7 teacher-social workers, 2 special education teachers, 2 ELL teachers, and 1 part-time (2/3) bilingual speech specialist representing 73% of salaries. We have budgeted for every staff member to receive a full bonus, although bonuses will be payable at the end of the following academic year to continuing employees. We believe this bonus plan helps in retention of staff, particularly during the start-up year. Personnel costs, including taxes and benefits, accounts for 67% of total expenditures. School operations are 9%, and facility operations are 13% of our annual expenditures. Our special programs for arts, dance, music, chess, and fencing (included under contracted services in budget line "Other Purchases/Professional Consulting") represent 5% of annual expenditures. Although the coordinator is not yet chosen, we budget $40,000 to cover the Family Night position. A student PB&J snack is budgeted at $0.50/day/child ($19,190, year 1).

Cash Flow. Most start-up costs are incurred early in the school year, while salaries are distributed across the year with bonuses budgeted and paid at the end of the following year. (Based on other schools' experiences, we anticipate receiving DYCD funds in the spring.) We project a positive cash balance at the start and the end of year 1.

5-Year Budget

Revenue. We expect to receive IDEA funds beginning in Year 1, matching the state enrollment targets (Section I.C., table). Title I funding increases with enrollment. CSP is anticipated in the planning year and Years 1 and 2; textbook funds continue at current rates.

Expenditures. Based on the rent paid by the DOE ($15/s.f.) to Fordham United Methodist Church in District 10, we conservatively use $20/s.f. for rent. If we build a new school (Section III.F)—increasing rent to $30/s. f. in years 3–5 ($290,000, $356,000, and $418,000)—net income sufficiently covers the higher cost. Salaries increase 3% per year, although that percentage may vary depending on economic conditions. Teaching staff increases with enrollment. After 2nd grade licensed teaching fellows are paired with master teachers in teaching teams rather than teacher-social workers. An office manager is added in Year 2 plus a full-time nurse (paid by DOE). Year 3 hires include an executive assistant to the principal and director of assessment, plus a director of finance. Pension contributions begin after a 1-year vesting period. By Year 5, personnel costs, including taxes and benefits, account for 72% of total expenditures. Contracted services are 8% of total expenses. However, the school might bring art, music, chess, or fencing instruction in-house in whole or in part depending on cost savings. $25,000 is set aside in each of the first three years to establish an escrow account for dissolution.

Should our assumptions prove wrong, contingencies include deferring or eliminating bonuses and/or securing a bridge loan until enrollment increases.

Charter School Program (CSP) Grant. Our budget assumes only the base amount of $500,000, although we believe Yalow is eligible for the higher amount of $750,000 because it meets design priorities for: (1) achieving enrollment targets of ELLs, students with disabilities, and students eligible for free or reduced-price lunch; (2) raising the achievement of English language learners; and (3) raising the achievement of students with disabilities.

L. Pre-Opening Plan

Domain	Action	Start Date	End Date	Responsibility
Recruitment	Recruit Principal	Nov 2014	Jan 2015	Special Committee, Executive Director
Recruitment	Recruit Director Operations	Dec 2014	Feb 2015	Exec. Dir., Principal
Governance	Appoint board officers	Dec 2014	Dec 2014	Board
Governance	Ratify bylaws and code of ethics	Dec 2014	Jul 2015	Board
Finance	Approve fiscal policies & procedures	Jan 2015	May 2015	Board
Finance	Contract with CSBM to establish payroll and Financial systems	Jan 2015	Feb 2015	Board, Exec. Dir.
Facility	Conduct facility negotiations & execute lease	Jan 2015	May 2015	Board
Facility	Renovation: Identify needs, secure contractor, Establish time line, complete punchlist	Feb 2015	May 2015	Board, Exec. Dir.
Operations/ Academic	Contract with NYC Charter School Collaborative for Special Education Training & lottery consultation	Feb 2014	Feb 2015	Exec. Dir., Dir. Ops.

Domain	Action	Start Date	End Date	Responsibility
Recruitment	Recruit students: develop & disseminate materials, Host open houses, door-to-door marketing	Jan 2015	Apr 2015	Exec. Dir., Principal
Recruitment	Hold lottery: secure system with preferences	Apr 2015	Apr 2015	Principal, Exec. Dir.
Operations/ Academic	Post-lottery review to admit eligible 504 students & IEPs to meet CSD 10 Enrollment Targets; inform parents	Apr 2015	Apr 2015	Exec. Dir., Dir. Ops.
Operations	Obtain student records: contact previous schools; obtain permission from parents	Apr 2015	Jul 2015	Exec. Dir., Dir. Ops.
Operations	Secure IEPs and student records	Jul 2015	Aug 2015	Exec. Dir., Dir. Ops.
Staffing	Recruit school staff: finalize job descriptions, post positions, interview check references	Feb 2015	Jun 2015	Principal, Exec. Dir., Dir. Ops.
Staffing	Hire school staff: salary negotiations & offer letters	Mar 2015	Jun 2015	Principal, Exec. Dir.
Academic	Contract and secure curriculum resources	Mar 2015	Jun 2015	Principal
Academic	Contract & secure standardized assessments	Mar 2015	Jun 2015	Principal, Dir. Ops.
Academic	Contract with related service providers	May 2015	May 2015	Dir. Ops.
Technology	RFP for technology infrastructure	Mar 2015	Jun 2015	Exec. Dir., Dir. Ops.
Finance	Approve budget for FY14-15	Apr 2015	Apr 2015	Board
Operations	Secure food services: NYC DOE	Apr 2015	May 2015	Dir. Ops.
Operations	Secure transportation: contact DOEOPT, inform parents of options, coordinate bus routes/stops	May 2015	Jul 2015	Dir. Ops.
HR	Finalize staff handbook & personnel policies	Apr 2015	Jun 2015	Board, Exec. Dir., Principal, Dir. Ops.
Operations	Develop and distribute student handbook	May 2015	June 2015	Principal, Exec. Dir., Dir. Ops.
Technology	Install technology infrastructure	May 2015	July 2015	Exec. Dir., Dir. Ops.
Technology	Contract for Student Data Dashboard	Jun. 2015	Dec. 2015	Exec. Dir., Principal, Dir. Ops.
HR	Complete fingerprinting & background checks	May 2015	Jul 2015	Dir. Ops.
Academic	Prepare school calendar/distribute to families	May 2015	May 2015	Principal, Exec. Dir., Dir. Ops.
Operations	File for 501(c)(3) status	Jan 2015	Sept. 2015	Board
Facility	Obtain Certificate of Occupancy	Jun 2015	Jun 2015	Dir. Ops.
Recruitment	Open houses admitted students	Jun 2015	Jun 2015	Principal, Dir. Ops.
Operations	Secure insurance policies	Jun 2015	Jul 2015	Exec. Dir.
Prof. Develop.	Prepare Summer Teacher Workshop materials	May 2015	Jul 2015	Principal, Dir. Ops.
Operations/ Academic	Special Education Training	Aug. 2015	Aug. 2015	Dir. Assmt., Dir. Ops.
Academic	Conduct home visits	Aug 2015	Aug 2015	Dir. Ops., Teachers
Finance	Complete initial Statement of Financial Controls	Jul 2015	Jul 2015	Exec. Dir., Board
Operations/ Academic	Review preexisting student IEPs to determine services	Aug 2015	Aug 2015	Dir. Ops., Princ., Dir. Assmt.
Operations	Purchase AEDs and train staff	Jul 2015	Aug 2015	Dir. Ops.
Prof. Develop.	Conduct Summer Teacher Workshop	Jul 2015	Aug 2015	Principal, Dir. Ops., Dir. Assmt.
Prof. Develop.	Develop staff growth plans	Aug 2015	Aug 2015	Principal, Teachers
Academic	Create lesson plans for first weeks of school	Aug 2015	Aug 2015	Principal, Teachers

M. Dissolution Plan

Yalow Charter School will work closely with the DOE to develop and implement a dissolution plan governing the process of transferring students and student records, including IEPs, health and immunization records, attendance records, and report cards. Prior to dissolution, the school will conduct meetings for parents to provide information about the dissolution and support them in making decisions regarding selection of educational programs for their children, including other public charter and private schools.

The Board will designate one trustee and one school employee to oversee the operational and financial closing of the school. After a termination date is established, the school will notify all employees of termination of employment and notify benefit providers of pending termination dates. Employees will be notified of eligibility for New York State Unemployment Insurance pursuant to regulations of the New York State Department of Labor. The school will establish a dissolution escrow fund of $75,000 over the first three years of operation to cover debts in case of the school's dissolution. If Yalow's assets exceed its liabilities, those remaining assets shall be transferred to another charter school as designated by the Board.

IV. ATTACHMENTS

Attachment 1: Admissions Policy and Procedures

The Rosalyn Yalow Charter School (the "School") shall not discriminate against any student based on race, ethnicity, national origin, gender, sexual orientation, disability, housing situation, or on any other basis that would be unlawful if done by a public school. Yalow Charter School shall be open to any child who is eligible under the laws of New York State for admission to a public school, and the school shall ensure compliance with all applicable anti-discrimination laws governing public schools, including Title VI of the Civil Rights Act and § 2854(2) of the New York Education Law, governing admission to a charter school. New students will be admitted each year without regard to prior measures of achievement or aptitude, athletic ability, disability, handicapped condition, ethnicity, race, gender, national origin, religion, or ancestry.

Target Student Population

The School will provide expanded learning opportunities for students that meet one or more of the following "at-risk" admissions factors:

- Students who are eligible to participate in the federal free or reduced-price lunch program;
- Students with disabilities requiring special education programs and/or services; or
- Students who are English language learners.

By using the lottery and admission program described in this application, the School expects to attract and retain a comparable or greater enrollment of students with disabilities, English language learners, and students who are eligible applicants for the free or reduced-price lunch program when compared to the enrollment figures for such students in Community School District 10, which is where the School will be located.

State enrollment targets for District 10 will be used as minimum guidelines in our enrollment preferences.

Lottery

If the number of applicants in one or more grades exceeds enrollment capacity, a public random selection process (i.e., lottery), conducted by the School will be held after April 1, on a date publicized to all applicants. Notice for the admissions lottery will be provided to the public via newspaper advertisement and posting on the School's website, in a manner consistent with the Open Meetings Law.

The lottery will be conducted in a manner, and with appropriate measures taken, to ensure that the admission process adheres to Education Law Section 2854(2).

The lottery for the School will include new students enrolling in kindergarten. In addition, the School will backfill enrollment to enroll students in subsequent grade levels (primarily 1st and 2nd grade) resulting from attrition and other factors and will also use the lottery for that purpose.

If a lottery is required, admission preference shall be granted to applicants in the following manner:

1. First preference will be given to students who left the School but now want to return.

2. Second preference will be given to siblings of enrolled students. "Sibling" is defined as children who are related either by birth, by means of the same father or mother or by legal adoption.

3. Third preference will be given to students who meet at least two of the criteria for the target population, who reside in District 10 up to a maximum specified percentage of the applicable grade in compliance with Section 2854(2) of the Education Law.

4. Fourth preference will be given to students who meet at least one of the criteria for the target population, who reside in District 10 up to a maximum specified percentage of the applicable grade in compliance with Section 2854(2) of the Education Law.

5. Fifth preference will be given to other students who reside in District 10.

6. Sixth preference will be given to other students who reside outside District 10.

Notification

Once the lottery has been conducted, parents/guardians of applicants will be notified about whether their children have been granted seats at the School or if they are on the waitlist. Parents and guardians will be asked to confirm their intent to enroll their child in the School within two weeks of the notice being sent.

In addition to notification of intent, an Enrollment Form will be filled out by the parents/guardians that will include information regarding the special needs of child and any other information that would be necessary for school planning. The Enrollment Form must be completed at least 75 days prior to the first day of attendance.

Enrollment

In addition to completion of the Enrollment Form, the enrollment process also includes the completion and return of any other required paperwork, as well as submission of evidence of adequate immunizations. The entirety of the enrollment process must be completed 45 days prior to the first day of school. Translation assistance will be provided to those parents who do not speak English.

Waitlist

In the event that enrollment is determined via lottery, names will be drawn after all available spaces are filled in order to form a waitlist. This waitlist, sequenced in the order determined by the lottery, will be the only official document identifying the names of eligible students with applications to Yalow Charter School pending acceptance when vacancies arise.

Students who wish to apply to Yalow Charter School subsequent to the lottery occurring will be placed on the waitlist based on the number of preference criteria that apply. For example, a student applying after the start of the school year who meets three of the preference criteria

will be placed in front of a student that meets only two of the criteria, even if that second student applied prior to the lottery.

An empty seat at Yalow Charter School will be filled as soon as the seat is determined vacant. Any student enrolling in Yalow Charter School after the beginning of a semester will be required to attend new student orientation during the following semester and will be considered part of the group of students starting at that time. However, in order to ensure engagement and continued academic involvement, students may be admitted at any point during the school year.

Withdrawal

Yalow Charter School is a public school of choice, both for application and withdrawal. Students with parent or guardian permission may withdraw from Yalow Charter School at any time. Yalow Charter School personnel will offer to meet with the family and discuss the reasons for the desired withdrawal from Yalow Charter School, as well as seek solutions to any problems that arise from these discussions.

Withdrawal must be made in writing. The school will ensure the timely transfer of any necessary school records to the student's new school. Parents can voluntarily withdraw after winning a seat in the lottery, thereby indicating that they do not wish to enroll their child.

Notification of Intent to Re-enroll

Regardless of when a student enrolled in the school, during January of each year, parents and guardians will be sent a form requesting that they notify the school of their intent to re-enroll the student for the following school year. These forms will be sent out at least a month prior to the date on which they must be returned to the school and must be completed and submitted by close of business on the last day of school or such other date as may be specified in the notification form. If such forms are not returned to the school in a timely manner, the administration has the right to exclude the student from enrollment for the following school year. Should a student ultimately decide to not continue the following year, Yalow Charter School will count the student as "attrition" and open up the spot for additional students, as described in the lottery process above.

Attachment 2: Samples of Evidence of Community Outreach

[See Following Pages]

Stepstone ACADEMY
A Guidestone™ Organization

www.StepstoneAcademy.org
2121 East 32nd Street
Cleveland, Ohio 44115
216.299.7274

Rev. V. Yvonne Conner
Chairperson, Board of Directors

March 25, 2014

Dear Mr. Diacou,

I am pleased to be able to share information about our school. Our school model is very similar to your concept. We opened our doors August 2012, with an innovative approach to education and high goals for achieving academic success in the city of Cleveland's poorest neighborhood. One year later, we are proud to report we have met and surpassed our goals. With the help of our talented staff, innovative "Momentum Learning" curriculum, a technology rich classroom setup, and our Stepstone 360, our comprehensive support services model, we have been able to overcome significant barriers to education and to excel academically. As an affiliate of OhioGuidestone, a social service agency that provides solutions for children, families and communities for over 150 years, we incorporate services that address mental health support, medication, adult literacy, job readiness/placement and parenting classes. Services are offered at Stepstone Academy, in students' homes, or at OhioGuidestone's Cleveland campus, located adjacent to the school. By providing this support, we are ensuring a positive atmosphere that will allow the student, parents, family and community to move forward together. I applaud your vision to address both the academic and social needs of students in a high need area. We believe this multifaceted approach will transform urban education. Wishing you much success.

Respectfully,

Toni Miller

Toni Miller

LEGISLATIVE OFFICE BUILDING 304
ALBANY, NEW YORK 12247
PHONE (518) 455-3959
FAX (518) 426-6887

HTTP://KLEIN.NYSENATE.GOV/

THE SENATE
STATE OF NEW YORK

1250 WATERS PLACE
BRONX, NEW YORK 10461
PHONE (718) 822-2049
FAX (718) 822-2321

JDKLEIN@NYSENATE.GOV

JEFFREY D. KLEIN
NEW YORK STATE SENATOR
34TH DISTRICT

March 14, 2014

New York State Education Department
Charter School Office
89 Washington Avenue, Room 471EBA
Albany, New York 12234

Dear Sir or Madam:

I am writing to express my enthusiastic support for the Rosalyn Yalow Charter School, which is being proposed to be located within School District 10, in the Bronx.

As you know, providing alternatives to for parents with school-aged children has been an issue of great importance to our State. The planned Rosalyn Yalow Charter School, named after the Nobel Prize-winning physicist, will offer a rigorous curriculum of classical subjects (reading, writing, math, science, etc.) and also incorporate Olympic-caliber fencing as the hallmark of their school, which will run from 8AM to 6PM.

By way of this correspondence, I urge your favorable consideration of this Charter School application. I have known the applicants for several years and believe in the scope and mission of their vision. Thus, I am pleased to support this project and look forward to working with them to help make their vision a reality.

Sincerely,

Hon. Jeffrey D. Klein
New York State Senator
34th District (Bronx- Westchester)

JDK/kpe

JEFFREY DINOWITZ
Assemblyman 81st District
Bronx County

THE ASSEMBLY
STATE OF NEW YORK
ALBANY

CHAIRMAN
Consumer Affairs & Protection Committee

COMMITTEES
Election Law
Health
Judiciary

MEMBER
Puerto Rican/Hispanic Task Force

March 25, 2014

Ms. Susan Megna, New Schools Coordinator
Charter School Office, EBA 462
NYS Education Department
89 Washington Avenue
Albany, NY 12234

Dear Ms. Megna:

I am writing in support of the Rosalyn Yalow charter school application. Its proposed charter school meets several urgent needs in the community:

District 10 covers a large geographic area, and we need as many high-quality early childhood schools as possible. I support this new entrant. More innovation is needed to improve educational outcomes earlier. I appreciate this school's focus on classical education and partnerships with valued local organizations such as the Bronx Arts Ensemble.

Alec Diacou is a long-standing valued civic leader and member of the community. If there is anyone that can pull this off, it is he. I support him fully in this effort.

When Alec approached me over two years ago to discuss his idea for a new school, I told him I didn't want any more inferior charter schools in the neighborhood. He met with Ben Yalow, the son of our local Nobel Laureate Rosalyn Yalow, to see if we couldn't encourage more women to go into the sciences. I am pleased to see that the school will be named for my friend Dr. Yalow and that the American Museum of Natural History will be an integral part of science education there.

I am not an advocate for increasing the number of charter schools in New York, but I recognize that many new charter schools will be created. I strongly believe that if any new school comes into my community, it should be the best school possible. The Rosalyn Yalow School has that potential, and I support it over other possible charter schools for the district. Thank you.

Sincerely,

Jeffrey Dinowitz
Assemblyman

□ ALBANY OFFICE: Room 941, Legislative Office Building, Albany, New York 12248 • 518-455-5965, FAX 518-455-4437
□ DISTRICT OFFICE: 3107 Kingsbridge Avenue, Bronx, New York 10463 • 718-796-5345, FAX 718-796-0694
dinowitzj@assembly.state.ny.us

DISTRICT OFFICE
1010 BROADWAY SUITE 701
NEW YORK, NEW YORK 10011
(212) 544-0173
FAX (212) 544-0236

ALBANY OFFICE
LEGISLATIVE OFFICE BUILDING
ROOM 513
ALBANY, NEW YORK 12247
(518) 455-2081
FAX (518) 426-6847

E-MAIL: ESPAILLA@NYSENATE.GOV
WEB: WWW.ESPAILLAT.NYSENATE.GOV

THE SENATE
STATE OF NEW YORK

ADRIANO ESPAILLAT
SENATOR
31ST DISTRICT

RANKING MINORITY MEMBER
HOUSING
COMMITTEE MEMBER
CODES
ENVIRONMENTAL CONSERVATION
HIGHER EDUCATION
INSURANCE
FINANCE
JUDICIARY
RULES

14 March 2013

Susan Megna, Director of New Schools
New York State Education Department
Charter School Office
89 Washington Avenue, Room 471 EBA
Albany, NY 12234

Dear Ms. Megna:

It is my pleasure to write this letter of support on behalf of the Rosalyn Yalow Academy Charter School's application. My staff have met several times and spoken at length with Alec Diacou, and I am quite familiar with his proposal. I am impressed with his vision for the school, the groundwork he and his Board have laid to develop community partnerships to enhance its programs and student base, and their commitment to meeting the unique supportive requirements of special needs students.

The Yalow Academy offers a model for success for children in District 10, where the school will be located, and in Northern Manhattan's neighboring District 6. The curriculum will be based on Common Core standards, and includes such innovative features as instruction in fencing and chess. Rather than offering an afterschool program, the school will operate on an extended day, a great benefit to many of my constituents.

As the Senator representing New York State's 31st Senate District – including School District 6, from which the Yalow Academy promises to draw students – I am acutely aware of the educational needs of my school-aged constituents and their families, many which include many English Language Learners (ELLs) and households in poverty. Our children need rigorous and engaging programs delivered in a supportive environment that promotes intellectual growth and achievement. I believe this school offers this, as well as the accommodations necessary for the success of ELL, special-need and financially disadvantaged children.

Because the Yalow Academy is committed both to securing private space instead of co-locating in an existing public school, and to serving special needs students at least in proportion to the school district at large – typically two of the most highly-charged issues in discussions around charter schools – I can offer my full support of this proposed charter without hesitation.

I look forward to helping the school in any way I can, and hope you will give this charter application every possible consideration.

Sincerely,

Adriano Espaillat
Senator, 31st SD

DISTRICT OFFICE
618 WEST 177TH STREET
NEW YORK, NY 10033
(917) 521-2616
FAX: (917) 521-1293

CITY HALL OFFICE
250 BROADWAY, ROOM 1731
NEW YORK, NY 10007
(212) 788-7053
FAX: (212) 227-1215
http://council.nyc.gov/d10/html/members/home.shtml

THE COUNCIL OF
THE CITY OF NEW YORK

YDANIS RODRIGUEZ

COUNCIL MEMBER, 10TH DISTRICT, MANHATTAN

CHAIR
HIGHER EDUCATION

COMMITTEES
FIRE & CRIMINAL JUSTICE SERVICES
GENERAL WELFARE
IMMIGRATION
TRANSPORTATION
YOUTH SERVICES

Ms. Susan Megna
New Schools Coordinator
Charter School Office
NYS Education Department
89 Washington Avenue
Albany, NY 12234

March 13, 2013

Rosalyn Yalow Academy

Dear Ms. Megna,

Alec Diacou and I have reviewed the plans for the Rosalyn Yalow Academy in Community School District 10, which overlaps with the district I represent in The New York City Council. Rosalyn Yalow Academy is exactly the kind of elementary school that this area of the Bronx desperately needs. A new school that provides classic education, with the full complement of arts, music, chess, and fencing, and a data-driven mandate to fully embrace the recently adopted New York State core curriculum standards, will provide vital new educational opportunities for our city.

As you may know, I am a committed educator myself, having successfully helped to found Gregorio Luperon High School, a school dedicated to the success of immigrant families, and I served many years as a teacher. I am most impressed by the Yalow Academy's focus on the special education and English language needs of the Latino and immigrant community. If New York City high schools like Gregorio Luperon are to succeed, they will need more students from exceptional primary and middle schools like Yalow that can provide education of the highest quality.

I've discussed the Yalow Academy with Alec Diacou and promised to keenly follow and support closely its progress this year with a hopeful opening in 2014. I believe the plans for this exciting new school are commendable, and I have offered every assistance my office can provide in the application for a state charter.

We hope you will look favorably on Yalow Academy's application for a new charter school.

Sincerely,

Ydanis Rodriguez
New York City Councilmember
10th District

Bronx Community Board #7
Committee on Education, Libraries, Culture and Youth
339-A East 204th Street
Bronx, New York 10458
(718) 933-5650

March 25, 2014

Ms. Susan Megna, New Schools Coordinator
Charter School Office, EBA 462
NYS Education Department
89 Washington Avenue
Albany, NY 12234

Dear Ms. Megna,

Pursuant to a motion adopted at its meeting of March 20, 2014, we are pleased to inform you that Bronx Community Board #7 Committee on Education, Libraries, Culture and Youth voted to recommend that Community Board #7 support the Rosalyn Yalow Charter School's application for a Charter School in New York City Board of Education District 10. The Committee will propose a letter of support to Community Board #7, who will vote at its next scheduled full Board Meeting in April. A letter of support from Community Board #7 is contingent on a positive vote of this motion at the next Community Board meeting.

The Community Board is encouraged by the Rosalyn Yalow Charter School's full day operations model which includes, but is not limited to, a focus on helping students with English as a second language, special needs and those from economically disadvantaged households receive a well rounded education that prepares them for higher education and for real careers.

The Committee looks forward to working collaboratively with the Rosalyn Yalow Charter School in the coming years and trusts that they will keep it abreast of the school's progress and activities. We believe the Rosalyn Yalow Charter School would be a great addition to the educational options within our community and hope they will choose to locate it within our district.

Yours Truly,

Bruce A. Kaufman
Chairman, Committee on Education,
Libraries, Culture and Youth Committee

CC: Alec Diacou, Rosalyn Yalow Charter School

Gregoria Feliciano
C/O Mr. Alec H. Diacou
4530 Delafield Avenue
Bronx, New York 10471
(718) 796-9895

August 27, 2013

Pastor Leo W. Curry
Fordham Methodist Church
2543 Marion Avenue
Bronx, NY 10458

Re: Charter Application for the Rosalyn Yalow Charter School

Dear Pastor Curry,

I am writing to share some good news of a proposed charter school in your community, the Rosalyn Yalow Charter School.

Our excitement about this new school stems from the fact that it will allow us to offer the children of Bronx School District 10 a different educational experience. We plan to begin with 200 students in grades K-1, and grow the grades annually. Our values are high expectations for students and teachers, respect for all, family engagement, and hard work.

The Rosalyn Yalow Charter School will provide its students a distinct educational experience—a rigorous, inventive education, extended school hours, vivid activities such as chess, fencing, and the arts. Unlike other charter schools, our school model focuses on supportive services for students and families. Our extended school day will begin at 8 am and end at 6 pm to accommodate working parents. A weekly Family Night aims to connect students and parents with help from social workers should they need it.

The proposed Board members of Yalow Charter School are parents, grandparents, and professionals from the community, interested in the education of the "whole child" so that our students will have a successful educational experience, become life-long learners, and enjoy success in their careers.

Our sincere hope is that you join us in our quest to offer this great opportunity as well as work with community organizations and faith-based institutions to recruit students. We would appreciate a letter of support by September 6, 2013.

Should you have any concerns, please feel free to contact me, or the executive director at the address above.

I look forward to working with you.

Sincerely,

Gregoria Feliciano

Outreach Letters sent to 63 CB7 and CB8 Houses of Worship

Shirley J. Saunders
C/O Mr. Alec H. Diacou
[redacted]
(718) 796-9895

September 10, 2013

Reverend Diego Delgado
Church of the Mediator
260 West 231 Street
Bronx, NY 10463

Re: Charter Application for the Rosalyn Yalow Charter School

Dear Reverend Delgado ,

I am writing to you as one of the proposed Board members of a new charter school seeking approval to open in School District 10 in the Bronx: the Rosalyn Yalow Charter School.

We are excited, because we want to offer the children of School District 10 the best educational experiences possible right here in our community. The proposed Board members include parents, grandparents, and professionals from the community, dedicated to educating the "whole child" so that he/she becomes an intelligent, successful adult.

If approved, the Rosalyn Yalow Charter School would offer the following: an extended school year with extended hours, replete with creative arts, fencing, and chess plus great-quality educational experiences. It would surpass the requirements of the Department of Education.

The school would expect parents to become volunteers at the school sometimes, and to maintain contact always. The school day would be from 8 am to 6 pm to accommodate parents. For the earliest grades, homework is just reading. There would be a weekly Family Night for parents and kids who need to talk with social workers. Our sincere hope is that families will welcome us into the community and work with us, beginning in kindergarten, to make each child in the school a success story.

If you would be so kind as to send your letter of support to the above-mentioned address by September 26, 2013, it will be greatly appreciated.

Looking forward to working with you,

Sincerely,

Shirley J. Saunders,
a grandmother

Outreach Letters sent to 63 CB7 and CB8 Houses of Worship

The Rosalyn Yalow Charter School

La Escuela "Rosalyn Yalow Charter School" será una escuela primaria con grados de Kindergarten-8o en el Distrito 10 del Bronx, honrando a Rosalyn S. Yalow, Laureado Nobel, residente del Bronx (1921-2011).

Declaración de Misión. *La escuela Rosalyn Yalow Charter School* elevara el logro académico de estudiantes de educación especial (Special Education), desfavorecidos económicamente que incluyen estudiantes de inglés como segundo idioma, y estudiantes en general usando educación clásica, simpática y exigente, dirigido por un equipo educacional excepcional, uniendo un maestro y un trabajador social, certificado con experiencia en grados k-2o además de un maestro que ensenara en grados posterior durante un horario extendido de 8 AM a 6PM. Actividades extra-escolares incluyen, artes, ajedrez, música, visitas al museo y más, educando al niño completo, y también apoyo a la familia con fin de graduar a nuestros estudiantes a nivel o sobre grado en literatura y matemáticas.

Las personas interesadas en la Escuela de Carta de Yalow deberían completar lo siguiente:

Nombre de padre: DALLEHIRYS LUNA y SERENETY SANTANA

Dirección: [redacted] ew York

Correo ele[redacted]

Número de[redacted]

Número de[redacted]

Edad de ni[redacted]

Contacto preferido: envíe por correo electrónico o teléfono. (círculo)

Preguntas:

¿De qué carecen sus escuelas públicas (música, gimnasio, artes, y ciencia)?

todo

¿En qué materias quisiera usted que una escuela se enfoque; matemáticas, música, ciencia, inglés, literatura, deportes, u otros)?

Todo LOS importante para la educación

Sugerencias son siempre bienvenidas.

Para más información contactar al Sr. Alec Diaco a 718 796-9896 o Gregoria Feliciano 4530 Delafield Ave., Bronx, NY 10471

The Rosalyn Yalow Charter School

La Escuela "Rosalyn Yalow Charter School" será una escuela primaria con grados de Kindergarten-8o en el Distrito 10 del Bronx, honrando a Rosalyn S. Yalow, Laureado Nobel, residente del Bronx (1921-2011).

Declaración de Misión. *La escuela Rosalyn Yalow Charter School* elevara el logro académico de estudiantes de educación especial (Special Education), desfavorecidos económicamente que incluyen estudiantes de inglés como segundo idioma, y estudiantes en general usando educación clásica, simpática y exigente, dirigido por un equipo educacional excepcional, uniendo un maestro y un trabajador social, certificado con experiencia en grados k-2o además de un maestro que ensenara en grados posterior durante un horario extendido de 8 AM a 6PM. Actividades extra-escolares incluyen, artes, ajedrez, música, visitas al museo y más, educando al niño completo, y también apoyo a la familia con fin de graduar a nuestros estudiantes a nivel o sobre grado en literatura y matemáticas.

Las personas interesadas en la Escuela de Carta de Yalow deberían completar lo siguiente:

Nombre de padre: Angelica Sierra y

_____

Dirección [redacted]

Correo e

Número

Número

Edad de

Contacto preferido: envíe por correo electrónico o teléfono. (círculo)

Preguntas:

¿De qué carecen sus escuelas públicas (música, gimnasio, artes, y ciencia)?

musica

¿En qué materias quisiera usted que una escuela se enfoque; matemáticas, música, ciencia, inglés, literatura, deportes, u otros)?

matematicas literatura ciencia deportes y otro

Sugerencias son siempre bienvenidas.

Para más información contactar al Sr. Alec Diaco a 718 796-9896 o Gregoria Feliciano
4530 Delafield Ave., Bronx, NY 10471

Rosalyn Yalow Charter School

The Rosalyn Yalow Charter School will be a K-8th grade school in District 10 of the Bronx, honoring Nobel Laureate and former District 10 resident Rosalyn S. Yalow (1921-2011).

Mission Statement. The Rosalyn Yalow Charter School will eliminate the learning achievement gap for economically disadvantaged urban children—including special needs students and English language learners—by using engaging and demanding education, a team teaching model, linking an experienced teacher with a licensed social worker in grades K-2 and with a teaching fellow in later grades, rich extracurricular activities (fencing, arts, chess) to educate the whole child, and family support counseling—all in order to graduate our students at or above grade level in literacy and math.

Persons interested in Yalow Charter School should complete the following:

Parent na[redacted]

Address: [redacted]

E-mail: [redacted]

Home pho[redacted]

Cell numb[redacted]

Ages of ch[redacted]

Preferred contact: email or phone. (circle)

What are your public schools lacking (music, gym, arts & crafts, science)? _____

What subjects would you like a school to focus on (math, science music, English - poems, literature, sports, or others)? ECONOMICS. (HOME)

Parental and Grandparent input is always welcome.

THE INFORMATION GIVEN IN THIS SEMINAR HAS ME VERY EXCITED FOR OUR CHILDREN. SCHOOLS SUCH AS THIS GIVES OUR FUTURE LEADERS A WIDE VARIETY OF AVENUES TO ACHIEVE IN. WE HOPE AND PRAY THAT OUR CHILDREN CAN GROW IN A PROGRAM SUCH AS THIS.

For more information, contact Alec Diacou at 718-796-9896, or alecdiacou@me.com
4530 Delafield Ave., Bronx, NY 10471

Rosalyn Yalow Charter School

The Rosalyn Yalow Charter School will be a K-8th grade school in District 10 of the Bronx, honoring Nobel Laureate and former District 10 resident Rosalyn S. Yalow (1921-2011).

Mission Statement. The Rosalyn Yalow Charter School will eliminate the learning achievement gap for economically disadvantaged urban children—including special needs students and English language learners—by using engaging and demanding education, a team teaching model, linking an experienced teacher with a licensed social worker in grades K-2 and with a teaching fellow in later grades, rich extracurricular activities (fencing, arts, chess) to educate the whole child, and family support counseling—all in order to graduate our students at or above grade level in literacy and math.

Persons interested in Yalow Charter School should complete the following:

Parent names: Luzcelenia Rivera **and** [redacted]

Addres [redacted]

E-mail: [redacted]

Home p [redacted]

Cell nu [redacted]

Ages of [redacted]

Preferred contact: (email) **or** (phone) **(circle)**

What are your public schools lacking (music, gym, arts & crafts, science)? ~~But past~~ 4yr Old is still attending Pre-K History

What subjects would you like a school to focus on (math, science, music, English - poems, literature, sports, or others)? Math + English

with my 10yr was overwhelming, classes were crowded, Teach weren't working against each other But they weren't working together.

Parental and Grandparent input is always welcome.

I would like a smaller + more focused enviroment Teachers that are generally very much involved. I'm very involved with both my children's education.

For more information, contact Alec Diacou at 718-796-9896, or alecdiacou@me.com

Rosalyn Yalow Charter School

The Rosalyn Yalow Charter School will be a K-8th grade school in District 10 of the Bronx, honoring Nobel Laureate and former District 10 resident Rosalyn S. Yalow (1921-2011).

Mission Statement. The Rosalyn Yalow Charter School will eliminate the learning achievement gap for economically disadvantaged urban children—including special needs students and English language learners—by using engaging and demanding education, a team teaching model, linking an experienced teacher with a licensed social worker in grades K-2 and with a teaching fellow in later grades, rich extracurricular activities (fencing, arts, chess) to educate the whole child, and family support counseling—all in order to graduate our students at or above grade level in literacy and math.

Persons interested in Yalow Charter School should complete the following:

Parent names: Stephanie Davis **and** Aunt Taneisha Davis

Addres[redacted]

E-mail:[redacted]

Home p[redacted]

Cell nur[redacted]

Ages of[redacted]

Preferred contact: (email) or (phone) (circle)

What are your public schools lacking (music, gym, arts & crafts, science)? music, art

What subjects would you like a school to focus on (math, science music, English - poems, literature, sports, or others)? Math, English

Parental and Grandparent input is always welcome.

I am so excited about our new school. It will be a blessing for my child to attend, your Singapore math would be perfect for her.

For more information, contact Alec Diacou at 718-796-9896, or alecdiacou@me.com
4530 Delafield Ave., Bronx, NY 10471

Fordham United Methodist Church
2543 Marion Avenue
Bronx, New York 10458
718.367.9347 Office 718.563.7620 Fax
fumcinthebronx@yahoo.com

January 8, 2014

Mr. William Clarke, Director
Charter School Office
New York State Department of Education
EBA, 89 Washington Avenue
Room 471
Albany, NY 12234

Dear Mr. Clarke,

As a former teacher of French, Spanish, and English before entering the ordained ministry, it is my pleasure to support the Roslyn Yalow Charter School. After a review of their mission statement and their holistic approach to teaching children and youth, I am certain that this school would be a welcome addition to our state's commitment to the children and youth of our community.

If I may be of further assistance to your process, please feel free to contact me.

With every good wish for the New Year.

Sincerely,

Leo W. Curry

The Reverend Leo W. Curry

CHURCH OF THE MEDIATOR

February 12, 2014

Ms. Susan Megna, New Schools Coordinator
New York State Education Department
Charter School Office, EBA 462
89 Washington Avenue
Albany, New York 12234

Re: Rosalyn Yalow Charter School

Dear Ms. Megna,

On behalf of the diverse community Church of the Mediator serves, I would like to add my support to the Rosalyn Yalow Charter School's application to open a K-5 school in our community. My congregation sits next to two New York City Housing Authority projects, whose residents need better schools, particularly schools that can support the efforts of the many single-parent families we minister to.

Our Kingsbridge congregation is a microcosm of the Bronx, with approximately 5% white, 20% black, and 75% Hispanic, divided between Mexicans and Dominicans. Our parents work hard, but they need more supports to keep their children on track. I believe Yalow Charter School's extended school day and student support services will go a long way toward improving our kids' education.

Introducing young students to fencing, chess, and the arts is very exciting, far from what their parents could expect with their limited financial resources.

Faithfully;

The Rev. Diego Delgado Miller
Priest in charge

260 WEST 231st STREET

BRONX, NY 10463

TEL: 718/548/0944

PROMISEKIDS

Love Gospel Assembly

2315 Grand Concourse Bronx, N.Y. 10468 – 718-295-6367

Bishop Gerald Kaufman
Founder

Pastor Dorothy Lewis
Pastor of Education

Bishop Ronald Bailey
Senior Pastor

Minister Joyce DeGrasse
Director of PromiseKids Children's Ministry

Minister Anthony Spellman
Superintendent of Children and Teens

Minister Dolores Estell
Overseer of PromiseKids II

February 28, 2014

To Mr. Alec Diacou,

It was a pleasure having you address our congregation on Sunday February 23, 2014. It was very interesting to hear your vision for the proposed Roslyn Yalow Charter School. The congregation was quite impressed with your presentation and many people spoke to me afterwards about how excited they are for the possibility of this type charter school in their neighborhood. Some of them were not even parents, but they recognized the impact that this kind of school could have upon the community. I overheard a conversation between parents wishing that they would have had the opportunity to have attended such a school when they were children.

Several congregants were impacted by the features of the projected curriculum including: the favorable adult to student ratio, extended day, core curriculum, languages introduced at an early age, and the addition of such activities as fencing being considered part of the regular day rather than extracurricular. They were also moved by the reason you named the school as you did. Knowing that someone from their own community made such an impact on society can influence our children to strive to do the same.

Thank you for leaving your contact information. We will be returning your questionnaires soon. We look forward to keeping in touch with you and following your progress as you bring this innovative school to life.

Joyce DeGrasse

Minister Joyce DeGrasse
Director of PromiseKids Children's Ministry
Love Gospel Assembly

Joyce DeG <rejoyce4christ@aol.com> February 25, 2014 10:13 AM
To: Alec H. Diacou
from Minister Joyce

Alec,

It was a pleasure meeting you on Sunday. I hope you enjoyed the services and that God touched you in a special way. The congregation was very impressed with your presentation. Many people spoke to me afterwards about how excited they are for the possibility of this charter school. Some of them are not even parents, but they recognize the impact that this kind of school could have upon the community. They are also moved by the reason you named the school as you did.

I will be giving out your questionnaire over the next couple of weeks. As an administrator who gives out lots of "paperwork", I recognize that you tend to only get a percentage back. I think it will be more effective if I target the people who will receive it. So over the next few weeks I am going to give the paper to mothers, fathers, grandmothers, community leaders etc. and ask them to fill it out in my presence so that you will none of the questionnaires will be sitting on someone's desk at home!

We will be having a parent meeting on March 30th and I think that would be a good opportunity for you to come back to collect the questionnaires and to speak to a targeted group. Let me know what you think.

Minister Joyce DeGrasse
Director of PromiseKids Children's Ministry
Love Gospel Assembly
2315 Grand Concourse
Bronx, N.Y. 10468

Happy moments, praise God...Difficult moments, seek God
Quiet moments, worship God...Painful moments, trust God

"Suarez, Michael" <MSuarez@CMCS.ORG> February 6, 2014 1:04 PM
To: Alec Diacou <alecdiacou@me.com>
Kindergarten workshop

Hi Mr. Alec,
We would like to thank you for participating in our Kindergarten workshop. I know that our parents are delighted to know that there will be a charter school in the neighborhood. Our parents were glad about the information you provided to them as well as the programs that will be available to their children once they are accepted.
We would like to collaborate with you to help our children get the best quality education. Our goal is to ensure that our children and parents are ready for Kindergarten. As part of this, it is our mission as well to adhere to our transition plan for our families. It is our goal to assist our parents the best school for their children and this is one of the reasons why it is important to collaborate within our community. We would like our families to leave our program ready to succeed in school.
Again, thank you for providing informative workshop with our parents.

Thank You,
Michael Suarez
Education Director
Cardinal McCloskey Community Services
St. Nicholas of Tolentine Head Start
2331 University Avenue
Bronx, NY 10468
Phone: 718-364-7608/7642
Cell: 646-770-5362
E-Mail: msuarez@cmcs.org
Website: http://www.cmcs.org

Kingsbridge Heights Community Center
3101 Kingsbridge Terrace, Bronx, New York 10463
718.884.0700 Fax: 718.884.0858 www.khcc-nyc.org

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Ms. Susan Megna
NYSED Education Department
New Schools Coordinator
89 Washington Ave, EBA 462
Albany, NY 12234

March 20, 2014

Dear Ms. Megna:

This letter is to document Kingsbridge Heights Community Center's support of the Rosalyn Yalow Charter School.

Kingsbridge Heights Community Center currently serves 197 children within its Early Head Start and Head Start programs, age birth to five years, 66 children within its afterschool program, from Kindergarten through 8th grade and 200 children within both the preventive and clinical programs.

The Rosalyn Yalow Charter School would be a great benefit to the children and families served at Kingsbridge Heights Community Center. There are few schools of choice, outside of zoned schools, for families residing in School District 10 in the Bronx. Many of the children in which we provide services to are in need of educational settings which can support the academic, social and emotional and creative development of all kinds of learners. Many of these children receive special education services, are in need of high quality mental health services and are English language learners, speaking (predominantly) Spanish at home. 85% of the children and families within the Early Childhood Services Department at Kingsbridge Heights Community Center speak Spanish as their primary language.

The Rosalyn Yalow Charter School would provide a much needed, enriched educational setting that would support the learning needs of many of the children who attend programming at Kingsbridge Heights Community Center and the surrounding communities of School District 10.

Sincerely,

Yenny Toone
Asst. Exec Director, ECS
Early Childhood Services

Yenny Toone
Assistant Executive Director

"An Equal Opportunity/Affirmative Action Employer"

BRONX COMMUNITY COLLEGE

BCC Early Childhood Center
The Children's Center
P: 718.289.5461
F: 718.289.6432

Bronx Community College
of the City University of New York
2155 University Avenue
Bronx, New York 10453

January 30, 2014

Ms. Susan Megna, New Schools Coordinator
New York State Education Department
Charter School Office, EBA 462
89 Washington Avenue
Albany, New York 12234

Dear Ms. Megna,

As director of an early childhood center, I would like to express my whole-hearted support for the Rosalyn Yalow Charter School. The parents of our 20 matriculating students who move on to kindergarten are in distress about the lack of neighborhood options for their children, and the Rosalyn Yalow Charter School will provide them a much needed alternative public school.

At BCC Early Childhood Center, our philosophy lies in our respect for the 'specialties' of young children and our genuine delight in the unfolding wonders of their growth and development. We cherish every child and realize that each child is different and unique.

Last year, we enrolled a total of 398 students of which 52 were special needs; 301 were from single parent households and 275 spoke a language other than English in the home.

I applaud the new school's strong emphasis on teaching literacy from the start, with licensed social workers helping the teachers. Such a partnership will all the students concentrate. The proposed school's Response to Intervention support team will keep our children on the learning trajectory we have set for them, easing the family stresses we witness every day.

With Regards,

Jwalia

Jitinder Walia
Executive Director

CUNY

MOSHOLU MONTEFIORE COMMUNITY CENTER

RAY AND CHARLES NEWMAN BUILDING • 3450 DEKALB AVENUE • BRONX, NY 10467
TEL: (718) 882-4000 • FAX: (718) 882 6389 • WWW.MMCC.ORG

Ms. Susan Megna, New Schools Coordinator
New York State Education Department
Charter School Office, EBA 462
89 Washington Avenue
Albany, New York 12234

RE: Rosalyn Yalow Charter School in District 10 in the Bronx.

Dear Ms. Megna:

As the largest community center in the Bronx, MMCC certainly welcomes the prospect of this new charter school.

The Child Development Center at Mosholu Montefiore Community Center boasts comprehensive Head Start and Universal Pre-K programs at our three locations in the district. We would certainly welcome the new charter school to the neighborhood as we have a vested interest in the education, health and well-being of the children for which we provide programs and services in District 10.

Thank you for your interest in the Child Development Center.

Best Regards,

Laurie Meltzer Bandremer
Director of Development

UJA Federation of New York

BOYS & GIRLS CLUBS OF AMERICA

Member United Neighborhood Houses

PARISH NOTICES

- JANUARY 26, 2014 -

The beautiful flowers in our church today are given to the Glory of God by the Fordham Church Family.

TODAY: **We have a representative for the Rosalyn Yalow Charter School to speak with interested parents after our service of worship in Hackl Hall.**

GENTLE BUT NECESSARY REMINDER: Kindly pay for flowers when they are ordered with Mrs. Carmen Spencer.

Guest Preacher Series is online at YouTube: http//www.youtube.com/fordhamumc and via the church web site (www.FordhamUMC.org) at the "Video" tab. Please go and tell!!!

FINANCIAL PLANNING - 2014: Remember your church as you plan your finances in 2014. As you file your taxes, keep your church in mind. Each member is still asked to give $1000 above the regular offering to retire our arrears. PRAY & BE generous.

FEBRUARY CALENDAR

Black History Month

2 -	11:00 AM	Fourth Sunday after Epiphany, Holy Communion, African Welfare Committee - 10th Anniversary, Guest Preacher, Rev. Morais Quissico, Epworth UMC, Bronx, AWC Hosts Coffee & Fellowship Hour.
9 -	11:00 AM	Fifth Sunday after Epiphany
16 -	11:00 AM	Sixth Sunday after Epiphany, Holy Communion, Black History Month Celebration, Guest Speaker
23 -	11:00 AM	Seventh Sunday after Epiphany

WELCOME TO OUR GUESTS!

Thank you for worshiping with us today. We appreciate your presence in our service of worship and invite you to share with us again. We hope to offer you beautiful music, a thought-provoking sermon and a warm, powerful liturgy.

The City Of New York

BRONX COMMUNITY BOARD NO. 8

5676 Riverdale Avenue, Suite 100 • Bronx, New York 10471-2194
Telephone: 718-884-3959 • Fax: 718-796-2763
E-Mail: bx08@cb.nyc.gov
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Nicole M. Stent

MEETING NOTICE
EDUCATION COMMITTEE

DATE: TUESDAY, JANUARY 28, 2014

TIME: 7:30 PM

PLACE: BOARD OFFICE
5676 RIVERDALE AVENUE, SUITE 100

AGENDA

1. Approval of minutes-October 22, 2013 meeting
   November 26, 2013 meeting
2.. GUEST SPEAKER: Marvin Shelton, President
   Community Education Council-District 10
3. Update-Roselyn Yalow Charter School-Alec Diacou
4. Discussion of audio taping of committee meetings
5. Old Business
6. New Business
7. Adjournment

Sylvia Alexander, Chair
Education Committee

1/14/14

Serving the neighborhoods of Fieldston, Kingsbridge, Kingsbridge Heights, Marble Hill, Riverdale, Spuyten Duyvil, and Van Cortlandt Village

Attachment 3a: Sample Daily Schedules

Sample Weekly Kindergarten and 1st-Grade Student Schedule

	Monday	Tuesday	Wednesday	Thursday	Odd Fridays	Even Fridays
7:30-8:00	Optional Breakfast	Optional Breakfast	Optional Breakfast	Optional Breakfast	Optional Breakfast	Optional Breakfast
8:00-9:00	Mathematics 1	Mathematics 1	Mathematics 1	Mathematics 1	Mathematics 1	Field Trip[3] (Museum)
9:00-10:00	Mathematics 2	Mathematics 2	Mathematics 2	Mathematics 2	Mathematics 2	Field Trip[3] (Museum)
10:00-10:30	Play & Naptime	Play & Naptime	Play & Naptime	Play & Naptime	Play & Naptime	Field Trip[3] (Museum)
10:30-11:30	Language Arts - Skills 1	Language Arts - Skills 1	Language Arts - Skills 1	Language Arts - Skills 1	Language Arts - Skills 1	Field Trip[3] (Museum)
11:30-12:30	Art, Chess or RTI Team Remediation[1]	Art, Chess or RTI Team Remediation[1]	Art, Chess or RTI Team Remediation[1]	Art, Chess or RTI Team Remediation[1]	Art, Chess or RTI Team Remediation[1]	Field Trip[3] (Museum)
12:30-1:30	Lunch	Lunch	Lunch	Lunch	Lunch	Lunch
1:30-2:30	Language Arts - Skills 2	Language Arts - Skills 2	Language Arts - Skills 2	Language Arts - Skills 2	Language Arts - Skills 2	Early Dismissal[4]
2:30-3:30	PE (Fencing)	PE (Fencing)	PE (Fencing)	PE (Fencing)	PE (Fencing)	Early Dismissal[4]
3:30-4:00	Play & Naptime	Play & Naptime	Play & Naptime	Play & Naptime	Play & Naptime	Early Dismissal[4]
4:00-5:00	Language Arts - Language and Learning 1	Language Arts - Language and Learning 1	Language Arts - Language and Learning 1	Language Arts - Language and Learning 1	Language Arts - Language and Learning 1	Early Dismissal[4]
5:00-6:00	Language Arts - Language and Learning 2	Language Arts - Language and Learning 2	Language Arts - Language and Learning 2	Language Arts - Language and Learning 2	Language Arts - Language and Learning 2	Early Dismissal[4]
6:00-7:30			Optional Family Night			

Subject	Weekly Hours
Mathematics	9
Language Arts - Skills	9
Language Arts - Language and Learning	9
PE (Fencing)	4.5
Remediation, Art, Chess[1,2]	4.5
Play & Nap Time	4.5
Lunch and Breakfast	7.5
Museum	2.25
Total:	50.25

Notes:

[1]Remediation initially integrated into regular classes. A separate RTI team provides tutoring at this time.

[2]Art, 2 days per week; Chess, 2 days per week; additional remediation replaces those for students needing it.

[3]Every other Friday morning is reserved for AMNH trips.

[4]Every other Friday afternoon students are dismissed at 1:30pm so teachers have professional development time.

Sample Weekly Teacher Schedule

	Monday	Tuesday	Wednesday	Thursday	Odd Fridays	Even Fridays
7:30-8:00	Supervise Breakfast	Supervise Breakfast	Supervise Breakfast	Supervise Breakfast	Supervise Breakfast	Supervise Breakfast
8:00-9:00	Mathematics 1	Mathematics 1	Mathematics 1	Mathematics 1	Mathematics 1	Supervise Science Trip
9:00-10:00	Mathematics 2	Mathematics 2	Mathematics 2	Mathematics 2	Mathematics 2	Supervise Science Trip
10:00-10:30	Supervise Play	Supervise Play	Supervise Play	Supervise Play	Supervise Play	Supervise Science Trip
10:30-11:30	Language Arts - Skills 1	Language Arts - Skills 1	Language Arts - Skills 1	Language Arts - Skills 1	Language Arts - Skills 1	Supervise Science Trip
11:30-12:30	Prep Time	Prep Time	Prep Time	Prep Time	Prep Time	Supervise Science Trip
12:30-1:30	Supervise Lunch	Supervise Lunch	Supervise Lunch	Supervise Lunch	Supervise Lunch	Supervise Science Trip
1:30-2:30	Language Arts - Skills 2	Language Arts - Skills 2	Language Arts - Skills 2	Language Arts - Skills 2	Language Arts - Skills 2	Professional Development
2:30-3:30	Prep Time	Prep Time	Prep Time	Prep Time	Prep Time	Professional Development
3:30-4:00	Supervise Nap	Supervise Nap	Supervise Nap	Supervise Nap	Supervise Nap	Professional Development
4:00-5:00	Language Arts - Language and Learning 1	Language Arts - Language and Learning 1	Language Arts - Language and Learning 1	Language Arts - Language and Learning 1	Language Arts - Language and Learning 1	Professional Development
5:00-6:00	Language Arts - Language and Learning 2	Language Arts - Language and Learning 2	Language Arts - Language and Learning 2	Language Arts - Language and Learning 2	Language Arts - Language and Learning 2	Professional Development
6:00-7:30			Family Night			

Activity	Weekly Hours
Instruction	27
Preparation	9
Supervision	14.25
Professional Development	2.25
Family Night	1.5
Total:	54

Attachment 3b – Calendar

Month	Holidays	Number of School Days in Session	Professional Development Days
July 2015	Independence Day: July 3		10
August 2015			10
September 2015	Labor Day: September 7 Rosh Hashanah: September 14-15 Yom Kippur: September 23	18	2.5
October 2015	Columbus Day: October 12	21	2
November 2015	Veterans Day: November 11 Thanksgiving: November 26, 27	18	2.5
December 2015	Winter Recess: Dec 24 - Dec 31	17	0.5
January 2016	Winter Recess: Jan 1 Martin Luther King Day: Jan 18	19	3
February 2016	President's Day: Feb 15	20	2
March 2016	Spring Break: Mar 21-25	18	2.5
April 2016		21	1
May 2016	Memorial Day: May 30	21	2
June 2016		18	2
Total		191	40.5

Notes:

1) First day of school is September 1, 2015.
2) Final day of school is June 24, 2016.
3) Teachers have a half-day of student data-analysis the 2nd and 4th Friday of every month (17 half-days total).
4) Teachers have 12 full days of professional development with outside consultants during the school year.

Attachment 4: Student Discipline Policy

We plan on implementing a No Excuses policy, similar to those successfully utilized in our target demographic area by Ascend Learning, Democracy Prep, KIPP and the Uncommon Schools.

The key points of a No Excuses Policy include:

- High behavioral and academic expectations for all students.
- A strict behavioral and disciplinary code that leaves little room for ambiguity or inconsistency.
- More time on academics.
- Interim assessments.
- A strong focus on building and teaching school culture.
- Policies to hire and motivate great teachers.

The No Excuses policy follows guidance from Harold Gardner on the importance of effective character development. The model from KIPP which we seek to reapply is based on work of Martin Seligman (University of Pennsylvania) and Chris Peterson (University of Michigan).

To prepare for Day 1, we will do the following:

- Create a detailed code borrowing from the best practices of successful schools. Components of this will include:
    - Mission and Values
    - Operating Information
    - Academic Policy
        - Title 1
        - Attendance
        - Homework
        - Cheating/plagiarism
        - Grades
        - Promotion
            - We do not intend to promote everyone lock step.
            - We will encourage parents to keep kids with us even when we do not promote.
    - Dress Policy
    - Harassment
    - Abuse
    - Administrative Punishment
    - Discipline Policy
    - Suspension Policy
        - Preference for on-site suspensions.
        - Includes academic support
    - Appeal escalation process
        - Parents appeal to the teacher

        - Escalate to the academic head
        - Refer to the school head
        - Appeal to the school board
        - Contact the authorizer
- Create a Commitment to Excellence contract for students and parents to sign, highlighting their support of our policies on:
    - Choosing to be at the school
    - Attendance
    - Grading
    - Academic Support
    - Code of Conduct
    - Student Dress Code and Personal Electronics
- Include buy-in to this model as part of our hiring criteria.
- Provide development prior to the first day of class for every new hire, including both administration and faculty.

---

1. **Student Behavior Management and Discipline of General Education Students**

Short-Term Suspensions. "Short-term suspensions" shall refer to the removal of a student from school for disciplinary reasons for a period of 5 or fewer days. A student who has committed any of the infractions listed below shall be subject minimally to a short-term suspension. The principal will reserve the right to adjust the punishment for each infraction per his or her judgment. Disciplinary infractions will include, but will not be limited to:

- Attempt to assault any student or staff member
- Abuse school property or equipment or vandalize school property causing minor damage
- Endanger the physical safety of another by the use of force or threats of force that reasonably places the victim in fear of imminent bodily injury
- Engage in conduct which disrupts school or classroom activity or endanger or threaten to endanger the health, safety, welfare, or morals of others (including false bomb threats or falsely pulling emergency alarms)
- Use obscene or abusive language or gestures including acts of verbal or physical sexual harassment
- Fail to complete assignments, carry out directions, or comply with disciplinary sanctions
- Cheat on quizzes, exams, or commit plagiarism or use forged notes or excuses
- Steal, or attempt to steal, or possess property known by the student to be stolen
- Commit extortion, possess tobacco, alcohol or engage in gambling
- Possess pagers, beepers, or portable/cellular telephones not being used for instructional purposes

- Wear inappropriate, insufficient, or disruptive clothing or attire that violates the student dress code

Long-Term Suspensions. "Long-term suspensions" shall refer to the removal of a student from school for disciplinary reasons for a period of more than 5 days. A student who is determined to have committed any of the infractions listed below will be subject minimally to a long-term suspension and possibly expulsion. The principal will reserve the right to adjust the punishment for each infraction per their judgment. Disciplinary infractions will include, but will not be limited to:

- Possess, use, attempt to use, or transfer of any firearm, knife, razor blade, explosive, mace, tear gas, or other dangerous object of no reasonable use to the student in school
- Possess, use or distribute (including attempted distribution) of narcotics
- Commit, or attempt to commit arson on school property or vandalize school property causing major damage
- Assault a student or staff member

Procedure and Due Process. The principal will immediately notify the parents or guardians in writing that the student has been suspended from school. Written notice will be provided by personal delivery, express mail delivery, or equivalent means reasonably calculated to assure receipt of such notice within 24 hours of suspension. Where possible, notification also shall be provided by telephone if the school has been provided with a contact telephone number for the parents or guardians. Such notice shall provide a description of the incidents, which resulted in the suspension and shall offer the opportunity for an immediate informal conference with the principal. The notification and informal conference shall be in the dominant language used by the parents or guardians. A student's family may elect to appeal a decision to impose a long-term suspension or expulsion first to principal, next to Yalow Charter School Board of Trustees, and finally to the Board of Regents. The family may bring counsel with them if they so desire. In all events of expulsion, the principal will work in conjunction with the family to find the best possible alternative setting.

Teacher Training on Implementation and Alternate Instruction. Yalow Charter School staff will be trained on the implementation of the school's discipline systems during staff development and orientation prior to the start of school. In addition, teachers will be trained to give alternate instruction to suspended students so that they receive all classroom assignments and subsequent instruction to complete such assignments during the time of suspension.

2. **Student Behavior Management and Discipline For Students with Disabilities**

Students with disabilities have the same rights and responsibilities as other students, and may be disciplined for the same offenses. The CSE of the student's school district of

residence shall be notified immediately of any suspension, and the school shall work with the CSE to arrange appropriate alternate instruction.

A student whose IEP includes a behavior intervention plan that identifies specific consequences for certain kinds of conduct, will be disciplined in accordance with the behavior intervention plan. If the behavior intervention plan appears not to be effective, or if there is concern for the health and safety of the student to others, the student will be immediately referred to the CSE of the student's school district of residence for consideration of a change in the plan or change of placement. A student whose IEP does not include specific disciplinary guidelines may be disciplined in accordance with standard school policy, but may not be suspended for ten days or more.

Manifestation Determination. A student whose conduct is a manifestation of a disability will be returned to class after the initial 10 day suspension unless his parents' consent to a change of placement. 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. Parents may request a hearing to challenge the manifestation determination. If a parent requests a hearing or an appeal regarding a disciplinary action relating to weapons or drugs to challenge the interim alternative educational setting or the manifestation determination, the student shall remain in the interim alternative educational setting pending the decision of the hearing or until the expiration of the period provided for in the disciplinary action; whichever occurs first, unless the parent and school agree otherwise.

CSE Involvement and Alternate Instruction. If Yalow Charter School finds a student guilty of offenses that call for long-term suspension, the school will work with the CSE to transfer the student to an interim alternative educational setting for up to 45 days. The CSE will arrange for instruction for the student in this alternative setting. The CSE will determine the amount and kind of the instruction to be provided. Instructional services should be adequate to enable the child to appropriately progress in the general curriculum and to achieve the goals of their IEP.

3. Parent/Family Involvement and Communication to Support Student Learning

Garnering the ongoing support and participation of each student's parents and guardian in the educational process is fundamental to the mission of Yalow Charter School. An effective school must effectively promote the involvement of parents in all aspects of the school. Yalow Charter School will seek to form a Parents Advisory Council at the beginning of each academic year. Monthly open meetings for any interested parents or guardians and then follow-up meetings with the school's principal and teachers will allow the development of a strong and collaborative team among all involved. (Parent and family engagement is further discussed in Section III.I. Family and Community Involvement.)

Attachment 5a: Charter School Trustee Background Information

[See Following Pages]

School Trustee Background Information

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

Name: John W. Carr

Charter School Name: Yalow S. Rosalyn Academy Charter School

Charter School Address: CSD 10 (exact address not yet known)

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

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

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

Background

1. Please provide your educational and employment history. You may do so by attaching a résumé. ☐ Resume Attached
   I received a BS in Building Science (Architecture) (1977) and MS in Urban-Environmental Studies (1979) from Rensselaer Polytechnic Institute, in Troy, NY; JD from Harvard Law School (1983) and MBA from Harvard Business School (1983).
   In 2011 I retired as an active partner at the law firm of Simpson Thacher & Bartlett, where I was first employed as an Associate in September 1983 and elected to partner in 1990. My legal practice focused on mergers & acquisitions, private equity transactions and private fund formations. As a partner I had primary administrative responsibility for the firms hiring and diversity activities prior to retirement.

2. Please affirm that you are or will be at least eighteen years old at the time of your appointment/election to the board. ☒ I affirm.

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

4. Please indicate how you became aware of the charter school and the

opportunity to serve as a member of its board. **Alec Diacou, the lead founder of the Yalow Academy Charter School, and I have been friends since we were classmates at the University of Chicago Laboratory High School in 1969. Over the past year and a half I have increasingly followed his planning for the Yalow Academy and after retiring from active practice was invited to become a trustee of the school.**

5. Please explain why you wish to serve on the board. **I am a product of the inner city public schools of Chicago and appreciate the dramatic difference primary education opportunities can have in one's life. Prior to attending Harvard University I worked in the inner city of Troy, NY and saw the impact dedicated professionals can make. As a young law partner I served on the Board of New York City Outward Bound Center as it was developing its experiential schools programs. Also, for over a decade I have provided pro bono advice to and served on the board of the Apollo Theater Foundation, and in my practice have advised many corporate boards on their most significant activities. Given time since retirement to pursue activities that I feel passionate about, I believe serving on the Yalow Academy board would be a fulfilling and rewarding opportunity for me.**

6. Please indicate whether you have previously served or are currently serving on a board of a school district, a non-public school or any not-for-profit corporation (to the extent not otherwise indicated in your response to Item 1, above). In addition, please describe any other experience, knowledge or skills you feel is relevant to service on the charter school board. ☐ This does not apply to me. ☒ Yes. (Include description here): **I have been a trustee of Rensselaer Polytechnic Institute for over 12 years. I also served as a trustee for the All Souls School, where my children attended pre-school.**

7. Please indicate whether or not you have ever been convicted of a misdemeanor and/or felony in state or federal court in any jurisdiction.
   ☒ This does not apply to me ☐ Yes.
   If the answer to this question is yes, please provide the following details regarding your conviction(s): (1) the name of the criminal offense(s); (2) whether the criminal offense(s) was a misdemeanor or felony; (3) the facts and circumstances surrounding your conviction(s); (4) the date(s) of your conviction(s); and (5) the date(s) of disposition(s).

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

8. Please indicate if you currently have any criminal charge(s) pending against you in state or federal court in any jurisdiction.
   ☐ X This does not apply to me. ☐ Yes.

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

Conflict of Interest

9. Please indicate whether you, your spouse, or other family member knows any of the other prospective or current board members.
   ☐ I / we do not know any such persons. ☒ Yes.
   If your answer is yes, please indicate the precise nature of your relationship here: **My wife knows Alec Diacou because of my long-standing relationship with him. The other prospective board members I only know in connection with the activities of the Yalow Academy.**

10. Please indicate whether you, your spouse, or other family member knows any person who is a prospective or current charter school employee.
    ☐ I / we do not know any such persons. ☒ Yes.
    If yes, please indicate the precise nature of your relationship here: **As indicated above I know Alec Diacou, who is a prospective employee of the school.**

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

    ☐ X No ☐ Yes.
    If yes, please describe the nature of the contract or business and, if applicable, the relationship of the person to the corporation, business or entity involved:

12. If the charter school is partnered with an educational service provider (a management company, whether for-profit or not-for-profit), please indicate whether you, your spouse, or any family member knows any employees, officers, owners, directors or agents of that provider. If your answer is in the affirmative, please describe any such relationship.
    ☐ X Not applicable because the School does not/will not contract with a management company or charter management organization.
    ☐ I / we do not know any such persons. ☐ Yes.

13. If the charter school is partnered with an educational service provider, please indicate whether you, your spouse or other family member has a direct or indirect ownership, employment, contractual or management interest in the provider. For any interest indicated, please provide a detailed description.
    ☐ X Not applicable because the School does not/will not contract with a management company or charter management organization.
    ☐ I / we have no such interest. ☐ Yes.

14. If the charter school is partnered with an educational services provider, please indicate if you, your spouse or other family member anticipates

conducting, or is conducting, any business with the provider. If so, please indicate the precise nature of the business that is being or will be conducted.

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

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

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

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

☐ X None ☐ Yes

17. Please explain how you would handle a situation in which you believe one or more members of the charter school's board are involved in working for their own benefit, or the benefit of their friends and family. **I would promptly notify the entire board of trustees and meet to investigate and discuss the truth and accuracy of such belief. Any member with a potential conflict would be recused from any board discussion and if there were any merit to the belief I would promptly contact the department of education for advice pending the resolution of such conflict.**

Educational Philosophy

18. Please explain your understanding of the charter school's mission and/or philosophy. **The Rosalyn Yalow Academy's mission is to eliminate the learning achievement gap for economically disadvantaged urban children in District 10—including special needs students and English language learners—by utilizing classical education, expanded team teaching, and integrated extracurricular activity to educate the whole child and graduate students at or above grade level in literacy and math.**

19. Please explain your understanding of the educational program of the charter school. **The school proposes to provide a rigorous classical education, emphasizing literacy, and Singapore math and providing exciting extracurricular activities that address the whole child. The extended school day will run from 8 a.m. to 6 p.m. and the extended year until the end of June. To supplement the educational program, the School plan to collaborate with the Riverdale Mental Health Association for assessment and treatment of at-risk children, the American Museum of Natural History to supplement the science curriculum, the Bronx Arts**

Ensemble for arts and music education, the Kasparov Chess Foundation for chess instruction, and prominent international coaches for fencing instruction. The school also plans to add teachers with social worker training to the teaching teams to improve results for at-risk children. To measure progress and provide regular feedback to its teachers, the school plans to be heavily data-driven based on extensive and frequent academic assessment.

20. Please indicate what you believe to be the characteristics of a successful charter school. In particular, please provide the specific steps you think the board of the charter school will need to take to ensure that this charter school is and remains successful. **First, I believe the quality and commitment of teacher is paramount. With this in mind the Yalow Academy proposes to attract and retain such teachers with competitive salaries as well as bonuses that reward performance and ongoing commitment to the school. To constantly improve the quality of teachers the Academy plans for broad, ongoing professional development. Second, the school must integrate itself into the local community. The board can play an important role in undertaking to, and insisting senior staff and teachers, develop and maintain close relationships with parents and local institutions that support the school. Finally, I understand that charter schools fail primarily for non-academic reasons, such as poor financial management. To be successful, the Yalow Academy must be absolutely scrupulous in the management of its financial and business affairs, and the board must vigilantly scrutinize its affairs.**

Other

21. Please explain your understanding of the appropriate role of a public charter school board member. **As a trustee of the school I would serve as fiduciary with the responsibility to oversee the school's operations and progress in pursuing its mission, including meeting overall specific academic metrics that are in part set forth in the application. I believe a board must delegate sufficient responsibility to the senior staff but demand transparency as to its operations and strict assessment of performance. The board must also assure financial soundness and assist wherever possible in garnering resources to support the school.**

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

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

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

STATEMENT OF ASSURANCE

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

March 14, 2013

Signature Date

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

Business Telep[redacted]

Business Addre[redacted]

E-Mail Address:[redacted]

Home Telephon[redacted]

Home Address:[redacted]

School Trustee Background Information

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

Name Gregoria Feliciano_____

Charter School Name: __Rosalyn Yalow Charter School____

Charter School Address: __TBD_____

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

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

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

Background

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

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

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

4. Please indicate how you became aware of the charter school and the opportunity to serve as a member of its board. **Community activist Alec Diaco and other founding members approached me with their vision for this school and asked me to join them.**

5. Please explain why you wish to serve on the board. **The current poor performing public school options parents have to send their children to compels me work towards offering an option as The Roslyn Yalow Academy Charter School that will provide children with greater opportunities necessary for academic and personal success.**

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

7. Please indicate whether or not you have ever been convicted of a misdemeanor and/or felony in state or federal court in any jurisdiction.
   X This does not apply to me. ☐ Yes.
   If the answer to this question is yes, please provide the following details regarding your conviction(s): (1) the name of the criminal offense(s); (2) whether the criminal offense(s) was a misdemeanor or felony; (3) the facts and circumstances surrounding your conviction(s); (4) the date(s) of your conviction(s); and (5) the date(s) of disposition(s).

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

8. Please indicate if you currently have any criminal charge(s) pending against you in state or federal court in any jurisdiction.
   X This does not apply to me. ☐ Yes.
   If the answer to this question is yes, please provide an explanation.

Conflict of Interest

9. Please indicate whether you, your spouse, or other family member knows any of the other prospective or current board members.
   X I / we do not know any such persons. ☐ Yes.
   If your answer is yes, please indicate the precise nature of your relationship here:

10. Please indicate whether you, your spouse, or other family member knows any person who is a prospective or current charter school employee.
X I / we do not know any such persons. ☐ Yes.
If yes, please indicate the precise nature of your relationship here:

11. Please indicate if you, your spouse, or other family member or any corporation, business or other entity in which you, your spouse or other family member serve as an employee, officer, or director or own a controlling interest in, contracts or does business with, or plans to contract or do business with, the charter school, including but not limited to, the lease of real or personal property to the charter school.
X No. ☐ Yes.
If yes, please describe the nature of the contract or business and, if applicable, the relationship of the person to the corporation, business or entity involved:

12. If the charter school is partnered with an educational service provider (a management company, whether for-profit or not-for-profit), please indicate whether you, your spouse, or any family member knows any employees, officers, owners, directors or agents of that provider. If your answer is in the affirmative, please describe any such relationship.
X Not applicable because the School does not/will not contract with a management company or charter management organization.
☐ I / we do not know any such persons. ☐ Yes.

13. If the charter school is partnered with an educational service provider, please indicate whether you, your spouse or other family member has a direct or indirect ownership, employment, contractual or management interest in the provider. For any interest indicated, please provide a detailed description.
☐ Not applicable because the School does not/will not contract with a management company or charter management organization.
X I / we have no such interest. ☐ Yes.

14. If the charter school is partnered with an educational services provider, please indicate if you, your spouse or other family member anticipates conducting, or is conducting, any business with the provider. If so, please indicate the precise nature of the business that is being or will be conducted.
☐ Not applicable because the School does not/will not contract with a management company or charter management organization.
X I / we do not anticipate conducting any such business. ☐ Yes.

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

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

16. Please indicate the potential ethical or legal conflicts of interests (if any) that would, or are likely to, exist should you be approved for service on the charter school's board.
X None ☐ Yes

17. Please explain how you would handle a situation in which you believe one or more members of the charter school's board are involved in working for their own benefit, or the benefit of their friends and family. **As a member of the governing body, I will ensure compliance with the charter as well as federal and state laws. To this end, I will bring all matters of concern to the attention of the Executive Director and other Board members immediately for discussion and swift appropriate resolution.**

Educational Philosophy

18. Please explain your understanding of the charter school's mission and/or philosophy. **The Roslyn Yalow Academy will serve marginalized children, especially special needs and English language learners in my community to eliminate the academic achievement gap.**

19. Please explain your understanding of the educational program of the charter school. **The Roslyn Yalow Academy will offer classical education, teaching teams, and extracurricular activities, currently not offered in public schools.**

20. Please indicate what you believe to be the characteristics of a successful charter school. In particular, please provide the specific steps you think the board of the charter school will need to take to ensure that this charter school is and remains successful. **A successful charter school engages the community, partners with specialized renowned institutions, utilizes evidenced-based programs and practices, assessing and monitoring progress all the while maintaining the mission of providing opportunities for all children in the forefront of all decisions.**

Other

21. Please explain your understanding of the appropriate role of a public charter school board member. **Upon agreeing to a common vision, public charter school board members are charged with operating a school in complete compliance with its charter and all applicable federal and**

state laws; including overseeing the school's performance in achieving its mission of educating all its students, setting goals, evaluating the schools administrators, reviewing and approving annual budgets, addressing parent concerns, and ensuring accountability.

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

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

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

STATEMENT OF ASSURANCE

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

Gregoria Feliciano 3/24/14

Signature Date

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

Business Telepho[redacted]

Business Addres

E-Mail Address:

Home Telephone:

Home Address:

Gregoria Feliciano, MEd, SDA

[redacted]

PROFESSIONAL SUMMARY

Bringing high-level administrative performance, commitment, and compassion to public/private youth and community initiatives:

- Design, implement and market innovative bilingual programs and services for youth and underserved families.
- Effective partnerships and collaborations with diverse stakeholders: government, private corporations, and CBO's.
- Conceptualize operational processes/systems: monitoring plans, technical assistance, and performance evaluations.
- Proven track record for increasing resources, maintaining funding levels, and decreasing loss.
- Manage multiple priorities while maintaining a high level of professionalism and attention to detail.

PROFESSIONAL EXPERIENCE

October 2012-Present

The Community School Director @ P.S.50-Bx **The Children's Aid Society, New York City**

- Management of and well functioning of all activities, programs and services implemented in the school; includes programs by the Board of Education, health, dental, mental health, specialty services and projects.
- Develop, maintain and nurture relationship with the school administration, community leaders, and other CBOs.
- Develop programs that aim to increase educational opportunities and social connections for children and families.
- Assure operational hours and supervision in the school to fulfill the basic principles of community schools: extended school day, week and year for children and families.
- Represent the school in community meetings and events.
- Designs professional development and technical assistance activities for all staff.
- Responsible for all administrative and fiscal matters (hiring, payroll, fees, petty cash, budget, etc.).

January 2012- July 2012

College Advisor **Learning Leaders Program, NYC DOE**

As a volunteer of The College Bound Initiative at In-Tech Academy H.S.: led bilingual parent workshops on college admissions, assist juniors and seniors with college research, admissions process, and financial aid forms; used Naviance data system to monitor and analyze student data.

2010-2011

Independent Contractor **Port Chester/Rye School District, New York**

Oversight of state-aided initiative; negotiate and monitor provider agency services, problem-solve, ensure compliance of district standards and NYSED regulations, gather & review data to assess vendor services impact and complete reports.

2004-2010

Coordinator of Funded Programs **New Rochelle City School District, New York**

District Administrator of multiple grant-funded programs: 21st Century Community Learning Centers, GEAR UP, TITLE I, and Safe Schools/Healthy Students, serving over 10,000 students, families and staff in 11 schools, including:

- Post-award and full-cycle management of $8 million of federal, state, and foundation funding.
- Compliance of federal/state regulations, program quality-assurance and fiscal management.
- Provide broad managerial and operational support to each school-based project team.
- Cultivate and maintain public/private partnerships to support and sustain initiatives.

Program Manager **New Rochelle City School District, New York**

21st Century Community Learning Centers:

Full life-cycle administration of 2 high-quality, evidence/research-based, comprehensive programs for 700+ marginalized youth and their families of a SINI middle school and 3 elementary schools, including:

- Developed high-quality program that increased student and parent participation by 40%.
- Collaborated with school administrators to sync program components with student achievement goals.
- Prepared, administered and increased annual operating budget for each site.
- Collected and analyzed quantitative/qualitative data for completion & submission of NYSED mandated reports.
- Championed & instituted two supplementary programs: *CACFP* and *PALMS*
- Hired and supervised a diverse staff: pedagogic, supportive, volunteers and interns.
- Organized team in workshop presentation at New York State Education Department Annual Conference.
- Successful reapplication of 2nd grant for $5 million dollars.

1999-2004

District Manager of Community Board 12 Manhattan **Mayor's Office, New York City**

Expedited, regulated and evaluated municipal services delivered to northern Manhattan for over 250,000 residents:

- Restructured operational processes & procedures to increase organizational efficiency and community impact.
- Expedited multi-agency task force efforts in resolution of "Quality of Life" issues.
- Instituted new bilingual (English/Spanish) community outreach strategy.
- Convened monthly accountability & strategy meetings with NYC municipal agency borough commissioners.

1989-1999

Program Coordinator @ *Bank Street College of Education and NYCHA* **"I Have a Dream" Foundation, NYC**

Designed, implemented, and coordinated comprehensive year-round youth programs and services, focusing on positive youth development, college/career readiness, and parent engagement & empowerment:

- Cultivated effective collaborations with Columbia University, SUNY, CUNY, CBOs, NYC DOE, government agencies and private industry to expand student and family opportunities.
- Instituted new VISTA Project for parents and college students.
- Crafted and executed all events: workshops, year-end celebrations, family activities, parent retreats, college tours, community service learning projects.
- Provided leadership and advocacy for student and family social services needs.
- Performed guidance functions; conducted group presentations and technical assistance with financial aid and college admissions applications.
- Achieved 95% student participation and graduation rate.

EDUCATION/PROFESSIONAL LICENSURE

College of New Rochelle	NYS School District Administrator Advanced Diploma
Bank Street College of Education	Masters of Education: Supervision/ Administration
Columbia University Graduate School of Business	Management Certificate
SUNY @ Plattsburgh, New York	Bachelor of Arts
"7 Habits of Effective Teens" Program	Certified Presenter

AWARDS/AFFILIATIONS

New York City Council Citation Recipient- 3x
College Careers Fund of Westchester, Inc.-Member, Board of Directors
VISIONS Organization- Member, Borough Advisory Board
Riverdale Cooperative- Secretary, Board of Directors
Bronx Community Board #8- Member, Community

School Trustee Background Information

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

Name:
Dr.Sandra
HAYES_____

Charter School Name: ___
Rosalyn Yalow Academy Charter
School_____

Charter School Address: __
to be determined_____

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

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

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

Background

1. Please provide your educational and employment history. You may do so by attaching a résumé. ☐X Resume Attached

2. Please affirm that you are or will be at least eighteen years old at the time of your appointment/election to the board. ☐X I affirm.

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

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

Mr. Alec Diacou contacted me to ask whether I would be interested in being a member of the board.

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

The charter school will use the Singapore Math method for teaching mathematics in all grade levels. As a professional mathematician I am particularly interested in implementing this extraordinarily successful method.

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

7. Please indicate whether or not you have ever been convicted of a misdemeanor and/or felony in state or federal court in any jurisdiction.
   ☐X This does not apply to me. ☐ Yes.
   If the answer to this question is yes, please provide the following details regarding your conviction(s): (1) the name of the criminal offense(s); (2) whether the criminal offense(s) was a misdemeanor or felony; (3) the facts and circumstances surrounding your conviction(s); (4) the date(s) of your conviction(s); and (5) the date(s) of disposition(s).

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

8. Please indicate if you currently have any criminal charge(s) pending against you in state or federal court in any jurisdiction.
   ☐X This does not apply to me. ☐ Yes.
   If the answer to this question is yes, please provide an explanation.

Conflict of Interest

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

☐ I / we do not know any such persons. ☐ X Yes.
If your answer is yes, please indicate the precise nature of your relationship here:
Within the last two months I met several prospective board members at two meeting to discuss our application.

10. Please indicate whether you, your spouse, or other family member knows any person who is a prospective or current charter school employee.
☐X I / we do not know any such persons. ☐ Yes.
If yes, please indicate the precise nature of your relationship here:

11. Please indicate if you, your spouse, or other family member or any corporation, business or other entity in which you, your spouse or other family member serve as an employee, officer, or director or own a controlling interest in, contracts or does business with, or plans to contract or do business with, the charter school, including but not limited to, the lease of real or personal property to the charter school.
☐X No. ☐ Yes.
If yes, please describe the nature of the contract or business and, if applicable, the relationship of the person to the corporation, business or entity involved:

12. If the charter school is partnered with an educational service provider (a management company, whether for-profit or not-for-profit), please indicate whether you, your spouse, or any family member knows any employees, officers, owners, directors or agents of that provider. If your answer is in the affirmative, please describe any such relationship.
☐X Not applicable because the School does not/will not contract with a management company or charter management organization.
☐ I / we do not know any such persons. ☐ Yes.

13. If the charter school is partnered with an educational service provider, please indicate whether you, your spouse or other family member has a direct or indirect ownership, employment, contractual or management interest in the provider. For any interest indicated, please provide a detailed description.
☐X Not applicable because the School does not/will not contract with a management company or charter management organization.
☐ I / we have no such interest. ☐ Yes.

14. If the charter school is partnered with an educational services provider, please indicate if you, your spouse or other family member anticipates conducting, or is conducting, any business with the provider. If so, please indicate the precise nature of the business that is being or will be conducted.
☐X Not applicable because the School does not/will not contract with a management company or charter management organization.

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

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

16. Please indicate the potential ethical or legal conflicts of interests (if any) that would, or are likely to, exist should you be approved for service on the charter school's board.
☐ X None ☐ Yes

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

The matter should be referred to the board to be resolved in accordance with their conflict of interest policies. It must be investigated as to whether the conflict was intentional or inadvertent and a penalty assigned according to the policy adopted by the board.

Educational Philosophy

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

The mission is to address the special needs of the community, i.e. a low income environment in which a number of children speak no or little English, and in which the performance of public schools has been below average. The elimination of certain programs such as the arts from many public schools will also be addressed.

The proposed charter school will offer a classic education complemented with an emphasis on the arts, including music, as well as on other activities training discipline and intellectual growth such as chess and fencing.

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

Mathematics will be taught according to the Singapore Mathematics program which is based on teaching mathematics visually and then progressing to the abstract. This program has been successfully implemented for over 25 years in the US as well as internationally to improve the comprehension and mastery of mathematics as evidenced by the progress measured by tests. This program is aligned with the new Common Core State Standards and even surpasses it according to educators who are using it.

Science courses will be accompanied by regular visits to the American Museum of Natural History. The school's teachers will collaborate closely with the professional development instructors from the museum.

Special education and English language learning teachers as well as licensed social workers from the Riverdale Mental Health Association (to detect any disability at an early stage) will address the special needs of a low income environment with a substantial number of non-English speaking residents. The integration of parents into the educational process and a school day from 8 AM to 6 PM will be instrumental in achieving the goals of the school.

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

A successful charter school of grades K-8 should have an improved rating of the students' capabilities, particularly in their ability to read English and to comprehend mathematics. The attendance rate and the graduation rate (graduating from one grade to the next higher grade) should be considerably higher than customarily in that community and the number of children leaving the school should be considerably lower.

The board of the charter school should closely follow a quality control of the students' progress and the participation of the parents in the educational process.

Other

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

A public charter school in the Bronx should offer a high quality education with a proven success rate.

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

I affirm.

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

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

STATEMENT OF ASSURANCE

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

Signature: Sandra Hayes

Date: March 13, 2013

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

[redacted]

CURRICULUM VITAE: Dr. Sandra Hayes

The City College of The City University of New York
Department of Mathematics
160 Convent Avenue
New York, New York 10031

Private address: 241 Central Park West, 10-H, New York, NY 10024
E-mail: shayes@gc.cuny.edu Phone: 646-924-9344

Appointments

1982 –2005: Professor	The Technical University of Munich, Germany
1977 – 1982: Associate Professor	The Technical University of Munich, Germany
1975 – 1977: Assistant Professor	The Technical University of Munich, Germany

Visiting Positions

2007- present: City College	City University of New York
2006- 2007: Queens College	City University of New York (Gorenstein Professor)
1996– 1997: City College	City University of New York
1991: University of Angers	Angers, France
1988: University of Bologna	Bologna , Italy

Visiting Scholar Positions

2005-Present:	City University of New York, Graduate Center
2003 –2004:	City University of New York, Graduate Center
1999 – 2000:	The Rockefeller University of New York
1993- 1994:	The University of California at Berkeley

Editorial Board Member

Advances in Dynamical Systems and Applications

Founding Board Member: Rosalyn Yalow Academy Charter School (charter application to be submitted in March 2013 to NY State Dept. of Ed.)

Selected Publications

The Real Dynamics of Bieberbach's Example (with K. Clark, E. Milliken, T. Moulinos- graduate students at CCNY), submitted for publication 2013.

Time Series Analysis of Chaotic Dynamical Systems (with Y. Jiang), submitted for publication 2012.

Dynamics of a one- parameter family of Henon maps (with C. Wolf), Dynamical Systems: An International Journal, 21 (4), 399-407, 2006.

Catastrophe Theory (with D.P.L. Castrigiano), Foreward by Rene Thom. Second Edition: 2004, Westview Press. Addison-Wesley Publishing Company.

Current Research Projects

Diffeomorphisms with smooth basin boundaries (joint with Christian Wolf, CCNY)

Other Activities

Advising Students

Since 2008 I have advised seven students at CCNY for independent studies honors projects. Currently, I mentor one City College Fellow. Six students from my financial mathematics courses have been advised for graduate programs in financial engineering; in which they are enrolled. On the average, every year I advise 3 students for internships, 3 for job applications and 2 for graduate school. Every semester I invite speakers from the financial industry to talk about job opportunities and application procedures.

Promoting Women

In 2008 and 2007 I was a delegate to the United Nations for the Fifty –Second and Fifty- First Sessions of the Commission on the Status of Women. I chaired podium discussions on "Mathematics and Gender" at international conferences on gender studies in Essen, Germany and at a conference of the European Women in Mathematics in Trieste, Italy. The Academic Senate of the Technical University of Munich appointed me as their first Women's Representative. The major responsibility was to develop the entire organization of this new political entity within the university framework and to supervise the 11 departmental representatives with the ultimate goal of promoting women in mathematics (the university had 345 male and 11 female professors).

Promoting General Interest in Mathematics

I held a public broadcast for the Bavarian Radio Station about Chaos Theory in conjunction with the Bamberg Symphony orchestra's series "Music Live".
I taught selected high school students in special seminars to promote mathematics.

Internationalization

I was director of the European Union Program for academic exchanges with universities in Metz (France), Madrid (Spain), and Porto (Portugal). I negotiated an exchange program with the University of San Francisco sponsored by the Bavarian Ministery of Culture.

Academic Degrees

Dr.rer.nat.habil. The Technical University of Munich, Mathematics
Dr.rer.nat. (Magna Cum Laude) Ludwig-Maximillian University of Munich, Mathematics and Physics
Dipl.-Math. (Outstanding Performance) Ludwig-Maximillian University of Munich, Mathematics and Physics
B.A. (Magna Cum Laude) Vassar College, Mathematics and German.

Other Accreditations

General Securities Representative Certificate (Series 7), National Association of Secutities Dealers, New York, NY.
DELF Certificate in French (D'etude en langue francaise), French Cultural Institute.

Grants and Fellowships

German Fulbright Grants, Grants from the German National Science Foundation, European Union Grants, American Mathematical Society Grants, Fellowships from the American Association of UniversityWomen and the Soroptimist Foundation.

Dr. Sandra Hayer
New York, March 13, 2013

School Trustee Background Information

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

Name: William Jackson

Charter School Name: Rosalyn Yalow Charter School

Charter School Address: Bronx, NY

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

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

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

Background

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

2. Please affirm that you are or will be at least eighteen years old at the time of your appointment/election to the board. ☒ I affirm.

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

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

   I was contacted by Alec Diacou.

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

To further and enhance the educational goals of the school, especially in the field of mathematics.

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

7. Please indicate whether or not you have ever been convicted of a misdemeanor and/or felony in state or federal court in any jurisdiction.
   ☒ This does not apply to me. ☐ Yes.
   If the answer to this question is yes, please provide the following details regarding your conviction(s): (1) the name of the criminal offense(s); (2) whether the criminal offense(s) was a misdemeanor or felony; (3) the facts and circumstances surrounding your conviction(s); (4) the date(s) of your conviction(s); and (5) the date(s) of disposition(s).

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

8. Please indicate if you currently have any criminal charge(s) pending against you in state or federal court in any jurisdiction.
   ☒ This does not apply to me. ☐ Yes.
   If the answer to this question is yes, please provide an explanation.

Conflict of Interest

9. Please indicate whether you, your spouse, or other family member knows any of the other prospective or current board members.
   ☒ I / we do not know any such persons. ☐ Yes.
   If your answer is yes, please indicate the precise nature of your relationship here:

10. Please indicate whether you, your spouse, or other family member knows any person who is a prospective or current charter school employee.
    ☒ I / we do not know any such persons. ☐ Yes.
    If yes, please indicate the precise nature of your relationship here:

11. Please indicate if you, your spouse, or other family member or any corporation, business or other entity in which you, your spouse or other family member serve as an employee, officer, or director or own a controlling interest in, contracts or does business with, or plans to contract or do business with, the charter school, including but not limited to, the lease of real or personal property to the charter school.
☒ No. ☐ Yes.
If yes, please describe the nature of the contract or business and, if applicable, the relationship of the person to the corporation, business or entity involved:

I do not do business with the school in any way. I have a consulting business, however, that does training for teachers in mathematics. Currently there are no plans for me to offer any services to the school. Although I do not anticipate doing any paid work for the school, if my company is asked to provide professional development services it would be at the standard rate charged to all schools.

12. If the charter school is partnered with an educational service provider (a management company, whether for-profit or not-for-profit), please indicate whether you, your spouse, or any family member knows any employees, officers, owners, directors or agents of that provider. If your answer is in the affirmative, please describe any such relationship.
☐ Not applicable because the School does not/will not contract with a management company or charter management organization.
☒ I / we do not know any such persons. ☐ Yes.

13. If the charter school is partnered with an educational service provider, please indicate whether you, your spouse or other family member has a direct or indirect ownership, employment, contractual or management interest in the provider. For any interest indicated, please provide a detailed description.
☐ Not applicable because the School does not/will not contract with a management company or charter management organization.
☒ I / we have no such interest. ☐ Yes.

I do not do business with the school in any way. I have a consulting business, however, that does training for teachers in mathematics. Currently there are no plans for me to offer any services to the school. Although I do not anticipate doing any paid work for the school, if my company is asked to provide professional development services it would be at the standard rate charged to all schools.

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

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

I do not do business with the school in any way. I have a consulting business, however, that does training for teachers in mathematics. Currently there are no plans for me to offer any services to the school. Although I do not anticipate doing any paid work for the school, if my company is asked to provide professional development services it would be at the standard rate charged to all schools.

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

16. Please indicate the potential ethical or legal conflicts of interests (if any) that would, or are likely to, exist should you be approved for service on the charter school's board.
☒ None ☐ Yes

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

    I would notify the proper authorities.

Educational Philosophy

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

    To provide high quality education that improves students' achievement, implements the NYS Common Core Standards, and addresses the needs of the whole child, including students with disabilities, English Language Learners, and mental health issues.

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

The school uses proven progressive ideas in education to address the Common Core Standards. These ideas include Core Knowledge Language Arts, Singapore Math and inquiry-based science learning.

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

    The school should provide an excellent educational program to students by using research-based and proven methods of instruction. The school needs to address both academic and social needs of children and families. Teachers should be well educated and versed in best pedagogical practices. They should also have strong subject area knowledge. The board should hire good teachers, offer them ongoing training, and engage in a professional learning community of excellent practice.

Other

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

    To advise the school in how to move the educational program forward, meet the goals of the school, further student achievement and help students to become productive citizens who are proficient in the Common Core State Standards.

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

    I so affirm.

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

    Please see my resume (attached).

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

STATEMENT OF ASSURANCE

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

Signature _____ Date 3/23/14

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

Business Telepho[redacted]

Business Addres[redacted]

E-Mail Address: [redacted]

Home Telephone: [redacted]

Home Address: [redacted]

William C. Jackson, III

Education

1997 William Paterson University Wayne, NJ

M.Ed.

- Concentration in Bilingual/Bicultural Education

1982 Rutgers University (Rutgers College) New Brunswick, NJ

B.A.

- Economics Major, Spanish Minor, Mathematics Mini

Professional experience

2013-present Progressive Education Institute New York, NY

Co-director of Center for Lesson Study and Adjunct Faculty

- Founding member of graduate school of education whose mission is to provide intensive classroom and school-based professional learning for current and prospective teachers to open.
- Provide professional development, lesson study and coaching in mathematics teaching to elementary and middle school teachers at Harlem Village Academies Charter School.
- Develop curriculum and coursework for elementary school, middle school, and graduate school.

2012-present East West Math, LLC Chatham, NJ

Co-Owner, Product Manager and Staff Developer

- Provide mathematics workshops, consulting and professional development services to public, charter and private schools, specializing in Singapore Math and lesson study.
- Provide after school enrichment classes in mathematics to students based on Japanese materials and methods.
- Develop products, including online Singapore Math tutoring using digital curriculum.

2011 – present William Jackson Consulting Hawthorne, NJ

Math Staff Developer and Consultant

- Provide training for Math In Focus Singapore Math at Franklin Lakes and Wyckoff, NJ Public Schools, including workshops, coaching, and lesson study in the elementary and middle schools.
- Provide training for Singapore Math and lesson study at public, private and charter schools in the U.S.
- Advise schools about Singapore Math textbooks, training and staff development, digital resources and technology learning.
- Write and edit Singaporean and Japanese mathematics textbooks for elementary and middle school.

2008 - 2011 Scarsdale Public Schools Scarsdale, NY

Math Helping Teacher

- Provide professional development in mathematics teaching to 5 elementary schools by meeting with teachers, coaching, providing workshops, and teaching sample lessons.
- Help coordinate district wide implementation of Singapore Math in grades K through 8.
- Teach lesson study and mathematics teaching courses at Scarsdale Teachers Institute, including leading groups of elementary school teachers through the lesson study process.

1983 - Present Paterson Public School No. Two Paterson, NJ

Mathematics Coach/Teacher

- Coordinate mathematics program K – 8, including implementing Singapore Math textbooks, teaching sample lessons, and working with colleagues to improve mathematics teaching and learning.
- Coordinate professional development by chairing weekly "lesson study" (see below) meetings for math teachers as well as studying mathematics content.
- Prior to current position had 17 years of classroom teaching experience in the 3rd, 4th, 5th, 6th, 7th, and 8th grades, as well as bilingual ed. and adult ESL

2004 - Present Global Education Resources Madison, NJ

Senior Vice President

- Coordinate sales, marketing and professional development services for educational consulting firm specializing in using Japanese techniques and materials to teach mathematics.

1993 - Present First Baptist Church Paterson, NJ

Senior Pastor

- Ordained minister in Spanish and English speaking church affiliated with American Baptist Churches, USA.

Projects and Publications

Additional professional activities

- Authored chapters on Data Analysis for the Common Core State Standards version of the Singapore middle school mathematics series Discovering Mathematics (2012, Star Publishing, Singapore Math Inc.)
- Authored chapters on probability and statistics for Singapore Primary Mathematics Standards Edition textbooks, workbooks and teacher's guides.
- Helped translate and develop the English translation of two Japanese elementary textbook series, Tokyo Shoseki's Mathematics International and Mathematics For Elementary School, the most widely used textbooks in Japan.

- Initiated adoption of mathematics texts and materials from Singapore for grades 1 through 6 and directed Singapore Math implementation at Paterson School Two

- Coordination of and participation in Lesson Study, a professional development approach originally from Japan, at Paterson School Two to plan and teach "research lessons," in collaboration with the Greenwich Japanese School, Greenwich, CN

- Initiated and co-authored mathematics curriculum for grades 7 and 8 based on findings from the Third International Math and Science Study (TIMSS) and Japanese curricula and teaching methods

Some Professional Conferences/Presentations

- Presenter. TIMSS Policy Forum (CPRE). "Using TIMSS and Japanese Teaching Techniques as a Catalyst for Mathematics Reform." April, 1999

- Discussant. TIMSS Policy Forum (CPRE). April, 2000

- Presenter. Association of Mathematics Teachers of New Jersey Annual Meeting. "Using Japanese Lesson Study as a Collaborative Means to Improve Teaching Quality in Mathematics." October, 2000

- Presenter. US Department of Education Conference. "Improving America's Schools." Session Title: "Developing a Comprehensive Mathematics program in Your School." November, 2000.

- Panelist. New Jersey Principal's Association Aspiring Principal's Meeting. "Facing Important Issues in Challenging Educational Environments." March, 2001.

- Presenter. Greenwich Japanese School Lesson Study Conference. "Lesson Study at Paterson School No. Two." November, 2002.

- Seminar Leader. "Lesson Study." Woodrow Wilson National Fellowship Foundation. 2003.

- Presenter. National Council of Teachers of Mathematics Annual Meeting. "Using Lesson Study to Improve Mathematics Teaching." April, 2003.

- Presenter. National Council of Teachers of Mathematics Annual Meeting. "Supporting Lesson Study Effectively" and "Lesson Study Live." April, 2004.

- Presenter. DePaul University Lesson Study Conference, May, 2004.

- Presenter. Eastern Michigan University Lesson Study Conference, July, 2005, and June 2006

- Presenter. Southeast Regional Eisenhower Consortium (SERVE) Lesson Study Conference. April, 2006.

- Presenter. Lesson Study Conference for New Jersey Education Association. June, 2006.

- Presenter. Paterson Public Schools Powerful Designs Professional Development Conference (Lesson Study). July, 2006.

- Presenter and Teaching of Public Lesson: New Jersey Education Association Lesson Study Symposium, Kean University. October 2006.

- Teaching of Public Research Lesson: Network Connections Conference, Pittsburgh. October 2006.

- Presenter: National Council of Teacher's of Mathematics (NCTM) Annual Meeting, "Fractions Are Not As Easy as Pie, Fraction representation in Singapore and Japanese Mathematics textbooks" Atlanta. April 2007.

- Presenter: National Council of Teacher's of Mathematics (NCTM) Annual Meeting, "Our Is to reason Why, Not Just Invert and Multiply: Multiplication and division of fractions in Japanese Mathematics textbooks," Salt Lake City. April 2008.

- Presenter: National Council of Teacher's of Mathematics (NCTM) Annual Meeting, "Bingo! Basic addition facts as the foundation for algebraic thinking for all," Washington, DC. April 2009.

- Presenter: National Council of Teacher's of Mathematics (NCTM) Annual Meeting, "Let's Make Triangles With Sticks!," San Diego. April 2010.

- Presenter: National Council of Teachers of Mathematics (NCTM) Annual Meeting. "Who's Bigger, Sponge Bob or Jason Kidd: Area in Singapore and Japanese Textbooks," and "Using Japanese and Singapore Textbooks to Understand the Common Core." Indianapolis. April. 2011.

- Presenter: National Council of Teachers of Mathematics (NCTM) Regional Meeting. "Using Asian textbooks to Develop Number Sense in early Grades," Atlantic City. October 2011.

- Co-Presenter: National Council of Teachers of Mathematics (NCTM) Annual Meeting Research Pre-Session. "Treatment Fractions in East Asian Textbooks: Singapore, Japan, China and Korea, Philadelphia April. 2012.

- Presenter: National Council of Teachers of Mathematics (NCTM) Annual Meeting. "Let's Mix Drinks! Ratio in Japanese and Singapore Textbooks," Philadelphia. April. 2012.

Awards and Honors

Awarded Fulbright Memorial Scholarship by the government of Japan to study the Japanese educational system in Tokyo and Ibaraki Prefecture, Japan, 1999

Presented to the Governor's of the United States at the Education Commission of the States National Forum and Annual Meeting on "How Can States Promote Innovative and Effective Teaching?" and "Making Professional Development Pay Off in Student Achievement." July, 2000

Member of select group of 26 top educators from the US and Japan to participate in "The US/Japan Mathematics Seminar" sponsored by the National Academy of Sciences. Park City, Utah, July, 2002.

Governor's Teacher Recognition Award: "Teacher of the Year." Paterson School No. 2, 2005.

Co-led a group of 35 North American Educators on 2007 Lesson study

Immersion Trip, Japan. June 2007.

Guest Professor, Teacher's College, Columbia University. Bilingual Mathematics Education Course, Dr. Annie Han. 2003-2010.

Certifications and Professional Organizations

New Jersey Elementary Ed., Bilingual Ed., and English as a Second Language (ESL)

New York Elementary Ed.

Member, National Council of Teacher's of Mathematics, National Education Association

Other

Some articles and media coverage

"A Teaching Style That Adds Up." Education Week. February 23, 2000.

"Asia's Success in Math Stems Not From Culture But From Teaching." Editorial appearing in Education Week. October 11, 2000.

"New Formula For Math." The Record. April 5, 2001

"US School, Japanese Methods." Christian Science Monitor. May 23, 2000.

Interviewed on WABC TV News (twice) and on National Public Radio's "All Things Considered" on Singapore Mathematics

Appeared in articles in several magazines, newspapers including Psychology Today, Education Week, Christian Science Monitor, The Herald and News, The Record, as well as in several books about lesson study and mathematics teaching.

Instrumental in introducing lesson study in the U.S. Organized and taught at first lesson study open house in the U.S. on Feb. 28, 2000. Frequent speaker on lesson study and mathematics teaching at national and regional conferences.

Some published works

Lesson Study: A Handbook of Teacher led Instructional Change. Research for Better Schools, 2005 (authored/co-authored 3 chapters).

Mathematics for the Elementary School, Grades 1 to 6. Tokyo Shoseki, 2006 (Member of English translation project team for Japanese mathematics textbook).

Leading Lesson Study: A Practical Guide for Facilitators and Teams. Corwin Press, Sept. 2006 (Wrote the Forward).

Singapore Primary Mathematics Textbooks Standards Edition. Authored chapters on data analysis and probability for grades 3-5 textbooks, workbooks and teacher's guides.

Journey Beyond TIMSS: Rethinking Professional Development. Paper presented at ICME-II (International Conference on Mathematics Education), Hangzhou, China, 2002. Co-authors: Bill Jackson, Catherine Lewis, Clea Fernandez, Makoto Yoshida and Lynn Liptak.

Lesson Study Research and Practice in Mathematics Education: Learning Together. Co-author of Chapter 21: Ideas for Developing Mathematical Pedagogical Content Knowledge Through Lesson Study. Makoto Yoshida and Bill Jackson. Editors: Lynn C. Hart, Alice S. Alston, Aki Murata (2010).

Singapore Math Demystified. Series of articles on TheDailyRiff.com, 2011. http://www.thedailyriff.com/articles/singapore-math-demystified-why-we-should-198.php

Mathematics Grades 1 to 6. Tokyo Shoseki, 2011 (Member of English translation project team for Japanese mathematics textbook).

Mathematics International. Tokyo Shoseki, 2012 (Member of English translation project team for Japanese mathematics textbook).

Dimensions Math Grades 7-8. Star Publishing and SingaporeMath.com, Inc. 2012. Wrote chapters on statistics and data analysis for Singapore middle school math series aligned to the Common Core State Standards

Languages

Fluent in Spanish

School Trustee Background Information

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

Name: Benjamin Kearney

Charter School Name: Rosalyn Yalow Charter School

Charter School Address: School District 10

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

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

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

Background

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

2. Please affirm that you are or will be at least eighteen years old at the time of your appointment/election to the board. ☒ I affirm.

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

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

5. Please explain why you wish to serve on the board. After discussions with Alec Diacou, it was believed that there was an overlap of missions and purpose between this charter school and another charter school that I am involved with. We, at OhioGuidestone, have a managagment agreement with a charter school in Cleveland that has a very similar approach to education.

6. Please indicate whether you have previously served or are currently serving on a board of a school district, a non-public school or any not-for-profit corporation (to the extent not otherwise indicated in your response to Item 1, above). In addition, please describe any other experience, knowledge or skills you feel is relevant to service on the charter school board. ☒ This does not apply to me. ☐ Yes. (Include description here): I have never served on an school board, however, I work closely with a charter school in Ohio as a member of its management team.

7. Please indicate whether or not you have ever been convicted of a misdemeanor and/or felony in state or federal court in any jurisdiction.
   ☒ This does not apply to me. ☐ Yes.
   If the answer to this question is yes, please provide the following details regarding your conviction(s): (1) the name of the criminal offense(s); (2) whether the criminal offense(s) was a misdemeanor or felony; (3) the facts and circumstances surrounding your conviction(s); (4) the date(s) of your conviction(s); and (5) the date(s) of disposition(s).

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

8. Please indicate if you currently have any criminal charge(s) pending against you in state or federal court in any jurisdiction.
   ☒ This does not apply to me. ☐ Yes.
   If the answer to this question is yes, please provide an explanation.

Conflict of Interest

9. Please indicate whether you, your spouse, or other family member knows any of the other prospective or current board members.
   ☒ I / we do not know any such persons. ☐ Yes.
   If your answer is yes, please indicate the precise nature of your relationship here:

10. Please indicate whether you, your spouse, or other family member knows any person who is a prospective or current charter school employee.
☒ I / we do not know any such persons. ☐ Yes.
If yes, please indicate the precise nature of your relationship here:

11. Please indicate if you, your spouse, or other family member or any corporation, business or other entity in which you, your spouse or other family member serve as an employee, officer, or director or own a controlling interest in, contracts or does business with, or plans to contract or do business with, the charter school, including but not limited to, the lease of real or personal property to the charter school.
☒ No. ☐ Yes.
If yes, please describe the nature of the contract or business and, if applicable, the relationship of the person to the corporation, business or entity involved:

12. If the charter school is partnered with an educational service provider (a management company, whether for-profit or not-for-profit), please indicate whether you, your spouse, or any family member knows any employees, officers, owners, directors or agents of that provider. If your answer is in the affirmative, please describe any such relationship.
☐ Not applicable because the School does not/will not contract with a management company or charter management organization.
☒ I / we do not know any such persons. ☐ Yes.

13. If the charter school is partnered with an educational service provider, please indicate whether you, your spouse or other family member has a direct or indirect ownership, employment, contractual or management interest in the provider. For any interest indicated, please provide a detailed description.
☐ Not applicable because the School does not/will not contract with a management company or charter management organization.
☒ I / we have no such interest. ☐ Yes.

14. If the charter school is partnered with an educational services provider, please indicate if you, your spouse or other family member anticipates conducting, or is conducting, any business with the provider. If so, please indicate the precise nature of the business that is being or will be conducted.
☐ Not applicable because the School does not/will not contract with a management company or charter management organization.
☒ I / we do not anticipate conducting any such business. ☐ Yes.

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

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

16. Please indicate the potential ethical or legal conflicts of interests (if any) that would, or are likely to, exist should you be approved for service on the charter school's board.
☒ None ☐ Yes

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

There will be clear policy delineating ethical guidelines around conflicts of interest and risks of conflict of interests. It is the board's responsibility to ensure that these policies are followed, including the appropriate "whistle blowing" policies.

Educational Philosophy

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

The mission of the charter school is to eliminate the learning achievement gap for poor urban children. The school will use many different interventions to impact this gap, including novel teaching structure, expanded learning activities, intensive focus on literacy and math, and longer school days to deliver on their mission.

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

One of the most unique parts of the educational program is the impact of two adults in the classroom, one a teacher, the other a social worker—especially in the younger grades. Many of the roadblocks to learning in young children are related to the behavioral challenges that they present in the classroom. These children carry long term stress responses that make learning more challenging because of the impact of poverty and material deprivation. When the stress responses are triggered in the classroom, often the children dysregulate, and the classroom environment is disrupted. A social worker, trained in working with and responding to young children, is able to short-circuit this behavioral process and re-engage both child and classroom.

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

A successful charter school has the capacity to provide a more intensive educational experience because of staffing, day duration, innovative curriculum and pedagogy, and well as linkages to community support. The board is expected to ensure that the educational outcomes are met for the students while the requirements for good fiscal management are maintained. The steps to ensure that the school remains successful center around the collection of key quantitative and qualitative data points, and implementing a performance and quality improvement process that ensures improvements are implemented, maintained and re-examined.

Other

21. Please explain your understanding of the appropriate role of a public charter school board member. A board member must have a fiduciary responsibility to its stakeholders, have the capacity to support and shape the strategic vision and plan of the charter school, and hold school management accountable for achieving specific educational goals and outcomes of the children.

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

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

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

STATEMENT OF ASSURANCE

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

Signature 3/27/2014 Date

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

Business Teleph[redacted]

Business Addre[redacted]

E-Mail Address:[redacted]

Home Telephone[redacted]

Home Address:[redacted]

Guidestone™
Solutions for Children, Families & Communities

Benjamin Kearney, Ph.D.

Vice President and Chief Clinical Officer

Benjamin W. Kearney, Ph.D. is Vice President and Chief Clinical Officer at Guidestone™.

Ben received his Bachelor's degree from Oberlin College and his doctorate from Cleveland State University. He also completed post-doctoral work in psycho-pharmacology at Nova Southeastern University in Fort Lauderdale-Davie, Florida. In 1993, Ben began working for Guidestone as a ProKids & Families program case manager. Since then, Ben has held many noteworthy roles at Guidestone including Home-Based Family Treatment therapist and supervisor, and Assistant Director and Director of Central Intake and Assessment. He is also a licensed Psychologist and a Professional Clinical Counselor. Ben has been instrumental in advocating for our clients' behavioral and mental health concerns, and he has provided a multitude of trainings on child and adolescent behavioral and mental health related topics to raise awareness and understanding on a local and state level.

Among his many other accomplishments, in 2004 he received the Cleveland State University College of Education Distinguished Alumni Award, and in 2005, at the request of the Ohio Department of Mental Health and Ohio's Voices for Children, he published "Helping Ohio's Children: Understanding the Impact of Early Childhood Mental Health Services," an analysis of the strengths and challenges in Ohio's early child mental health system. Actively involved in the community, Ben is an adjunct professor at Cleveland State University and serves as a mental health consultant for both private and community mental health agencies throughout Ohio and Michigan.

Ben lives in Elyria, Ohio and enjoys spending time with family, traveling, photography, and his two dogs.

Guidestone
202 E. Bagley Road, Berea, Ohio 44017
440.260.8300 | www.bchfs.org

School Trustee Background Information

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

Name: IVAN JAMES LEE

Charter School Name: ROSALYN YALOW CHARTER SCHOOL

Charter School Address: _____

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

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

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

Background

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

2. Please affirm that you are or will be at least eighteen years old at the time of your appointment/election to the board. ☑ I affirm.

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

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

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

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

7. Please indicate whether or not you have ever been convicted of a misdemeanor and/or felony in state or federal court in any jurisdiction.
☑ This does not apply to me. ☐ Yes.
If the answer to this question is yes, please provide the following details regarding your conviction(s): (1) the name of the criminal offense(s); (2) whether the criminal offense(s) was a misdemeanor or felony; (3) the facts and circumstances surrounding your conviction(s); (4) the date(s) of your conviction(s); and (5) the date(s) of disposition(s).

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

8. Please indicate if you currently have any criminal charge(s) pending against you in state or federal court in any jurisdiction.
☑ This does not apply to me. ☐ Yes.
If the answer to this question is yes, please provide an explanation.

Conflict of Interest

9. Please indicate whether you, your spouse, or other family member knows any of the other prospective or current board members.
☑ I / we do not know any such persons. ☐ Yes.
If your answer is yes, please indicate the precise nature of your relationship here:

10. Please indicate whether you, your spouse, or other family member knows any person who is a prospective or current charter school employee.
☑ I / we do not know any such persons. ☐ Yes.
If yes, please indicate the precise nature of your relationship here:

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

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controlling interest in, contracts or does business with, or plans to contract or do business with, the charter school, including but not limited to, the lease of real or personal property to the charter school.
☑ No. ☐ Yes.
If yes, please describe the nature of the contract or business and, if applicable, the relationship of the person to the corporation, business or entity involved:

12. If the charter school is partnered with an educational service provider (a management company, whether for-profit or not-for-profit), please indicate whether you, your spouse, or any family member knows any employees, officers, owners, directors or agents of that provider. If your answer is in the affirmative, please describe any such relationship.
☐ Not applicable because the School does not/will not contract with a management company or charter management organization.
☑ I / we do not know any such persons. ☐ Yes.

13. If the charter school is partnered with an educational service provider, please indicate whether you, your spouse or other family member has a direct or indirect ownership, employment, contractual or management interest in the provider. For any interest indicated, please provide a detailed description.
☐ Not applicable because the School does not/will not contract with a management company or charter management organization.
☑ I / we have no such interest. ☐ Yes.

14. If the charter school is partnered with an educational services provider, please indicate if you, your spouse or other family member anticipates conducting, or is conducting, any business with the provider. If so, please indicate the precise nature of the business that is being or will be conducted.
☐ Not applicable because the School does not/will not contract with a management company or charter management organization.
☑ I / we do not anticipate conducting any such business. ☐ Yes.

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

16. Please indicate the potential ethical or legal conflicts of interests (if any) that would, or are likely to, exist should you be approved for service on the charter school's board.
☑ None ☐ Yes

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

STATEMENT OF ASSURANCE

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

Signature 03/11/2014 Date

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

Business Telepl

Business Addre

E-Mail Address:

Home Telephone

Home Address:

[redacted]

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[redacted]

IVAN JAMES LEE

EDUCATION

September 1995 – June 1999 Brooklyn Technical High School
Specialized High School Degree, Industrial Design

September 1999 – January 2004 St. John's University, Jamaica, NY
Bachelor of Science, Journalism

PROFESSIONAL EXPERIENCE

2008 – Present: Police Officer New York City Police Department

2004: Member United States Olympic Fencing Team
12th place individual; 4th place team

1998 – 2008: Member United States National Fencing Team

2004 – 2005: Teacher, 8th Grade Public School 6, Paterson, NJ

2009 – Present: Fencing Commissioner Public Schools Athletic League

- Organize and oversee regular season matches, playoff matches and special individual events
- Initiate new, innovative ideas to expand on the program
- Communicate with the coaches and referees to address issues and concerns regarding the league
- Ensure that student athletes are adequately prepared for collegiate level competition and beyond

2001 – Present: Fencing Referee Assignor Public Schools Athletic League

- Assign referees to every regular season and post season fencing matches
- Make appropriate schedule changes when necessary
- Develop and maintain a competent, responsible referee pool

2002, 2003: Fencing Instructor Oak Knoll School of the Holy Child

- Instructed children from ages 5-14 in the sport of fencing

2002 – 2004: Fencing/Soccer Instructor The Dwight School

- Instructed children from ages 5-12 in fencing and soccer

VOLUNTEER EXPERIENCE

1996 – Present: Counselor New Horizons Ministries, Inc.

- Responsible for up to 10 male children at once
- Assist children with their daily activities, including personal hygiene, nutrition, sports activities, arts and crafts, Bible study, daily devotions, swimming, boating, transportation to and from various outdoor activities
- Graduated from New Horizons Counselor In Training Program

1998 – Present: Fencing Instructor Peter Westbrook Foundation

- Leads weekly fencing classes for up to 200 inner city children
- Monitors discipline for elite program
- Grades essays for our monthly essay contest
- Performs fencing demonstrations for numerous public and private schools in New York City and surrounding areas, including New Jersey, Long Island and Westchester County

2000 – Present: Staff Member F.L.A.M.E (Finding Leaders Among Minorities Everywhere) Program

- Enhances leadership skills of F.L.A.M.E. participants
- Leads participants in building group dynamics
- Establishes self disciplinary skills, including promptness, self preparation, self discovery
- Assists with communication and etiquette workshops
- Performs fencing demonstrations

School Trustee Background Information

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

Name: Michael Rosen

Charter School Name: Rosalyn Yalow Academy Charter School

Charter School Address: Not yet determined

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

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

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

Background

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

2. Please affirm that you are or will be at least eighteen years old at the time of your appointment/election to the board. ☒ I affirm.

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

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

I met Alec Diacou at a University of Chicago dinner for President Zimmer. We shared our interest in charter schools, fencing and academic rigor. One week later he lost a prospective board member, and he approached me to join.

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

I have a strong belief that the public school system of New York needs to be improved. I am unsatisfied with the options presented to my children. One option is to opt out. Another option is to be part of the solution. I choose the latter.

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

7. Please indicate whether or not you have ever been convicted of a misdemeanor and/or felony in state or federal court in any jurisdiction.
   ☒ This does not apply to me. ☐ Yes.
   If the answer to this question is yes, please provide the following details regarding your conviction(s): (1) the name of the criminal offense(s); (2) whether the criminal offense(s) was a misdemeanor or felony; (3) the facts and circumstances surrounding your conviction(s); (4) the date(s) of your conviction(s); and (5) the date(s) of disposition(s).

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

8. Please indicate if you currently have any criminal charge(s) pending against you in state or federal court in any jurisdiction.
   ☒ This does not apply to me. ☐ Yes.
   If the answer to this question is yes, please provide an explanation.

Conflict of Interest

9. Please indicate whether you, your spouse, or other family member knows any of the other prospective or current board members.
   ☐ I / we do not know any such persons. ☒ Yes.
   If your answer is yes, please indicate the precise nature of your relationship here:

Through my work on preparing the application and working no the budget, I have met with and come to know several of the prospective board members

10. Please indicate whether you, your spouse, or other family member knows any person who is a prospective or current charter school employee.
    ☒ I / we do not know any such persons. ☐ Yes.
    If yes, please indicate the precise nature of your relationship here:

11. Please indicate if you, your spouse, or other family member or any corporation, business or other entity in which you, your spouse or other family member serve as an employee, officer, or director or own a controlling interest in, contracts or does business with, or plans to contract or do business with, the charter school, including but not limited to, the lease of real or personal property to the charter school.
    ☒ No. ☐ Yes.
    If yes, please describe the nature of the contract or business and, if applicable, the relationship of the person to the corporation, business or entity involved:

12. If the charter school is partnered with an educational service provider (a management company, whether for-profit or not-for-profit), please indicate whether you, your spouse, or any family member knows any employees, officers, owners, directors or agents of that provider. If your answer is in the affirmative, please describe any such relationship.
    ☒ Not applicable because the School does not/will not contract with a management company or charter management organization.
    ☐ I / we do not know any such persons. ☐ Yes.

13. If the charter school is partnered with an educational service provider, please indicate whether you, your spouse or other family member has a direct or indirect ownership, employment, contractual or management interest in the provider. For any interest indicated, please provide a detailed description.
    ☒ Not applicable because the School does not/will not contract with a management company or charter management organization.
    ☐ I / we have no such interest. ☐ Yes.

14. If the charter school is partnered with an educational services provider, please indicate if you, your spouse or other family member anticipates conducting, or is conducting, any business with the provider. If so, please indicate the precise nature of the business that is being or will be conducted.
    ☒ Not applicable because the School does not/will not contract with a management company or charter management organization.
    ☐ I / we do not anticipate conducting any such business. ☐ Yes.

15. Please indicate whether you, your spouse or other family member is a

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

16. Please indicate the potential ethical or legal conflicts of interests (if any) that would, or are likely to, exist should you be approved for service on the charter school's board.
☒ None ☐ Yes

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

I would raise with the board member in question. If it is anything more than my misinterpretation of the situation, I would raise with the broader board.

Educational Philosophy

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

The mission of the school is to improve educational outcomes for K-8 grade students in the Bronx. Our goal is to integrate classical education with enrichment activities to challenge the children to learn and grow. We are seeking to create a safe place for the children to be able to learn and develop.

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

The focus is on providing the best classical education possible: Core knowledge will be combined with Singapore math. The school will maintain a strong focus on literacy as the basis for all education. Outside of the classroom we will include fencing, chess and art as mandatory subjects for all students. The students will be exposed to the American Museum of Natural History to support inquiry based science.

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

A successful charter school has a clear mission, strong leadership team, and is accountable for student performance. We will use data driven models to evaluate the students and share information on student and faculty performance. We will also rigorously examine the budget to ensure we operate efficiently and effectively and keep a close watch over our on operations.

Other

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

Board is responsible for ensuring that the school operates pursuant to and in compliance with the school's charter. The board has ultimate responsibility for the schools success and/or /failure; it establishes the schools mission; hires day to day management and seeks to ensure adequate resources to pursue the school's mission. They will hire the head of the school and other key employees and hold them accountable for educational results. The board will meet regularly to properly govern the institution.

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

I have read the charter school application, board by-laws and proposed policies.

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

N/A

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

STATEMENT OF ASSURANCE

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

Signature 3-14-13 Date

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

Business Telepl [redacted]

Business Addre [redacted]

E-Mail Address: [redacted]

Home Telephon [redacted]

Home Address: [redacted]

Michael Rosen
[redacted]

EXPERIENCE

1010DATA New York 2013 - Present
Director, Capital Market Sales
- Selling financial services clients the Mortgage Backed Securities vertical for this cloud-based big data platform.
- Creating, prospecting and cold calling leads, proposing solutions, negotiating pricing and managing the entire sales process.
- Improving the Agency MBS product offering, representing the customer viewpoint and anticipating analytics needs.

MUREX New York and Paris 2008 - 2012
Head of Customer Delivery Services, Americas
- Led sales and delivery of consulting services for derivatives software implementations, managing 18 and 35-40 indirect reports.
- Sold $12mm consulting services in FY 2012, doubling revenue over 4 years while bringing the unit to profitability.
- Proposed 2-3 services engagements monthly, estimating budgets, presenting to clients, and drafting Statements of Work.
- Oversaw 10-12 concurrent projects spanning front, middle and back office.
- Managed senior client relationships at insurance, hedge fund and banking clients.
- Improved project tracking and management methodologies, improving visibility of progress.

BARCLAYS CAPITAL New York and London 2005 – 2008
Manager, Mortgage Backed Securities (MBS) Trading
- Structured Agency Collateralized Mortgage Obligations (CMOs).
- Traded the $500mm floating rate book, and provided backup coverage on the secondary derivatives book, serving customers in the United States, Japan and China.
- Created and ran risk management reports using BlackRock and Yieldbook. Hedged using treasuries and MBS pass-throughs.

ACCENTURE San Francisco, Sydney and Tokyo 1995 – 2003
Senior Manager, Communications Industry Group
- Led the requirements gathering, system, integration and user testing efforts of a fixed line Telecom technician scheduling system, including 100+ resources over 3 sites spanning 3 regional bell companies. Brought the project from 6 months behind to a predictable schedule.
- Led the process improvement efforts of a Tokyo-based HR implementation for a Media client.
- Ran the program management efforts of a Sydney-based Siebel implementation for a mobile Telecommunications client. Improved the PMO team, and brought the program under control after it had fallen 8 months behind.
- On-boarded Accenture's largest outsourcing client, leading several program management and customer service projects, creating a PMO, and integrating Accenture's methodology into the newly outsourced organization.

PROCTER & GAMBLE Cincinnati 1992 - 1995
Systems Analyst, Health and Beauty Care
- Designed, developed and supported shipment data reports for Finance, Sales and Marketing.
- Optimized Teradata parallel processing databases to improve system performance.

EDUCATION

UNIVERSITY OF CHICAGO, Chicago, IL 2005
Master of Business Administration (MBA), Concentrations in Economics and Finance
- 780 GMAT. Co-founder of the Buffett Group. Editor-in-Chief of *Chicago Business*. Co-chair of the Risk and Gaming Club.
- Attended Keio Business School in Yokohama, Japan during winter quarter 2005.

INDIANA UNIVERSITY, Bloomington, IN 1992
Bachelor of Science (BS), Computer Science
- Advanced coursework in computational theory and database systems. Research Assistant in Graph Theory.
- Rush Chairman Alpha Sigma Phi. President of the Wrestling Club. Baritone and Sousaphone player in the Marching Hundred.

ADDITIONAL INFORMATION

- 17 year student of Brazilian (Gracie) Jiu Jitsu. Have competed and coached in Australia, Asia and Europe.
- President of the Chicago Booth New York alumni club, coordinating weekly business and social events.
- Board member of the Rosalyn Yalow school, applying for a charter to bring classical education to the Bronx.

School Trustee Background Information

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

Name: Shirley J Saunders

Charter School Name: Rosalyn Yalow Academy Charter School

Charter School Address: Not yet determined

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

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

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

Background

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

2. Please affirm that you are or will be at least eighteen years old at the time of your appointment/election to the board. ☒ I affirm.

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

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

   I was asked by Alec Diacou

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

As a community activist and a past Parent Association President, I believe I can offer my experience

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

   Service as past Secretary to the largest Mitchell-Iama Board of Directors (Riverbay Corporation) Housing Development in New York. P.C. 153 pas president; Jack & Jill of America (Bronx Chapter) Secretary/Historian; Sister to Sister: One in the Spirit (empowering women); Female District Leader 82nd A.D. President of Co-op City Democratic Club.

7. Please indicate whether or not you have ever been convicted of a misdemeanor and/or felony in state or federal court in any jurisdiction.
   ☒ This does not apply to me. ☐ Yes.
   If the answer to this question is yes, please provide the following details regarding your conviction(s): (1) the name of the criminal offense(s); (2) whether the criminal offense(s) was a misdemeanor or felony; (3) the facts and circumstances surrounding your conviction(s); (4) the date(s) of your conviction(s); and (5) the date(s) of disposition(s).

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

8. Please indicate if you currently have any criminal charge(s) pending against you in state or federal court in any jurisdiction.
   ☒ This does not apply to me. ☐ Yes.
   If the answer to this question is yes, please provide an explanation.

Conflict of Interest

9. Please indicate whether you, your spouse, or other family member knows any of the other prospective or current board members.
   ☒ I / we do not know any such persons. ☐ Yes.

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

10. Please indicate whether you, your spouse, or other family member knows any person who is a prospective or current charter school employee.
☒ I / we do not know any such persons. ☐ Yes.
If yes, please indicate the precise nature of your relationship here:

11. Please indicate if you, your spouse, or other family member or any corporation, business or other entity in which you, your spouse or other family member serve as an employee, officer, or director or own a controlling interest in, contracts or does business with, or plans to contract or do business with, the charter school, including but not limited to, the lease of real or personal property to the charter school.
☒ No. ☐ Yes.
If yes, please describe the nature of the contract or business and, if applicable, the relationship of the person to the corporation, business or entity involved:

12. If the charter school is partnered with an educational service provider (a management company, whether for-profit or not-for-profit), please indicate whether you, your spouse, or any family member knows any employees, officers, owners, directors or agents of that provider. If your answer is in the affirmative, please describe any such relationship.
☒ Not applicable because the School does not/will not contract with a management company or charter management organization.
☐ I / we do not know any such persons. ☐ Yes.

13. If the charter school is partnered with an educational service provider, please indicate whether you, your spouse or other family member has a direct or indirect ownership, employment, contractual or management interest in the provider. For any interest indicated, please provide a detailed description.
☒ Not applicable because the School does not/will not contract with a management company or charter management organization.
☐ I / we have no such interest. ☐ Yes.

14. If the charter school is partnered with an educational services provider, please indicate if you, your spouse or other family member anticipates conducting, or is conducting, any business with the provider. If so, please indicate the precise nature of the business that is being or will be conducted.
☒ Not applicable because the School does not/will not contract with a management company or charter management organization.
☐ I / we do not anticipate conducting any such business. ☐ Yes.

15. Please indicate whether you, your spouse or other family member is a

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

16. Please indicate the potential ethical or legal conflicts of interests (if any) that would, or are likely to, exist should you be approved for service on the charter school's board.
☒ None ☐ Yes

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

I would bring it to the attention of the entire board to discuss the termination of that member or sanctions (which ever would apply to that particular situation.

Educational Philosophy

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

To give every child who enters our school the best opportunity and education to succeed in life. To prepare the child for higher education and to become a good upstanding citizen.

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

To expose our children to a unique opportunity to partnership with community health center(s), government, historic and cultural centers (museums) to develop and ongoing collaboration of "hands-on" experience culminating in a successful graduation class.

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

A sound educational staff, an ongoing financial program, a manager who is dependable and can carry out the directives of the board (personnel and programs) and a charter support system (friends of the school).

The Board should require continued evaluations and dialog of programs, staff, students, finances, and community outreach. Constant interactions with parents -- offering them assistance where necessary, if possible in order to meet their needs in helping their children. Parents must feel comfortable to meet/speak to the board or its members to express input in a successful school. The board will have overall control of the school, thereby using the manager to implement their directives.

Other

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

    I believe board members should be "team" players who are of like minds and understanding to make our school and ongoing success. They should also be able to see information and bring it back to the other board members for sharing purposes. They should also keep an "eye" for other members who might want to become members and offer whatever the skills or information we might be lacking

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

    I have.

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

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

STATEMENT OF ASSURANCE

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

Shirley J. Saunders — Signature

03/14/2013 — Date

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

[redacted]

SHIRLEY J. SAUNDERS

[redacted]

RESUME

Deputy City Clerk, City of New York (Bronx City Hall -3 yrs.)

Licensed Marriage Officiant, perform all marriage ceremonies, collect and verify all Cashier Settlements credit cards and money orders, make and provide financial reports for the City Clerk, Clerk of Council. Meet all required needs of the staff including supplies, attendance, tardiness and hours. Control all office records, keys, supplies and equipment.

Senior Staff Assistant, Congressman Eliot L. Engel (Bronx Office – Retired after 20 yrs. Of service)

Interfaced with all federal agencies in an effort to verify, investigate and resolve constituent issues. Recruit and interviewed students from various high schools and colleges to serve as interns for the congressional offices. Attend community meetings to observe and bring back issues of concern of which the congressman should be aware of and possibly resolve. Also attend meetings on all levels representing the congressman to assist his constituents in making their lives easier.

Internal Revenue Service (120 Church St. 3yrs.)

Intelligence Division – Reporting Service

ACTIVITIES

Church – Mother A.M.E. Zion, Harlem and Co-op City Baptist

Boy Scouts 2 sons educated in the public school system (38 & 40 yrs. Old) 1 daughter (26 yrs.) 3 grandchildren 2yrs. 8yrs and 12 yrs.

Political – President of the Co-op City Democratic Club, Female District Leader 82nd A.D. Part A

Family – Married 43 yrs. Mother of 3, & Caregiver to my mother of 87 yrs. old

School Trustee Background Information

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

Name: William J Scribner

Charter School Name: Rosalyn Yalow Academy Charter School

Charter School Address: Not yet determined

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

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

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

Background

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

Bachelors of Music and Education; University of Michigan
Master of Art; New York University
Founder of Bronx Arts Ensemble in 1972, and bassoonist who performs with the New York Philharmonic, Metropolitan Opera, Brooklyn Philharmonic, New Jersey Symphony, American Symphony Orchestra, and on Broadway. I have been a faculty member at the University of Connecticut, Queens College, Rutgers University, and the Blooming House of Music. I have also been a board member of the Bronx Council of the Arts and am now a director of the Hostos Community College Foundation, CUNY.

2. Please affirm that you are or will be at least eighteen years old at the time of your appointment/election to the board. ☒ I affirm.

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

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

   I was asked by Alec Diacou

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

   It is a great group of people who will do great things. They are making a formal commitment to invest in putting the arts back in to schools. Support this is my life's work and passion.

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

   Director of Bronx Art Ensemble.

7. Please indicate whether or not you have ever been convicted of a misdemeanor and/or felony in state or federal court in any jurisdiction.
   ☒ This does not apply to me. ☐ Yes.
   If the answer to this question is yes, please provide the following details regarding your conviction(s): (1) the name of the criminal offense(s); (2) whether the criminal offense(s) was a misdemeanor or felony; (3) the facts and circumstances surrounding your conviction(s); (4) the date(s) of your conviction(s); and (5) the date(s) of disposition(s).

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

8. Please indicate if you currently have any criminal charge(s) pending against you in state or federal court in any jurisdiction.
   ☒ This does not apply to me. ☐ Yes.
   If the answer to this question is yes, please provide an explanation.

Conflict of Interest

9. Please indicate whether you, your spouse, or other family member knows any of the other prospective or current board members.
   ☒ I / we do not know any such persons. ☐ Yes.
   If your answer is yes, please indicate the precise nature of your relationship here:

10. Please indicate whether you, your spouse, or other family member knows any person who is a prospective or current charter school employee.
    ☒ I / we do not know any such persons. ☐ Yes.
    If yes, please indicate the precise nature of your relationship here:

11. Please indicate if you, your spouse, or other family member or any corporation, business or other entity in which you, your spouse or other family member serve as an employee, officer, or director or own a controlling interest in, contracts or does business with, or plans to contract or do business with, the charter school, including but not limited to, the lease of real or personal property to the charter school.
    ☒ No. ☐ Yes.
    If yes, please describe the nature of the contract or business and, if applicable, the relationship of the person to the corporation, business or entity involved:

12. If the charter school is partnered with an educational service provider (a management company, whether for-profit or not-for-profit), please indicate whether you, your spouse, or any family member knows any employees, officers, owners, directors or agents of that provider. If your answer is in the affirmative, please describe any such relationship.
    ☒ Not applicable because the School does not/will not contract with a management company or charter management organization.
    ☐ I / we do not know any such persons. ☐ Yes.

13. If the charter school is partnered with an educational service provider, please indicate whether you, your spouse or other family member has a direct or indirect ownership, employment, contractual or management interest in the provider. For any interest indicated, please provide a detailed description.
    ☒ Not applicable because the School does not/will not contract with a management company or charter management organization.
    ☐ I / we have no such interest. ☐ Yes.

14. If the charter school is partnered with an educational services provider, please indicate if you, your spouse or other family member anticipates conducting, or is conducting, any business with the provider. If so, please

indicate the precise nature of the business that is being or will be conducted.
☒ Not applicable because the School does not/will not contract with a management company or charter management organization.
☐ I / we do not anticipate conducting any such business. ☐ Yes.

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

16. Please indicate the potential ethical or legal conflicts of interests (if any) that would, or are likely to, exist should you be approved for service on the charter school's board.
☒ None ☐ Yes

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

    I would express my concerns to the board.

Educational Philosophy

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

    To educate high risk students to high standards, preparing them for success in high school and beyond.

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

    The school has an extended day to provide deep classical education in literacy and mathematics, while allowing fencing, chess and the arts to be treated as mandatory components of the weekly schedule. The program supports the high standards with differentiated education to support students at all levels. The curriculum serves the whole child - intellectual, physical and emotional.

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

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

A good charter school is student-centric. There is a large amount of time for students to do both their core academics, and supporting activities. The administration is set up to support the student experience. There is adequate operational leadership to enable the teachers to remain classroom centric. The job of the board is to provide direction to the head of school, and to hold him accountable.

Other

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

    The board members are responsible for fulfilling the charter. They do this by working with the authorizer to demonstrate compliance with the agreement. They hire the head of school and hold them accountable for academic results, and following the mission of the school.

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

    I affirm and understand the charter school board bylaws and proposed policies.

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

The school can be a great help to the future of the Bronx and its students.

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

STATEMENT OF ASSURANCE

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

	March 11, 2013
Signature	Date

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

Business Teleph[redacted]

Business Addres

E-Mail Address:

Home Telephone

Home Address:

School Trustee Background Information

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

Name:_Benjamin M Yalow

Charter School Name: __Rosalyn Yalow Academy Charter School

Charter School Address: _____

To which charter school board position(s) and/or offices(s) are you asking to be appointed? (e.g., member, parent representative, vice-president, Finance committee, etc.): 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 are charged with overseeing the education of all students enrolled in the school, as well as the expenditure of public monies directed to the charter school.

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

Background

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

2. Please affirm that you are or will be at least eighteen years old at the time of your appointment/election to the board. X I affirm.

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

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

My local NYS Assemblyman invited me to meet with the person who would be heading the charter effort. Given my background in both technology and education, I was invited to serve on the board.

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

I believe that our school system has been failing our least privileged students, and that a charter school, with rigorous educational standards, offers the best opportunity for them. And I believe my background has given me the experiences to help make such a charter school succeed.

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

7. Please indicate whether or not you have ever been convicted of a misdemeanor and/or felony in state or federal court in any jurisdiction.
   X This does not apply to me. ☐ Yes.
   If the answer to this question is yes, please provide the following details regarding your conviction(s): (1) the name of the criminal offense(s); (2) whether the criminal offense(s) was a misdemeanor or felony; (3) the facts and circumstances surrounding your conviction(s); (4) the date(s) of your conviction(s); and (5) the date(s) of disposition(s).

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

8. Please indicate if you currently have any criminal charge(s) pending against you in state or federal court in any jurisdiction.
   X This does not apply to me. ☐ Yes.
   If the answer to this question is yes, please provide an explanation.

Conflict of Interest

9. Please indicate whether you, your spouse, or other family member knows any of the other prospective or current board members.
   X I / we do not know any such persons. ☐ Yes.
   If your answer is yes, please indicate the precise nature of your relationship here:

10. Please indicate whether you, your spouse, or other family member knows any person who is a prospective or current charter school employee.
X I / we do not know any such persons. ☐ Yes.
If yes, please indicate the precise nature of your relationship here:

11. Please indicate if you, your spouse, or other family member or any corporation, business or other entity in which you, your spouse or other family member serve as an employee, officer, or director or own a controlling interest in, contracts or does business with, or plans to contract or do business with, the charter school, including but not limited to, the lease of real or personal property to the charter school.
X No. ☐ Yes.
If yes, please describe the nature of the contract or business and, if applicable, the relationship of the person to the corporation, business or entity involved:

12. If the charter school is partnered with an educational service provider (a management company, whether for-profit or not-for-profit), please indicate whether you, your spouse, or any family member knows any employees, officers, owners, directors or agents of that provider. If your answer is in the affirmative, please describe any such relationship.
☐ Not applicable because the School does not/will not contract with a management company or charter management organization.
X I / we do not know any such persons. ☐ Yes.

13. If the charter school is partnered with an educational service provider, please indicate whether you, your spouse or other family member has a direct or indirect ownership, employment, contractual or management interest in the provider. For any interest indicated, please provide a detailed description.
☐ Not applicable because the School does not/will not contract with a management company or charter management organization.
X I / we have no such interest. ☐ Yes.

14. If the charter school is partnered with an educational services provider, please indicate if you, your spouse or other family member anticipates conducting, or is conducting, any business with the provider. If so, please indicate the precise nature of the business that is being or will be conducted.
☐ Not applicable because the School does not/will not contract with a management company or charter management organization.
X I / we do not anticipate conducting any such business. ☐ Yes.

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

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

16. Please indicate the potential ethical or legal conflicts of interests (if any) that would, or are likely to, exist should you be approved for service on the charter school's board.
X None ☐ Yes

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

I would call this to the attention of the Board chairman, who would then be in the best position to conduct an investigation and determine whether there is a violation of law or ethics involved. Should the chairman be the one whom I believe is acting inappropriately, I would contact one of the other Board officers.

Educational Philosophy

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

The mission of the school is to provide underserved children with an academically rich educational environment likely to enable them to succeed in their next educational levels, along with non-traditional skills that would help enhance their creative abilities.

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

The school would have a combination of traditional educational elements chosen from successful educational programs (such as Singapore Math and phonics), along with a set of non-traditional elements such a chess, arts, and fencing, which would expand and enrich their educational horizons.

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

The success of a charter school, or any school, is measured by the educational success of its students. Their success is, in turn, promoted by a strong curriculum design, with a combination of educational rigor, and stimulating activities. The Board needs to set the policies, and oversee the activities of

the school's Director (and through him, the staff) at implementing the educational policies designed for success.

Other

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

The Board members, collectively, are responsible for selection of senior management of the school, and ensuring that best fiscal and educational practices are followed. As Board members, we need to design the overall plan for the educational plans that the school has, and monitor the activities of the managers who are in charge of implementing these plans. We are also available to the management to provide advice and assistance, based on our past experience, in ways to enable them to succeed.

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

Yes.

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

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

STATEMENT OF ASSURANCE

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

Signature: [signature] Date: Mar 12, 2013

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

Business Telepho [redacted]

Business Address [redacted]

E-Mail Address: [redacted]

Home Telephone: [redacted]

Home Address: [redacted]

Benjamin M. Yalow

[redacted]

[redacted]

Education:
MBA, New York University, 1981
AB (Physics), Columbia University, 1972

Experience:

2010-present Comptroller, Chicon 7 Conference
Budget manager for international meeting, with a conference budget of about $1million.

2009-2011 Facilities Division Manager, Renovation Conference
Responsible for managing contracts and budgets for hotels and convention center for 5000 person international educational conference.

1992-2010 Vice President, Rosalyn S. Yalow Foundation for Medical Research
Responsible for grant decisions, fund solicitations, IT management.

1974-1994 Multiple titles, University Computer Center, City University of New York
Began as a mainframe systems programmer in 1974. Final title was Director of Special Projects.
Projects included first introduction of personal computers into CUNY, including training faculty and staff at 18 CUNY colleges; introduction of Internet into CUNY (both technical and administrative responsibilities).

1968-1974 Multiple titles, Columbia University Computer Center
Began as a student consultant. Final title was systems programmer.
Projects included assisting faculty and staff to use resources of the computer center, teaching computer courses offered by the computer center, design and maintenance of mainframe systems.

Boards of Directors (501(c)(3) non-profit corporations):

Rosalyn S. Yalow Foundation, 1992-2010
Southern California Institute for Fannish Interests, Inc., 2000-present
Reno Convention Fandom, Inc (Oregon), 2008-present

Attachment 5b: Proposed By-Laws

ROSALYN YALOW CHARTER SCHOOL

BY-LAWS

ARTICLE I

THE CORPORATION

Section 1.1 ***Name.*** The name of the corporation is Rosalyn Yalow Charter School (hereinafter, the "Corporation").

Section 1.2 ***Membership.*** The Corporation is a non-stock, not-for-profit corporation organized under the laws of the State of New York. The Corporation has no members, and the rights that would otherwise vest in the members of the Corporation shall vest in the Corporation's board of directors (hereinafter, the "Board", and each member thereof, a "Trustee").

Section 1.3 ***Purposes.*** The Corporation is organized and is to be operated exclusively to carry out charitable and educational purposes within the meaning of Section 501(c)(3) of the Internal Revenue Code of 1986, as now in effect or as may hereafter be amended (the "Code"), including, without limitation: (a) to operate a public charter school in the City and State of New York pursuant to a charter agreement therefor; (b) to exercise all rights and powers conferred by the laws of the State of New York upon non-stock corporations, including, but without limitation thereon, to raise funds, to receive gifts, devises, bequests and contributions, in any form, and to use, apply, invest, and reinvest the principal and/or income there from or distribute the same for the above purposes; and (c) to engage in any other activity that is connected with or in advancement of the foregoing purposes and that is within the definition of charitable and educational for purposes of Section 501(e)(3) of the Code; provided, the powers of the Corporation shall never be inconsistent with the purposes of the Corporation stated above or the Constitution of the United States or the State of New York.

ARTICLE II

OFFICES

Section 2.1 ***Principal Place of Business.*** The principal place of business of the Corporation shall be located in the City and State of New York. The Corporation may have such other offices, either within or without the State of New York, as the Board may determine, or as the affairs of the Corporation may require from time to time.

Section 2.2 ***Registered Office and Registered Agent.*** The Corporation shall have and continuously maintain in the State of New York a registered office and a registered agent whose office is the Corporation's registered office.

ARTICLE III

BOARD OF TRUSTEES

Section 3.1 ***Powers***. The Board shall conduct or direct the business and affairs of the Corporation and exercise its powers, subject to the limitations of the Education Law, Not-for-Profit Corporation Law, the Corporation's charter and these By-laws. The Board may delegate the management of the activities of the Corporation to others, so long as the affairs of the Corporation are managed, and its powers are exercised, under the Board's ultimate jurisdiction of the Board. Without limiting the generality of the powers hereby granted to the Board, but subject to the same limitations, the Board shall have all the powers enumerated in these By-laws, and the following specific powers:

- To elect and remove Trustees;
- To select and remove Officers, agents and employees of the Corporation; to prescribe powers and duties for each of them; and to fix their compensation;
- To conduct, manage and control the affairs and activities of the Corporation, and to make rules and regulations application to the Corporation and its Trustees, Officers, agents and employees;
- To enter into contracts, leases and other agreements which are, in the judgment of the Board, necessary or desirable in obtaining the purposes of promoting the interests of the Corporation;
- To carry on the business of operating a charter school and apply any surplus that results from the business activity to any activity in which the Corporation may engage;
- To act as Trustee under any trust incidental to the Corporation's purposes, and to receive, hold, administer, exchange and expend funds and property subject to such a trust;
- 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;
- To borrow money, incur debt, and to execute and deliver promissory notes, bonds, debentures, deeds of trust, mortgages, pledges, hypothecations and other evidences of debt and securities; and
- To indemnify and maintain insurance on behalf of any of its Trustees, Officers, employees or agents for liability asserted against or incurred by such person in such

capacity or arising out of such person's status as such, subject to the provisions of the New York Not-for-Profit Corporation Law and the limitations contained in these Bylaws.

Section 3.2 ***Number***. The number of Trustees constituting the initial Board shall be five. Thereafter the number of Trustees may be changed from time to time by amendment of these By-Laws and in compliance with applicable laws, but the Corporation's Board will have a minimum of five members and a maximum of fifteen members. The term "entire Board" means the total number of Trustees entitled to vote that the Corporation would have if there were no vacancies.

Section 3.3 ***Election of Trustees***.

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

- *Eligibility*: The Board may elect any person at least eighteen (18) years of age who in its discretion it believes will serve the interests of the Corporation faithfully and effectively.

- *Interested Persons*: Not more than 49% of the persons serving on the Board may be interested persons. An "interested person" is: (1) any person currently being compensated by the Corporation for services rendered to it within the previous 12 months, whether as a full-time or part-time employee, independent contractor or otherwise; or (2) any sister, brother, ancestor, descendant, spouse, sister-in-law, brother-in-law, daughter-in-law, son-in-law, mother-in-law or father-in-law of any such person.

- *Term of Office*: The members of the initial Board of Trustees (the "Initial Trustees"), and their respective Board positions, shall be designated in the Corporation's provisional charter and such Trustees will serve staggered initial terms of one, two, and three years as designated by the founders. The terms of new and re-elected trustees will be for three years or such shorter period as is appropriate to maintain the staggering of terms across the entire Board in roughly equal proportion. The term of office of a Trustee elected to fill a vacancy in these 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.

- *Time of Elections*: The Board shall elect Trustees whose terms begin on September 1st of a given year at the annual meeting for that year, or at a regular meeting designated for that purpose, or at a special meeting called for that purpose.

Section 3.4 ***Removal of Trustees***. Any Trustee may be removed by the Board in accordance with the provisions of the Education Law and the Not-for-Profit Corporation Law.

Section 3.5 ***Resignation***. Any Trustee may resign at any time by delivering written notice of his or her resignation to the Chair or the Secretary of the Corporation. The resignation is effective upon receipt of such notice, or at any later date specified in the notice. The acceptance of a resignation by the Board Chair or Secretary shall not be necessary to make it effective, but no resignation shall discharge any accrued obligation or duty of a Trustee. If any Trustee shall fail to attend three consecutive meetings without excuse accepted as satisfactory by the Board, he or she shall be deemed to have resigned, and the vacancy shall be filled.

Section 3.6 ***Vacancies***. A vacancy is deemed to occur on the effective date of the resignation of a Trustee, upon the removal of a Trustee, upon declaration of vacancy pursuant to these 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.

Section 3.7 ***Compensation of Trustees***. Trustees shall serve without compensation. However, the Board may approve reimbursement of a Trustee's actual and necessary expenses while conducting Corporation business.

ARTICLE IV

MEETINGS OF THE BOARD OF TRUSTEES

Section 4.1 ***Place of Meetings***. Meetings of the Board shall be held at the Corporation's principal office or at any other reasonably convenient place as the Board may designate. Meetings of the Board shall be subject to requirements of the New York State Open Meetings Law, as applicable and as amended from time to time.

Section 4.2 ***Annual Meetings***. An Annual Meeting shall be held in the month of July of each year, on the second Tuesday of that month, unless otherwise determined by the Board, for the purpose of electing Trustees, making and receiving reports on corporate affairs, and transacting such other business as comes before it at the meeting.

Section 4.3 ***Regular Meetings***. Regular Meetings shall be held bi-monthly throughout the year, on the second Tuesday of every other month, unless otherwise determined by the Board, and other times as the Board determines.

Section 4.4 ***Special Meetings***. A Special Meeting shall be held at any time called by the Chair, or by any Trustee upon written demand of not less than one-fifth of the entire Board.

Section 4.5 ***Adjournment***. A majority of the Trustees present, whether or not a quorum is present, may adjourn any meeting to another time and place.

Section 4.6 ***Notices of Meetings.*** Notice of the time and place of each Regular, Special or Annual Meeting of the Board, and, to the extent reasonably possible a written agenda stating all matters upon which action is proposed to be taken, shall be given to each Trustee by the Chair by personal delivery, facsimile, or regular mail, postage prepaid, at least 72 hours before the day on which the meeting is to be held; provided however, that notice of a Special Meeting shall be given by receipted personal or overnight delivery no fewer than seven (7) days prior to the Special Meeting date. Trustees calling for a Special Meeting shall specify in reasonable detail matter(s) to be considered at the Special Meeting. Public notice of meetings shall be given as required by Article 7 of the Public Officers Law (the "Open Meetings Law"). The Corporation will also post notices in the main office of the Corporation, as well as on the Corporation's website. Trustees calling for a Special Meeting shall be responsible for giving all required public notices of the special meeting.

Section 4.7 ***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 attends the meeting without protest prior to the meeting or at its commencement, of the lack of notice. The Secretary shall incorporate all such waivers, consents and approvals into the minutes of the meeting.

Section 4.8 ***Executive Session.*** Upon a majority vote of the entire Board on a motion which identifies generally the subject to be considered, the Board may meet in executive session in compliance with Section 105 of the New York State Open Meeting Law, as amended from time to time.

ARTICLE V

ACTIONS BY THE BOARD OF TRUSTEES

Section 5.1 ***Quorum.*** Unless a greater proportion is required by law, a majority of the entire Board shall constitute a quorum for the transaction of any business or of any specified item of business.

Section 5.2 ***Actions by the Board.***

- *Actions Taken at Board Meetings*: Except as otherwise provided by statute or by these By-laws, the vote of a majority of the Board present at the time of the vote, if a quorum is present at such time, shall be the act of the Board. If at any meeting of the Board there shall be less than a quorum present, the Trustees present may adjourn the meeting until a quorum is obtained.

- *Action by the Board Without a Meeting*: Any action required or permitted to be taken by the Board or any committee thereof may be taken without a meeting if all members of the Board or the committee consent in writing to the adoption of a resolution authorizing the action. The resolution and the written consents thereto by the members of the Board or committee shall be filed with the minutes of the

proceedings of the Board or committee. Action by the Board without a meeting shall occur only as permitted by the Open Meetings Law.

Section 5.3 *Board Participation by Other Means*: Trustees may participate in a Board meeting through use of videoconferencing equipment to the extent permitted by the Open Meetings Law, so long as all Trustees participating in such meeting can simultaneously hear one another, provided members of the public can observe and hear the Board meeting at least one site where at least one Trustee is participating in the meeting. In such circumstances, a quorum of the Board may be established by Trustees physically present and/or Trustees participating by videoconferencing. Participation in a meeting pursuant to this section constitutes presence in person at such meeting.

Section 5.4 Committees.

- *Appointment of Committees*: The Board may create committees for any purpose, and the Chair of the Board shall appoint members to and designate the chairs of such Boards, provided, however, that the Board shall at all times maintain an Executive Committee, a Finance Committee, and an Education Committee. All standing committees will have a minimum of three (3) members, except the Executive Committee which will have a minimum of five (5) members. The Board may designate one or more Trustees as alternate members of any committee, who may replace absent or disqualified members at any meeting of the committee. Each committee and each member of each committee shall serve at the pleasure of the Board.

- *Authority of Board Committees*: A committee shall have all the powers delegated by the Board, except that no committee shall have the power to:
    a) change the membership of, or to fill vacancies in, the Board or any committee of the Board,

    b) fix the compensation of Trustees for serving on the Board or any committee of the Board,

    c) amend or repeal these By-Laws or adopt any new By-Laws,

    d) amend or repeal any resolution of the Board which by its terms shall not be so amendable to repealable, or

    e) to exercise other powers specifically denied the committee by resolution of the Board or by law.

- *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 the Committee are

governed by the provisions of these Bylaws with respect to the calling of meetings including compliance with the Open Meetings Law. A majority of a committee shall constitute a quorum for the transaction of business. Except as otherwise provided by these By-Laws, the vote of a majority of a committee constituting the quorum thereof shall be an act of the committee. Any one or more members of a committee may participate in a meeting of the committee by means of a conference telephone or similar communications equipment by means of which all persons participating in the meeting can hear each other, provided such meeting and notice thereof comply with applicable requirements of the New York State Open Meetings Law. Committee members shall maintain minutes of each committee meeting and shall file copies of the minutes with the corporate records in compliance with applicable laws.

Section 5.5 Standard of Care.

- *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 a like position would use under similar circumstances.
- *Reliance on Others*: In performing the duties of a Trustee, a Trustee shall be entitled to rely on information, opinions, reports or statements, including financial statements and other financial data, presented or prepared by:
    a) One or more Officers or employees of the Corporation whom the Trustee believes to be reliable and competent in the matters presented;

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

    c) A Board Committee on which the Trustee does not serve, duly designated in accordance with a provision of the Corporation's Charter or By-laws, as to matters within its designated authority, provided the Trustee believes the Committee merits confidence and the Trustee acts in good faith, and with that degree of care specified in this Section 5.5, and after reasonable inquiry when the need is indicated by the circumstances, and without knowledge that would cause such reliance to be unwarranted.

- *Investments*: In investing and dealing with all assets held by the Corporation for investment, the Board shall exercise the standard of care described above in this Section 5.5 and shall consider among other relevant considerations the long and short term needs of the Corporation in carrying out its purposes, including its present and anticipated financial requirements. The Board may delegate its investment powers to others, provided that those powers are exercised within the ultimate direction of the Board.

Section 5.6 ***Minutes***. Minutes taken at all open meetings of the Corporation shall consist of a record or summary of all motions, proposals, resolutions, and any other matter formally voted upon and the vote thereon. Minutes taken at executive sessions shall include any action that is taken by formal vote and provide a record or summary of the final determination of such action, and the date and vote thereon; provided, however, that such summary need not include any matter which is not required to be made public by the New York State Freedom of Information Law. The minutes of meetings and executive sessions shall be available to the public as required by the New York State Open Meetings Law.

Section 5.7 ***Right of Inspection***. Every Trustee has the right to inspect and copy all books, records and documents of every kind and to inspect the physical properties of the Corporation, provided that such inspection is conducted at a reasonable time after reasonable notice, and provided that such right of inspection and copying is subject to the obligation to maintain the confidentiality of the reviewed information, in addition to any obligations imposed by any applicable federal, state or local law.

Section 5.8 ***Participation in Discussions and Voting***: Every Trustee has the right to participate in the discussion and vote on all issues before the Board or any Board Committee, except that any Trustee shall be excused from the discussion and vote on any matter involving such Trustee relating to: (a) a self-dealing transaction; (b) a conflict of interest; (c) indemnification of that Trustee uniquely; or (d) any other matter at the discretion of a majority of the Trustees then present.

Section 5.9 ***Duty to Maintain Board Confidences***: Every Trustee has a duty to maintain the confidentiality of all actions of the Board which are not required by law to be open to the public, including discussions and votes which take place at any Executive Sessions of the Board. Any Trustee violating this confidence may be removed from the Board.

ARTICLE VI

OFFICERS

Section 6.1 ***Number***. The "Officers" of the Corporation shall consist of a President (hereinafter "Chair"), Vice President (hereinafter "Vice Chair"), a Secretary and a Chief Financial Officer (hereinafter "Treasurer"), and such other officers as the Board deems advisable.

- *Chair*: The Chair, when present will preside at Board meetings and will have such other powers as the Board may prescribe.

- *Vice Chair*: The Vice-Chair will act in the place of the Chair if the Chair is absent or unable to fulfill his or her duties and when so acting will have all the Chair's powers and be subject to the same restrictions. The Vice-Chair will have such other powers as the Board may prescribe.

- *Secretary*: The Secretary shall: (a) keep or cause to be kept, at the Corporation'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 Corporation's charter and By-laws, with amendments; (c) give or cause to be given notice of the Board and Committee meetings as required by the By-laws; and (d) have such other powers and perform such other duties as the Board may prescribe.

- *Treasurer*: The Treasurer shall: (a) keep or cause to be kept adequate and correct accounts of the Corporation'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 Corporation's monies and other valuables in the Corporation's name and to its credit, with the depositories the Board designates; (d) disburse or cause to be disbursed the Corporation's funds as the Board directs; (e) render or cause to be rendered to the Chair and the Board, as requested but no less frequently than once every fiscal year, an account of the Corporation's financial transactions and financial condition; (f) prepare or cause to be prepared any reports on financial issues required by an agreement on loans; and (g) have such other powers and perform such other duties as the Board may prescribe.

Section 6.2 Election, Eligibility and Term of Office.

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

- *Eligibility*: The same person may hold any number of offices, except that neither the Secretary nor Treasurer may serve concurrently as the Chair, and no individual may act in more than one capacity where action of two or more Officers is required.

- *Term of Office*: Each Officer serves at the pleasure of the Board, holding office until resignation, removal or disqualification from service, or until his or her successor is elected.

Section 6.3 Resignation or Removal. The Board may remove any Officer, either with or without cause, at any time. Any Officer may resign at any time by giving written notice to the Corporation. At the election of the Corporation made by Board action, the resignation of a Trustee shall be effective upon such notice or upon a later date prior to the date of resignation specified in the notice, notwithstanding the specification of a later date in the notice. Acceptance of a resignation shall not be necessary to make it effective.

Section 6.4 ***Employees and Other Agents.*** The Board may from time to time hire such employees and appoint such agents on such terms as it deems appropriate from time to time.

Section 6.5 ***Compensation.*** Persons serving as Officers may receive a salary or compensation for their services as Officers as determined by the Board from time to time. An Officer shall be entitled to reimbursement for reasonable expenses incurred by him or her in carrying out his or her duties as such.

ARTICLE VII

SELF-DEALING TRANSACTIONS

Section 7.1 ***Purpose.*** The purpose of the procedures prescribed in this Article VII is to protect the Corporation's best interests when entering into a transaction or arrangement that also might benefit the private interest of a Trustee, Officer or employee of the Corporation or a blood or marital relation of a Trustee, Officer or employee.

Section 7.2 ***Board's Authority.*** The Board shall not authorize corporate action, and no committee shall recommend corporate action, except in accordance with procedures set forth in this Article VII.

Section 7.3 ***Procedures.***

(a) ***Duty to Inquire; Duty to Disclose.*** In its consideration of any action the Board and all Board Committees shall first conduct appropriate inquiry to determine whether the action involves a Self-Dealing Transaction, including determining the nature, scope and details thereof. Any Trustee, Officer or employee having an interest in a contract, other transaction or program presented to or discussed by the Board or Board Committee for authorization, approval, or ratification shall make a prompt, full and frank disclosure of his or her interest to the Board or Committee prior to its acting on such contract or transaction. Such disclosure shall include all relevant and material facts known to such person about the contract or transaction that might reasonably be construed to be adverse to the Corporation's interest. The body to which such disclosure is made shall thereupon determine, by majority vote, whether the disclosure shows that a Self-Dealing Transaction exists or can reasonably be construed to exist.

"Self-Dealing Transaction" means any transaction having the Corporation as one party and one or more of the following among the proposed other parties thereto:

(i) Trustees, Officers or employees of the Corporation, or blood or marital relations of any of them,

(ii) an entity in which a Trustee, Officer or employee of the Corporation, or blood or marital relation of any of them, holds an ownership or investment interest,

(iii) an entity which employs or otherwise compensates a Trustee, Officer or employee of the Corporation, or employs or compensates a blood or marital relation of any of them, and/or

(iv) any entity which has as a member of its board of directors or Trustees, a Trustee, Officer or employee of the Corporation, or a blood or marital relation of any of them,

and shall also include any other matter in which a Trustee has a conflict of interest due to the Trustee's own personal and/or pecuniary interest, as established under Education Law and General Municipal Law and/or the Decisions of the Commissioner of Education or Attorney General.

A Trustee involved in an actual or potential Self-Dealing Transaction is referred to herein as an "Involved Trustee." Involved Trustees shall not participate in the inquiry into or the determination of whether the transaction is a Self-Dealing Transaction, but may present to the Board regarding the nature and extent of his or her relationship to the matter being considered.

(b) ***Determining Whether a Self-Dealing Transaction Exists***. After inquiry in accordance with subparagraph (a) immediately above, the Board shall take action as to whether the transaction is a Self-Dealing Transaction; provided, an Involved Trustee shall not participate in the deliberation of or vote the issue of whether a transaction is a Self-Dealing Transaction.

(c) ***Action on a Self-Dealing Transaction***. If the Board determines a transaction being considered is a Self-Dealing Transaction, the Board will exercise due diligence to determine whether the Corporation can arrange an alternative transaction more favorable to the Corporation with reasonable efforts. If a Self-Dealing Transaction 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). As part of its due diligence, the Board may involve or engage one or more disinterested people to investigate alternative transactions. If the Board decides not to proceed with an alternative transaction, the Board shall determine whether it is in the Corporation's best interests and is fair and reasonable to the Corporation to authorize the Self-Dealing Transaction; provided, an Involved Trustee shall not participate in the deliberation of or vote upon the authorization of a Self-Dealing Transaction.

(d) ***Violations***. If the Board has reasonable cause to believe that a Trustee, Officer or employee has violated the Corporation's Trustee, Officer and Employee Code of Ethics, it shall conduct further investigation as the Board deems warranted, shall inform the

Trustee, Officer or employee of the basis for such belief, and afford him or her an opportunity to explain the alleged failure to disclose. If the Board determines that a violation of the Code of Ethics has been committed, the Board shall take appropriate disciplinary and/or corrective action. A Trustee who is the subject of an investigation or possible disciplinary or corrective action under this subparagraph (d) shall not participate in the deliberation of or vote on such determination or disciplinary or corrective action.

(e) ***Board Committees***. The procedures prescribed in subparagraphs (a), (b) and (c) immediately above shall apply to actions of committees of the Board in the same manner and to the same extent as prescribed for Board actions.

Section 7.4 ***Records of Proceedings***. The minutes of the Board and all committees with Board-delegated powers shall contain the names of the persons and entities involved in transactions which are or may be Self-Dealing Transactions, findings of the Board in respect of the scope and nature of those person's and entities' involvement, actions taken in accordance with this Article, the names of the persons present for or who participated in discussions thereof and a summary of the content of such discussions, and a record of votes taken in connection therewith, including the names of those present for and who participated in voting and their respective votes.

ARTICLE VIII

NON-LIABILITY OF TRUSTEES

The Trustees shall not be personally liable for the Corporation's debts, liabilities or other obligations.

ARTICLE IX

INDEMNIFICATION

The Corporation may, to the fullest extent now or hereafter permitted by and in accordance with standards and procedures provided by Sections 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 or she, or his or her testate or intestate was a Trustee, Officer, employee or agent of the Corporation, against judgments, fines, amounts paid in settlement and reasonable expenses, including attorneys' fees.

ARTICLE X

AMENDMENTS

A majority of the Trustees may adopt, amend or repeal these By-laws.

ARTICLE XI

MISCELLANEOUS

Section 11.1 Interpretation of Charter. In the event of a conflict between these By-Laws and the Corporation's charter, the provisions of the Corporation's charter shall control.

Section 11.2 Effectiveness of Non-Public Notices. Non-public notices given under these By-Laws shall be deemed effective only upon verified receipt or refusal.

Section 11.3 Fiscal Year: The fiscal year of the Corporation begins on July 1 of each year and ends on June 30.

Section 11.4 Execution of Instruments: Except as otherwise provided in these By-laws, the Board may adopt a resolution authorizing any Officer or agent of the Corporation to enter into any contract or execute and deliver any instrument in the name of or on behalf of the Corporation. Such authority may be general or confined to specific instances. Unless so authorized, no Officer, agent or employee shall have any power to bind the Corporation by any contract or engagement, to pledge the Corporation's credit, or to render it liable monetarily for any purpose or any amount.

Section 11.5 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 Corporation may be signed by the Chair or Treasurer.

Section 11.6 Construction and Definitions: Unless the context otherwise requires, the general provisions, rules of construction, and definitions contained in the Not-for-Profit Corporation Law and the Education Law shall govern the construction of these By-laws. Without limiting the generality of the foregoing, words in these 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 and a natural person. The captions and headings in these Bylaws are for reference and convenience only are not intended to limit or define the scope or effect of any provisions.

Section 11.7 Conflict of Interest: The Board may adopt 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.

[END OF BY-LAWS]

Attachment 5c: Code of Ethics

ROSALYN YALOW CHARTER SCHOOL

CODE OF ETHICS FOR TRUSTEES, OFFICERS AND EMPLOYEES

The undersigned Trustee, Officer or employee of Rosalyn Yalow Charter School Charter Corporation shall comply with the Code of Ethics of the Corporation, as set forth below in this document, during the entirety of his/her tenure on the Board or employment with the Corporation:

Provision 1. Trustees, Officers and employees of the Corporation will conduct or direct the affairs of the Corporation and exercise their powers and responsibilities subject to the limitations of New York State Education Law, General Municipal Law and Not-For-Profit Corporation Law, and the Corporation's charter and the Bylaws of the Corporation, as applicable.

Provision 2. No Trustee, Officer or employee of the Corporation shall engage in a "Self-Dealing Transaction," except as approved by the Board in accordance with procedures set forth in Article VII of the By-Laws of the Corporation. A Trustee who is or may be a party to a Self-Dealing Transaction is referred to herein as an "Involved Trustee."

Provision 3. In respect of any transaction under consideration by the Corporation or to which the Corporation is already a party, a Trustee, Officer or employee of the Corporation shall have the obligation to make a "Self-Dealing Disclosure" as defined below, if he or she:

(i) is or proposes to be, or has a blood or marital relation who is or proposes to be a party to the transaction in conflict of official duties,

(ii) holds an ownership or investment interest in, or whose blood or marital relation holds an interest in, an entity which is a party to the transaction in conflict of official duties,

(iii) is employed by or is otherwise compensated by, or whose blood or marital relation is employed or compensated by, an entity which is a party to the transaction in conflict with official duties, and/or

(iv) is, or whose blood or marital relation is a director, Trustee or corporate officer of an entity who is a party to the transaction in conflict with official duties.

A "Self-Dealing Disclosure" is the prompt, full and frank public, written disclosure to his or her immediate supervisor (if applicable) and to the Board of his or her interest (or interest of his or her blood or marital relation), giving rise to the Self-Dealing Disclosure obligation. It is the obligation of every Trustee, Officer and employee to inform himself or herself of matters which may be under consideration by the Board by timely reviewing publicly available information and making appropriate inquiry of the Board Chair or Vice Chair. Disclosure required under this

shall include all relevant and material facts known to the Trustee, Officer and employee about the contract or transaction, and shall be set forth in the minutes of the Board.

Provision 4. In addition to the above Provisions of this Code of Ethics, Trustees, Officers and employees of the Corporation shall avoid at all times engaging in activities that would appear to be unduly influenced by persons who have a special interest in matters under consideration by the Board or relating to the Corporation. Specifically, no Trustee, Officer or employee shall:

- Directly or indirectly, solicit any gift, or accept or receive any gift having a value of seventy-five dollars or more, whether in the form of money, service, loan, travel, entertainment, hospitality, thing or promise, or in any other form, under circumstances in which it could reasonably be inferred that the gift was intended to influence him, or could reasonably be expected to influence him, in the performance of his official duties or was intended as a reward for any official action on his part, unless that gift is for the use of the charter school;

- Disclose confidential information acquired by him in the course of his official duties or use such information to further his personal interests;

- Receive, or enter into any agreement, express or implied, for compensation for services to be rendered in relation to any matter before the Corporation or the Board of which he is an officer, member or employee or of any Corporation or Board Committee or entity over which he has jurisdiction or to which he has the power to appoint any member, officer or employee; or

- Receive, or enter into any agreement, express or implied, for compensation for services to be rendered in relation to any matter before any Corporation or Board Committee or entity, whereby his compensation is to be dependent or contingent upon any action by such agency with respect to such matter, provided that this paragraph shall not prohibit the fixing at any time of fees based upon the reasonable value of the services rendered.

Provision 5. A Trustee, Officer or employee cannot have an interest in any for-profit contract with the Corporation. Trustees, Officers or employees who have contracts with not-for-profit entities, such as charter management organizations, partners, and found organizations must be disclose these contracts but they are not prohibited.

Provision 6. As a requirement of section 803 of the General Municipal Law, any Trustee Officer or employee who has, will have, or later acquires an interest in—or whose spouse has, will have, or later acquires an interest in—any actual or proposed contract, purchase agreement, lease agreement or other agreement, including oral agreements, with the Corporation of which he or she is an officer or employee, shall publicly disclose the nature and extent of such interest in writing to his or her immediate supervisor and to the governing body thereof as soon as he or she has knowledge of such actual or prospective interest. Such written disclosure shall be made part of and set forth in the minutes of such body.

Provision 7. A Trustee, Officer or employee who violates this Code of Ethics will be subject to corrective or disciplinary action including removal in respect thereof.

Provision 8. Trustees, Officers and employees cannot hold investments in conflict with official duties with the exception of holdings where when less than five per centum of the outstanding stock of the corporation is owned or controlled directly or indirectly by such Trustee, Officer or employee.

Provision 9. Trustees, Officers and employees shall not have private or future employment in conflict with official duties as shall be determined by the board upon disclosure prior to such employment or upon hire.

Provision 10. Trustees shall make all appropriate financial disclosures whenever a grievance of conflict of interest is lodged against them.

Provision 11. Trustees, officers, or employees never may ask a subordinate, a student, or a parent of a student to work on or give to any political campaign.

Provision 12. Trustees, Officers and employees of Rosalyn Yalow Charter School Charter Corporation will be required to sign a statement acknowledging receipt of and agreeing to comply with the Board, Officer and Employee Code of Ethics.

_____

Signature

_____

Name of Trustee, Officer or Employee

_____

Date signed

Attachment 7: Partnership Information

[See Following Pages]

Shayne Evans
Chicago, Illinois

September 3, 2013

Mr. Alec H. Diacou
[redacted]

Re: Rosalyn Yalow Charter School Application

Dear Alec:

I've reviewed your charter school application to the New York State Education Department and am writing to confirm my willingness to assist you and your prospective Board of Trustees in your search to hire a highly qualified person to be Yalow's principal (academic leader).

I am an experienced charter school educator and understand the difficulties of opening and running a new charter school as well as the expectations of charter school teachers reporting to a school leader. I am currently director for the four campuses of the University of Chicago Charter School as well as a managing director of the University of Chicago Urban Education Institute. Previously, I served as the director of the UChicago Charter Woodlawn campus and co-founded the UChicago Charter Carter G. Woodson campus; earlier I was a middle school assistant director and lead literacy teacher at the UChicago Charter North Kenwood Oakland (NKO) campus. Before joining the UChicago Charter School, I taught as an 8th grade mathematics teacher at another Chicago charter school. I also acted as curriculum consultant to the Urban Education Institute's 6 to16 program, now in use in the successful KIPP network of charter schools.

As we have discussed, my role would be to consult with and lead your principal search committee to define candidate qualifications and direct the search process from Chicago. Once the committee has selected two or three finalists, I will fly to New York to participate in the final interview process with you and the selection committee. I will provide my services on a pro bono basis, only asking Yalow (after it has received funding) for my reasonable out-of-pocket expenses, including travel and hotel accommodations to conduct final candidate interviews in New York City. In no event would my expenses exceed $2,500 without your prior written approval.

Your founding team has developed a wonderful school vision, and I am pleased to work with you to select a strong school principal.

Best regards,

Shayne Evans

AMERICAN MUSEUM OF NATURAL HISTORY
Gottesman Center for Science Teaching and Learning

Ms. Susan Megna, Director of New Schools
New York State Education Department
Charter School Office
89 Washington Avenue, Room 471 EBA
Albany, New York 12234

March 8, 2013

Dear Ms. Megna:

On behalf of the Gottesman Center for Science Teaching and Learning at the American Museum of Natural History, I am pleased to write a letter of support for the Rosalyn Yalow Academy Charter School.

The goal of the Gottesman Center is to extend the use of Museum resources into the formal K-12 education system in New York City through professional development programs for teachers, museum learning experiences for students, educational outreach opportunities, and partnership programs with New York City public schools.

To this end, the Center provides an array of print and digital resources to support curriculum and facilitate successful museum learning experiences. AMNH Educator's Guides and associated activities are the primary resources to support teachers and are designed to provide teachers with the opportunities to align Museum learning experiences with Common Core State Standards. Through the use of these resources, visits to the museum can be situated within a larger scope of learning or can be used as a stand-alone or bridge learning experiences. AMNH Educator's Guides follow a standard format that is designed to help teachers become familiar with content in Museum halls and exhibitions and facilitate a successful museum learning experience that is connected to the classroom curriculum. Educator's Guides include:

- *Essential Questions* present content on the major questions/concepts that are addressed in the hall or exhibition
- *Teaching in the Exhibition* provides a format that includes questions and answers to help teachers successfully guide students through an exploration of the hall or exhibition.
- Other sections include: a glossary, online resources for the classroom, correlations to curriculum frameworks in science or social studies, a map of the hall or exhibition and additional information about related content or connections to other permanent halls in the Museum.

Associated activities and online resources complement the Educator's Guides and help teachers make Museum exhibitions and collections an extension of their classroom. These include:

- *Grade band aligned student activities* are structured in a pre-, during and post-visit format and designed to prepare students for a Museum visit, to provide a format for recording relevant observations and data during their visit and to think critically about what they learned and apply that understanding to culminating post-visit activities that connect to the classroom curriculum.

American Museum of Natural History
Central Park West at 79th Street, New York, New York 10024-5192

- The Museum's web site includes the full collection of Educator's Guides and associated activities as well as other additional online resources about the Museum's permanent and special exhibitions.
    - *Ology*, the museum's science-rich web site for ages seven and up makes complex scientific topics accessible and engaging through games, activities and stories.
    - *Science Bulletins* presents video documentaries, data visualizations and bi-weekly reports about on-going research and recent discoveries in the fields of astrophysics, Earth science, biodiversity, human biology and evolution. These can be viewed online or downloaded to help teachers use these stories in their classroom.

The Gottesman Center offers a variety of professional development opportunities designed to support K-12 teachers in learning how to use these digital, print, and exhibition resources. These single or multiday sessions help teachers become familiar with Museum content, connections to the classroom curriculum and strategies for using Museum resources to support successful museum learning experiences for students. In a more informal setting, the Museum's bi-annual educators' evenings provide teachers with opportunities to network with educators and scientists, to become more aware of educational resources that support field trips and to learn more about new exhibitions and resources at the Museum.

The Center also provides robust support to help make trip planning accessible and simple for teachers. The Museum's "Plan Your Visit" page for "School Groups" provides information on trip logistics and planning, available programming offerings, and reservations and ticketing. Teachers that wish to visit the Museum for pre-trip planning can contact the Senior Manager of Museum Leaning Experiences and Educational Outreach to obtain complementary tickets and consult on trip logistics and available resources. In addition, free on-site support is available for teachers and students during their visit. Teaching Volunteers, recognizable by their red vests, are stationed in various halls to enhance understanding of hall content. They staff interactive stations with artifacts, specimens, and other touchable objects related to the hall's themes, answer questions, and help groups find their destinations.

The Gottesman Center is committed to working collaboratively with the teachers and administration at Rosalyn Yalow Academy Charter School to help make the Museum an extension of the classroom through identification of quality standards-aligned resources, inquiry-based learning experiences and on-site support for museum learning experiences. We have shared with the school leadership that we can meet with their teachers to help determine how the Museum can extend and support the science and social studies instructional programs the school chooses to adopt and implement. We also can help the school align their science curriculum and visits to the Museum with the soon to be released Next Generation Science Standards. We look forward to offering our resources to support new schools such as this and to help them incorporate the resources and learning experiences available at the Museum into their curriculum.

Sincerely,

Jim Short, Ed.D.
Director, Gottesman Center for Science Teaching and Learning
Education Department

KASPAROV
CHESS FOUNDATION

80 Jesse Court, Montville NJ 07045

Ms. Susan Megna, Director of New Schools
New York State Education Department
Charter School Office
89 Washington Avenue, Room 471 EBA
Albany, New York 12234

February 27, 2013

Dear Ms. Megna:

I am honored to write this letter of commitment and recommendation on behalf of the Rosalyn Yalow Academy in the Bronx, New York.

I have been a chess coach for over twenty years, and through my work at the Kasparov Chess Foundation I have had the opportunity to organize and develop the chess program and curriculum at Harlem Children's Zone (HCZ). At HCZ, we started with one class, and the program has grown to classes for grades K through third plus a full curriculum for after-school programs. Students from HCZ are able to travel to tournaments throughout New York as well as national tournaments around the country. The children are taught to think critically, analyze different positions and strategies, and believe in their own intellectual abilities. When they play in tournaments we see their ratings go up and the children's confidence grows. This confidence translates into their approach in school and other extra-curricular activities. This confidence and thinking translates into better behavior in the classroom and desire to learn. Most of these children do not come from neighborhoods and communities where intelligence and self-worth are measured by the books they read and the math problems they solve, but chess allows these students to become well-rounded individuals. These children stay in school in greater numbers and attend colleges, unlike others who may have dropped out or become involved in drugs or violence. The continuing interest of the children in the chess program and the positive results and reinforcement from the children and their parents motivate us to continue expanding the HCZ program.

I strongly believe that children should be challenged intellectually, regardless of socio-economic class, race, or gender. The beauty of chess is it's a game that both strengthens and challenges the mind and levels the playing field for all children, eliminating inequalities. Not only is this my strong belief but also scientific studies show that playing chess, much like learning to play a musical instrument, improves children's

cognitive and comprehensive skills, improves aptitudes in math and science, allows youngsters of all ages to have better self-esteem, and improves the rates of children staying in school. It is my hope that the strong program I have helped build at HCZ can be translated into my work at the Rosalyn Yalow Academy in the Bronx.

At Rosalyn Yalow Academy, I envision teaching four classes of kindergarteners and three classes of first graders at the start. As the school grows, I hope to grow and expand the chess program, so that the children have constant opportunities to develop and hone their chess skills, which will improve their critical thinking and math skills. With proper attention and training, I hope that Yalow Academy will have a chess team, composed of both boys and girls, which would compete in tournaments like the Greater New York tournament here in New York City, which had over 900 students compete this past January. The skills that these children develop in the classroom and in the chess program will be brought into their homes, where they may teach their parents, siblings, and grandparents, and with time this will help the community grow and thrive. Small steps can lead to great and steady change in the long term, not only for the children who first start at this school but also for generations to come.

I strongly believe that the Bronx deserves to have a charter school such as Yalow Academy, where teachers and professionals work together to enrich the lives of children, who would otherwise not have such an opportunity. Working collaboratively with the teachers to develop a chess curriculum that goes hand in hand with the skills children learn in the classroom would have positive short-term and long-term benefits.

Thank you for your attention to this matter, and I look forward to having the opportunity to begin the journey of educating the youth at Rosalyn Yalow Academy.

Very truly yours,

Michael Khodarkovsky
President, Kasparov Chess Foundation

HORACE MANN SCHOOL

BRONX, NEW YORK 10471

Thomas M. Kelly, Ph.D
Head of School

718-432-3880
Fax 718-548-2739
Tom_Kelly@Horacemann.org

March 25, 2014

New York State Education Department
Charter School Office
89 Washington Avenue, Room 471EBA
Albany, New York 12234
Re: Rosalyn Yalow Academy Charter School

Dear Sir or Madame:

This letter is to verify Horace Mann School's commitment to share unused, but very much useable, furniture and technology with the founding administration of the Rosalyn Yalow Academy Charter School (RYACS). While at this time we are unable to make a hard commitment in terms of the value of the goods to be donated, the amount will be sufficient to allow the administration at RYACS to make certain budgetary assumptions.

Please feel free to call with any questions.

Sincerely yours,

Thomas M. Kelly

Thomas M. Kelly, Ph.D.
Head of School

c: File

Alec H. Diacou
[redacted]

January 23, 2014

Jeremie Kasmarcak
Business Development Manager
Civic Builders
304 Hudson Street, 3rd Floor
New York, NY 10013

Jeremie,

Thank you for your support of our efforts to finance and house the Rosalyn Yalow Charter School. This is a quick summary of our January 16 discussion.

We are applying to NYSED in the February-March cycle, for a Summer 2015 opening.

As outlined in the draft charter application I provided you, our school intends to incubate at a Bronx space previously utilized for K-5 education. We expect to outgrow the incubation location after 2 years, and will need to plan for a larger, permanent, building.

Civic Builders is one of several non-profit companies that support the space needs of New York City charter schools, with a history of providing post-incubation facilities to new charter schools.

We fully understand that Civic Builders does not formally engage charter school planning teams until after a charter has been formally approved by the NYS Board of Regents. Based on the timeframe outlined in the 2014 Charter Application Kit, if the Rosalyn Yalow Charter School application is successful, Regents approval would take place June 23-24, 2014. In the interim, we look forward to continuing our conversation.

Best regards,

Alec Diacou
Founder
Rosalyn Yalow Academy

Jeremie Kasmarcak <kasmarcak@civicbuilders.org> January 23, 2014 2:38 PM
To: Alec Diacou <alecdiacou@me.com>
Cc: Michael Rosen <michaelrosen00@gmail.com>, John Carr <johnwcarr@gmail.com>
Re: Summary Letter

Hi Alec,

I think the letter fairly represents our conversation. Go ahead and share.

Best,

Jeremie

Jeremie Kasmarcak
Business Development Manager

Civic Builders | 304 Hudson Street | Third Floor

New York, NY 10013

p: 212-571-7260 x324

On Thu, Jan 23, 2014 at 6:56 AM, Alec Diacou <alecdiacou@me.com> wrote:

> Jeremie,
>
> Attached is a letter summarizing the conversation you, Michael Rosen, and I had last Thursday. If this letter meets with your approval, I would like to share it with the landlord with whom we are in discussions to lease incubation space for our proposed charter school.
>
> Best regards, Alec

National Center
for
COMMUNITY SCHOOLS

March 19, 2014

Ms. Susan Megna
New Schools Coordinator, Charter School Office
NYSED Education Department
89 Washington Avenue, EBA 462
Albany NY 12234

Re: Rosalyn Yalow Charter School Application

Dear Ms. Megna:

I am the Director of The Children's Aid Society's National Center for Community Schools, and want you to know I am working with the Rosalyn Yalow Charter School to identify a strong social service agency to assist in running a weekly family support group for parents and children at the school.

Alec Diacou and Yalow Charter School were referred to me by the Stepstone Academy, a successful charter school in Cleveland, OH. The two schools have similar models of supporting students and their families using social workers and wraparound family services. Stepstone has had wonderful academic success in an urban community similar to the Bronx, as measured by its students' achievement scores reported on NWEA's MAP for primary grades.

We look forward to working with the Rosalyn Yalow Charter School as they identify strong community partners to help implement their vision for raising educational outcomes of children in the Bronx.

Best regards,

Jane Quinn
Director

The Children's Aid Society National Center for Community Schools
475 Riverside Drive, Suite 1220, New York, NY 10115 ◆ t: 212-569-2866 f: 212-663-1259 ◆ www.nationalcenterforcommunityschools.org
Consultation ◆ Advocacy ◆ Innovation

COLUMBIA UNIVERSITY ATHLETICS

COLUMBIA UNIVERSITY IN THE CITY OF NEW YORK

Marcellus Hartley Dodge
Physical Fitness Center
3030 Broadway, Mail Code 1900
New York, NY 10027
www.gocolumbialions.com

Columbia University Athletics
Michael Aufrichtig
Head Coach, Men's and Women's Fencing
3030 Broadway, Mail Code 1906
New York, NY 10027

Dear Ms Megna,

I am honored to write this letter of recommendation on behalf of Rosalyn Yalow Academy in the Bronx, New York.

As the Head Coach of the Columbia University Fencing team and Chairman of the NYAC Fencing Program I can truly attest to the benefits that fencing has given so many of our NCAA Champions, Olympians and team members. Fencing is a sport which requires physical and mental training including processing risk, balancing nerves and requires a lot of stamina. Training includes private fencing lessons, specific footwork, agility training, strength training as well as mental sessions. Another great part about fencing it that is fun.

Though my personal involvement of fencing I have seen many young children grow up to be young adults by way of the fencing strip. Fencing is a gentleman's sport which promotes good sportsmanship, honor and trust. Many of my friends that have fenced have become successful lawyers, doctors, business men, politicians and teachers. They all attest that fencing gave them confidence, promoted creative thinking and fostered friendships that has lasted a lifetime.

Having fencing as a required class in school will give a tremendous competitive advantage over any other program in the United States. Having your students grow up with fencing as an everyday activity will be an amazing benefit of which many could use as an advantage to admissions in major universities such as Columbia.

Sincerely,

Michael Aufrichtig

Head Coach, Columbia Fencing
2012 Olympic Fencing Coach Modern Pentathlon
NYAC Fencing Chairman
Office: +1 212-854-4040
Fax: +1 212-854-7397
Cell: +1 917-701-8773
E-mail: ma3110@columbia.edu

Attachment 8a: Hiring and Personnel Policies and Procedures

Equal Opportunity Employer. It is the policy of Roslyn Yalow Charter School to seek and employ the best-qualified personnel without regard to sex, race, religion, color, national origin, citizenship, sexual orientation, veteran status, age, marital status, or disability. It is further the School's policy to ensure equal opportunity for the advancement of staff members and equal treatment in the areas of upgrading, training, promotion, transfer, layoff, and termination.

The School will comply with the Americans with Disabilities Act (ADA) of 1990 and welcome applications from people with disabilities. The School will not discriminate against qualified disabled individuals solely for reasons of their disability. Consistent with this policy, the School will:

- Recruit, hire, and promote on the basis of an individual's qualifications and competence for the job;
- Make the necessary, reasonable accommodations to enable a qualified person with a disability to perform the essential functions of a job;
- Protect the disabled individual's right to privacy and confidentiality to the extent possible; and
- Fully comply with all requirements of applicable law, including those relating to employee benefits.

Qualifications. Yalow Charter School will conduct national searches for the best teachers and staff. Master teachers will be expected to be certified, although the school may employ up to five staff members, or no more than 30% of its teaching staff, whichever is less, who are not certified.

Language arts teachers should have strong backgrounds in reading and phonics, not balanced literacy, as used in most NYC schools (certified reading specialists are preferred).

Teacher-social workers must be licensed master social workers (LMSW), although they will not be required to hold a teaching license (prior teaching experience is preferred).

Teaching fellows must either be certified or in the process of obtaining certification (e.g., Teach For America or NYC Teaching Fellows). Below are the responsibilities and qualifications for key personnel:

Key Staff Responsibilities and Qualifications

Executive Director	
Responsibilities: • Accountable for everything that happens in school building and delegates responsibilities as needed • Oversee all day-to day operational activities of the school in collaboration with the Principal, including safety of students and staff • Develop, negotiate, and maintain relationships with outside support organizations, e.g. Kasparov Chess Foundation, Bronx Arts Ensemble, fencing coaches • Compliance with all applicable state and federal laws and regulations • Fulfillment of all obligations under initial charter agreement • Implement school policies and procedures as directed by the Board of Trustees • Budgeting and financial oversight • Conduct long-term strategic planning • Hire, evaluate, promote/terminate staff • Implement the school program with fidelity to the charter • Emergency procedures • Physical plant of the building • Make formal reports to the Board of Trustees, State Education Department, and others • Establish a strong school culture and provide a safe learning environment • Evaluate school programs and recommend policy changes and resource allocation • Respond to grievances by staff • Manage relationships with CSBM • Manage responsibilities of Director of assessment and Director of Finance prior to their Hiring • Act as principal when principal is absent	**Qualifications:** • Bachelor's degree • Master's degree (preferred) • Commitment to school's mission, goals, culture, and virtues • High expectations for self, staff, and students • Management and leadership experience, especially in an urban setting • Demonstrated understanding of financial statements and analysis • Experience hiring, managing, and evaluating employees • High level of organization and resourcefulness necessary for start-up environment • Exemplary communication skills and sophisticated analytical analysis • Strong recommendations from prior employers, colleagues, and employees • Experience with real estate development and renovation • Commitment to rigorous education and use of data • Thrives in entrepreneurial start-up environment within an ambiguous, fast-moving environment while also driving toward clarity and solutions

Principal	
Responsibilities: • Provide leadership and direction to all instructional staff • Provide guidance and support to teachers to improve instruction and raise student achievement • Hire, evaluate, and promote/terminate instructional staff • Implement the school educational program with fidelity to the charter • Implement all school policies and procedures as directed by the Board of Trustees • Ensure the proper use of student data to drive and improve instruction • Facilitate and encourage parent involvement • Make formal reports to the Board of Trustees, State Education Department and others • Establish a strong school culture and provide a supportive learning environment • Support proper budgeting and financial oversight • Evaluate school programs and recommend policy changes and resource allocation • Respond to grievances by parents and staff • Handle serious discipline issues, including suspensions and expulsions • Conduct long-term strategic planning	**Qualifications:** • Bachelor's degree • Master's degree (preferred) • Commitment to school's mission, goals, culture, and virtues • Experience with elementary grades, Core Knowledge, and/or liberal arts education (preferred) • Demonstrated success in raising urban student achievement • High expectations for self, staff, and students • Teaching and leadership experience, especially in an urban setting • Commitment to rigorous education and use of data • Familiarity with Core Knowledge curriculum and Common Core state standards (CCSS) • Experience with Special education and English language learner students • Experience hiring, managing, and evaluating employees • Exemplary communication skills and sophisticated analytical analysis • Strong recommendations from prior employers, colleagues, and employees • Experience co-founding/serving in a leadership position in a private or charter school (preferred) • Fluency in Spanish strongly preferred

Director of Assessment	
Responsibilities: • Facilitate ongoing assessment of curriculum, instructional staff, and students • Facilitate ongoing professional development • Manage the school's RTI process • Coordinate activities with the Committee on Special Education (CSE) • Determine if entering students have IEPs • Ensure that all IEP services are provided • Coordinate any other external service providers	**Qualifications:** • Bachelor's degree • Commitment to data-driven instruction, prior experience preferred • Experience with instructional leadership as a teacher or administrator • Familiarity with Core Knowledge curriculum and Common Core state standards (CCSS) • Demonstrated ability to prepare spreadsheets (e.g., Excel) • Knowledgeable about best practices in special education and urban K-8 education

Director of Operations	
Responsibilities: • Oversee all day-to-day operational activities of the school in collaboration with executive director and principal • Manage major academic support systems and activities, including student recruitment and enrollment lottery, student information systems. • Coordinate HR functions • Oversee procurement and building maintenance, renovations, and upgrades • Coordinate food services and transportation • Plan logistics for school-wide events for students, staff, and families • Manage all volunteers, including sourcing, selection, and assigning of duties • Coordinate communications with parents and the community • Track and monitor technology needs • Ensure school-wide compliance with health and safety laws, teacher certification, city and state education mandates, and all federal and state workplace regulations	**Qualifications:** • Bachelor's degree • Teaching or education program experience preferred • At least 3 years relevant professional work experience, ideally in a charter school or other K-12 education organization • At least 1 year direct experience successfully managing and developing staff • Demonstrated success providing superior customer service • Strong interpersonal skills • Strong communication and presentation skills • Organized planner and project manager with proven ability to multi-task, take initiative, and prioritize effectively • Proactive and creative problem-solver • Demonstrated ability with spreadsheets • Team-player capable of working both collaboratively and independently

Director of Finance (starting Year 3)	
Responsibilities: • Prepare annual budget and support the annual auditing process, working closely with the school leadership • Manage the day-to-day finances to ensure overall financial health of the school • Conduct accurate and timely billing to ensure adequate cash flow • Manage payroll and benefits • Ensure school-wide compliance with health and safety laws, teacher certification, city and state education mandates, and all federal and state work place regulations. • Manage student data collection and information updates • Maintain inventory of all assets in the school building, including computers, equipment, furniture, uniforms, etc. • Provide regular reporting of financial status to school leadership and the Board	**Qualifications:** • Bachelor's degree • At least five years in an administrative or management role • Quantitative skills and experience with accounting, budgets, and financial management. • Thrives in entrepreneurial start-up environment within an ambiguous, fast-moving environment while also driving toward clarity and solutions • Self-starter and demonstrated resourcefulness • History of getting results • Highly organized, detail-oriented • Values input and feedback • Team-player capable of working both collaboratively and independently • Flexible, with strong ability to multi-task • Strong interpersonal and communication skills

Master Teacher	
Responsibilities: • Prepare rigorous but engaging lessons for classes of up to 30 students • Regularly assess student learning against measurable benchmarks • Use student performance data to organize student learning • Actively participate in professional development in CKLA, Singapore math, and AMNH curriculum • Mentor and provide critical feedback to teaching social workers and teaching fellows • Contribute to the professional community by identifying needs and developing solutions • Inform staff of all FERPA requirements as they relate to student record privacy • Demonstrate the school's virtues and integrate character education into instruction	**Qualifications:** • Bachelor's degree and teacher certification • High expectations for student learning and behavior • Demonstrated success raising achievement of urban students • Strong classroom management skills • Commitment to rigorous education • Familiarity with Core Knowledge curriculum • Reflective and open to feed back with the desire to continuously improve • A team player undeterred by a fast-paced environment • Demonstrated respect and concern for children and their parents and a passion for education • Fluency in Spanish (preferred) • Dual certification (preferred)

Teacher Social Worker	
Responsibilities: • Support the learning and achievement of students • Collaborate with master teacher and specialist teachers to work with small groups in the classroom • Manage class transitions and supervise lunch and recess • Actively participate in lesson planning and professional development activities • Model the school's virtues and support character development • Collaborate with RTI team to develop student assessments	**Qualifications:** • Licensed master social worker • Ability to identify and manage learning issues and behavior problems • Ability to accept and implement critical feedback particularly in the Core Knowledge curriculum • Ability to handle the intensity required to work in a high-performing charter school and remain organized, punctual, and reliable under pressure • Constant desire to improve one's practice • Fluency in Spanish (preferred) • Teaching certification (preferred)

Teacher—Special Education	
Responsibilities: • Support the learning and achievement of students with disabilities, English language learners, and other struggling students • Use data to identify students in need of remediation • Plan instruction with general education teachers to ensure alignment • Participate in all meetings related to placement and treatment of students • Maintain complete record of services related to students' special needs	**Qualifications:** • General qualifications of master teacher, plus: • Certification in special education • Demonstrated success raising achievement of students with special needs • Ability to collaborate with other teachers to ensure alignment of instruction and services • Strong communication skills with parents • Fluency in Spanish (preferred)

Teacher—English Language Learners	
Responsibilities: • Support the learning and achievement of students with disabilities, English language learners, and other struggling students • Use data to track student progress to English proficiency • Plan instruction with general education teacher to ensure alignment • Participate in all meetings related to ELL students • Maintain complete record of teaching aids and best practices for ELL students	**Qualifications:** • General qualifications of master teacher • Certification in ESL (English as a Second Language) • Demonstrated success raising achievement of ELL students • Ability to collaborate with other teachers to ensure alignment of instruction and services • Strong communication skills with parents • Fluency in Spanish

Teaching Fellow	
Responsibilities: • Support the learning and achievement of students with disabilities, English language learners, and other struggling students • Use data to track student progress • Plan instruction with master teachers to ensure alignment of lesson plans • Participate in all meetings related to students • Maintain complete record of students' progress	**Qualifications:** In addition to those of master teacher: • Demonstrated success raising achievement of students • Ability to collaborate with other teachers to ensure alignment of instruction and services • Strong communication skills with parents • Fluency in Spanish (preferred)

Office Manager (starting Year 2)	
Responsibilities: • Warmly greet all visitors to the school and direct them to the appropriate place or person • Serve as primary contact for all school communication via phone • Maintain security of the school • Maintain records in accordance with legal requirements and audit guidelines • Ensure confidentiality and security of office space, files, and all information pertaining to students, parents, staff, and community • Type, translate, and distribute school correspondence • Maintain record of students' daily attendance, as well as medical, tardy, and early-leave logs; • Update data in student information system • Assist in ordering and receiving materials • Provide administrative support, including scheduling meetings and conference calls, maintaining calendars, arranging travel and managing correspondence • Check and summarize all voice messages and respond to general inquiries • Sort and route mail • Manage inventory and order office supplies • Update school calendar	**Qualifications:** • Associate's degree preferred • Minimum of 1 year of school experience required • Oral and written proficiency in Spanish • Proficiency with the Microsoft Office Suite • Experience in proper office procedures, including filing, answering the telephone professionally, photocopying, greeting all visitors cordially, and handling information with confidentiality • Excellent communication skills • Strong organizational and interpersonal skills • Ability to manage the ambiguity and multiple priorities inherent in an entrepreneurial environment • Relentless results orientation • Detail-oriented team player willing to help out whenever necessary

Office Clerk	
Responsibilities: • Maintain records in accordance with legal requirements and audit guidelines • Ensure confidentiality and security of office space, files, and all information pertaining to students, parents, staff, and community • Type, translate, and distribute school correspondence • Maintain record of students' daily attendance as well as medical, tardy, and early-leave logs • Update data in student information system • Assist in ordering and receiving materials • Provide administrative support, including scheduling meetings and conference calls, maintaining calendars, arranging travel, and managing correspondence • Check and summarize all voice messages and respond to general inquiries • Sort and route mail • Manage inventory and order office supplies • Update school calendar	**Qualifications:** • Oral and written proficiency in Spanish • Proficiency with the Microsoft Office Suite • Experience in proper office procedures, including filing, answering the telephone professionally, photocopying, greeting all visitors cordially, and handling information with confidentiality • Excellent communication skills • Strong organizational and interpersonal skills • Detail-oriented team player • Demonstrates initiative and a desire to learn

Hiring Process

Although the executive director has final authority to hire staff members, he or she may delegate conduct of the hiring process to other administrators or committees, and in the case of instructional staff is expected to delegate that hiring to the principal. All job applicants must fill out completely and sign an application for employment. In addition, all job applicants must:

- Provide an up-to-date resume;
- Supply proof of teaching certification and qualifications pursuant to No Child Left Behind (NCLB), such as college matriculation, copies of school transcripts;
- Be interviewed by the principal.

As part of the interview process, prospective teachers will be observed teaching, either at the School, their current school, or another school. Video of instruction may be substituted. The hiring process will include the following additional mandatory steps:

- Written permission to speak with prior employer;
- At least two references checked, credentials verified, qualifications confirmed;
- Documentation of employment eligibility, i.e., proof of identity and legal authority to work in the United States;
- Fingerprinting and a criminal background check and clearance; and
- The candidate's signature on an offer letter confirming the offered position.

Refusal to comply with any of the above requirements, falsification of information, or the inability to provide proof of legal authority to work in the U.S. will result in the individual not being hired or the job offer being rescinded.

Full-Time and Part-Time Employment. Employees shall receive annual letters of employment that state the terms of their employment. Employees may be hired as regular full-time employees, and as such will be eligible for all benefits provided by the School. The School also may hire part-time staff. Part-time staff are those who are employed for less than 40 hours per work week. Part-time employees are not eligible for benefits. Time off work without pay for part-time employees may be granted by the executive director or his or her designee. The School will verify that all of our employees are authorized for employment in the United States. All employees will complete an I-9 form.

Fingerprinting and Criminal Background Check. Yalow Charter School faculty (including substitute teachers), staff (including temporary staff), and consultants working in the School must pass a fingerprint and criminal background check as a condition of employment. Consultants who are either independent contractors or agents of a company with unsupervised access to students and whose work involves spending time in the School also must be fingerprinted and have a criminal background check. Classroom volunteers who have a consistent, regular presence in the School and who work with children in an unsupervised capacity must undergo fingerprinting and criminal background checks. It is

not the policy of the School to require fingerprinting and background checks on parent classroom volunteers for general community activities with children, as they do not have consistent, regular, unsupervised access to students. No employee may start working until clearance is received.

Drug-Free Workplace. All employees are required to notify the executive director within five days of any criminal conviction for activities that occur either in or out of the workplace. Employees will be notified that the unlawful manufacture, distribution, or possession of controlled substances are prohibited in the workplace.

Smoking. All school facilities will be smoke-free.

Performance Evaluation

Performance evaluations are an essential component of staff development. They are conducted for all staff and provide an opportunity to discuss plans for professional growth and development. At the beginning of each year staff will develop in consultation with their supervisor Professional Growth Plans that include measurable goals for the year and inform subsequent evaluation.

The executive director is responsible for the principal and all non-instructional employees' performance evaluations.

The principal is responsible for instructional employees' performance evaluations. Every spring each instructional staff member will undergo a thorough performance review with the principal or his or her delegate. At this time the employee will receive formal feedback on his or her performance. The performance evaluation will consider evidence gathered throughout the school year, including student performance data, achievement of the teacher's plan goals, formal and informal observations of planning and instruction, parent survey results and feedback, and attendance and punctuality. A performance evaluation will consist of a written review and assessment of job performance followed by an in-depth discussion. The written performance evaluation and any written comments will become part of the teacher's personal file. Evaluations will be used to determine retention, placement, and performance bonuses.

The school may use the following mechanisms to inform teachers and other staff if their performance is below expectations: oral and written warnings, improvement plans, and suspension. Employees may also be terminated for misconduct/poor job performance (see termination section below). All teachers will receive ongoing professional development through training, coaching, and mentoring. Teachers who demonstrate a deficiency in any aspect of their responsibilities will receive additional assistance. If the deficiency continues, the teacher will be subject to dismissal. The principal is directly responsible to the executive director. The executive director will be directly responsible to the Board of Trustees. In the event of failure in the performance of his or her duties, he or she will be subject to dismissal. Evaluations are among the factors considered in determining salary

increases. Other factors include, but are not limited to, competitive data, the financial resources of the School, and the general state of the economy.

Termination

Each employee will be employed on an "at will" basis. The Board of Trustees has the authority to terminate an employee with or without cause, unless such termination would violate applicable law. Offenses that can result in immediate dismissal include, but are not limited to:

1. Possession, use, sale, purchase, or distribution on school property, or reporting to work under the influence of a drug/alcohol.
2. Falsifying or altering records.
3. Theft of school property.
4. Sabotaging or willfully damaging school equipment or the property of other employees.
5. Insubordination involving, but not limited to, defaming, assaulting, or threatening to assault a supervisor and refusing to carry out the order of a supervisor.
6. Fighting or provoking a fight on school premises.
7. Absence for three days without notice, in which event the employee will be deemed to have quit voluntarily.
8. Working for another employer without consent of the school.
9. Carrying concealed weapons on school property or during any school-sponsored event.
10. Treating a student in a cruel or inappropriate way.
11. Failure to perform professional duties.
12. Poor job performance.
13. Undermining the School's Code of Ethics.

Final Pay

Employees who leave the service of the school for any reason shall be entitled to all pay that may be due them, with the following qualifications:

1. Employees will be advised of their rights under the Consolidated Omnibus Budget Reconciliation Act of 1986 (COBRA) to continue health care coverage for themselves and their dependents at group rates at their own expense for up to 18 months.
2. An employee who is terminated or who resigns must return all office keys, identification, security cards and codes, any borrowed school property, including personal computer equipment and office materials and supplies, in such employee's possession to the executive director or his or her designee. Failure to return such items will result in delay in payment of final pay until all of School's property is returned.

3. No information or copies of information, including but not limited to files, memos, computer-stored items, lists, or other similar information, may be taken by such employee without the express permission of the executive director or his or her designee.
4. The final date of employment is the final date on which the employee serves his or her duties at the school. It shall never be construed as the date upon which the employee receives his or her final pay.

Severance Pay

Employees shall not be entitled to severance pay.

Exit Interviews

All employees will strongly be encouraged to participate in an exit interview before leaving the School.

Faculty Responsibilities

The first day of school for the 2014-15 academic year will be in September 2014, and the last day for teachers will be June 25, 2015. Teachers are expected to attend the four weeks of the Summer Teacher Workshop in July-August. Faculty should expect to be at school for at least eight hours, during the time frame of 7:30 a.m. until 6:15 p.m., subject to a staggered schedule for the teachers on a given teaching team approved by the principal. Faculty members are required to be present at all classes (their classes or training classes) or for other scheduled responsibilities. When not in the classroom or performing scheduled duties, faculty members are expected to be at school to attend all school meetings and assemblies, and to be available to students. The school phone will answered from 7:15 a.m. until 6:00 p.m. on regular school days. The office will be open from 7:30 a.m. to 6:00 p.m. on regular school days. Summer office hours will be determined by the Board.

Leave and Absences

Yalow Charter School will not differentiate personal leave, bereavement leave, or sick leave. All staff members must request of the principal the use of leave, giving advance notice whenever possible, and all instructional staff should make every reasonable attempt to use leave so as to disrupt classroom instructional time as little as possible. All employees should use their best judgment in determining what constitutes "reasonable" leave-taking. As a general guideline, the School shall consider three days in the case of bereavement, five days for illness, and three personal days annually "reasonable." Additional days may be considered reasonable with sufficient explanation to the principal or executive director.

All absences and lateness must be reported directly to the principal or his or her designee by telephone by 6:30 a.m. In addition, all teachers in co-teaching classrooms are expected to call their classroom colleagues and report their absence. Leaving messages with another co-worker is not acceptable. The School generally will not retain substitute teachers unless

absolutely necessary. If one of the team teachers is absent a substitute will not be called; instead, the remaining team teacher is expected to take over the class. Teachers are expected to keep up-to-date lesson plans on file, which can be referred to in case of an absence. When an absence is planned, the staff member should communicate, in writing, to the principal or his or her designee, the days that he or she will be absent. If a teacher knows that he or she will be absent far enough in advance, it is that person's responsibility to make every effort to see that classes and other obligations are covered by another teacher. In-class and homework assignments should be carefully communicated to the class and to the teacher who will be covering for the absent one, and the principal should be informed of the arrangements made. A teacher must call the principal or his or her designee each day he or she is absent unless on an approved leave of absence. Failure to call in daily may result in disciplinary action, up to and including termination. Employees who are absent for three or more days and have not contacted the principal will be considered to have abandoned their employment, and school records will reflect that the individual voluntarily terminated his or her employment with the School. Faculty with excessive absenteeism or tardiness cannot perform their jobs effectively and disrupt the operation of the School. Therefore, excessive absenteeism or lateness may be cause for disciplinary action up to and including termination. Failure to notify the principal before the start of the school day or failure to call his or her designee will be considered an unexcused absence and will be subject to disciplinary action, up to and including termination. Teachers who must be absent for reasons other than illness must communicate, in writing, and arrange for their absence in advance with the principal.

Handling Emergencies

All staff members are urged to familiarize themselves with the building facilities and the location of fire-fighting equipment; they are also encouraged to take the Red Cross training for first aid and child CPR offered periodically at the School. In emergency situations staff shall use their best judgment in following these procedures. If anyone needs immediate medical attention, use the school phone to call the main office and request whoever answers to contact 911. If the person has stopped breathing, tell the office to send someone trained in CPR to the classroom immediately. Be prepared to provide the following information:

- Your location and name;
- Child/person's name and age; and
- The child/person's condition and what if anything happened to cause the condition

Do not allow the person/student to be left unattended by an adult. The person who answers the office phone will contact 911, the nurse, and the principal. That person also will designate a staff person to wait outside the facility for the ambulance and emergency officials to arrive at the School entrance and escort them to the classroom. An appropriate senior staff member will stay in the office in case the EMS needs to contact the school and make sure copies of the Emergency Contact Form and Before Providing Care Form are given

to the appropriate medical emergency staff and the attending faculty member. The principal or his/her designee also will notify the student's/adult's family as soon as possible. Their contact information can be found on the Emergency Contact Form.

Reporting Responsibilities

School personnel staff members are mandated to report suspected child abuse or neglect, and so need not be certain that a child is actually being abused, but need only to suspect abuse or neglect in order to report it. The following examples of "red flags" should be reported to the principal or his or her designee immediately:

- A child who talks about wanting to hurt or kill himself or herself.
- Any injury, mark, or bruise that looks concerning and for which there is no viable explanation.
- A child who complains that he or she cannot sit down because of spanking.
- Inappropriate sexualized behavior, either acting out or conveying knowledge that is not age appropriate.
- A child who expresses fear or concern about going home, about someone in his or her home, or about something happening at home.

School personnel who suspect that a child is being abused or maltreated should contact the principal in person as well as provide him/her with written documentation by using the Confidential Report of an Allegation of Child Abuse. Once this is completed, it is every teacher's responsibility to report the suspicion to the Association of Children's Services (ASC) with consultation of the principal. A child suspected to be a victim of abuse will not be allowed to leave school at the end of the day without first talking to the principal. In addition, all employees are required to report any allegations of child abuse in an educational setting to the principal. The term "educational setting" means the building and grounds of any school as well as vehicles used to transport students to and from school, field trips and extracurricular activities, and the sites where those activities take place. The principal should be notified of any such concerns and complete a Confidential Report of an Allegation of Child Abuse in an Educational Setting.

Confidentiality Policy

School employees are required to preserve the confidentiality of any and all records containing personally identifiable information of students. Student records are confidential by virtue of the Family Educational Rights and Privacy Act (FERPA), the Individuals with Disabilities in Education Act (IDEA), state privacy laws, and other laws and regulations. School employees may not disclose personally identifiable information about School students unless they have been given clearance by the principal and are certain that the disclosure is permitted by law. All student records maintained in the central school office as well as in individual teacher's classrooms must be secured at all times. Only those employees with a legitimate need for access to a student's records may access such records absent written parental permission. Therefore, absent a special reason, only faculty

members who provide instruction or other services to a student should have access to his or her records. In addition, School employees who have access to Social Security numbers of school personnel are required to preserve the confidentiality of such information and disclose the information only for legitimate or necessary business purposes.

School Calendar and Holidays

Each year the School will establish a school calendar that complies with the New York State Education Law relating to compulsory attendance. The School has discretion with regard to the dates of attendance. Unless exempted by the principal, all staff are expected to be in attendance on all days indicated by the School calendar, including the Summer Teacher Workshop. The School calendar should be consulted for dates on which the school is closed.

Weather Days and Other Closings

The School may be closed due to inclement weather or other situations. An orderly process for notification of public media outlets and, if practical, parents shall be developed and implemented when necessary. The School will be closed on any regular school day when the New York City Department of Education cancels school due to inclement weather. At the discretion of the principal, any classroom days lost to closure due to inclement weather or other reasons may be made up by adding an equal number of days to what was scheduled to be the end of the school year.

Military Leave

Members of the United States Army, Navy, Air Force, Marine, Coast Guard, National Guard, Reserves, or Public Health Service will be granted an unpaid leave of absence for military service, training, or related obligations in accordance with the Unified Services Employment and Re-employment Act of 1995 (USERRA).

Attachment 8b: Resumé for Proposed School Leader

Alec H. Diacou

Education:

1976	B.A. (Economics), The College at The University of Chicago
1978	M.A. The Graduate School of Economics at The University of Chicago

Experience:

2006 – present	Chairman, "Yes the Bronx, Inc.," which is a 501(c)(3) not-for-profit organization that runs a campaign to provide a unifying, iconic rallying point to replace outmoded negative stereotypes of the Bronx with a universally understood positive image and message—www.yesthebronx.org. Other programs include *Project Obesity*, an obesity awareness campaign; *Run For Your Life*, an obesity remediation effort to get Bronxites back in parks exercising; and "*We the people...*," a 10-episode televised series on the U.S. Constitution and what it means for Bronx youth today—their rights, privileges, and obligations, to be broadcast on BronxNet.
2000 – present	Preservationist, restoring historic Bronx homes from the 1920s.
1995 – 2002	DICO Partnership, currency and commodity trading.
1992 – 1995	Senior vice president, Sumitomo Bank Capital Markets. Head of the municipal finance practice, responsible for new business development and developing financing programs for public entities, including the Port Authority of New York & New Jersey and the City of New York. Developed the first derivative finance transaction for the City of Chicago and other public entities.
1981 – 1991	Bear Stearns & Co., vice president, Public Finance Department, responsible for new business development, including, among other things, serving as financial advisor to the State of Connecticut for alternative student college loans and the State of California Alternative Energy Source Finance Authority and Pollution Control Financing Authority for industrial projects. Part of founding team of bankers building project finance practice in solid waste resource recovery projects from New York to Pennsylvania and student loan financing programs. Associate director, Fixed Income Trading. Started and ran the firm's short-term trading desk plus a $2.5 billion book of business for municipal clients, managing a sales and trading desk.

1979 – 1981	Continental Asset Management, Fixed Income Investment Research, analyzing project financings across the country for power and water generation projects, including alternative energy for cities and public authorities. Recommended buy and sell decisions for $3 billion dollar portfolio.
1978 – 1979	Global Lending Training Program, Chase Manhattan Bank, Corporate Bank.

Boards and Memberships

2013 – present	Co-Chair, UChicago Economics Society, New York Region
2013 – present	Member, Bronx Centennial Committee
2010 – present	Advisory Board, New York Presbyterian/Allen Hospital.
2007 – present	Assistant treasurer, Riverdale Senior Services, Inc. Member of finance committee for a senior center with a $1.2 million budget, approximately 75% of which represents state and city grants.
1983 – 1986	Treasurer, Manhattan Punchline Theatre, non-profit comedy company Responsible for maintaining grants with New York State Council for the Arts and managing cash flows to maintain financial solvency.

Attachment 9: Budget and Cash Flow

[See Excel File Separately Submitted]

New York State Education Department

Request for Proposals to Establish Charter Scho Authorized by the I

Budget and Cash Flow Templates for the 2013 New Chart

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

1. - Complete ALL SIX tabs in BLUE
2. - Enter information into the GRAY cells
3. - Cells labeled in ORANGE contained guidance pertaining to that tab
4. - Cells containing RED triangles in the upper right corner in columns B thru G contain gui that particular line item
5. - Funding by School District information for all NYS School districts is located on the Stat https://stateaid.nysed.gov/charter/ Refer to this website for per-pupil tuition funding fo Rows may be inserted in the worksheet to accommodate additional districts if necessar
6. - Assumptions column should be completed for all revenue and expense items unless th self-explanatory. Where applicable, please reference the page number or section in the narrative that indicate the assumption being made. For instance, student enrollment wo the applicable page number in Section I, C of the application narrative.

Board of Regents

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te Aid website at
r all school districts.
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application
uld reference

New York State Education Department

Request for Proposals to Establish Charter Schools

Authorized by the Board of Regents

New Applicaton Budget(s) & Cash Flow(s) Template

	Rosalyn Yalow Academy Charter School
Contact Name:	Alec Diacou
Contact Email:	[redacted]
Contact Phone:	
District of Location	New York City CSD 10
Pre-Opening Period	Start July 1, 2014 to End June 31, 2015
Operational Year ONE	Start July 1, 2015 to End June 31, 2016

Rosalyn Yalow Academy Charter S
PROJECTED BUDGET / OPERATING PLAN FOR P
Start July 1, 2014 to End June 31,

Total Revenue	**250,000**
Total Expenses	**248,306**
Net Income	**1,694**
Actual Student Enrollment	**-**
Total Paid Student Enrollment	**-**
	START-UP PERIOD

REVENUE		
REVENUES FROM STATE SOURCES		
Per Pupil Revenue	**CY** Per Pupil Rate	
CSD 10	13,527	
School District 2 (Enter Name)	-	-
School District 3 (Enter Name)	-	-
School District 4 (Enter Name)	-	-
School District 5 (Enter Name)	-	-
		-
Special Education Revenue		
Grants		
Stimulus		-
Other		-
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		200,000
Other		-
Other		-
TOTAL REVENUE FROM FEDERAL SOURCES		200,000
LOCAL and OTHER REVENUE		
Contributions and Donations, Fundraising		50,000
Erate Reimbursement		-
Interest Income, Earnings on Investments,		-
NYC-DYCD (Department of Youth and Community Developmt.)		-
Food Service (Income from meals)		-
Text Book		-
OTHER		-
TOTAL REVENUE FROM LOCAL and OTHER SOURCES		50,000
TOTAL REVENUE		**250,000**

CSI:

EXPENSES

CSI:
Sample titles that fall under this line:
Director, Deans, Coordinators of:
- Curriculum
- Instruction

CSI:
Sample titles that fall under this line:
- Secretary

CSI:
Sample titles that fall under this line:
Content/Subject Area Teachers:
- ELA
- Math
- Social Studies

CSI:
Sample titles that fall under this line:

CSI:
Sample titles that fall under this line:
- Speech Therapists
- Social Workers

- Photography
- Ceramics

ADMINISTRATIVE STAFF PERSONNEL COSTS		
Executive Management		00
Instructional Management		00
Deans, Directors & Coordinators		00
CFO / Director of Finance		-
Operation / Business Manager		
Administrative Staff		50
TOTAL ADMINISTRATIVE STAFF		50
INSTRUCTIONAL PERSONNEL COSTS		
Teachers - Regular		-
Teachers - SPED		-
Substitute Teachers		-
Teaching Assistants		-
Specialty Teachers		-
Aides		-
Therapists & Counselors		-
Other		-
TOTAL INSTRUCTIONAL	-	-
NON-INSTRUCTION EL COSTS		
Nurse	-	-
Librarian	-	-
Custodian	-	-
Security	-	-
Other	-	-
TOTAL NON-INSTRUC	-	-
SUBTOTAL PERSONN STS	4.00	138,750
PAYROLL TAXES AND		
Payroll Taxes		11,794
Fringe / Employee Ben		20,813
Retirement / Pension		-
TOTAL PAYROLL TAXES AND BENEFITS		32,606
TOTAL PERSONNEL SERVICE COSTS	4.00	171,356
CONTRACTED SERVICES		
Accounting / Audit		-
Legal		-
Management Company Fee		-
Nurse Services		-
Food Service / School Lunch		-
Payroll Services		-
Special Ed Services		5,750
Titlement Services (i.e		-
Other Purchased / Pro Screening		12,000
TOTAL CONTRACT		17,750
SCHOOL OPERAT		
Board Expenses		-
Classroom / Teach		-
Special Ed Supplies		-
Textbooks / Workbo		-
Supplies & Materials		-
Equipment / Furnitu		-
Telephone		1,200
Technology		33,000

CSI:
Cafeteria
Other

CSI:
Health and Dental
Social Security
Medicare
Unemployment
Other

CSI:
Janitorial
Consultants
- Assessment

CSI:
Development
Conferences

CSI:
Curriculum

CSI:
Instructional
-Instructional
etic
ic
e Equipment
cludes the Purchase
ease of any of the

CSI:
Hardware
Software
Internet
Wiring
Oth

CSI:

CSI:

CSI:
Conferences

Student Testing & Asse	-
Field Trips	-
Transportation (student)	-
Student Services - other	-
Office Expense	-
Staff Development	-
Staff Recruitment	12,500
Student Recruitment / Marketin	5,000
School Meals / Lunch	-
Travel (Staff)	5,000
Fundraising	-
Other	-
TOTAL SCHOOL	56,700
FACILITY OPERA	
Insurance	2,500
Janitorial	-
Building and La	-
Repairs & Main	-
Equipment / Fu	-
Security	-
Utilities	-
TOTAL FACILITY OPERATION & MAINTENAN	2,500
DEPRECIATION & AMORTIZATION	
DISSOLUTION ESCROW & RESERVES / CO	-
TOTAL EXPENSES	**248,306**
NET INCOME	**1,694**

Conferences

CSI:
Interest
Bank Charges
Bad Debt
Misc. Fees (i.e. Licensing)
Dues & Membership
All Other
(If any questions contact CSI)

CSI:
Facility Equipment

CSI:
Facility Related
*** Includes the Purchase or Lease of any equipment**

CSI:
Electric
Gas
Other

CSI:
$75,000 should be set aside for Dissolution and it can be spread out over the first THREE years if the school chooses. If spread out each year should minimally be $25k.

A note can be added under assumptions describing the breakout.

ENROLLMENT - *School Districts Are Linked To Above Entries*	
CSD 10	-
School District 2 (Enter Name)	-
School District 3 (Enter Name)	-
School District 4 (Enter Name)	-
School District 5 (Enter Name)	-
TOTAL ENROLLMENT	-
REVENUE PER PUPIL	-
EXPENSES PER PUPIL	-

School

RE-OPENING PERIOD

2015

Assumptions

DESCRIPTION OF ASSUMPTIONS - Please reference section/page number in application *if applicable.* For example, student enrollment would reference the page in the application that states enrollment targets.

JB:
Refer to the State Aid website for the tuition rates.
https://stateaid.nysed.gov/charter/

Charter applications receiving a charter receive a $500,000 CSP grant. The school will request $200,000 of that funding for the pre-operating period.

Founders have fund raising experience and have had preliminary discussions with potential start up donors.

List exact titles included in the position category, if different from description, and staff FTE"s (Full time eqiuilivalent)

Executive Director: starts January 2014

Principal: starts January 2014

Director of Assessment: starts April 2014

Office Clerk: starts April 2014

8.5% of total salary

15% of salary

CSNY Special Education Collaborative

CSBM: establishing financial systems, payroll and audit preparation

3K Computers for staff, 30K build dashboard

Includes $2500 principal search committee travel

participation in leadership development

Liability for staff and board

Rosalyn Yalow

PROJECTED CASH FL

Start July 1,

Total Revenue	**50,000**	**-**	**40,000**
Total Expenses	**23,773**	**25,773**	**32,773**
Net Income	**26,227**	**(25,773)**	**7,227**
Cash Flow Adjustments	**-**	**-**	**-**
Beginning Cash Balance	**-**	**26,227**	**454**
Net Income	**26,227**	**454**	**7,681**

	January	**February**	**March**
REVENUE			
REVENUES FROM STATE SOURCES			
Per Pupil Revenue			
CSD 10	-	-	-
School District 2 (Enter Name)	-	-	-
School District 3 (Enter Name)	-	-	-
School District 4 (Enter Name)	-	-	-
School District 5 (Enter Name)	-	-	-
	-	-	-
Grants			
Stimulus	-	-	-
Other	-	-	-
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	-	-	40,000
Other	-	-	-
Other	-	-	-
TOTAL REVENUE FROM FEDERAL SOURCES	-	-	40,000
LOCAL and OTHER REVENUE			
Contributions and Donations, Fundraising	50,000	-	-
Fundraising			
Erate Reimbursement	-	-	-
Interest Income, Earnings on Investments,	-	-	-
NYC-DYCD (Department of Youth and Community Developmt.)	-	-	-
Food Service (Income from meals)	-	-	-
Text Book	-	-	-
OTHER	-	-	-
TOTAL REVENUE FROM LOCAL and OTHER SOURCES	50,000	-	-
TOTAL REVENUE	**50,000**	**-**	**40,000**

Beginning Cash Balance		**-**	**26,227**	**454**
Net Income		**26,227**	**454**	**7,681**

EXPENSES

	No. of			
ADMINISTRATIVE STAFF PERSONNEL COSTS				
Executive Management				10,417
Instructional Management				8,333
Deans, Directors & Coordinators				-
CFO / Director of Finance				-
Operation / Business Manager				
Administrative Staff				-
TOTAL ADMINISTRATIVE STAFF				18,750
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-INSTRUC	-	-	-	-
SUBTOTAL PERSONN OSTS	4.00	18,750	18,750	18,750
PAYROLL TAXES AND BENEFITS				
Payroll Taxes		1,594	1,594	1,594
Fringe / Employee Ben		2,813	2,813	2,813
Retirement / Pension		-	-	-
TOTAL PAYROLL TAXES		4,406	4,406	4,406
TOTAL PERSONNEL SER	4.00	23,156	23,156	23,156
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 / Professio		-	-	-
TOTAL CONTRACTED SERVIC		-	-	-
SCHOOL OPERATIONS				
Board Expenses		-	-	-
Classroom / Teaching		-	-	-
Special Ed Supplie Screening		-	-	-
Textbooks / Workb Relations		-	-	-
Supplies & Materia		-	-	-
Equipment / Furnitu		-	-	-

CSI:
Sample titles that fall under this line:
- Head of School

CSI:

CSI:
Sample titles that fall under this line:
Director, Deans, Coordinators of:
- Curriculum

CSI:
Sample titles that fall under this line:
- Secretary
- Receptionist
- Attendance Clerk

CSI:
Sample titles that fall under this line:
Content/Subject Area Teachers:
- ELA
- Math

CSI:
Sample titles that fall under this line:
- ESL

CSI:
Sample titles that fall under this line:
- Speech Therapists
- Social Workers

- Photography
- Ceramics

CSI:
Cafeteria
Other

CSI:
Health and
Dental
Social Security
Medicare
Unemployment
Other

CSI:
Janitorial
Consultants

CSI:
Development
Conferences

CSI:
Curriculum

CSI:
Instructional

Beginning Cash Balance	**-**	**26,227**	**454**
Net Income	**26,227**	**454**	**7,681**
Telephone	200	200	200
Technology	-	-	2,000
Student Testing & A	-	-	-
Field Trips	-	-	-
Transportation (stu	-	-	-
Student Services -	-	-	-
Office Expense	-	-	-
Staff Development	-	-	-
Staff Recruitment	-	1,000	4,000
Student Recruitment / Ma	-		2,000
School Meals / Lunch	-	-	-
Travel (Staff)		1,000	1,000
Fundraising	-	-	-
Other	-	-	-
TOTAL SCHOOL OPERATIONS	200	2,200	9,200
FACILITY OPERATION & MAINTE			
Insurance	417	417	417
Janitorial	-	-	-
Building and Land Rent / Lease	-	-	-
Repairs & Mainter	-	-	-
Equipment / Furni	-	-	-
Security	-	-	-
Utilities	-	-	-
TOTAL FACILITY O	417	417	417
DEPRECIATION & TIO	-	-	-
DISSOLUTION ES SE	-	-	-
TOTAL EXPENSES		25,773	32,773
NET INCOME		(25,773)	7,227
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			
Add Expected Proceeds from a Loan or Line of Credit	-	-	-
Other	-	-	-
Total Financing Activities	-	-	-
Total Cash Flow Adjustments	**-**	**-**	**-**
NET INCOME	**26,227**	**(25,773)**	**7,227**
Beginning Cash Balance	-	26,227	454
ENDING CASH BALANCE	**26,227**	**454**	**7,681**

CSI:
Hardware
Software
Internet
Wiring
Oth

CSI:
Uniforms
S

CSI:

CSI:
Conferences

n-Instructional
letic
sic
ce Equipment
cludes the Purchase or Lease
any of the above

CSI:
Interest
Bank Charges
Bad Debt
Misc. Fees (i.e. Licensing)
Dues & Membership
All Other
(If any questions contact CSI)

CSI:
Facility
Equipment

CSI:
Facility Related
*** Includes the Purchase or Lease of any equipment**

CSI:
Electric
Gas
Other

CSI:
$75,000 should be set aside for Dissolution and it can be spread out over the first THREE years if the school chooses. If spread out each year should minimally be $25k.

A note can be added under assumptions describing the breakout.

' Academy Charter School
.OW FOR PRE-OPENING PERIOD
2014 to End June 31, 2015

Total Revenue	**53,333**	**53,333**	**53,333**	**250,000**
Total Expenses	**46,579**	**41,579**	**77,829**	**248,306**
Net Income	**6,754**	**11,754**	**(24,496)**	**1,694**
Cash Flow Adjustments	**-**	**-**	**-**	**-**
Beginning Cash Balance	**7,681**	**14,435**	**26,190**	**-**
Net Income	**14,435**	**26,190**	**1,694**	**1,694**

	April	May	June	TOTAL
REVENUE				
REVENUES FROM STATE SOURCES				
Per Pupil Revenue				
CSD 10	-	-	-	-
School District 2 (Enter Name)	-	-	-	-
School District 3 (Enter Name)	-	-	-	-
School District 4 (Enter Name)	-	-	-	-
School District 5 (Enter Name)	-	-	-	-
	-	-	-	-
Grants				
Stimulus	-	-	-	-
Other	-	-	-	-
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	53,333	53,333	53,333	200,000
Other	-	-	-	-
Other	-	-	-	-
TOTAL REVENUE FROM FEDERAL SOURCES	53,333	53,333	53,333	200,000
LOCAL and OTHER REVENUE				
Contributions and Donations, Fundraising	-	-	-	50,000
Fundraising				
Erate Reimbursement	-	-	-	-
Interest Income, Earnings on Investments,	-	-	-	-
NYC-DYCD (Department of Youth and Community Developmt.)	-	-	-	-
Food Service (Income from meals)	-	-	-	-
Text Book	-	-	-	-
OTHER	-	-	-	-
TOTAL REVENUE FROM LOCAL and OTHER SOURCES	-	-	-	50,000
TOTAL REVENUE	**53,333**	**53,333**	**53,333**	**250,000**

Beginning Cash Balance	**7,681**	**14,435**	**26,190**	**-**
Net Income	**14,435**	**26,190**	**1,694**	**1,694**
EXPENSES				
ADMINISTRATIVE STAFF PERSONNEL COSTS				
Executive Management	10,417	10,417	10,417	62,500
Instructional Management	8,333	8,333	8,333	50,000
Deans, Directors & Coordinators	6,667	6,667	6,667	20,000
CFO / Director of Finance	-	-	-	-
Operation / Business Manager				-
Administrative Staff	2,083	2,083	2,083	6,250
TOTAL ADMINISTRATIVE STAFF	27,500	27,500	27,500	138,750
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-INSTRUC	-	-	-	-
SUBTOTAL PERSONN OSTS	27,500	27,500	27,500	138,750
PAYROLL TAXES AND BENEFITS				
Payroll Taxes	2,338	2,338	2,338	11,794
Fringe / Employee Ben	4,125	4,125	4,125	20,813
Retirement / Pension	-	-	-	-
TOTAL PAYROLL TAXES	6,463	6,463	6,463	32,606
TOTAL PERSONNEL SER	33,963	33,963	33,963	171,356
CONTRACTED SERVICES				
Accounting / Audit	-	-	-	-
Legal	-	-	-	-
Management Company Fee	-	-	-	-
Nurse Services	-	-	-	-
Food Service / School Lunch	-	-	-	-
Payroll Services	-	-	-	-
Special Ed Services	-	-	5,750	5,750
Titlement Services (i.e. Title I)	-	-	-	-
Other Purchased / Professio	4,000	4,000	4,000	12,000
TOTAL CONTRACTED SERVIC	4,000	4,000	9,750	17,750
SCHOOL OPERATIONS				
Board Expenses	-	-	-	-
Classroom / Teaching	-	-	-	-
Special Ed Supplie Screening	-	-	-	-
Textbooks / Workb Relations	-	-	-	-
Supplies & Materia	-	-	-	-
Equipment / Furnitu	-	-	-	-

CSI: Sample titles th - Head of Scho

CSI:

CSI: Sample titles th Director, Deans, - Curriculum

CSI: Sample titles th - Secretary - Receptionist - Attendance Cl

CSI: Sample titles th Content/Subject - ELA - Math

CSI: Sample titles th - ESL

CSI: Sample titles th - Speech Thera - Social Worker

- Photography - Ceramics

CSI: Cafeteria Other

CSI: Health and Dental Social Security Medicare Unemployment Other

CSI: Janitorial Consultants

CSI: Development Conferences

CSI: Curriculum

CSI: Instructional

Beginning Cash Balance	**7,681**	**14,435**	**26,190**	**-**
Net Income	**14,435**	**26,190**	**1,694**	**1,694**
Telephone	200	200	200	1,200
Technology	3,000	-	28,000	33,000
Student Testing & A	-	-	-	-
Field Trips	-	-	-	-
Transportation (stu	-	-	-	-
Student Services -	-	-	-	-
Office Expense	-	-	-	-
Staff Development	-	-	-	-
Staff Recruitment	2,000	1,000	4,500	12,500
Student Recruitment / Ma	2,000	1,000	-	5,000
School Meals / Lunch	-	-	-	-
Travel (Staff)	1,000	1,000	1,000	5,000
Fundraising	-	-	-	-
Other	-	-	-	-
TOTAL SCHOOL OPERATIONS	8,200	3,200	33,700	56,700
FACILITY OPERATION & MAINTE				
Insurance	417	417	417	2,500
Janitorial	-	-	-	-
Building and Land Rent / Lease	-	-	-	-
Repairs & Mainter	-	-	-	-
Equipment / Furni	-	-	-	-
Security	-	-	-	-
Utilities	-	-	-	-
TOTAL FACILITY O	417	417	417	2,500
DEPRECIATION & TIO	-	-	-	-
DISSOLUTION ES SE.	-	-	-	-
TOTAL EXPENSES	**46,579**	**41,579**	**77,829**	**248,306**
NET INCOME	**6,754**	**11,754**	**(24,496)**	**1,694**
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				
Add Expected Proceeds from a Loan or Line of Credit	-	-	-	-
Other	-	-	-	-
Total Financing Activities	-	-	-	-
Total Cash Flow Adjustments	**-**	**-**	**-**	**-**
NET INCOME	**6,754**	**11,754**	**(24,496)**	**1,694**
Beginning Cash Balance	7,681	14,435	26,190	-
ENDING CASH BALANCE	**14,435**	**26,190**	**1,694**	**1,694**

CSI:
Hardware
Software
Internet
Wiring
Oth

CSI:
Uniforms
S

CSI:

CSI:
Conferences

n-Instructional
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ce Equipment
cludes the Purchase or Lease
any of the above

CSI:
Interest
Bank Charges
Bad Debt
Misc. Fees (i.e. Licensing)
Dues & Membership
All Other
(If any questions contact CSI)

CSI:
Facility
Equipment

CSI:
Facility Related
*** Includes the Purchase or Lease of any equipment**

CSI:
Electric
Gas
Other

CSI:
$75,000 should be se
spread out over the fi
chooses. If spread ou
$25k.

A note can be added
breakout.

Rosalyn Yalow Academy Charter School
PROJECTED BUDGET / OPERATING PLAN FOR YEAR ONE
Start July 1, 2015 to End June 31, 2016

	REGULAR EDUCATION	SPECIAL EDUCATION	OTHER	FUNDRAISING	MANAGEMENT & GENERAL	TOTAL
Total Revenue	3,071,764	406,079	-	50,000	11,000	3,538,843
Total E...	1,794,760	373,170	-	2,000	1,291,373	3,461,304
Net Inc...	1,277,004	32,909	-	48,000	(1,280,373)	77,539
Actual ...	175	27				202
Total F...	186	16				202

CSI:
This line should show how many students a school intends to be paid for.

For Example:
If a school plans on enrollment of 100 students however is budgeting to only receive 95% of those students, 95 should be entered in in this row.

Assumptions

DESCRIPTION OF ASSUMPTIONS - Please reference section/page number in application *if applicable.* For example, student enrollment would reference the page in the application that states enrollment targets

CSI:
Enter in the Per Pupil Rate (PPR) for the Current Year (CY).

For Example:
If this application is being submitted in 2009-10 for a school opening in 2011-12, enter in the 2009-10 PPR for that district in the cells below. If a higher PPR is assumed indicate that % increase in the ASSUMPTION column. Refer to the State Aid website for the tuition rates. https://stateaid.nysed.gov/charter/

	CY Per Pupil Rate	PROGRAM SERVICES: REGULAR EDUCATION	PROGRAM SERVICES: SPECIAL EDUCATION	PROGRAM SERVICES: OTHER	SUPPORT SERVICES: FUNDRAISING	SUPPORT SERVICES: MANAGEMENT & GENERAL	TOTAL	Assumptions
REVEN...								
REVENUES FROM STATE SOURCES								
Per Pupil Revenue								
CSD 10	13,527			-	-	-	2,732,454	Estimating revenue based on 100% of enrollment target
School District 2 (Enter Name)				-	-	-	-	
School District 3 (Enter Name)				-	-	-	-	
School District 4 (Enter Name)				-	-	-	-	
School District 5 (Enter Name)				-	-	-	-	
				-	-	-	2,732,454	
Special Education Revenue				-	-	-	375,779	$10,390 per student receiving 20%-60% services, 13.6% year 1 eligible; $19,049 per student receiving 60%-100% services, 5% eligible
Grants								
Stimulus				-	-	-	-	
Other		-	-	-	-	-	-	
Other		-	-	-	-	-	-	
TOTAL REVENUE FROM STATE SOURCES		2,732,454	375,779	-	-	-	3,108,233	
REVENUE FROM FEDERAL FUNDING								
IDEA Special Needs		32,670	-	-	-	-	32,670	
Title I		73,950	13,050	-	-	-	87,000	$500 per students, 86% eligible
Title Funding - Other		4,250	750	-	-	-	5,000	
School Food Service (Free Lunch)		-	-	-	-	-	-	
Grants								
Charter School Program (CSP) Planning & Implementation		82,500	16,500	-	-	11,000	110,000	CSP Grant of $500,000. $200,000 used during Start-Up, $110,000 used in YR 1 and
Other		-	-	-	-	-	-	
Other		-	-	-	-	-	-	
TOTAL REVENUE FROM FEDERAL SOURCES		193,370	30,300	-	-	11,000	234,670	
LOCAL and OTHER REVENUE								
Contributions and Donations, Fundraising			-	-	50,000	-	50,000	Commitment from a board member
Erate Reimbursement		-	-	-	-	-	-	
Interest Income, Earnings on Investments,		-	-	-	-	-	-	
NYC-DYCD (Department of Youth and Community Developmt.)		129,982	-	-	-	-	129,982	$51000 + $391 per student, calculated based on 100% of enrollment target
Food Service (Income from meals)		-	-	-	-	-	-	
Text Book		15,958	-	-	-	-	15,958	Based on NYSTL at $58.25 per student, NYSSL at $14.98 per student, NYSLIB at $6.25 per student; calculated based on 100% of enrollment target
OTHER		-	-	-	-	-	-	Carry over from Pre-Opening period
TOTAL REVENUE FROM LOCAL and OTHER SOURCES		145,940	-	-	50,000	-	195,940	
TOTAL REV...		3,071,764	406,079	-	50,000	11,000	3,538,843	

	No. of Positions	REGULAR EDUCATION	SPECIAL EDUCATION	OTHER	FUNDRAISING	MANAGEMENT & GENERAL	TOTAL	*List exact titles included in the position category, if different from description, and staff FTE"s (Full time eqiuilivalent)*
EXPENSES								
ADMI...IST...								
Executiv...	1.00	-	-	-	-	147,059	147,059	Executive Director, starting salary $125k + bonus
Instructio...	2.00	-		-	-	211,765	211,765	Principal, starting salary $100k + bonus; Director of Assessment, starting salary $80k + bonus
Deans, D...	-	-	-	-	-		-	
CFO / Di...	-	-	-	-	-	-	-	
Operatio...	1.00	-	-	-	-	111,765	111,765	
Administ...	1.00	-	-	-	-	29,412	29,412	Officer Clerk, starting salary = $25k + bonus
TOTAL AD...	5.00	-	-	-	-	500,000	500,000	
INSTRUCT...								
Teachers...	7.00	576,471	-	-	-	-	576,471	7 in Year 1, starting salary $70k + bonus
Teachers...	3.00		203,412	-	-	-	203,412	2 in Year 1, starting salary $65k + bonus
Substitut...	-	-	-	-	-	-	-	
Teaching...	-	-	-	-	-	-	-	
Specialty...	2.00	152,941	-	-	-	-	152,941	2 ELL teachers in Year 1, starting salary $65 + bonus
Aides	-	-	-	-	-	-	-	
Therapis...	-	-	-	-	-	-	-	
Other	7.00	350,000	61,765	-	-	-	411,765	Licensed social worker teacher, 7 in Year 1, starting salary $45k + bonus
TOTAL INS...	19.00	1,079,412	265,176	-	-	-	1,344,588	
NON-INST... ERSONNEL COSTS								
Nurse	-	-	-	-	-	-	-	DOE support for the nurse
Librarian	-	-	-	-	-	-	-	
Custodian	-	-	-	-	-	-	-	
Security	-	-	-	-	-	-	-	
Other	-	-	-	-	-	-	-	
TOTAL NO... AL	-	-	-	-	-	-	-	
SUBTOTA... ERVICE COSTS	24.00	1,079,412	265,176	-	-	500,000	1,844,588	
PAYROLL ... EFITS								
Payroll T...		151,118	37,125	-	-	70,000	258,242	14% of salary
Fringe / ...		118,735	29,169	-	-	55,000	202,905	11% of salary
Retirement / Pension		-	-	-	-	-	-	Deferred for year 1
TOTAL PAYROLL TAXES AND BENEFITS		269,853	66,294	-	-	125,000	461,147	
TOTAL PERSONNEL SERVICE COSTS	24.00	1,349,265	331,471	-	-	625,000	2,305,735	
CONTRACTED SERVICES								
Accounting / Audit		-	-	-	-	15,000	15,000	Annual audit
Legal		-	-	-	-	5,000	5,000	Contracts, policies review, assume some pro bono
Manager...		-	-	-	-	-	-	
Nurse Se...		-	-	-	-	-	-	Contract services at rate of 0.5 Nurse
Food Se...		16,312	2,879	-	-	-	19,190	
Payroll S...		3,549	710	-	-	473	4,732	
Special E...		-	5,750	-	-	-	5,750	
Titlemen...		-	-	-	-	-	-	
Other Pu... Consulting		177,310	-	-	-	139,000	316,310	CSBM Contract;Family Night, and Arts, Music, Chess and Fencing instruction
TOTAL CO... ES		197,171	9,338	-	-	159,473	365,982	
SCHOOL O...								
Board Ex... al		-	-	-	-	10,000	10,000	board recruitment, training, materials
Classroo... aterials		47,635	-	-	-	-	47,635	Based on vendor quotes from CLKA and Singapore Math
Special E...		-	20,250	-	-	-	20,250	$750 per special education student
Textbook...		5,000	-	-	-	-	5,000	$5000 for year 1
Supplies...		10,100	-	-	-	-	10,100	$50 per student for consumables
Equipme...		5,000	-	-	-	-	5,000	Assumption of contribution of equipment and furniture for bulk of needs from Horace Mann School in year 1 and 2; plus $5000 per new classroom
Telephon...		-	-	-	-	8,000	8,000	Assumes E-Rate Funds for Learning discount, 2K for equipment, 6K for usage
Technolo...		$76,200	-	-	-	-	$76,200	Assumption of contribution of computers from Horace Mann School in years 1 and 2; gross cost $35,000 computer room, $800 per staff member, network services, website support
Student Testing & Assessment		6,767	-	-	-	-	6,767	NWEA and STEP Assessment materials $33.50 per student
Field Trips		10,100	-	-	-	-	10,100	$50 per student
Transpo...		4,040	-	-	-	-	4,040	NYCDOE to cover standard year; extended school year covered by school at
Student...		-	-	-	-	-	-	Assume families pay for uniforms
Office Ex...		-	-	-	-	15,000	15,000	Includes copiers, printing
Staff Dev...		60,163	10,617	-	-	-	70,781	Training by curriculum vendors
Staff Rec...		7,970	1,494	-	-	-	9,464	$400 per new staff member
Student...		2,350	-	-	-	-	2,350	$50 per new student
School M...		3,000	-	-	-	-	3,000	Covered by NYCDOE SchoolFoods; $3000 to cover families that can't pay
Travel (S...		10,000	-	-	-	-	10,000	External professional development, school visits
Fundrais...		-	-	-	2,000	-	2,000	
Other		-	-	-	-	-	-	
TOTAL SC...		248,325	32,361	-	2,000	33,000	315,687	
FACILITY ... NANCE								
Insuranc...		-	-	-	-	25,000	25,000	Based on insurance broker quote with charter school experience
Janitorial		-	-	-	-	20,000	20,000	Cleaning supplies, waste and snow removal
Build...		-	-	-	-	315,120	315,120	Assumes 80 SF/student at $22/SF
Repa...		-	-	-	-	31,512	31,512	Assumes 10% cost of rent for repair and maintenance reserve
Equi...		-	-	-	-	10,000	10,000	Assumption of partial contribution of furniture for cafeteria and offices from Horace Mann School in year 1 and 2.
Secu...		-	-	-	-	-	-	
Utiliti...		-	-	-	-	47,268	47,268	Assumes $3/SF
TOTAL ... E		-	-	-	-	448,900	448,900	
DEPRE...		-	-	-	-	-	-	
DISSOL... IGENCY		-	-	-	-	25,000	25,000	
TOTAL EXPENSES		1,794,760	373,170	-	2,000	1,291,373	3,461,304	
NET INCOME		1,277,004	32,909	-	48,000	(1,280,373)	77,539	Does not reflect one year deferral of first year bonus estimated in Year 1 at $171,686 for 10% of salary rate

CSI:
CSI:
CSI:
Sample titles that fall under this line:
Director, Deans, Coordinators of:
- Curriculum

CSI:
Sample titles that fall under this line:
- Secretary
- Receptionist

CSI:
Sample titles that fall under this line:
Content/Subject Area Teachers:
- ELA
- Math
- Social Studies

CSI:
Sample titles that fall under this line:

CSI:
Sample titles that fall under this line:
- Speech Therapists
- Social Workers

- Foreign Languages
- Photography
- Ceramics

CSI:
Cafeteria
Other

CSI:
Health and Dental
Social Security
Medicare
Unemployment
Other

CSI:
Janitorial
Consultants
- Assessment

CSI:
Development
Conferences

CSI:
Curriculum

CSI:
Instructional

CSI:
Hardware
Software

...chase ...the

CSI:
CSI:
CSI:
Conferences

All Other

CSI:
Interest
Bank Charges
Bad Debt
Misc. Fees (i.e. Licensing)
Dues & Membership
All Other
(If any questions

CSI:

CSI:
Facility Related
*** Includes the Purchase or Lease of any**

CSI:
Electric
Gas
Other

CSI:
$75,000 should be set aside for Dissolution and it can be spread out over the first THREE years if the school chooses. If spread out each year should minimally be $25k.

A note can be added under assumptions describing the breakout.

	REGULAR EDUCATION	SPECIAL EDUCATION	OTHER			TOTAL
ENROLLMENT - *School Districts Are Linked To Above Entries*						
CSD 10	175	27	-			202
School District 2 (Enter Name)	-	-	-			-
School District 3 (Enter Name)	-	-	-			-
School District 4 (Enter Name)	-	-	-			-
School District 5 (Enter Name)	-	-	-			-
TOTAL ENROLLMENT	175	27	-			202
REVENUE PER PUPIL	17,553	15,040	-			17,519
EXPENSES PER PUPIL	10,256	13,821	-			17,135

Rosalyn Yalow Academy Charter School
PROJECTED CASH FLOW FOR YEAR ONE OF OPERATIONS
July 1, 2013 to June 30, 2014

	July	August	September	October	November	December	January	February	March	April	May	June	TOTAL
Total Revenue	518,039	25,000	518,039	36,667	535,439	36,667	573,489	36,667	548,489	-	538,997	171,352	3,538,843
Total Expenses	143,513	337,230	255,756	256,756	256,756	273,452	265,881	267,570	255,756	255,756	273,452	619,424	3,461,304
Net Income	374,526	(312,230)	262,282	(220,090)	278,682	(236,785)	307,607	(230,904)	292,732	(255,756)	265,545	(448,072)	77,539
Cash Flow Adjustments	-	-	-	-	-	-	-	-	-	-	-	184,459	184,459
Beginning Cash Balance	-	374,526	62,296	324,578	104,489	383,171	146,386	453,994	223,090	515,822	260,066	525,611	-
Net Income	374,526	62,296	324,578	104,489	383,171	146,386	453,994	223,090	515,822	260,066	525,611	261,998	261,998

*** Total Column (Column U) for all lines other than Cash Flow Adjustments should equal the Total Column (Column N) on tab '4.) Year Budget & Assumptions'.**

CY Per Pupil Rate: 13,527

CSI: Enter in the Per Pupil Rate (PPR) for the Current Year (CY).

For Example: If this application is being submitted in 2009-10 for a school opening in 2011-12, enter in the 2009-10 PPR for that district in the cells below. If a higher PPR is assumed indicate that % increase in the ASSUMPTION column.

	July	August	September	October	November	December	January	February	March	April	May	June	TOTAL
REVENUE													
REVENUES FROM STATE SOURCES													
Per Pupil Revenue													
School District 10	455,4			-	455,409	-	455,409	-	455,409	-	455,409	-	2,732,454
School District 2 (Enter Name)				-	-	-	-	-	-	-	-	-	-
School District 3 (Enter Name)				-	-	-	-	-	-	-	-	-	-
School District 4 (Enter Name)				-	-	-	-	-	-	-	-	-	-
School District 5 (Enter Name)				-	-	-	-	-	-	-	-	-	-
	455,4			-	455,409	-	455,409	-	455,409	-	455,409	-	2,732,454
Special Education Revenue	62,6			-	62,630	-	62,630	-	62,630	-	62,630	-	375,779
Grants													
Stimulus				-	-	-	-	-	-	-	-	-	-
Other				-	-	-	-	-	-	-	-	-	-
Other				-	-	-	-	-	-	-	-	-	-
TOTAL REVENUE FROM STATE SOURCES	518,0			-	518,039	-	518,039	-	518,039	-	518,039	-	3,108,233
REVENUE FROM FEDERAL FUNDING													
IDEA Special Needs	-	-	-	-	-	-	-	-	-	-	-	32,670	32,670
Title I	-	-	-	-	17,400	-	30,450	-	30,450	-	-	8,700	87,000
Title Funding - Other	-	-	-	-	-	-	-	-	-	-	5,000	-	5,000
School Food Service (Free Lunch)	-	-	-	-	-	-	-	-	-	-	-	-	-
Grants													
Charter School Program (CSP) Planning & Implementation	-	-	-	36,667	-	36,667	-	36,667	-	-	-	-	110,000
Other	-	-	-	-	-	-	-	-	-	-	-	-	-
Other	-	-	-	-	-	-	-	-	-	-	-	-	-
TOTAL REVENUE FROM FEDERAL SOURCES	-	-	-	36,667	17,400	36,667	30,450	36,667	30,450	-	5,000	41,370	234,670
LOCAL and OTHER REVENUE													
Contributions and Donations, Fundraising	-	25,000	-	-	-	-	25,000	-	-	-	-	-	50,000
Erate Reimbursement	-	-	-	-	-	-	-	-	-	-	-	-	-
Interest Income, Earnings on Investments,	-	-	-	-	-	-	-	-	-	-	-	-	-
NYC-DYCD (Department of Youth and Community Developmt.)	-	-	-	-	-	-	-	-	-	-	-	129,982	129,982
Food Service (Income from meals)	-	-	-	-	-	-	-	-	-	-	-	-	-
Text Book	-	-	-	-	-	-	-	-	-	-	15,958	-	15,958
OTHER	-	-	-	-	-	-	-	-	-	-	-	-	-
TOTAL REVENUE FROM LOCAL and OTHER SOURCES	-	25,000	-	-	-	-	25,000	-	-	-	15,958	129,982	195,940
TOTAL REVENUE	518,039	25,000	518,039	36,667	535,439	36,667	573,489	36,667	548,489	-	538,997	171,352	3,538,843
EXPENSES													
ADMINISTRATIVE STAFF PERSONNEL COSTS	No. of Positions												
Executive Management	1.00	10,417	10,417	10,417	10,417	10,417	10,417	10,417	10,417	10,417	10,417	32,475	147,059
Instructional	2.00	15,000	15,000	15,000	15,000	15,000	15,000	15,000	15,000	15,000	15,000	46,765	211,765
Deans, Dir	-	-	-	-	-	-	-	-	-	-	-	-	-
CFO/Chief	-	-	-	-	-	-	-	-	-	-	-	-	-
Operations	1.00	9,314	9,314	9,314	9,314	9,314	9,314	9,314	9,314	9,314	9,314	9,314	111,765
Administrat	1.00	2,083	2,083	2,083	2,083	2,083	2,083	2,083	2,083	2,083	2,083	6,495.10	29,412
TOTAL ADM	5.00	36,814	36,814	36,814	36,814	36,814	36,814	36,814	36,814	36,814	36,814	95,049	500,000
INSTRUCTI													
Teachers	7.00	-	44,545	44,545	44,545	44,545	44,545	44,545	44,545	44,545	44,545	131,016	576,471
Teachers	3.00	-	15,718	15,718	15,718	15,718	15,718	15,718	15,718	15,718	15,718	46,230	203,412
Substitute	-	-	-	-	-	-	-	-	-	-	-	-	-
Teaching	-	-	-	-	-	-	-	-	-	-	-	-	-
Specialty	2.00	-	11,818	11,818	11,818	11,818	11,818	11,818	11,818	11,818	11,818	34,759	152,941
Aides	-	-	-	-	-	-	-	-	-	-	-	-	-
Therapists	-	-	-	-	-	-	-	-	-	-	-	-	-
Other	7.00	-	31,818	31,818	31,818	31,818	31,818	31,818	31,818	31,818	31,818	93,583	411,765
TOTAL INS	19.00	-	103,900	103,900	103,900	103,900	103,900	103,900	103,900	103,900	103,900	305,588	1,344,588
NON-INSTR													
Nurse	-	-	-	-	-	-	-	-	-	-	-	-	-
Librarian	-	-	-	-	-	-	-	-	-	-	-	-	-
Custodian	-	-	-	-	-	-	-	-	-	-	-	-	-
Security	-	-	-	-	-	-	-	-	-	-	-	-	-
Other	-	-	-	-	-	-	-	-	-	-	-	-	-
TOTAL NON-INSTRUCTIONAL	-	-	-	-	-	-	-	-	-	-	-	-	-
SUBTOTAL SERVICE COSTS	24.00	36,814	140,714	140,714	140,714	140,714	140,714	140,714	140,714	140,714	140,714	400,637	1,844,588
PAYROLL TAXES AND BENEFITS													
Payroll Taxes		5,154	19,700	19,700	19,700	19,700	19,700	19,700	19,700	19,700	19,700	56,089	258,242
Fringe / Employee Benefits		4,050	15,479	15,479	15,479	15,479	15,479	15,479	15,479	15,479	15,479	44,070	202,905
Retirement		-	-	-	-	-	-	-	-	-	-	-	-
TOTAL PAY BENEFITS		9,203	35,178	35,178	35,178	35,178	35,178	35,178	35,178	35,178	35,178	100,159	461,147
TOTAL PER E COSTS	24.00	46,017	175,892	175,892	175,892	175,892	175,892	175,892	175,892	175,892	175,892	500,797	2,305,735
CONTRACT													
Accounting		-	-	-	-	-	-	-	-	-	-	15,000	15,000
Legal		417	417	417	417	417	417	417	417	417	417	417	5,000
Management Company Fee		-	-	-	-	-	-	-	-	-	-	-	-
Nurse Services		-	-	-	-	-	-	-	-	-	-	-	-
Food Service / School Lunch		-	-	1,919	1,919	1,919	1,919	1,919	1,919	1,919	1,919	1,919	19,190
Payroll Services		394	394	394	394	394	394	394	394	394	394	394	4,732
Special Ed Services		-	575	575	575	575	575	575	575	575	575	575	5,750
Titlement Services (i.e. Title I)		-	-	-	-	-	-	-	-	-	-	-	-
Other Purchased Professional / Consulting		26,359	26,359	26,359	26,359	26,359	26,359	26,359	26,359	26,359	26,359	26,359	316,310
TOTAL CON S		27,170	27,745	29,664	29,664	29,664	29,664	29,664	29,664	29,664	29,664	44,089	365,982
SCHOOL O													
Basic Exp		833	833	833	833	833	833	833	833	833	833	833	10,000
Classroom aterials		23,818	2,382	2,382	2,382	2,382	2,382	2,382	2,382	2,382	2,382	-	47,635
Special E		-	10,125	-	-	-	-	10,125	-	-	-	-	20,250
Textbooks		-	5,000	-	-	-	-	-	-	-	-	-	5,000
Supplies s		-	10,100	-	-	-	-	-	-	-	-	-	10,100
Equipment		-	5,000	-	-	-	-	-	-	-	-	-	5,000
Telephone		667	667	667	667	667	667	667	667	667	667	667	8,000
Technolog		6,350	6,350	6,350	6,350	6,350	6,350	6,350	6,350	6,350	6,350	6,350	76,200
Student T		-	6,767	-	-	-	-	-	-	-	-	-	6,767
Field Trip		-	-	1,010	1,010	1,010	1,010	1,010	1,010	1,010	1,010	1,010	10,100
Transport		-	2,020	-	-	-	-	-	-	-	-	2,020	4,040
Student S		-	-	-	-	-	-	-	-	-	-	-	-
Other Exp		1,250	1,250	1,250	1,250	1,250	1,250	1,250	1,250	1,250	1,250	1,250	15,000
Staff Dev		-	35,390	-	-	-	17,695	-	-	-	17,695	-	70,781
Staff Rec		-	-	-	-	-	-	9,464	-	-	-	-	9,464
Student R		-	-	-	-	-	-	2,350	-	-	-	-	2,350
School M		-	300	300	300	300	300	300	300	300	300	-	3,000
Travel (St		833	833	833	833	833	833	833	833	833	833	833	10,000
Fundraising		-	-	-	1,000	1,000	-	-	-	-	-	-	2,000
Other		-	-	-	-	-	-	-	-	-	-	-	-
TOTAL SCH		33,751	87,017	13,625	14,625	14,625	31,320	23,750	25,439	13,625	13,625	31,320	12,963	315,687
FACILITY G ANCE													
Insurance		2,083	2,083	2,083	2,083	2,083	2,083	2,083	2,083	2,083	2,083	2,083	2,083	25,000
Janitorial		1,667	1,667	1,667	1,667	1,667	1,667	1,667	1,667	1,667	1,667	1,667	1,667	20,000
Building a		26,260	26,260	26,260	26,260	26,260	26,260	26,260	26,260	26,260	26,260	26,260	26,260	315,120
Repairs &		2,626	2,626	2,626	2,626	2,626	2,626	2,626	2,626	2,626	2,626	2,626	2,626	31,512
Equipment		-	10,000	-	-	-	-	-	-	-	-	-	-	10,000
Security		-	-	-	-	-	-	-	-	-	-	-	-	-
Utilities		3,939	3,939	3,939	3,939	3,939	3,939	3,939	3,939	3,939	3,939	3,939	3,939	47,268
TOTAL FAC INTENANCE		36,575	46,575	36,575	36,575	36,575	36,575	36,575	36,575	36,575	36,575	36,575	36,575	448,900
DEPRECIAT		-	-	-	-	-	-	-	-	-	-	-	-	-
DISSOLUTI ES / CONTIGENCY		-	-	-	-	-	-	-	-	-	-	-	25,000	25,000
TOTAL EXPE		143,513	337,230	255,756	256,756	256,756	273,452	265,881	267,570	255,756	255,756	273,452	619,424	3,461,304
NET INCO		374,526	(312,230)	262,282	(220,090)	278,682	(236,785)	307,607	(230,904)	292,732	(255,756)	265,545	(448,072)	77,539
CASH FLO														
OPERAT														
Examp		-	-	-	-	-	-	-	-	-	-	-	184,459	184,459
Other		-	-	-	-	-	-	-	-	-	-	-	-	-
Total Operating Activities		-	-	-	-	-	-	-	-	-	-	-	184,459	184,459
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		-	-	-	-	-	-	-	-	-	-	-	184,459	184,459
NET INCOME		374,526	(312,230)	262,282	(220,090)	278,682	(236,785)	307,607	(230,904)	292,732	(255,756)	265,545	(263,613)	261,998
Beginning Cash Balance		-	374,526	62,296	324,578	104,489	383,171	146,386	453,994	223,090	515,822	260,066	525,611	-
ENDING CASH BALANCE		374,526	62,296	324,578	104,489	383,171	146,386	453,994	223,090	515,822	260,066	525,611	261,998	261,998

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Sample titles that fall under this line:
Director, Deans, Coordinators of:
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Sample titles that fall under this line:
- Secretary
- Receptionist
- Attendance Clerk

CSI:
Sample titles that fall under this line:
Content/Subject Area Teachers:
- ELA

CSI:
Sample titles that fall under this line:

CSI:
Sample titles that fall under this line:
- Speech Therapists
- Social Workers

- Photography
- Ceramics

CSI:
Cafeteria
Other

CSI:
Health and Dental
Social Security
Medicare
Unemployment
Other

CSI:
Janitorial
Consultants

CSI:
Development
Conferences

CSI:
Curriculum

CSI:
Instructional

CSI:
Hardware
Software
Internet
Wiring

CSI:
Conferences

CSI:
Interest
Bank Charges
Bad Debt
Misc. Fees (i.e. Licensing)
Dues & Membership
All Other
(If any questions contact CSI)

CSI:
Facility Related
*** Includes the Purchase any**

CSI:
Electric
Gas
Other

CSI:
$75,000 should be set aside for Dissolution and it can be spread out over the first THREE years if the school chooses. If spread out each year should minimally be $25k.

A note can be added under assumptions describing the breakout.

Rosalyn Yalow Academy 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.**

Assumptions

DESCRIPTION OF ASSUMPTIONS - Please reference section/page number in application if applicable. For example, student enrollment would reference the page in the application that states enrollment targets.

Total Revenue		3,538,843	4,218,120	6,117,501	7,495,647	8,813,722
Total		3,461,304	4,210,434	5,817,163	6,770,006	7,710,513
Net In		77,539	7,686	300,338	725,641	1,103,209
Actua		202	249	374	456	536
Total		202	249	374	456	536
		Year 1	**Year 2**	**Year 3**	**Year 4**	**Year 5**
		2014-15	**2015-16**	**2016-17**	**2017-18**	**2018-19**
		***Year 1 should tie to Totals for Year 1 on Tabs 4 and 5**				
REVEN		**Per Pupil Revenue Percentage Increase**				
RE		**0.0%**			**0.0%**	**0.0%**
Per Pupil Revenue	**CY** Per Pupil Rate					
New York City CSD 10	13,527	2,732,454	[illegible]	[illegible]	6,168,312	7,250,472
School District 2 (Enter Name)	-	-	-	-	-	-
School District 3 (Enter Name)	-	-	-	-	-	-
School District 4 (Enter Name)	-	-	-	-	-	-
School District 5 (Enter Name)	-	-	-	-	-	-
		2,732,454	[illegible]	[illegible]	6,168,312	7,250,472
Special Education Revenue		375,779	[illegible]	[illegible]	999,191	1,177,556
Grants						
Stimulus		-	-	-	-	-
Other		-	-	-	-	-
Other		-	-	-	-	-
TOTAL REVENUE FROM STATE SOURCES		3,108,233	[illegible]	[illegible]	7,167,503	8,428,028
REVENUE FROM FEDERAL FUNDING						
IDEA Special Needs		32,670	42,350	68,970	87,120	102,850
Title I		87,000	108,000	163,500	200,000	235,500
Title Funding - Other		5,000	5,000	5,000	5,000	5,000
School Food Service (Free Lunch)		-	-	-	-	-
Grants						
Charter School Program (CSP) Planning & Implementation		110,000	190,000	-	-	-
Other		-	-	-	-	-
Other		-	-	-	-	-
TOTAL REVENUE FROM FEDERAL SOURCES		234,670	345,350	237,470	292,120	343,350
LOCAL and OTHER REVENUE						
Contributions and Donations, Fundraising		50,000	-	-	-	-
Erate Reimbursement		-	-	-	-	-
Interest Income, Earnings on Investments,		-	-	-	-	-
NYC-DYCD (Department of Youth and Community Developmt.)		129,982	-	-	-	-
Food Service (Income from meals)		-	-	-	-	-
Text Book		15,958	19,671	29,546	36,024	42,344
OTHER		-	-	-	-	-
TOTAL REVENUE FROM LOCAL and OTHER SOURCES		195,940	[illegible]	29,546	36,024	42,344
TOTAL REVENUE				[illegible]7,501	7,495,647	8,813,722
EXPENSES						
ADMINISTRATIVE STAFF PERSONNEL COSTS						
Executive Management				[illegible]6,015	160,695	165,516
Instructional Management				[illegible]4,661	231,401	238,343
Deans, Directors & Coordinators				[illegible]2,353	84,824	87,368
CFO / Director of Finance				[illegible]2,353	84,824	87,368
Operations / Business Manage				[illegible]8,571	122,128	125,792
Administrative Staff				[illegible]6,497	68,492	70,547
TOTAL ADMINISTRATIVE STAFF				[illegible]0,450	752,364	774,934
INSTRUCTIONAL PERSONNEL COSTS						
Teachers - Regular			758,471	1,110,636	1,391,014	1,679,804
Teachers - SPED			[illegible]8,741	456,274	546,432
Substitute Teachers			-	-	-	-
Teaching Assistant			[illegible]4,706	210,824	258,325
Specialty Teachers	2.00	152,941	[illegible]1,020	324,721	334,463
Aides	-	-	-	-	-	-
Therapists & Couns	-	-	-	-	-	-
Other	7.00	411,765	541,765	558,018	574,758	592,001
TOTAL INSTRUCTION	19.00	1,344,588	1,743,749	2,443,121	2,957,591	3,411,024
NON-INSTRUCTIONAL PERSONNEL COSTS	**No. of Positions**					
Nurse	-	-	-	-	-	-
Librarian	-	-	-	-	-	-
Custodian	-	-	-	-	-	-
Security	-	-	-	-	-	-
Other	-	-	-	-	-	-
TOTAL NON-INSTRUCTIO	-	-	-	-	-	-
SUBTOTAL PERSONNEL SERVICE COSTS	24.00	1,844,588	2,258,749	3,173,571	3,709,954	4,185,959
PAYROLL TAXES AND BENEFITS						
Payroll Taxes		258,242	316,225	460,168	519,394	586,034
Fringe / Employee Benefits		202,905	271,050	412,564	519,394	627,894
Retirement / Pension	-	-	79,056	111,075	129,848	146,509
TOTAL PAYROLL TAXES AND BENEFITS		461,147	666,331	983,807	1,168,636	1,360,437
TOTAL PERSONNEL SE	24.00	2,305,735	2,925,080	4,157,378	4,878,590	5,546,395
CONTRACTED SERVIC						
Accounting / Audit		15,000	15,450	15,914	16,391	16,883
Legal		5,000	5,150	5,305	5,464	5,628
Management Company Fee		-	-	-	-	-
Nurse Services		-	-	-	-	-
Food Service / Sc		19,190	23,655	35,530	43,320	50,920
Payroll Services		4,732	5,732	8,332	9,532	11,332
Special Ed Servic		5,750	5,750	5,750	5,750	5,750
Tuition Services		-	-	-	-	-
Other Purchased /		316,310	376,840	399,690	478,080	548,870
TOTAL CONTRACTE		365,982	432,577	470,520	558,537	639,382
SCHOOL OPERATION						
Board Expenses		10,000	10,000	10,000	10,000	10,000
Classroom / Teachi		47,635	13,010	29,820	21,915	21,915
Special Ed Supplies		20,250	26,250	42,750	54,000	63,750
Textbooks / Curricul		5,000	5,000	13,644	24,012	32,200
Supplies / Materials		10,100	12,450	18,700	22,800	26,800
Equipment / Facilit		5,000	5,000	20,000	15,000	15,000
Telephone		8,000	8,800	9,680	10,648	11,713
Technology		76,200	51,000	67,400	51,800	54,200
Student Testing & Assessment		6,767	8,342	12,529	15,276	17,956
Field Trips		10,100	12,450	18,700	22,800	26,800
Transportation (student)		4,040	4,980	7,480	9,120	10,720
Student Services		-	-	-	-	-
Office Expenses		15,000	20,000	25,000	25,000	25,000
Staff Development		70,781	82,606	61,781	62,631	54,506
Staff Recruitment		9,464	2,000	5,200	2,400	3,600
Student Recruit		2,350	6,250	4,100	4,000	4,000
School Meals /		3,000	3,090	3,183	3,278	3,377
Travel (Staff)		10,000	10,000	10,000	10,000	10,000
Fundraising		2,000	2,000	2,000	2,000	2,000
Other		-	-	-	-	-
TOTAL SCHOOL O		315,687	283,227	361,966	366,680	393,536
FACILITY OPERATION & MAINTENANCE						
Insurance		25,000	30,000	35,000	40,000	45,000
Janitorial		20,000	24,000	28,000	32,000	36,000
Building and Land Rental / Lease		315,120	388,440	583,440	711,360	836,160
Repairs & Maintenance		31,512	38,844	58,344	71,136	83,616
Equipment / Furniture		10,000	5,000	10,000	5,000	5,000
Security		-	-	-	-	-
Utilities		47,268	58,266	87,516	106,704	125,424
TOTAL FACILITY OPERATION & MAINTENANCE		448,900	544,550	802,300	966,200	1,131,200
DEPRECIATION & AMORTIZATION		-	-	-	-	-
DISSOLUTION ESCROW & RESERVES / CONTIGENCY		25,000	25,000	25,000	-	-
TOTAL EXPENSES		3,461,304	4,210,434	5,817,163	6,770,006	7,710,513
NET INCOME		77,539	7,686	300,338	725,641	1,103,209

ENROLLMENT - *School Districts Are Linked To Above Entries*					
New York City CSD 10	202	249	374	456	536
School District 2 (Enter Name)	-	-	-	-	-
School District 3 (Enter Name)	-	-	-	-	-
School District 4 (Enter Name)	-	-	-	-	-
School District 5 (Enter Name)	-	-	-	-	-
TOTAL ENROLLMENT	202	249	374	456	536
REVENUE PER PUPIL	17,519	16,940	16,357	16,438	16,444
EXPENSES PER PUPIL	17,135	16,909	15,554	14,847	14,385

CASH FLOW ADJUSTMENTS					
OPERATING ACTIVITIES					
Deferral of Bonus	184,459	41,416	91,482	53,638	47,600
Other	-	-	-	-	-
Total Operating Activities	184,459	41,416	91,482	53,638	47,600
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	184,459	41,416	91,482	53,638	47,600
NET INCOME	261,998	49,102	391,820	779,279	1,150,809
Beginning Cash Balance	1,694	263,692	312,793	704,613	1,483,892
ENDING CASH BALANCE	263,692	312,793	704,613	1,483,892	2,634,701

CSI: This line should show how many students a school intends to be paid for.

For Example: If a school plans on enrollment of 100 students however is budgeting to only receive 95% of those students, 95 should be entered in in this row.

CSI: Enter in the Per Pupil Rate (PPR) for the Current Year (CY).

For Example: If this application is being submitted in 2009-10 for a school opening in 2011-12, enter in the 2009-10 PPR for that district in the cells below. If assumptions for years 1 thru 5 have a higher rate and assume PPR increases, indicate what % increase is assumed on row 16. Refer to the State Aid website for the tuition rates. https://stateaid.nysed.gov/charter/

CSI: ENTER IN NUMBER OF POSITIONS FOR YEAR 1. INCLUDE PLANS FOR THE POSITIONS IN THE OUT YEARS (YEARS 2-5) IN THE ASSUMPTION COLUMN.

CSI: **Sample titles that fall under this line:** Director, Deans, Coordinators of:

CSI: **Sample titles that fall under this line:** Content/Subject Area Teachers: - ELA - Math

CSI: **Sample titles that fall under this line:** - Speech Therapists - Social Workers

CSI: ENTER IN NUMBER OF POSITIONS FOR YEAR 1. INCLUDE PLANS FOR THE POSITIONS IN THE OUT YEARS (YEARS 2-5) IN THE ASSUMPTION COLUMN.

List exact titles included in the position category, if different from description, and staff FTE's (Full time equivalent)

State number of positions for years 2 thru 5 in assumptions if differ from year 1.

Executive Director: starting salary $125k + bonus

Principal: starting salary $100k + bonus; Director of Assessment: starting salary $80k +

Executive Assistant to Principal and Director of Assessment in Year 3, starting salary =

Director of Finance in Year 3: starting salary $70k + bonus

Director of Operations in Year 3: starting salary $95k + bonus

Officer Clerk in Year 1, starting salary $25k + bonus; Office Manager in Year 2: starting

7 in Year 1, 9 in Year 2, 13 in Year 3, 16 in Year 4, 19 in Year 5; starting salary $65k + bonus

2 in Year 1, 2 in Year 2, 4 in Year 3, 5 in Year 4, 6 in Year 5; starting salary $65k + bonus

Teaching Fellows: In lieu of Teacher-Social Workers starting with 4 in Year 3, 5 in Year 4, 10 in Year 5; starting salary $35 + bonus

2 ELL teachers in Year 1, 3 in Years 2 - 3, 4 in years 4 -5; starting salary $65k + bonus

Licensed Social Worker Teachers; 7 in Year 1, 9 in year 2 through 5; starting salary 45k +

We intend to get DOE support for the Nurse.

14% of salary

11% Year 1, working up to 15%

5% of payroll for retirement contribution and administration costs, 1 year deferral for

Annual audit; assumes 3% inflation

contracts, policies review; assume some pro bono, one board member is a lawyer

Snacks at $0.50 per student per day

$200 per staff member

CNSY Contribution

CSBM Contract; Family Night, Music, Chess and Fencing Instruction, Custodial Services

board recruitment, training, materials

Based on vendor quotes from CLKA and Singapore Math

$750 per special education student

$5000 per year: plus $100 per student in 3rd, 4th & 5th grade;

$50 per student for consumables

Assumption of contribution of equipment and furniture for bulk of needs from Horace Mann School in year 1 and 2; $5000 per new classroom

Assumes E-Rate Funds for Learning discount, $2k equipment, $6k usage and 10%

Assumption of contribution of computers from Horace Mann School in years 1 and 2; gross cost $35,000 computer room, $800 per staff member, network services, website

NWEA and STEP Assessment Materials $33.50 per student

$50 per student

NYCDOE to cover standard year; extended school year covered by school at $20 / student

Assume families pay for uniforms

Includes copiers, printing

Training by curriculum vendors

$400 per new staff member

$50 per new student

Covered by NYCDOE School Foods; $3000 per year to cover families that can't pay

External professional development travel, school visits

Based on insurance broker quote with charter school experience

Cleaning supplies, waste and snow removal; assumes $4000 increase per year

Assumes 78 SF/student at $20/SF

Assumes 10% cost of rent for repair and maintenance reserve (subject to actual space

Assume partial contribution of furniture from Horace Mann for year 1 and 2 for Cafeteria,

Assumes $3/SF

One year bonus deferral of 10% of salary each year

CSI: Development Conferences

CSI: Curriculum

CSI: Hardware Software Internet Wiring **Includes the Purchase or Lease of any of the**

CSI: Conferences

CSI: All Other

CSI: Interest Bank Charges Bad Debt Misc. Fees (i.e. Licensing) Dues & Membership All Other **If any questions contact**

CSI: Facility Equipment

CSI: Facility Related **Includes the Purchase or Lease of any equipment**

CSI: Electric Gas Other

CSI: $75,000 should be set aside for Dissolution and it can be spread out over the first THREE years if the school chooses. If spread out each year should minimally be $25k.

A note can be added under assumptions describing the breakout.

	Grade		Y1	Y2	Y3
	K		112	51	90
	1		90	110	90
	2			88	108
	3				86
	4				
	5				
Students	Total		**202**	**249**	**374**
New Students			202	47	125
20 to 60 Sped=	60%		16	21	34
60 plus Sped=	40%		11	14	23
FRL=			174	216	327
LTd English =			47	60	71
100% Enrollment			202	249	374
Classrooms	30	per class	7	9	13
New classrooms			7	2	4

% Free/reduced lunch	86.1%	86.6%	87.3%
% Limited English Proficiency	23.4%	23.9%	24.7%
% Special Ed/IDEA	13.6%	14.1%	15.1%

Student/Staff ratio	8.5	8.7	9.0
New Staff	24	5	13
Total FTE	24	29	42

	Base Salary		Y1	Y2	Y3
Executive Man	125,000		1	1	1
			7,059	151,471	156,015
Instructional			2	2	2
			1,765	218,118	224,661
	100,000		1	1	1
			7,647	121,176	124,812
	80,000		1	1	1
			,118	96,941	99,849
Deans, Directo	70,000		essment		1
					82,353
CFO / Director	70,000				1
					82,353
Operation / Bu	95,000		1	1	1
			1,765	115,118	118,571
Administrative Staff			1	1	2
			9,412	30,294	66,497
	30,000		0	0	1
					35,294
	25,000	29,412 Office Clerk	1	1	1
			29,412	30,294	31,203

CSI:
Sample titles that fall under this line:
- Head of School
- Superintendant
- School Leader
- Executive Director

CSI:
Sample titles that fall under this line:
- Principal
- Vice-Principal
- Assistant Principal
- Chief Academic Officer

CSI:
Sample titles that fall under this line:
Director, Deans, Coordinators of:
- Curriculum
- Instruction
- Faculty
- Students
- Assessment
- Student Affairs

CSI:
Sample titles that fall under this line:
- Secretary
- Receptionist
- Attendance Clerk
- Office Manager

Lead Teachers	70,000	82,353	Master Teacher	7	9	13
				7	7	7
					2	2
						4
				576,471	593,765	611,578
					164,706	169,647
						329,412
			Total Salary	576,471	758,471	1,110,636
Teaching - Soc	50,000	58,824	Total Number	7	9	9
				7	7	7
					2	2
				411,765	424,118	436,841
					117,647	121,176
			Total Salary	411,765	541,765	558,018
Teaching Fello	35,000	41,176	Total Number	0	0	4
				0	0	0
					0	0
						4
						164,706
			Total Salary			164,706
Sped Teachers	65,000	76,471	Total Number	3	3	5
				2.66	2.66	2.66
					0	0
						2
				203,412	209,514	215,800
					-	-
						152,941
			Total Salary	203,412	209,514	368,741
ELL Teachers	65,000	76,471	Total Number	2	3	3
				2	2	2
					1	1

						0
				152,941	157,529	162,255
					76,471	78,765
						-
			Total Salary	152,941	234,000	241,020
Nurse	55,000	64,706		0.0	0	0
				-	-	-
Custodian	28,000	32,941		0	0	0
				-	-	-
Total Employees				22	27	40
Professional Development						
NWEA trainer per diem				3,200	3,200	3,200
Sessions/year				4	4	6
NWEA Sub-Total				12,800	12,800	19,200
STEP school fee				750	750	750
STEP trainer/travel per diem				2,850	2,850	2,850
Sessions/year				12	16	6
Assessment Kits@$425				6,231	6,656	7,931
STEP Sub-Total				41,181	53,006	25,781
Core Knowledge Sub-Total				8,800	8,800	8,800
Singapore math Sub-Total				8,000	8,000	8,000
Sub-total Profesional Development				70,781	82,606	61,781
Data Assessment per Student						
NWEA				3,737	4,607	6,919
STEP				3,030	3,735	5,610
Sub-total Assessment per Student				6,767	8,342	12,529
Total Salary				1,844,588	2,258,749	3,173,571
Deferral of bonus				(184,459)	(225,875)	(317,357)
Payment of Deferral				-	184,459	225,875
				1,660,129	2,217,333	3,082,089
Specialized Programs						
			Art, Dance, Music	32,760	42,120	60,840
			Chess	76,300	105,300	152,100
			Director	49,000	70,200	101,400
			Asst.	27,300	35,100	50,700
			Fencing	68,250	87,750	126,750
			Total Cost	177,310	235,170	339,690
Contract Services				224,482	233,752	190,300
			Riverdale Mental Health	40,000	40,000	50,000
			Custodial Service	30,000	30,000	60,000
			Payroll Fee	4,732	5,732	8,332

		Nurse Services			
		Sped Services	5,750	5,750	5,750
		CSBM	99,000	101,670	10,000
		Insurance	25,000	30,000	35,000
		Legal	5,000	5,150	5,305
		Audit	15,000	15,450	15,914

Technology		Total	76,200	51,000	67,400
		Computers	54,200	39,000	45,400
		Network support	20,000	10,000	20,000
		Website	2,000	2,000	2,000
		Classrooms	7	9	13
		added per year	7	2	4
		Cost	-	-	-
		New Teachers	24	5	13
			18,928	4,000	10,400

Facility					
SF/Student	78	SF	15,756	19,422	29,172
Cost/SF	20	Cost	315,120	388,440	583,440
Maintenance as % of rent	10%		31,512	38,844	58,344
Utilities per square foot	$3		47,268	58,266	87,516
Cost of furniture per classroom	5000		35,000	10,000	20,000

CKLA & Singapore Math Materials	47,635	13,010	29,820
Total Instructional Emplyees	19	24	34
Students per Teacher	10.83	10.52	11.11

Y4	Y5	
90	90	0.02 Attrition Rate
88	88	
88	86	
105	86	
85	103	
	83	
456	**536**	
82	80	
43	51	Preferece for Sped
29	34	Preferece for Sped
400	471	
67	67	Assume ELL pass out after 2nd grade
456	536	
16	19	
3	3	

87.6%	87.8%
25.0%	25.2%
15.7%	15.8%

9.6	9.5
6	9
48	57

Y4	Y5
1	1
160,695	165,516
2	2
231,401	238,343
1	1
128,556	132,413
1	1
102,845	105,930
1	1
84,824	87,368
1	1
84,824	87,368
1	1
122,128	125,792
2	2
68,492	70,547
1	1
36,353	37,444
1	1
32,139	33,103

annual increase	3%
	103%

16	19	
7	7	
2	2	
4	4	
3	3	
	3	
629,925	648,823	
174,736	179,979	
339,294	349,473	
247,059	254,471	
	247,059	
1,391,014	1,679,804	

9	9
7	7
2	2
449,946	463,445
124,812	128,556
574,758	592,001

5	10
0	0
0	0
4	4
1	1
	5
169,647	174,736
41,176	42,412
	41,176
210,824	258,325

6	7	
2.66	2.66	Includes 2/3 speech therapist
0	0	
2	2	
1	1	
	1	
222,274	228,942	
-	-	
157,529	162,255	
76,471	78,765	
	76,471	
456,274	546,432	

4	4
2	2
1	1

1	1		
167,123	172,137		
81,128	83,561		
76,471	78,765		
-			
324,721	334,463		
0	0		
-	-		
0	0		
-	-		
46	55		
3,200	3,200		
6	6		
19,200	19,200		
750	750		
2,850	2,850		
6	3		
8,781	9,206		
26,631	18,506		
8,800	8,800		
8,000	8,000		
62,631	54,506		
8,436	9,916		$18.50
6,840	8,040		$15.00
15,276	17,956		
3,709,954	4,185,959		
(370,995)	(418,596)	assume 10% of total salary plus bonus deferred one year	
317,357	370,995	deferred bonus from prior year payment	
3,656,316	4,138,358	Total cash salary payment	
74,880	88,920	$60/hr 2days, 39wks per class	
187,200	214,700		
124,800	148,200	$100/hr 2-days, 39 wks	
62,400	66,500	$50/hr 2-days, 39 wks	
156,000	185,250	$50/hr 5-day, 39 wks	
418,080	488,870		
197,137	204,592		
50,000	50,000		
60,000	60,000		1 resource years 1 and 2, 2 thereafter
9,532	11,332	$200	per FTE

			$18/hr
5,750	5,750		Yallow hires own teachers
10,000	10,000		Includes $10,000 per year
40,000	45,000		
5,464	5,628		
16,391	16,883		Seek pro bono counsel whenever possible.
51,800	54,200		
39,800	42,200		$35,000 for initial computer room; plus $800 per staff
10,000	10,000		
2,000	2,000		
16	19	$800	cost per tablet
3	3	15	Computers per classroom
-	-		
6	9		
4,800	7,200		
35,568	41,808		
711,360	836,160		
71,136	83,616		
106,704	125,424		
15,000	15,000		
21,915	21,915		
40	49		
11.50	11.02		

	1 Year	5
% Revenue from per-pupil State and Special	88%	96%
Admin Staff % of total salary	27%	19%
Instructional Staff % of total salary	73%	81%
Personnel incl tax and benefits % of total exp	67%	72%
Contract services % of total expenditures	11%	8%
Operations % of total expenditures	9%	5%
Facilities % of total expenditures	13%	15%
Specials % of annual expenditures	5%	6%
Equipment and furniture % of total expenditur	0%	0%
Textbooks % of total expenditure	0%	0%
Technology % of total expenditure	2%	1%