

## APPLICATION SUMMARY

Charter School Name	The 21 <sup>st</sup> Century Preparatory Charter School (21 <sup>st</sup> CPCS)
Applicant	Rosa Escoto
Media Contact	Rosa Escoto
Media Contact Email Address	21centprepcs@gmail.com
Media Contact Telephone Number	516- 608-4236
District or Location	District 28 Queens
Opening Date	September 2013
Proposed Charter Term	5 years
Proposed Management Company or Partners	Chasdrew Fund (partner)
Projected Enrollment and Grade Span During Charter Term	550 students in Grades K through 10
Projected Maximum Enrollment And Grade Span	550 students in Grade K through 10

**Mission Statement:** The mission of the *21<sup>st</sup> CPCS* is to empower its students to be scholars, citizens and life-long learners who will flourish academically, socially, and emotionally, through both academic rigor and experiences, to be prepared for the educational challenges of the technological world of the 21<sup>st</sup> Century.

The 21<sup>st</sup> Century Preparatory Charter School will welcome all students with priority given to English Language Learners (ELL) and students with interrupted formal education (SIFE). Cognizant of the strengths and weaknesses of this population, The 21<sup>st</sup> CPCS will implement critical instructional strategies such as Shelter Instruction Observation Protocol (SIOP), cooperative learning and projects-based learning, single gender classrooms and videos tape of mini lessons for students (Flip). These research-based strategies are essential for all students, but, in particular, for the ELL's and SIFE students.

The instructional program will focus on the development of higher-order thinking skills and problem solving. It will avail itself of the cultural resources of NYC, Long Island, and the surrounding areas, giving students the experiences so necessary for success in the classroom and in the future. These experiences will serve as a catalyst and/or an enhancement for learning. Further, students will be part of a virtual farm experience through the school's affiliation with Echoview Farm in North Carolina (Chasdrew Fund). In addition, thematic units will frame the instructional core creating an interdisciplinary approach to study.

Technology will be used throughout the program with an emphasis on the “workings” of technology, allowing students to maneuver through the technical problems of a technological world.

While the academics will be guided by the Common Core in gender-specific classrooms, The 21<sup>st</sup> CPCS will endeavor to educate the whole child. To this end, there will be a full physical education program promising a strong body as well as a strong mind. In addition, a Civics component will permeate the entire curriculum demanding excellent social behavior, social consciousness and sportsmanship. In an effort to educate the whole child, second language instruction in Spanish will further prepare the students for the challenges of the 21<sup>st</sup> century.

The 21<sup>st</sup> CPCS will implement a rigorous academic curriculum that will be taught by highly qualified teachers in an inclusive, supportive environment, utilizing differentiated instructional strategies so vital for success especially for the ELL and SIFE populations. On-going staff development, promoting professional growth will create excellent teachers while reflection and discussion will alleviate the problem of teacher “burn-out” so systemic in charter schools. Excellent teachers, according to recent studies, make a substantial impact on students’ future success.

In response to the community, The 21<sup>st</sup> CPCS will have an extended day, an extended week and an extended year. The instructional day will begin at 7:40 AM and end at 4:30 PM with a remediation/enrichment/sports piece extending the day to 5:30 PM. Students can begin the day with breakfast at 7:00 AM and free and/or reduced lunch will be available daily to all eligible students. The Saturday Academy will extend the week with remediation, enrichment and sports. Students will participate in teams – soccer, softball and basketball. The year will end with the Summer Bridge Academy during the month of July. All sessions will begin with a formal assembly – a greeting with news especially announcing laurels - the Pledge of Allegiance and the Star Spangled Banner.

In the words of David Arnold, Headmaster of the George Jackson Academy, NYC, ‘Our students can do as well as any. All they need are the experiences to level the playing field.’

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Proposed Charter School Name The 21<sup>st</sup> Century Preparatory Charter School  
Proposed School Location (District) District 28

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."<sup>7</sup>

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<sup>8</sup>
- 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;<sup>9</sup> 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.<sup>10</sup>

Signature of Applicants:	<u>Rosa Escoto</u>
Date:	<u>1/30/12</u>
Print/Type Name:	<u>Rosa Escoto</u>

<sup>7</sup> N.Y. Education Law § 2854(2)(a)  
<sup>8</sup> ESEA § 5203(b)(3)(J)  
<sup>9</sup> ESEA § 5203(b)(3)(K)  
<sup>10</sup> ESEA § 5203(b)(3)(N)

# The 21st Century Preparatory Charter School Full Application

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

### I.A. Mission Statement and Objectives

The mission of *The 21<sup>st</sup> CPCS* is to empower its students to be scholars, citizens and life-long learners who will flourish academically, socially, and emotionally, through both academic rigor and experiences, to be prepared for the educational challenges of the technological world of the 21<sup>st</sup> century. Our unique focus on experiences will be the catalyst for academic rigor. New York City is the cultural capital of the world with its museums, theaters, zoos, historical sites, and ethnic neighborhoods. Too often, students do not visit these sites limiting their ability “to bring knowledge to the classroom table.” Quoting Headmaster David Arnold of the George Jackson Academy, NY, NY, “My students can perform as well as any others. What they need are the experiences to even the playing field.” These experiences will include and immerse the children in the Arts – music, dance, visual - enhancing and enriching the academic rigor of the curriculum.

*The 21<sup>st</sup> CPCS* will welcome all students with priority given to English Language Learners (ELL), and students with interrupted formal education (SIFE). *The 21<sup>st</sup> CPCS* is committed to addressing the educational needs of the whole child and will promote the successful attainment of high academic standards. These lofty goals will be attained through the implementation of a longer school day (7:40 am-5:30 pm), a longer school week (Saturday), and a longer school year (July). The school will provide a rigorous, comprehensive program for young and middle school students that is responsive to the needs of a diverse, multi-cultural community.

*The 21<sup>st</sup> CPCS* will promote individual student’s growth through the implementation of a challenging educational program that is anchored in the NYS Standards and the Common Core, introducing the *Flip Classroom* in year two of the charter in grades 2 and up. Additionally, instruction in Spanish will begin in Kindergarten and continue through high school. The school will use technology to support and enrich the instructional program. The Chasdraw Fund will enhance students’ learning through virtual lessons and teleconferences from their North Carolina Educational Farm – Echoview Farm. It is the objective of *The 21<sup>st</sup> CPCS* to provide an academically rigorous curriculum and a successful world-class public educational program that will enable all students, regardless of their background, to achieve their full potential, prepare them for success in college, equip them with the ability and desire for lifelong learning, and strengthen their civic, ethical, and moral values.

*The 21<sup>st</sup> CPCS* will provide extensive and on-going professional development for all staff throughout the school year. Staff will be given the opportunity to explore various strategies and methods both in school and at outside conferences. Self-reflection, video, peer lesson observations as well as traditional lesson observations will guide the school professional development plan.

### I.B. Key Design Elements

Our vision is to create a top-quality charter school that will provide families with a high quality public education alternative, a school where English speakers will learn collaboratively in a supportive environment, along with English Language Learners, students with special needs, and students with interrupted formal education (SIFE). The school will open in fall 2013 with grades Kindergarten, 1<sup>st</sup> and 6<sup>th</sup> and eventually expand to grades Kindergarten through 10 by the end of the charter in 2018. *The 21<sup>st</sup> CPCS* student population will mirror the CSD 28 population and the surrounding districts.

*The 21<sup>st</sup> CPCS* will give acceptance preferences to ELL, SIFE and low income students. These students are at risk of not succeeding in school and of dropping out of school. Middle and high schools throughout the US are seeing expanding enrollments of students whose primary language is not English. Community School District 28 follows that trend. Pre-adolescent and adolescent ELL’s are a diverse group of learners

in terms of their educational backgrounds, native language literacy and socio-economic status. Many pre-adolescent and adolescent ELL's need to learn English while at the same time study core content areas through English. As per the National Center for Education Statistics, (NCES), 89% of Hispanic and 86% of African-American middle and high school students read below grade level (NCES, 2005). The approach to literacy development needs to be revisited when teaching African-American black and Hispanic students in low socio-economic areas to increase the percentage of high school graduates who are college ready. A growing number of ELL's enter our schools in grades where literacy instruction is no longer provided (phonemic awareness, phonics and reading strategies) and do not receive instruction in language mechanics. Not all ELL's have the same needs. There are ELL's who are well educated and academically literate in their own language. They are able to learn English quicker and transfer their academic skills; but, a growing number of ELL's are entering our school with interrupted formal education (SIFE) thus are below grade level literacy in their native language. Students with interrupted schooling need to learn English and subject matter in a limited time. They are required to do double the work in order to succeed (*Double the Work: Challenges and Solutions to Acquiring Language and Academic Literacy for Adolescent English Language Learners*, Carnegie Report 2009, Carnegie Corporation).

Pre-adolescent/adolescent ELL's with limited formal schooling and below grade level literacy are most at risk of educational failure. They are entering our schools with weak academic skills at a time that the nation is emphasizing rigorous, standards-based curricula and high-stake assessments for all students. There is no simple, one-size-fits-all solution to the challenges confronted by ELL's and SIFE students. Newcomers are not the only students struggling. Some ELL's have grown up in the US but for various reasons (mobility, switching between different language programs), they have not developed the degree of academic literacy needed for success in school and society. *The 21<sup>st</sup> CPCS* will test entering upper-grade ELL students starting in Grade 3 with the Spanish version of the TerraNova to assess content knowledge and thus be able to identify SIFE students.

It is the founders' vision to create a school where:

All students, regardless of race, income, academic challenges, and ability - including ELL's, SIFE and special education students - have access to the same quality educational experience. Challenges and support is provided for students to meet the instructional rigor needed to meet or surpass the performance of students in neighboring schools in CSD 28 and acquire the skills to succeed in college and in life. Every classroom is staffed by a certified teacher and a teacher assistant. The teacher or the TA is to be bilingual.

Students will be instructed in a safe, nurturing environment and provided with a longer day (7:40-5:30), a longer week (Saturday Academy), a longer school year (July) and the experiences created by field trips to museums, theater, and cultural sites which will have a positive impact in closing the achievement gap. Collaboration with Echoview Farm (Chasdrew Fund) will provide a virtual, rural farm experience for urban students. This experience will tap into those ELL's and SIFE students who have rural experiences and will be able share this knowledge with classmates while introducing urban students to the experience of farm life.

Students working cooperatively through *Kagan Cooperative Learning Strategies* are challenged and by an integrated curriculum aligned to the Common Core and taught by caring and well-trained faculty who demand academic and behavioral excellence. Mini lessons in core disciplines will be video accessible to students to preview and/or review. (*Flip Classroom* beginning in year two of the charter in grades 2 and up). Bi-weekly teacher made assessments or projects provide faculty with real-time feedback on instruction and learning that will drive the curriculum and the professional development plan.

Students will develop leadership skills, acquire knowledge, and develop the confidence to succeed in college and in their careers; as well as be able to provide leadership in their community and the world.

Young men and women - in uniform, will learn their core subjects in gender specific classrooms thus reducing distractions to learning. A report commissioned by the US Department of Education entitled "Single-Sex versus Co-educational Schooling: A Systemic Review (2005), supports the premise that single-sex schooling can be helpful in obtaining positive outcomes related to academic achievement and academic aspirations. In the past five years, there has been a significant increase in single gender charter school throughout New York State and the nation. Their student statistics show significant academic achievements and less disciplinary challenges. *The 21<sup>st</sup> CPCS* will adopt this model for students in grades 3 and up for core subjects thus facilitate the acquisition of knowledge, skills, and the social judgment students need to face the challenges of our times.

*The 21<sup>st</sup> CPCS* instructional model has a consistent approach to pedagogy and instruction. The staff will share the school's vision and goals aimed at preparing all students to achieve success. Once students are accepted, a series of diagnostic tests administered prior to the school opening will provide vital academic data for all incoming students, (DIAL for Kindergarten and the TerraNova for grades 1-8) and will enable the school to plan the staffing and support systems. Direct instruction will focus on thematic curriculum design and skillful implementation of educational content and methods. The thematic units and curriculum map will be developed during the planning months.

The school will implement the Shelter Instruction Observation Protocol Model (SIOP) – A researched based program that provides a direct method of instruction, is results-based and highlighted as an effective model for instruction by the Center for Applied Linguistics (CAL). Its instructional structures will benefit all students. An Individualized Student Success Plan will be created for every student to monitor and record students' academic growth. The longer day will afford the school the time to incorporate in-depth instruction in core subjects, provide physical education five times per week and introduce all students to the Arts. A longer year will provide time for remediation and/or enrichment of skills as well as organized sports and will keep students in a safe learning environment while parents are at work. The integration of field trips will provide for extended learning beyond the conventional classroom and connect learning to life. The students will attend school in uniform and receive instruction in grades 3 -10<sup>th</sup> in gender-specific classrooms for core subjects. Students will be able to be together for lunch, assembly programs, and the 4:30 PM to 5:30 PM enrichment program.

The recruitment, development and retention of effective teachers are critical to high student achievement. Effective teachers manage their classroom, know their content, develop skills sequentially over time, and use data strategically to inform their instruction. The students will be instructed by a certified experienced lead teachers and teacher assistant who holds a Bachelor's Degree and are pursuing NY State Certification. To provide further individualization in core subjects the ESL or Special Education Specialist will push in for one period of ELA and one period for Math. Teachers will have the opportunity to plan together, and be supported by a staff developer, consultants and the school administration.

Students will be introduced to various sports during their scheduled gym periods. However, they can refine sports skills during the enrichment hour. Computer science will support the daily instruction. The computer/technology plan will be developed during the planning months. Computer instruction will be aligned to the standards and will be available to all students via computers in the classroom and a computer lab providing support to the *Flip Classroom* in year 2 (\*see below). Lower grade students' instruction will include but not be limited to basic computer skills, such as keyboarding, Microsoft Word, PowerPoint, and the use of instructional software programs to augment their learning. Upper grade students will use computers for research; will learn Excel as well as how to fix common hardware problems. During the planning months we will endeavor to purchase I-Pads through grants. The Arts will be provided during the instructional day and augmented during the enrichment hour of 4:30 PM-5:30 PM. Art and Music teachers will be hired to support the enrichment program.

Units of study will be launched through field trips to a related cultural/historical site that will create experiences for the students. Students will have the opportunity to take notes, take pictures, and create drawings of the visited sites that will be incorporated into their thematic unit of study and guide their research. The unit of study will be concluded with another trip to a selected historical/cultural site. However, if unavailable, a virtual tour of the selected site will be incorporated as a summary to the unit. Additional culminating activities can include appropriate fiestas, plays, poetry readings, etc. Echoview Farm, video conferencing and lesson sharing will enhance the Social Studies and Science thematic units of study.

Social studies will be aligned with English Language Arts and the Arts. The Founders recognize that music and art are primary aspects of human history and culture. The teaching of integrated Social Studies will emphasize the history, art, writing and philosophical views exemplified by the people of that time and place. Trips to museums and cultural sites will lead to better understanding of the history/geography and better prepare our students. In addition to regularly schedule visits to museums and cultural sites, the school will take advantage of lessons provided by The Walters Art Museum of Baltimore, The University of Rochester Memorial Art Gallery, and The National Endowment for Humanities and the Library of Congress. These institution offer instructional materials and lesson plans that link history and culture to art works. The units of study will be developed during the planning months.

A Saturday Academy (9:00 AM- 12:00 PM) has been created to support struggling students, ELL's and SIFE students. The Saturday instructional program will provide two hours of direct instruction on building basic skills in literacy and Math. It will be enriched by one hour participation in a sport. Our July program, open to 2nd graders and up, will run for 20 instructional days from 8:30 AM-12:00 PM. It will serve to acclimate incoming students to the culture and academic rigor of the school as well as teaching/reviewing study skills, organizational skills; review of basic Reading and Math skills. The July program will be enhanced by sports. The instructional model selected "Sheltered Instruction Observation Protocol" –SIOPI is known as an empirically validated approach for implementing effective sheltered content instruction for students who are acquiring English as a second language and for urban students who lag in ELA skills. When used consistently, research indicates significant improvement of English learners' academic achievement. SIOPI provides access for ELLs to grade-level content standards and concept while they continue to improve their English proficiency. It promotes mastery of content objectives, language objectives. (Echevarria, Short & Powers, 2006; Echevarria, Vogt & Short, 2008-").

#### *The Flip Classroom:*

It is an inverted teaching structure in which instructional content is delivered outside the classroom; while engagement with the content – the skill development and practice, projects and the like – is done in class under direct teacher guidance along with peer collaboration. In a Flipped classroom teachers create videos of their mini lessons for students to view outside the classroom. The teacher morphs from "sage on the stage" to "guide on the side." A flipped class swaps explanation and lecture, which are usually given in the classroom, with activities that normally is given for homework. This approach allows the teacher to leverage additional time to spend supporting students and working on skills that need to be mastered; students work at their own pace and achieve a more thorough understanding of concepts at a deeper level. Students will be able to re-visit a lesson demonstration as often as needed; traditional homework is eliminated and students don't need to depend on t parents for homework support. All initial viewing will be available after school; posted in the teachers page of the school website and/or given to the pupil on a storage devise. This approach easily accommodates differentiated instruction; translates seamlessly into the workshop model while promoting cooperative learning. *Inverting the Classroom: A Gateway to Creating an Inclusive Learning Environment*, Maureen Large, Glenn Platt, Michael Teglia; Journal of Economics Ed. 2000.

This approach lends itself to support our "experience based component" – both field trips and Echoview Farm – through the use of technology. We intend to begin the Flipped Classroom component in

year 2 of our charter in grades 2 and up starting in Social Studies, Science and Math. In subsequent years, as students, parents and teachers acclimate, we intend to add, Reading skill, ESL, and Spanish. A side benefit of this approach is that it will provide documentation of the implementation of school core instructional program, teacher's growth and will generate data for professional development. Cooperative learning strategies will be infused throughout the subjects. Cooperative learning is an approach to organizing classroom activities into academic and social learning experiences. Unlike individual learning, students learning cooperatively capitalize on one another's resources and skills. In a classroom organized for cooperative learning the teacher's role changes from giving information to facilitating students' learning. Everyone succeeds when the group succeeds. Ross and Smyth (1995) describe successful cooperative learning tasks as intellectually demanding, creative, open-ended, and involve higher order thinking tasks. Robert E Slavin (Johns Hopkins University) in his article "Developmental and Motivational Perspectives on Cooperative Learning: A Reconciliation," applauds the Kagan structures as instrumental in increasing student achievement at all levels. The positive outcomes of implementing Kagan Strategies include: academic gains, improved race relations and increased personal and social development. In *A case study of cooperative learning and communication pedagogy; Does working in teams make a difference?* Brady & Tsay (Tsay, M., & Brady, M. published by Journal of the Scholarship of Teaching and Learning(2010)), report that students who fully participated in group activities, exhibited collaborative behaviors, provided constructive feedback and cooperated with their group had a higher likelihood of receiving higher test scores and course grades at the end of the semester.

**I.C. Enrollment, Recruitment and Retention**

*The 21<sup>st</sup> Century Preparatory Charter School* will give priority to students who are ELLs, SIFE and students eligible for the Federal Free and Reduce Price Lunch program. The number of Students with Disabilities will be comparable to District 28.

Projected Enrollment Table Over the Charter Term						
Grades	Ages	2013-2014	2014-2015	2015-2016	2016-2017	2017-2018
K	5	50	50	50	50	50
1 <sup>st</sup>	6	50	50	50	50	50
2 <sup>nd</sup>	7		50	50	50	50
3 <sup>rd</sup>	8			50	50	50
4 <sup>th</sup>	9				50	50
5 <sup>th</sup>	10					50
6 <sup>th</sup>	11	50	50	50	50	50
7 <sup>th</sup>	12		50	50	50	50
8 <sup>th</sup>	13			50	50	50
10 <sup>th</sup>	15					50

These are projected ages which may not always align given that our population will include ELL's, SIFE students, students with disabilities and may include hold-over students. Accommodations will be made as necessary.

Fifty students per grade will allow for gender specific classrooms; collaborative teaching; student support staff; flexibility in programming individualized instruction.

The growth strategy demands that the school retains at least 90% of students creating a stable student population. Beginning the charter in Kindergarten and Grade 1 allows students to be nurtured from day one in the culture of the school. The initial enrollment in Grade 6 will address the problem of the middle

school child and will afford academic support in a nurturing environment. This will keep the student on track and in school.

In the Recruitment Plan the 21<sup>st</sup> CPCS will give priority to ELL students and SIFE complying with federal law, the Civil Rights Act of 1964, No Child Left Behind, and CR Part 154. *The 21<sup>st</sup> CPCS* will target the section of CSD 28 with the highest percentage of ELL's and SIFE students. Recruitment information will be provided in the primary languages of the targeted population. *The 21<sup>st</sup> CPCS* instructional model seeks to support Title 1 eligible students, ELLs and SIFE population in an effort to close the widening educational achievement gap. The support of a certified school social worker who speaks the home language of parents and students will enhance the retention plan.

<p>Demographic Group: ELL's, SIFE students, Special Needs Students, and General Education Students</p>	<p>Strategies: Hold Informational Meetings with the community about the nature of Charter schools assuring that they are public schools that are free and open to all students; that free lunch is available, if eligible; that when more students apply to a charter school than it has room for, then a lottery is held to determine acceptance. Create an application in the common languages of the district that is simple to understand and that requires a minimum of information. Create flyers in the common languages of the district that provide clear information about the services and programs provided by the school. Distribute the application and flyers in targeted areas which are likely to serve families of targeted students – churches, social service agencies, day care centers, local PTA organizations, CSD 28 office and supermarkets, libraries, community centers. Host information fairs at local churches, elementary schools, day care centers, and social service centers. Advertise the school's enrollment process in local media – community newspapers. Assure parents that services provided by charter will be far and above those of the public schools.</p>
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**Retention Plan:**

<p>The retention plan will be on-going and include all stakeholders – students, parents, teachers, and administrators. The goal is to: laud achievements - through the morning assemblies and community-wide celebrations of student's work and accomplishments; address problems – both academic and social – before they become critical through on-going conferences with teachers, administrators and guidance personnel; provide support to students and their parents; create a welcoming nurturing learning environment where students come first.</p>	<p>The retention plan will include, but not be exclusive of: daily individual meetings with students; addressing students' academic and social needs; trips to promote learning outside the classroom; monthly reports to parents; a teacher /student ratio which allows for immediate intervention; videos of mini lessons given to students (<i>Flip Classroom</i>); a safe &amp; nurturing school climate; certified, well trained teachers; an extended day, week, and year and timely conference with parents who express dissatisfaction with any aspect of the school.</p>
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In essence, retaining students at the charter will be accomplished by addressing the academic, emotional, and physical demands of every child.

The community has expressed a need for a charter school. Over the past two years the idea of charter school had gained momentum. African American students as well as ELLs and special needs have failed to make adequate yearly progress. The 21<sup>st</sup> CPCS will recruit students who are historically underserved and uninformed about educational choices and opportunities. The strength of the school design is enhanced with a diverse student body. Thus, we will be active in the recruiting a diverse population. In discussions with community members through various churches - St. Stephen's Episcopal Church, Iglesia Alianza Cristiana y Misionera de Queens, Our Lady of the Angelus, Our Lady of the Cenacle, The Church of the Resurrection- we have determined that more than a sufficient number of students will seek enrollment. Outreach has been on-going throughout this writing process. St. Stephen has made available a meeting room at no cost in which to hear community concerns about charter schools, and addressing the community's school need for a school with an extended day, week and year. The community will continue to be informed on the status of this proposed charter.

General recruitment process will involve the distribution of information to locations and persons most involved with young children and pre-teens (middle-school.) School information drives have been held throughout District 28 and will continue to be held in strategic locations in the community to inform and identify potential students, once the charter is approved. A pre application form to determine parent interest is distributed to assess potential student enrollment. The student enrollment is simple and available in the common languages of CSD 28. It will call for the:

Child's Name; Age; Grade; Address; Phone; Parents Names; Home Language; Home School; Siblings Names and Ages, Grades. Applications will be distributed at the various venues in CSD 28 – churches, social service agencies, PTA offices, CSD 28, and at formal meetings. Applications will be collected at that time. Additional completed applications will be collected by founding members upon receipt by various agencies.

Once we have notification that the 21CPCS has been approved, parents who have filled out the pre application forms will be contacted. Admission priority will be given to Title 1 eligible students, ELL's and Students with Interrupted Formal Education in the middle and high school as per the school design. When the number of applicants exceeds the number of seats, a lottery will be held. The lottery will be held after April 2, of each year. Seats will be allotted to ELL students and SIFE students first. Any remaining seats will be allotted to both general education and special needs students mirroring CSD 28 student population. Upon acceptance to the 21 CPCS a full application which include medical information; proof of residency and registration at District 28 will be required. Full accessibility to the school will mirror the NYC transportation policy.

#### **I.D. Community to be served:**

Community School District 28 is a large, complex district with diverse needs. It is located in central Queens and encompasses Rego Park, Kew Gardens, Forest Hills, Forest Hills Gardens, Briarwood, Jamaica, South Jamaica, Rochdale Village and Springfield Gardens. As per the NYS Report Card 2010, it had an enrollment of 36,573 students in grades K-12, and 4,045 students are classified as Limited English Proficient. It is comprised of 45 schools; 29 are in good standing; four are identified as Improvement Year 1 Basic, while six schools are classified as Improvement Year 1 Focused, one school is classified as Improvement Year 1 Comprehensive, one school is in Year 2 Focused Restructuring and two schools are Restructuring Advanced Comprehensive. The communities that form Community School District 28 vary from middle class neighborhoods with schools reporting a low percentage of families eligible for free/reduced lunch - Forest Hills and Forrest Hills Gardens - to schools where the percentage of students

eligible for free/reduced lunch is above 90% such as PS 94 where the ELL population is 55% of the student body. The student ethnic population also varies from community to community. While the overall District Report Card indicates that 30% of the students are Black/African American; 24% are Hispanic/Latino; 30% are Asian, and 16% are white, individual schools located in poorer areas report higher percentages such as those of PS 82 with 91% free/reduced lunch, 32. % limited English, 17% African American, 44% Hispanic and 37% Asian. This school followed the District trend and cohorts of ELLs, Hispanic and African American who did not make AYP. The district shows a growth in population creating overcrowding conditions in some schools. The latest District Report Card 2010-2011 indicates a population growth especially in the middle grades and high school:

Student Population  
2010- 2011

K	2630	2599
1 <sup>st</sup>	2630	2,599
2 <sup>nd</sup>	2747	2,773
3 <sup>rd</sup>	2491	2,627
4 <sup>th</sup>	2,561	2,520
5 <sup>th</sup>	2,353	2, 601
6 <sup>th</sup>	2,439	2,419
7 <sup>th</sup>	2129	2,280
8 <sup>th</sup>	2,116	2,184
9 <sup>th</sup>	3,853	4078
10 <sup>th</sup>	3,383	3679
11 <sup>th</sup>	2933	2947
12 <sup>th</sup>	2877	2986

As per the 2010 -11 District Report Card, Elementary/Middle ELA results indicate that English Language Learners and Students with Disabilities did not make AYP. In Mathematics African American, Students with Disabilities and English Language Learners did not make AYP. High School students with disabilities, English language learners and African American students did not make AYP in ELA and in Mathematics and in ELA.

There is one Charter school in the district. The *Rochdale Early Advantage Charter School* opened in 2010 with grades K and 1and when it reaches full capacity it will enroll 238 students in grades Kgn. through 5. There was proposal sent to SUNY in February for a K-6 Charter School, KIVA Academy, with a maximum capacity of 440 students.

*The 21<sup>st</sup> CPCS* addresses the needs of this diverse community district by targeting the population most in need: the ELL's, SIFE students and economically disadvantaged students. *The 21<sup>st</sup> CPCS* will provide parents with an alternative public school option. This is especially significant to parents of middle grade students. A repeated concern voiced by community members was the need for more instructional time. Many parents work two or more part time jobs and many middle grade students are usually latch key children.

*The 21<sup>st</sup>CPCS* has addressed the expressed community needs by incorporating a longer day, week and year in its program design. The school will be able to provide more personalized instruction via two professionals in each classroom; a certified teacher and a TA. As part of the instructional plan, *The 21<sup>st</sup> CPCS* has incorporated trips to museums and historical sites in NYC and surrounding communities and has placed emphasis on physical education, and the Arts. Further, the students will receive innovative

lessons via teleconferences and the capability to view their teacher's mini lessons as often as needed. *The 21<sup>st</sup> CPCS* will focus on the academic, physical and social development of the child and will seek to partner with our students' families. The instructional plan will be supported by a part-time retired principal who will serve as mentor to the principal, collect and analyze students' data and organize professional development. Retired teachers with expertise in the areas of Mathematics, Science, and ELA will serve as part-time consultants who will provide on-going professional development.

The community was chosen for a variety of reasons: it appears on the list of the NYCDOE Charter Schools Office of communities in need of having alternative public education; as per the District Report Card 2010-11, 49% of students in grade 3 through 8 scored below proficiency levels in ELA and 40% scored below proficiency in Math indicating problems in both the elementary and middle schools. This year, again both cohorts of ELL's and Students with Special Needs did not make AYP and community members expressed a need for increase of parental options.

### ***I.E. Public Outreach***

Outreach began in November 2011 with calls to St. Stephen's Episcopal Church and Iglesia Alianza Cristiana y Misionera de Queens. Upon meeting with members of these churches, we were invited to extend our inquiries to Our Lady of the Angelus, Our Lady of the Cenacle and The Church of the Resurrection. We distributed flyers announcing the proposed Charter School and parishioners were receptive to the idea of a charter school. Community meetings were scheduled. Announcements and flyers were distributed, placed on the church bulletin boards as well as in local supermarkets. Community meetings were held from December 2011 through February 2012 and in June and July at ST. Stephen's Episcopal Church where a Founding member is an active participant. We presented the mission and the overall view of the charter school, population to be served, and instructional approach. Parents were disappointed that the school was only a proposal and not a reality. Six community members offered to support the efforts of the Founding Members and volunteered to be part of the planning board. Three community members were selected to join the proposed Board of Trustees. Institutions and businesses that function in District 28 are being identified as well as elicit their support and to post and distribute materials.

Many of the parents are from the Caribbean Islands and favored school uniform, strong discipline, a longer school day and longer school year. They expressed their concerns about the middle schools and the need to have their children in a safe environment while they work. They were concerned with the elimination of afterschool and summer programs that were offered to students due to budget shortages and look forward to having their children in a safe and supportive learning environment that will help their children reach their potentials and support the working parents. Many parents have more than one job and face challenges with the supervision of their children. Attendees were very supportive of a school that would accommodate K-10 grade with a possibility of expansion after five years to K-12. Parents expressed the need to have their children in one school instead of rushing from the early childhood (K-2) to elementary and middle school when they are rushing to get to work on time. The low achievement and high drop-out rate of black and Latino children was a concern express by community members. The objectives of 21CPCS were discussed and student support plan was presented in details in all our meetings. After the "Question/Answer" period, the "Wish List" was distributed. Parents were encouraged to return these flyers either at the end of the evening or in stamped envelopes provided by the founding members. Many suggestions given by community members were included in the school design. All announcements, flyers, lists and responses were distributed in English and Spanish allowing for a wider net of participation. A Community meeting will be held on Saturday August 4 at Saint Stephen Episcopal Church to up-date the community on the submission of this application. We will place announcements in local papers to advertise meetings in the fall as this proposal progresses in the evaluation process. In addition, the founding

members contacted both Assemblywoman Barbara Clark and CSD Superintendent Jeanette Reed. Both promised to meet with the founders if and when the charter was approved by the State.

The Charter School office has helped us identify a possible location for the school. It is a day care facility that is closing. The building was constructed in 1970, has two floors, and 20,465 square feet. The building is located at 112-06 Sutphin Boulevard in the Jamaica section of District 28.

### **I. F. Programmatic and Fiscal Impact**

The impact of *The 21<sup>st</sup> CPCS* on the public and non-public schools of the area will be positive overall. Programmatically, the school will present a model which extends the day, week and year; provides experiences through trips; provides for the academic, social and physical needs of the child, etc. This unique program may encourage surrounding schools to replicate pieces of the model that works for their student population. Fiscally, federal, state and city monies follow the child. Given that *The 21<sup>st</sup> CPCS* is only the second charter (or third if KIVA Academy is granted) in CSD 28 and given that the numbers are small in relation to the entire CSD 28 student population of 36,573 students, the monies diverted to the charter students should have very little fiscal impact on the surrounding schools.

## **11. Educational Plan**

### **II.A. Achievement Goals**

Student achievement will be measured by:

Absolute student achievement goals

Comparative goals

Growth goals

Student outcomes will be used to: drive instruction; inform the school community and the community at-large; and, assess the viability of the school. Modifications will be made to meet the requirements of the Individualized Education Plan (IEP). Students with severe cognitive disabilities will be assessed with the NYS Alternative Assessment (NYSAA) when specified by the IEP.

#### **Absolute student achievement goals for general education elementary students:**

- Each year 85% of Kindergarten students who have attended for the full year with a 90% attendance rate will score proficient on the ECLAS-2.
- Each year 80% of Grade 1 students who have attended for two years with a 90% attendance rate will score proficient on the ECLAS-2.
- Each year 80% of Grade 2 students who have attended for two years with a 90% attendance rate will score proficient and test-out of ECLAS-2.
- Each year 75% of Grade 3 students who have attended for two years with a 90% attendance rate will score at or above grade level on the ELA and NYS Math assessments.
- Each year 75% of Grade 4 students who have attended for two years with a 90% attendance rate will score at or above grade level on the ELA, NYS Math assessment and the ESPET.
- Each year 75% of Grade 5 students who have attended for two years with a 90% attendance rate will score at or above grade level on the ELA and NYS Math assessments.

#### **Absolute achievement goals for general education middle and high school students:**

- Each year 75% of Grade 6 students who have attended for two years with a 90% attendance rate will score at or above grade level on the ELA and NYS Math assessments.
- Each year 75% of Grade 7 students who have attended for two years with a 90% attendance rate will score at or above grade level on the ELA and NYS Math assessments.

- Each year 75% of Grade 8 students who have attended for two years with a 90% attendance rate will score at or above grade level on the ELA, NYS Math, Science and Social Studies assessments.
- Each year 75% of Grade 9 students who have attended for the full year with a 90% attendance rate will score 65 or better on the Algebra Regents and the Earth Science Regents.
- Each year 75% of Grade 10 students who have attended for the full year with a 90% attendance rate will achieve a score of 65 or better on the Geometry Regents and the Living Environment Regents.

**Absolute achievement goals for elementary ELL students:**

Beginning in 2013, Kindergarten students who speak a language other than English (as per the Home Language Survey) will be administered the Language Assessment Battery (LAB-R). As per CR Part 154, all new students who have not been previously tested will also be assessed with the LAB-R within 10 days of being admitted to *The 21<sup>st</sup> CPCS*. Every spring, all students who were identified by the LAB-R as English Language Learners will be assessed with the NYSESLAT.

- Each year At least 75% of ELL students (Kgn; Grade 1 and Grade 2) who have attended for the full year with a 90% attendance rate will demonstrate English language acquisition by at least one level (beginners to intermediate; intermediate to advanced; advanced to proficient)

After one year and a day (as per CR154), ELL students (Grades 3, 4, 5) will take all grade appropriate state assessments.

- Each year At least 75% of ELL students who have attended 21<sup>st</sup> CPCS for 2 years with a 90% attendance rate and attendance at the Saturday Academy will score at grade level on grade-appropriate state assessments.

**Absolute achievement goals for middle school ELL and SIFE students:**

After one year and a day (as per CR154), ELL and SIFE (middle school and high school) students will take all grade-appropriate state assessments.

- Each year At least 70% of ELL and SIFE students who have attended 21<sup>st</sup> CPCS for 2 years with a 90% attendance rate and attendance at the Saturday Academy will score at grade level on grade-appropriate assessments.

**Absolute achievement goals for high school ELL and SIFE (high school) students:**

- Each year At least 70% of ELL and SIFE students who have attended 21<sup>st</sup> CPCS for 2 years with a 90% attendance rate and attendance at the Saturday Academy will achieve a score of 65 or better on the State Regents assessments.

**Absolute achievement goals for elementary, middle and high school students special needs students:**

- Each year Special needs students will follow the ECLAS schedule of testing for Grades Kgn., 1, 2 and the grade-appropriate state testing schedule for Grades 3, 4,5.
- Each year At least 85% of Kindergarten students who have attended for the full year with a 90% attendance rate will score proficient on the Spring ECLAS-2.
- Each year At least 80% of Grade 1 and Grade 2 students who have attended for the full year with a 90% attendance rate will score proficient on the Spring ECLAS-2.
- Each year At least 75% of Grade 3 through Grade 8 students who have attended 21<sup>st</sup> CPCS for 2 years with a 90% attendance rate and attendance at the Saturday Academy will score on or above grade level on the state-appropriate assessments.
- Each year At least 75% of Grade 9 and Grade 10 students who have attended 21<sup>st</sup> CPCS for 2 years with a 90% attendance rate and attendance at the Saturday Academy will achieve a score of 65 or better on the State Regents assessments.

**Comparative Goals** - Students in *the 21<sup>st</sup> CPCS* will perform in the top quartile of New York State ELA, and Mathematics exams as compared to students in similar surrounding schools. Schools in the southeast section of CSD 28 continue to function below level. *The 21<sup>st</sup> CPCS* will perform better than the neighboring, surrounding schools.

**Growth Goals** - We need to recognize students' progress towards higher performance, even if they are not quite there yet. A child's growth in learning shows where positive change is happening for students and schools. Growth Oriented Achievement measures the academic progress each student has made in a year. Even students in low performance levels can demonstrate learning when scores are compared to previous year's tests. *The 21<sup>st</sup> CPCS* includes Growth Goals to assess achievement and learning over time. Student portfolios will also present student progress over the course of school year.

## **II. B. School Schedule and Calendar**

The core instructional school year will begin September 1 and extend through the penultimate day of June for a total of 191 days – 11 days more than the state mandate and 7 more than the city calendar. Saturday Academy instruction from 9:00 am to 12:00 pm will extend the week as well as add to the yearly number of instructional days (approximately 40). In addition, the summer session – Summer Bridge - will run throughout the month of July from 8:00 am thru 12:00 pm adding an additional 18 days of instruction. The total number of days will be 249 days. The core instructional day begins at 7:40 am and ends at 4:30 pm approximately 1.5 hours more per day than neighboring schools. The instructional day will then continue from 4:30 pm to 5:30 pm providing enrichment and recreational activities.

Teachers will be required to begin work mid-August for two weeks of professional development (9 am – 3 pm) followed by the 191 days of instruction (7:40 am-4:30 pm). In addition, teachers are required to attend four Saturday of professional development (9 am – 12 pm) per year. Additional professional development will be provided during common preparation teacher time two days per week. Professional development activities will include but not be limited to: classroom management, lesson planning, assessing children's work, observing colleagues' lessons, observing and giving demo lessons, reflection/evaluation. In addition, teachers will have the opportunity to attend three out-of-school workshops/conferences during the year.

Planning will be built into the schedule daily. Co-planning with fellow teachers will be encouraged during the common prep when they can also meet with the staff developer, administrators and outside trainers. A collegial atmosphere will be encouraged fostering teacher professional growth. Further, daily periods will be provided for individual conferences providing supplemental and/or intervention instruction by the staff.

Teachers will be given the opportunity and encouraged to work in the extended week program (Saturday Academy), and the Summer Bridge giving them the opportunity to enhance their elective instruction. Teachers will be paid per session for these programs.

The extended day, beginning in grade 2, will provide enrichment activities encouraging students to enhance their classroom learning through the Arts – Music, Theater, and Visual Arts (painting, photography, *Paintshop*, etc.). Students will also be encouraged to participate in recreational activities such as soccer, basketball, softball, etc. promoting social interaction, team play, and sportsmanship. Students who do not have a computer at home will be able to view mini lessons pre-recorded by their teachers. The instructional program will be enriched by field trips aimed at providing students with background knowledge. The extended day and the Saturday Academy will be devoted to remediation and enrichment while the Summer Bridge - July- will include remediation/enrichment and recreation. The variety of materials and methodologies – Flipped Classroom, Kagan Cooperative Strategies, differentiated instruction – will fulfill the needs of the students and their individual learning styles. The trip experiences, the Arts and Music components, and the recreation pieces are designed to motivate the students, develop

deeper content knowledge and awaken a love for learning. These strategies are aimed to appeal to the multiple intelligences of our student body.

## **II.C. Curriculum and Instruction**

Instruction will be delivered by certified teachers, highly qualified teacher assistants and by interactive technology. Instruction will be a combination of whole class, small group and individualized work. Students will have opportunities to work independently on line and offline under teacher's supervision. The *Flip Classroom* model will be implemented in our second year. The benefit of a Flip Classroom is that it provides the students with opportunities to review the teachers' mini lesson as often as needed. Instructional content is delivered via videos and the skill development and practice, projects and the like – is done in class under teacher guidance. This new usage of technology affords students the opportunity to re-visit mini lessons they found to be challenging as often as needed in a risk free environment. An individualized education plan will be developed for each student with clear articulation of students' learning preferences, strengths and weaknesses. Students' attainment of the standards will be formally assessed every other month throughout the year and teachers will use the assessment data for intervention and enrichment. Students' data will drive the instructional program. Bi-monthly teacher made tests will assess the teaching and learning and enable the team of teachers to adjust the instruction prior to formal assessments.

All students including ELL's, SIFE and special needs students will have equal access to a rich curriculum based on the Common Core and NYS Standards. Foundation subjects, such as literacy, Social Studies, Science and Math are the basic content areas students need to master in order to be successful in high school, college and beyond; thus they will be given high priority. Literacy and Math will be awarded a double period of instruction daily. Science and Social Studies will be taught daily exceeding the minimum requirement and thus facilitating the implementation of the Common Core. During the first year of *the 21CPCS*, 6<sup>th</sup> grade will follow elementary school structures and will be taught by certified elementary level teachers (1<sup>st</sup>-6<sup>th</sup>) with ESL and/ or Special Education experience. 7<sup>th</sup> grade and up will be taught by subject specific specialists (7<sup>th</sup>-12). Teachers will be grouped in teams for the teaching of humanities. Specialists for Math and Science will complement the team. The Math and Science specialists will be certified in specific subject areas with experience in ESL and/or Special Education. The Spanish Specialist will be certified in Spanish 7-12 or will have a FLES extension. Experience teaching special needs students will be an asset. Support staff will afford for flexible grouping and will allow for a reduction of student to teacher ratio.

The Founding members recognize the need for the staff to support students emotionally as well as academically. As a team, the teachers will supplement the services of the school social worker by being available to listen to our pre-adolescent and adolescent students concerns and to act as adult role model. Every student will be assigned a teacher mentor who will follow the student from year to year. A mentoring/tutoring period has been built into the teaching program.

All teachers will be provided with a curriculum map and pacing charts that outline the content and the skills students must learn in every grade and subject. With adequate pacing, collaborative planning, an Flip Classroom the teaching/learning time will be increased and will afford every student the benefit to expand their learning (depth and breadth of material to be learned). The team of teachers will have weekly opportunities to collaboratively look at their students' work and identify skills that need to be reinforced across the curriculum areas. Students will be informally assessed in content areas every two weeks using school developed assessments and rubrics, thus, providing real-time data on every student's performance on formal and project based tasks. The part time Mentor-Principal will collect all student data and together with the staff guide the modification of lesson plans and the student's instructional plans. Continuous assessment will serve as an early warning that will enable the school to address learning gaps before these

become blocks to further learning. Staff development provided by retired Teachers/Consultants will be aligned to the needs of the students, teachers as well as the school vision and goals.

The extended day will afford additional time for instruction. This extra time will enable the school to surpass Part 100 requirements. The added instructional time will enable the staff to present knowledge to the students in a way which promotes wonder and enthusiasm while providing meaningful understanding. The inclusion of the virtual farm (Echoview Farm), visits to places of historical interest and/or cultural interest will create experiences and provide background knowledge that many inner city students are missing. *Flip teaching* strategy provides opportunities for blended learning and increases student/teacher interaction. Starting on our second year teachers will be able to post their mini lesson on the school website thus allowing students to view the lesson as often as needed; thus providing teachers with time to guide in-depth learning, serve as tutors/mentors, and effectively differentiate the lessons and applications. Dr. Gardner's theory of *Multiple Intelligences* supports the theory that there are eight major intelligences which influence students' academic achievement and social development. It is Gardner's belief that one may best facilitate education through the following intelligences: linguistic, logical-mathematical, spatial, kinesthetic, musical, interpersonal, intrapersonal and naturalist. The school day will use Dr. Gardner's research and will provide opportunities for students to explore their social and emotional learning styles. The Arts will be integrated across the curriculum and serve as an entry point for students who may not be academically oriented. The school will use learning modalities including projects, plays and hip-hop as teaching tools to stimulate students' critical thinking, to strengthen communication skills and to develop creativity. Tapping into students' learning styles will facilitate students' engagement in the learning process.

While the morning and early afternoon will be dedicated to core subjects, the later part of the afternoon will be scheduled for daily physical education classes, sports, the Arts and technology. The development of study skills will be embedded in the school day. All students will receive academic support at school during the school day from all the professionals. These strategies will promote learning and will have an impact on closing the achievement gap. All stakeholders will feel strongly that they have a responsibility to provide high quality education to all students. Families and the community will be encouraged to work together to support student achievement.

A strict Code of Conduct will create high behavioral expectations that will lead to a safe and nurturing school. It will enable all students to feel safe and thus able to focus on learning. Student uniforms will help foster a sense of community, eliminate fashion competition among students, and offer families some economic relief. Gender specific classrooms will increase student focus in learning and reduce gender generated disruptions and competitions in the classroom.

*The 21<sup>st</sup>CPCS* will achieve its goals by addressing the curriculum in the core areas and aligning instruction with the New York State Standards inclusive of the Common Core Standards by:

- Use of effective, diagnostic, prescriptive assessments that will drive instruction.
- Incorporation of grade-appropriate trips to zoos, circuses, museums, historical sites, theatrical events in NYC and surrounding communities to create experiences
- Commitment to small group instruction – Differentiated Instruction
- Innovative usage of technology to enhance learning (Flip Classroom)
- Use of research based instructional strategies – Kagan Cooperative Learning
- Emphasis on the academic and emotional development of the whole child
- Emphasis on physical education, Music and the Arts
- Exploration of a virtual farm and lessons – Echoview Farm
- Recruitment of and retention of highly qualified professionals – State Certified
- Ongoing staff development that gives staff the opportunity to understand sound educational practices

- Use of a discipline code that promotes good citizenship along with a peer intervention program-I Civic
- A fostering deep meaningful relationships with family and peers

The 21<sup>st</sup> CPCS program will have an intense focus on identifying learning gaps. On a bi-weekly basis teachers will assess learning enabling school administrators and teachers to quickly pin-point academic weaknesses. This *real-time* data will be used by the school's staff to address learning gaps. By addressing these gaps, students will be able to remain engaged in learning and are less likely to drop out. The 21<sup>st</sup> CPCS is committed to multiple opportunities to explore historical and cultural sites aimed to provide background knowledge and connect learning to everyday life.

### **English Language Arts**

The English Language Arts curriculum will be carefully mapped and aligned to each grade level, and will feature a common theme developed in four to six weeks. These integrated thematic units - three in Social Studies and two in Science – will be designed during the planning months by the lead applicant, the principal and consultants. The thematic units will be aligned to Common Core. Each unit will be launched by a field visit to a relevant cultural site (museum, historical site) that will help create the background knowledge many minority students lack. All units will integrate reading and writing skills in the content area of Social Studies and Science, however, specific reading and writing skills will also be explicitly taught throughout the year.

All students will have 90 minutes per day of ELA instruction and an additional 2 periods per week will be devoted to grammar. We have extended the time spent on English Language Arts because we anticipate having a significant number of students with persistent language-based difficulties and deficits (ELL, SIFE, special needs students, low-income students). We anticipate that many of our students in the middle grades will need to increase their academic knowledge and develop academic language. The thematic approach will facilitate the learning of content knowledge along with academic language, both vital for the success of our targeted population. The Flipped classroom and the virtual Echoview Farm will enhance the thematic units and the overall educational program.

*Reading Mastery Plus*, an integrated reading language program for grades K–6, has been identified as a program that teaches the skills needed to become a successful reader. The program explicitly addresses the teaching of phonemic awareness and phonics, vocabulary development, comprehension building, and oral reading fluency. In upper grades, lessons emphasize accurate and fluent decoding while teaching students the skills necessary to comprehend and learn from expository text. The program includes:

Language Skills Profile Folder

Reading Skills Profile Folder

Curriculum-Based Assessment and Fluency Book

Literature Guide

Spelling Presentation Book

Library of Stories with materials that focus on the vocabulary, comprehension and writing found in the stories

Two forty-five minute periods will be dedicated to ELA instruction. One instructional period the teachers will use Reading Mastery Plus. Reading Mastery was chosen because it has a strong phonics component along with a rigorous reading program. The student profile and necessary assessment pieces will guide instruction making differentiation viable. The oral language piece is so very necessary for ELL's, SIFE students and low income students since it supplies the necessary piece for achieving literacy. The second 45 minute period will be devoted to reading and writing in content areas. Ancillary language arts materials

such as *Time for Kids* and other Social Studies/Science content based materials will be directly related to the thematic units. Writing will be further enriched through the writing process ensuring that various types of writing – responses, narratives, persuasive essays, poems, etc. – are addressed. Students will also write research pieces and stories pertaining to the thematic units. They will learn to choose their own topics and to manage their own development as they work through a wide variety of writing projects in a sustained and self-directed way. Bi-weekly assessments will measure students' growth. A wide variety of work will be collected in a writing folder. A portfolio containing best work will be maintained for authentic assessments of students' growth. Fountas and Pinnell reading assessments will be administered four times per year in Grades Kgn. – Grade 8.

Prentice Hall *Literature* will be used in the middle school and high school. These anthologies were chosen because they use:

Integrated Language Arts - writing skills spring from literature (writing process)

A skills chart for critical reading

Response journals

Strategies for at-risk-students and ELL's

Assessments/evaluations

Multicultural approach

Technology component

Integration with Science, Math, History, and Physical Education

The anthology will be used in conjunction with a classroom library of "just right" books at various levels (aligned with thematic units in Grades 6-8). Given the range of skills in our target population, this library will afford differentiation and individualization. In addition, *Reading Mastery* (phonics component) will be used for any ELL, SIFE, special needs student and at-risk student to bridge the academic reading gap. Shelter Instruction Observation Protocol (SIOP) will unify the ELA and content area literacy.

*Vocabulary and Composition through Pleasurable Reading (Amsco)* teaches grammar and composition through excerpted literature. In addition, it provides practice in comprehension skills, provides vocabulary study – including derivatives, a spelling review, and analogies all connected to the particular literary excerpt. This repetition of vocabulary throughout the skills exercises provides the language practice so necessary for ELL and SIFE students. The book contains periodic assessments. Trips to theater (plays, dance, opera, Broadway) will address our mission as well as enhance the Literature program. A part time staff developer will support the ELA program.

The Saturday Academy, ELA component will focus on drama allowing the ELL and SIFE students the opportunity to practice reading with expression, speaking and listening, necessary components for literacy. In addition, students will have the opportunity to write their own script thus ensuring all language modalities are incorporated in the program.

### Mathematics

The Mathematics program at *The 21<sup>st</sup> CPCS* will be focused on training each student to be a life-long critical thinker and problem solver. The Mathematics program at *The 21<sup>st</sup> CPCS* will be taught in daily 90 minute blocks by a Math specialist and a teacher assistant. In addition to the five 90 minute daily lessons, two 45 minute periods have been added to the weekly schedule, allowing the teacher time for remediation, enrichment, planning and development of projects, basic skills review, student committee meetings and a host of other activities. The ESL teacher or Special Education Specialist will be pushed-in for at least one Math period per day.

*The 21<sup>st</sup> CPCS* will contract a Math consultant (part-time) to train the teachers and oversee the implementation of learned strategies. Further, staff development will take place in August and throughout

the year at *Singapore Math* workshops. The school and the Math teaching staff will be active members of the National Council of Teachers of Mathematics (NCTM), allowing them to have access to the full resources of a nationally recognized center in the field. All school trips will have a Math component related to the skill sets being taught. Trips will be planned and budgeted by the students with follow-up activities to reinforce learned concepts. *The 21<sup>st</sup> CPCS* will utilize the soon to be opened (fall, 2012) *Museum of Mathematics* in New York City.

*The 21<sup>st</sup> CPCS* has chosen the **Singapore Math** program for Grades K - 8. This Common Core Standards based program provides: a pedagogical approach that progresses from concrete (manipulative) to pictorial (model problems) to abstract (algorithms, numbers and notations); a vast variety of resources to be used in conjunction with the text; leveled practice necessary for differentiated instruction; continuous diagnostic assessment; straightforward, visual, concrete instruction so vital to ELL and SIFE students

Instruction will follow the workshop model in the elementary, middle school and high school. *Flip teaching* will allow students to view the lesson as often as needed and allow the teacher time for mentoring individual students. Innovative projects highlighted in the National Council of Teachers of Mathematics will enhance the Mathematics program.

In Grade 9, *Algebra 1* (Holt, Rhinehart, Winston) will be used. This text, though differentiated, will be augmented by the Sadlier-Oxford Algebra 1 practice text. This practice book focuses on the skills using a simpler format more accessible to the ELL, SIFE and special needs student populations. Grade 10 will use the Amsco *Geometry* text which presents the concepts in a clear, concise format. Smartboards will be used to enhance the Math program providing interactive lessons for all students. Periodic assessments will guide instruction and provide data for the remediation/enrichment component during the extended day and extended week. Appropriate trips and the use of Echoview Farm will provide real-life Mathematical experiences. Technology will include computer literacy as well as a working knowledge of a scientific calculator. *Flip teaching* strategies will enhance students' learning.

The high school Math program will address the Core Curriculum standards and prepare students for success on the NYS Regents exams.

### **Social Studies:**

The Social Studies curriculum will be strictly aligned with the both the grade appropriate NYC topics and the Common Core Standards. Social Studies topics will be the framework for the thematic units that will drive instruction. Each unit will run for approximately six weeks. The four thematic units for each grade (Kgn. – Grade 8) will be written during the planning year. For example in Grade 2, the overall NYC topic is "My Community and Other U.S. Communities." All disciplines - Math, Science, Communication Arts, Social Studies, Writing, Art and Music – will be theme oriented. ESL strategies will be used for the ELL students and differentiation will be reflected through the library for that topic. Students will be taken on a class trip to the local library to find books related to the theme to augment existing classroom library books. Suggested related trips will be indicated as well in the theme. Every theme will end with a culminating activity where exit projects are displayed. Projects will celebrate each child's strength (multiple intelligences) through his choice of presentation. The school will maintain a subscription with the National Council for Social Studies and the Smithsonian allowing the staff to have access to the full resources of nationally recognized centers in the field.

Echoview Farm will be integrated as much as possible throughout the thematic units since it will provide the virtual farm piece.

The middle school will align the Language Arts curriculum with the Social Studies curriculum through the thematic unit. The NYC curriculum overall topic for Grade 7 is "United States History and NY State History." Teachers will be encouraged to celebrate American authors (Edgar Allen Poe) and New York State authors (Ogden Nash) throughout the year enhancing the Social Studies while following the

prescribed curriculum. This interdisciplinary approach will segue into the mandatory Grade 7 exit project which must be analytical and skill driven.

Although, thematic units (Grades K-8) will utilize individual leveled books to celebrate the theme, Social Studies textbooks will be available throughout the grades as well. Pearson Publishers will be used throughout the grades for Social Studies. The texts: Address the Common Core; develop writing skills; develop critical thinking skills; provide virtual experiences; provide on-going assessment; provide professional development; facilitate the implementation of SIOP and video for the Flip class.

Grades 9 and 10 will study World History in preparation for the Grade 10 World History Regents exam. ELL and SIFE students will follow an English immersion program and a sheltered program (SIOP) to foster the understanding of concepts.

## **Science**

Students will receive five periods of FOSS Science instruction per week, two more than the number required by the State. The FOSS program is a research-based Science curriculum for Grades Kgn. through 8. The FOSS program materials are designed to meet the challenge of providing meaningful Science education for all students in diverse American classrooms and to prepare them for life in the 21<sup>st</sup> century. FOSS is a hands-on, inquiry driven approach with 3 important goals: scientific literacy, instructional efficiency, and systemic reform moving students away from passive exposure to Science toward real experiences that reflect the vision of the National Science Education Standards. FOSS helps develop basic skills within the context of Science through student readings, journals, projects and the use of Mathematics to quantify and communicate results. The FOSS assessment system uses a number of formative and summative strategies to monitor student progress. The system includes teacher observations, student sheets, response sheets, student self-assessments, and end-of-module and summative exams. Teachers of FOSS receive comprehensive teacher guides, teacher preparation videos, resources on CD-ROM and on-line and a national consultant network. A Science library (SRA) - leveled to accommodate ELL's, SIFE students and students with special needs – will supplement the FOSS hands-on program, intensifying the literacy component of Science instruction. Further, two thematic units per grade – Grades Kgn. through Grade 8 will be developed using the Science curriculum as the focus. These units will be developed during the planning year.

In Grades 9 and 10 instruction will be driven by hands-on, inquiry based laboratory projects supplied by Science Kit & Boreal Laboratories. Lab findings will then be further explored through *Reviewing Living Environment* and *Reviewing Earth Science* – both by Amsco Publications. These books are student friendly and straightforward while addressing the core material necessary for success on the the NYS Regents examinations. Periodic assessment is embedded in the text adding to the students' profile – periodic assessment will be a combination of lab work and written assessment mirroring the Regents exam process.

Professional development will be a combination of in-school workshops as well as attendance at Science Fairs and symposiums in the city and state, allowing teachers to take advantage of their 3 outside professional development days. A *flip classroom* will enhance students' learning.

In keeping with our mission of student experiences, Science instruction will include trips to: The Hall of Science, The Museum of Natural History, The Planetarium, The NY Aquarium, The Bronx Zoo, The Palisades, etc. A further experience – from Kgn. through Grade 10 - will be the affiliation with Echoview Farm, a virtual farm experience.

## **Spanish:**

The founders of *The 21<sup>st</sup> CPCS* believe that it is important to expose children to other languages and cultures. Our students must be equipped with 21<sup>st</sup> century skills to enable them to function in our interconnected society. The early acquisition of a second language is an integral component of the school core curriculum since learning a new language can profoundly impact children's cognitive and social development. Learning a second language before the critical age of 11/12 will afford the learner native pronunciation of the new language.

The goals of the Spanish instructional program are: to produce fluent Spanish speakers and writers; to develop awareness and appreciation of different cultures; to develop a love of languages; to participate in an enhanced curriculum that integrates all subjects

Our "Spanish as a Second Language" program will provide 45 minutes of daily instruction to all students starting in Kindergarten. The instruction will be grounded in the New York State Learning standards for Language Other Than English (LOTE) and will focus on communication and the development of cross-cultural skills. The emphasis will be on the development of listening and speaking skills along with reading and writing. In addition to vocabulary and conversation, students will be exposed to culture and Art through our built-in field trips. Literature and geography of the Spanish world will also be integrated. Instruction will include an interactive communicative approach. The instruction will be engaging, student centered and will incorporate songs and games. Studies show that music and song are crucial to fluency. Each level of Spanish acquisition will be accomplished in two years for elementary students K-5. Students in grades 6-10 will master each level in one year.

The success of the program will be evaluated by teacher made tests, projects, and 10<sup>th</sup> graders will take the Spanish Regents examination (if offered). The Spanish teacher will be certified in Spanish FLES or will have certification in Spanish as a Second Language, Grades 7-12. The Spanish curriculum will be developed during the planning months.

## **English as a Second Language**

*The 21<sup>st</sup> Century Preparatory Charter School* will abide by CR Part 154 in the identification, placement and instruction of English Language Learners.

Give to all parents, as part of the enrollment process, will be the Home Language Questionnaire issued by the NYS Department of Education (available in both English and the home language).

If the parents indicate that English is the only language spoken at home, screening will cease.

If the parents indicate that the home language is not English, a certified ESL teacher will conduct an informal interview.

If the students speak language other than English, a certified ESL teacher will administer the Language Assessment Battery- Revised (LAB-R). A score below the designated cut score will determine eligibility for services.

Students transferring to 21<sup>st</sup> CPCS from another district will be placed according to their previous LAB-R or NYSESLAT score.

*The 21<sup>st</sup> CPCS* will use a combination of push-in and pull-out ESL instruction to meet the diverse linguistic needs of the students. ELL's will be included in the mainstream classroom for instruction with push-in ESL instructional support provided by a certified teacher, in compliance with the mandates of CR Part 154.

The certified ESL teacher will push-in during the daily ELA block to work with ELL's in a small group instructional setting. ESL instruction will encompass the four modalities of reading, writing, listening and speaking. Instructional time will also be devoted to explicit teaching of the English language, such as phonics, phonemic awareness; grammar and word study. ELL's will also receive instructional support to

develop content language proficiency. Content-based lessons will include mathematics, social studies and science vocabulary. Students with interrupted formal education (SIFE) will receive additional pull-out and in-class support in accordance with their age and extent of academic need. Small group pull-out instruction will be provided in a Language Learning Lab equipped with a listening center and computer station for individualized activities.

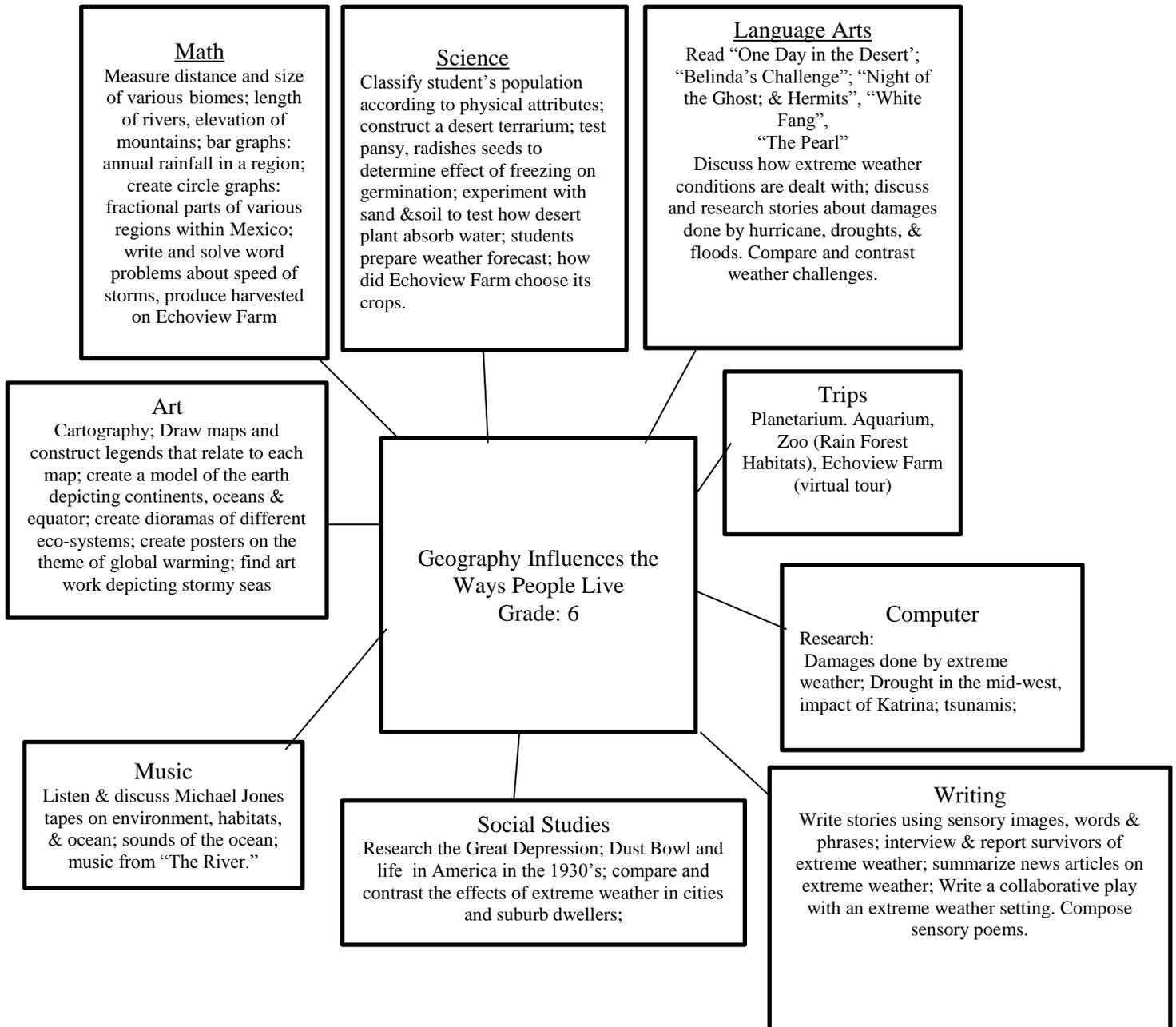
To the extent possible, certified classroom teachers and teaching assistants will have special education or ESL certifications in addition to their childhood education or content-specific license. In addition, all instructional staff members will receive on-going professional development on the needs of English Language Learners and research-based strategies and techniques for supporting and advancing these students.

ESL curriculum will be aligned with instructional units of study in each grade, uniting grade level content aligned with NYS and Common Core standards with linguistic skills and vocabulary. Classroom teachers and ESL teachers will be involved in common planning sessions to coordinate integrated units of study. The ESL teacher will be responsible for creating content objectives as well as linguistic objectives for each unit and instructional lesson. SIOP strategies will unify ESL with all curriculum areas.

The ESL program will incorporate the use of field trips, hands-on experiences, realia, visuals and music to enrich language instruction. Grade-level curriculum and materials will be modified according to student proficiency and all teachers working with ELLs will differentiate instructional process and product in accordance with the students' level. The ESL program will incorporate a strong focus on vocabulary building and non-fiction texts in order to prepare students for meeting the Common Core standards. The 21<sup>st</sup> Century Preparatory Charter School will develop integrated thematic units to educate the whole child.

Curriculum integration:

The teacher under the guidance of the professional developer and consultants will develop thematic units incorporating as many subjects as possible so that instruction would be seamless.



## II. D. Assessment System

Our broad academic goals are to have our students make continual progress toward mastery of all grade-appropriate academic standards, graduating fully equipped for success in college, in careers and in life. Our goals are to develop skills, knowledge, confidence and character. Summative assessments will include but not be limited to the NYSESLAT, ECLAS (K-3), Fountas and Pinnell (K-8) and NYS ELA, as well as teacher-created summative assessments.

Formative assessments include formal and informal classroom assessments, including teacher created tests, observations, reading and writing samples. English language learners will be assessed on English language proficiency in the four modalities during each instructional unit of study to determine progress and areas in need of growth or additional support. Students will exit the ESL program after receiving a score of proficient on both subcategories of the NYSESLAT. Students who are Former ELL's (F-ELL's) will continue to receive instructional and linguistic support by the reading specialist and/or the ESL teacher for a minimum of one school year, and will be monitored to ensure sustained academic progress and success.

### Testing Calendar

Kindergarten	ECLAS-2 Oct. & May			TerraNova Sept & June		NYSESLAT Spring
1 <sup>st</sup> grade	ECLAS-2 Oct. & May			TerraNova Sept & June		NYSESLAT Spring
2 <sup>nd</sup> grade	ECLAS-2 Oct. & May			TerraNova Sept & June		NYSESLAT Spring
3 <sup>rd</sup> grade	ELA Spring	NYS Math Spring		TerraNova Sept & June	NYSAA Spring	NYSESLAT Spring
4 <sup>th</sup> grade	ELA Spring	NYS Math Spring		TerraNova Sept & June	NYSAA Spring	NYSESLAT Spring
5 <sup>th</sup> grade	ELA Spring	NYS Math Spring		TerraNova Sept & June	NYSAA Spring	NYSESLAT Spring
6 <sup>th</sup> grade	ELA Spring	NYS Math Spring		TerraNova Sept & June	NYSAA Spring	NYSESLAT Spring
7 <sup>th</sup> grade	ELA Spring	NYS Math Spring		TerraNova Sept & June	NYSAA Spring	NYSESLAT Spring
8 <sup>th</sup> grade	ELA Spring	NYS Math Spring	NYS Social Studies Spring	TerraNova Sept & June	NYSAA Spring	NYSESLAT Spring
9 grade		Algebra Regents June	Earth Science Regents June	TerraNova Sept & June	NYSAA Spring	NYSESLAT Spring
Grade 10		Geometry Regents June	Living Environments Regents Spanish Regents June	TerraNova Sept & June	NYSAA Spring	NYSESLAT Spring

In addition to NYS standardized exams, (LAB-R; NYSESLAT; ELA; Math; ESPET; Social Studies; Algebra, Earth Science, Geometry, Living Environment Regents exams; NYSAA) the TerraNova will be used to measure students' yearly growth via a pre and post-test in Language Arts, Math, Science and Social Studies. *TerraNova is widely used in NYCDOE and charter schools throughout the State. It is published by McGrawHill, the makers of NYS standardized exams. The Third Edition is a multiple assessment that measures higher-order thinking skills as well as basic and applied skills. These assessments generate norm-referenced achievement scores, criterion-referenced objective mastery scores, and performance-level information.*

Fauntas and Pinnell assessments will be administered four times during the year to measure students' reading growth. The school will use Fauntas and Pinnell reading benchmarks to assess the reading growth continuum. Bi-weekly curriculum based assessments will measure students' mastery of specific curricula. Individualized Student Learning Plans will include an individual learning plan and record interventions. In addition, a wide variety of students' work will be collected for students' individual writing folder, as well as maintenance of a portfolios to be used as authentic assessment of students' growth. The portfolio and the Student Learning Plan will follow the child from year to year.

The collected data will inform instruction. This component will be led by a part-time Principal Mentor. Each teacher will maintain a data notebook identifying students' strengths and areas of weakness. Teachers will meet weekly in teams to review students' work and tests data. The information collected will be used to make instructional modifications aimed at improving academic outcomes. *The 21<sup>st</sup> CPCS* program will have an intense focus on identifying learning gaps on a bi-weekly basis enabling the school administrator and teachers to quickly pin-point academic weaknesses.

## **II E. Performance, Promotion, and Graduation Standards**

Performance Standards will be in line with the Common Core.

At the end of Kindergarten, every child should:

### Reading

Identify separate sounds of single syllable words

Blend separately spoken phonemes

Recognize and create rhymes

Use the knowledge of sounds and letters to write phonemically

Read simple texts containing common letter-sound correspondences and familiar high frequency words

Read level B or C books

Use self-monitoring and self-correcting strategies

Retell the story in their own words

Use knowledge from their own experience to talk about the text

Make predictions

Engage with a range of genres

Give reactions to the book

### Writing

Write words on their own including high frequency words that are recognized by sight

Write their name

Begin to write sentences with capital letters and punctuation at the end

### Mathematics

Add and subtract up to 10

Understand money – penny, nickel, dime

Count by 2's, 5's, 10's

Recognize  $\frac{1}{4}$ ,  $\frac{1}{3}$ ,  $\frac{1}{2}$   
Recognize equal parts  
Count to 30  
Write numbers up to 30  
Recognize patterns  
Recognize geometric shapes  
Recognize symmetry  
Understand “fewer” and “more”

#### Science

Produce evidence that shows an understanding of:

The 5 senses  
Different environments  
Daytime and nighttime sky  
Weather conditions  
Motion  
Sound and its sources  
Earth materials – rocks, pebbles, soil  
Simple properties of objects

At the end of Grade 5, every child should:

#### Reading and Writing

Read 25 books of the quality and complexity on grade level lists  
Read and comprehend informational materials  
Read aloud fluently  
Produce a report, a response, and a narrative demonstrating a basic understanding of the rules of the English language  
Analyze and revise work  
Produce a work in at least one genre that follows the conventions of the genre

#### Mathematics

Add, subtract, multiply and divide whole numbers  
Understand base 10 to solve arithmetic tasks  
Describe and compare using fractions and decimals  
Describe and compare by using whole numbers up to 10,000  
Represent two dimensional views of three dimensional shapes  
Extend and create geometric patterns  
Estimate  
Use scale in map drawing  
Carry out simple unit conversions  
Use linear patterns to solve equations  
Collect data to answer a question and/or predict results  
Use Mathematical reasoning to solve problems  
Use formulas  
Use Mathematical tools and calculators

#### Science

Produce evidence that demonstrates understanding of:  
Properties of objects  
Motion of objects

Light, heat, electricity, and magnetism

Life cycles of organisms

Organisms and environment

Properties of Earth materials

Objects in the sky

Personal health

The use of tools – rulers, balances, thermometer

The use of the Scientific Method for investigation

At the end of Grade 8, every child should:

#### Reading and Writing

Read 25 books of the quality and complexity on grade-level lists

Read and comprehend informational materials

Demonstrate familiarity with public documents and functional documents

Produce a report, response, a narrative and a persuasive essay demonstrating an understanding of the rules of the English language

Analyze and revise work to improve clarity and effectiveness

Produce work in at least one genre that follows the conventions of the genre

#### Mathematics

Consistently and accurately add, subtract, multiply, and divide

Apply and convert rational numbers

Interpret percent as part of 100

Order numbers with  $<$  and  $>$

Identify similar and congruent shapes

Determine length, area, and volume

Analyze geometric patterns

Measure angles, weights

Find solutions in linear equations

Analyze data and make predictions

Estimate numerically and measure accurately

Use Mathematical reasoning to solve problems

Use equations and formulas

Use mathematical tools and calculators

#### Science

Produce evidence that demonstrates an understanding of:

Properties of matter

Motions and forces

Transfer of energy

Structure and function of living systems

Reproduction and heredity

Ecosystems

Evolution, diversity and adaptation

Structure of the Earth system

Natural resource management

The use of scientific tools

The use of the Scientific Method for investigation

At the end of Grade 10, every child should:

#### Reading and Writing

Read 25 books of the quality and complexity on grade level lists  
Read and comprehend informational materials  
Produce a report, a response, a narrative, a persuasive essay and a reflective essay demonstrating an understanding of the rules of the English language  
Use interpretive and critical processes in responding to literature  
Critique and produce both public and functional documents  
Produce a work in at least one genre that follows the conventions of the genre

#### Mathematics (Geometry)

Model situations geometrically  
Work with two and three dimensional figures  
Use congruence and similarity in describing figures  
Visualize objects, paths and regions in space  
Know and use formulas for area, perimeter, etc.  
Use the Pythagorean Theorem  
Analyze figures in terms of symmetry  
Compare slope  
Analyze geometric figures and prove simple things using deductive methods  
Explore geometry using computer software

#### Science (Biology)

Produce evidence that demonstrates understanding of:  
The cell  
Molecular basis of heredity  
Biological evolution  
Interdependence of organisms  
Matter, energy, and organization in living systems  
Behavior of organisms  
The use of scientific tools  
The use of the Scientific Method of investigation

*The 21<sup>st</sup> CPCS* will follow the Chancellor's standards for student promotion. Students will follow the criteria below for grade level promotion.

- General education students (including ELLs) in Kindergarten will be promoted with an aggregate ECLAS-2 score of 2.
- Students with special needs in Kgn. will be promoted by achieving the goals set by their IEP's an aggregate growth shown in the ECLAS-2 pre-post test score.

The TerraNova will be used as a further diagnostic and will be considered in promotion.

- General education students including ELLs in Grade 1 will be promoted with an aggregate ECLAS-2 score of 4.
- Students with special needs in Grade 1 will be promoted will be promoted by achieving the goals set by their IEP's an aggregate growth shown in the ECLAS-2 pre-post test score
- General education students including ELLs in Grade 2 will be promoted with an aggregate ECLAS-2 score of 6.
- Students with special needs in Grade 2 will be promoted by achieving the goals set by their IEP's an aggregate growth shown in the ECLAS-2 pre-post test score

- General education including ELL's students in Grades 3 thru 8 will be promoted with a level 2 score on both the ELA and the NY State Math assessment.
- Students with special needs in Grades 3 thru 8 will be promoted will be promoted by achieving the goals set by their IEP's an aggregate growth shown Terra-Nova pre-post test score
- ELL students in Grades 3 thru 8 who have been in school for a year and a day will be promoted with a level 2 score on both the ELA and the NY State Math assessment.
- ELL students in Grades 3 thru 8 who have not been in school for a year and a day will be promoted using alternative assessments – portfolios, teacher recommendations and the NYSESLAT.
- SIFE students in Grades 6 thru 8 will be promoted if they show a year's growth on the TerraNova assessment. SIFE students who took state exams in previous year must show a minimum of one level increase for promotion.
- General education students in Grades 9 and 10 will continue to the next course with a grade of 70.
- Students with special needs in Grades 9 and 10 will continue to the next course with a grade of 65 in conjunction with the goals of their IEP's.
- ELL students in Grades 9 and 10 who have been in school for a year and a day will continue to the next grade with a grade of 65.
- ELL and SIFE students in Grades 9 and 10 who have not been in school for a year and a day will continue to the next grade with a grade of 60 given that they have attended the extended day and the Saturday Academy.
- Students in Grade 10 will be required to pass the Global regents exam with a score of 70.

The TerraNova will provide detailed diagnostic information as well as serve as an additional promotional tool in evaluating the student. TerraNova will assess Language Arts, Math, Social Studies and Science.

## II. F. School Culture and Climate

A safe and orderly school climate is paramount in establishing an effective academic environment. Our approach will be to create a positive school culture which applauds accomplishments and stresses the positive throughout the day:

Daily greeting at morning assembly lauding specific students, classes and/or teachers; the Pledge of Allegiance and the Star Spangled Banner (national pride); Implementation of *I Civic* program; daily principal classroom visits to monitor instruction; Positive classroom atmosphere – a result of professional development; single-sex classrooms in grades 3 and up; Uniforms throughout the grades.

The 21<sup>st</sup> CPCS Discipline Code is anchored on the NYC Discipline Code. It provides a coherent and structured range of disciplinary responses for each infraction. Due process will be followed in accordance with *Goss v. Lopez* (419 US 565). Ultimately, setting and enforcing school discipline will rest with the principal and the Student Life Coordinator (Dean). In addition, the school will formulate a "Student Handbook" for all Kindergarten, elementary school, middle school and high school students. This book will deal with uniforms, homework, attendance, cutting of classes and general every day school routines. This Parent/Student Handbook will be in both English, Spanish and any other language needed and will be distributed to the parents at Parent Orientation Night in August.

A full time social worker will provide counseling services and conduct family outreach. In the first and second year of operation a Student Life Coordinator will be responsible for a supporting the school discipline plan, and provide guidance for students to adjust to 21<sup>st</sup> CPCS and to encourage participation in school activities.

The NYCDOE Policy on students with disabilities will guide the discipline policy for that target group. A very strong civics program will be embedded throughout the curriculum using Justice Sandra Day

O'Connor's "I Civic." We believe that school uniforms will foster a feeling of community/family while same sex classrooms will allow for fewer distractions leading to academic success.

## **II. G. Special Student Population and Related Services**

### **Students with Special Needs**

*The 21<sup>st</sup> CPCS* will educate students with special needs together with their peers. Support services will follow a push-in model. The school will ensure that ELL, SIFE students and those with Individual Educational Plans (IEP's) have the additional resources they need to thrive in the most challenging and least restrictive environment. *The 21<sup>st</sup> CPCS* has created a Saturday Academy to augment the instructional time of Students with Special Needs, ELL's and SIFE students. Research indicates that direct instruction has better immediate and long-term achievement for at-risk students in the three areas of basic skills, cognitive/conceptual skills, and affective skills.

*The 21<sup>st</sup> CPCS* will provide comprehensive special education services to all eligible students in accordance with state and federal regulations, including Individuals with Disabilities Education Act (IDEA), No Child Left Behind Act (NCLB), Section 504 of the Rehabilitation Act of 1973 (Section 504), Americans with Disabilities Act (ADA), and Family Education Rights and Privacy Act (FERPA). *The 21<sup>st</sup> CPCS* Special Education Specialist as well as the ESL Specialist will push in to provide small group or individualized direct instruction on a daily basis for at least two periods per day. Classroom teachers will have dual certification to include Special Education or ESL. The student to teacher ratio will be reduced through a highly qualified full time Teacher Assistant. The student's IEP will drive the instruction. The Special Education Specialist will maintain a copy of students' IEP in a confidential, locked file. The students' goals will be reviewed by the classroom teachers, service providers, the Special Education Specialist and the school administrator a minimum of four times per year to assess progress towards goal achievements and to assess the effectiveness of the intervention services being provided.

In consultation with the District 28 Special Education Committee, service providers, *The 21<sup>st</sup> CPCS* Special Education Specialist, classroom teachers, social worker, student life coordinator and the school administrator, a cutting edge instructional approach will be provided, guided by the students' IEP's. The instructional approach will incorporate these students into the fabric of the school. The school Special Education Specialist will develop and maintain a professional relationship with the District to ensure that students with special needs receive services specified in their IEP. Classroom teachers, in collaboration with the Special Education Specialist, will be responsible for utilizing a range of instructional techniques to meet the unique learning needs of diverse learners. Differentiated lessons will be part of the school culture to best meet the needs of individual students. The school's full-time Special Education Specialist will oversee the implementation of special education services and the management of independent service providers.

### **English Language Learners (ELL's)**

*The 21<sup>st</sup> CPCS* will give priority acceptance to ELL's, thus we anticipate the percentage of English Language Learners to be higher than that of the district. English Language Learners will be provided with all the support services as defined by laws and regulations. *The 21<sup>st</sup> CPCS's* goal is to prepare our students not only to master the core curriculum content standards required for graduation, but also, as per our school's mission, the higher academic standards essential for students to succeed in high school, college and the world. Arts, video conferencing, *flip classroom* and sports are aimed at creating life experiences many English language learners and students from low income household's lack. Support services will further reduce the teacher to student ratio. Highly qualified teachers and Teacher Assistants, small group ESL instruction, after school programs, the Saturday Academy, and the July

instructional/recreational program will enhance student learning. All aforementioned strategies will serve to increase the time ELL students are immersed in English.

We will implement a sheltered English immersion program for ELL students who are identified using the following steps:

Step 1 - Administer a Home Language Survey if the child is new to the school system or obtain the Home Language Survey from the sending school in District 28.

Step 2 - Assess English proficiency in reading, writing, speaking and listening by administering the LAB-R if needed or obtaining the results from District 28.

Step 3 - Review results of the NYSESLAT to determine the level of support.

Step 4 - If the student is an ELL, sheltered subject matter instruction will be provided by a dual certified classroom teacher. In addition, ESL instruction will be taught by an ESL certified teacher.

The school ESL teacher will be qualified in the administration of the LAB-R, the NYSESLAT and the completion of the BESIS report.

During the pre-service training in August, all classroom teachers will receive intensive training in Shelter Instruction Observation Protocol (SIOP), an approach that when used consistently and systematically has been found to improve English Language Learner's academic achievement (Echevaria, Vogt, & Short, 2008). This approach will serve the needs of ELL's and SIFE students. As with every language program, intensive English immersion emphasizes vocabulary and reading. The aim of this program is to enable students to quickly advance and function successfully in English by reducing the time needed to acquire academic language.

During the planning year a computerized program will be selected to further intensify instruction. We are considering the newly revised ELIS – an ESL program marketed by Pearson, or Rosetta stone. The computerized English language acquisition program will provide for additional instruction during the Saturday Academy. Parents who want to learn English will be welcome to learn English side by side with their children.

The effectiveness of the instructional program will be evaluated by the NYSESLAT and the TerraNova pre and post- test.

## **Organizational and Fiscal Plan**

### **III A. Applicant(s)/ Founding Group Capacity**

*The 21<sup>st</sup> CPCS* Founding Team is a committed and experienced group of educators, professionals, and community members who bring a broad range of skills and knowledge to meet the diverse needs of a charter school planning team. Members of the group have experience in start-ups, general and special education, education of limited English speakers, law, finance, operations, development and management. Should the school be chartered, the Founding Team may transition to the Board of Trustees charged with governing the school, directing its ultimate success, and continuing to grow its membership as needed. The school will be governed by an independent Board of Trustees whose primary mission is to ensure that the school implements the educational program described in this charter and operates it in compliance with all applicable state and federal laws. The Board will adapt a set of by-laws that spell out in detail its structure and function. The Board will comprise of no more than fifteen members and will strive to reflect a range of relevant skills and characteristics necessary for governing a public charter school, such as experience in education, business and finance, law, as well as ties to the community. The Board will have four offices: chair, vice-chair treasurer and secretary. In order to more effectively carry out its responsibilities, the Board will also establish committee to which it will appoint members, delegate responsibilities and set expectations for reporting. The Board will meet at the school monthly to carry-out its

policy making and responsibilities. It will use the Roberts Rules of Order to conduct the meeting. Meeting dates and venue will be publicized in the community.

The 21<sup>st</sup> CPCS Founding Team is as follows:  
*Applicant (s) Founding Group*

Name	Current employment	Relevant experience/skills And role on founding group	Proposed role(s)
<b>Rosa Escoto</b>	Retired principal; adjunct at Brooklyn College	Intermediate school teacher; teacher trainer for the Office of Bilingual Education; Title VII Project Director; Assistant Principal at IS 291K; Principal of PS 145; Principal of Evergreen Charter School.	Proposed part -time mentor to the Principal; collect/analyze school data to support instructional decisions; guardian of the mission and vision of the school.
<b>Dr. Abigail Lockett</b>	Charter School Consultant; Law Firm of Robert Rodriguez, Esq.	20 years' experience in Business Administrator for Pupil Personnel Services, Teacher Integration Specialist, Manager of Business Operations, and Director of Finance & Operations. Lives in District 28	Proposed Director of Financial Officer and Operations; Compliance Management and Human Resources
<b>Anthony Mosca</b>	Retired from NYCDOE; Teacher/Teacher Trainer/Administrator at Shaare Torah Yeshiva, Brooklyn; Educational Consultant at Chasdrew Fund.	Over forty years teaching experience in both elementary and secondary schools; staff development specialist; certified in ESL , certified in Kagan Cooperative Learning Strategies and differentiated instruction	Proposed Board Member; and part-time staff developer for classroom management; development and implementation of unit plans ELA/Social Studies and Echoview Farm.

The founding members have many years of experience in teaching, staff development at all levels and school management. They bring their vast knowledge of educational strategies to the school. The three founding members of *The 21<sup>st</sup> CPCS* board will serve as board members to ensure the vision and mission of the school remains as proposed. Some charter schools fail because of poor instructional and/ or financial management and high staff turnover. The founding members are aware of these challenges and their expertise will ameliorate this problem. They will use their professional expertise to provide leadership, support and remain vigilant to avoid errors that lead to failures. The founding members have banded together around shared values and their belief in the power of charter schools to reach new heights in teaching and learning. The applicant founding group met on average three times per week as well as worked individually on assigned sections of the application. On the days that the founding group worked together, we engaged in exchanging of ideas, prioritizing community requests, deciding on best

practices for the targeted student population as well as conferencing about writing style and design of application. Every phase of the application went under careful review of the lead applicant.

### III B. Board of Trustees and Governance

In accordance with the New York State Charter Laws, *the 21<sup>st</sup> CPCS* Board of Trustees will bear primary accountability for the academic performance and operational quality of the school. The board will be fully cognizant of the fact that the charter agreement is issued by the authorizer- The Board of Regents, to the board of trustees and that they are responsible to this entity for ensuring that the school complies with the academic and operational terms set forth in the charter agreement. The board will have between seven and fifteen trustees. The board will set the overall direction of the school and will have authority to delegate decision-making responsibility to employees of the school. The full board of trustees will hold monthly executive meetings as well as monthly public meetings and a minimum of one board training program annually.

By the end of the planning months, the board will have developed an effective and efficient committee structure based on the key operations and needs of the school. Committees will be formed, which will include, but will not be limited to, governance, recruitment and training, finance and operations, and curriculum and instruction. The committees will make recommendations to the trustees. The board also will have the authority to form ad hoc committees or delegate teams to study specific issues or oversee projects.

#### Proposed Founding Board of Trustees

Trustee Name	Voting	Position on the Board	
Ann Belzner	Yes	Officer- Finance Retired from Price-Waterhouse where she worked as a financial analyst. Ms. Belzner has been a Chasdraw Fund board member for many years. She is a champion of educational issues and is eager to sit on the board to bring both a financial and practical voice to the initiative.	3 years
Dr. Patricia Mason	Yes	A professor of Education at Molloy College. She will bring Higher Education curriculum/ continuing education. She is an advocate for students with special needs and a voice for the extended year component of the school	2 years
Bruce Richardson	Yes	District 28 community member. A senior project manager of architectural practices for over 20 years. He has also worked as the designer on the rehabilitation of school buildings. He will bring his vast experience in architectural and school design and lend his expertise in effective utilization of the school facility.	2 years
Dr. Robert Rodriguez	Yes	Community member. His experience has included - resolving administrative and legal problems in a complex \$10 billion public school system with over 1 million students. Served as: consultant on environmental and education related issues involving new or existing local legislation, legal counsel on subsidized public sector real estate and commercial development projects, legal counsel on subsidized public sector real estate and commercial development projects. He	3 years

		will bring to the school his vast knowledge in school law and real estate law.	
Ira Dobren	Yes	Community Member. A retired teacher from the NYCDOE, holds a reading license, served as physical education teacher for over 15 years, was a partner in a reading publishing company-founder and co-owner of Berrent Publications – test preparation books, coordinated the annual parent conference for the UFT He will bring his vast experience in many educational areas to the school.	2 Years
Edward McNicol	Yes	Proposed part-time Math coach. A retired state certified teacher of mathematics, worked 34 years in the NYCBOE at the secondary level. Worked as a mathematical consultant in various schools and supervised an SES program for high school ELL's.	3 Years
Anthony Mosca	Yes	Founding Member and proposed part-time professional developer. Has been in education for forty years in both elementary and secondary schools; staff development specialist and is still teaching at a Yeshiva and serves as a consultant to various high schools. His experience in teaching and training at all level makes him unique.	3 years
Rosa Escoto	No	Lead Applicant and proposed mentor to the principal, began her pedagogical career as an intermediate school teacher; teacher trainer for the Office of Bilingual Education NYCBOE; Title VII Project Director; Assistant Principal at IS 291 Principal of PS 145. As a retiree, she opened Evergreen Charter School and served as principal for two years.	3 years
Dr. Abigail Lockett	No	Founding Member, District 28 community member and proposed Director of Operations, Compliance Management and overall budgetary and financial operations. She has worked in school business affairs for the past 20 years - duties have included Business Administrator for Pupil Personnel Services, Teacher Integration Specialist, Manager of Business Operations, and Director of Finance & Operations.	3 years

The proposed board of trustees has a clear understanding of their administrative responsibility and the relationship between the 21<sup>st</sup> CPCS Governing Board and the Board of Regents. The lead applicant and founding members have known each other professionally. We wish to share our knowledge of education and best teaching/administration practices with the new generation of practitioners and make a difference in the lives of students who are at risk of educational failure. The lead applicant and founding members wrote the application for the charter. Community members whose areas of expertise were an asset to the success of the school were recruited to serve on the Board of Trustees. All position titles will be filled from the initial board of trustees. The Board of Trustees will meet monthly at the school facility as indicated in the Bylaws. The Secretary will be responsible for sending the agenda to each trustee at least seven days in advance, with all relevant materials. Each meeting will start with a public comment period. All

meetings will be open to the public in accordance with the Open Meetings Law, and the Board will only go into executive session for reasons set out in the Open Meetings law after passing a resolution detailing these reasons. Minutes of each meeting will be available on request to the school after approval by the board, not later than ten days after the approval meeting. Meetings will be publicized as follows:

Via school calendars; Notices sent home with students; School newsletter; Posting at school entrance.

During the first year of operation, a parent will be elect to serve on the board for a term of one year; and a teacher will be elected by his/her peers to represent the staff on the Board of Trustees. The teacher will serve for a period of one year.

Vacancies on the board of trustees will be filled in a timely manner. The vacancy will be advertised and interested parties will undergo a series of interviews which will include the Board of Trustees, and the parent association executive board.

The Board will establish an annual meeting calendar with the time and place of each meeting. The calendar will be included in the parent handbook and will be posted on the school's Web site. The handbook and Web site will also include a notice stating that the minutes of each meeting will be available on request. A notice of each meeting will be posted prominently at the school, on the school Web site, and in the local press as required by the Open Meetings Law. Parents will be informed of each meeting at least seven days in advance through the weekly newsletter or other parent communication venue.

#### Responsibilities:

The mission of *The 21<sup>st</sup> CPCS* is to empower its students to be scholars, citizens and life-long learners who will flourish academically, socially, and emotionally, through both academic rigor and experiences to be prepared for the educational challenges of the technological world of the 21<sup>st</sup> century.

The board will support, believe, uphold, promote and review when needed the mission of the school.

#### Conduct:

Have a high degree of integrity, act in ethical, legal, and collaborative manners and ensure that all school affairs are transparent

Prepare for, attend, and participate in regularly scheduled board meetings as required by law

Mandatory attendance at annual board training sessions

Review and vote on all recommended school administrative positions

Actively participate in strategic planning for the school

Act as a resource to the school executive officers for guidance, support, and advice

Mandatory participation to serve as chair and/or serve on a board committee

Attend sponsor fundraising events and school events when appropriate

Inform the board of any potential conflicts of interest and abide by the decision of the board related to the situation

#### Education

Ensure that the school operates in an educationally sound manner that results in the school meeting its achievement goals

Oversee and verify that the school's accountability reports are accurate

Attend authorizer visits as required

#### Advocacy

Cultivate positive community relations

Advocate on the part of the school to establish partnerships with community organizations, institutions of higher learning, nonprofit foundations and corporate entities that support education through noncommercial relationships

Provide support for fundraising, marketing, and other services as the need arises

Membership: The officers of the board of trustees are as follows:

Chair: Preside over all Board meetings

Ensure that the school abides by its by-laws and established policies

Communicate regularly and maintain a supportive relationship with the school Director

Prepare agendas for all meetings of the board in collaboration with the school executive officers

Ensure that the board has all needed information to make informed decisions

Represent the school to the public

When necessary, train and prepare the chair-elect for the responsibilities of Chairperson

Vice chair: Understand the responsibilities of the Board chair and perform these duties in the event of absence of the chair, disability or resignation.

Secretary: Ensure that all notices are given in accordance with the provision set forth on the by-laws.

Ensure that accurate records of Board meetings are made in compliance with the organization governance including New York Open Meeting Law; Execute official documents on behalf of the organization as needed.

Treasurer: Oversee and monitor the finances of the organization and serve as the chair of the finance committee; ensure board review of financial policies and procedures and oversees the financial aspects of board decisions; ensure that accurate books and records on financial conditions are maintained; develop and oversee a financial model for the school to function in a fiscally responsible and solvent manner, with attention to appropriate financial controls; review and present quarterly financial reports and annual budget; Approve fundraising plan, which includes setting goals and targets, identifying and cultivating funding sources and conceptualizing fundraising events

**Standing Committees:** Responsibilities of the committees will include, but are not limited to:

### Governance

Ensure adherence to terms and conditions of school charter

Ensure compliance with applicable NYS and federal laws and regulations

Ensure consistent application of the by-laws and periodically review them

Establish, maintain, and periodically review policies of the school

Develop on-going training/development plan for Board of Trustees

Conduct and report on annual board self-evaluation and develop plan to implement recommendations

Recruit board members and orient new members of the Board of Trustees

Review and make recommendations on complaints and alleged violations of laws

Review and make recommendations on conflict of interest issues

### Education: Curriculum and Instruction

Review and assist with development of school director's annual goals;

Analyze effectiveness of the school's curriculum against student performance goals;

Monitor the school's performance on assessments used to measure student academic progress;

Monitor compliance with idea and other legal requirements connected with special education and the ELLs

Monitor student discipline.

### Financial Committee

The financial committee composed of the Director of Finance, the Principal, the Trustee elected to be treasurer and a representative from the leadership team will meet as often as needed but no less than once per month to review revenues, expenditures and the overall financial health of the school, and oversee all financial matters, prepare financial reports the board of trustees and the school community.

21<sup>st</sup> CPCS is committed to the recruitment and development of new board members who believe in the mission of the school. Such individuals will possess skills, knowledge, and expertise that will help the board carry out its responsibilities. 21<sup>st</sup> CPCS seeks a diverse board that represents the community. It will look to add a parent of a 21<sup>st</sup> CPCS student to the board as well as a teacher. Both of these positions will have voting privileges.

The Board of Trustees and the school principal will actively encourage the attendance of parents/guardians and staff at Board meetings and will provide meaningful opportunities for input into the governance of the school. Minutes will be taken for all Board meetings which will be publicly accessible.

### **III. C. Management and Staffing**

The school will be operated and managed by the Board of Trustees and the school principal. The Board of Trustees primary mission is to ensure that the school implements the educational program described in this charter and operates in compliance with all applicable state and federal laws. The Board of Trustees will report any changes in personnel, curriculum and operating procedure to the Authorizers designees. During the planning months, the lead applicant in collaboration with the founding members will implement the Action Plan that will ensure that the school be ready to receive the students in September. To ensure the smooth opening of the school, the lead applicant will work with the Board of Trustees to hire the school principal, develop partnerships with community organizations and stakeholders, recruit the school's students, , and work with the Director of Operation to establish protocols that advances the school's financial integrity and operational health. During the planning months community outreach, organizing the school facility, recruitment of students, implementation of the staffing plan and ordering of start-up furniture, instructional materials and supplies will take place.

*The school Principal* is the overall leader of the school, charged with the responsibility of ensuring academic success, organizational viability, and adhering to the charter's mission and vision including the development of character, values, skills, and the confidence that we seek to instill in our students. The school principal, not yet selected, must be bilingual- Spanish, have a minimum of 3 years assistant principal experience, have a minimum of 5 years classroom experience, experience in working with Title 1 eligible students in particularly with ELL's and at risk students, and have excellent communication skills both verbal and written. He/she must have the conviction that all students can achieve at high levels - a commitment to: preparing every student for college; developing every student's values and character and establishing a school culture that is conducive to learning. The school leader must have a positive attitude, a strong work ethic, and the ability to work well with others. He /she must have high personal and professional integrity; strong believes in the need for cooperation and in team building; perseverance in the face of challenges; and, a powerful commitment to the mission and goals of the school.

It will be the Principal's responsibility to inspire the administrative team and work with the school community to prepare orientation training for all school personnel, and community informational meetings about the school. The school Principal will work to ensure that all policies and procedures established by the authorizers, Federal and State mandates are implemented. He/she must insure that the school's curriculum meets all state core curriculum content standards, as well as values/ character education objectives, and that the school's technological resources support the school's educational program as designed. The Principal will be evaluated by the Board of Trustees. He/she will evaluate the Director of Operation's performance, and all instructional staff; ensure the safety of students and staff; oversee student diagnostic assessments and placement; monitor academic achievement; ensure the development of students' values, confidence, and character; manage parent communications and relations; and, present internal data to the Board of Trustees on a monthly basis and the State in the annual report. Aligned to the student's report cards and Parent-Teacher Conferences, the principal will provide the Board of Trustees

with reports showing academic progress toward attaining the goals established in the charter. The Principal will prepare the annual progress report and provide the authorizers with information requested.

#### Director of Finance (DOF)

The Director of Finance will report to both the school Principal and the Board of Trustees. The DOF will lead the school Finance Committee. The Finance Committee will be created no later than September 2013 and will be composed of a teacher, an administrator, a parent, and two Trustees. The school DOF will oversee personnel matters regarding employee files, statements of hire, and benefits; state reporting; budget-finance. Duties will include but not limited to: reporting payroll, strategic sourcing, collecting and disbursing funds, managing cash flow, account reconciliation, and monthly reporting of financial affairs, including budget status, to the principal and the Board of Trustee. The DOF monthly reports will include a Profit & Loss Statement covering the previous month, a year-to-date previous year comparison, and a balance sheet. She will be responsible for overseeing student recruitment, transportation, school lunch and the building facilities. The DOF will: coordinate and supervise all services provided by contractors and vendors; manage and oversee all financial transactions and record keeping; supervise and manage students' records, manage attendance for staff; maintain staff personal contact information, maintain students' emergency information and parental consent documents; supervise custodial staff, the school aides, and school nurse. To achieve transparency in operational, programmatic and fiscal management, the DOF will provide the Principal and the Board of Trustees with the following reports: monthly financial reports detailing budget v. actual expenses; annual end-of-year financial reports; 3) annual Report (in conformance with state-mandated data requirements) and provide the authorizers with any financial information requested.

The Assistant Principal (2<sup>nd</sup> year), reports to the school Principal. The main responsibility is to support the instructional program. He/she will coordinate exams, monitor student performance, monitor school performance, monitor school trends, and observe and support the teachers. The Assistant Principal will supervise teachers directly and serve as the principal of the school in the absence of the principal. The Assistant Principal will work with curriculum specialists and consultants in developing and implementing the school's curriculum and its educational program procedures; obtain appropriate curricular materials, supervise the implementation of the Flip Classroom strategy and the school educational technology component, oversee the academic data systems; coordinate internal and external assessments; work with the Principal to recruit excellent educational staff; establish, along with the Principal, "a high expectations/no excuses culture" and a caring school climate.

Key organizational decisions regarding curriculum, instruction, student achievement, fiscal planning, and operations will be developed between the school's administration, and the school leadership team. The leadership team will be composed of school administrators, teachers, parents, a board of trustee representative, the principal mentor, and the director of finance. Once plans are developed they will be presented to the full board of trustee for further input and final approval.

*The 21<sup>st</sup> CPCS* will diligently seek to hire its employees through a variety of means, including advertisements in newspapers, relationships with Molloy College, Queens College, York College and Brooklyn College. During the planning year, the founding members will be responsible for the selection of the staff. During the first year of operation, a recruitment/staffing committee will be formed composed of teachers, Principal, a parent, and a member of the Board of Trustees. The recruitment/staffing committee will conduct all new staff interviews. A teacher recruitment fair will be held every April to allow for level 1, and level 2 interviews with the Recruitment/Staffing Committee, and for lesson demonstrations.

The quality of the professional staff determines the quality of instruction. It is the responsibility of the principal to recruit the best qualified candidates to meet the school's educational needs. Staff selection will be based on strong academic preparation, state certification, professional competence, emotional maturity, professional knowledge and commitment to education. Attention will be paid to the candidate's

academic records and relevant experience. The candidates must demonstrate willingness to work a longer day and year, attend Saturday professional development days, demonstrate sensitivity and awareness of the needs of the student population, and be able to work in concert with other members of the school team. The recruitment committee will seek to promote diversity within the staff. The school will comply with all federal, state, and local laws and requirements regarding hiring of staff and will not discriminate in hiring, and retaining staff for reason of race, sex, age, religion, disability or other reasons prohibited by law.

Each classroom across the grades will be staffed with a lead teacher who is fully licensed and a teacher assistant who holds a BA degree and is working towards completing state certification. (see attachment 8a). Given the needs of the projected student population - ELL's, SIFE and students who may be lagging behind all lead teacher and specialists must have State Certification in Grades 1-6, with Dual Certification(ESL / Bilingual Extension or Special Education); subject specialists 7-10<sup>th</sup> grade teachers will hold a subject specific license such as Math, Science (7-12). The Spanish teacher may hold a 7-12 or FLES extension.

Staff Certification, Experience, and key Responsibilities:

<u>Position</u>	<u>Certification</u>	<u>Experience</u>	<u>Key responsibilities</u>
<u>The ESL Specialist</u>	Certification in ESL	2+ years ESL Experience	ESL teacher ; Title III coordinator ( LAB-R; BESIS Report; NYSESLAT)
<u>Special Education</u>	Certification in Special Education	2 +years' special education experience	support students with IEP's; mandated Service Coordinator
Reading	Certification in Reading	2 + years' reading experience	Small group reading instruction; coordinate Fountas and Pinnell assessments
Early Childhood Teachers	Early Childhood Certification(Grades K-2)	2 +years teaching (Bilingual preferred)	duties of a teacher of Early Childhood education
_Childhood Teacher	Childhood Certification 1-6	2 +years teaching (Bilingual preferred)	Duties of a teacher of childhood education
Math Specialist	State Certification in Mathematics 7-12	2 +years teaching math experience. Bilingual preferred	<u>Duties of a teacher of Mathematics</u> and provide math_small group support to first grade students
Science Specialist	Certification Science 7-12	2 + years' Science teaching experience	<u>Duties of a Science teacher;</u> align the Echoview Farm Science units; Science pacing; <i>coordinate</i> ESPET, Science Regents.
Social Studies /ELA Teacher (grade 6)	<u>Childhood Certification</u>	2 + years' teaching experience and 18 or more credits in Eng. or SS (Bilingual preferred)	Teach ELA and Social Studies to Grade 6 <sup>th</sup> ; implement thematic units and projects aligned to the Common Core and Echoview Farm lessons

English Teacher	English Certification 7-12	2 + years' SS teaching experience	Teach Eng. to 7-10 graders; collaborate with the SS teacher; implement thematic units aligned to the Common Core and Echoview Farm lessons; assist to coordinate English Regents; share responsibility for the Grade 7 exit project
Teacher of Spanish as Foreign Language	State Certification in Spanish 7-12, and FLES extension preferred	2+ years' Spanish teaching experience	Teach Spanish as a second language to every student daily.
Social Studies Teacher	Social studies State Certification in 7-12 and have a minimum	2 + years' SS teaching experience. (Bilingual preferred)	Teach SS to 7 <sup>th</sup> - 10 <sup>th</sup> graders; collaborate with the Eng. teacher on thematic units aligned to the Common Core and Echoview Farm lessons; assist in the coordination of the Social Studies Regents and share responsibility for the Grade 7 exit project
Educational Technology Specialist/Computer Teacher	Educational Technology Certification or is working towards attainment.	At a minimum must have a BA with a major in Computer Science; minimum of 3 years' experience in the computer field.	Duties of a computer teacher; work with the teachers to video tape lessons for the Flipped classroom; responsible for proper functioning of all school computers.
Art/Music Teachers	Hold appropriate Certification	2 years teaching and have experience with at risk students.	Coordinate art projects with thematic units responsible for coordinating student art /music presentations.
Health and Physical Education	Physical Education Certification	2 +year teaching experience	Teacher of health and physical fitness, sports/ sportsmanship and coordinate the end of year field and track activities.
Librarian/Reading Teacher (year 3)	School Librarian Certification/or Reading certification	2+ in library science experience or in reading	Maintain the school library; provide library usage classes; support reading for enjoyment, promote reading circles.

Teacher Assistant (TA)	Has a BA/BS and is working towards teaching certification	Experience working with ELL's and students who are lagging behind. (Bilingual preferred)	Perform the duties of a teacher; provide group instruction
<u>Social Worker:</u>	State Certification	2 years' experience Bilingual	Promote students social/academic growth; work with families to impact achievement; oversee the character education program "I Civic", lead the Pupil Support Service Committee; maintain communication with community agencies; coordinate the student's monthly socials.
<u>Student Life Coordinator/Dean:</u>	A minimum of a BA with credits in Social Work or Counseling	Active member of District 28	Ensure a positive culture and a climate conducive for learning; promote self-discipline; maintain communication with parents and community agencies; ensure code of conduct are followed; oversees the enrichment program and the Saturday academy.
<u>The School Nurse (Bilingual)</u>	at a minimum a Registered Nurse or License Practical Nurse		Coordinate all aspect of students' health; maintain student's health records, conduct yearly health screening, and maintain working relations with local hospital, dental and health clinics
<u>Administrative Assistant</u>	Associate Degree.	2 years of administrative experience; bilingual (Spanish); knowledge of Microsoft programs.	Facilitate office operations and gather essential data; serve as initial point of contact for those entering the school. The Administrative Assistant
<u>Business Manager</u>	BA Degree with a major in business.	2+ years of related experience	Support the DOF in all aspects and manage the financial records; monitor student attendance; maintain

			an up-to-date inventory of the school's assets, procurements, bank reconciliations, deposits, financial reimbursement procedures, and bill paying.
<u>School Aides</u> Full time /part time	high school diploma or GED	Members of CSD 28 will be preferred	Assist in the supervision meal times; recreation; arrival and dismissal; assist Kindergarten and first grade students at snack time; and monitor bathroom facilities.
School Custodian and School cleaner	Adhered to NYC/ DOE requirements as per the heating and cooling of the school facilities	Related experience; members of CSD 28 will be preferred	Make minor building repairs; ensure that the school facility is clean, and safe for students and staff
Security Guard	HS or GED	School safety training community 28 resident	Adhere to the school safety and security plan
<u>Consultants</u> (Per diem)	State Certification	20+ years of experience	Provide staff development and support to the principal

Overview of a school day and its operating structures:

A visitor to the 21<sup>st</sup>CPCS will observe students being welcomed to school by the Social Worker and the Student Life Coordinator (Dean) after breakfast has been served (7:40) a general school meeting led by the Principal affirming positive behavior and accomplishments. At 7:50 students will go to their respective classrooms where instruction will start promptly at 8:00am. The Social Worker and the Student Life coordinator will visit all classes early in the morning and in the afternoon to monitor student's emotional challenges that might interfere with learning. Students in grades 3 and up will be in gender specific classrooms. The lead teacher will commence instruction with the Teaching Point of the lesson which should be no longer than 15 minutes; in year two students will discuss the mini lesson's videos (Flip Classroom) for targeted subject and proceed to the application of the lesson with teacher support. A group will stay with the teacher, a group with the TA, and a group will be with a specialist (ESL/ Reading, or Special Education) the Specialists will push in for a 45 minutes of support for literacy and mathematics. Depending on student's needs, the ESL or reading specialist will push in for content areas).

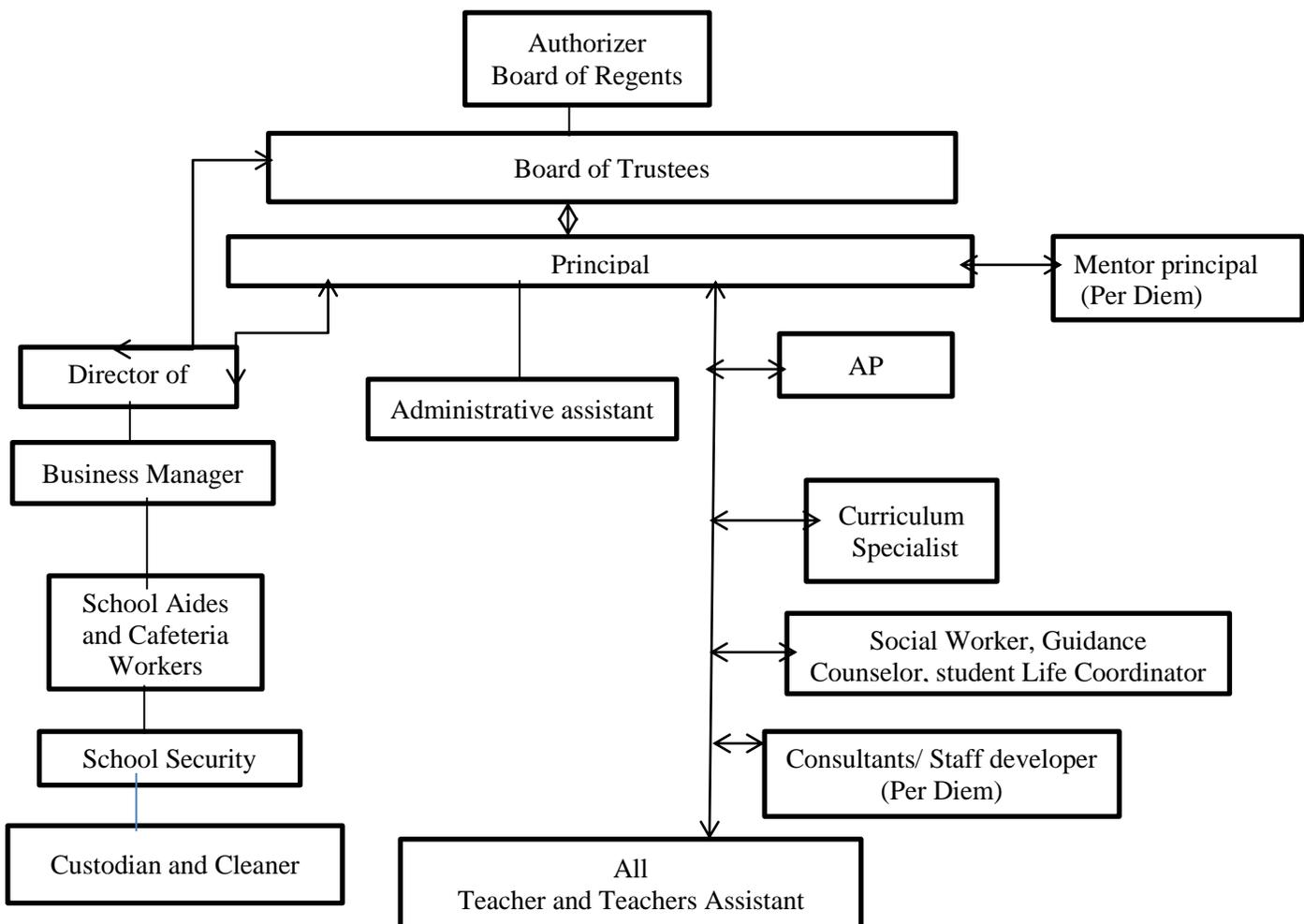
ELA and Mathematics will be allotted double periods for instruction. During the first year the math specialist (a 0.5 position) will teach the 6<sup>th</sup> grade classes and the Childhood teacher will provide support. He/she will also co-teach with first grade teachers during Math instruction, serving as a mentor and coach. Students will receive a daily period of Spanish, Social Studies, Science and Physical Education. All major subjects will be taught in the morning or early afternoon, leaving music, art, computers, and physical education for the afternoon when preparation period will be scheduled for classroom teachers. A visitor will encounter per-diem consultants and/or staff developers leading planning sessions with teachers and TA's or conducting professional development. Individualized tutoring involving all staff members will be provided from 4:10-4:25. Early grades (k,1 and 2) will be dismissed at 4:30 while older students will remain in school for an additional hour of enrichment and support. The after school will be supported by teachers with

differentiated hours of arrival. The art, music, gym and computer teacher will commence an hour later, thus affording instruction in their respective subjects until 5:30. The visitor will notice an orderly student centered and supportive environment. The Principal will oversee the daily school operation with support from the Director of Operations, the AP (in year two) and the per diem Mentor Principal.

The Saturday Academy will be a remedial program and available to all students who are lagging behind. However, it is mandated for ELLs and SIFE students. The Saturday program will be from 9-12 consisting of an hour for literacy (ESL); an hour for Mathematics; and an hour for sports/art. Parents who wish to learn English will be welcome in our Saturday program and will be encourage to use the school ESL computer assisted program.

A minimum of four Saturday during the academic year will be dedicated to professional development. Topics will be chosen by the teachers and will be based on their needs as indicated by the school data.

### Chain of Command:



## C.2 Partner Organization

- C.1.  We do not intend to contract with a charter management organization
- C.2. Our partner organization is the Chasdrew Fund and their Echoview Farm (North Carolina)  
Chasdrew Fund  
130 East John Carpenter Freeway  
Irving, Texas 75062  
Contact: Mr. Ronald Elum, Executive Director  
215-921-6800  
[relum@jfrogroup.com](mailto:relum@jfrogroup.com)

The purpose of the affiliation is to extend our “experience” mission to include a farm experience. Given that we will have access to a virtual farm experience, the inner city students will have the opportunity to extend their horizons. A number of “farm” lessons will be incorporated into our thematic units. In addition, professional development will be provided along with the lessons. A staff development specialist will work with the teachers in integrating aspects of farm life into the curriculum. It will afford “virtual” experiences leading to work in literacy, Math, Social Studies, and Science – all addressing the Common Core.

### III.D. Evaluation

The ultimate goal in evaluation is to improve performance. We believe that performance management is an ongoing and daily process, not just an annual event. Evaluation of staff members involves many formative evaluation steps and includes walkthroughs, classroom “pop-in” visits, informal observations, formal observations with post- observation conferences, working with the employees to correct problem areas, setting goals to improve performance, detailed documentation of each step, which culminates in a summative final assessment.

The Principal, the head of academics at the school will be accountable for high student achievement and will have the primary responsibility for overseeing the implementation of all assessments. The principal will be responsible for the academic success of the students and will support staff members to ensure that all students are proceeding at the proper pace. Performance data at the student, class and school-wide levels will be used to evaluate progress and to make necessary adjustments to the program. Accountability will be a strong component of *the 21stCPCS's* among all the stakeholders in the school community. Board members, administrators, teachers, teacher assistants, students and parents will have a personal responsibility for student success. The Principal will be evaluated by the Board of Trustees. This evaluation will include: the scores on the standardized tests; whether the state mandates have been met; the learning environment of the school; student growth and achievement; student and parent satisfaction and concerns expressed by Parent Association in generated surveys;

In order to meet and exceed the academic goals and objectives developed for the school, a number of evaluative activities will be developed to ensure successful implementation of its pedagogy and assessment practices to attain outstanding student performance results as quickly as possible. Data generated by standardized exams and soft data collected by the school administration throughout the year will provide a clear view of the school effectiveness as an institution for learning.

The Principal, in cooperation with the assistant principal (year 2) will formally evaluate all teachers at the end of each school year and evaluation results will be shared with the Board of Trustees. The Principal will use evaluations to determine whether the quality of an employee’s performance is sufficient to remain on the staff. The principal, assistant principal, mentor principal, and the curriculum specialist will conduct frequent formal and informal teacher observations to identify strengths and professional growth

targets. The principal, will be responsible for directing and overseeing performance improvement as well as undertaking any necessary corrective action against an employee.

The principal supported by the principal mentor, assistant principal (year 2) and curriculum specialist (year 4) will monitor and evaluate students' academic growth, attendance and student satisfaction data to determine progress towards achieving school's objectives. The administrators will continuously review formal and informal testing results, identify students in need of academic intervention, and identify sections or classes where re-teaching needs to occur. The staff developer and consultants will collaborate with individual teachers and Specialists to create appropriate lesson plans, coordinate intervention strategies and arrange for additional student support with the social worker (K-5) guidance counselor (7-10) and the Student Life Coordinator.

The collection of data will drive every component of the school. The administrators will use achievement data to evaluate teachers, revise standards, guide revision of curriculum, and identify areas of strength and areas of concern. Teachers will use the student performance data to inform their own professional development, determine which students require additional support on which standards, revise lessons, and devise intervention strategies as needed. Students will use their assessment data to reflect on their own performance and develop action plans to improve performance; they will also use the results to seek tutoring. Parents can use students' performance reports to monitor their child's level of performance, evaluate the effectiveness of the school, and inform their opinions during parent conferences.

The Principal will have the responsibility to create an atmosphere that fosters accountability, the use of disaggregated data, collaboration and teamwork among the professional staff ensuring that students are able to achieve at high levels. The school will use a variety of sources to generate the data necessary to drive the instructional plan. Among the various sources will be: standardized tests, such as the TerraNova, E Class II, the New York State Reading and Math tests, and the Regent exams; teacher made tests and projects; unit tests; and the Fauntas and Pinell Assessments every six weeks.

Using authentic assessment evaluation such as portfolios and the day to day student work to generated data, the educational team will identify the areas of strength and weakness of each student. This data will enable the classroom teacher and teacher assistant to tailor the instruction for the student's. Further, it will enable the ongoing professional development be tailored to the needs of the student. Lastly, this information will be used in the Saturday Academy Program.

A teacher's knowledge of subject matter is critical if students are going to achieve high standards. Teachers who possess a deep knowledge of the subject matter are able to teach more effectively in the classroom. Teachers cannot teach what they do not know well. Therefore, an ideal teacher has deep subject knowledge combined with the ability to motivate students and instill them with a love for learning. They are: hard working; conscientious; flexible; cooperative; polite; tolerant of differences in beliefs and customs; positive in attitude and outlook; have an amiable disposition; and get outstanding student performance results. Teachers evaluation will measure but not be limited to 1) Practice of effective classroom management; 2) Achievement of instructional goals outlined in this charter 3) teaches for learning; 3) video tapes mini lessons for the Flip classroom effectively and consistently and 4), maintain high standards of professionalism.

Teachers and teacher assistants will be formally observed six times a year – three times in each semester. This does not include informal, ongoing assessments by the Principal and subject area consultants. The evaluation model will follow state mandates: 50% will be teacher lesson evaluations; 20% standardizes test results; 20% in house testing results and 10% attendance and participation in extra curriculum activities. This information, as well as the previously discussed assessments will drive the ongoing professional development. We will collect comprehensive data from multiple sources, analyze the data in real-time, make decisions, and act based on the results of the data.

This approach will promote every staff member to view their work as “data-driven” and be held accountable for using data to develop, execute, and refine their work.

To evaluate the school fiscal soundness internal audits will be conducted and results reported to the principal and Board of Trustees. A CPA will conduct a monthly review of fiscal activities in addition, as required an external audit will be conducted. A staff survey measuring the effectiveness of our financial department will be generated to all staff members for their input. The instructional program will drive the school budget. The principal and director of finance will work together to ensure teachers have what they need to teach our students. The director of finance will be evaluated by the principal at the end of each semester; mid-year review and an end of the year evaluation. The evaluation will measure job performance in the context of her job description as well as ability to create a safe welcoming learning/working environment for the students and staff. The results of the evaluations will be shared with the Board of Trustees.

Administrative Staff and non-pedagogue Evaluation: Annual evaluations of non-pedagogue will be performed by the Director of Finance, using an evaluation rubric that will be developed in the planning months.

Non-academic goals are measured in a number of ways. Our goals of creating a safe and caring school, where students value their work and develop strong study habits; develop confidence, character, and a desire to contribute to the community will also be measured. Daily attendance, retention rates, behavior infractions, work completion, parent satisfaction ratings, faculty observations, participation in Saturday program, community service in and out of school, and surveys will provide the data needed to assess effectiveness of the non-academic goals.

Parent and Student Satisfaction measures will be determine by an annual survey. Each year at least two – thirds of all parents will express satisfaction with the school program. 90% of all students enrolled during the course of the year return the following September. Each year the school will have an average daily student attendance rate of 90%.

The school association with Chadsdrew will be evaluated by teachers and students surveys measuring the quality and relevance of the lessons. Our association with Molloy College will be limited to teachers (TA) attending classes to complete teaching license, classroom visits aimed at supporting our teachers with best teaching practices for students with special needs and attendance at conferences and workshops. The effectiveness will be evaluated through surveys, attendance at conferences and workshops.

Each year the 21<sup>st</sup> CPCS will comply with all applicable federal and state laws, rules and regulations; its by-laws, and the charter school agreement. Each year the 21<sup>st</sup> CPCS will have in place policies, procedures for ensuring that the legal and charter requirements are met.

The effectiveness of the Board of Trustees will be evaluated by the Parent Association generated surveys, parental meetings, student success, school climate and parental and community involvement in school life. Monthly meetings will be held with the parents, members of the Educational Committee of the Board, the Principal and staff to discuss their concerns, satisfactions, suggestions, school tone and ideas for the future growth of the school. “It takes a village to raise a child” and The 21<sup>st</sup> CPCS will be the village raising our next generation!

### **III. E. Professional Development**

Hillary Clinton wrote that “It Takes a Village” and we believe that everyone at *The 21<sup>st</sup> CPCS* must invest in the success of our students. To that end, every individual deserves to be trained and nurtured to present his very best. Professional development will be ongoing and include ALL personnel.

Principal

The principal will be trained by the principal-mentor through the discussion, application, and evaluation/reflection model. The principal will be encouraged to keep a daily log of accomplishment, highlights and problems which will provide the catalyst for future discussion, application, and reflection. In addition, the principal-mentor will begin a professional library dealing with school leadership and best practices for teachers and administrators.

### Teachers

The school founders believe that professional development is a blue print that leads to high quality instruction which leads to student success in college, careers and life. Recent studies have shown that “better teachers produce better students.” Effective professional development fosters a culture of continuous improvement for all engaged in the teaching and learning process. *The 21 CPCS* is committed to implementing a professional development plan that fosters a collective effort for improved teacher performance and student performance; that is aligned with rigorous state student academic achievement standards, school improvement goals, and a shared commitment to serve all learners.

Instructional planning will be supported by ongoing and embedded professional development, carefully selected resources, and coaching from our instructional leaders, consultants, and curriculum partners. The professional development plan will be adjusted each year and will be reflective of the desegregated students’ results, analysis of our curriculum, and the deliverance of instruction. It will be learning-focused with shared instructional leadership and mutual accountability. A collaborative culture based on trust will unify the professional development plan (*Supervision That Improves Teaching and Learning* – Sullivan and Glanz).

The professional development plan will be developed based on teachers needs assessed through observations, planning needs, self-analysis, student achievement results and professional development choice (teachers may choose 3 workshops during the year). Common planning time and weekly scheduled periods for professional development have been imbedded in the teachers’ programs. In addition, a minimum of four Saturday during the year will be devoted to professional development.

The professional development plan will be developed during the planning months and will be adjusted once the staff is selected. School administrators will conduct training on the school’s goals, objectives, and approach, as well as laws and regulations pertaining to ELL’s, SIFE, and students with Special Needs. Research based strategies that support at-risk students as well as students’ learning styles will be addressed during the pre-service training in August. As per Commissioner’s Regulation 80-3.6, teaching professionals must complete a minimum of 175 hours of professional development. Through Molloy College, our teachers will be able to complete this requirement. Education conferences, seminars, and workshops will be open to them. In addition, special courses that would be designed based on our student and teacher educational needs will be created and conducted by a professor from Molloy College at the school site.

The following topics are anticipated to be included during the pre-service August training, and during the year:

- NYS Standards and the Common Core
- Kagan Cooperative Learning Strategies
- Differentiated Instruction
- Thematic teaching and planning
- Singapore Math
- Reading Mastery
- The Writing Process
- SIOP

Use of disaggregated student data (qualitative and quantitative) to determine learning priorities, monitor progress, and sustain continuous improvement

## Reflection/Sharing of Teaching Techniques

### The Flip Classroom

#### Echoview Farm

Professional development will be a shared responsibility. The staff will be encouraged to express their individual teaching needs and the school administrator will arrange and schedule demonstration lessons using the apprentice model. The implementation of concepts learned during professional development will be observed by teams of teachers. *The 21<sup>st</sup> CPCS* will implement a Peer Review Process that will engage the staff in reflective practices. The professional development plan's effectiveness will be evaluated by observations of teacher's lessons (six formal observations per year), students' achievement results, and self-assessment/reflection. Each series of workshops will also be evaluated by the teaching staff.

*The 21<sup>st</sup> CPCS* will establish a professional climate where staff members will feel supported as they seek to implement the school mission. Their ideas and suggestions for the improvement of teaching and learning will be encouraged. A budget line item dedicated for the purpose of sending staff to workshop and conferences has been included. The school leaders also need to grow in their leadership skills. The Principal and/or Assistant Principal will attend national conferences including ASCD, National Charter School, and NABE.

#### Teacher Assistants

Teacher assistants will work closely with the classroom teacher in all aspects of professional development.. In addition, The TA's will attend the same workshops – in August, Saturdays and throughout the year - optimally along with the classroom teachers; however, if scheduling does not permit, TA's will attend the same workshops at a later time. Team planning will allow both the teacher and the TA to work together to implement best practices learned in these workshops. Since we hope to hire future teachers from our TA pool, the evaluation process will mirror the teacher process both in rigor and in nurture. Our teachers will also present a daily model of excellent teaching for the TA's.

Teachers and TA's will have the services of a part-time staff development specialist who will provide ongoing training to fulfill the school mission. He will work closely with the principal and the principal-mentor to insure that the instructional program remains aligned with the instructional goals and that the teachers continue to grow as educators. The program will include: demo lessons, observations, inter-class visits, reflections, and workshops. Teacher feedback – anonymous – will insure that the workshops remain relevant to teacher needs.

#### Student Life Coordinator and Social Worker

Professional development will include an ongoing update of all national, state and local regulations concerning all members of our student community – regular education students, students with special needs, SIFE students, and ELL's. Further, he/she must be up-to-date on all services available to students and parents both in the school and in the surrounding neighborhood. He/she will be given the opportunity to attend workshops and local conferences to: hone people skills, present a positive atmosphere along with positive reinforcement, understand the teen-age mind (Dr. A. Baird), etc. The student life coordinator and social worker will work closely with the principal and the principal-mentor in fostering the school vision.

#### School Aides and Security Guard

Very often, school aides and security guards are the first school personnel to greet the student and/or the parent. To this end, we believe they should fully understand the climate and vision of the school. Periodic meetings will be held to underline, discuss, and reflect on the implementation of this vision. The code of discipline, food safety, the school safety plans and recreation activities will be some of the topics covered in their professional development. The principal and principal-mentor will monitor and meet with these key personnel to insure a seamless positive school day.

#### Board of Trustees:

The founders are committed to developing a well-informed board, one with the knowledge and skills needed to lead an effective charter school. Providing new trustees with the training they need to perform effectively is a critical step in developing a strong board of trustees. Working closely with the Principal, the trustees will identify professional development needs that will provide them with the knowledge needed to serve on school committees. The Lead Applicant who will serve as the principal-mentor will conduct an interest survey yearly to identify areas of concern and schedule professional development for the board of trustees and school administration. All trustees will begin orientation by receiving an overview of *The 21<sup>st</sup> CPCS* mission, and charter application. Board members will select committees on which they would want to serve. Training will be provided by the principal, the principal-mentor and outside consultants on important areas such as: laws for charter schools, hiring practices, school policies and procedures, the importance of community relationships, the instructional program, evaluation, and budget.

### III F. Facilities

The proposed location of the 21stCPCS will be in NYC school District 28Q, Queens, NY. Upon the approval of the letter of intent, the DOE Office of Portfolio Planning was contacted. They were asked to begin the process of locating a BOE facility in District 28 that would be able to accommodate a proposed population of 550 students in grades K to 10. However, they informed the contact person that nothing could be done until the Charter is approved. We have identified a possible site for our school in the southern section of District 28. The site was a former day care facility that will be closing and are looking to lease or sale the building. The facility has 20,465 square feet and has room for expansion. However, given the fiscal constraints of the first and second year budgets it would be more prudent to share a school.

We must provide for ample space to house the needs of the targeted student population of ELL's, SIFE, special needs and children from low socioeconomic backgrounds. Such facility requires space for small group instruction with multiple teachers (ESL and Special Ed service providers, teacher assistant and the lead teacher). In the event that the classroom space is not adequate, additional space will be required for small group instruction. If the Charter is approved, the Office of Portfolio Planning will address the finding of a facility for the school.

The 21<sup>st</sup> CPCS will need the following space over the five year term of the Charter.

Classrooms:

Year	Grade	Number of classrooms	Specials	Office/storage
2013-14	K,1 and 6	6	Art/music, computer room, gymnasium, lunchroom, auditorium; playground	Main Office, Staff room, Principal office, business office, social worker, nurse, dean, parent association and storage
2014-15	K,1,2,6 and 7	10		+ Assistant principal office
2015-16	K,1,2,3,6,7,and 8	14	+ a library	same
2016-17	K,1,2,3,4,6,7,8,and 9	18		+guidance counselor & curriculum

				specialist
2017-18	K,1,2,3,4,5,6,7,8,9, and 10	22		

This assumes an increase in the number of bathrooms each year in accordance with mandated requirements for the number of students enrolled including bathrooms with handicapped access.

The 21<sup>st</sup> Century Preparatory Charter School facility strategy depends on securing an affordable temporary space with as few renovations as possible for the first and second years of operation. The planning team understands the cost of such location and therefore likes to request temporary space in a DOE school building. This will allow time to obtain necessary funds to locate a suitable private facility and make the necessary renovations for the school to function there from the 3<sup>rd</sup> year onwards.

In the event that the DOE provides temporary space in a public school, the 21<sup>st</sup> CPCS would utilize the layout already in place without making any modification to it. If we were to share a space in a DOE building, the new charter school law defines the procedures for sharing it. A Share Space Committee will be established. It will include both principals, director of finance, teachers and parents from both schools. The Share Space Committee will meet a minimum of four times per year or as often as needed to review the implementation of the building usage plan and to resolve any issues that affect the smooth operation of the schools.

There will be no community facility housed in the school.

In the event that school needs to lease a facility space for the school, the budget allocates funds at the going rate of \$15 to \$20 per square foot. These amounts are based on conversations with two real estate brokers.

Due to budgetary restraints in year 1, the square footage is estimated at 13,550 sq. ft. at a cost of approximately \$203,000 (\$15 per) and \$271,000 (\$20 per). With more funds available in year 2 and beyond, four additional classrooms each year and other areas (the library, more offices, a separate gym, etc.) can be leased. The projected square footage for year 2 would be 25,650 sq. ft. at a cost of \$384,750 or \$513,000. Each successive year adds four classrooms and additional areas.

The building chosen will have to meet the Federal, State and City requirements established under the Persons with Disabilities Act of each jurisdiction. If it does not, the facility will have to be modified to conform to the legal requirements.

Upon approval of the Charter, the lead applicant will contact the Office of Portfolio Planning to locate a BOE facility that conforms to the requirements set forth in the educational plan or to assist the school in locating a facility to lease. The founding members anticipate purchasing a building in year three of the Charter. A proposed Board of Trustee member is an architect with vast experience in the renovation of school facilities.

### **III G. Insurance**

The following coverage's will be secured to meet all requirements by authorizing agencies and/or additional insured's as appropriate: Coverage/Limit: General Liability/ \$1,000,000 occurrence \$3,000,000 aggregate; Workers Compensation Statutory Limits pursuant to NY laws; Employee Benefits Liability/ \$1,000,000; Automobile/Bus Liability including underinsured and uninsured as needed/ \$5,000,000; Umbrella / Excess Liability above primary program/ \$10,000,000; Employment Practices Liability/ \$1,000,000; Educators Legal Liability/ \$1,000,000; School Board Errors & 49

Omissions (Directors & Officers)/ \$1,000,000; Sexual Misconduct Liability/ \$1,000,000 \$2,000,000 aggregate; Crime / Fidelity Coverage (Bonds)/\$500,000; Property/Lease and Boiler Machinery Coverage Blanket Limits as needed by School, on an all risk of direct physical basis; Student Accident Coverage/ Primary \$25,000 limits and CAT option at \$1,000,000. 21st century preparatory charter school will only be

placed with at least an A+II rated insurance carrier as determined by AM Best rating guidelines. 21st century preparatory charter school financial plan assumes a total cost of \$36,125/annum for insurance premium.

### **III. H. HEALTH, FOOD AND TRANSPORTATION SERVICES**

#### **Health:**

*The 21stCPCS* will comply with all health service requirements that apply to other public school including, but not limited to immunization and diagnostic requirements. The school shall provide health care services similar to the services available at local schools. A nurse will be employed to accomplish these mandates as well as to supervise the storage and administration of medications to students, the treatment of students who are ill or injured, train the staff in first aid, including CPR and emergency response using the Automated External Defibrillator (AED). The nurse will conduct all hearing and vision screenings as well as keeping records and correspondence related to his/her responsibilities.

*The 21stCPCS* will incorporate into the school plan the Office of School Health (OSH) used by the NYCBOE. The OSH is a joint program of the Department of Education and the Department of Health and Mental Hygiene. Services to students include case management of chronic health problems, preventive health screenings, urgent care, medication administration, preventive counseling, health education, referral for care and assurance of ongoing effective treatment.

The school, in accordance with NYS law, will require that each student entering have a certificate of immunization at the time of registration or by the first day of school. The following immunizations are required: Diphtheria; Polio; Measles/Mumps/Rubella; Hepatitis B; and Varicella. Before a child can be permitted to enter school, the parent or guardian must present documentation that the student has received all of the required immunizations or at least one dose of each required agent and is waiting to receive the subsequent doses.

Parents may waive immunization in accordance with Public Health Law. Exceptions to immunization shall be granted if a duly licensed physician or nurse practitioner certifies that such immunizations may be detrimental to the student's health or if the parent or guardian holds genuine and sincere beliefs, including religious beliefs that are contrary to immunization.

As already mentioned, *the 21stCPCS* will maintain AED equipment to ensure ready and appropriate access for use in an emergency. Further, the school will cause to be trained staff members in the use of the equipment at school and at school sponsored events.

*The 21CPCS* will establish a secure, easy to understand policy on the administration of medication to a student. The school nurse will communicate to the students, parents and staff the requirements for the administration of all medications in the school. Such requirements will be included in: the student-parent handbook; school publications and calendars; inserts with report cards; letters to clinics and physicians; and in individual parent/ student meetings.

The school shall require written orders from a duly licensed prescriber and written parental request and permission to administer medication. All medications, including nonprescription OTC medications, shall be prescribed by a duly licensed prescriber on an individual basis as determined by the student's health status.

Written orders from the prescriber must include: the student's name and DOB; the name of the medication; the dosage and route of administration; the frequency and time of administration; the date written; the prescriber's name, title, signature and phone number.

A written statement from the parent or guardian requesting administration of the medication in school as ordered by the prescriber must be on file at the school. The parent is responsible to have the medication delivered directly to the health office in a properly labeled original container. The medication shall be labeled with: the student's name; the name and phone number of the pharmacy; the prescriber's name; the

date and number of refills; name of the medication; frequency of administration; and all directions for administration.

All medications will be stored in the health office in a locked cabinet, draw or refrigerator designated for medications only. Further, the health office must have a locked door. There may be instances when requests may be made by the parent or the prescriber to allow the student to carry and self-administer the medication. Such requests must be made in writing by the parent and the prescriber detailing the reasons, assurances that the student has been instructed in the self-administering procedure and that the student can assume the responsibility for carrying the medication. Any student self-administering medication without proper authorization will be counseled by the nurse who will inform the administration and the parent.

### **Food Services**

Considering that health and nutrition play an important role in educating the whole child, the 2<sup>st</sup> CPCS plans to provide a healthy food program. In order to assist families in the prevention of diseases and illnesses too often associated with poverty, the school will deliberately seek out the best option for our students. The school anticipates that at least 80% of our students will be eligible for free or reduced lunch, based on CSD 28 statistics and the population the school intent to serve. The 21<sup>st</sup> CPCS will provide school breakfast, lunch, and snack. If the school is located in a DOE building, students will receive food services from the NYC Office of School Food and Nutrition Services. The school will follow all protocols and procedures required by the Office of School Food and Nutrition. At the end of the school year, the Board of Trustees, student and parent surveys will evaluate whether the menu provided by the NYCDOE meets the school criteria for nutritious meals. For the first two years, *the 21<sup>st</sup> CPCS* intends to utilize the Office of School Food and Nutrition Services (OSFNS) of the NYCDOE to provide breakfast and lunch to the school. OSFNS will provide the food and administer reimbursement from the federal lunch program, reducing the administrative burden on the school. *The 21<sup>st</sup> CPCS's* financial plan assumes a 80% collection rate from parents under the Federal Free and Reduced-Price Program. The school will participate in the Federal free and reduced-price breakfast, lunch and snack programs administered by the Department of Agriculture via OSFNS and will adhere to all applicable requirements including, but not limited to: meal pricing; nutritional value; determination of eligibility; and reporting requirements.

In the 3<sup>rd</sup> year of operation, *the 21<sup>st</sup>CPCS* intends to have its own cafeteria with kitchen facilities. However, if the building in which the school is ultimately located does not have these facilities, the school will ensure that contractual arrangements provide food services to students directly. The school will provide an on-site refrigerator for short-term milk storage and an eating area/cafeteria for meal consumption. The school will comply with any nutritional guidelines from NYS as part of the Healthy Schools Initiative.

Students may opt to bring their own breakfast, lunch and snacks and not partake in the school lunch program. Many studies have indicated that too much sugar and salt can and does interrupt the learning process and promotes hyperactive behavior in young and adolescent students. Therefore, the *21<sup>st</sup>CPCS* will not allow any overly sweet nor salted foods and/or snacks to be brought to nor consumed on the premises. The school will provide healthy, low sodium and low fat snacks such as, fruits, juices, fresh vegetable and foods that are nutritious.

The school menu will be sent home monthly, nutrition lessons in all grades and a vigorous gym program will attack the growing problem of childhood obesity that is being addressed by the Federal, State and City governments. A healthy body affects the mind in a positive way while an over- weight, sugared and salted body is not conducive to the learning style that *the 21<sup>st</sup>CPCS* is attempting to create.

*The 21<sup>st</sup>CPCS* is seeking a partnership with Cornell University Cook Shop program. Cook Shop provides classroom and parental workshop to teach parents how to prepare nutritional ethnic foods. This is a federally funded program that assists low income students and families gain the knowledge and skills needed to make and appreciate healthy choices. It uses hands-on explorations and cooking activities to

foster students' enjoyment and consumption of healthy food and their appreciation of good nutrition. This would complement the school's plans to combat childhood obesity and the ingestion of high sugar and salt products.

### TRANSPORTATION SERVICES

The 21<sup>st</sup> CPCS transportation plan will be in accordance with NYS law and the Chancellor's regulations on student transportation. Those students not mandated for door to door transportation by their IEP will follow the regulations that determine bus pass use by age and distance to be traveled from home to school. The chart at the end of this section shows the Office of Pupil Transportation (OPT) eligibility. A student who's IEP requires door to door transportation will be assigned by the OPT.

The school cannot provide, at this time, transportation services. Parents will be made aware of the regulations and will be provided with the appropriate public transportation schedules.

		DISTANCE FROM RESIDENCE TO SCHOOL			
		Less than ½ mile A*	½ mile or more, but less than 1 mile B*	1 mile or more but less than 1½ miles C*	1½ miles or more D*
GRAD	K-2	Not Eligible**	Eligible for Full Fare Transportation		
E LEVEL	3-6	Transportation			
	7-12	Not Provided	Not Eligible**		

The 21<sup>st</sup> CPCS has set its school calendar to coincide with the NYC Queens District 28 specifically so that its students can take advantage of the school transportation available to them. Upon approval, we will meet with the transportation director of Queens District 28 to establish a relationship and pick up documents indicating drop-off and pick-up times as well as develop a strong relationship in an effort to mitigate any potential problems.

### III I.Family and Community Involvement

The 21<sup>st</sup> CPCS founders embarked on an outreach initiative in order to ensure that families, parents and community leaders were given a voice in the planning process. CSD 28 is full of potential coming from its diversity, and the 21<sup>st</sup> CPCS wants to optimize capacity for educational changes leading to renew optimism for children's education. Community involvement in the designed and implementation of this charter school is vital to its success. Many parents are immigrants who want their children to achieve the illusive "American Dream They voiced how the local educational system is struggling to meet the needs of low income, ELLs and SIFE students, and they are looking for a way to provide their children with the education they will need to succeed. These various constituencies provided feedback to the planning team about problems facing Community school District 28, as well as what they are hoping for in a charter school.

The 21<sup>st</sup> CPCS has sought the participation of the community for the design of the school. Community meetings were held to discuss the proposed school mission and instructional plans. Community representation in the vision, planning and governance of the school is vital to the school design and its

implementation. St. Stephen an active church in Dist. 28 provided the founding members with a meeting place to disseminate plans for the 21<sup>st</sup> CPCS and to get feedback from the community.

The founders incorporated as many parental requests as it was feasible such as an extended day and Saturday program, no early dismissal for students for staff development and ESL classes for parents. The founders found the need to clarify for the community what a charter school was and concerns of fiscal impact on the district. As a result of the meetings talented community members were recruited to serve on the proposed Board of Trustees. The expressed need for an extended day and extended year program was voiced unanimously at every meeting. Parents voiced the need to have their children receive additional instruction than it's traditionally given in regular public schools for their children to succeed. They also expressed the need to keep their pre-teens and teenage children in a safe learning environment while they work and thus reduce the vulnerability of their children to recruitment drives by local gang. The founder's recorded parental request, prioritized them, and incorporated as many community wishes into the school designed as possible. The Saturday Academy was created to meet the needs of our ELL's/SIFE and special needs students who are lagging behind. It will also accommodate parents who wish to learn English or Spanish via the computer lab. Our proposed computer laboratory will afford students and their parents the opportunity to practice English side-by-side.

As previously described, District 28 is a diverse community. The District is home to a myriad of neighborhoods that differ culturally, linguistically and economically. The low income areas are heavily immigrant areas such as Jamaica, South Jamaica, Briarwood and Rochdale Village, while it also has some of the most desirable real state in Queens such as Forest Hills and Forrest Hills Gardens. *The 21<sup>st</sup> CPCS* has started the process of engaging families from this disparate community by engaging in on-going dialogue with the community. If approved, the outreach will include local elected leaders and members of CSD 28. They have been invited to attend the meetings but have declined to meet until this proposal has preliminary approval. If approved, and prior to the Capacity Interview, announcements will be placed on the Penny Saver and the Queens Ledger as well as other venue to highly publicize the meetings in an attempt to maintain the community informed and to involve elective officials and CSD 28 in the implementation of this charter school.

*The 21<sup>st</sup> CPCS* is expecting a diverse student population. Parents will be encouraged to be active members in the educational process. Their involvement will go beyond the traditional and peripheral way most schools involve parents (cake sales and other fundraisers). We will offer opportunities for all parents to be involved regardless of whether they work full time or are single parents. Monthly meetings on child development, school governance, parenting, workshops, conferences on topics of interest will be conducted or sponsored to prepare parents to serve in decision making roles at the school. 21<sup>st</sup> CPCS will be a community school where the parents will have a voice through their elected parent representatives in the discussion making process affecting their children.

The active participation of parents and caregivers inside and outside of the classroom is essential in supporting *The 21<sup>st</sup> CPCS* educational program. At a minimum all parents and caregivers are expected to support their child's educational path and promote a healthy learning environment. It is our expectation that parents will work within school guidelines for communication, student's discipline, and uniform code. As a condition for enrollment, *The 21<sup>st</sup> CPCS* will require parents to sign a contract agreeing to the school mission, discipline policy, uniform code and agreeing to be actively involved in the education of their children. Parents will be required to attend a minimum of 5 school events which will include 3 parent teacher conferences per year. We recognize that each caregiver possesses academic, artistic, cultural, and professional talents. These gifts are valuable to our prosperity and help our school to thrive as a learning environment. A school parent manual will be developed during the planning months.

*The 21<sup>st</sup> CPCS* will be an active force in the community – a safe, nurturing venue for students as well as parents.

### **III J. Financial Management:**

Establishing an accurate annual budget will be an essential component of managing the school's finances. The Director of Finance will be responsible for developing the annual budget in consultation with the principal, finance committee, and the treasurer. Once finalized, it will be submitted to the full Board of Trustees for approval. An independent fiscal audit will be conducted yearly by a certified public accounting (CPA) firm. The audit will be comparable in scope to those required of other public schools and will adhere to accepted accounting procedures (GAAP) for non-profit organizations. The Board of Trustees will select an accounting firm with experience in non-profit organization and charter school finances. The Board will develop the internal financial policies and guidelines for the school no later than August 2013. The Board of Trustees will select an accounting firm with experience in non-profit organization and charter school finances. The Board will develop the internal financial policies and guidelines for the school no later than August 2013. The school financial management obligations will be continuously reviewed by the elected Treasurer of the Board of Trustees who will be ultimately responsible for overseeing and ensuring 21<sup>st</sup> CPCS financial welfare.

To ensure the financial health of the school and monitoring of everyday assets and liabilities two positions have been created: Director of Finance and a Business Manager, with oversight from the Treasurer. The Director of Finance will be in charge of managing the school's finances on a day-to-day basis. She will operate with a clear understanding of the annual budget and be responsible for continually monitoring the fiscal health of the school. The duties of the Director of Finance will include establishing a strong financial foundation and a culture of exemplary financial practice. A monthly, quarterly and annual budget reports on the 21<sup>st</sup> CPCS's financial status will be submitted to the finance committee for their input and to the Board of Trustees. Financial reports and independent audits will be submitted to the authorizers as per requirements. The DOF will complete the financial sections of grant applications, seek grants and financial support from foundations and oversee all fundraising activities.

QuickBooks will be used as the school's accounting software. On-demand synchronization of bank account transactions and balances will provide up-to-date information on cash flow. Although all financial transactions will go through the Director of Finance view access will be available to the principal, and any member of the Board of Trustees. A transparent environment will help assure that the school's finances remain in line with its budget and goals. The DOF will have decision-making authority for day-to-day financial transactions made in the ordinary course of business. In the case of major financial decisions, whether they involve revenue or expenditures, the Director may act only with the advice and consent of the Board of Trustees. The Board of Trustees will set long-range financial goals for the school, with advice and counsel from the Finance Committee, and will see that the annual budgets advance those goals.

To segregate duties a business manager position was added. The business manager will assist the Director of Finance with and will be responsible, but are not limited to, working with 21<sup>st</sup> CPCS's payroll company; analyzing, reconciling and adjusting account balances; closing the fiscal year; and maintaining all financial records in accordance with the laws. The business manager will be responsible for the security of both the financial data and student data. Student data will include enrollment information, attendance, English Language Learners, students with disabilities, and those qualifying for free and reduced lunch. Such data will be used to determine eligibility for state and federal funding. A tracking system such as Power School will be implemented to monitor and protect school data.

### III K. Budget and Cash Flow

The 21<sup>st</sup> CPCS budget addresses the needs of a quality education –highly qualified teachers, research-based educational materials, continual professional development, a facility that will house the school's conceptual framework of single sex classroom for core subject, a finance team that uses state of the art processing to maximize fiscal growth, a school leader with the vision to make each section complement the others – and the services that will enable children and parents of low socio-economic status, limited English learners, SIFE and those with special needs to reach success. Budget assumptions are annotated on the budget spreadsheet.

During the planning months, the founding members will use the services of the lead applicant, the director of operations and a team of consultants to develop the curricula, time lines, resources, hire the staff, and make ready the facility to house the school, while being prudent with the start-up funds; thus, leaving more of these funds to assist in year one operations. In addition to the Charter School Program (CPS) funds, 21<sup>st</sup> CPCS will seek alternative sources of funding. The 21<sup>st</sup> CPCS will apply for Charter School State Stimulus funds, investigate a bank line of credit, identify grant opportunities, and launch its fundraising campaign.

Office space for the planning months will be donated space, hence not included in the budget. The NYC charter schools office offers incubation space that the 21<sup>st</sup> CPCS will apply through their process to obtain and utilize for the planning months. The 21<sup>st</sup> CPCS has inquired with the NYCDOE office of portfolio planning and will be working with them in an effort to obtain building space within a NYC Department of Education Building. Contingency budget plans have been made in the event that NYCDOE space is not obtained. With the support of NYC Charter School Office, a facility has been identified in the southern section of District 28. An allocation for the lease of a facility has been included in the budget. The facility needs are covered over the five year term of the charter. There is an anticipated shortfall in year one and a very tight budget in year two; thus need to conserve funds. The founders will work with the office of portfolio planning to locate space in a NYCDOE building.

It is anticipated that a line of credit will be needed by *The 21<sup>st</sup> CPCS* that will provide us with needed up front funding that will easily be re-paid starting in year 3 . The instructional design calls for a teacher and a teacher assistant in every class. The target population given priority ELLs, SIFE and Title 1 eligible need to have a lower ratio of student to teacher to close the existing achievement gap . In the first year of operation the school will incur a cash short falls that the line of credit would ameliorate. The line of credit will also be used to cover expenditures when late payments of per pupil revenue be it Federal, State and/or City occur. Starting in year 3 the school will have a net-income positive and the founders plan to acquire a modern facility that will meet the needs of the students and would accommodate the instructional design of *The 21<sup>st</sup> CPCS*. Such line of credit will be established with an institution offering the best rates and conditions. The school has planned to repay any funds that may be used at a rate of 20% of the capital after year two. Additionally, as required by NYS law 2851 (2)(e) and the By-Laws, an escrow account must be established in the amount of \$75,000 to cover expenses that would be incurred if a dissolution occurred. The budget provides for three payments of \$25,000 to be made in years one, two and three. It is hoped that the establishment of these two funds will bring more favorable rates of interest from the institution chosen.

The calculated student revenue is based on the 2011-2012 figure of \$13,527 per student with no increases projected due to the unpredictable economic climate. Each year's budget is based on full enrollment of 25 children per anticipated class. Title I revenue is determined by New York City School Districts submission of data on free and reduced lunch students. More than 70% of students in New York City southeast Queens area are eligible to receive free and reduced lunch (FRL). Based on our research New York City schools receive between \$300 and \$1100 per student. To be financially conservative, 21<sup>st</sup>

CPCS will use the average amount between the two extremes and estimate that it will receive \$700.00 per student for 70% of the total students.

Special education revenue will not be included in the budget for kindergarten and 1<sup>st</sup> grade students as we do not classify young children as special education students until response to intervention has been employed. 6<sup>th</sup> grade students on the other hand will have an IEP, which will be adhered to. As a conservative measure, no revenue for special education has been included.

The E-rate funding is purposely omitted from the budget at this time, as it is subject to the number of enrolling students of low socio-economic status and the level of 21<sup>st</sup> CPCS technology. It is anticipated that there will be no E-rate funds during the first operational year when 21<sup>st</sup> CPCS establishes its student base. The E-rate revenues, when determined for subsequent years, will supply 21<sup>st</sup> CPCS with a financial cushion.

21<sup>st</sup> CPCS plans to have a fully functioning business office that will conduct and maintain all financial responsibility for the school. The staff will include a full time Director of finance, business manager and a p/t accountant and a Trustee elected to serve as treasurer. The director of finance will be responsible for the financial health of the school. The director of finance will provide monthly financial reports to the principal, school treasurer and in anticipation of the school community public meeting to the Board of Trustees. A 0.1 accountant has been added to the budget to ensure all procedures and expenditures are appropriately recorded and documented and thus ready for an external audit. We have decided that this is a crucial area that needs to be staffed appropriately to ensure proper data entry, calculation, and reconciliations. Further, we plan to be in full compliance with GAAP and all state reporting requirements, therefore segregation of duties will be practiced for necessary checks and balances. Due to the uncertainty of the current economy, the budget was built upon 2012 dollars for the five-year period. Future adjustments in revenue and salaries will be acknowledged based on the conditions at the time.

An estimate of fundraising revenue of \$45,000 is included in the first year budget, with increases each of the following year. This category includes grants and donations.

In the hiring of certified teachers and highly qualified staff members, the 21<sup>st</sup> CPCS is very concerned with attrition and would like to be a competitor in the industry. Therefore, salaries are closely based on the New York City UFT (United Federation of Teachers) negotiated pay scale. Salary increases and per session rates will be in accordance with the same negotiated pay scale. The health care package of benefits will begin in the first operational year. The planning month's budget includes salaries for the inter-acting principal (lead applicant), director of finance, a part time secretary and various curriculum consultants budgeted at \$200,000.

Transportation costs, at the start-up months will be minimal. However, fund raising efforts might lead to *The 21<sup>st</sup> CPCS* being able to make transportation available in the future. Please see section III. H for details of student transportation.

While the school plans to use the services of the Office of School Nutrition Services (OSFNS) {see section III. H for details}, *The 21<sup>st</sup> CPCS* plans to establish our own kitchen and food service facility in the school to provide students with highly nutritional meals; breakfast, lunch and snacks prepared on the premises. This will ensure that the "diet of champions" will be available for the students. "You are what you eat" and you learn with what fuels your mind. The OSFNS will provide for reimbursement of students who are classified and entitled to receive free or reduced price meals. This will enable the school to keep the budgetary costs low.

### **III L. Pre-Opening Plan**

21<sup>st</sup> CPCS pre-opening period is September 1, 2013 (or when officially granted the charter) through June 30, 2014. The founding members already have engaged in considerable work (which has been referenced in the application and prospectus) prior to the official start of the pre-opening period. The founding members will continue to work diligently to ensure that the school will be ready for a September

2013 opening. The Founders and propose Board of Trustees understand their responsibility for assuring the facility meets all requirements and is ready to receive the staff and students.

<b>Task</b>	<b>Start</b>	<b>Complete</b>	<b>Responsibility</b>
Begin process for tax exempt status – 501(c)3	11/2/12	2/1/13	Founding Members
Establish and equip temporary office, start formal interview process to hire administrative assistant	1/2/13	2/1/13	Founding Members
Elect officers and form BOT committees; adopt charter bylaws, establish board calendar including board training schedule	1 2/2/13	2/1/13	Board of Trustees(BOT)
Secure school facility;	12 /2/13	3/1/13	BOT
Develop and implement marketing plan; prepare marketing and recruitment materials (English and Spanish); schedule events; publicize school	12/2/13	On-going	BOT; director of finance(DOF)
Formalize bank relationship; activate insurance policies; finalize building space or lease	1/15/13	3/1/13	BOT;DOF
Order sample materials; work with hired team to design curriculum and curriculum map	2/1/13	6/1/13	BOT; DOF
Start formal interview process to hire School principal	2/1/13	3/15/13	BOT
Develop and implement financial systems with internal controls; establish payroll system, contract a financial auditing firm	2/1/13	6/1/12	BOT, DOF
Advertise lottery & Collect applications; Contact families who submitted Application Forms during the planning stage. Accept student applications	1/2/13	On-going	BOT;DOF
Create tracking system for receiving documents	2/15/13	6/1/13	DOF; Principal
Design and hold student lottery and notify families	4/4/13	4/10/13	Principal/ /DOF
Recruit educational staff (establish hiring rubric, post positions, interview, reference check, fingerprinting, etc.)	4/1/13	7/1/13	Principal/BOT/DOF
Set-up procurement system	3/15/13	5/15/13	DOF
Recruit additional students if necessary	4/1/13	On-going	BOT, DOF
Design and launch website; design school logo	4/1/13	6/1/13	Principal DOF
Schedule pre-service SIOP professional Development	4/1/13	4/30/13	Principal
Purchase instructional materials, supplies and technology	4/1/13	6/30/13	Principal, DOF
Enroll students from lottery admissions (collect forms, parent interviews, child screening and baseline assessments, obtain records, etc.)	4/1/13	5/30/12	Exec-Operations Administrative Asst.
Collect all admitted students IEPs	4/1/13	5/1/13	DOF, Admin. Assist
Set up reporting system to host district of student	5/1/13	6/1/13	DOF

enrollment			
Hire business manager to start 7/1/2013	5/1/13	6/15/13	DOF/Principal
Confirm availability of services for classified students	5/1/13	5/30/13	DOF
Bill New York City for per pupil funding	6/1/13	6/30/13	Exec-Operations
Move into school facility	6/1/13	7/1/13	Principal, DOF
Conduct mini board retreat	7/1/13	7/15/13	Board
Pre-opening visit from authorizer	7/1/13	8/15/13	Principal, BOT
Purchase curriculum and assessment materials	7/1/13	7/30/13	principal
Install instructional and office technology	7/1/13	8/1/13	Exec-Operations
Plan pre-service professional development	7/1/13	8/10/13	Principal; consultants
Solidify employee benefits, payroll etc.	7/1/13	7/30/13	Principal, DOF
Set up school classrooms for children	7/15/13	8/15/13	Principal; teachers
Purchase and setup student data management system	7/15/13	8/15/13	DOF
Pre-school tour for parents/students	8/15/13	8/30/13	Principal; DOF
Hold new staff/teacher orientation (two week on-site professional development)	8/15/13	9/1/13	Principal, DOF
Hold community open house Event	8/27/13	8/30/13	Principal; teachers, DOF
Welcoming of students	9/1/13		Principal, teachers, DOF and BOT

### III M. Dissolution Plan

In the event of the closure or dissolution of the 21<sup>st</sup> CPCS, the Board will delegate to the Principal and the Director of Finance the responsibility to oversee the dissolution process in accordance with all applicable provisions of the Educational Law. This process shall include notification to parents of children enrolled in the school. A list of students will be generated and sent to the local school district (District 28). Student records will be transferred to the local school district and the parents will be notified of such transfer. The remaining assets of the school, after satisfaction of outstanding debts pursuant to Education Law 220, will be transferred to another charter school in the district or to the NYCDOE. The 21<sup>st</sup>CPCS has ensured in its budget plan that it will maintain an escrow fund of \$75,000, to be used to pay all legal and audit expenses associated with such dissolution.

The dissolution process will begin with a meeting of the President of the Board with any other members so designated, the Principal, the Director of Finance and the Board's legal counsel. The purpose of this meeting will be to review and confirm the dissolution plan and time line that will be used to guide the process. Upon approval of the plan, the President and the Principal will meet with the appropriate representatives of the NYCDOE to discuss and review the plan and guideline to be used.

The Director of Finance will develop a plan that will direct the transfer of assets. The Director will maintain an up-to-date inventory of the school's assets. She, with the help of the Board's Finance Committee, will attend to the payment of all of the debts of the 21<sup>st</sup>CPCS. Once all debts have been paid, a distribution of assets will be initiated that complies with the plan developed by the Director and the NYCDOE. This plan will detail what assets will be dispersed to which school(s), when, how and by whom. The plan will be presented to the Board of Trustees for review and approval before implementation.

**Attachment 1: Admission Policies and Procedures**

A child who is legally qualified for admission into any NYC public school is also qualified for admission at the *21<sup>st</sup> Century Preparatory Charter School*. The *21<sup>st</sup> CPCS* is a public school that will provide top-quality education to all students, on a space-available basis, and will not discriminate on the basis of race, color, national origin, creed, sex, ethnicity, sexual orientation, mental or physical disability, age, ancestry, athletic performance, special need, proficiency in the English language, or prior academic achievement. Admission will be purely on a lottery basis except with regards to English Language Learners, Student with Interrupted Formal Education who will be given priority as per the school design. In school year 2013-14 the *21<sup>st</sup> CPCS* will enroll 50 students in kindergarten, 50 in first and 50 in six grade. Kindergarteners must turn 5 years old by December 31 to be eligible for kindergarten as per NYCDOE policy. In the school design students in grade 3 and up will receive core subject instruction in gender specific classroom. Efforts will be made to maintain a balance of number boys and girls as even as possible.

On January 2, 2013, applications will be made available via mail, e-mail, at public meetings, and at our temporary office. By April 1, all applications must be received. Being cognizant of single parent household, the application does not require dual parent/guardian signatures.

The table below outlines key dates for admission in the 2013-14 academic year.

21<sup>st</sup> Century Preparatory Charter School  
Admission Policy and Calendar of Events

Date	Event
November 5, 12 –on-going	Advertising campaign
January 2-April 1	Application available at office, e-mail, mail, fax and at public meetings
January 14-31	Visit Head Start, and Pre-K programs
January 21-February 15	Contact elementary school PTA and Parent Coordinators to disseminate information and application
January 23, 26, 30, February 5,9, 17	Information sessions meetings in the afternoon ,evenings weekends, including a presentation at CSD 28 Public Meeting
April 1	Final date for application receipt
April 4	Public Lottery
April 5	Applicant sent confirmation of admission with contract or waiting list status and rank
April 10	Deadline for contract to be return
May 1	Request students record from District

Eligibility Criteria for Enrollment:

The school will give preference for acceptance to ELL’s and SIFE students

A student applying for enrollment must be a resident of District 28 at the time of application and at the time of his/her acceptance. Proof of residency will be obtained as part of the enrollment process. Examples of residency proof will be the same as for any public school including utility bills. The *21<sup>st</sup> CPCS* does not administer admission tests to potential applicants or predicate enrollment on results from any tests of ability or achievement and does not require potential students or their families to attend interviews or informational

meetings as a condition of enrollment. Informational meetings will be scheduled for parents/guardians who want to visit the school.

Parents/guardians are required to complete an information sheet (pre application) to indicate interest in the school which will be provided at all general public meetings. Upon approval of the school, these parents will be contacted to fill out the formal school application. Enrollment shall not exceed the total number of students for which the school was approved.

Parents will be required to be active members of the school community by participating in a minimum of five events during the school year, three of which are Parent-Teacher Conferences.

#### Enrollment Process

The School will hold an annual enrollment period for students currently attending school in the grades offered. The enrollment period will be advertised widely throughout the sending district and will include public information sessions featuring a translator and accommodations for the disabled to attend. The date of the enrollment period and the date of the application deadline will be publicized at least one month in advance. The annual enrollment period will last a minimum of three months. Applications submitted after the deadline for any enrollment period will be placed on a waiting list.

The School will enroll new students in grades offered in compliance with State Regulations and the instructional design. Boys and girls in grades 3 and up will receive core subject instruction in gender-specific classrooms. Any information that is requested on the application form, such as, language spoken or race/ethnicity will not be used to discriminate and will not be used for selection purposes. Students who are offered enrollment will have five days to accept or decline the offer. Applications will be accepted for any child meeting the school's age requirements and residing in District 28. Applications will be available at the school during the enrollment periods which will open on January 2<sup>nd</sup> and will close on or about April 1<sup>st</sup>.

#### Lottery Procedures:

If the number of applications is greater than the number of available seats, then a public lottery will be held. This lottery will be conducted in a public domain and administered by a third party. For School Year 2013-14, the lottery will be held on April 4, 2013. The school lottery will be held after April 2 of each upcoming academic year. As per the school design preference will be given to ELLs and SIFE students. After ELLs and SIFE have been accepted, applications received by the deadline of April 1 will be entered into a public lottery. Applicants in 3<sup>rd</sup> grade and up will be placed in the lottery by their gender and grade as of the next school year. Notice of the lottery will be publicized at least two weeks prior to the lottery.

Siblings (students who share a common parent, either biologically or legal adoption) of students who are already in attendance at *The 21<sup>st</sup> CPCS* in the year of application, will be given preference for admission over non-sibling students. It is the responsibility of the parent/legal guardian to inform the School of any sibling(s) currently on the Wait List; residents will be given preference for admission over non-resident students; non-residents will be defined as students who live outside of District 28.

Each application will be assigned a random identification number for the lottery. As each student number is drawn, he/she will be assigned the next available opening for his/her particular grade. Each of the two lotteries will establish a fair and random list of students by grade ranked in ascending numerical order according to their lottery draw. Once a student is attending the school, they may remain at the school even if their District 28 residence changes.

Upon acceptance, a covenant listing rights and responsibilities will be given to the parents to be signed and returned by April 10<sup>th</sup>. Students in grade 6<sup>th</sup> and up will also be required to sign this contract. Though signing the covenant will not be a requirement for enrollment, parents will be strongly encouraged to indicate their support of the program. If not received by the deadline, the applicant loses his/her seat and the school will contact the next name on the list in the appropriate order.

### Waiting List Policy:

If a student stops attending the school or declines admission, the next available student on the Waiting List for that grade will be offered admission until the vacant seat is filled. No student will be admitted ahead of other eligible students on the Waiting List unless said student is a sibling of an enrolled student. Students on the Waiting List will be contacted by phone with an offer of admission to the school. It is the parent/guardian's responsibility to notify the school with any change of contact information. Any student who is offered a seat at the school and declines admittance, will need to reapply and proceed with the lottery process. Students who are on the Waiting List as non-siblings and become a sibling, due to the acceptance and attendance of their brother/sister, will be given sibling status. It is the parent's responsibility to notify the school if this occurs. If a student currently on the Waiting List changes his/her grade it is the parent's responsibility to notify the school. At that time, the student will be placed in the next available slot at the end of the Waiting List of the new grade.

The School will keep accurate and secure electronic and paper record of the Waiting List. The Waiting List will contain the names, gender, home addresses, telephone numbers, grade levels and sibling status of students who entered the lottery but did not gain admission.

When a student stops attending the school for any reason, the school will attempt to fill vacant seats up to March 1<sup>st</sup>. The School must replace any student who leaves the school with a student in the same grade level and of the same gender. If a student leaves the school after March 1<sup>st</sup>, the vacancy will be filled the following school year.

If the number of applicants is less than the number of available seats, then, rather than through a lottery process, all students will be admitted. Upon acceptance families will receive the 21<sup>st</sup> CPCS Family Handbook which will include the Discipline Code and school/parent/student covenant.

**BEVERLY F FOLKES-BRYANT, E D . D ,** *Community Superintendent (I.A.)*

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COMMUNITY SCHOOL DISTRICT 28  
90-27 Sutphin Blvd- Room 242  
Jamaica, New York, 11435  
(718) 557-2622 FAX (718) 557-2623

February 23, 2012

To Whom It May Concern:

I have spoken by phone to Dr. Abigail Lockett regarding the proposed letter of Intent for a Charter School in District 28Q.

Sincerely,

*Dr. Beverly Ffolkes-Bryant*

Beverly Ffolkes-Bryant Ed.D,  
Interim-Acting Superintendent, District 28Q

# **Saint Stephen's Episcopal Church**

Church: 8922 168 Street \* Office: 8926 168 Street  
Jamaica, New York 11432

Telephone: 1.718.523.1917 / Fax: 1.718.658.5208 / Website: [saintstephensjam.org](http://saintstephensjam.org)

The Reverend Father Donovan I. Leys, *Priest and Rector*  
*Email: RectorSS@verizon.net*

February 15, 2012

*Thomas Bray, priest and Missionary, 1730*

## **TO WHOM IT MAY CONCERN**

The Saint Stephen's Episcopal Church located in District 28 has always seen the need for the education of children and youth in this community as a much needed reality.

To this end the establishment of a viable and progressive Charter School will certainly go a long way in fulfilling the need in this community as we seek to educate for the future our community, state and nation.

The 21<sup>st</sup> Century Preparatory Charter School has the full support and commitment of our Church for its successful start, implementation and presence in this community.

I am,

Yours in His Service,

  
Donovan I. Leys

**21<sup>st</sup> CENTURY PREPARATORY CHARTER  
SCHOOL  
INFORMATIONAL SESSION TO DISCUSS A NEW CHARTER  
SCHOOL IN  
COMMUNITY SCHOOL DISTRICT 28  
WEDNESDAY, FEBRUARY 22, 2012  
7:00 PM  
St. Stephens Episcopal Church  
89-26 168<sup>th</sup> Street  
Jamaica, NY 11432**

**AGENDA**

1. Discussion "What is a Charter School"?
  
2. The 21<sup>st</sup> Century Preparatory Charter School
  - a. Key Elements
  - b. Grades
  - c. Opening Dates
  - d. Venue
  
3. General Questions & Suggestions from Community
  
4. Discussion of "Wish List"

# 21<sup>st</sup> CENTURY PREPARATORY CHARTER SCHOOL

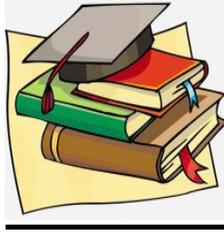
Date \_\_\_\_\_

Dear \_\_\_\_\_

Thank you for your response to the “Wish List”. We value your input and will make every effort to address your needs/desires. Please feel free to contact us with any questions and/or concerns.

Sincerely,

Rosa Escoto  
Founding Member  
516-608-4236



## **21<sup>st</sup> Century Preparatory Charter School**

### **A proposed new school in your community**

- All local students are welcome including English Language Learners, Students with Interrupted Formal Education, and Special Needs Students.
- All city, state and federal services will be offered including Free Lunch, if eligible.
- State/City Standards drive instruction with an extended day, an extended week and an extended year.
- All teachers are State certified.

And MUCH, MUCH MORE!

Proposed school will open in September 2013 with Kindergarten, Grade 1 and Grade 6.

In 5 years the school will accommodate students in grades K-10

### **Meeting**

Date: May 4, 2013 At 7:00pm

Place: St Stephen Episcopal Church

89-26 168<sup>th</sup> street

Jamaica, New York 11432



**21 Century Preparatory Charter School  
IS IN THE PROCESS OF SUBMITTING AN  
APPLICATION FOR A NEW GREAT SCHOOL**

**WE WANT TO HEAR THE COMMUNITY'S NEEDS  
HELP US PLAN THIS NEW SCHOOL FOR YOUR  
CHILDREN**

**MEETING:**

**PLACE: SAINT STEPHEN EPISCOPAL CHURCH  
ADDRESS: 89-26 168<sup>th</sup> STREET  
JAMAICA NEW YORK 11432  
DATE: APRIL 1, 2012  
TIME: 5:00 PM**



**LA ESCUELA 21<sup>ST</sup> CENTURY PREPARATORY CHARTER**  
ESTA EN EL PROCESO DE SOMETER UNA SOLICITUD  
PARA EMPEZAR UNA EXCELENTE ESCUELA!  
QUEREMOS SABER SUS OPINIONES Y NECESIDADES  
ESCOLARES PARA JUNTOS CREAR ESTA NUEVA  
ESCUELA.

**REUNION**

LUGAR: LA IGLESIA EPISCOPAL SANTO STEPHEN  
89-26 168<sup>th</sup> STREET  
JAMAICA NEW YORK 11432

FECHA: APRIL 1, 2012  
HORA: 5:00 PM



Estimados miembros de la comunidad del Distrito Escolar 28,

Deseamos sus opiniones y recomendaciones para diseñar una nueva escuela “Charter” en su vecindad. La escuela *21st Century Preparatory Charter School* será diseñada para estudiantes en grados primarios, intermedios y llegara hasta el decimo grado (k-10th) en sus primeros cinco años.

Esta nueva escuela propone tener un día escolar mas largo, academia escolar los sábados, extensión del año escolar hasta julio y maestros licenciados.

Nuestra próxima reunión se llevara a cabo el miércoles 22 de febrero en la iglesia Episcopal San Stephen a las 7:00pm

Dirección: 89-26 168<sup>th</sup> street

Jamaica, New York 11432

21<sup>st</sup> centprepcs@gmail.com



Dear District 28 Community Member,

We are seeking your in-put for a new charter school in your area.

The *21<sup>st</sup> Century Preparatory Charter School* will serve students in grades kindergarten – 10<sup>th</sup> who reside in Community School District 28.

The proposed school will offer a longer day, a Saturday academy and a longer school year, more individualized instruction, and highly qualified teachers.

Our next planning meeting will take place Wednesday February 22 at St Stephen Episcopal Church at 7:00pm.

St Stephen Episcopal Church  
89-26 168<sup>th</sup> street  
Jamaica, New York 11432  
21centprepcs@gmail

## 21<sup>ST</sup> CENTURY PREPARATORY CHARTER SCHOOL

### MINUTES OF 4/1/2012 MEETING

**Rosa Escoto served as translator for limited English parents.**

██████████ – **Who can attend this school?**

Response – Any child who can attend a public school, can attend a charter school. We will be starting with Kindergarten, 1<sup>st</sup> and 6<sup>th</sup> grades. We will be adding 1 grade in elementary and 1 grade in middle school each year.

██████████ – **Will you enroll special students?**

Response – Yes, we will. We will be seeking students with special needs as well as students whose language is not English as well as those who are in need of more services than an ordinary public school can accommodate.

██████████ – **Are you hiring real teachers?**

Response – We will be hiring state certified teachers and teacher assistants who are waiting to be certified. Our staff will be highly trained and dedicated to educating our children.

██████████ – **Who looks out to see if the school works?**

Response – We are governed by the State Education Department and the Board of Regents. They make sure that we follow all the rules and they require that our students take the same tests as everyone else in the State.

Also, we have a Board of Trustees who oversee our school and our mission. There is a parent member of this Board.

██████████ – **Where will the school be located?**

Response – It will be located in school district 28. Exactly where, we do not have that information at this time.

██████████ – **How many students will be attending the school?**

Response – In the first year we can accept a maximum of 150 students. 50 students in each grade. Every year thereafter, we will be enrolling 100 new students, 50 in kindergarten and 50 in 6<sup>th</sup> grade.

██████████ – **Why are you not accepting kids in the 7<sup>th</sup>, 8<sup>th</sup>, and 9<sup>th</sup> grade?**

Response – As we stated in the opening presentation, the school is designed to start with kindergarten, 1<sup>st</sup> and sixth grade. Each year as students move from kindergarten to 1<sup>st</sup> and from sixth to seventh grades, we will have room to enroll new students in those grades.

NAME	ADDRESS	SIGNATURE
[Redacted content]		

**Above is a sample of community outreach efforts that was made by the founders.**

### Attachment #3a

#### 1<sup>st</sup> Grade Student Schedule

Starting in grade 3 Core subjects such as Mathematics, Science, Literacy, Social Studies and Spanish will be taught in single gender classrooms. For all other subjects' boys and girls will be together.

Time	Monday	Tuesday	Wednesday	Thursday	Friday
7:40-7:50	General Morning Meeting	General Morning Meeting	General Morning Meeting	General Morning Meeting	General Morning Meeting
7:50-8:00	Morning Routines	Morning Routines	Morning Routines	Morning Routines	Morning Routines
8:00-8:45	Math	Math	math	literacy	literacy
8:50- 9:35	Math	Math	math	literacy	literacy
9:40-10:20	literacy	literacy	literacy	Math	Math
10:20-10:30	Snack/bathroom Stretch	Snack/bathroom Stretch	Snack/bathroom Stretch	Snack/bathroom Stretch	Snack/bathroom Stretch
10:30-11:15	Spanish	literacy	literacy	Math	Math
11:20-12:05	literacy	Social Studies	Social Studies	Social Studies	Social Studies
12:10-12:55	Lunch	Lunch	Lunch	Lunch	Lunch
1:00-1:45	Physical Ed	Science	Science	Physical Ed.	Spanish
1:50- 2:35	Science	Spanish	Spanish	Science	Physical Ed.
2:40-3:25	Social Studies	Physical Ed	Physical Ed.	Spanish	Computers
3:30-4:10	Art	music	Computers	Art	Math Review
4:10-4:25	Tutoring	Penmanship	Tutoring	Penmanship	tutoring
4:30- 5:30	Sports/Dance/Computer lab/Flip video	Sports/music/Computer lab/Flip video	Sports/music/Computer lab /Flip video	Sports/Art	Sports/Computer Flip

### Elementary Teacher's Schedule

Starting in grade 3 Core subjects such as Mathematics, Science, Literacy, Social Studies and Spanish will be taught in single gender classrooms. For all other subjects' boys and girls will be together. There will be two classes in a grade, making organization by gender manageable.

7:40-7:50	General Morning Meeting	General Morning Meeting	General Morning Meeting	General Morning Meeting	General Morning Meeting
7:50-8:00	Morning Routines	Morning Routines	Morning Routines	Morning Routines	Morning Routines
8:00-8:45	Math	Math	math	literacy	literacy
8:50- 9:35	Math	Math	math	literacy	literacy
9:40-10:20	literacy	literacy	literacy	Math	Math
10:20-10:30	Snack/bathroom Stretch	Snack/bathroom Stretch	Snack/bathroom Stretch	Snack/bathroom Stretch	Snack/bathroom Stretch
10:30-11:15	literacy	literacy	literacy	Math	Math
11:20-12:05	Prep. Period	Social Studies	Social Studies	Social Studies	Social Studies
12:10-12:55	Lunch	Lunch	Lunch	Lunch	Lunch
1:00-1:45	Science	Science	Science	Prep. Period	Spanish (Articulation)
1:50- 2:35	Social Studies	Co-Planning	Professional Development	Science	Data analysis
2:40-3:25	Student Support Meeting 1 <sup>st</sup> grade	Co- planning	Professional Development	Data Entry	Prep. Period
3:30-4:10	Curriculum Planning	Music (Support)	Professional Development	Art (support)	Math Review
4:10-4:25	Tutoring	Penmanship	Tutoring	Penmanship	tutoring

6<sup>th</sup> Grade Student Schedule

7:40-7:50	General Morning Meeting	General Morning Meeting	General Morning Meeting	General Morning Meeting	General Morning Meeting
7:50-8:00	Morning Routines	Morning Routines	Morning Routines	Morning Routines	Morning Routines
8:00-8:45	Math	Math	Math	Literacy	Literacy
8:50-9:35	Math	Math	Math	Literacy	Literacy
9:40-10:20	Literacy	Literacy	Literacy	Math	Math
10:20-10:30	Stretch	Stretch	Stretch	Stretch	Stretch
10:30-11:15	Literacy	Literacy	Literacy	Math	Math
11:20- 12:05	Social Studies	Social Studies	Social Studies	Social Studies	Social Studies
12:10-12:55	Spanish	Science	Science	Physical Ed.	Spanish
1:00-1:45	Lunch	Lunch	Lunch	Lunch	Lunch
1:50-2:35	Science	Music	Spanish	Science	Math Review
2:40-3:20	Physical Ed	Physical Ed	Physical Ed.	Art	Computers
3:25-4:05	Art	Spanish	Computers	Spanish	Physical Ed
4:10-4:25	Tutoring	Penmanship	Tutoring	Tutoring	Tutoring
4:30-5:30	Sports/Dance/ Computer lab/Flip video	Sports/music/ Computer lab/Flip video	Sports/music/ Computer lab /Flip video	Sports/Art	Sports/Computer Flip

The Childhood Teacher will co-teach with the 0.5 math Specialist thus further reducing the student to teacher ratio

7:40-7:50	General Morning Meeting				
7:50-8:00	Morning Routines				
8:00-8:45	Math (support)	Math(Support)	math(Support)	literacy	literacy
8:50-9:35	Math (Support)	Math(Support)	Math(Support)	literacy	literacy
9:40-10:20	literacy	literacy	literacy	Math (Support)	Math (Support)
10:20-10:30	stretch	stretch	stretch	stretch	stretch
10:30-11:15	literacy	literacy	literacy	Math(Support)	Math(Support)
11:20- 12:05	Social Studies				
12:10-12:55	Prep.	Science	Science	Prep.	Prep
1:00-1:45	Lunch	Lunch	Lunch	Lunch	Lunch
1:50-2:35	Science	Professional Development	Co planning	Science	Math Review
2:40-3:20	Data entry	Professional Development	Co-Planning	Art (Support)	Data analysis
3:25-4:05	Art (Support)	Professional Development	Co-Planning	Student Support Meeting	Curriculum Planning
4:10-4:25	Tutoring	penmanship	Tutoring	Tutoring	Tutoring
4:30-	Dismiss to after school program				

9<sup>th</sup>- 10<sup>th</sup> Grade(s) Student Program

Date	Monday	Tuesday	Wednesday	Thursday	Friday
7:40-7:50	General Morning Meeting	General Morning Meeting	General Morning Meeting	General Morning Meeting	General Morning Meeting
7:50-8:00	Morning Routines	Morning Routines	Morning Routines	Morning Routines	Morning Routines
8:00-8:45	Social Studies	Social Studies	Social Studies	Social Studies	Social Studies
8:50- 9:35	Math	Math	Math	Math	Math
9:40-10:25	Math	Math	Math	Math	Math
10:30-11:15	Spanish	Spanish	Spanish	Spanish	Spanish
11:20- 12:05	English	English	English	English	English
12:10-12:55	Lunch	Lunch	Lunch	Lunch	Lunch
1:00-1:45	Eng. Mechanics	Eng. Mechanics	Eng. Mechanics	Eng. Mechanics	Eng. Mechanics
1:50- 2:35	Science	Science	Science	Science	Science Lab
2:40-3:20	Physical Ed	Physical Ed	Physical Ed	Physical Ed	Physical Ed
3:25-4:05	Music	Computers	Art	Computers	Art
4:10-4:25	Tutoring	Tutoring	Tutoring	Tutoring	Tutoring
4:30- 5:30	Sports/Music/ Tutoring  Computer lab/Flip video	Sports/Music/  Tutoring  Computer lab/Flip video	Sports/Music/  Tutoring  Computer lab/Flip video	Sports/Art/  Tutoring  Computer lab	Sports/Art/Tutoring  Computer lab/Flip Video

## Spanish Program (K-10)

7:40-7:50	General Morning Meeting				
7:50-8:00	Morning Routines				
8:00-8:45	Spanish (K B))	Spanish (K B))	Spanish (KB)	Spanish (K B)	Spanish (KB )
8:50- 9:35	Spanish (K G)				
9:40-10:25	Prep	Prep	Pre	Prep	Prep
10:30-11:15	Data Entry		Data Analysis	Spanish	Professional Dev.
11:20- 12:05	Lunch	Data entry	Spanish	Student Support	Professional Dev.
12:10-12:55	Spanish( 6B)	Lunch	Lunch	Lunch	Lunch
1:00-1:45	Spanish (1G)	Spanish 1G	Spanish1(G)	Spanish 1G.	Spanish 1B
1:50- 2:35	Spanish (1B)	Spanish 1B	Spanish 1B	Spanish 6G	Spanish (1G)
2:40-3:20	Spanish 6G	Spanish 6G	Spanish 6G	Spanish 1B	Spanish 6G
3:25-4:05	Articulation	Spanish (6B)	Spanish( 6B)	Spanish 6B	Spanish ( 6B)
4:10-4:25	Tutoring	Tutoring	Tutoring	Tutoring	Tutoring
4:30-	Dismissal	Dismissal	Dismissal	Dismissal	Dismissal

# 21st Century Preparatory Charter School

## Proposed Student Calendar 2013-2014

### August 2013

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

### August

19-30 - Staff report for Professional

### September (19 days)

2 - Labor Day  
3- 1st Day of School

### February 2014

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

### September 2013

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

### October (22 days)

14 - Columbus Day

### November (18 days)

11 - Veteran's Day  
21 - 1/2 Day PT Conferences  
28-29 - Thanksgiving

### March 2014

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

### October 2013

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

### December (16 days)

24-31 - Winter Recess

### January (21 days)

1 - New Year's Day  
20 - Martin Luther King, Jr. Day

### April 2014

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

### November 2013

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

### February (18 days)

10, 17 - Presidents' Days

### March (21 days)

13 - 1/2 Day PT Conferences

### April (16 days)

14-21 - Spring Recess

### May 2014

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

### December 2013

S	M	T	W	T	F	S
1	2	3	4	5	6	7
8	9	10	11	12	13	14

### May (21 days)

26 - Memorial Day

### June 2014

S	M	T	W	T	F	S
1	2	3	4	5	6	7
						14

***21st Century Preparatory Charter School***  
*Proposed Student Calendar 2013-2014*

**in July =209 instructional days**

## **Attachment 4 Student Discipline Policy**

*The 21<sup>st</sup> CPCS* will be learning and nurturing community where students, teachers, and parents are treated with respect. It will seek to develop the social skills necessary for success in college, careers, and in life. To insure a flourishing teaching environment, the school will create a positive atmosphere where acceptable social behavior is manifested throughout the day by all staff members. *The 21<sup>st</sup> CPCS* will inform parents of rules and regulations by furnishing a Discipline Policy as well as a Family/Student Handbook at the beginning of the school year. The Discipline Policy will address expected behavior on and off school grounds as well as how the school will respond when students fail to comply. In disciplinary matters, students will be given the opportunity to present their version of the circumstances leading to disciplinary consequences/sanctions. Sanctions can include detention, suspension; exclusion from extracurricular activities and expulsion from school. When appropriate, school officials will contact law enforcement agencies.

All disciplinary procedures will be a process: defusing for secure self-control - this can include a time-out, a deep breath; holding a conference individually or in a group; informing the parent; discussion with the parent and other school personnel, if necessary; discussion of a remedy and solution to the problem. The decision, as to the consequence, will be in accordance with State law.

School personnel will be responsible for developing and utilizing techniques that promote optimal learning with minimal disruptive behavior. Techniques can include the use of alternative instructional materials and/or approaches, alternative classroom management techniques, remedial services, guidance support, and support for the family.

School officials must consult the Discipline Policy in determining consequences/sanctions. Whenever possible, interventions should begin with the lowest level of disciplinary response. All students will be afforded due process before any sanction is imposed.

*The 21<sup>st</sup> CPCS* will insure that alternative educational services are provided to a child who has been suspended or expelled to the extent required by law. Instruction shall be sufficient to enable the student to make adequate academic progress and participate in assessments. Instruction will be provided in consultation with the student's teacher.

Given our ELL and SIFE population, all calls, interviews, and hearings will be conducted in the language of the parent. Further, all school codes, regulations, and handbooks will be available in the language of the parent.

*The 21<sup>st</sup> CPCS's Discipline Policy* will be divided into 4 phases.

Phase 1 refers to everyday classroom discipline. In school, all students will:

- treat all others with respect, kindness and courtesy
- maintain a tranquil working environment

- treat physical objects and the school's installations with care and responsibility
- assume the consequences of their own actions
- no uniform

Phase 1 consequences:

- an apology
- a time-out
- a discussion of the act and how it violates the discipline policy

Phase 2 comes into effect when:

- a student repeatedly and continually engages in anti-social behavior
- engages in behavior that endangers other students
- engages in behavior that impedes learning
- bullying

Phase 2 consequences:

- teacher mediated conversations between the students involved
- parent contact and intervention
- discussion with guidance counselor, dean, or social worker
- removal to a different school venue where students will continue to receive educational services

Phase 3 comes into effect when a student:

- engages in conduct that endangers or threatens to endanger the health, safety, welfare, or morals of others
- attempts to assault any student or staff member
- uses force or threats that place the victim in fear of bodily injury
- throws things at others
- engages in acts of verbal or physical sexual harassment
- makes a false bomb threat or pulls a false emergency alarm
- vandalizes school property causing minor damage
- leaves the school premises without permission engages in insubordination or fails to comply with disciplinary sanctions
- steals or attempts to steal or possesses property known by the student to be stolen
- repeatedly uses obscene or abusive language or gestures
- brings tobacco or alcohol to school
- commits any other act which school officials feel warrants short-term suspension

Phase 3 sanction:

Short-term suspension - the removal of a student for 1 to 5 school days (*Goss v. Lopez*)

Parents shall be informed of the upcoming short-term suspension and allowed to present the student's version. The principal's final decision to impose a short-term suspension may be challenged by the parent.

Phase 4 comes into effect when a student:

- assaults any other student or staff member
- intentionally causes physical injury to another person, except when a student's actions are reasonably necessary to protect himself from injury
- commits or attempts to commit arson on school property
- vandalizes school property causing major damage commits any other act which school officials feel warrants a long-term suspension

Phase 4 sanctions:

Long-term suspension – the removal of a student for more than 5 days; expulsion.

Parents shall be informed of the formal hearing to discuss the upcoming long-term suspension. Parents may be represented by counsel, question witnesses, and present evidence. The principal's final decision may be challenged by the parent.

Infractions which are violations of state and federal laws such as weapons possessions, assaults, thefts, and possession of controlled substances will be reported to the appropriate law enforcement authorities. Firearms Violations will be dealt with in compliance with the Federal Gun-Free Schools Act of 1994, New York Education law 3214(3)(d), Article 3, Family Law and Criminal Procedure Law 1.20(42).

Discipline of Special Need Students: The 21<sup>st</sup> CPCS will comply with all Federal and State laws that provide procedural rights and protections relating to discipline of student who have identified under such laws as having special needs based upon a disability. IEP will be referenced and adhered to. These students will be afforded due process protections in accordance with Sections 300.530-300.537 of the Code of Federal Regulations.

Further, special needs students who are suspended for more than ten days/expelled, will be provided with the following according to 34CFR 300.530:

- a free and appropriate education (20 USC 1400)
- functional behavioral assessments and behavioral intervention plans
- a determination review to determine the relationship between the behavior and the student's disability

Parents will be provided with a copy of the procedural safeguards notice (CFR 300.530).

The 21<sup>st</sup> CPCS will work closely with the CSD 28 Special Education Committee to provide all services.

Field trips, community gatherings and end-of –year events: A student may be considered ineligible for trips or school events for reason including but not limited to: not returning the school sponsored permission trip form, involvement in a disciplinary incident on the day prior to the trip or event. Students who are considered ineligible for attending a trip or event will be required to attend school.

If parents or community volunteers assist with such trips or events, students must afford these chaperones the same respect they would provide to teachers. Appropriate behavior must be maintained when attending school-sponsored events, and riding on school provided transportation.

The Discipline Policy will be revisited once the charter is granted. A committee of administrators, teachers, parents, upper grade students and board of trustees' members will revise and publicly present the policy for board of trustees' approval.

\*The Family/Student Handbook will be developed during the planning months.

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

**Name:** Rosa Escoto

**Charter School Name:** 21<sup>st</sup> Century Preparatory Charter School

**Charter School Address:** TBA

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.): Executive Officer/Principal

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.  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 am the lead applicant of the 21<sup>st</sup> Preparatory Charter School
5. Please explain why you wish to serve on the board.

As a founding member I wish to see the instructional program, structures and school culture as described in the charter implemented. Towards that aim I am offering to mentor the principal and school leaders.

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 as a board member, however, I was the principal of Evergreen Charter 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. X Yes.

If your answer is yes, please indicate the precise nature of your relationship here: My husband and I worked on the design of the Charter. We meet with community members, listened to their needs and included their suggestions. We have worked together in creating the “dream” of a highly functioning center of knowledge that will benefit all children, parents and CSD28.

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. X Yes.

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

The proposed board members are known to me. Abigail Smith and I worked together at Evergreen Charter School.

The proposed board of trustees shares the vision and mission stated in the Charter. Most are retired experience educators who have joined professional from Community School District 28 to create a school of choice that will offer quality instruction to the children of their community.

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.

None X  Yes

My husband Edward L. McNicol, if approved as a Board of Trustee, will not participate in any discussion or vote on any resolutions pertaining to my job as mentor to the principal, performance, or compensation.

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 21<sup>st</sup> CPCS was created to benefit the children and parents of CSD 28. Any Trustee who is involved in working for their own benefit will be discussed at a Trustee meeting and I will urge for the individual to be voted out as a trustee. The Office of Charter School will be notified.

### **Educational Philosophy**

18. Please explain your understanding of the charter school's mission and philosophy. The mission of The 21<sup>st</sup> CPCS is to empower its students to be life-long learners who will flourish emotionally, socially and academically and be prepared for the challenges of our 21<sup>st</sup> century global society.

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

The 21<sup>st</sup> CPCS will offer an educational environment that addresses the intellectual and developmental needs of all students; that acknowledges individual variability while maintaining a high level of expectation for all, and that provides a variety of forums for individual and collective reflection and self-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.

Board members must implement the terms and conditions indicated by the charter. The school leader must create and maintain an orderly learning environment with a 21<sup>st</sup> century curricula that meets the needs and engages all students in the learning process. The Board of Trustees and the Principal will hire highly qualified staff, provide training and support to reduce staff turn-over and ensure the success of the charter.

### **Other**

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

Board members are responsible for all aspects of the Charter and answer to the Board of Regents. They must act in the best interest of the charter.

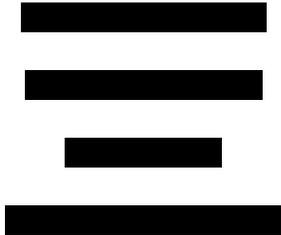
22. Please affirm that you have read and understand the charter school application, the charter school board's by-laws and all proposed policies.

As the lead applicant, I have read the application, by-laws and all proposed policies.

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

I have been an educator for over 40 years. I have served as teacher, teacher trainer, bilingual coordinator, assistant principal, principal and after retirement principal of a charter school. I want to continue to help under privilege children reach and exceed their potential. I believe that the knowledge I have gained over the years should be shared and passed on to the new generation of school leaders.

**Rosa Escoto**



**Education**

Baccalaureate Degree, Richmond College 1972- Spanish Literature /Education

Masters Degree, City College CUNY 1974 - Elementary Education/Bilingual Education

Advanced Certificate in School Administration, City College, CUNY, 1978

**Licenses**

Principal DES - 1986

Principal JHS - 1986

Assistant Principal - 1985

Spanish Teacher Certification (Grades 7-12) -1972

School and Community Relations License - 1975

Bilingual Common Branches License (Grades 1-6) -1972

**Professional Experience**

January 2012 – Present

**Brooklyn College**

**Adjunct Lecturer**

**Course: EC 721 Seminar**

**Supervise student teachers**

As a lecturer, I have kept current with new teachers entering the profession. It has given me a unique perspective as to the needs of new teachers and an insight as to why so many burn out. I know I can prevent this with a unique program of professional development.

August 2009 – June 2011

**Principal of the Evergreen Charter School, L. I., NY**

**school in**

**Served as the instructional leader of a new charter**

**Hempstead, NY**

As principal of Evergreen charter School, I opened the school and guided it through its first two critical years. I was responsible for implementing all of the components of the charter as well as providing professional development for the staff. In implementing the parent outreach, I became a fixture in the community and forged strong ties between the parents and the school.

August 2004-August 2009

**Academic Enterprises - Consultant**

**Consultant**

**Attanasio & Associates - Educational**

**Pearson Digital Learning - Consultant**

As an educational consultant, I am aware of the textbooks, hardware and software so vital for a successful educational program for all students.

October 2004- June 2009

**Queens College- CUNY**

**Adjunct Lecturer**

**Course: 762 - Teaching in a Diverse**

**Society**

**Supervised student teachers**

August 1991- August 2004

**Principal P.S. 145K, District 32, Region 4**

As principal of PS 145K, I was responsible for the education of 1300 students and for the professional development of 120 staff members. To this end, the school applied for and was awarded *School Wide Projects* status; therefore, the school was in charge of its budget. Further, the school applied for and received numerous grants on the federal, state, and city levels: The 21<sup>st</sup> Century Learning Center, EXCEL, Comprehensive School Reform, Reading for Results and the Center for Arts Education (Annenberg), Robin Hood for Libraries. The grants provided a community school which opened at 7:00 AM and closed at 6:00 PM. It offered English language classes and computer literacy classes for parents; provided sports programs after school and on Saturdays; provided for a Christmas and Easter Academy – and much more. The staff had the services of a full-time staff development specialist, a part-time Math staff developer and a full-time ESL specialist. Teachers attended Saturday workshops on a regular basis throughout the year. Again, the school became a community focus.

August 1983- August 1991

**Assistant Principal, IS 291K, District 32,  
Region 4**

I supervised 6<sup>th</sup> and 7<sup>th</sup> grade students and as well as facilitated Pupil Personnel Services. In addition my responsibilities included the school-wide testing program, the Bilingual and ESL programs including funded program compliance.

September 1982- August 1983

**Teacher, PS 299K, District 32, Region 4**

I served as Bilingual Program Coordinator and Parent/School Liaison. I was responsible for the implementation of the Bilingual instructional program, testing, student placement, purchasing instructional materials, and general accountability of the program. I conducted bi-monthly parent workshops and translated all school communications into Spanish.

September 1978- August 1982

**Title VII Project Director,  
Office of Bilingual Education  
New York City Board of Education**

I was responsible for the implementation and fiscal management of the Trilingual Teacher Intern Program, a Title VII funded program. I worked in collaboration with City College, CUNY to train eighty newly licensed Bilingual teachers. I developed and implemented pre-service and in-service professional development plans. I was responsible for maintaining all program data and submitting a yearly progress report to the Education Department.

October 1975 – August 1978

**Teacher Trainer,  
Office of Bilingual Education  
New York City Board of Education**

I was responsible for training twenty participating bilingual teachers assigned to implement the Aspira Consent Degree. I served as a teacher mentor. I provided demonstration lessons and resources to support the newly licensed teachers.

September 1973- October 1975

**Grade 2 BL Teacher, PS 75, District 3**

September 1972- September 1973

**Teacher, IS 51 District 31  
Spanish as a Foreign Language**

### **Professional Associations**

Dominican American Administrators and Supervisors (ADASA)

I was a founding member of the Association of Dominican American Administrators and Supervisors (ADASA). I presently serve as Member-at-Large.

The Dominican American National Round Table (DANR)

I serve on the Board of Directors of the Dominican American National Round Table (DANR)

I am knowledgeable in GALAXY, FAMIS( Financial Management Systems), New York City Department of Education Standard Operation Procedures and Collective Bargaining.

**Interests**

My husband and I have traveled extensively throughout the Caribbean, Europe, and the Far East. We live on Long Island where we enjoy our family especially our new granddaughter.

**References** will be provided upon request

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

## STATEMENT OF ASSURANCE

I, **Rosa Escoto** (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 2<sup>nd</sup> Degree, a Class A Misdemeanor.

---

Rosa Escoto

7/31/2012

Signature

Date

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

**Business Telephone: N/A**

**Business N/A**

**E-Mail Address: [REDACTED]**

**Home Telephone: [REDACTED]**

**Home Address: [REDACTED]**

## School Trustee Background Information

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

**Name: Abigail Lockett**

**Charter School Name: 21<sup>st</sup> Century Preparatory 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.): **Non Voting 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**

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

10. 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.
11. 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.
12. Please indicate how you became aware of the charter school and the opportunity to serve as a member of its board. **I am a founding member who will also serve in the capacity of director over finance and operations.**
13. Please explain why you wish to serve on the board. **To assist in setting the overall direction of the school, which will be in the community in which I reside as well as lend my knowledge skills and expertise.**
14. 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):
15. 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: **My Husband and I know the other two founding members as well as Dr. Robert Rodriguez who is a colleague of mine and Mr. Ed. McNicol who we have known socially for several years.**

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 immediately notify the board and ask that it be placed on the agenda for the very next meeting so that it can be addressed and resolved.**

## Educational Philosophy

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

philosophy. **The charter school's overall mission, as stated in the proposal, is to empower its student to be scholars, citizens, and life-long learners who will flourish academically socially, and emotionally throughout the course of their lives. The understanding is also that we would like a staff who buys into the mission and philosophy.**

19. Please explain your understanding of the educational program of the charter school. **The overall goal of the school will be promoted via various and coordinated educational programming. Such programming will include, but not be limited to, the following: field trips intended to immerse students in the Arts, implementation of the Flip classroom, the use of technology, a focus on the needs of ELL students, SIFE students, and low income students, multiple types of pre and post assessments, and literacy instruction. In addition to these innovations, the school will provide safe and nurturing environments, including a longer school day, a longer school week, and a longer school year. These, as well as other programming innovations, purport to support students as they acquire knowledge, develop leadership skills, and achieve academic excellence.**

20. Please indicate what you believe to be the characteristics of a successful charter school. In particular, please provide the specific steps you think the board of the charter school will need to take to ensure that this charter school is and remains successful. **I believe the characteristics of a successful charter school must have experienced and dedicated administration. People who are dedicated to teaching, training, and nurturing children. Also an exemplary staff who can form and maintain an atmosphere that is friendly, inviting, and safe. The board should maintain constant over site and be independent. All decisions should be thoroughly discussed and unanimously agreed upon. All members primary focus should be on "what is best for the students". To ensure success of the charter school, all board members should be active participants on at least one committee, be involved in all issues that may arise and active in resolving such issues.**

## Other

21. Please explain your understanding of the appropriate role of a public charter school board member. **The primary role of a public charter school board member is to govern fairly and without bias and also govern within the confines of the state laws, rules, regulations and mandates.**
22. Please affirm that you have read and understand the charter school application, the charter school board's by-laws and all proposed policies. **I affirm that I have read and understand the charter school application, the charter school by-laws and all proposed policies.**
23. Please provide any other information that you feel is pertinent to the Department's review.

# ABIGAIL C. LOCKETT, ED.D



## HIGHER EDUCATION, PUBLIC SCHOOL ADMINISTRATOR

Highly versatile senior leader expertly balancing key accountabilities, including financial management, HR, staff recruitment & management, and regulatory compliance, to consistently map and achieve the objectives of multi-sized educational facilities and systems. Strong administrator leveraging 19+ years of experience to direct daily operations, school programs, and labor relations contract negotiations. Demonstrated results-getter realizing measurable improvements in cash management, internal efficiency and employee morale. Proficient in IT integrations, curriculum development, training & development, and procurement.



- Operations Management • Human Resources • Budget Management • Financial Management • Grant Writing
- Regulatory Compliance • Vendor Relations • Procurement • Personnel Recruitment, Management • Deadlines
- Labor Relations • Contract Negotiation • Process Streamlining • Efficiency Improvements • Cash Flow Management
- Policy & Procedure Development • Benefits Administration • Account Management • Audits • Report Generation



## PROFESSIONAL EXPERIENCE

### EVERGREEN CHARTER SCHOOL, Hempstead, New York • 2009-2011

#### Director of Finance & Operations

Plan and manage financial and Human Resources functions, including A/P, A/R, HR, Billing, Payroll, and Benefits administration, for a public charter school educating 200 students and employing 40 personnel. Direct IT grant writing, State reporting, software program maintenance, technology, food service, facilities, and procurement. Recruit new employees, ensuring the alignment of their qualifications with position requirements. Comply with organizational and state requirements for the submission of financial reports to the Treasurer and Board of Trustees as well as the New York State Education Department. Served on the Board Finance Committee. Audited financial control and reporting systems to ensure viability and effectiveness.

**Select Highlights:**

- Tracked and reviewed all emerging local, state, and federal legislation governing fiscal management for applicability and immediate compliance.
- Detailed all monies received and expended in accurate, well-kept accounting records.
- Produced fund development strategies to finance long-term growth through donor contributions, grants, and corporate sponsorships.
- Strengthened communications with parents and the community through online sites and newsletters.
- Originated key foundational data management systems to optimize management of enrollment, admissions, and attendance functions.
- Devised a student recruitment/outreach plan in concert with the principal to help admit students from low-income families as well as secured zero or reduced lunch fees for qualified pupils.

***CAREER NOTE: Teacher (After-School), CHAROSA FOUNDATION • 2008-2009***

**MANHASSET PUBLIC SCHOOLS, Manhasset, New York • 2006-2009****Manager of Business Operations**

Overhauled benefits plans as the skillful administrator of key accountabilities such as Budgeting, Retirement management, payroll, personnel, and insurance administration for a system with 2400 students and 600 employees. Oversaw an accounting software integration connecting the payroll and HR divisions. Represented the system to Labor Relations liaison for the various unions. Acted as Business Office Systems Manager as well as Basic Education Data Systems Administrator. Managed the district's 403B plan.

**Select Highlights:**

- Formulated and disbursed budgets while managing incoming revenues as the Special Education Controller.
- Cemented controls for revenue billing and payment receipt as well as home tutoring and contract therapist management.

ABIGAIL C. LOCKETT, ED.D • Page 2 • XXXXXXXXXX

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**EASTERN SUFFOLK BOCES, W. HAMPTON BEACH, NY • 2004-2005****Teacher Integration Specialist**

Drove fulfillment of the diverse financial and administrative requirements of various school systems through the development of effective shared services. Spurred compliance with New York State Learning Standards through vital technology integration support to teachers. Trained district personnel on financial management, HR, and payroll integrated software modules.

**Select Highlights:**

- Devised vendor and proposal development guidelines with direct input from district suppliers.
- Mobilized school administrative staff to provide comprehensive services to district systems.
- Helped plan and launch the model school program.

**HEMPSTEAD PUBLIC SCHOOLS, Hempstead, New York • 1991-2003****Business Administrator for Pupil Personnel Services (1999-2003)****Senior Account Clerk (1991-1999)**

Executed and managed external clinical and tuition contracts for an institution employing 800 people and educating 5600 students. Orchestrated budget and student transportation management, grants administration, and procurement. Followed protocols for STAC and Medicaid reimbursement. Oversaw staff and daily office functions, including procurement, invoice creation, bank account reconciliation, budget creation, and the documentation and payout of special education federal flow through funds. Originated curriculum used in home tutoring and customized programs. Planned and managed employee seminars and conferences.

- Oversaw the Part200 networking internal system for Pupil Personnel Services.
- Additionally served as the President of the Hempstead Schools Civil Service Association (1999-2002).

**EDUCATION**

DOCTOR OF EDUCATION IN EDUCATION ADMINISTRATION, LEADERSHIP & TECHNOLOGY

**DOWLING COLLEGE, OAKDALE, NEW YORK**

PROFESSIONAL DIPLOMA IN ADMINISTRATION AND SUPERVISION

**QUEENS COLLEGE, CUNY, QUEENS, NEW YORK****Master's Degree in Counseling/Human Resources**

University of Bridgeport, Bridgeport, Connecticut

**Bachelor's Degree in Business Administration/Accounting**

York College, Queens, NY

**Associate's Degree in Accounting/Business Management**

Plaza Business College, Jackson Heights, New York

**CERTIFICATIONS**

School Business Administration (SBA) • School District Administration (SDA)

School Administration and Supervision (SAS)

**AFFILIATIONS**

**Past Grievance Chair**, Hempstead Schools Civil Service Association

**Past President**, Hempstead Schools Civil Service Association • **Member**, National Scholars Honors Society

**Member**, New York State Association of School Business Officials (NYSASBO)

**Member**, Society of Human Resource Management (SHRM) • **Member**, National Notary Association (NNA)

TECHNICAL SKILLS

**MICROSOFT WORD SUITE, MIP SOFTWARE PROGRAM, FINANCE MANAGER SOFTWARE PROGRAM, QUICKEN,  
POWERSCHOOL**

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

## STATEMENT OF ASSURANCE

I, **Abigail Lockett** (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 2<sup>nd</sup> Degree, a Class A Misdemeanor.

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Abigail Lockett

7/31/2012

Signature

Date

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

**Business Telephone:** [REDACTED]

**Business N/A**

**E-Mail Address:** [REDACTED]

**Home Telephone:** [REDACTED]

**Home Address** [REDACTED]

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

Anthony Mosca

**Name:** \_\_\_\_\_

The 21<sup>st</sup> Century Preparatory Charter School

**Charter School Name:** \_\_\_\_\_

TBA

**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 (founding) \_\_\_\_\_

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**

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

17. 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.

18. 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.

19. Please indicate how you became aware of the charter school and the opportunity to serve as a member of its board. Rosa Escoto, Abigail Lockett and I discussed opening a charter school a few years ago when I worked with them at Evergreen Charter School.

20. Please explain why you wish to serve on the board. As a founding member, I am committed to its success.

21. 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):

22. 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.

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:

Rosa Escoto she was my principal at PS 145 and I continued to work for her at Evergreen charter School.

Ira Dobren was a colleague in District 32, Brooklyn.

Edward McNicol was a colleague in District 32, Brooklyn.

Ann Belzner has been a friend for 40 years.

Abigail Lockett was a finance director at Evergreen Charter School where we first discussed the school in proposal here.

Patricia Mason was a Molloy professor I met at Evergreen Charter School.

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:

Rosa Escoto and Abigail Lockett are founding members along with me. Edward McNicol was a colleague in District 32, Brooklyn.

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.

Though we will not partner with a management company, we will utilize the services of Echoview Farm through The Chasdrew Fund, a non-profit organization. I am employed by The Chasdrew Fund as an educational consultant/writer. Its participation – Echoview Farm – will be free of charge to the charter school.

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 first speak to the member to ascertain any veracity. Then, innocent or guilty, I would inform the board. This openness and clarity is essential.

### **Educational Philosophy**

18. Please explain your understanding of the charter school's mission and/or philosophy. Every child is entitled to the very best education possible. Our mission is to educate the whole child, providing academic rigor, the Arts, both real and virtual experiences, and physical ed in a positive and nurturing environment.
19. Please explain your understanding of the educational program of the charter school. The educational program will be both integrated and differentiated using the finest textbooks and the latest technology. We hope to hire the finest educators who understand and are committed to the school's mission.
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 is one where all participants have a clear understanding of its mission and are dedicated  
  
to its achievement. To this end, all constituencies – administrators, teacher, ancillary personnel and parents must work together in a collegial atmosphere. The board must monitor the school's success not just at meetings. I believe members should visit periodically and share their thoughts with both the administration and the teachers. I am a firm believer in the Sullivan, Glanz model where constructive criticism and dialogue lead to better teaching and better learning.

## Other

21. Please explain your understanding of the appropriate role of a public charter school board member. My role is to work with all constituents to ensure the mission and all educational, organizational and fiscal aspects of the charter.
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. None.

**Anthony L. Mosca**

[REDACTED]

[REDACTED]

[REDACTED]

[REDACTED]

**New York City Licenses**

Common Branches (Kgn. – Grade 6), Secondary Social Studies, Secondary English

Education

- M.S. – 1976 – Richmond College (CUNY) – Secondary Education/History
- B.A. – 1971 – Brooklyn College (CUNY) – History
- 30 credits beyond the Masters in English Literature, Teaching Techniques, Business
- Certification as a trainer in Kagan Cooperative Learning Structures
- Certification in ESL
- Trained in the Balanced Literacy Approach (Teachers’ College, Columbia)
- Trained in “Differentiated Instruction”
- Trained in supervisory techniques – Dr. Susan Sullivan (CUNY)
- Training consultant for “Measured Progress”(a company that trains teachers in standards-driven instruction and assessment across the country)
- Consultant/Trainer for Houghton Mifflin Learning Technology

**Experience**

**Chasdrew Fund (Dallas, Texas)**

2005-present

Educational Consultant, Writer

This experience allowed me to: train teachers at Edward R. Murrow HS, Brooklyn, NY; The George Jackson Academy, NY, NY; The Evergreen Charter School, Hempstead, NY. Further, I worked with *The Campaign for Youth Justice*, an organization championing the rights of arrested and incarcerated youth.

## **Yeshivat Shaare Torah H.S. (Brooklyn, New York)**

2004-present Assistant Principal – Grades 9 through 12

1985-present English Literature Teacher – Grades 7 through 12

This experience allows me to: teach Grades 7 through 12;  
train teachers in Grades 7 through 12.

## **P. S. 145 (Brooklyn, New York)**

1992-2004 Staff Development Specialist (school, district, city)

Curriculum Specialist

This experience allowed me to train teachers in my school and  
across the city through methods courses which I developed:

*Making the Science Connection, Write-On, standART I and II.*

These courses stressed the interdisciplinary approach. In addition, I  
worked on the district committee which produced thematic units for  
Grades Kgn. through Grade 8. Further, I worked with a panel in Albany  
on the rubrics for the Grade 4 ELA.

1980-1992 Health/Science Cluster Teacher & Mentor (Kgn. through Grade 6)

1971-1980 Classroom Teacher – Grades 4, 5, 6

## **Highlights**

1995-2004 Wrote a series of successful grant proposals:  
21<sup>st</sup> Century Learning Center (Federal)

Comprehensive School Reform (State)

Reading for Results (State)

Students with Interrupted Formal Education (State)

Center for Arts Education – Annenberg (City)

1994 Teacher of the Year (one of 32 in N.Y.C.)

## **Interests**

My wife and I have traveled extensively throughout the United States, Mexico, Europe, North Africa and the Middle East. I have studied Art and painting “forever” and have recently begun

to paint again. We reside in NYC and Hampton Bays, NY.

References furnished upon request.

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

## STATEMENT OF ASSURANCE

I, **Anthony Mosca** (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 2<sup>nd</sup> Degree, a Class A Misdemeanor.

---

Anthony Mosca

7/31/2012

Signature

Date

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

**Business Telephone:** [REDACTED]

**Business Address:** [REDACTED]

**E-Mail Address:** [REDACTED]

**Home Telephone:** [REDACTED]

**Home Address:** [REDACTED]

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

**Name:** Ira Dobren

**Charter School Name:** 21<sup>st</sup> Century Preparatory 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.): **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**

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

25. 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.

26. 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.

27. Please indicate how you became aware of the charter school and the opportunity to serve as a member of its board. **I became aware of the charter school and the opportunity to serve as a member of the Board in conversations with Rosa Escoto, one of the Founding members.**

28. Please explain why you wish to serve on the board. **I wish to serve on the Board in order to become involved in setting the overall direction of the school, which will be in the community in which I reside. In addition, I wish to share my knowledge of education and best teaching practices with the new generation of practitioners. I would hope to help make a difference in the lives of students in my own community who are at risk of educational failure.**

29. 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):

30. 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: **Both my wife and I know three of the other prospective board members. Rosa Escoto, Anthony Mosca, and Edward McNicol are all former colleagues of ours.**

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. **If one or more members of the charter school's board is involved in working for their own benefit, or the benefit of their friends and family, I would notify the founding members and lead applicant of the board.**

## Educational Philosophy

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

philosophy. **My understanding of the charter school's mission and/or philosophy is multifaceted. The charter school's overall mission, as stated in the proposal, is to empower its student to be scholars, citizens, and life-long learners who will flourish academically socially, and emotionally throughout the course of their lives.**

19. Please explain your understanding of the educational program of the charter school. **The overall goal of the school will be promoted via various and coordinated educational programming. Such programming will include, but not be limited to, the following: field trips intended to immerse students in the Arts, implementation of the Flip classroom, the use of technology, a focus on the needs of ELL students, SIFE students, and low income students, multiple types of pre and post assessments, and literacy instruction. In addition to these innovations, the school will provide safe and nurturing environments, including a longer school day, a longer school week, and a longer school year. These, as well as other programming innovations, purport to support students as they acquire knowledge, develop leadership skills, and achieve academic excellence.**

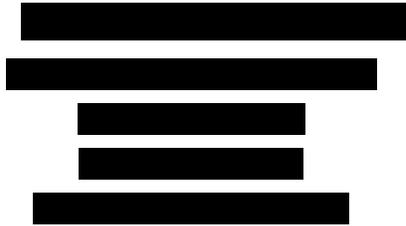
20. Please indicate what you believe to be the characteristics of a successful charter school. In particular, please provide the specific steps you think the board of the charter school will need to take to ensure that this charter school is and remains successful. **I believe the characteristics of a successful charter school must stress a village type approach involving students, staff, parents, and community leaders, as well as the Board of Trustees. For example: and specifically, prior to accepting students into the school, there must be a formal commitment on the part of parents/guardians to assist in achieving the school's mission. A great advantage of a charter school is the ability to mandate participation, not only of those within the school, but of parents, community leaders, and various educational service providers.**

## Other

21. Please explain your understanding of the appropriate role of a public charter school board member. **The primary role of a public charter school board member is to ensure that the school implements the education program as described in the charter and operates it in compliance with all applicable state and federal laws.**

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

Ira Dobren



Education

1963 – 1967	University of Maryland	BA, History
1970 – 1973	New York University	MA, Education

Professional Experience

1997 – 2003 Director, DOE/UFT Dial-A-Teacher (DAT) Program  
Overall responsibility for day to day operation of the DAT Homework Helper Program

Specific responsibilities included the following:

- Scheduling
- Budgeting
- Payroll
- Supervision of 45 DOE professional staff
- Program outreach via school presentations

1999 – 2009 Coordinator, DOE/UFT Dial-A-Teacher (DAT) Annual Parent Conferences  
Responsibilities included the following:

- Chairing planning committees
- Scheduling workshops
- Arranging for workshop presenters
- Arranging for keynote speakers
- Logistical planning for over 2,000 parent attendees
- Liaison for all DOE/UFT – hotel arrangements

1980 – 1997 Teacher, DOE/UFT Dial-A-Teacher (DAT) Program

One of five teachers responsible for the start-up of the DAT Pilot Program  
Responsibility for assisting students with homework via telephone

1987 – 1993 Co-founder/Co-owner Berrent Publications, Inc.

Author of reading test preparation books  
Editor of reading test preparation books written by various authors

Responsible for test book production

1967 – 1997 Teacher, Public School 299K, Bushwick, Brooklyn, NY

Positions held:

- School Programmer
- Graduation Coordinator
- Physical Education Teacher

Classroom Teacher

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

## STATEMENT OF ASSURANCE

I, **Ira Dobren** (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 2<sup>nd</sup> Degree, a Class A Misdemeanor.

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Ira Dobren

7/31/2012

Signature

Date

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

**Business Telephone: N/A**

**Business N/A**

**E-Mail Address: [REDACTED]**

**Home Telephone: [REDACTED]**

**Home Address: [REDACTED]**

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

**Name: Edward L. McNicol**

**Charter School Name: 21<sup>st</sup> Century Preparatory Charter School**

**Charter School Address: TBA**

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**

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

32. 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.

33. 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.

34. Please indicate how you became aware of the charter school and the opportunity to serve as a member of its board. I have been part of the planning group.

35. Please explain why you wish to serve on the board. I want to assure that the 21<sup>st</sup> CPCS succeeds.

36. 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):

37. 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: I know Rosa Escoto (wife); Ira Dobren, Anthony Mosca (Chapter leaders in District 32); Abigail Smith (Co-worker with Rosa Escoto)

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. X  Yes.

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

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. X  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 plan to assist in the implementation of the Math program as a per diem consultant. Rosa Escoto will mentor the principal for the first 3 years.

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.  
 None X  Yes I would recuse myself from voting on votes pertaining to consultants, as per the By-Laws.
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 will bring it to the attention of the chair-person, the full board and make sure that the by-laws are followed.

### **Educational Philosophy**

18. Please explain your understanding of the charter school's mission and/or philosophy. 21CPCS will provide quality education and equity of instructional service to underserved, at risk students so that they achieve their full potentials.

19. Please explain your understanding of the educational program of the charter school. Academic rigor anchored on the Common Core, using research based materials and instructional approaches that will meet the needs of all students. Instruction provided by highly qualified teachers in a safe nurturing environment.
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 meets the instructional and emotional needs of the students; complies with all federal and state mandates, and ensures that the instructional design as stated in the charter remain in focus by the staff and leaders.

**Other**

21. Please explain your understanding of the appropriate role of a public charter school board member. To support the school mission and vision; to assist in the implementation of a challenging curriculum; to support the school leaders and teachers so that they could meet the needs of all their students.
22. Please affirm that you have read and understand the charter school application, the charter school board's by-laws and all proposed policies.  
I affirm that I have read and understand the charter application.
23. Please provide any other information that you feel is pertinent to the Department's review. I have 34 years of teaching experience with at risk students in NYC BOE. I have taught ELLs, SIFE, children with special needs, from low income families in high needs schools. I have trained teachers in various methods of teaching at risk students, and served as math coach. I plan to support the teachers in mathematics and thus insure that no teacher is left behind in the teaching of mathematics. I feel that I can help maintain the school's vision by serving on the Board of Trustees.

**Edward L. McNicol**

[REDACTED]

[REDACTED]

[REDACTED]

[REDACTED]

**EDUCATION:**

1969, BA in History/ Secondary Education, Hofstra University, Hempstead, N.Y.

1974, MA in Secondary Education, Hofstra University, Hempstead, N.Y.

**NEW YORK STATE PERMANENT CERTIFICATIONS:**

Mathematics, grades 7 to 12

Social Studies, grades 7 to 12

**PROFESSIONAL EXPERIENCE:**

Central Islip High School, Central Islip, NY

2009 - 2011

Developed and supervised an after school SES (Student Educational Support) program to assist ELL'S and SIFE students to improve their scores on the NYSESLAT exam. This program targeted schools under review as part of a strategy to improve their AYR.

Evergreen Charter School, Hempstead, NY

2009 - 2010

Provided teacher training workshops in Math Strategies and scaffolding for a newly opened Charter School. Provided resources and suggestions to assist the teachers in making their classrooms "Math Friendly."

Retired from the NYC, Board of Education.

2003

IS 199Q, District 24, Queens, NY

2000 - 2003

Math teacher for a gifted and talented program, grades 6 to 8. Was part of a committee that was responsible for the integration of Math with other subject areas by the use joint projects and planning of units of study.

IS 300K, District 32, Brooklyn, NY

1996 - 2000

Teacher in charge and Math specialist at an Alternative to Suspension school set up by District 32 at the request of the district disciplinary committee of which I was a member. Developed strategies for changing the behavior in young adolescents who were placed in the school after Superintendent or multiple Principal suspensions.. We developed and implemented a cross-age tutoring program that matched a student in the program with a young elementary student on a one-to-one basis. Also arranged for students to assist senior citizens in a community senior center that resulted in a mentoring of the young by their elders.

IS 291K, District 32, Brooklyn, NY

1988 - 1996

Behavioral Dean, grades 7 and 8. Worked on the school based committee that upgraded and implemented the school's code of conduct. Worked closely with the Principal, grade AP, Guidance Counselor, Social Worker , parents and outside agencies to redirect anti social and disruptive behavior exhibited by some students. Was a member of the district wide disciplinary committee that

established a district wide behavioral code and developed the Alternative to Suspension school referred to above.

IS291K, Brooklyn, NY

1983 - 1988

Lead Math teacher, grades 7 and 8. Mentored and trained newly appointed teachers who were assigned to teach Math. During this period, the majority of teachers who taught Math were not licensed in the subject. Assisted them in matters of curriculum, teaching strategies, projects, etc.

IS291K

1975 - 1988

Title I/ PSEN Math Lab Specialist, grades 6 to 8. Was responsible for the remediation of students who tested far below grade level in Math on standardized tests. Developed games and strategies that allowed these students to grow at their own pace. Taught demonstration lessons, mentored and was a resource for newly appointed teachers.

JHS 296K, District 19 and 32, Brooklyn, NY

1970 - 1975

Teacher of Social Studies and Math, grades 8 and 9. Was a member of a school committee that developed an "Ethnic Studies" curriculum that had been mandated for the schools to teach without any resources nor guidelines. Taught both subjects to "Non English Speakers" (ESL today) in conjunction with the core subject teacher. Helped develop an interdisciplinary approach to teaching Math, Social Studies, English(Language Arts) and Art which resulted in a team teaching model that ended with the City's financial crisis in 1974 -1975.

**OTHER EXPERIENCE:**

UFT Chapter leader, NYSUT and AFT Delegate 1975 - 2000

Part-time electronics technician 1975 to  
present

I specialize in the repair and use of security equipment, Page TV, Hicksville, N.Y.

**PROFESSIONAL ASSOCIATIONS:**

National Council Of Teachers Of Mathematics

National Council for the Social Studies

International Society of Certified Electronic Technicians

References upon request.

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

## STATEMENT OF ASSURANCE

I, **Edward L. McNicol** (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 2<sup>nd</sup> Degree, a Class A Misdemeanor.

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Edward McNicol

7/31/2012

Signature

Date

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

**Business Telephone: N/A**

**Business N/A**

**E-Mail Address: [REDACTED]**

**Home Telephone: [REDACTED]**

**Home Address: [REDACTED]**

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

Name: Patricia Mason

Charter School Name: **The 21<sup>st</sup> Century Community Preparatory Charter**  
School                     

Charter School Address:           Not available at this time                    

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. **I was invited to join the board after frequent discussions about improving the educational opportunities offered to special education and ELL students with Rosa Escoto.**
5. Please explain why you wish to serve on the board. **I believe that under-representative communities are entitled to educational programs that will support the academic needs of their children. I wish to use my experiences and skills to make successful learning more accessible to the community. In addition, as an education professor I want to offer teacher candidates a chance to observe best practices as they prepare to teach the next generation of students.**

1. 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 am currently serving on the board for the Our Lady Catholic Academy in South Ozone Park, New York.**

1. 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. Yes.

If your answer is yes, please indicate the precise nature of your relationship here: **I have collaborated with Rosa Escoto, when she was principal of the Evergreen Charter School. We discussed and planned opportunities for my graduate students to complete field placement assignments at her school.**

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.

**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. **After investigation, and interviews with the individual I would call for a board meeting to discuss findings with board members and our lawyer. If the facts indicate that the behavior was inappropriate, immoral and or illegal I would submit my vote for removal of the individual from the board.**

### **Educational Philosophy**

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

philosophy. **The board wants to provide a challenging educational program to students who benefit from relevant and appropriate supportive environment. Students who have their education interrupted for various reasons as well as ELL students and those with special education needs are the focus of the educational planning and instruction.**

19. Please explain your understanding of the educational program of the charter school. **The schools plans to provide an academically rigorous structure in a supportive and respectful setting addressing the diversity of the students' background and learning styles. High levels of expectations will be addressed by student collaborations on academic and extracurricula projects and activities.**

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 learning objectives and outcomes will be continually monitored alongside the terms of the charter. Academic and behavioral excellence is expected and supported by a staff who is cognizant of the mission, provided professional development and is frequently observed by school administrators who are expected to report results to the board on a monthly bases. All efforts must be made to engage parents to remain involved in their children's education progress.**

## Other

21. Please explain your understanding of the appropriate role of a public charter school board member. **Board members must meet regularly to ensure that the mission of the charter as promised to the parents and community is maintained. Time must be available to meets with parents and community residents to discuss concerns and continue to build relationships to support the children and youth in the community. Members are also expected to remain up-to-date on education mandates from the state education office and district programs to ensure that students receive all updated services and programs.**
  
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 and understand the charter application, by-laws, and policies.**
  
23. Please provide any other information that you feel is pertinent to the Department's review.

# CURRICULUM VITAE

Patricia Hinds Mason, Ed.D.

[REDACTED]

[REDACTED]

[REDACTED]

[REDACTED]

**EDUCATION:**

Hofstra University Ed.D. 1999

Uniondale, N.Y.

Hofstra University P.D. 1997

Uniondale, N.Y.

Queens College M.S. 1983

City University of New York Special Education

Hunter College B.A. 1979

City University of New York Major: Psychology

## Elementary Education

**CERTIFICATION:** New York State SDS (School District Administration)  
New York State SAS (School Administrator/Supervisor)  
New York State Permanent Certification Special Education  
New York State Early Intervention Provider Certification

### **PROFESSIONAL EXPERIENCE:**

Present Molloy College, Division of Education  
Position: Associate Professor, Graduate Special Education

2004 – 2009 Molloy College, Division of Education  
Position: Assistant Professor, Graduate Special Education

2001 – 2004 Molloy College, Division of Education  
Position: Adjunct Assistant Professor,  
Graduate Special Education

2001 – 2004 Long Island University, Brooklyn Campus  
Department of Teaching and Learning  
Position: Assistant Professor &  
Coordinator of Field Placement

1999 – 2004  
Department of Education, New York City Public Schools  
Committee of Special Education  
Position: Placement Officer

1993- 1999  
Department of Education, New York City Public Schools  
Committee of Special Education  
Position: Supervisor

1991- 1993  
Hofstra University, Uniondale, New York  
Position: Student Teacher Field Supervisor

1987- 1991  
Department of Education, New York City Public Schools  
Committee on Special Education  
Position: Education Evaluator on Child Study Team

1981-1987  
Department of Education, New York City Public Schools  
Position: Special Education Teacher

1979 – 1981  
Presentation of the Blessed Virgin Mary School,  
Jamaica, N.Y.  
Position: Middle School Math and Social Studies Teacher  
Senior Advisor

**AWARDS:**

2010                                      Molloy College                                      Faculty Research  
Scholarship Grant

**Research Project Title-** *What effects do art-based activities have on students' challenging classroom behaviors?*

2010                                      Molloy College                                      Faculty Research  
Scholarship Grant

**Collaborative Research Project Title-** *Engaging Preschool Teachers in Reflective Practice with Students with Disabilities.*

2009                                      New York State                                      Women of Distinction Award  
14<sup>th</sup> Assembly District

2007                                      Molloy College                                      Conference Grant  
Faculty Professional Center      Annual Summer Institute

2004                                      New York State AFL-CIO  
First Principles Grant                                      Research Grant

1991- 1993                                      Hofstra University                                      Two year Fellowship

**PROFESSIONAL AFFILIATIONS:**

Council for Exceptional Children	CEC
National Association for Multicultural Education	NAME
National Association for Education of Young Children	NAEYC
National Council on the Education of the Black Child	NCEBC
National Catholic Education Association	NCEA

**OTHER PROFESSIONAL ACTIVITIES:**

American Association of Colleges for Teacher Education	Proposal Reviewer
Current Issues in Education	Article Reviewer
National Association for Multicultural Education	Proposal Reviewer
State University of New York	Grant Review Panelist

## **Molloy College Committees**

Nominations & Elections	Elected
Sabbatical Committee	Elected
Mentoring Subcommittee	Volunteer
The Institute for Departmental Leadership Advisory	Board Member
President's Advisory Board on Multicultural Concerns	Board Member
Special and Inclusive Education Advisory Board	Member
NCATE Standard IV Subcommittee	Co-Chairperson
Business Department Search Committee	Member
Education Department Interview Committee	Member
Music Department Interview Committee	Member
Psychology Department Interview Committee	Member

## **Publications**

Mason, P. (2012). Reflections that Transformed My Understanding of Teaching and Learning. Multicultural Teaching and Learning (Accepted for Publication).

Mason, P. (2012). L.E.A.D. Students Leave a Lasting Impression on Graduate Students.

The Torch. Division of Education, (Submitted).

Mason, P. (2011). Summer Experiences. Molloy Faculty Newsletter, RVC, NY

Mason, P. (2010) Using Pen Pal Writing to Improve Writing Skills and Classroom Behavior. The Practical Teacher. National Association of Special Education Teachers Online Journal. Manuscript accepted for publication. September 2010.

Mason, P. (2010). Pen Pal Letters Lead to Purposeful Gains - Skill & Confidence. IDIOM. 40 (3), 3, 14.

Mason, P. (2010) One Child at a Time. The Torch. Division of Education, 3, 16.

Mason, P. (2010). Candidates' Assignments Become Service Learning Projects. The Torch, Division of Education, 3, 32.

Mason, P. Reflections that transformed my understanding of teaching and learning. MLT online Special Issue. Manuscript submitted for publication.

Connolly, E. & Mason, P. (2009). Art Matters: Opening the Door to Creativity and Intuition. Long Island Education Review.

Mason, P. Experiencing Teaching and Learning the First Time: A special education teacher and her students take on ownership for their learning. MTL online. Manuscript submitted for publication

Mason, P. (2009). WANTED: New Friendships and Invigorating Learning Experiences. Choosing the correct summer program can provide both.  
Manuscript submitted

Mason, P. (2009). Checkmate: the Experience-Priceless. The Torch, Division of Education Magazine 2, 20-21.

## **Presentations**

*Teaching to Match Students' Needs: Differentiating Instruction. York College, December 2011*

*Long Island Latino Teachers Association (LILTA). Women Leaders Paving Paths for Young Women. SCCC-Grant Campus October 28, 2011.*

*Professional Literacy Development- Reading and Writing Across the Curriculum.*

NYC Department Of Education - PS 140 Special School. Brooklyn-Queens Day Conference, June, 2011.

*Inclusion- Philosophy & Pedagogy. CUNY: York College. Workshop Series for Teacher Candidates. March , 2011.*

*Engaging Preschool Teachers in Reflective Practice with Students with Disabilities.*

CSE/New York State, Annual Conference, Saratoga Springs, October, 2010.

*Enriching Students' Summer Learning.* Queen of the Most Holy Rosary Church,

Roosevelt, NY. June 30, 2010

*Successful Students' Skills.* Education & Vocation Sankofa Summit XII. Annual National

Youth and Family Conference. St. John's University, Jamaica, NY June 25-26,

2010.

*Engaging Preschool Teachers in Reflective Practice with Students with Disabilities.*

Molloy College -Faculty Research Day. Spring, 2010.

*Empowering Learners to Close the Achievement Gap,* National Council on Educating the

Black Child. 24<sup>th</sup> Annual National Convention. Las Vegas, NV. April 28- May1,

2010.

*Bridging the Gap between Teacher Expectation and Student Behavior.* 8th Biennial

International Conference on Children and Youth with Behavioral Disorders. Denver,  
Colorado, September 23-26, 2009.

*Response to Intervention and Positive Behavior Support*, Long Island Regional Task Force for Quality Inclusive Schools Summer Symposium, NYIT, Old Westbury, NY, 2009

*Response to Intervention: Culturally Responsive Consideration*, Long Island ESOL Conference, Molloy College, 2009

*Bridging the Gap between Teacher Perception and Practice*, CSE/New York State, Federation of the Council for Exceptional Children, Melville, 2006

*Special Education Information for Paraprofessionals*, Wyandanch Annual Special Education Training Academy, Winter, 2006

*Bridging the Gap between Teacher Perception and Practice*, CSE/New York State, Annual Conference, Saratoga Springs, April 2005

*Special Education Referral Process: A Guideline for Inclusion Teachers*, CEC Chapter 71, Annual Conference, April 2004.

*Teaching: Imagine the Possibilities*, (Paper Presentation) NYSATE/NYACTE, March 2003.

## COMMUNITY AFFILIATIONS:

Molloy -Westbury Project Grad Initiative	Faculty/Mentor
Queen of the Most Holy Rosary Parish	
Ministry to African American Catholics	Parish Member
Youth Enrichment Academy	Founder and Director
Evergreen Charter School- Molloy College	
Healthy Living Research Collaborative	Faculty Member
Our Lady's Catholic Academy (Queens)	Treasurer
Project Grad- Molloy College Collaboration	Faculty
PS 140 @ PS 323 Brooklyn, NY	Mentor/Volunteer
Molloy College- Annual Black History Conference	
for Youth, Families and Teachers	Initiator/Co-Coordinator
St. Agnes School (RVC) - Community Read-IN Day	Volunteer reader
PS 140 @ PS 323 Brooklyn, NY	Keynote Speaker
Multicultural Celebration	
Franklin School - Hempstead NY	
Career Awareness Day	Presenter

## Conferences/workshops attended for Professional Development and Growth:

- Math and Social Justice Annual Conference. San Francisco, CA. January, 2012
- **Text and Academic Authors Conference . NM . June 25-27, 2011**

- Summer Symposium: Long Island Regional Task Force for Quality Inclusive Schools Instructional Strategies for Cultural and Linguistically Diverse Students (July 2010).
  
- NYC Workshop Early Childhood Division Queens  
Guidelines on Motor Disorders (July 2010)  
Guidelines on Autism/PDD (July 2010)
  
- Learning in the Early Years Conference - Hofstra University (May 2010)

**REFERENCES:** Available upon request.

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

## STATEMENT OF ASSURANCE

I, **Patricia Mason** (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 2<sup>nd</sup> Degree, a Class A Misdemeanor.

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Patricia Mason

7/31/2012

Signature

Date

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

**Business Telephone:** [REDACTED]

**Business** [REDACTED]

**E-Mail Address:** [REDACTED]

**Home Telephone:** [REDACTED]

**Home Address:** [REDACTED]

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

**Name: Robert Rodriguez**

**Charter School Name: 21<sup>st</sup> Century Preparatory 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.): **Voting 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

38. Please provide your educational and employment history. You may do so by attaching a résumé.  Resume Attached
39. 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.
40. 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.
41. Please indicate how you became aware of the charter school and the opportunity to serve as a member of its board. **I was approached by Abigail Smith due to my background**
42. Please explain why you wish to serve on the board. **To assure that the very best education is provided for the children of the community.**
43. 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):
44. 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: **I know Abigail Smith – we have worked together in the past.**

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 immediately notify the board for the next meeting.**

## Educational Philosophy

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

philosophy. **The charter school's overall mission, as stated in the proposal, is to empower its student to be scholars, citizens, and life-long learners who will flourish academically socially, and emotionally throughout the course of their lives. I believe that this mission would produce exceptional future citizens.**

19. Please explain your understanding of the educational program of the charter school. **The educational program seeks to educate the whole child using experiences to help students bring as much as they can to the experience in the 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. **I believe the characteristics of a successful charter school are an administration, staff, student body and parent body that work together. Further, a dialogue must be on-going among all parties.**

## Other

21. Please explain your understanding of the appropriate role of a public charter school board member. **The primary role of a public charter school board member is make sure that the mission is addressed.**

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

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

## ROBERT A. RODRIGUEZ, J.D., Ph.D

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[REDACTED]

[REDACTED]

[REDACTED]

### QUALIFICATIONS

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- Significant experience in public sector and community organizations
- Ability to collaboratively interact with private/public organizations
- Strong skills in strategic planning, budgeting and organizational development
- Superior written/oral communication, research and interpersonal skills
- Skills in curriculum development & instructional review
- College teaching experience in a culturally diverse and urban setting
- Certified School District (SDA) & School Business Administrator (SBA)
- Licensed federal and NYS admitted Attorney
- Earned doctorate (Ph.D) in environmental education

### ADMINISTRATIVE/ PROFESSIONAL EXPERIENCE

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**of counsel/attorney at law**

Bronx, NY & Floral Park, NY

2003-Present

Serve as legal counsel on subsidized public sector real estate and commercial development projects. Represent homebuyers in the purchase of public subsidized housing. Provide legal and policy advice to resolve complex issues involving community board relations, the NYC land use review process, environmental impact requirements, 421 tax abatement program, and public sector project overview and implementation. Ensure regulatory compliance with federal, state and local laws relating to school management and administration. Conduct 50 H hearings on behalf of the City of New York regarding personal injury claims, including lawsuits against the NYC Department of Education.

POLICY CONSULTANT

New York City Council

2003-2006

Serve as consultant on environmental and education related issues involving new or existing local legislation. Provide technical and legal assistance to constituents seeking to form and manage charter schools and or address local environmental concerns. Work with political leaders, developers and community groups on local development initiatives and urban renewal projects. Conduct analyses of local development interests and make recommendations for investment. Track policy, resource and public opinion on key education issues in New York City. Identify resources and evaluate potential alliances and partnerships to further programmatic goals. Advocate for innovative school reform projects throughout the City. Seek policymaker support in order to advance key policy and programmatic priorities. Build public and political support to address school reform. Ensure that key policymakers comprehend policy objectives of program. Provide strategic guidance to policy maker on maintaining broad constituent support. Work with other colleagues to keep community leaders informed and conversant on key policy issues on the local level. Collaborate with other stakeholders on a broad range of policy and government related issues.

CHANCELLOR'S REPRESENTATIVE

NEW YORK CITY DEPARTMENT OF EDUCATION  
Office of the Chancellor/Office of Labor Relations

Brooklyn, New York

2001-2003

Resolve administrative and legal problems in a complex \$10 billion public school system with over 1 million students. Provide leadership and guidance to senior-level administrators in advancing the strategic goals of the Chancellor of the New York City Department of Education. Provide counsel on a broad range of legal, contractual, educational policy and labor relations' matters. Interpret, communicate and enforce the Chancellor's Regulations, educational policies and collective bargaining agreements. Serve as the Chancellor's liaison and labor designee to the Board and faculty and staff relations. Devise and administer conflict resolution and mediation strategies. Engage in contractual negotiations with district offices and union representatives. Conduct and hear Step 3 grievance proceedings on behalf of the Chancellor and write administrative decisions. Review Step 2 decisions for substantive and procedural correctness. Mediate and resolve labor conflicts between the United Federation of Teachers, DC-37 and management. Draft binding managerial stipulations and contractual agreements on behalf of the Chancellor and the Department and advocate the Board's position at arbitration hearings and higher levels of the grievance process. Prosecute employee disciplinary cases and handle confidential matters. Work with the General Counsel's Office and other professional staff to coordinate legal strategies. Coordinate meetings with academic offices to discuss policy issues or problems. Work with Human Resources Department to resolve issues concerning instructional hiring, payroll disputes, reinstatements, reorganizations, in line of duty injury claims, and employee grievances. Perform evaluative case monitoring and reporting to Division of Appeals and Review.

Act as the Chancellor's liaison in mediating issues regarding pedagogical and support staff, corporal punishment, special education, the New Continuum, employee termination and compensation.

PROGRAM DEVELOPMENT OFFICER/ADMINISTRATIVE FELLOW IN EDUCATION ADMINISTRATION

HARVARD UNIVERSITY

Office of the Associate Vice-President & Assistant to the President/LASPAU

Cambridge, MA

2000 to 2001

Advise senior level administrators in the creation of professional development programs. Maintain and nurture collaborative relationships with academic departments and community-based centers to ensure programmatic success. Serve as university liaison to government officials and external agencies. Provide assistance with contract drafting and negotiations on educational policy. Seek and develop contacts for fund-raising and grant solicitation. Prepare and submit grant proposals. Coordinate orientation activities for the Administrative Fellows Program. Prepare and monitor program budgets and coordinate special projects. Work collaboratively with deans, faculty, and student associations to improve student success and to ensure that diverse perspectives and cultures are represented. Assist in the creation of workshops, seminars and conferences to support educational goals. Serve as liaison to various departments seeking to promote international student and faculty exchange programs. Assist in developing strategic business plans. Review correspondence and reports and draft transactional agreements. Establish and nurture high level contacts with university presidents, ministry officials, international banks, and foundations. Identify, create and implement strategies to strengthen relationships with academic institutions that may result in new project development. Provide technical assistance in structuring international study programs. Identify major funding sources to develop new academic programs. Advise on current social, economic, and political issues affecting public and higher education.

*LEGAL COUNSEL*

New York

1984 to 1992

Provide counseling and representation on a wide range of legal issues, including contract, employment, real estate, environmental, transactional and education law. Conduct all aspects of legal representation, including client interview and case evaluation; preparation, filing and prosecution of legal documents and briefs. Oral arguments before various courts and administrative tribunals, including the NYS Supreme Court, U.S. Bankruptcy Court, U.S. District Court, NYC Environmental Control Board, NYS Department of Environmental Conservation, National Labor Relations Board, Equal Employment Opportunity Commission, and the American Arbitration Association. Negotiate and draft commercial and employment contracts. Perform legal research and prepare legal memoranda. Represent students in school disciplinary cases before the appropriate administrative and legal tribunals. Represent 1199 Hospital Workers Union members on labor/employment law issues.

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*DIRECTOR OF EDUCATION AND TRAINING*

The National Hispanic Housing Coalition

1981-1983

Washington, DC

Design and implement educational training programs throughout the United States for a national non-profit organization (NGO) engaged in housing and community development. Train local communities to develop and manage public sector development projects. Prepare grant proposals and solicit external funding for new project ventures. Collaborate with universities, colleges and public secondary schools to create joint educational programs with local community based organizations.

Diagnose operational structures of community-based organizations and recommend viable strategies to resolve problems. Negotiate contracts and coordinate working relationships with federal, state, and local governments. Promote collaborative partnerships between business entities and public agencies. Direct project management activities, including budgeting, business planning, team-building, and strategy implementation. Develop and execute innovative strategies to identify, assess, and implement new programs and grants that further organizational objectives. Work with senior leadership to develop new programs. Identify new alliances that allow for collaborative thinking and strategy implementation. Provide oversight to ensure that financial and operational goals were achieved. Manage grant proposals, including internal review, monitoring, budgeting and reporting. Represent the organization to key external constituencies by attending conferences, public events, and other activities.

*PROGRAM DIRECTOR/URBAN LAND PROGRAM*

The Trust for Public Land

1979-1981

New York & Miami, FL.

Manage southeastern operations for a prominent environmental conservation organization. Create and implement public land trusts in urban communities. Lead local communities to organize and control local development projects. Mobilize human and financial resources towards the re-building of inner-city communities. Procure funding for local development projects. Prepare grant proposals for funding. Direct training programs for external constituencies. Collaborate with team members to develop, implement and further refine advocacy plans and strategies in support of organizational goals and objectives. Work with other members of the Trust to develop partnerships, coalitions, and other strategic alliances that promote community support, and bring new resources to ensure sustainability of public lands program.

Maintain record of current and relevant developments in key community areas.

Develop and monitor a grant making program to enhance advocacy efforts; review grant proposals; provide recommendations for funding; and draft and edit grant proposals. Serve as primary liaison for Southeastern operations. Research and produce in-depth analysis, background and briefing papers on key issues related to public land development. Represent the Trust to external constituencies.

*RESEARCH DIRECTOR*

The Southside United Housing Development Corporation

1978-1979

Brooklyn, NY

Implement and supervise a \$100,000 U.S. Department of Education research project on the educational needs and resources of a Brooklyn community. Ensure regulatory compliance with federal procurement laws and agreements. Manage a professional research staff of six, direct the study, and provide overall technical support and evaluation. Develop strategies and needs for housing and community development investment. Monitor, evaluate and analyze trends and policy issues relevant to impoverished communities. Engage in strategic planning and initiation of projects and programs to achieve program goals. Form partnerships with individuals and organizations to further organizational objectives. Manage a portfolio to execute key strategic objectives that are in keeping with overall program goals. Partner with grantees to define key outcomes and ensure appropriate monitoring and evaluation of program outputs. Conduct site visits and provide technical assistance to community groups. Collaborate with team members to manage grant budget information and reporting.

*ADJUNCT PROFESSOR*

Hunter College, City University of New York  
New York, NY

2005-2006

Taught educational leadership, change and school reform to a cohort group comprised of graduate students leading to NYS certification in School Administration and Supervision. Provide assistance on curriculum development and instructional programming. Provide professional development and academic advisement to students intending to become school administrators as a public service career.

*Adjunct Assistant Professor*

The City University of New York

La Guardia Community College

Queens, NY

1997-1999

Taught undergraduate courses on American Government, Power & Politics in the United States and Law and Human Rights. Advised students on academic courses and career opportunities in government and the public sector. Work collaboratively with faculty members to design new course offerings and improve overall academic programs.

*CURRICULUM CONSULTANT*

The High School of Environmental Studies

New York City Board of Education

1995-1996

New York, NY

Collaborate with faculty on curriculum development and prepared course outlines and materials for environmental courses.

*TEACHING FELLOW*

University of Wisconsin-Madison

1992-1994

Madison, WI

Taught undergraduate and graduate courses in environmental education.

Engaged in curriculum development, research and student advising.

EDUCATION

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**Ph.D** ENVIRONMENTAL MANAGEMENT/PUBLIC ADMINISTRATION

*UNIVERSITY OF WISCONSIN-MADISON, 1999*

**J.D.** LAW

*GEORGE WASHINGTON UNIVERSITY, 1977*

National Law Center

**M.P.A.** PUBLIC ADMINISTRATION

*NEW YORK UNIVERSITY, 1981*

Robert F. Wagner School of Public Service

**B.S.** PUBLIC ADMINISTRATION

*NEW YORK UNIVERSITY, 1974*

Stern School of Business

**A. A.** BUSINESS ADMINISTRATION

*BOROUGH OF MANHATTAN COMMUNITY COLLEGE, 1972*

S.D.

SCHOOL ADMINISTRATION AND SUPERVISION

*Queens College, CUNY, 2003*

P.C. HIGHER EDUCATION ADMINISTRATION

*HARVARD UNIVERSITY, 2001*

FELLOWSHIPS/AWARDS

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- Harvard University Administrative Fellow
- John Ben Snow Scholarship (NYU)
- National Law Center Scholarship (GWU)
- Dr. Martin Luther King, Jr. Scholarship (NYU)
- Patricia Roberts Harris Fellowship (UW)
- Public Administration Award (NYU)
- US Department of Education Heads Up Scholarship (Mercy)

CERTIFICATION

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New York State Certified School District Administrator (SDA)

New York State Certified School Business Administrator-SBA

New York State School Administration & Supervision Certification

Advanced Professional Certificate in Higher Education Administration (Harvard University)

#### SCHOLARLY RESEARCH

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Research interests focused on leadership, organizational change, environmental decision-making, and non-governmental organizations.

Dissertation: Community Power and Public Bureaucracy in Environmental Decision-making: A paradigm for fostering greater public participation in policy-making and resource management.

#### BAR ADMISSIONS

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- NYS Bar
- United States District Court (Eastern & Southern District)
- United States Supreme Court
- United States Court of International Trade

#### TRAINING IN DISPUTE RESOLUTION

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- Professional Certificate in Conflict Resolution and Mediation (NYS Supreme Court)
- Chancellor's Representative (NYCDOE)

#### COMMUNITY AFFAIRS

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- Former Member of Community Board 4
- Former Chair of the Hispanic Education Center
- Board Member of the New York Trust for Affordable Housing

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

## STATEMENT OF ASSURANCE

I, **Robert Rodriguez** (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 2<sup>nd</sup> Degree, a Class A Misdemeanor.

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Robert Rodriguez

7/31/3012

Signature

Date

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

**Business Telephone:** [REDACTED]

**Business Address:** Bronx, NY

**E-Mail Address:** [REDACTED]

**Home Telephone:** [REDACTED]

**Home Address:** [REDACTED]

School Trustee Background Information

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

Ann Belzner

**Name:** \_\_\_\_\_

The 21<sup>st</sup> Century Preparatory Charter School

**Charter School Name:** \_\_\_\_\_

TBA

**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

45. Please provide your educational and employment history. You may do so by attaching a résumé. x  Resume Attached
46. 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.
47. 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.
48. Please indicate how you became aware of the charter school and the opportunity to serve as a member of its board. I have known Anthony Mosca, founding member, personally and professionally for almost 40 years.
49. Please explain why you wish to serve on the board. I feel that education is the key to success and a great education is every child's birthright.
50. 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. x  Yes. (Include description here): I served on the board of The Chasdrew Fund, Dallas, Tx. for a number of years.
51. 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: I have known Anthony Mosca for 40 years both personally and professionally.

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. x  Yes. If yes, please indicate the precise nature of your relationship here: Again, I know Anthony Mosca who may work as a staff development specialist.

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.

### **Educational Philosophy**

18. Please explain your understanding of the charter school's mission and/or philosophy. The mission is to educate the whole child through academics, the Arts and through a variety of experiences.
19. Please explain your understanding of the educational program of the charter school. Again, the program will target the whole child. However, the school day, week and year will afford a more rigorous term of study. Further, the experiences will expand the horizon.
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 involves all its resources – administrators, teachers, students, parents and ancillary personnel to achieve its mission. It is the board's responsibility to monitor and ensure that all the pieces are working in tandem for the benefit of the student.

## Other

21. Please explain your understanding of the appropriate role of a public charter school board member. My role is to make sure that the “charter” is followed. In addition, I must always be part of any solution.
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.

ANN M. BELZNER

Professional Experience:

**PricewaterhouseCoopers, Washington, DC, 1985 – 2010 (RETIRED)**

Twenty-five years experience as a financial and operations manager where I participated with members of several firm leadership teams in this large global consulting firm. Demonstrated strong management and leadership skills in Human Resources, Finance, Marketing, Operations, Technology and Information Management.

**Bumblebee Energy Systems, Inc., Trenton, NJ.**

Director of Operations, 1982 -1983 - Managed the daily administrative operations of the company; developed contract proposals and bids; developed marketing strategies; and consulted with the firm's clients.

**New Jersey Department of Labor, Trenton, N. J.**

Staff Director to the Assistant Commissioner 1981 - 1982 - Supervised the administration of the Department's employment and Training programs comprised of six divisions with 1500 employees and a \$70 million operating budget.

**United States Department of Labor, New York, N. Y.**

Staff Director, Federal Regional Council 1980 - 1981 - Managed the operations of the Council staff to ensure implementation of the Council's programs and priorities. Assisted the Chairman to establish an intergovernmental advisory council composed of state and local elected officials from the region.

**New York State Financial Control Board, New York, NY.**

Associate Analyst 1979-1980 - Responsible for analyzing and evaluating New York City's financial plan and budget submissions related to the Health and Hospitals Corporation's \$1.2 billion budget.

**New Jersey Division of Medical Assistance, Trenton, NJ.**

Health Care Analyst 1977 -1979 - Developed Reimbursement policies and programs for Medicaid services provided by hospitals and nursing homes in NJ.

**Bechtel Power Corporation, San Francisco, Ca.**

Cost Engineering Technician 1973-1975

**United States Department of Labor, Washington, DC.**

Program Analyst 1970-1972

**SELECTED ACHIEVEMENTS**

**Management/Administration**

As the Regional Tax Director for PWC's National Tax practice, I managed the Washington National Tax Service. Finance Department and participated with other Regional Finance Directors on the Tax Departments Finance leadership team.

Developed annual departmental and business unit budgets and financial reporting systems.

Drafted annual business plans and developed guidelines for preparation of business unit plans.

Worked with leadership on a variety of post-merger planning for integration of the relevant business units of two large global consulting firms including post-merger organizational structure for the Washington National Tax Services

Participated on a team that planned and implemented a large space development project and relocation of 600 staff

Coordinated with infrastructure and technology staff to plan PwC's first post-merger co-location for 900 staff involving integration of 900 staff and two different network platforms.

Coordinated with infrastructure staff on headcount projections, space allocations, file room upgrades and alternative space allocation implementation

Reorganized the operations of three divisions of State government to increase productivity and accountability.

Supervised the implementation of program changes necessitated by massive budget cuts in the programs under the jurisdiction of the NJ Department of Labor

Revised grant review and reward procedures for a major State grant program

Participated in the development of the first hospital reimbursement program based on DRGs.

Obtained federal waivers necessary to implement the DRG program on a statewide basis.

### **Human Resource**

Recruited department leaders and staff for Human Resources, Finance, Marketing, Technology and Information management.

Recruited professional staff

Managed performance review and compensation planning for client service and administrative staff

Developed planning and performance evaluation instruments.

Implemented annual staff survey to measure satisfaction and identify HR issues.

Developed orientation and training programs

### **Finance/Budget**

Developed and managed WNTS Budget

Provided management information, financial metrics and analysis for specific business segments

With leadership, developed plans to address budget shortfalls in specific business units.

Developed revenue sharing methodology designed to promote teaming between and among the regions.

Planned and implemented several accounting reorganizations to coincide with PW/PwC reorganizations.

Managed billing and collection operations for large consulting unit

Monitored cost structure, implemented cost control initiatives.

Developed contract monitoring procedures

Managed the budget process for state and federal programs with annual budgets of \$70 million

Evaluated billing and collection operations for a large urban hospital system

Developed and managed capital expenditure budgets

### **Marketing**

Developed marketing organizational structure.

Recruited marketing leader and staff

Provided guidance to new marketing director on strategic goals

Developed concept for client and target tracking database

### **Technology**

Managed the relocation of a LAN/WAN network supporting 600 staff

Planned and managed the first "Lotus Notes" installation in PW

Planned and managed installation of a Local Area Network (LAN) serving 200 staff.

Developed an energy management database to monitor fuel consumption at multi-location housing projects.

Evaluated the effectiveness of recently installed billing system for a large urban hospital group.

### **Government**

Served in several administrative positions at the federal, state and local levels. Responsibilities included planning and policy development, budget and financial analysis, program review and evaluation, program administration and staff development.

**PRIOR EXPERIENCE:**

BUMBLEBEE ENERGY SYSTEMS, TRENTON, NJ 1982-1983, Director of Operations

NEW JERSEY DEPT. OF LABOR, TRENTON, NJ, 1981-1982, Staff Director for Assistant Commissioner

U.S. DEPT. OF LABOR, NEW YORK, NY, 1980-1981, Staff Director Federal Regional Council

NY STATE FINANCIAL CONTROL BOARD, NY, NY, 1979-1980 Associate Analyst

NJ DIVISION OF MEDICAL ASSISTANCE, TRENTON, NJ 1977-1979, Health Care Analyst

BECHTEL POWER CORP., SF, CA. 1973-1975, Cost Engineering Technician

U.S. DEPT. OF LABOR, WASHINGTON, DC, 1970-1972, Program Analyst

**EDUCATION:**

Rutgers University, New Brunswick, NJ.

M.A. Political Science, 1976

Eagleton Institute of Politics

Fellow, 1975-1976

Dunbarton College, Washington, DC.

B.A. Mathematics, 1970

Member Chasdrew Board of Directors, 1998 – 2011

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

## STATEMENT OF ASSURANCE

I, **Ann Belzner** (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 2<sup>nd</sup> Degree, a Class A Misdemeanor.

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Ann Belzner

7/31/2012

Signature

Date

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

**Business Telephone:** N/A

**Business** N/A

**E-Mail Address:** N/A

**Home Telephone:** [REDACTED]

**Home Address:** [REDACTED]

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

**Name: Bruce C. Richardson**

**Charter School Name: 21<sup>ST</sup> Century Preparatory 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

52. Please provide your educational and employment history. You may do so by attaching a résumé.  Resume Attached
53. 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.
54. 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.
55. Please indicate how you became aware of the charter school and the opportunity to serve as a member of its board.

**I became aware of the school through flyers from Abigail Lockett.**

56. Please explain why you wish to serve on the board.  
**I wish to serve because I believe that I could help to make a difference.**
57. 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):
58. 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: **I am acquainted with two person noted as Board of Trustee members; Abigail Lockett is a casual acquaintance who attends the same church as I do and Rev. Donovan Leys is the rector of that church (St. Stephen's Episcopal Church) I currently attend.**

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.

**If I am positive that board members are working for their own or the benefit of friends or family and this is in violation established regulations, I would attempt to dissuade this activity by confronting the participant(s) and eventually raise the issue with the Board of Trustees.**

### **Educational Philosophy**

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

Mission Statement: "The 21<sup>st</sup> CPCS will empower its students to be scholars, citizens and life-long learners who will flourish academically, socially, and emotionally, through both academic rigor and experiences, to be prepared for the educational challenges of the technological world of the 21<sup>st</sup> Century."

**Based on this mission statement, I understand that The 21<sup>st</sup> CPCS will endeavor to prepare its students to be rounded citizens who will be prepared for demands of the evolving American Society.**

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

**The educational program in this school will be geared towards students with English as a second language and therefore, there will be strong emphasis on English Language development. The remaining core program will include mathematics, science, social studies & physical education.**

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.

**In my view, some of the best characteristics of a successful charter school are: Respectfulness, punctuality, emphasis on education and not testing, equal treatment of all**

**To achieve these characteristics, the board must recruit teachers that have demonstrated keen interest/passion in their profession and strong alignment with these characteristics.**

#### **Other**

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

**Board members must act in the best interest of and in the furtherance of the school's mission. Members therefore will be required to regularly attend meetings, be acquainted with meeting minutes and other published materials pertaining to school function, act on issues affecting the functioning of the school, behave responsibly regarding financial matters...**

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

**I affirm that I have read and understand the charter school application as well as the charter school by-laws and proposed policies.**

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

Mr. Bruce Richardson



## SCHOOL PROJECTS

**Skilman High School (\$35M) – phase 1, 2005 & phase 2, 2008:** An expedited project to transform a two story, 45,000SF, masonry warehouse building into a small high school for troubled students.

**Roles:** Project Manager, Designer & Construction Administrator

**PS 53 (\$10):** Gut rehabilitation and redesign of an existing school building

**Roles:** Designer

**NYC Public Schools – Rehabilitation Project:**

**IS/PS 168 (\$5.5M), PS 7 (\$10M), PS 1 (\$6M), PS 69 (\$4M), IS190 (\$4.1M), PS 57 (\$5.6M), IS/PS219 (\$#.25M) < IS 183X (\$4M), New voices School of Academics and Creative Arts (\$3M), MS113 (\$6M), & PS 10 (1.75M), FDR High School (\$8M), PS 32 (\$2.6M), PS 31 (\$4.5M), PS 84 (\$1.8M), PS 171 (\$3M), PS 44 (\$2.5M) & IS 90 (\$3.5M):**

Rehabilitation of building envelopes & interiors – Roofing Systems, Exterior/Interior Walls, Windows, Doors, Foundation, Restrooms

**Roles:** Project Manager

**John Jay College, NYC (\$2M):** Restrooms upgrade for ADA compliance

**Roles:** Designer

**Philadelphia Public Schools – Rehabilitation Projects (\$.4M):** Restrooms upgrade for ADA compliance

**Roles:** Manager/Designer

## RELIGIOUS PROJECTS

**Project: Abyssinian Baptist Church (\$2M):** Interior Design Project

Upgrading of office spaces and the designing of Gallery Space

**Role:** Manager/Designer

## HOUSING

**Bradhurst Housing Project, NYC (\$1.5M):** Gut rehabilitation of 3-5 story masonry buildings to provide commercial space at 1<sup>st</sup> floor and dwelling units at upper floors

**Role:** designer

**Jacobs Residence, USVI (\$.75M):** Single Family House consisting of 4 Bedrooms, 4.5 Baths, extensive terrace space, Great room & Media Space

**Other single family & multiple dwelling include:** Wiltshire Residence, Nevis, Charles Residence, Antigua and Pantophlet Residence, St. Marten

### **Proven design skills, extensive technical experience, strong communication and management skills**

- years of experience in design, construction documentation production and construction administration
- Experience in personnel supervision and needs assessment
- Experience in project organization and delivery
- Possess good communication skills

### **Professional Experience**

- Manager of Architectural Practice: 2 years
- Senior project manager: over 20 years
- Designer/detailer, construction administrator, cost estimator: over 20 years

## Employment History

01/10 to present Self Employed  
11/03 to 01/10 Project Manager, Senior Associate; **Ammann & Whitney Consulting Engineers**  
06/99 to 07/02 Senior Project Manager; **SBLM Architects PC**  
02/91 to 05/99 Designer/Detailer, Project Manager & Manager of NY Office; **C.E. Fleming PC (Architects)**  
12/89 to 02/91 Designer/Detailer; **David Elliot Liebowitz Architects, PC**  
05/88 to 12/89 Detailer; **Maurice Irving Associates, Interior Designer**  
05/86 to 05/88 Detailer; **Herbert Levine Lighting Consultant**  
01/84 to 01/85 **Bruce Richardson Designs**, Philipsburg, St. Maarten  
05/79 to 01/84 Designer/Detailer; **Comprehensive Planners Inc. and David Morrison Associates**

## EDUCATION

New York Institute of Technology, Bachelor of Science in Architectural Technology, 1988  
Josh S. Donaldson Technical Institute, Trinidad, Professional Diploma in Technical Studies, 1978

## COMPUTER SKILLS

MS Word, MS Excel

## PROFESSIONAL REGISTRATION

New York, #026328

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

## STATEMENT OF ASSURANCE

I, **Bruce Richardson** (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 2<sup>nd</sup> Degree, a Class A Misdemeanor.

---

Bruce Richardson

7/31/2012

Signature

Date

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

**Business Telephone:** [REDACTED]

**Business** [REDACTED]

**E-Mail Address:** [REDACTED]

**Home Telephone:** [REDACTED]

**Home Address:** [REDACTED]

**Proposed By-Laws**

***21<sup>st</sup> Century Preparatory Charter School By-Laws***

**Article I: NAME**

The name of the soon to be incorporated corporation is The 21<sup>st</sup> Century Preparatory Charter School (hereinafter "CPCS").

**Article II: MEMBERSHIP**

The corporation has no members. The rights which would otherwise vest in the members, vest in the Board of Trustees (hereinafter the "Trustees"). Action which would otherwise require approval by a majority of all members require only approval of a majority all Trustees or approval by the Board of Trustees (hereinafter the "Board").

**Article III: BOARD OF TRUSTEES**

**A. Number of Trustees.** The number of trustees of the 21<sup>st</sup> CPCS shall not be less than seven (7) nor more than fifteen (15). The board shall fix the exact number of trustees, within these limits, by Board resolution or amendment of the By-Laws. The Executive officers of the school shall be non-voting members of the Board of Trustees.

**B. Powers.** The Board shall have all powers and authority, as designated in the Charter, for the management of the business, property and affairs of the 21<sup>st</sup> CPCS and the School, subject to the provisions of applicable law (including the Education Law and Not for Profit Corporation Law), as well as the requirements of the School's Charter and these Bylaws. The Board may delegate the management of the activities of the School to others, so long as the affairs of the School are managed, and its powers are exercised, under the Board's ultimate jurisdiction.

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

1. To elect and remove Trustees;
2. To select and remove Officers, agents and employees of the School; to prescribe powers and duties for them and to fix their compensation;
3. To conduct, manage and control the affairs and activities of the School, and to make rules and regulation
4. To enter into contracts, leases and other agreements which are, in the Board's judgment, necessary or desirable in obtaining the purposes of promoting the interests of the School;

5. To carry on the business of operating the School and apply any surplus that results from the business activity to any activity in which the School may engage;
6. To act as trustee under any trust incidental to the School's purposes, and to receive, hold, administer, exchange and expend funds and property subject to such a trust;
7. To acquire real or personal property, by purchase, exchange, lease, gift, devise, bequest, or otherwise, and to hold, improve, lease, sublease, mortgage, transfer in trust, encumber, convey or otherwise dispose of such property;
8. To borrow money, incur debt, and to execute and deliver promissory notes, bonds, debentures, deeds of trust, mortgages, pledges, hypothecations and other evidences of debt and securities, subject to the provisions of the Not for Profit Corporation Law and any limitations noted in the by-laws;
9. To indemnify and maintain insurance on behalf of its Trustees, Officers, employees or agents for liability asserted against or incurred by such person in such capacity or arising out of such person's status as such, subject to the applicable provisions of the Not-for-Profit Corporation Law and the limitations noted in these By-Laws.

### **C. Election of Trustees.**

**1. Election.** The Board shall elect the Trustees by the vote of a majority of the Trustees then in office, whether or not the number of Trustees in office is sufficient to constitute a quorum, or by the sole remaining Trustee. Trustees-elected will assume office subject to approval by the Charter Entity. One Trustee position on the Board is reserved for a parent of a current student of the Charter School, one Trustee position on the Board is reserved for a community member of the district of location of the Charter School and one position will be reserved for a teacher who works at the school.

**2. Eligibility.** The Board may elect any person who in its discretion it believes will serve the interests of the Corporation faithfully and effectively.

**3. Interested Persons.** Not more than 40% 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, 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.

### **4. Term of Office.**

a. The Trustees elected shall be divided into three classes for the purpose of staggering their terms of office. All classes shall be as nearly equal in number as possible.

b. The terms of office of the Trustees initially classified shall be as follows: that of the first class shall expire at the next Annual Meeting of the Trustees, the second class at the second succeeding Annual Meeting and the third class at the third succeeding Annual Meeting.

Following the expiration of these designated terms, the term of each Trustee shall continue for three (3) years, except the terms of any Trustee who is a parent of a child enrolled in the charter school, the community representative or the teacher from the charter school, shall be one (1) year.

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

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

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

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

**D. Removal of Trustees.** The Board may remove a Trustee in accordance with the applicable provisions of the Education Law and the Not-for-Profit Corporation Law.

**E. Resignation by Trustee.** A Trustee may resign by giving written notice to the Board President or Secretary. The resignation is effective upon receipt of such notice, or at any later date specified in the notice. The acceptance of a resignation by the Board President or Secretary shall not be necessary to make it effective, but no resignation shall discharge any accrued obligation or duty of a Trustee.

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

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

**H. Financial Interests.** Any Trustee who, individually or as part of a business or professional firm is involved in business transactions with, or in providing professional services to the Corporation shall disclose this relationship and shall not participate in any vote taken with respect to such transactions or services.

#### **ARTICLE IV: PRINCIPAL OFFICE.**

The Corporation's principal office shall be located at such a place as the Board may select. The Secretary shall note any change in the office location on the copy of the By-laws maintained by the Secretary.

## **ARTICLE V: MEETINGS OF THE BOARD.**

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

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

**C. Regular Meetings.** Regular Meetings shall be held at least once per calendar month on dates determined by the Board. For this purpose, the June Annual Meeting shall count as a Regular Meeting.

**D. 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 half of the entire Board.

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

**F. Notices.** Notices to the Trustees of Board Meetings, including Annual, Regular and Special meetings shall be given as follows:

1. Annual and Regular Meetings may be held without notice if the By-Laws or Board fix the time and place of such meetings.

2. Special Meetings shall be held upon four days' notice by first class mail or forty-eight (48) hours' notice delivered personally, by telephone, facsimile or email.

Notices will be deemed given when deposited in the United States mail, addressed to the recipient at the address shown for the recipient in the Corporation's records, first class postage prepaid; when personally delivered in writing to the recipient; or when faxed, emailed or communicated orally, in person or by telephone, to the Trustee or to a person whom it is reasonably believed will communicate it promptly to the Trustee. The notice shall include the time and place of the meeting and shall include any location from which a Trustee is participating via video-conference, such that the public may attend the meeting from that location as well.

**G. Waiver of Notice.** Notice of a meeting need not be given to a Trustee who signs a waiver of notice or written consent to holding the meeting or an approval of the minutes of the meeting, whether before or after the meeting, or attends the meeting without protest prior to the meeting or at its commencement, of the lack of notice. The Secretary shall incorporate all such waivers, consents and approvals into the minutes of the meeting.

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

**I. Executive Session.** By a motion and majority vote, the Trustees may convene in executive session to discuss matters it deems sensitive, pending actual litigation, etc.

**J. Minutes.** Written minutes of the meeting will be recorded by the Secretary at all Board of Trustee meetings. Minutes will include: (a.) date and time of the meeting; (b.) a summary of all motions, proposals, resolutions and any other matters formally voted upon; (c.) A record of how each Trustee voted on each matter; (d.) in executive session, the minutes will include a record of the final determination of any action that was taken; (e.) minutes of meetings will be available after they have been approved by the Board at the next meeting.

## **ARTICLE VI: ACTION BY THE BOARD**

**A. Quorum.** Unless a greater proportion is required by law, a majority of the entire Board of Trustees shall constitute a quorum for the transaction of any business or of any specified item of business. To the extent that there may be any conflict between any provision of these bylaws and the Open Meetings Law, the Open Meetings Law shall control.

### **B. Action by the Board.**

1. Except as otherwise provided by statute or by these Bylaws, the vote of a majority of the Board present at the time of the vote, if a quorum is present at such time, shall be the act of the Board. If at any meeting of the Board there shall be less than a quorum present, the Trustees present may adjourn the meeting until a quorum is obtained.

2. Board Participation by Other Means. In all events, a quorum of Trustees must be present to lawfully conduct a Board Meeting. To the extent permitted by Article 7 of the Public Officers Law, trustees participating by means of video-conferencing may be counted toward achieving a quorum. Trustees participating by means of video-conferencing shall do so from a site at which the public may attend, listen, and observe. Once a quorum is present, additional Trustees may participate in a Board meeting through conference telephone or similar communication equipment, provided that all Trustees participating in such meeting can hear one another and there is no objection from any Trustee or any person in the public audience. Trustees other than that in-person or participating by live video-conferencing shall not vote.

### **C. Committees.**

**1. Appointment of Committees.** The Board may create committees for any purpose, and the President of the Board shall appoint members to and designate the chairs of such committees with the consent of the Board. A Board Committee will consist of not fewer than three Trustees, who shall serve at the pleasure of the President of the Board, except that any executive committee of the Board shall comprise not fewer than five trustees

**2. Standing Committees.** The Board shall have the following Standing Committees: Finance, Governance, and Educational Performance.

a. The **Finance Committee** will be chaired by the Treasurer. The Director of Finance as well as the School Director shall be members. This committee will develop and oversee a financial model for the Corporation to function in a fiscally responsible and solvent manner. The Committee will assist the Treasurer in the performance of his/her duties set forth in Article VII, A. In addition, the Committee will monitor the School's data system, admission policy and practices.

b. The **Governance Committee** will ensure adherence to the terms and conditions of the Charter, compliance with State and Federal laws and regulations and ensure consistent application of the By-Laws. The Committee will develop training, recruitment and orientation of Board members. Further, the Committee will review and make recommendations on complaints and alleged violations of laws and conflict of interest issues.

c. The **Educational Committee** will review and assist with the development of the School Director's annual goals. It will analyze the effectiveness of the School's curriculum against student performance goals. The Committee will monitor performance on assessment tests and compliance with legal requirements concerning special education, Ell's, etc.

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

- a. The election of Trustees;
- b. Filling vacancies on the Board or any committee which has the authority of the Board;
- c. The fixing of Trustee compensation for serving on the Board or on any committee;
- d. The amendment or repeal of Bylaws or the adoption of new Bylaws;
- e. The appointment of other committees of the Board, or the members of the committees.

**4. 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 By-Laws and the Open Meeting Law with respect to the calling of meetings.

#### **D. Standard of Care.**

**1. Performance of Duties.** Each Trustee shall perform all duties of a Trustee, including duties on any 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.

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

- a. One or more Officers or employees of the 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;
- 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 Paragraph D.1, and after reasonable inquiry when the need is indicated by the circumstances, and without knowledge that would cause such reliance to be unwarranted.

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

#### **E. Participation in Discussions and Voting.**

Every Trustee has the right to participate in the discussion and vote on all issues before the Board or any committee, except that any Trustee shall be excused from the discussion and vote on any matter involving such Trustee relating to: (a.) self-dealing transaction; (b.) a conflict of interest; (c.) indemnification of that Trustee uniquely; (d.) any other matter at the discretion of a majority of the Trustees present.

**F. Rights of Inspection.** Every Trustee has the right to inspect and copy all books, records and documents of every kind and to inspect the physical properties of the Corporation, provided that the inspection is conducted at a reasonable time, after reasonable notice and that such 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 law.

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

## **Article VII. OFFICERS**

A. The Officers of the Corporation shall consist of the Chairperson ("Chair"), Vice Chairperson ("Vice Chair"), Secretary and the Treasurer and any officers that the Board may from time to time appoint. No Officer may hold more than one position at the same time. The Chair, Vice Chair, Secretary and Treasurer shall be members of the Board of Trustees.

The Chair shall be the chief executive officer. He/she, subject to Board control, has general supervision, direction and control of the affairs of the Corporation and such other powers and duties that the Board may prescribe. The President shall preside at all Board meetings.

The Vice Chair shall have such duties and responsibilities as may be delegated to him/her by the Chair. In the absence of the Chair, the Vice Chair shall perform all the duties of the Chair and, when so acting, shall have all the Chair's powers and be subject to the same restrictions.

The Secretary shall: (a.) shall keep or cause to be kept at the Corporation's principal office or other designated place, a book of minutes of all meetings of the Board and Board committees, including the time and place, whether it was a regular or special meeting, the notice given, the names of those present, the actions taken and the votes on such actions; (b.) shall present the minutes of the previous meeting at the subsequent meeting to be voted on by the Board and noted in the minutes of the current meeting (c.) shall keep or cause to be kept the Seal of the Corporation, a copy of the Corporation's Charter and the By-laws, tax filing status and documentation; (d.) give or cause to be given notice of the Board and committee meetings as required by the By-laws and the Open Meeting Law; (e.) have such other powers and duties as may be prescribed by the Board, including presiding over Board meetings when neither the Chair nor Vice Chair is present.

The Treasurer shall be the chief financial officer of the Corporation and 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 accounts available for inspection by any Trustee; (c.) deposit or cause to be deposited any monies and other valuables in the Corporation's name and to its credit with the depositories the Board designates; (d.) render or cause to be rendered to the Chair and the Board, as requested but no less than once every fiscal year, an account of the Corporation's financial transactions and financial condition; (e.) disperse or cause to be dispersed the Corporation's funds as the Board directs; (f.) prepare or cause to be prepared any reports on financial issues as may be required; (g.) be the Chairperson of the Financial committee; (h.) have other such powers and duties as the Board may direct responsibility of the financial records,. The Treasurer, in conjunction with the School Director and the Financial Director, shall prepare an annual budget for the consideration and approval of the Board.

## **B. Election**

1. The Board shall elect the Officers annually at the Annual Meeting or a regular meeting for that purpose or at a special meeting called for that purpose. Officers appointed to fill vacancies shall be elected as vacancies occur.
2. 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.

## **C. Removal of an Officer.**

The Board may remove any Officer in accordance with applicable sections of the Education and Not –for-Profit laws. Any Officer may resign at any time by giving written notice to the Board, the resignation taking effect upon receipt of the notice or at a later date specified in the notice.

### **Article VIII: AMENDMENTS TO THE BY-LAWS**

The Board shall have the power to make, amend or repeal the By-Laws of the Corporation either in whole or part. The By-Laws may be amended at any regular meeting of the Board or any Special meeting called for that purpose. Any change shall require a two-thirds (2/3) vote of the full membership of the Board.

### **Article IX: NON-LIABILITY OF TRUSTEES.**

The Trustees shall not be personally liable for the Corporations debts, liabilities or other obligations.

### **Article X: INDEMNIFICATION OF CORPORATE AGENTS**

**A.** The Corporation shall indemnify to the fullest extent permitted by law, indemnify any person made or threatened to be made a part to any action or proceeding by reason of the fact that he/she or his/her testator 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. No indemnification may be made on behalf of such person if: his/her acts were committed in bad faith or were the result of his/her deliberate dishonesty and were material to such action or proceeding or, he/she personally gained a financial profit or other advantage to which he/she was not legally entitled.

**B.** The corporation shall have the power to purchase and maintain insurance to indemnify the Corporation for any obligation which it incurs as a result of its indemnification of Trustees, Officers, employees or agents, pursuant to Article X, section A.

### **Article XI. ADDITIONAL PROVISIONS**

**A. Fiscal Year.** The fiscal year for the Corporation begins on July 1 and ends on June 30.

**B. Audit.** At the close of each fiscal year, the accounts of the Corporation shall be audited by an independent auditor who is either a Certified Public Accountant or a Registered Municipal Accountant, and who has expertise in accounting of tax-exempt not for profit educational organizations. The auditor shall be hired by a majority vote of the members of the Board present at the public meeting at which the motion to hire is considered. The audit shall be done in compliance with all laws governing non-profit tax-exempt corporations.

**C. Interpretation of the Charter.** Whenever any provisions of the By-Laws are in conflict with the provisions of the Charter, the Charter shall control.

**D. Checks and Notes.** Except as otherwise specifically provided by Board resolution, checks, drafts, promissory notes, orders for payment of money and other evidence of indebtedness of the Corporation may be signed by the Chair, the Vice Chair, the Treasurer, or any other designated person. Items for amounts of \$5,000.00 or greater must be signed by two of these individuals..

**E. 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 amount or purpose.

**F. Conflict of Interest.** Any trustee, Officer or Committee member having an interest in a contract, other transaction or program presented to or discussed by the Board or Committee for authorization, approval or ratification shall make a full and frank disclosure of his/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 that may reasonably be construed to be adverse to the Corporation's interest.

The body to which such disclosure is made shall determine, by majority vote, whether the disclosure shows a conflict of interest exists or can reasonably be construed to exist. If a conflict is deemed to exist, such person shall not vote on, nor use his/her personal influence on, nor be present during the discussion or deliberations with respect to, such contract or transaction (other than to present factual information or to respond to questions prior to the discussion). The minutes of the meeting shall reflect proceedings, including the disclosure made, the vote taken and the abstention from voting as well as the participation.

The Board shall adopt a Conflict of Interest Policy. This policy should include at least: (a.) annual statements from Trustees and key employees about potential conflicts of interest; (b.) corrective and disciplinary actions with respect to transgressions of such policies; (c.) reporting gifts, services, loans, travel, etc. in the amount of \$50 or more from anyone doing business with the Corporation. Applicable sections of the Educational, Not-for-profit and the General Municipal laws should be the guiding force behind this policy.

**Article XII. DISSOLUTION**

**1. Revocation of Charter.** If, at any time and for any reason, the Corporation's charter is revoked or the Corporation becomes insolvent, All assets of the School, after satisfaction of all outstanding claims by creditors, will be distributed equitably in accordance with the law, among the participating districts of residence and non-resident district(s) or to another school.

**2. Voluntary Dissolution.** Should the Corporation choose to dissolve for any reasons other than revocation of its charter or financial insolvency, all assets of the School, after satisfaction of all outstanding claims by creditors and governmental grantors will be distributed to another charter school.

**CERTIFICATE OF THE SECRETARY**

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

\_\_\_\_\_  
Board Secretary

\_\_\_\_\_  
Date

## Attachment 5C

### CODE OF ETHICS

#### 21<sup>ST</sup> CENTURY PREPARATORY CHARTER SCHOOL

The Board of Trustees realizes that ethical standards of conduct increase the effectiveness of the Trustees and the staff as educational leaders in the community. Actions based on an ethical code of conduct promote public confidence and the attainment of school goals. The Board recognizes its obligation to set forth the standards of conduct required of all school trustees, officers and employees. As to this matter, as early as possible, the Board will follow the mandate set forth in Article XI, section F, paragraph 3 of the By-laws to: “adopt a Conflict of Interest Policy”. The following Code of Ethics shall be adhered to by every officer and employee of the school, whether paid or unpaid, including Board Trustees.

1. **Gifts:** An officer or employee shall not directly or indirectly solicit any gifts; nor shall an officer or employee accept or receive any single gift having a value of \$50 or more, or gifts from the same source having a cumulative value of \$50 or more over a 12-month period, whether in the form of money, services, loan, travel, entertainment, hospitality, thing or promise, or another form, if it could reasonably be inferred that the gift was intended to influence him or her in the performance of his or her official duties or was intended as a reward for any official action on his or her part.

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

2. **Confidential information:** An officer or employees shall not disclose confidential information acquired by him or her in the course of his or her official duties or use such information to further his or her own personal interest. In addition, he/she shall not disclose information regarding any matters discussed in an executive session of the Board, whether such information is deemed confidential or not.

3. **Representation before the Board:** An officer or employer shall not receive or enter into any Agreement, expressed or implied, for compensation for services to be rendered in relation to any matter before the school board.

4. **Representation before the Board for a contingent fee:** An officer or employee shall not receive or enter into any agreement, express or implied, for compensation for services to be rendered in relation to any matter before the school board, whereby the compensation is to be dependent or contingent upon any action by the school with respect to such matter, provided that this paragraph shall not prohibit the fixing at any time of fees based upon the reasonable value of the services rendered.

**5. Disclosure of interest in matters before the Board:** A member of the Board of Trustees and any officer or employee of the school, whether paid or unpaid, who participates in the discussion or gives official opinion to the Board on any matter before the Board shall publicly disclose on the official record the nature and extent of any direct or indirect financial or other private interest he or she has in such matter. The term “interest” means a pecuniary or material benefit accruing to an officer or employee.

**6. Self-dealing transactions:** Neither Board members nor the employees of the CPCS shall engage in any “self-dealing transactions” except as approved by the Board and in compliance with the Conflict of Interest Policy referred to in Art. XI, section F of the By-laws. A “self-dealing transaction” means a transaction to which the CPCS is a party and in which one or more of the individual Trustees, Officers or employees has a financial interest. Notwithstanding this definition, the following transaction is not a self-dealing transaction, and is subject to the Board’s general standard of care: a transaction that is part of a public or charitable program of the COCS, if the transaction (a) is approved or authorized by the Board in good faith and determined by the Board to be in the best interest of the CPCS and without favoritism, and (b) results in a benefit to one or more Trustees or their families solely because they are in a class of persons intended to be benefited by the program.

**7. Investments in conflict with official duties:** An officer or employee shall not invest or hold any investment directly in any financial, business, commercial or other private transaction that creates a conflict with his or her official duties, except as noted in section 6 above.

**8. Private employment:** An officer or employee shall not engage in, solicit, negotiate for or promise to accept private employment when that employment or services creates a conflict with or impairs the proper discharge of his or her official duties.

**9. Future employment:** An officer or employee shall not, after the termination of service or employment with the Board, appear before the Board or any panel or committee of the Board, in relation to any case, proceeding, or application in which he or she personally participated during the period of his or her service or employment or that was under his or her active consideration. This shall not bar or prevent the timely filing by a present or former officer or employee of any claim, account, demand or suit against the district on his or her own behalf or on behalf of any member of his or her family arising out of any personal injury or property damage or for any lawful benefit authorized or permitted by law.

#### **Distribution of Code of Ethics**

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

**Penalties**

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

**Attachment 7**  
**THE CHASDREW**  
**FUND**  
**130 East John Carpenter**  
**Freeway**  
**Irving,**  
**Texas**  
**75062**

**Telephone: 215.921.6800**

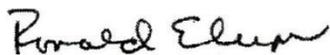
New York State Education Department  
Charter School Office  
89 Washington Avenue  
Albany, NY 12234

Dear Sir/Madam:

The Chasdrew Fund is undertaking an affiliation with The 21st Century Preparatory Charter School through the virtual use of Echoview Farm as part of its curriculum. It will also provide professional development through lesson plans, demonstration lessons, observations and reflections vis-a-vis the Farm and its integration.

Attached, please find evidence of tax exempt status under IRS Code 501(c) (3).

Yours truly,



Ronald Elum

Executive

Director

The

Chasdrew

Fund

Attachment

INTERNAL REVENUE SERVICE  
DISTRICT DIRECTOR  
P. O. BOX 2508  
CINCINNATI, OH 45201

DEPARTMENT OF THE TREASURY

Date: *JVH 1 WA*

CHASDREW FOND  
525? RIVER ROAD BOX 540  
BETHESDA, MD 20816

Employer Identification Number:  
52 685444?  
DLN:  
17053141035008  
Contact Person:  
D. A. DOWNING  
Contact Telephone Number:  
(513) 241 5199  
Accounting Period Ending:  
December 31  
Addendum Applies:  
No

Dear Applicant:

Based on information supplied, and assuming your operations will be as stated in your application for recognition of exemption, we have determined you are exempt from Federal income tax under section 501(a) of the Internal Revenue Code as an organization described in section 501(c)(3).

We have further determined that, as indicated in your application, you are a private foundation within the meaning of section 509(a) of the Code. In this letter we are not determining whether you are an operating foundation as defined in section 514(j)(3).

If your sources of support, or your purposes, character, or method of operation change, please let us know so we can consider the effect of the change on your exempt status and foundation status. In the case of an amendment to your organizational document or bylaws, please send us a copy of the amended document or bylaws. Also, you should inform us of all changes in your name or address.

As of January 1, 1984, you are liable for taxes under the Federal Insurance Contributions Act (social security taxes) on remuneration of \$100 or more you pay to each of your employees during a calendar year. You are not liable for the tax imposed under the Federal Unemployment Tax Act (FUTA). However, since you are a private foundation, you are subject to excise taxes under chapter 42 of the Code. You also may be subject to other Federal excise taxes. If you have any questions about excise, employment, or other Federal taxes, please let us know.

Donors may deduct contributions to you as provided in section 170 of the Code. Bequests, legacies, devises, transfers, or gifts to you or for your use are deductible for Federal estate and gift tax purposes if they meet the applicable provisions of sections 2055, 2106, and 2522 of the Code.

Contribution deductions are allowable to donors only to the extent that their contributions are gifts, with no consideration received. Ticket purchases and similar payments in conjunction with fundraising events may not necessarily qualify as deductible contributions, depending on the circumstances. See Revenue Ruling 67-246, published in Cumulative Bulletin 1967-2, on page 104, which sets forth guidelines regarding the deductibility, as charitable contributions, of payments made by taxpayers for admission to or other

GRANDFATHER FUND

participate in fundraising activities for charity.

You are required to file Form 990-PF, Return of Private Foundation or Section 947(a) (1) Trusts Treated as a Private Foundation. Form 990-PF must be filed by the 15th day of the fifth month after the end of your annual accounting period. A penalty of \$20 a day is charged when a return is filed late, unless there is a reasonable cause for the delay. However, the penalty charged cannot exceed \$3,000 or 5 percent of your gross receipts for the year, whichever is less. For organizations with gross receipts exceeding \$1,000,000 in any year, the penalty is \$100 per day per return unless there is reasonable cause for the delay. The penalty for an organization with gross receipts exceeding \$100,000 shall not exceed \$50,000. This penalty may also be charged if a return is not complete, so please be sure your return is complete before you file it.

You are not required to file Federal income tax returns unless you are subject to the tax on self-employment income under section 511 of the Code. If you are subject to this tax, you must file an income tax return on Form 990-T, Exempt Organization Business Income Tax Return. In this letter we are not determining whether any of your present or proposed activities are unrelated trade or business as defined in section 513 of the Code.

You are required to make your annual return available for public inspection within 180 days after the date of publication of its availability, and you must publish a notice of availability no later than the date required for filing the return. You are also required to make available a copy of your exemption letter, and to make these documents available for public inspection. Failure to comply may subject you to a penalty of \$20 per day for each day there is a failure to comply (up to a maximum of \$5,000 in the case of an annual return).

You need an employer identification number even if you have no employees. If an employer identification number was not entered on your application, a number will be assigned to you and you will be advised of it. Please use that number on all returns you file and in all correspondence with the Internal Revenue Service.

This determination is based on evidence that your funds are dedicated to the purposes listed in section 501(c)(3) of the Code. To assure your continued exemption, you should maintain records to show that funds are expended only for those purposes. If you distribute funds to other organizations, your records should show whether they are exempt under section 501(c)(3). In cases where the recipient organization is not exempt under section 501(c)(3), there should be evidence that the funds will remain dedicated to the required purposes and that they will be used for those purposes by the recipient.

If distributions are made to individuals, case histories regarding the recipients should be kept showing names, addresses, purposes of awards, manner

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### Management and Staffing

*The 21<sup>st</sup> CPCS* will diligently seek to hire its employees through a variety of means, including advertisements in newspapers, relationships with Molloy College, York College and Brooklyn College. During the planning months, the founding members will be responsible for the selection of the staff. During the first year of operation, a Recruitment/Staffing Committee will be formed composed of the Principal, teachers, a parent, and a member of the Board of Trustees. The recruitment/staffing committee will conduct all new staff interviews and as a team select a minimum of two potential candidates for each position. Final selection will be done by the principal and approved by the Board of Trustees. A teacher recruitment fair will be held every April to allow for level 1, and level 2 interviews with the Recruitment/Staffing Committee, and for a lesson demonstration.

The quality of the professional staff determines the quality of instruction. It is the responsibility of the principal to recruit the best qualified candidates to meet the school's educational needs. Staff selection will be based on strong academic preparation, state certification, professional competence, emotional maturity, professional knowledge and commitment to education. Attention will be paid to the candidate's academic records and relevant experience. The candidates must demonstrate willingness to work a longer day and year, attend Saturday professional development, demonstrate sensitivity and awareness of the needs of the student population, and be able to work in concert with other members of the school team. The recruitment committee will seek to promote diversity within the staff. However, to service the ELL's and SIFE targeted student population, the team will seek teaching candidates who able to communicate with the ELLs and their parents. In the instructional design, we seek to place a certified teacher and a TA. At least one of these professionals should be able to communicate in the language of the student. The school will comply with all federal, state, and local laws and requirements regarding hiring of staff and will not discriminate in hiring, and retaining staff for reason of race, sex, age, religion, disability or other reasons prohibited by law.

The Principal for the school has not been recruited. The school Principal is the overall leader of the school, every staff member in the school reports to the Principal. He/she is charged with the responsibility to ensure academic success, organizational viability, and adherence to the charter's mission and vision; the values, skills, knowledge, confidence and character that we seek to develop in our students; He/she must have conviction that all students can achieve at high levels; a commitment to preparing every student for college and to the development of every student's values and character; a commitment to education standards, statewide testing, and accountability. The Principal must have a commitment to building student relationships and engaging parents/guardians in their children's education; must have a positive attitude, a strong work ethic and the ability to work well with others as a member of a team. Personal and professional integrity are required qualities.

## **Qualifications of Staff:**

### **Principal:**

The Candidate will hold state certification as a school supervisor and administrator; must have a minimum of three (3) years assistant principal experience and a minimum of five (5) years teaching experience. The Board of Trustees will appoint a Principal who will be responsible for implementation of the school instructional program and operational management of the school with oversight from the Board. His/her primary responsibility will be to ensure that the 21<sup>st</sup> CPCS fulfills its mission and vision as described in this application. The Principal will report and be evaluated by the Board of Trustees. All other pedagogical and non-pedagogical staff will be hired by the Principal and will report to the Principal. Final approval for all new potential employees will be voted by the Board of Trustees in a public meeting. The school principal, not yet selected, must be bilingual- Spanish; have excellent communication skills both verbal and written in both languages; have experience with Title 1 eligible students, at risk students, ELLs and SIFE; must be knowledgeable of best teaching practices, teacher's evaluation procedures, language acquisition strategies, state/federal laws and mandates and compliance; child and adolescent development. The Principal will be charged with the responsible for setting high standards and building the operational framework to achieve the school's successful outcomes. He/she will seek to establish a harmonious, cooperative, motivated school team that embraces actions resulting in attaining the school's mission and objectives.

### **Assistant Principal:**

Candidate must have State certification as supervisor and minimum of five years of teaching experience preferably in middle school or high school. During the second year, the school will add an assistant principal who will assist the principal in her duties and serves as the principal of the school in the absent of the principal. He/she will coordinate the instructional program, funded programs, ensure compliances with Federal and State mandates, monitor school performance and school trends., The assistant principal will work with specialists, staff developer and consultants in developing and implementing the school's curriculum; coordinate internal and external assessments; work with the principal to recruit excellent educational staff; establish high expectations/no excuses culture, and support the establishment of a caring school climate. He/she will supervise professional development the effectiveness of teacher's lessons plans and lesson presentation, including video taping of lessons for the Flipped classroom; monitor student's growth and gather data that will measure the effectiveness of the afterschool and Saturday components. The assistant principal will report and will be evaluated by the principal.

### **Director of Finance:**

Candidate must have at a minimum A MS in business and have five years of experience in school/district finance and human resources. The Director of Finance will report directly to the principal. As a member of the Finance Committee, will have regular contact with the school treasurer and the Finance Committee. The Director of Finance will be responsible for non-instructional operation of the school including school financial stability, safety, staff planning and salary administration. The Director of Finance will supervise the management of student records and information, will serve as the liaison with the Authorizers for all financial information and reporting, and will assist in preparing reports and documentation for compliance and charter continuation.

All staff will be accountable for their actions and decisions and all employees will have a supervisor to whom they report and from whom support and guidance is received. The Principal is the rating officer and will follow the new teacher evaluation protocol newly established.

**Social Worker: (Bilingual)** State Certify with a minimum of 2 years' experience in the field.

The full time Social Worker will primarily be responsible for providing or arranging support /counseling to students in need, to promote their academic growth, social development and personal growth. He/she will work with families on issues that might impact students' academic achievement. The Social Worker will work primarily with K-6 grade students overseeing the character education program "I Civic", lead the Pupil Support Service Committee, and the student's monthly socials. The Social Worker will work closely with the guidance counselor to ensure appropriate support for ELLs, SIFE and students who may need extra support to reach proficiency and mastery of standards. The Social Worker will be evaluated by Principal. The evaluation will measure over-all job performance, attendance and punctuality, ability to get along with others, adherence to all regulations pertaining to student's health and safety, record keeping abilities, and the over-all mission of the school.

**Guidance Counselor:** (Bilingual) State Certify with a minimum of 2 years' experience in the field.

A guidance counselor will be added in year three to better support the mental and emotional health of our adolescent at risk students. He/she will have the responsibility of coordinating social services needs for students in grades 7-10<sup>th</sup>. The guidance counselor will ensure that all students, specially the ELLs and SIFE students are provided opportunities/support to achieve the same educational goals and standards as the general student population; will serve as an advocate for the students, work collaborative with the administration, the teachers and other support staff to enhance the learning experience of 21CPCS students. He/she will advance discussions on career choices by scheduling visits to local colleges, and industries. He/she will support the integrated standards in Career Development and Occupational Studies into the learning activities of the various disciplines throughout the school day. The Guidance Counselor will be evaluated by Principal. The evaluation will measure over-all job performance, attendance and punctuality, ability to get along with others, adherence to all regulations pertaining to student's health and safety, record keeping abilities, and the over-all mission of the school.

**Curriculum Specialist:** State Certify 7-12 (ESL, Eng. or Math preferred) with a minimum of 5 years' teaching experience and have out-of classroom experience as coach/staff developer/or curriculum specialist. Supervisory license preferred.

The curriculum specialist will be hired in year 4 for the purpose of supporting the high school instructional program. He/she will monitor instruction, serve as a coach/trainer to teachers, assist teachers analyze data and align instruction, and oversee the videotaping of lessons for the flipped classroom. He/she will be will lead the curriculum alignment, ensuring that eligible high school students are offered advance placement classes and obtain necessary credits to be in track to graduate high school in four years

All teachers will provide an environment conducive for student learning and achievement. They are responsible for curriculum implementation, developing lesson planning, monitoring assessment; curriculum goals and providing feedback to parents. In addition to these duties out of classroom specialists will have additional responsibilities.

**The ESL Specialist:** State Certification in ESL and have a minimum of 2 years ESL teaching Experience. He/she will serve as the Title III coordinator. The ESL Specialist will provide ESL instruction to ELL's based on their levels of English language acquisition; will work collaboratively with the classroom teachers in lesson planning, as well as provide support to classroom teachers on the implementation of the SIOP model; oversee the academic program of ELL's/SIFE to ensure CR Part 154; ensure that the needs of ELLs and SIFE students are being met; administer the LAB-R; coordinate the NYSESLAT and BESIS Report. As the school grows additional ESL teachers are projected to be added. As the student population grows we anticipate adding additional ESL teachers.

**The Special Education Specialist:** State Certification in Special Education and have a minimum of 2 years' experience teaching special education.

The main responsibilities is to promote the educational philosophy of the school and to: support students with IEP's in the classroom through a push-in model; coordinate support services from outside service providers; hold monthly meetings with classroom teachers to review progress of objectives listed on students IEPs; serve as Student Mandated Service Coordinator; serve as the liaison between the school and other Special Education Department and or committees and conduct professional development on behavioral management and best teaching practices. As the student population grows we anticipate adding additional Special Education teachers.

**The Reading Specialist:** Hold State Certification in Reading and have a minimum of 2 years' experience teaching reading.

Reading Specialist will administer the Fountas and Pinnell assessments; track student's reading progress; provide small group instruction using a push-in model whenever possible; assist in the alignment of the lessons to students' needs; assist in coordinating the literacy program and the testing program. As the school student population grows additional reading specialists are projected to be added.

**Librarian:** Hold a certificate in Library Science, have two years' experience and have experience working at risk students.

A school librarian will be added in year 3 to support the core curriculum. The librarian will provide lessons on the usages of the library to all students, support the literacy program for students in early grades; assist students with resources for projects; order library books and magazines and maintain a parent lending library.

**The Math Specialist:** Hold State Certification in Mathematics 7-12 and have a minimum of 2 years' experience teaching Math. Bilingual preferred

The Math specialist will have a 0.5 Math program the first year. He /she will be the lead -teach to both six grade classes while the childhood teacher would serve as support. During the first year of the school he/she will co-teach Math lessons with grade 1 teachers to introduce new math concepts; will assist in school-wide math assessments; will work in cooperation with the Math consultant in planning the Math timeline and projects; will be involved in data analysis; on- going curriculum alignment to students' needs; and coordinate the student support and testing for the Math Regents. The Math Specialist will be responsible for coordinating a yearly student Math fair starting in year 2. The math position was created in year 1 to addresses the math challenges faced by middle school students and to support the childhood certified teacher. The math specialist will serve as a math lead, coach and mentor to the childhood teacher and to further reduced the teacher to student ratio in this critical subject.

**The Science Specialist:** Hold State Certification in Science 7-12 and have a minimum of 2 years' experience teaching Science. Bilingual preferred

The Science specialist will be a .5 position in year two. The Science Specialist will teach Science to our 7<sup>th</sup> graders and support grade 6; work collaborative with the Professional Developer aligning the Echoview Farm Science units, the Science pacing schedule and the testing program (ESPET, Science Regents). He/she will assist the Professional Developer in alignment of the Science curriculum to students' needs.

**Childhood teacher (6<sup>th</sup> grade)** Childhood Certification 1-6 and have a minimum of 2 years' experience teaching. Bilingual preferred

He/she will teach Grade 6<sup>th</sup> core subjects except for Math. He/she will facilitate the implementation of thematic units of study. The 6<sup>th</sup> grade teacher will integrate the English curriculum with Social Studies through a thematic unit approach. The 6<sup>th</sup> grade teacher will work in cooperation with the Professional Developer in aligning student projects assignments to the Common Core and Echoview Farm lessons; coordinate a student exhibit of student work depicting integrated learning.

**English Teacher** has State Certification in English 7-12 and has a minimum of 2 years' experience teaching. Bilingual preferred

The teacher will be hired in year 2 and will teach English to 7<sup>th</sup>- 10<sup>th</sup> grade students; He/she will work in cooperation with the Social Studies teacher with the Professional Developer in aligning student projects assignments to the Common Core; Echoview Farm lessons and facilitate the implementation of thematic units of study that will be assessed based on language expression, mechanics and Social Studies. In addition, she/he will be responsible for the Grade 7 exit project. In year 2 it will be a .5 position. However, as the school grows it will be a full time position and additional English teachers will be added. The English teachers will assist in the coordination of the English Regents. An English teacher with ESL or Special Education experience will be preferred.

**Social Studies Teacher** has State Certification in Social studies 7-12 and has a minimum of 2 years' experience teaching. Bilingual preferred

The teacher will be hired in year 2 and will teach Social studies to 7<sup>th</sup>- 10<sup>th</sup> grade students; He/she will work in cooperation with the Social Studies teacher and with the Professional Developer in aligning student projects assignments to the Common Core; Echoview Farm lessons and facilitate the implementation of thematic units of study that will be assessed based on Social content and, mechanics. In addition, in collaboration with the English teacher be responsible for the Grade 7 exit project. In year 2 it will be a .5 position. However, as the school grows it will be a full time position and additional Social Studies teachers will be added. The Social Studies teachers will assist in the coordination of the Social Studies Regents. A Social Studies teacher with ESL or Special Education experience will be preferred.

**Spanish Teacher/Foreign Language** Has State Certification in Spanish 7-12, (FLES extension preferred) and have a minimum of 2 years' teaching experience.

He/she will be a cluster teacher. The Spanish teacher will meet the students daily for five periods per week of Spanish as a second language. She will assist the Principal in the development of unit tests, will align the Spanish vocabulary to the thematic units and will coordinate the yearly multi-cultural celebration.

**Educational Technology Specialist/Computer Teacher:** Has State Educational Technology Certification or is working towards attainment. He/she must have a BA with a major in Computer Science and a minimum of 3 years' experience in the computer field.

The Computer teacher will teach computer science to the students and will work with the teachers to video tape lessons for the Flip classroom. *The 21<sup>st</sup> CPCS* will make extensive use computerized data in assessing student academic performance, and school management systems. He/she is responsible for ensuring that the school's technology is properly functioning. Each elementary level classroom will have a minimum of 3 computers and a printer for students use. In addition, all students will receive formal computer instruction in a lab setting. Microsoft programs such as Word, and PowerPoint will be taught at the elementary level, Publishing, Excel, an Access in the middle and high school level. All students will learn to produce their research projects in the compute and to use the internet for resources. Hardware and software knowledge will be part of the curriculum thus, enabling students to trouble shoot computer problems.

**Classroom Teachers (Grades 1-6 Childhood Certification)** and have a minimum of 2 years teaching experience.

He/she will have the responsibilities commensurate to a teacher of early education; will teach all subjects with the exception of Art/Music/computer, Spanish and physical education. The early education teachers will have dual certification and will hold either a bilingual extension, ESL or Special Education. Bilingual preferred.

**Teacher Assistant (TA)** Has a BA and is working towards teaching certification

He/she will support the lead teacher in all aspects of teaching, planning and student activities. They will provide group instruction to reduce the student to professional ratio and facilitate differentiation of instruction. They will perform the duties of a teacher and will be treated and expected to perform as the second teacher in the classroom. The TA or the teacher should be bilingual or have experience working with ELL's and students who are lagging behind. In case of lead teacher absence the TA will become the lead teacher and a per diem substitute teacher will employed for the day. The TA position is a career ladder step on becoming a teacher. The school will work with Molloy College to assist our TA complete teaching requirements leading to certification. As the school population grows and new teachers are needed, former TA's will become teachers.

**Art/Music Teachers: Hold appropriate Certification** and have experience teaching high risk students

The art and music program will be taught in the afternoon and will be aligned with the school philosophy of building on student's knowledge or creating the experiences. It will be coordinated with the thematic units, visits to museum, and historical sites that will lead to appreciation of the arts and understanding of historical events. The music and Art teachers will be responsible for coordinating a school wide student art exhibit and a student music exposition. The art /music teacher should have experience with at risk students.

**Health and Physical Education:** Physical Education Certification and a minimum of 2 year teaching experience.

21CPCS students will receive physical education at least four times per week. Students will learn that health and fitness are vital for all aspects of healthy living. Physical fitness, sportsmanship, and safety will be essential components across all grades. The physical education teacher will coordinate the end of year field and track activities.

**The School Nurse (Bilingual)** Registered Nurse or at a minimum a License Practical Nurse

He/she will be a full time employee responsible for coordinating all aspect of students' health. The nurse will maintain student's health records, conduct yearly health screening, and maintain working relations with local hospital, dental and health clinics. The nurse with support from the classroom teacher will provide at least two health lessons per year. The school nurse will be evaluated by Principal. The evaluation will measure over-all job performance, attendance and punctuality, ability to get along with others, adherence to all regulations pertaining to student's health and safety, record keeping abilities, and the over-all mission of the school.

**Student Life Coordinator/Dean:** A minimum of a BA with credits in Social Work or Counseling

The Student Life Coordinator will be an active member of District 28 and will report to the Principal. The main responsibilities are to ensure the school has a positive culture and climate conducive for learning; oversee student discipline and school life adjustments; ensure procedures and policies regarding the student code of conduct are maintained; promote self-discipline among students; ensure due process requirements involving suspension, and create a safe and orderly school environment for all students. The Student Life Coordinator/Dean facilitates student academic and social involvement in the school, provides support to enhance student leadership, and oversees the enrichment program and the Saturday academy. The student life coordinator will maintain communication with parents and community agencies that can provide outside school support to students and parent. The Student Life Coordinator will be evaluated by Principal. The evaluation will measure over-all job performance, attendance and punctuality, ability to get along with others, adherence to all regulations pertaining to student's/ parents confidentiality; safety of minors, and the over-all mission of the school.

**Assistant/Receptionist Administrative** will facilitate office operations and gather essential data, and serve as initial point of contact for those entering the school. The Administrative Assistant must be bilingual (Spanish) and will have exceptional people skills and organizational skills. He/she must be knowledgeable in Microsoft programs. At a minimum the administrative assistant will have an Associate Degree. The school Administrative Assistant/receptionist will be evaluated by Principal. The evaluation will measure over-all job performance, attendance and punctuality, ability to get along with others, adherence to all regulations pertaining to admissions and discharges, parents / students right to privacy and over-all mission of the school.

**Business Manager** will support the DOF in all aspects and manage the financial records of the school, monitor student attendance practices; procurements, bank reconciliations, deposits, financial reimbursement procedures, and bill paying. At a minimum the Business Manager will have an Associate Degree with a major in business. The Business Manager will be evaluated by the Director of finance. The evaluation will measure over-all job performance, attendance and punctuality, adherence to school financial plans, compliance with all audit regulations and over-all mission of the school.

**School Aides** - both full time and part time school aides will assist and supervise the students during meal times, recreation, assist Kindergarten and first grade students at snack time, and supervise arrival and dismissal via busses. They will supervise the bathroom facilities. (Holders of high school diploma or GED and members of CSD 28 will be preferred). The school aides will be evaluated by the Director of finance. The evaluation will measure over-all job performance, attendance and punctuality, adherence to the school safety and security plan and adherence to over-all mission of the school.

**School Custodian and Cleaner-** will ensure that the school facility is clean, safe and conducive to learning. The school custodian will make minor building repairs. The school custodian will adhere to NYC DOE licensing requirements as per the heating and cooling of the school facilities. The custodian will be evaluated by the Director of finance. The evaluation will measure over-all job performance, attendance and punctuality, adherence to school safety and adherence to over-all mission of the school. Under the supervision of the Director of finance, the custodian will evaluate the cleaner's job performance.

**Security Guard:** High school Diploma /GED member of CSD 28 preferred. The security guard will receive training and will ensure the safety and security of the students and the staff. Security will be needed half an hour before the breakfast program starts (7:00 am) until half hour after the end of the after school program (6:00pm). In addition, security will be needed for the Saturday academy, evening activities, and Board of Trustees meetings of the students, Bilingual preferred. The security guard will be evaluated by the Director of finance. The evaluation will measure over-all job performance, attendance and punctuality, adherence to school safety and security plan and adherence to over-all mission of the school.

**Consultants:**

**Mentor to the Principal:**

The Lead applicant, Ms. Escoto, will serve as mentor to the principal and the assistant principal during the first three years of the charter. As a former NYC school principal, and former principal of a charter school, she has experienced in the field of English language acquisition; has a strong understanding of pedagogy and how it can drive results; a record of elevating student achievement in an urban classroom; has demonstrated success using data to drive instruction and has a proven record of successful leadership, managing and facilitating collaboration with diverse team of teachers. She believes in building student relationships and engaging parents/guardians in their children's' education. Ms. Escoto will support the principal and assistant principal in all these areas as well as in any other area identified by the school principal.

An early responsibility of the mentor to the principal will be to lead the creation of a Quality Review (QR) document for internal evaluation of the school's performance in the areas of student academic growth, student character development, and school operational health. This working document will be developed by the school administrators, consultants and the school founding members. A school leadership team will be established no later than October 1, 2013 and a draft of the Quality Review document will be shared for input with all stake holders. The document will then be presented to the school Board of Trustees for their input and approval. Once the QR is approved by the board of trustees, the school Principal with the support of the mentor principal will be responsible for constantly monitoring the identified metrics so school design elements and operations can continually be improved.

**Staff Developer:** State certification with 20 or more years of successful teaching experience and Teacher training is required.

Mr. Anthony Moca has been identified as a possible candidate for this part time position. He will provide demonstration lessons, conduct professional development workshops, will lead the teacher's peer review and will serve as overall coach to teachers. The Staff Developer will coordinate Echoview Farm lesson and lead thematic unit development and assist teachers in preparing their mini lesson for the Flip classroom. Mr. Mosca will assist in the compilation of the data that would lead to the school professional development experience.

**Consultants:** Subject specific certification with 20 or more years of teaching experience is required. Consultants in Mathematics and Science will guide the development of instructional timelines, conduct professional development, coach teachers in specific subject areas and assist in the compilation of the data that would lead to the school professional development experience.

The quality of the professional staff determines the quality of instruction. Teacher training through weekly professional development, guided student data analysis and curriculum alignment will assist the teachers meet the educational challenges of the student population. The part time staff developer and subject specific consultants will provide demonstration lessons, act as coaches and provide support to teachers. The founders incorporated this component to combat the high teacher turn-over prevalent in charter school.

**21<sup>st</sup> Century Preparatory Charter School Personnel**

	<b>Planning 2012-2013</b>	<b>Year 1 2013-2014</b>	<b>Year 2 2014-2015</b>	<b>Year 3 2015-2016</b>	<b>Year 4 2016-2017</b>	<b>Year 5 2017- 2018</b>
Classes		<b>6</b>	<b>10</b>	<b>14</b>	<b>18</b>	<b>22</b>
Student Enrollment		<b>150</b>	<b>250</b>	<b>350</b>	<b>450</b>	<b>550</b>
	<i>FTE</i>	<i>FTE</i>	<i>FTE</i>	<i>FTE</i>	<i>FTE</i>	<i>FTE</i>
<b>Management</b>						
Principal	0.0	1.0	1.0	1.0	1.0	1.0
Director of Finance	1.0	1.0	1.0	1.0	1.0	1.0
Assistant Principal	0.0	0.0	1.0	1.0	1.0	1.0
<b>Finance and Operations</b>						
Business Manager	0.0	1.0	1.0	1.0	1.0	1.0
Accountant/Treasurer	0.0	0.1	0.1	0.1	0.1	0.1
<b>Administrative Staff</b>						
Administrative Assistant	0.3	1.0	1.0	2.0	2.0	<b>2.0</b>

Other Non-Instructional Personnel						
Nurse	0.0	1.0	1.0	1.0	1.0	1.0
Social worker	0.0	1.0	1.0	1.0	1.0	1.0
Dean	0.0	0.5	0.5	1.0	1.0	1.0
Curriculum Specialist	0.0	0.0	0.0	0.0	1.0	1.0
Guidance Counselor	0.0	0.0	0.0	1.0	1.0	1.0
<b>Classroom Teachers</b>						
Teachers Early childhood		2	2.0	2.0	2.0	2.0
Childhood		4	6.0	8.0	10.0	12.0
Subject teachers 7-12 Sci.		0	1.0	1.5	2.0	2.0
Social Studies		0	.5	1.0	1.0	2.0
English		0	.5	1.0	1.0	2.0
Math		4.5	1.0	2.0	2.0	3.0
Specialists: ESL		1	1.5	2.0	2.5	3.0
Special Ed.		1.0	1.0	2.0	2.5	3.0
Reading		1.0	1.5	2.0	2.5	3.0
Clusters: (P.E./Comp)		1.0	1.0	2.0	2.0	2.5
Art/		.5	0.5	1.0	2.0	2.0
music		.5	0.5	1.0	2.0	2.0
Spanish		1.0	2.0	2.5	2.5	3.0
Librarian		0	0	1.0	1.0	1.0
Teacher Assistants		6	10	14.0	18.0	22.0
Substitute Teachers		Per diem basis				
Part-Time Consultants:						
Principal mentor (founding member)	1.0	.5	.5	.5	0	0
Curriculum Developer					1.0	1.0
Custodian		1.0	1.0	1.0	1.0	1.0
Cleaner		0.5	1.0	1.5	2.0	2.5
Cafeteria Worker		2.0	2.0	3.0	3.0	3.0
School Aide full time		1.0	1.0	2.0	3.0	3.0
School aide		3.0	3.0	4.0	5.0	6.0
Security Guard		1.0	1.5	2.0	2.5	3.0
<b>Total Personnel</b>	<b>2.3</b>	<b>34.1</b>	<b>46.6</b>	<b>67.1</b>	<b>81.6</b>	<b>95.1</b>