APPLICATION SUMMARY

Charter School Name	Charter High School for Law and Social Justice
Applicant Names	Dr. Mary Ellen Sullivan Richard D. Marsico
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Media Contact Telephone Number	(212) 431-2180
District of Location	Community School District Nine
Opening Date	September 2014
Proposed Charter Term	2014-2019
Proposed Management Company or Partners	Proposed management company: N/A Proposed education partners: College of Mount Saint Vincent and New York Law School
Projected Enrollment and Grade Span During Charter Term	410 students Grades 9-12
Projected Maximum Enrollment and Grade Span	440 students Grades 9-12
Mission Statement	The School will provide students from traditionally underserved communities with a high-quality education focused on creating a pathway to college, graduate school, and careers in the legal profession. Using a law and social justice theme, the School will teach literacy, critical thinking and analysis, and oral and written communication skills, and will expose students to the power of law to promote social change. The School will train students using a rigorous curriculum that

	offers electives in law as well as affiliations with institutions of higher learning. Students will graduate prepared for success in college and with the skills that will lead them to graduate school and careers in the legal profession, including as lawyers, paralegals, law enforcement officers, and law office employees.

The Charter High School for Law and Social Justice will provide students from traditionally underserved communities with a high-quality education focused on creating a pathway to college, graduate school, and careers in the legal profession. The School is the product of a unique partnership between two institutions of higher learning–the College of Mount Saint Vincent and New York Law School–which have combined their resources to design the School. The School's broad community will be the southern portion of the Bronx, and in particular Community School District Nine. The School's objectives are to improve student learning and achievement, increase learning opportunities for all students, encourage the use of different and innovative teaching models, create new professional opportunities for teachers and school administrators, provide parents and students with expanded educational choices, and utilize a performance-based accountability plan and to meet measurable student achievement goals. Key design elements include a rigorous curriculum featuring mandatory summer bridge programs for rising ninth and tenth graders, an extended school day, an advisory program, individual learning plans for all students, a legal theme, small class sizes, and a low student-teacher ratio. Students will take four years of English, social studies, math, science, and foreign language. One period a week will be devoted to legal education. Students will have the option to take AP courses in senior year and to enroll in courses for credit at the College of Mount Saint Vincent.

CERTIFICATION AND ASSURANCES STATEMENT

Proposed Charter School Name _____Charter High School for Law and Social Justice_____

Proposed School Location (District) ___School District 9

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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."[6]

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 [7]
- 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;[8] 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.[9]

Signature of Applicants:	Dr. Mary Ellen Sullivan Richard D. Morris
Date:	March 14, 2013
Print/Type Name	Mary Ellen Sullivan Ph.D / Richard D. Morris

[6] N.Y. Education Law § 2854(2)(a)
[7] ESEA § 5203(b)(3)(J)

CHARTER HIGH SCHOOL FOR LAW AND SOCIAL JUSTICE

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

A. Mission Statement and Objectives

1. Mission Statement: The Charter High School for Law and Social Justice (the "School")[1] will provide students from traditionally underserved communities with a high-quality education focused on creating a pathway to college, graduate school, and careers in the legal profession. Using a law and social justice theme, the School will teach literacy, critical thinking and analysis, and oral and written communication skills, and will expose students to the power of law to promote social change. The School will prepare students using a rigorous curriculum that offers electives in law as well as affiliations with institutions of higher learning. Students will graduate prepared for success in college and with the skills that will lead them to graduate school and careers in the legal profession, including as lawyers, paralegals, law enforcement officers, and law office employees.

2. Objectives: The School's objectives are consistent with the objectives listed in Section 2850(2) of the New York Education Law. The School will:

(a) Improve student learning and achievement: The School is proposing to open in Community School District Nine in the Bronx.[2] One of the School's primary objectives will be to provide its students with a high-quality education program and appropriate support services that will promote high achievement. In 2010-11, only six of fifty-two cohorts in Districts Seven, Eight, Nine, and Twelve made adequate yearly progress in ELA and math.[3] Pass rates on Comprehensive English, Integrated Algebra, Global History and Geography, and Living Environment have been low.[4] The June 2011 four-year graduation rate was 52.7%, with 33.5% of students receiving a Regents diploma.[5] The School's educational program will be designed to improve student achievement and learning as measured by performance on standardized tests,

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[1]In addition to School, we will use the following abbreviations throughout the application: New York State Education Department ("NYSED"); New York City Department of Education ("DOE"); New York Law School (the "Law School"); and the College of Mount Saint Vincent (the "College").

[2]During our planning, we also studied the demographics and student performance levels in Community School Districts Seven, Eight, and Twelve in the Bronx, and found them to be similar. Because of this, and the Districts' proximity to one another and our belief that we will draw students from these four Districts, we provide data about all four Districts.

[3]NEW YORK STATE DEP'T OF EDUC., *New York State Report Cards 2010-2011*, at https://reportcards.nysed.gov/view.php?schdist=district&county=32&tear=2011 (last visited Nov. 6, 2012).

[4]*Id.*

[5]NEW YORK CITY DEP'T OF EDUC., *Graduation Results*, at http://schools.nyc.gov/Accountability/data/GraduationDropoutReports/default.htm (last visited November 7, 2012).

graduation rates, and other indicia of high-quality education.

The School will engage the entire school community--parents, students, staff, and administration--to create a positive learning environment that stresses academic and social success. The School will require four years of English, social studies, science, math, and foreign language. It will offer advanced placement courses and college courses. The curriculum will be aligned to the Common Core Standards, ensuring that students develop the knowledge and skills required to be ready for college, graduate school, and careers. The School will require Summer Bridge Programs focusing on persuasive writing and communication, literacy, and oral and written advocacy for rising ninth and tenth graders. Ninth and tenth graders will take a second ELA class in addition to the regular ELA class. Looping from freshman to sophomore year will develop a stable and consistent learning environment, help students adjust to the rigors of high school, and allow faculty to track academic progress, monitor attendance, and provide interventions when needed. The School will implement an integrated curriculum in which social studies and English teachers design thematic units of study, and law will be incorporated into the common core courses, helping students see the connection between ideas. Eleventh and twelfth graders will take SAT preparation and college planning courses. Twelfth graders will also participate in a law office internship.

(b) Increase learning opportunities for all students: The School's educational program will be designed to provide increased learning opportunities for all students, with special attention to providing enrichment and support to students who are at-risk of academic failure. In addition to the educational program described in the previous section, the School will offer several unique opportunities. Our education partners, College of Mount Saint Vincent (the "College") and New York Law School (the "Law School"), will contribute their experience and expertise to create unique educational opportunities. One period each week will be dedicated to a law course. Seniors will be eligible to enroll in college courses at the College. Rising seniors will attend a bridge program at the College, designed to simulate college and law school experiences. The Law School will offer its expertise in designing and supervising after-school clubs for all students in trial advocacy, moot court, and debate. The Law School will also offer its expertise in designing internships and contacts with its alumni to create high-quality law-office internship experiences for seniors. Student mentors from the College and Law School will serve as role models for the School's students, inspiring our students to work hard for success.

We will employ early intervention for students who are absent or struggling. We will integrate students with disabilities and English language learners into all School programs. Students in need of remediation or ESL services will attend a daily skills-based class that will integrate technology and research-based instructional practices. Students will have the opportunity to work with teachers during after school hours, including an ESL or special education teacher.

© Encourage the use of different and innovative teaching methods: The School will encourage and support the use of different and innovative teaching methods through a combination of its legal theme, its commitment to professional planning and development, and the input and assistance from the College and the Law School. There are natural links between law and core academic subjects. Chemistry and biology are fundamental parts of forensic science. Statistical data is a very important type of evidence in legal trials. Law is an important

part of American and world history, and literature often invokes legal themes of freedom and responsibility. The School will use the combined legal and secondary education expertise of the College and the Law School to encourage teachers to take advantage of these connections. For example, College and Law School teachers could help the School's teachers develop a unit on *Romeo and Juliet* that culminates in a trial of Friar Laurence for giving Juliet the poison that ultimately killed her and Romeo. This would offer students a different way of looking at literature, give them a stake in reading and understanding the play, introduce them to big-picture concepts such as the difference between moral and legal culpability, and promote critical analysis and written and oral communication skills. The School is committed to providing teachers with opportunities to engage in planning and professional development that will provide them with the opportunity to develop innovative teaching methodologies. The School's schedule includes two periods per week--Tuesday morning and Friday afternoon--when there will be no class. These meetings will offer the opportunity for school-wide, grade level, and departmental planning and professional development.

(d) Create new professional opportunities for teachers, administrators, and staff: The School expects to employ as teaching assistants students from the Urban Residence Program (the "Program") that the College is planning to implement. Students enrolled in a Master of Science in Education program at the College will work as teaching assistants at the School. The School hopes to hire one teaching assistant for each English, social studies, science, and math class in each grade, for a total of sixteen teaching assistants once the school is fully enrolled. The Program will provide teachers and administrators the opportunity to provide training and serve as mentors to aspiring public school teachers, and will provide the aspiring teachers the opportunity to develop their skills under the supervision of experienced faculty and administrators. The School will also offer students a range of extracurricular opportunities around law, including moot court, trial advocacy, and debate teams. Faculty and staff will have the opportunity to coach these teams, with the benefit of receiving training from legal experts in these skills.

(e) Provide parents and students with expanded choices in educational opportunities: As far as we know, the partnership between a college, law school, and charter school to create a pathway to college, graduate school, and the legal profession is unique. The combined resources of the College and the Law School, including their faculty, alumni, facilities, and educational expertise will create opportunities beyond those currently provided in the public school system.

(f) Utilize a performance-based accountability: The School will adopt measurable student achievement goals described in Section II.A., share the goals with the School community, report on our record at meeting the goals, and engage the Board of Trustees in a data-driven understanding of our record and how we can improve.

B. Key Design Elements

1. Introduction

The School's design is based on our belief that all students will learn in an environment that includes high expectations, skilled teachers, and adequate support. The educational, organizational, staffing, and fiscal plans of the School implement our philosophy and will ensure that our students meet and surpass New York State academic achievement standards and graduate prepared for success in college, graduate school, and careers.

*Rigorous Curriculum: Students will take four years of ELA, math, social studies, science, and foreign language. Each subject area will meet three times a week for a total of 230 minutes, exceeding New York State requirements by fifty minutes per subject each week. The curriculum will be aligned with the New York State, Common Core College, and Career Readiness Standards. Students will have the opportunity to take AP courses and courses for credit at the College. The School will offer a second ELA class for ninth and tenth graders.

*Mandatory Summer Bridge Programs: Rising ninth and tenth graders will participate in month-long, mandatory summer instructional programs. The programs will offer a college readiness curriculum and career and college planning, introduce students to the School's culture and expectations, and provide our educators with the opportunity to assess the skill level of incoming ninth graders. Rising twelfth graders will attend a college preparatory bridge program on the campus of the College.

*Extended School Day: The regular school day will extend from 8:30 a.m. to 4:00 p.m; three days a week the day will extend to 5:00 p.m. The content of the extended day will be based on student needs. Teachers and teaching assistants will be available for individual instruction and mentoring.

*Advisory Program: The School's schedule includes a thirty minute small-group advisory session for all students four days per week. Guidance counselors will help teachers develop the curriculum for the advisory program, and teachers will serve as advisors. The curriculum for the advisory program will include academic development, social/emotional development, and career development.

*Individual Learning Plans: Each student will have an Individual Learning Plan ("ILP"). The ILP will allow students to take ownership of their academic success by identifying goals and monitoring progress. Advisors and grade level counselors will be responsible for developing and reviewing the ILPs with the students.

*Looping: The School will include looping for ELA and social studies students from ninth to tenth grade. Looping will help to develop a stable and consistent learning environment and establish continuity in conceptual and skills development.

*Legal Theme: The School's content area focus will be law and social justice. This focus has multiple purposes: law and social justice are important subjects; students have a natural interest in issues of law and social justice and the School can take advantage of this as a way to increase students' enthusiasm to learn; learning law promotes learning skills such as literacy, writing, oral communication, and critical thinking; and the theme will promote potential careers in the legal profession, and it will help create an understanding of how law can be used as a positive force in society. The School will incorporate legal education into all aspects of its curriculum, including the Summer Bridge Program, the core curriculum, and after-school clubs and activities. Students will also participate in legal education during weekly Tuesday morning sessions while teachers are in planning and professional development meetings.

*Thematic Units of Study: Teachers will employ the principles of Understanding by Design to develop thematic units. These instructional units will help students see the connections among ideas, ensure the development of college-level skills, and provide students opportunities to examine issues related to law and social justice. For example, as a class project for the School, Vassar College students designed thematic units on social justice issues,

including Japanese Internment and Islamophobia, Ella Baker and Grassroots Community Organizing, and South African Apartheid and the Power of Media.

*Small Class Sizes and Student-Teacher Ratios: The School's projected full enrollment is projected to be 410. With thirty teachers, the School's student-teacher ratio at full enrollment will be approximately 14-1. This ratio will support class sizes of 20-22 students. The ratio of students to additional professional staff, including guidance counselors, a social worker, and teaching assistants, will be approximately 9-1, ensuring the School's ability to provide individual attention and learning opportunities for all students.

*Urban Residence Program: The School expects to hire as teaching assistants students enrolled as graduate students in the College of Mt. St. Vincent's Urban Residence Program. The School will use these teaching assistants to assist in providing differentiated instruction, after-school tutoring, and academic support to English language learners, students with disabilities, and students at risk of academic failure.

*Unique Student Populations to be Served: We expect that a majority of our students will be from low-income backgrounds. We also expect that a significant percentage will be English language learners and students in need of special education services. The School will meet these students needs through four special education teachers, one ESL teacher, integrated co-teaching, and SETSS services.

*Support for Planning and Professional Development: The School recognizes that its comprehensive approach to the education of its students will require significant planning and professional development. The School's schedule includes two periods each week during which all teachers and staff will engage in professional development and planning, four days of professional development in the calendar, and a week-long institute.

*Partnerships with Institutions of Higher Education: The School will partner with the College of Mount Saint Vincent and New York Law School. These institutions will lend their resources and expertise to the School's efforts, including expertise in education and law, and resources in the form of alumni, faculty, students, and facilities.

*Pathway to College, Graduate School, and Careers in the Legal Profession: The School will provide a pathway to college, graduate school, and a career in the legal profession to students for whom such a pathway has traditionally not been readily available. The pathway will be developed with assistance from the College and the Law School. Aspects of the pathway include the School's legal theme, the advisory program, the availability of college courses, the College's bridge programs for rising seniors, law office internships, and student mentors.

*Code of Conduct: The School's Code of Conduct is designed to stress the positive role that all members of the community--students, parents, teachers, staff, and administrators--have in promoting the School's educational goals. The Code promotes developmentally-based, progressive discipline, and gives the principal the option of utilizing restorative justice strategies.

2. Information that Supports the Efficacy of the Proposed School Design: We examined existing charter high schools and based our program largely on Green Dot Charter High School. Members of our planning team made two visits to Green Dot and we studied its curriculum and schedule. We were impressed by several aspects of its curriculum, including four years of core courses for all students, extended school days, and enrichment classes. In addition, Green Dot incorporates professional development and planning time in its weekly calendar. We

are planning to replicate these design elements in our educational program. In doing so, we hope to replicate Green Dot's success. Green Dot received an "A" on the DOE Progress Report for 2011-2012 with a score of 91.2, ranking it in the top 2% of all New York City high schools. In addition, ninety percent or more of Green Dot student exam takers passed the geometry, ELA, American history, global history, and living environment Regents exams.

James O'Neal, one of the members of our planning team, is the co-founder and executive director of Legal Outreach, an organization that aims to improve educational opportunities for underserved students through a justice-infused curriculum. Legal Outreach achieves these goals through the Summer Law Institute ("SLI") and College Bound. SLI is an intensive five-week program that introduces students to the law and ideas of social justice through practical, hands-on experience, including mock trials, criminal justice lessons, and field trips. According to Legal Outreach's 2011-2012 Evaluation Report, evaluations by 124 student participants indicate that the SLI helped them prepare for high school by providing work that was more challenging than their middle school curricula. The students also reported that their participation in the SLI helped them to feel more confident in their capacity to advocate, argue, and perform like a lawyer. Additionally, students rated their sense/knowledge of professionalism, logical thinking, and vocabulary range as the skills that improved the most after attending the SLI.

College Bound is a four-year academic enrichment and support program for underserved students throughout New York City. College Bound programs include after school tutoring, writing classes, a mentoring program, social and cultural events, SAT preparation, academic and life skills workshops, and college selection and preparation. College Bound students also participate in law-themed programs to further enhance their college and career readiness, including constitutional law debates and summer law internships. We have incorporated many of these elements into the School's design. Surveys collected from 202 College Bound students during the 2011-2012 school year indicate that all students who were in the program for more than one school year advanced to the next grade; none had to attend summer school last summer. Students' grades in the four core subjects remained consistent from time of enrollment to time of assessment, averaging in the B to B+ range. Finally, the 58 students in the Class of 2012 who graduated from high school were all students of color, and all enrolled in a four-year college.

C. Enrollment, Recruitment, and Retention

1. Projected Enrollment: The School will admit 110 students in each ninth grade class. We will implement strategies designed to retain all of our students, and keep a waiting list of students for all grades, but prudent planning suggests that we should expect attrition. We estimate losing from four to five percent of our students as they move from grade level to grade level, resulting in a loss of approximately fifteen percent of students over four years.

Projected Enrollment–Charter Term

Grades	Ages	2014-15	2015-16	2016-17	2017-18	2018-19
9th	13-15	110	110	110	110	110
10th	14-16	0	105	105	105	105
11th	15-17	0	0	100	100	100
12th	16-18	0	0	0	95	95

Totals		110	215	315	410	410

2. Rationale for Selecting the Particular Enrollment Size and Growth Strategy: The School's enrollment is large enough to provide sufficient opportunities to address the needs of all learners but small enough to ensure that each student receives the individual attention she or he needs to excel. All students will take Common Core courses all four years, but students will be able to take courses at levels that meet their needs. For example, some students in twelfth grade might take a college level history course while others will take a high school history course.

3. Evidence that Enrollment Projections by Grade and School will Meet or Exceed Enrollment and Retention Targets: The School's program is designed to meet and exceed enrollment and retention targets for students eligible for free- and reduced-price lunch, English language learners, and students with disabilities. The combination of our location, outreach plan, and comprehensive educational program designed to meet the needs of all learners at all levels will ensure our success at meeting these targets. Additionally, we will monitor our record carefully and ensure ongoing efforts to correct any deficiencies. The School's enrollment and retention targets for Community School District Nine are :[6]

Students Eligible for Free- and Reduced Price Lunch (unadjusted/effective target)	**Students with Limited English Proficiency (unadjusted/effective target)**	**Students with Disabilities (unadjusted/effective target)**
Enrollment Targets–Percentage of All Students Enrolled		
90.0/87.3	24.9/21.6	17.0/14.2
Retention Targets–Percentage of Students Within Each Group		
(358) 86.3/83	(89) 85.4/78.3	(58) 80.8/71

4. Recruitment and Retention Plan: One of the School's primary missions is to serve students from underserved neighborhoods. Our planned location in Community School District Nine, and our close proximity to Community School Districts Seven, Eight, and Twelve, is a crucial part of our plan to recruit, enroll, and retain students with disabilities, English language learners, and students who are eligible for free- and reduced-price lunch. The large majority of students in these community districts are eligible for free- or reduced-price lunch and a significant percentage are English language learners.[7]

The School will employ a multi-step strategy to meet our enrollment goals and to meet and surpass the target rates for students with disabilities, English language learners, and students eligible for free- and reduced-price lunch. We will continue to develop the network we have

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[6]These targets are based on an estimated full enrollment of 410 students for grades nine through twelve. We derived these targets from the New York State Education Department's enrollment and retention calculators, http://www.P12nysed.gov/psc/enrollment-retention-targets.html (last visited February 20, 2013).

[7]NEW YORK STATE DEP'T OF EDUC., *New York State Report Cards 2010-2011*, at https://reportcards.nysed.gov/view.php?schdist=district&county=32&year=2011 (last visited Nov. 6, 2012).

built among community-based organizations, elected officials, and community boards described in the next two sections, and we will recruit students through these contacts by distributing school materials at their offices, attending meetings, and making presentations about the School. We will also distribute material at local libraries, health clinics, and other organizations that meet the needs of children. We will develop contacts with guidance counselors, administrators, and PTAs in public, charter, and faith-based middle schools and visit these schools. We will identify and reach out to organizations that serve the needs of students with disabilities, including, for example, Advocates for Children and New York Lawyers for the Public Interest. Our marketing materials will describe our special education and ELL programs, as well as our approach to individualizing instruction so all students can succeed. Finally, we will consider using various general promotional efforts, including targeted advertising and direct mailing. We will also seek publicity in local newspapers and other media outlets. The School's promotional materials will be in English and Spanish. We will publicize and host open houses and school tours.

The School will have a comprehensive educational plan that will ensure success for all of its learners, enhancing our ability to retain all of our students. The School will provide high-quality teaching, create high expectations, and utilize a rigorous curriculum that stresses both academics and practical applications to create an exciting learning environment. We will also involve parents and families in the life of the School. Through mechanisms including the Summer Bridge Program, Advisory Program, Individual Learning Plans, and looping from ninth to tenth grade, the School will employ early intervention for students who are absent or struggling. These programs will help the School develop a stable and consistent learning environment that will allow faculty to track academic progress, monitor attendance, and provide interventions when needed. We will integrate students with disabilities and English language learners into all School programs. Students in need of remediation or ESL services will attend a daily skills-based class that will integrate technology and research-based instructional practices. Students will also have the opportunity to work with an ESL or special education teacher during after-school hours. Ongoing assessment throughout the academic year and summer programs will allow teachers to differentiate instruction based on student needs. There will be a high level of teacher collaboration that is supported by the School's schedule, which incorporates professional development and curricula planning opportunities into the daily schedule. Varied experiences throughout the academic year as well as summer internships will help students connect learning to real world applications and develop interest in possible career paths. Mentoring programs involving students from the Law School and College will provide students with an important connection and support.

5. Efforts to Assess Family and Community Support and Evidence of Sufficient Support to Ensure Full Enrollment: In an effort to receive input and support from the community we hope to serve, we reached out to elected officials, community representatives, and community groups in the southern portion of the Bronx. Our efforts are fully described in Section I.E. There is evidence, described in Section I.E., that the community's support for educational alternatives and its support for law-themed education will ensure that the School meets its enrollment targets. There is also strong evidence of high demand for charter schools in the Bronx and in the southern portion of the Bronx in particular. The New York City Charter School Center estimates that for the 2012-2013 school year, 22,901 applications for charter

school admission were filed for 3,615 seats in the Bronx, and in Districts Seven, Eight, and Nine, 14,571 applications were filed for 2,491 seats.[8]

6. Accessibility: Members of the founding board are familiar with and cognizant of the federal, state, and local laws that require school facilities to be accessible to people and students with disabilities. We will ensure accessibility in all our facilities.

7. Application, Admissions, and Enrollment Process: The School's application, admissions, and enrollment process is contained in Attachment 1. The School will hold a recruitment period for students seeking to enter the ninth grade class. The School will employ a multi-step strategy to publicize the recruitment period, including presentations to community groups and representatives, distribution of flyers and other School materials at strategic locations, contacts with middle schools, outreach to groups that serve the needs of special student populations, advertising and direct mailing, and email distribution lists. The School's application will be made available via walk-in, email, fax, mail and the School's website. During the recruitment period, information sessions and tours will be held at the School weekly in the morning and evening. All marketing materials and student applications will be available in Spanish. Staff persons who speak Spanish will be available at information sessions and tours to work with Spanish-speaking families. The School will hold a public lottery in a fair and blind manner using an independent observer. The School will give preference to siblings and students who reside in District Nine. Students not selected through the lottery will be placed on a waiting list in the order in which they are drawn and offered seats if any become available.

D. Community to be Served

1. Description of the Community to be Served and Student Population: High percentages of students in Community School Districts Seven, Eight, Nine, and Twelve are eligible for free- or reduced-price lunch and a high percentage of students are African-American or Latino.

Student Demographic Profile, Community School Districts Seven, Eight, Nine, and Twelve[9]

Community School District	% Eligible for Free- or Reduced-Price Lunch	% Latino	% African-American
Seven	90	69	29
Eight	84	63	27
Nine	89	66	32
Twelve	98	68	28

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[8]NEW YORK CITY CHARTER SCHOOL CENTER, *New York City Charter Schools: 2012-13 Enrollment Lottery Trends* (May 2012) at, http://www.nyccharterschools.org/sites/default/files/resources/lottery_2012_report.pdf (last visited February 28, 2013)

[9]NEW YORK STATE DEP'T OF EDUC., *New York State Report Cards 2010-2011*, at https://reportcards.nysed.gov/view.php?schdist=district&county=32&year=2011 (last visited Nov. 6, 2012).

A significant percentage of students in these school districts are English Language Learners and receive special education services.

Percentage of English Language Learners and Students Receiving Special Education [10]

Community School District	English Language Learners	Receiving Special Education
Seven	19	18.3
Eight	12	20.3
Nine	26	17.0
Twelve	20	18.7

Class sizes in high schools in these school districts are high, and performance levels and graduation rates are low. In 2010-2011, the average tenth grade class in these school districts ranged from 24.25 to 27.25 students.[11] Student achievement in these school districts has been low. In 2010-11, only six of fifty-two cohorts made adequate yearly progress in ELA and math:

Number of Student Groups that Made Adequate Yearly Progress, 2010-2011[12]

Community School District	English Language Arts	Mathematics
Seven	0 of 6	0 of 6
Eight	2 of 8	2 of 8
Nine	1 of 6	1 of 6
Twelve	0 of 6	0 of 6

Student performance on New York State Regents Exams has also been weak. Pass rates on Regents exams was low in 2010-2011:

Percentage of Students Who Scored Above 65, New York State Regents Exams, 2010-2011[13]

Community School District	Comprehensive English	Integrated Algebra	Global History and Geography	Living Environment
Seven	66	48	37	57

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[10] *Id.*; NEW YORK STATE DEP.T OF EDUC., *Potential Enrollment Target Calculator and Potential Retention Target Calculator*, http://www.P12nysed.gov/psc/enrollment-retention-targets.html (last visited February 20, 2013).

[11] NEW YORK STATE DEP'T OF EDUC., *New York State Report Cards, 2010-2011*, at https://report cards.nysed.gov/view.php?schdist=district&county=32&year=2011 (last visited Nov. 6, 2012).

[12] *Id.*

[13] *Id.*

Eight	68	50	55	56
Nine	70	52	47	61
Twelve	61	47	49	55

Finally, graduation rates in the Bronx are low. The drop out rates of students in the community ranged from 4% in District 9 to 7% in District 8.[14] The June 2011 four-year graduation rate was 52.7%, with 33.5% of student receiving a Regents diploma.[15]

2. Student Need and Plans to Meet Those Needs: Students in the School's proposed community need significant additional support in order to raise their achievement levels. One of the School's primary objectives will be to meet this need by providing its students with a high-quality education program and appropriate support services. The School will have a low student-teacher ratio and smaller class sizes. The School will implement a rigorous course of study, including four years of English, social studies, science, math, and foreign language. The School will require Summer Bridge Programs for rising ninth and tenth graders. Ninth and tenth graders will take a second ELA class in addition to the regular ELA class. Looping from ninth to tenth grade will help develop a stable and consistent learning environment. All students will participate in an advisory program and have Individual Learning Plans. School officials will engage in ongoing assessment throughout the academic year and summer programs that will allow teachers to differentiate instruction based on student needs. The School will employ early intervention for students who are absent or struggling. Students in need of remediation or ESL services will attend a daily skills-based class that will integrate technology and research-based instructional practices. The School will have an extended day, giving all students the opportunity to meet with teachers and specialists for tutoring after school.

3. The Value of the School in the Identified Community: The southern portion of the Bronx is in need of academically strong high schools. The School will be of value to the community by meeting the need for high-quality high schools by providing a rigorous college-preparatory curriculum that includes supports for all levels of learners. In addition, through partnerships with the College and the Law School, the School will provide a pathway to higher education and careers in the legal profession.

4. The Reason for Selection of the Community and the Applicant Group's Ability to Serve this Community: We selected District Nine as our proposed community because its needs match our goals. We are well-suited to serve this community. Lead applicant Dr. Mary Ellen Sullivan is a lifelong resident of the Bronx. She attended elementary school, high school, and college in the Bronx. She has also spent more than twenty-five years teaching in the Bronx,

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[14] NEW YORK CITY DEP'T OF EDUC., SCHOOL REPORT CARDS BY REGION: DROPOUT, PERCENT AFRICAN AMERICAN, FREE LUNCH, PASS RATES STATISTICS, 2009-2010, at https://reportcards.nysed.gov/ (last visited Feb. 15, 2013).

[15] NEW YORK CITY DEP'T OF EDUC., *Graduation Results*, at http://schools.nyc.gov/Accountability/data/GraduationDropoutReports/default.htm (last visited November 7, 2012.

including thirteen years as a high school English teacher at a Catholic school that had the same demographic as the School's proposed community. The College of Mount Saint Vincent has been designated by the federal government as a Hispanic-serving institution, meaning that at least twenty-five percent of its students are Latino. Co-applicant Professor Richard Marsico graduated from Fordham College in the Bronx. He was an attorney with the Civil Division of the Legal Aid Society in the Bronx. He worked extensively with tenant associations and community organizers in the southern portion of the Bronx. Founding group member Gaye Burtons-Chavis has been very active in the Bronx. She was a tutor at the Featherbed Lane Improvement Association, the president and resident leader of the tenants association with the South Bronx Churches and New Development and Vitalization Corp., and president of the Claremont Park Community Center Parents Association. Legal Outreach has recruited students for the 2013 Summer Law Institute from several schools in the Bronx, including four in District Nine: Junior High School 144; Mott Hall III (District Nine); IS 303 (District Nine); IS 181; Bronx School for Law, Government, and Justice (District Nine); and IS 232 (District Nine). Finally, for the past several years, Law School students under the supervision of Professor Marsico have taught a Street Law program at Middle School 22 in the Bronx. The program has taught middle school students about their Fourth Amendment rights. For the past two years, the Law School has hosted a branch of the Summer Law Institute, a law-related education program sponsored by Legal Outreach for students from New York City public schools. Through our experience we have developed an understanding of the educational needs of students in the community.

5. Rationale for how the School will Enhance or Expand Educational Options: We believe we are providing a unique educational option for children in our proposed community. As far as we know, we would be the only charter school formed out of a partnership of a college and law school. The resources we offer, including educational and legal expertise, facilities, alumni, and students, will enhance and expand educational opportunities for students in the Bronx and create a pathway for them to higher education and careers in the legal profession.

6. Description of how the Applicant Group Assessed Family and Community Support: Our efforts to assess family and community support for the School are described in detail in Section I.E.

E. Public Outreach

Over the past year, we have conducted extensive outreach to inform the community about the School and to solicit its input and we have utilized that input to help design the School. Our efforts include sending letters to elected officials, community organizations, and government agencies; meeting with interested parties; presenting at public community board meetings; holding our own public meeting; distributing surveys and compiling results; distributing brochures and flyers; and creating a website, email address, and email distribution list.

1. Means to Ensure that the Community has been Informed about the School

Direct mailings: We identified elected officials, community boards, government agencies, not-for profits, institutions of higher learning, and law offices in the Bronx that we thought would be interested in the School and sent them letters and brochures and invited them to meet with us. We sent nearly sixty letters about our plans to the following officials and organizations. (A copy of one such letter is included in Attachment 2.):

Members of the New York State Senate	
Hon. Ruben Diaz	Hon. Gustavo Rivera
Hon. Jeffrey D. Klein	Hon. Jose M. Serrano
Members of the New York State Assembly	
Hon. Carmen E. Arroyo	Hon. Vanessa Gibson
Hon. Michael Benedetto	Hon. Peter M. Rivera
Hon. Nelson L. Castro	Hon. Eric Stevenson
Hon. Marcus Crespo	
Members of the New York City Council	
Hon. Maria del Carmen Arroyo	Hon. Annabel Palma
Hon. Helen D. Foster	Hon. Joel Rivera
Hon. Melissa Mark-Viverito	Hon. James Vacca
Community Boards	
Community Board One	Community Board Six
Community Board Two	Community Board Nine
Community Board Three	Community Board Ten
Community Board Four	
Government Offices	
Bronx Borough President	Bronx Supreme Court
Bronx District Attorney	
Community Organizations	
Bronx Works	SEBCO Development, Inc.
Children's Rescue Fund	South Bronx Community Corporation Housing Development Fund Co., Inc.
Family Support Systems Unlimited, Inc.	South Bronx Concerned Citizens, Inc.
Fordham-Bedford Housing Corporation	Southeast Bronx Neighborhood Centers, Inc.
Geel Community Services, Inc.	These Our Treasures, Inc.
Highbridge Community Development Corporation	United Bronx Parents, Inc.
Mount Hope Housing Company, Inc.	Youth Builders, Inc.

Neighborhood Youth Family Services	
Institutions of Higher Learning	
Bronx Community College	Lehman College
Fordham University	Manhattan College
Hostos Community College	Monroe College
Hunter College	College of Mount Saint Vincent
Legal Organizations	
Bronx Defenders	Bronx Legal Aid Society

Meetings: We received several responses to our letters, and met with everyone who responded. At our meetings, we provided information about the School's design. We distributed informational material about the School, and, when appropriate, distributed and collected surveys. (Copies of the School's flyer, and survey are included in Attachment 2.) Following our meetings, we responded with a written letter addressing concerns raised at the meeting. (A sample letter is included in Attachment 2.) A list of our meeting dates, individuals and organizations with whom we met, and meeting results follows. (Letters of support are included in Attachment Two.)

DATE	ORGANIZATION	RESULT
March 22, 2012	Bronx District Attorney	–Discussed proposal –Obtained information about DA high school trial advocacy program
March 29, 2012	Hostos Community College	–Discussed proposal –Shared information about College Programs –Received letter of support
April 5, 2012	Bronx Public Defenders	–Discussed proposal –Received expression of support
April 10, 2012	The College of Mount Saint Vincent	–Discussed proposal –Became education partner and founding group member
April 19, 2012	Bronx Legal Aid Society–Civil Practice	–Discussed proposal
July 1, 2012	Hon. Marcus Crespo, NYS Assembly	–Discussed proposal –Distributed brochures –Received letter of support

July 2, 2012	Southeast Bronx Neighborhood Centers, Inc.	–Discussed proposal –Received letter of support
July 11, 2012	Hon. Ruben Diaz, NYS Senate	–Discussed proposal --Distributed brochures –Received expression of support
July 11, 2012	Legal Outreach–Summer Law Institute	–Conducted high school student focus group on ideal high school –Distributed surveys
July 12, 2012	Mount Hope Housing Company, Inc.	–Discussed proposal –Distributed brochures –Received letter of support
July 12, 2012	SEBCO Development, Inc.	--Discussed proposal --Received expression of support
July 26, 2012	Southeast Bronx Neighborhood Services–Parent Focus Group	–Presented proposal –Distributed brochures –Received input –Distributed surveys –Received letter of support
July 26, 2012	Hon. Nelson Castro, NYS Assembly	–Discussed proposal –Distributed brochures –Received expression of support
September 5, 2012	Community Board Four–Education and Municipal Services Committee	–Discussed proposal –Distributed surveys –Distributed brochures
September 10, 2012	Fordham–Bedford Housing Corporation	–Discussed proposal –Distributed brochures –Received letter of support
September 13, 2012	Community Board Nine	–Discussed proposal –Distributed surveys –Distributed flyers
September 20, 2012	Community Board Three–Education Committee	–Discussed proposal –Distributed surveys –Distributed brochures
September 20, 2012	Hon. Jeffrey D. Klein, NYS Senate	–Discussed proposal –Received letter of support

October 4, 2012	Community Board One–Education and Youth Committee	–Discussed proposal –Distributed surveys –Distributed brochures
October 16, 2012	Community Board Three–Education Committee	–Discussed proposal –Distributed surveys –Distributed brochures
October 17, 2012	Community Board Two–Education Committee	–Discussed proposal –Distributed surveys –Distributed brochures
November 13, 2012	Community Board Three	–Discussed proposal –Distributed surveys –Distributed brochures
January 17, 2013	Hon. Maria del Carmen Arroyo, NYC Council	–Discussed proposal –Received letter of support

Email distribution list: We compiled an email distribution list including the names of community members who wish to be informed about the School. The initial email to the distribution list announced the details of our public meeting on February 19, 2013 (see below for details) and indicated that we submitted our letter of intent. We contacted the list two more times with a follow-up reminder about the public meeting and to announce the acceptance of our letter of intent.

Website and email address: We have also informed people that they can find additional information about the School at our website, http://www.nyls.edu/centers/harlan_scholar_centers/justice_action_center/projects/the_charter_high_school. The website provides information about the School's vision, goals and objectives. The site provides an email address, charterschool@nyls.edu, for visitors to use to request more information or submit questions and comments. Visitors can also view the School's letter of intent and acceptance letter from NYSED. The website has been publicized through an email to our distribution list, newspaper advertisements, live meetings, and flyers.

2. Evidence that the Applicant Group has Held at Least One Public Meeting with Stakeholders in the School District in Which the School is to be Located: We have presented at six public community board and community board education meetings and also arranged our own public meeting at Bronx Lebanon Hospital on February 19, 2013. The following chart indicates the dates of the meetings and the community school district in which they took place. (Included in Attachment One is an agendas from the meeting with the Education and Youth Committee of Community One.)

DATE	MEETING LOCATION	COMMUNITY SCHOOL DISTRICT

September 5, 2012	Community Board Four Education and Municipal Services Committee 1650 Grand Concourse	Nine
September 13, 2012	Community Board Nine 1967 Turnbull Ave.	Eight
September 20, 2012	Community Board Three Education Committee 1426 Boston Road	Twelve
October 4, 2012	Community Board One Education Committee 3024 Third Avenue	Seven
October 17, 2012	Community Board Two Education Committee 1029 E. 163rd Street	Twelve
November 13, 2012	Community Board Three 1426 Boston Road	Twelve
February 19, 2013	Bronx Lebanon Hospital 1650 Grand Concourse	Nine

We arranged for a public meeting on Tuesday, February 19, 2013, at 6:30pm in the Murray Cohen Auditorium at Bronx Lebanon Hospital. We publicized the meeting by running an advertisement in the Bronx Times for two weeks. (A copy of the advertisement is included in Attachment 2.) We also announced the meeting to the people on our email distribution list and included a flyer. (A copy of the email is included in Attachment 2.) We also placed calls to all of the elected officials, community representatives, and community groups with whom we had met reminding them of the meeting. Announcements about the meeting appeared in the *Daily News*, the *Bronx Times*, the Gotham Schools website, and the NY1 Community Calendar. (Copies of these announcements are included in Attachment 2.) At the meeting, we provided flyers in English and Spanish that described the School's mission, basic school information, and the educational design. Unfortunately, attendance at the meeting was low. Representatives from two of the community organizations with whom we had previously met attended the meeting. A reporter from the *Daily News* attended and published an article about the School, which is included in Attachment Two. In addition, a graduate student from the Columbia University School of Journalism attended the meeting.

3. Means Employed to Ensure that the Applicant Group Solicited Public Input: As described earlier in this section, we have taken several steps to solicit community input. In order to ensure that we received input in a systematic way, we distributed surveys to attendees of our meetings and compiled the results. The survey responses showed that parents and residents are dissatisfied with the quality of the community's public high schools. They seek schools with high-quality, caring teachers who are experienced and have high expectations and hold students

to rigorous academic standards. Public schools lack the nurturing environment that parents desire, particularly when working with students with special needs. The responses also revealed that one of the most important qualities in a high school should be sensitivity to the needs of all types of learners.

A high school with a legal theme is attractive to parents because they view it as a way to introduce children to a new way of thinking that encourages civic-mindedness and helps students understand the law and their rights. The majority of parents surveyed would send their child to a law-themed high school. Community members were interested in using law and social justice as a theme as a way to open students' minds to a different way of thinking that would challenge the way they view issues. Parents expressed concern about life after high school. A main goal of the parents surveyed was to prepare their children for a productive life in the real world, which includes college and career preparation. While a priority was for an academically focused high school, participants want to see a school that also offers a breadth of non-core activities that include debate, public speaking, sports, music, and drama.

Parents also provided suggestions in their survey responses. There are many students who live in shelters and the School should make an effort to recruit those students in particular. Parents also want to see schools provide more guidance, as well as social work and counseling, to help combat discipline problems and high dropout rates. The need to instill values and meet all aspects of education, not just academic needs, was desired among respondents.

We also distributed surveys to rising ninth graders participating in the Summer Law Institute at New York Law School in July 2012. We received fifteen survey responses. Most of the students believed that learning about law could help them in high school for a variety of reasons, including improving critical thinking, writing, and speaking skills, and learning about their rights and enabling them to defend themselves. Eighty percent of the respondents were interested in being involved in sports during high school, and a number of students expressed interest in participating in a variety of other clubs including debate and performing arts. The students are focused on getting a college education; beyond that, a third of the students mentioned a possible career in law.

4. Response to Comments Received: We sent thank you letters following our meetings. When appropriate, the letters included a response to comments received. We have used the input we received in designing the School. For example, as initially envisioned, the main purpose of the School was to create a pathway to law school and a career in the legal profession. This remains an important part of our mission and a key design element, but based in part on community input, our main goal now is to provide a rigorous, well-rounded curriculum that is tailored to all learners and prepares students for college, graduate school, and careers. In addition, community input has led us to include in our budget funds to hire a sufficient number of guidance counselors and special education teachers to meet student needs. We have also included room in the budget for sports and after-school clubs.

5. Ongoing Approach to Engage with the Community: We will continue to engage with the community in the same way we have done so far. We will follow-up with elected officials and community organizations with whom we have met and will also attempt to follow-up with officials and organizations who did not respond to our initial mailing. We will expand

our email distribution list and send updates on a regular basis and continue to update our website. Our Board will include a parent representative and a community resident.

6. Description of how Students will be Informed about the School: Our plans for informing students about the School are described more fully in Section I.C.

F. Programmatic and Fiscal Impact

1. Programmatic Impact: The School hopes to become a model for integrating law and social justice into a high school program as a way to ignite student interest, improve the teaching of core subjects and fundamental skills, expose students to law as an agent to improve people's lives, and create a pathway into the legal profession for students from underserved communities. The School is committed to working with other high schools in our community and sharing our best practices.

The School is pursuing either shared space in a DOE facility or private space. If we receive space in a DOE facility, we ensure full cooperation with the other schools in the facility, parents of children in the schools, and community residents.

2. Fiscal Impact: The chart below demonstrates the fiscal impact on the DOE's operating budget over the term of the School's charter.

Fiscal Impact of School on New York City Department of Education, 2014-19

	Number of Students	Per Pupil Rate ($)	Per Pupil Aid ($)	Other District Revenue (SPED Funding, Food Service, Grants)	Total Dollars to School from DOE	Total Operating Budget for DOE (in billions of $)	% of Total Budget
Year One (2014-15)	110	13,527	1,487,970	138,923	1,626,893	$20,123,966	0.008%
Year Two (2015-16)	215	13,798	2,966,471	276,961	3,243,432	$20,123,966	0.016%
Year Three (2016-17)	315	13,798	4,346,225	405,780	4,752,006	$20,123,966	0.024%
Year Four (2017-18)	410	13,798	5,656,991	528,159	6,185,150	$20,123,966	0.031%
Year Five (2018-19)	410	13,798	5,656,991	528,159	6,185,150	$20,123,966	0.031%

II. EDUCATIONAL PLAN

A. Achievement Goals

Students at the School will meet all requirements for a New York State Regents Diploma. Qualified students may earn an Advanced Regents or Advanced Regents with Honors Diploma. All graduates will be prepared for success in college, graduate school, and a career in the legal

profession. We will measure this readiness using absolute, comparative, and growth measures based on criteria including grades in courses, achievement on state assessments, and enrollment in two- or four-year colleges or entry into a career.

1. Student Achievement Goals and Methods of Evaluating Achievement: The School will establish four categories of student achievement goals: completion of graduation requirements; college and career readiness; academic achievement of at-risk population; and adequate yearly progress under No Child Left Behind. We will set measurable goals under each of these categories using criteria such as meeting graduation requirements, graduation rates, scores on New York State Regents examinations, course grades, eligibility for admission to college, SAT score improvement, and satisfaction of IEP goals.

Graduation Requirements: Each student will fulfill all graduation requirements as prescribed by the New York State Department of Education and graduate with a Regents Diploma.

Absolute Measures

*75% of each high school accountability cohort will meet all graduation requirements by the end of the fourth year of study.

*95% of each high school accountability cohort will fulfill all graduation requirements by the end of the fifth year of study.

Comparative Measure

*Each year the percent of students graduating after four years of study will exceed that of the cohort from local school district.

College and Career Readiness: Each student will demonstrate mastery of content and skills as prescribed by the New York State and Common Core Learning Standards and as measured by New York State Regents Examinations.

Absolute Measures

*75% of each high school accountability cohort will pass the core academic subjects with a minimum grade of 70 by the end of August and be promoted to the next grade.

*75% of each high school accountability cohort will score at least 65 on New York State Regents in core subject areas of ELA, science, social studies, and mathematics by the completion of their fourth year.

*100% of each graduating class will be eligible for admission to a two- or four-year college.

*100% of each high school accountability cohort will either attend a two- or four-year college or seek an alternative post-secondary career option.

Comparative Measure

*Each year, the percentage of students in the high school accountability cohort passing the various Regents exams with a score of 65 or above after four years will exceed that of students in the high school accountability cohort from the local school district.

Growth Measure

*Every student will take the PSAT in tenth grade and the SAT in eleventh grade and demonstrate an increase of ten percentile points nationally.

Academic Achievement of At-risk Populations

Absolute Measures

*Each year all students with disabilities will fulfill at least 90% of their annual IEP goals.

*75% of students with disabilities in each cohort will graduate from high school within four years.

*75% of all English language learners will graduate from high school within four years.

Comparative Measures

*For each accountability cohort the four-year graduation rate for students with disabilities will exceed that of the local school district.

*For each accountability cohort the four-year graduation rate for English language learners will exceed that of the local school district.

Adequate Yearly Progress: The School will make adequate yearly progress under the No Child Left Behind Act ("NCLB").

Absolute Measure

Under the State's NCLB accountability system, the School's Accountability Status will be "Good Standing" each year.

2. Organizational Goals: In addition to fulfilling the aforementioned goals, the School has established the following organizational goals.

Retention: At least 90% of each cohort will return each year.

Attendance: The School will meet or exceed 90% average daily attendance.

Assessment of School Learning Environment: At least two-thirds of all caregivers, students and teachers will provide a favorable response to the DOE's Learning Environment Survey each year.

Mentorship Program: At least 85% of graduates will participate in the mentorship program in the first year after graduation from the School.

Financial Stability: Annual audits of the School will demonstrate financial compliance, responsibility and stability.

Legal Compliance: The School will comply with all federal and state laws, regulations and mandates and the requirements set forth in the initial Charter.

B. School Schedule and Calendar

1. School Calendar

The School's proposed first-year calendar will have 185 days and a twenty-day mandatory bridge program for incoming ninth graders in July 2014. Four days during the year have been designated as professional development days that will be devoted to rating, analysis and discussion of semester assessments and student achievement. Additionally, teachers will attend a week-long professional development institute prior to the beginning of the academic year. The year will be divided into two academic semesters which are organized in a daily Day One-Day Five schedule to minimize the loss of instructional time due to holidays. In subsequent years, the calendar will include an additional mandatory bridge program for rising tenth graders and a

mandatory summer bridge program for rising seniors on the campus of the College of Mount Saint Vincent. Rising seniors will participate in a law-office internship during the summer preceding senior year or during one semester of senior year. A copy of the proposed calendar for 2014-15 is included as Attachment 3b.

2. Student and Teacher Schedule: The regular school day will begin at 8:30 a.m. and end at 4:00 p.m. There will be a mandatory extended school day from 4:00-5:00 p.m. at least three days of each week during which all teachers will be required to be present. On Tuesday mornings from 8:30-10:00, teachers will engage in professional development. Dismissal for students on Fridays will be at 1:55 p.m. Staff meetings will be held from 2:00-4:00 each Friday afternoon. Each content area will meet twice a week for ninety minutes and once a week for fifty minutes. Classes on Monday, Tuesday, Thursday and Friday are organized into ninety-minute blocks. On Wednesday, each content area will meet for a fifty-minute class. Every Monday through Thursday, students, teachers, and support staff will participate in a thirty-minute, small group advisory session. The schedule provides a thirty minute lunch period. Breakfast will be available from 7:50-8:25 each day. Extracurricular activities, including debate, moot court, and trial advocacy, as well as athletic teams, will be offered Monday through Friday afternoons from 5:00-6:00. A general schedule and sample ninth grader and ninth grade ELA teacher schedules are included in Attachment 3a.

The School will offer more instructional time than a public school. Each subject area will meet three times a week for a total of 230 minutes. This exceeds New York State requirements by 50 minutes for each subject area. In addition, there will be mandatory extended school days from 4:00-5:00 p.m. at least three days each week. Based on a thirty-six week academic year, the extended days will provide an additional 108 hours of supplemental instruction.

Supplemental instruction and intervention will occur during advisory, SETSS sessions, a second ELA class for freshman and sophomores, and during mandatory after school meetings. Additionally, the Summer Bridge Programs for rising ninth and tenth graders will provide a college readiness curriculum including enrichment activities based on student needs and interests. During the Tuesday morning teacher professional development meetings, students will participate in a ten-week legal education program that will run consecutively by grade. Rising seniors will attend a bridge program on the campus of the College of Mount Saint Vincent. Students will reside there, complete college workshops, and participate in peer mentoring. Additionally, all students will complete a law-related internship either during the summer prior to senior year or during one of the academic semesters in senior year. Starting in twelfth grade, students may choose between ELA or AP English, pre-calculus or statistics, forensics or AP science, Spanish IV or AP Spanish, and law and social justice or AP government. Additionally, students will be able to choose from among fine, visual, and performing arts. Students will also have the option of registering for college courses at the College of Mount Saint Vincent.

Core subject areas will be grouped into heterogeneous classes that provide all students equal access to the rigorous college preparatory curriculum. Within each class, flexible grouping will be utilized to meet the needs of students and to facilitate differentiation of instruction according to ability level, interests, and readiness. Teachers will be organized into grade level teams.

The School will adopt an integrated co-teaching model and SETSS instruction for students who need it. In freshman and sophomore years, students will have a second class of ELA instruction called ELA Fundamentals. This class will focus on academic literacy skills with emphasis on written and oral communication, language structure, and academic vocabulary. All students will participate in an SAT preparation course in junior year and in senior year students will complete a college readiness course. During this second ELA class the special education teacher will provide small group SETSS to those students who require additional support to ensure that the requirements outlined by each student's IEP are met. A similar model will be implemented for English language learners. Additionally, support services for these students will be offered during the extended day sessions as necessary.

The sample ninth grade ELA teacher schedule included in Attachment 3a shows that the ELA teacher will teach five sections, each meeting three times per week for a total of 230 minutes per week per section. The schedule also includes four ninth grade advisory sessions of thirty minutes each. In order to facilitate looping in ninth and tenth grades, to provide a consistent learning environment and to maximize the level of collaboration needed to implement the instructional framework, grade level teams will be formed. The teacher has five prep sessions each week for a total of 410 minutes.

C. Curriculum and Instruction

Curricular experiences will help students achieve content mastery while developing the essential competencies of critical thinking, effective communication, and collaboration. Curriculum will be aligned to the New York State and Common Core College and Career Readiness Standards. This will ensure that students develop the knowledge and skills needed to be college and career ready. Best practices grounded in research will guide the development of instructional strategies and curriculum. The development of curriculum will be guided by the principles of Understanding by Design("UBD") and Universal Design for Learning ("UDL"). Furthermore, all curricular experiences will be aligned to the New York State Content Standards and Common Core Standards for College and Career Readiness. During the planning year, curricular units for each content area will be developed under the leadership of the School's principal. As teachers are hired in the spring prior to the School's opening, they will participate in the curriculum planning. Faculty from the College will provide support to the principal and faculty as needed.

1. Foundation for the School's Educational Program: A strong advisory program, individual learning plans, a summer bridge program, looping, differentiation, an integrated curriculum, the integration of literacy across the curriculum, and inquiry/problem-based learning are among the primary practices that will provide a foundation for the educational experiences at the School.

Advisory Program: Advisory meetings led by faculty members, counselors and support staff will be held Monday through Thursday. Involvement of all faculty and support staff underscores each adult's responsibility to ensure a supportive environment in which all students can develop academically, socially, and emotionally. The guidance counselors will play an integral part in the advisory system. Initially, the counselors will identify the topics for advisory meetings; however, as teachers transition into their roles as advisors, they will assist counselors

in the development of the curriculum. Staff meetings on Fridays and professional development sessions will provide teachers and counselors opportunities to plan and discuss curriculum. Advisors will remain with their advisory group for at least two years. The Advisory Curriculum will be organized according to the following areas: Academic Development–transition to and success in high school; Social/Emotional Development–community and building positive relationships; Career Development–college and career preparation.

Individual Learning Plan: An integral element of advisory is the Individual Learning Plan ("ILP"), which will be completed by all students at the School. The use of this planning and assessment tool is supported by the National Association of Secondary School Principals.[16] The ILP will provide opportunities for students to take ownership of their academic success by identifying goals and monitoring progress. These plans will be created for ninth and tenth graders during the Summer Bridge Program and used throughout each academic year. The advisor and grade level counselor will be responsible for reviewing these plans, conferencing with the students, communicating with parents, and using the data from the plans to individualize learning plans for each student. These plans will benefit all students, especially students who are at-risk of failure. Because students will be monitoring their progress under the supervision of the guidance counselor and advisor, students at-risk of failure will more immediately understand the consequences of their actions and the impact on achievement. The plan will be aligned to the curriculum of the Advisory Program, providing students opportunities to establish short and long term goals for success in high school, to build positive relationships, and to develop an understanding of what it means to be college and career ready. The process of creating an Individual Learning Plan can have a positive impact on self-regulation, a key factor in academic achievement. Zimmerman defines self-regulation as "a self-directive process by which learners transform their mental abilities into academic skills."[17] Often, students who are at-risk of failure, students with disabilities, and students who are academically underprepared have not developed high levels of self-regulation. Advisors and counselors will assist students in developing the self-awareness necessary to identify strengths and areas in need of improvement.

Summer Bridge Program: The Summer Bridge Program will be mandatory for all rising ninth and tenth graders. The purpose of this program will be similar to the School's Advisory Program, which is to support the academic, social, and emotional development of the student. The curriculum for the Summer Bridge Program will parallel that of the Advisory Program. Instruction and activities will assist students in their transition to high school, in developing positive peer and adult relationships, and in building interest in college and career pathways.

The Summer Bridge Program for the rising freshmen will focus on literacy, research, critical thinking, and math skills. Through an exploration of landmark cases on free speech, religion, due process, and equal protection under the law, students will develop research and

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[16]NATIONAL ASSOCIATION OF SECONDARY SCHOOL PRINCIPALS, EXECUTIVE SUMMARY, BREAKING RANKS II: STRATEGIES FOR LEADING HIGH SCHOOL REFORM 3 (2004).

[17]Barry J. Zimmerman, *Becoming a Self-Regulated Learner: An Overview*, 41 THEORY INTO PRACTICE 64, 65 (Spring 2002).

argumentative writing skills. They will engage in activities such as debate, role play, and moot court activities that will prepare them for the demands of the School's curriculum. Students will learn the essentials of library and internet research and will have hands-on experiences using the Bronx Central Library under the guidance of a trained librarian. The Bridge Program will also expose students to guest speakers and include a tour of the Bronx Supreme Court. Project LEGAL method and materials, http://www2.maxwell.syr.edu/plegal/tips.html, can serve as a possible resource for teachers to develop this curriculum. Additionally, students will prepare for the rigors of the School's math curriculum through teacher created problem-based activities that emphasize group work and mathematical competencies. A resource that will guide teachers in the development of these activities can be found at http://map.mathshell.org/materials/index.php. Field trips to the College and Law School will also be conducted during the Summer Bridge Program to provide early exposure to college life and careers in law. This early exposure to college and career options will foster a "college going culture,"[18] a key factor in building an understanding that higher education is attainable. Each student will also begin to develop his or her ILP in the initial Summer Bridge Program. A similar program will be designed for the Bridge Program for rising tenth graders.

Looping: School environment and school connectedness are determining factors in student success. Students thrive in schools in which they know teachers care for them and believe in their potential. Looping has been identified as a practice that can help establish such a supportive community with shared expectations for achievement. Looping from ninth to tenth grade will help to develop a stable and consistent learning environment enabling students to make a successful transition to the rigors of high school. A small learning community will be created as subject area teachers collaborate as a team to establish goals, monitor progress, and provide support for students over the two-year period. Additionally, looping establishes continuity in conceptual and skills development. This practice has a positive impact on the student's sense of belonging, especially for those students with IEPs, English language learners, and those at risk of failure.

Understanding by Design, Universal Design for Learning, and Thematic Units of Study: Teachers will employ the principles of Understanding by Design ("UbD") to develop thematic units. This three-step curriculum framework as proposed by Grant Wiggins will require teachers to identify the objectives of a unit of instruction and map backwards from the desired outcomes. This design framework will facilitate an integrated curriculum whereby social studies and English teachers design thematic units of study. These instructional units will help students see the connections among ideas, ensure the development of college-level skills, and provide students with opportunities to examine issues related to law and social justice. Such an approach will require students to examine various perspectives while exploring the social and historical contexts of an issue or problem. The ultimate goal is not only to develop empathy in students, but to foster an awareness of each individual's responsibility to become an agent of change. The related issues of law and social justice will be further explored in Tuesday morning law sessions.

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[18] Z. B. CORWIN & W.G. TIERNEY, GETTING THERE–AND BEYOND: BUILDING A CULTURE OF COLLEGE-GOING IN HIGH SCHOOL (2007).

Additionally, the UbD framework will guide the development of the mathematics and science curricula. Essential questions will provide a framework for problem-based learning experiences through which students will apply their understanding to real-world situations. This framework reflects the guiding principles of collaboration, real-world application, and inquiry supported by the Common Core Standards.

The Universal Design for Learning ("UDL"), a "scientifically valid framework for guiding educational practice" (Higher Education Act of 2008), will also guide the creation and implementation of all curricular units. This responsive and flexible approach to instruction and assessment recognizes the diverse needs, interests, and abilities of students. UDL is grounded in the field of neuroscience and promotes the integration of the recognition, strategic, and affective networks of the brain during the learning process.[19] Since each student's learning style, interests, and ability level are unique, UDL promotes multiple opportunities for students to access, use, and engage with information. This framework will require teachers to differentiate instruction according to student ability, interest level, and learning styles. UbD and UDL design frameworks complement and support each other by providing teachers opportunities to consider the "who, what, how and why" of the teaching and learning processes.

The critical role of literacy in college and career readiness as underscored by the Common Core Standards will be central to curriculum development at the School. Literacy skills will be integrated into each content area. Teachers will develop low- and high-stakes writing assignments that will provide students with opportunities to write for a variety of purposes and audiences. Multiple genres will be used to develop content area reading skills.

The following is a brief overview of how Ubd and UDL will be used in developing a tenth grade ELA and History integrated unit on the Holocaust.

Essential Understandings	**Essential Questions**	**Topical Undestandings**	**Topical Questions**
Fear can prevent people from doing the right thing.	What is the role of an individual in society?	Germany's struggling economy led to the rise of Nazism and eventually World War II.	What factors led to Hitler's rise to power?
Propaganda is used by governments to distort the truth and control people.	What happens when people blindly follow authority? How is it possible that such a horrific event occurred in modern society?	Several other groups, besides Jews, have faced or face discrimination and prejudice.	How did Hitler prevent opposition to his authority?

[19] CAST, *What is Universal Design for Learning?*, at http://www.cast.org/udl/ (last visited Mar. 3, 2013)

History does repeat itself.	Why is it important to study the Holocaust today?	Remaining silent during times of conflict can lead to atrocities.	What was the ideology of the Nazi party?
	How can literature be used to fight prejudice and social injustice?		How does Eli Wiesel's *Night* represent an interpretation of history?

Various instructional resources including film, audio clips, primary and secondary sources, poetry, and memoirs will be used to provide multiple ways for students to acquire the essential understandings and to engage with the material for this unit. Varied activities such as journals, discussions, and web quests will provide means through which students can express their understanding and teachers can assess understanding. Each lesson will have a clearly stated measurable objective that is aligned to the essential understandings of each unit. Teachers will choose the most effective instructional strategies to achieve each lesson's objective. These may include demonstration, modeling, explicit instruction, and interactive lecture. Various learning styles and ability levels will be supported through the use of graphic organizers, visuals, power points, think-pair-share activities, and discussion. Each lesson will provide varied levels of support through guided, independent, and/or collaborative practice. Assessment will be integral to each lesson and will require teachers to employ various strategies including questioning, exit tickets, and/or writing prompts. These forms of assessment will provide a quantifiable way to assess achievement of each day's objective.

While the planning team has examined several textbook series, we will not make selections at this time. The founding team recognizes the critical role that the principal should play in this selection. Additionally, many publishers are still modifying their series to better align with the Common Core Standards and subsequent changes to State assessments. Most importantly, the UbD design framework dictates that instructional materials be identified after learning goals are established. Selection of materials should thus occur after essential understandings for each curricula unit are identified.

2. Curriculum Overview: The following shows a sample four year course of study.

Summer Bridge	
Math and Literacy Skills	
Freshman Year	
English Language Arts	Spanish I/Native Language Arts I
Integrated Algebra	ELA Fundamentals
Environmental Science	Physical Education
Global Studies I	Advisory
Sophomore Year	
English Language Arts	Spanish II/Native Language Arts II

Geometry	ELA Fundamentals
Living Environment	Physical Education/Health
Global Studies II	Advisory
Summer Bridge	
Math and Literacy Skills	
Junior Year	
English Language Arts	United States History and Government
Trigonometry/Algebra II	Spanish III/Native Language Arts III
Chemistry	SAT Preparation
Advisory	Physical Education
Summer College Bridge Experience	
College Workshops, Peer Mentoring	
Senior Year*	
English Language Arts/Advanced Placement English Literature	Participation in Government & Economics
Pre-Calculus/Statistics	Advanced Placement Spanish/Spanish IV
Forensics/Advanced Placement Science	Law and Social Justice/Advanced Placement Government
College Planning Advisory	Fine Arts/Visual Arts/Performing Arts

*Students will participate in a law-office internship either during the summer following their junior year or during one of the academic semesters of their senior year.

*During senior year students will have the opportunity to complete college course work at the College of Mount Saint Vincent.

English Language Arts: All students will complete a four-year course of study in English Language Arts ("ELA"). An Advanced Placement option will be available to students. Each unit of instruction will integrate a wide range of print materials including contemporary and classic texts representing various cultures. In ninth and tenth grade students will complete a second ELA course, ELA Fundamentals. This course will support the development of foundational skills such as grammar, usage, and acquisition of academic language, while developing clear and effective written communication across a variety of genres.

Social Studies: Common Core and New York State Content Standards will determine the scope and sequence of the social studies curriculum, which will include Global Studies I and II, American History, and Participation in Government and Economics. Advanced Placement Government will be offered. The integration of primary source documents and related literature,

debates, and simulations will provide varied opportunities to develop the critical reading and effective communication skills promoted by the Common Core Standards.

Science: The course of study for science will include Environmental Science, Living Environment, and Chemistry. For the fourth year of study students can choose from Forensics or Advanced Placement Science. Science instruction will promote an understanding of the structure of the discipline by providing students opportunities to observe, explore, formulate hypotheses, analyze data, and draw conclusions.

Mathematics: The curriculum will be aligned to Common Core Standards. Students must achieve content mastery while developing problem-solving skills, collaboration, and the ability to discuss mathematical concepts and to apply their understanding to everyday life. Teachers will develop the communication skills needed to explain thinking, to demonstrate problem solving, and to construct arguments.

Spanish and Native Language Arts: Instruction will be informed by the American Council on Teaching of a Foreign Language. Learning experiences will include opportunities to use language for authentic purposes and to understand the culture and diversity of Spanish-speaking countries and communities within the United States, specifically New York City. Students whose home or native language is Spanish and who demonstrate language proficiency through an oral interview and written essay will be able to take Native Language Arts in lieu of the traditional courses in Spanish.

Physical Education and Health Education: Physical and health education at the School will support the physical, social, and emotional well-being of each student. Recognizing the impact of physical and mental health on academic performance and school attendance, the physical and health education curriculum will promote healthy lifestyles through exercise and by developing an understanding of nutrition and positive choices. The curriculum will be aligned to the learning standards for New York State and the National Association for Sport and Physical Education.

D. Assessment Systems

The School's assessment system will be designed to ensure that the School is meeting its goals for student academic achievement. Through regular assessment and dissemination of the data to all stakeholders, the School will ensure that key decisions about educating individual students, grade levels, and the entire School are driven by assessment data. The School will disseminate information about the progress of its students in meeting educational achievement goals to all stakeholders on an annual basis. The report will include objective information and data about the record of meeting achievement goals, including promotion rates, performance on Regents examinations, attendance rates, and graduation rates.

1. Alignment with the School's Mission: The School will cultivate a culture in which administrators, teachers and students develop a shared understanding of the integral role of formative, diagnostic, interim, and summative assessment in the teaching and learning processes. The School will achieve a high level of internal accountability through a deliberate, thoughtful analysis, and discussion of data. Data must be used systematically to monitor growth, guide learning, modify instruction, and assess the School's progress towards meetings its goals and objectives. The School will disseminate assessment data to all stakeholders, including teachers,

support staff, students, parents, and the Board. We have reviewed several data management systems to identify the most appropriate one that will provide teachers and administrators an efficient and timely way to manage data, generate reports and share data with all stakeholders. We will finalize a decision after the principal is hired.

2. Data-Based Decisions

During the first year of operation the principal will oversee the assessment system and ensure that data is analyzed and disseminated in a timely and efficient manner. Thereafter, the assistant principal for curriculum will fulfill this role. The review of data will be conducted at the Friday afternoon staff meetings. When needed, professional development sessions on Tuesday mornings can be used to target more School-wide assessment issues.

The comprehensive assessment program outlined in the chart below provides multiple opportunities to assess student achievement and overall School performance. Common planning time, weekly staff meetings, and on-going professional development will provide the necessary support to teachers in data analysis and the use of data to inform and differentiate instruction.

Prior to the start of the Bridge Program teachers will analyze available data for rising ninth graders to identify areas of need. A diagnostic exam, such as Readistep, will be administered. Assessment data gathered during the month-long Summer Bridge Program, from previous academic records, and from the results of the diagnostic testing will be analyzed to determine instructional needs for the upcoming school year. Readistep will be administered again in the second half of the spring semester of freshman year. Teachers will identify areas of growth and develop targeted instruction for the Summer Bridge Program for rising tenth graders.

Formative assessments will provide teachers daily and weekly opportunities to reflect on student performance and to adjust short- and long-term goals for individual students and/or the whole class. Similarly, interim assessments administered every four- to six-weeks will provide information about individual and whole class achievement. Both formative and interim assessments will require on-going discussion of student progress. Students will take ownership of tracking the results of various assessments, monitoring their progress and revising goals through the use of the Individual Learning Plan.

Performance-based assessments determine whether "students know how to apply their knowledge."[20] Research indicates that "performance assessments yield a more complete picture of students' abilities and weaknesses, and can overcome some of the validity challenges of assessing English language learners and students with disabilities." [21] According to Tung this form of assessment "encourag[es] schools to build professional collaborative cultures through integrating curriculum, instruction, and assessment.[22]

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[20]F. ADAMSON & L. HAMMOND-DARLING, BEYOND BASIC SKILLS: THE ROLE OF PERFORMANCE ASSESSMENT IN 21ST CENTURY STANDARDS OF LEARNING (2010).

[21]*Id.*

[22]R. TUNG, INCORPORATING PERFORMANCE ASSESSMENTS IN ACCOUNTABILITY SYSTEMS: A REVIEW OF SCALE-UP EFFORTS (2010).

The results of the State and norm-referenced tests such as Readistep, PSAT and SAT will inform teachers and administrators of how academic programs are preparing students to reach achievement goals. When the results of data indicate that students are falling short of reaching the achievement goals, action will be taken. This might include coaching for individual teachers, providing professional development to a grade level team, acquiring additional material to support classroom instruction, differentiating instruction, and/or providing additional tutoring to students.

3. Assessment Plan: We are cognizant that changes to the State Regents examinations and a restructuring of the curriculum for subject areas such as Global Studies are imminent. The course of study provided in the previous section and the schedule of assessments that follows will be amended to reflect these changes once they are formalized. Additionally, we recognize that there must be a careful coordination of the various assessments among the content area teachers.

Type of Assessment	**Purpose**	**Point of Administration**	**Follow-up**
Formative assessments such as exit tickets, writing prompts, quizzes	To determine if the lesson objective has been achieved by all students	Daily at the end of each period	Inform/differentiate instruction
Interim assessments aligned to Common Core Standards and Regents exams	To monitor progress toward and mastery of course content, skills, and Common Core Standards	Approximately every 4-6 weeks	–Identify students' strengths and areas of need –Modify instruction to meet needs of class and/or individual students
Summative: Performance-based assessments aligned to the Common Core and NY State Learning Standards	To determine if students can apply their knowledge and understanding	During the completion of a unit of study	Determine if additional support is needed
New York State Regents/Core Assessments	To fulfill exit criteria and meet graduation requirements	According to State schedule for exams	Determine if the school is meeting academic goals; adapt curriculum and instructional approaches if needed
Norm-referenced exam such as Readistep	To diagnose college readiness skills in mathematics and reading	During Summer Bridge Program for rising ninth grade and in second semester of freshman year	Establish goals for each student based on strengths and areas of instructional need

PSAT	To diagnose college readiness skills in mathematics and reading	Fall of sophomore and junior year	To assess School's progress toward achievement goal for college readiness; adjust curriculum and instruction if needed; provide tutoring to students when needed
SAT	To diagnose college readiness skills in mathematics and reading	Spring of junior year and possibly fall of senior year	To assess School's progress toward achievement goal for college readiness; adjust curriculum and instruction if needed; provide tutoring to students when needed
LAB-R Assessment/NYSESLAT	To diagnose English language proficiency	September or within ten days of student enrollment	To determine the level of support needed
NYSESLAT	Assess English Language proficiency	April and May	To determine level of support needed
New York State Alternate Assessment (NYSAA)	To measure the achievement of students with severe cognitive disabilities toward meeting the NYS Learning Standards	As needed	To determine the level of support needed
Advanced Placement Exams	To determine mastery of course content	May	To assess School's progress toward achievement goals for college readiness; adjust curriculum and instruction if needed

E. Performance, Promotion, and Graduation Standards

1. Alignment with Mission, Educational Program, and Assessment Plan: In order to be promoted, students must demonstrate mastery of content knowledge and skills. The School's educational program requires students to take classes in all five core subject areas for all four years, and students must pass all of these courses each year with at least a 70% in order to be promoted. The School will use assessment data throughout the school year to provide students with the support and intervention needed. The School's graduation requirements include passing five Regents examinations and requiring students to have more credits than the State requires.

2. Promotion: The School will consider course grades, scores on State examinations when applicable, and attendance records to determine promotion. Students must pass all courses with a grade of 70% in order to be promoted to the corresponding course at the next grade level. For any course that culminates in a Regents exam, a student must achieve a minimum score of 65% on the exam.

3. Graduation Standards: The School will require that each student graduate with a New York State Regents diploma. Each student must receive a minimum score of 65% on each of the five required Regents exams: Comprehensive English; Integrated Algebra; Global Studies; United States History and Government; and science. Students will surpass State credit requirements. We expect students will graduate with 51 credits, including 12 in English language arts; 8 each in social studies, science, math, and foreign language; 4 in physical education, 1 in health, and 2 in art. Finally, in addition, in order to graduate, students must pass each core course with a grade of 70%, complete an Individual Learning Plan that includes a college/career plan, and complete a law-office internship program.

4. Promotion/Exit Standards: The following promotion/exit standards for twelfth grade have been adopted from the New York State standards for Social Studies (economics) and the Common Core Standards for ELA and Mathematics (Statistics). Additionally, Common Core Standards for Literacy in Social Studies/History have been identified:

ELA Students will be able to:	**Math** Students will be able to:	**Social Studies** Students will be able to:
Make critical inferences about a text and what it leaves uncertain	Summarize, represent, and interpret data on a single count or measurement variable	Analyze the effectiveness of various economic systems
Determine themes/central ideas and their development over the course of a text	Summarize, represent, and interpret data on two categorical and quantitative variables	Explain economic concepts such as scarcity, supply/demand, opportunity, costs, production
Determine the meaning of words/phrases as they are used in a text	Interpret linear models	Describe the ideals, principles, practices, and problems related to the United States economic system
Analyze relationship between an author's choice of structure for specific parts of a story and the overall structure, meaning, and asethetic impact	Understand and evaluate random processes underlying statistical experiments	Compare/contrast the United States economic system with other national economies
Understand and recognize satire, sarcasm, irony, and understatement	Make inferences and justify conclusions from sample surveys, experiments, and observational studies	Explain how economic decision-making has become global as a result of interdependence
Analyze and evaluate multiple interpretations of a source text	Understand independence and conditional probability and use them to interpret data	Connect insights from the details of a source to an understanding of the text as a whole
Demonstrate knowledge of foundational American texts from the 18th-20th Centuries and contemporary themes across texts within periods	Use the rules of probability to compare probabilities of compound events in uniform probability model	Evaluate various explanations for actions or events and determine which explanation best accords with textual evidence

Read and comprehend grade-appropriate literature independently and proficiently	Calculate expected values and use them to solve problems	Apply a problem-solving model to identify economic problems, generate a hypothesis, test the hypothesis, and investigate and analyze selected data
Write arguments to support claims in analytic writing		Analyze how a complex primary source is structured
Write informative texts to explain complex ideas, concepts, and information accurately		Evaluate authors' differing points of view on the same event
Write well-developed narratives		Integrate and evaluate multiple sources of information presented from diverse sources and in diverse formats/media
Respond to feedback through revisions and editing		Write an argument that presents a claim, address the opposing claims, and provide evidence, reasons, and support for the claim
Use technology to research, produce, and publish writing		Write informative or explanatory texts
Write routinely over extended and shorter time frames		Conduct short and sustained research projects, gather relevant information from multiple sources
Conduct short and sustained research projects and gather relevant information from multiple sources		

F. School Culture and Climate

1. Plan to Create a School Climate that Supports the School's Goals: The School will ensure a safe and orderly climate that supports student learning, growth, and development. As described more fully in the School's Code of Conduct (the "Code"), included as Attachment 4, the School hopes to create a culture and climate based on the principles of civility, mutual respect, citizenship, character, tolerance, honesty, and integrity. The School expects all members of the School's community, including parents, students, teachers, administrators, staff, and the Board of Trustees to work as partners to create this climate. The Code clearly sets forth the conduct that is expected of students, the conduct that is subject to discipline, and the penalties for violations and procedures for resolving disciplinary issues. Reflecting the School's theme of law and social justice, the Code approaches discipline as a developmental matter rather than as a punitive issue, requiring School personnel to consider the child's age, record, and other factors to determine appropriate punishment. In addition, the Code gives the principal the discretion to employ restorative justice procedures when appropriate.

The School is in a unique position to use the Code as a teaching tool. From the very first

day of the Summer Bridge Program, students will be introduced to the Code as a legal document to be understood and followed. The School will teach the students about the Code using a traditional law school clinical teaching model, including discussion, analysis, and roleplaying. Additionally, the School plans to create a Youth Court to consider consequences for Code violations pursuant to the restorative justice strategies outlined in Appendix A of the Code.

2. The School's Student Provisions of the Code of Conduct: The Code prohibits actions that are inconsistent with the overriding goal of maintaining a sense of respect and security throughout the School. These include, for example, assault, vandalism, violence, endangering the safety of another, insubordination, cheating and plagiarism, obscenity, bullying, and harassment. The Code also identifies consequences for violations, including a written warning, a written notification to the child's parents, detention, suspension from athletic participation, removal from the classroom, in-school suspension, short- and long-term suspension, and expulsion. The Code sets forth the procedures to be followed before a penalty can be imposed as required by due process.

The Code complies with all laws regarding discipline of students with disabilities. The Code provides that if a child with a disability violates the Code, the principal may suspend the child for a cumulative period of no more than ten days for the same behavior, provided that the penalty is equal to what a child who does not have a disability would receive. The principal may order the placement of a student with a disability in an interim alternative educational setting for the same amount of time that a student without a disability would be subject to discipline, but not more than forty-five days, if the student carries or possesses a weapon at School or at a School function, knowingly possesses or uses illegal drugs or sells or solicits the sale of a controlled substance at School or at a School function, or endangers or harms another on School grounds or at a School function. Except for behavior involving weapons, controlled substances, or harm to another, if a suspension of a child with disabilities is for more than ten consecutive days or for more than ten cumulative days for the same behavior, the School must determine whether the behavior was a manifestation of the child's disability. If it was, the child must be returned to the original placement.

The Code contains a definition of harassment and bullying and prohibits both.

G. <u>Special Student Populations and Related Services</u>

The School is committed to providing an academically and socially enriching education to special population students. Through small class sizes, mentoring, an Advisory Program, and extended day and summer programs, the School will create an inclusive and supportive environment designed to ensure that all students are able to succeed. The School's curriculum will be based on a rigorous course of study but will provide both built-in and additional supports and services to those students who require them. The curriculum will be highly structured but will allow for flexibility in order to meet the diverse needs of special student populations.

The School will have a system to assess each student regularly based on varied formative, summative, and performance-based tasks, aligned with the Common Core Standards for College and Career Readiness, in order to gain a comprehensive view of the students' strengths and needs. These assessments will help to ensure that all students, including those who are part of a special student population, are making adequate academic progress or alternatively are being

sufficiently challenged. Additionally, the School's required Summer Bridge Programs for rising ninth and tenth graders will help determine if a student is performing below grade level and requires additional support or if a student exceeds grade expectations and needs more challenging coursework.

1. Students with Disabilities: In accordance with all federal laws and regulations, including the Individuals with Disabilities Education Act ("IDEA") and Section 504 of the Rehabilitation Act, the School will provide students with disabilities a free appropriate public education ("FAPE") in the least restrictive environment ("LRE"), as detailed in the students' Individualized Education Plan ("IEP").

The School will comply with the IDEA's child find provisions requiring it to locate, identify, and evaluate all children with disabilities, including those children who are suspected of having a disability. The School will have procedures for making referrals to the student's Committee on Special Education ("CSE") and will cooperate fully with the DOE and the CSE to ensure the student is receiving a FAPE. .

The School will provide students with disabilities access to and participation in the general education curriculum consistent with the requirements of the IDEA. The School will encourage students with disabilities to participate fully in both curricular and extracurricular activities while providing them with appropriate supports.

In the first year, the School will employ one certified special education teacher. The special education teacher will both coordinate the special education program and provide special education services. The school principal will provide support in overseeing the special education program. As the School expands, it will hire one additional special education teacher each year until the fourth year, when the School will have four special education teachers. In addition, the School will hire in the third year an assistant principal for students services, who will be responsible for coordinating programs for all special student populations, including students with disabilities.

The School intends to provide at least one Integrated Co-Teaching ("ICT") class section per subject, per grade. The class sections will be comprised of no more than forty percent students with disabilities. A student may be placed in an ICT classroom on a full-time, part-time, or individual subject basis. Additionally, Special Education Teacher Support Services ("SETSS") will be offered to provide supplemental instruction and assistance. Students will be able to receive SETSS directly, in the general education classroom or in a small group setting in a separate location at the School. Special education services at the School will be flexible so that students with disabilities have access to a range of services and the School is able to provide a high-quality education to students with a broad range of disabilities. Services, supports, and learning will be precisely tailored to each student's unique needs.

For each identified student, the School will implement the IEP developed by the student's CSE. Related services, including speech and language therapy, physical therapy, occupational therapy, and psychological or counseling services, will be provided either directly by the School, through related services authorization ("RSA") from the student's school district of residence via third party contract, or through direct arrangement with the student's school district. The School will work closely with the student's CSE in order to ensure the student receives the services

required to obtain a FAPE. If the School concludes that a student's IEP requires revision, it will timely notify the student's CSE. The School will make available the student's general education teacher, special education teacher, and other necessary staff for the annual CSE meetings or any other meeting regarding the student's IEP or academic progress. Additionally, the School will maintain accurate and up-to-date information about students progress on annual IEP goals.

The School will comply with all applicable provisions of the IDEA and the Family Educational Rights and Privacy Act ("FERPA") to ensure that all student records remain confidential. Student records will be maintained in a secure and locked location with limited staff access. Any data maintained electronically will be password-protected. The School's principal and assistant principal for student services will be responsible for maintaining special education student records. The principal or assistant principal for student services will provide all teachers who teach students with disabilities access to that student's IEP as well as time to review the IEP while ensuring that the student's privacy is strictly protected. A sign-out sheet will be kept to keep track of the location of records at all times. Additionally, the School will train all staff regarding FERPA and the School's specific protocol for maintaining student record confidentiality.

2. English Language Learners ("ELLs"): The School will provide ELLs with a high-quality education and will provide ample support so these students can achieve English proficiency and attain academic success. The School will comply with all applicable laws and regulations, including the Equal Education Opportunity Act, to ensure that language barriers do not preclude a student from equal participation in instructional programs or extracurricular activities.

The School will use NYSED's protocol for identifying our students' level of English proficiency. The School will administer the Home Language Questionnaire to the parents or guardians of entering students and the School will review the records of students who attended DOE schools to determine their level of English proficiency. If the student's home or native language is other than English, the School will conduct an informal interview with the student in his or her home in the student's native language and English. If the student speaks a language other than English or speaks little or no English, the School will administer the Language Assessment Battery-Revised ("LAB-R"). All students who score below "proficient" will be identified as an ELL and will be eligible for ELL services. Proficiency in English will be assessed annually with the New York State English as a Second Language Achievement Test ("NYSESLAT"). Students will continue to receive ELL services until they are able to achieve a score of proficient on the NYSESLAT.

Beginning the first year, the School will employ a certified ESL half-time, increased to full-time in the School's second year. In the third year, the School will hire an assistant principal to coordinate programs for special student populations, including ELLs. Based on a student's score on the LAB-R and any other additional assessments, the assistant principal for student services, in consultation with the ESL teacher, will determine the appropriate supports and services the student requires and will create an individualized learning plan for the student.

Whenever possible, ELLs will remain in the general education classroom on a full-time basis. ESL supports will be integrated into core content areas classrooms. Content area teachers

will use Sheltered Instruction strategies to address the varying levels of English proficiency and facilitate the learning process. Core content teachers will use these tools to adapt the delivery of lessons in order to accommodate students with varied levels of English proficiency.

ELL students who are in the earlier stages of English language development and require more extensive support will receive small group ESL instruction either after school or during the school day in place of the their second literacy block. The School will create opportunities for continued language development through after school tutoring.

From the first year, the School will employ at least one Spanish language teacher. Students whose home or native language is Spanish may be eligible for Native Language Arts in place of Spanish as a foreign language. These students will be interviewed in Spanish to determine their level of proficiency in their first language. A written examination may also be given to assess native language proficiency. If these measures indicate the students have a high level of Spanish proficiency and that Spanish is their dominant language, they will then be placed in Native Language Arts.

3. Students At-Risk of Academic Failure: The School is committed to ensuring that its at-risk students do not fall further behind and to guiding them to academic success. Many of the School's curricular design elements will be especially beneficial for students who are at-risk of failure. Integrated support systems and individualized learning will facilitate the success of at-risk students. Foundational practices and instructional strategies such as Universal Design for Learning ("UDL"), an extensive Advisory Program, and Individualized Learning Plans ("ILP") will promote the success of students at-risk of academic failure. Under the framework of UDL, the School will treat each of its students as individuals with specific strengths and weaknesses. Advisory meetings four times a week will allow students to form strong relationships with their advisory teacher who will provide them with consistent support, interaction, and guidance and will create an environment in which all students can thrive. Students at-risk of failure will greatly benefit from this guidance, as well as their ability to work with the advisory teacher in creating their ILP. Students will have the ability to self-monitor their progress towards goals and take charge of their academic success through the use of these plans.

A school-wide Response to Intervention ("RTI") framework will be implemented to provide students with both academic and behavioral support. The School will respond to student-specific needs by providing increasingly intense levels of targeted interventions and instruction to ensure that all students make satisfactory progress toward grade level standards. The structure and components of the School's RTI program will be developed under the leadership of the School's principal. The principal will determine the research-based instructional programs, types of interventions, criteria for determining levels of intervention, screening and progress monitoring tools, amount and nature of student performance data to be collected, and procedures to ensure effective implementation of the program. The School will also establish clear protocols for notifying parents or guardians if their child needs intervention services. The written notification will include a description of the nature and extent of the intervention services to be received and the progress monitoring data to be collected. It will also include information regarding the right to request an evaluation for special education services.

4. Students who are Academically Advanced or Gifted: The School's curricular

design and academic philosophy are well-suited for students identified as academically advanced or gifted. The rigorous college preparatory curriculum will provide these students with abundant opportunities to engage in higher-level thinking. Through differentiated instruction, teachers can provide more challenging assignments to students who are academically advanced or gifted. Opportunities for self-directed learning and acceleration of learning can also be created to provide additional challenges to these students. Eligible students will also have the opportunity to participate in Advanced Placement courses and to enroll in college-level courses at the College.

5. Accountability and Evaluation of Programs for Special Student Populations: The School will maintain policies that protect the rights of special student populations. It will ensure that all staff members are trained as to those policies and that they are held accountable for them. Policies will ensure that special population students' parents and guardians remain fully informed of student progress. For students with IEPs, there will be procedures in place to ensure parents, guardians, teachers, school leaders, and the CSE all work together so students with disabilities succeed at the School. The embedded professional development design will allow ample time to provide School staff with the knowledge and skills necessary for them to confidently meet the diverse needs of special population students. The School will regularly solicit feedback from teachers regarding the training and resources provided in an attempt to assure teachers are receiving the support they need. The School will reach out to students, parents, guardians, and families to gain input as to their satisfaction with educational programming and academic progress. It will encourage questions, comments, and opinions through the use of varied communications, such as surveys and meetings. The School will promote an open dialogue between parents or guardians and School staff as a way to foster parental involvement. Finally, a School-based review team will report to the Board annually on the performance of its programs for special student populations.

6. Additional Support Services: Additional support services will include a social worker, guidance counselors, a teaching assistant program with the College, and a mentoring program. The School will employ a social worker to help ensure the overall well-being of the student population. The social worker will address the psychological, social, and emotional needs of the School's students. He or she will provide counseling services, offer referrals to other resources and organizations, and facilitate communication among students, parents or guardians, and School staff. The School will also employ one guidance counselor per grade. We also expect that students in the College's Urban Residence Program will provide students with additional guidance, support, and supervision in the classroom. Through its partnerships with both the College and Law School, the School will have access to a network of undergraduate students, law students, and alumni. These college and law students and alumni will serve as additional adult role models with whom students can interact and from whom they can learn. They will be available to serve as student mentors, participate in the School's curricular and extracurricular activities, and provide the School's students with internship opportunities.

III. ORGANIZATIONAL AND FISCAL PLAN

A. Applicant/Founding Group Capacity

Our founding group is composed of educators, attorneys, administrators, college and law

professors, and individuals with extensive experience on boards of trustees of public schools and not-for-profit organizations. The initial vision for a school that would combine a rigorous high school education with a pathway to law school came from Professor Richard Marsico. Starting in 2009, his students conducted research about charter schools, including their history and legal status, and how to apply to create one. At the same time, Professor Marsico and his students began to attend training sessions and other charter school events, and began to communicate with people involved in charter schools as well as other members of the School's proposed community to help plan for the School and build a planning team. Approximately one year ago, Professor Marsico met with Dr. Charles Flynn, president of the College of Mount Saint Vincent, and Dr. Guy Leometti, the provost. They expressed an interest in partnering with New York Law School in creating the School. After meetings between Professor Marsico and faculty of the College's Teacher Education Department, including Dr. Mary Ellen Sullivan, Dr. Jennifer Dolan-Waldmann, and Dr. Margaret Egan, SC, they agreed to combine their resources and expertise to create the School. The planning team began meeting regularly each month approximately year ago. Drafting of the application has been underway for approximately one year. Sections were assigned to several planning team members as well as Professor Marsico's students and a Columbia Law School student volunteer. They submitted their sections to Professor Marsico, who is the primary author of the final application.

The table below lists members of the applicant/founding group, their relevant skills and experience and role in the founding group, and their proposed role(s) with the School, if any. We have not made any offers of employment. Founding group members who have expressed interest in employment with the School have been informed that the Board will conduct a search for the School principal and then the principal will commence hiring staff within the parameters set by the Board. The most-qualified person will be chosen for all positions.

Applicants/Founding Group

Name	Current employment	Relevant experience/skills and role on founding group	Proposed role(s) if any
Janine Azriliant	Attorney, arbitrator, mediator	–litigation and mediation experience –application Section III. H.	–Member, initial Board of Trustees
Kerryanne Burke	Third year law student New York Law School	–application Section III.I.	–Advisory role
Gaye Burton-Chavis	Special education teacher Helen Fort/Newcomb Middle School	–middle school teacher –Masters degrees in special education and educational leadership –former community resident and activist	–Member, initial Board of Trustees –Interested in a leadership position with the School
Pei Pei Cheng-de Castro	Partner Peluso & Trager, L.P.	–member, board of directors of Central Queens Academy Charter School	–Advisory role

Dr. Jennifer Dolan-Waldmann	Assistant Professor of Teacher Education College of Mount Saint Vincent	–expertise in educational pedagogy and research –former middle school principal –former assistant superintendent for curriculum –application sections II. A.-E., III. E.	–Advisory role
Dr. Margaret Egan, SC	Professor of Education College of Mount Saint Vincent	–expertise in literacy assessment/remediation –application sections II. A.-E., III. E.	–Advisory role
Eric C. Henry	Legislative Director New York City Council Member Andy King	–member of various not-for-profit boards of directors –application section II.B.	–Advisory role
Cynara Hermes	Associate Professor of Law New York Law School	–litigation –legal writing and skills	–Member, initial Board of Trustees
Darren Johnson	Teacher Queen of the Rosary Catholic Academy	–Masters degrees in elementary education and school building leadership	–Member, initial Board of Trustees
Lisabeth Jorgensen	Legislative Fellow New York State Senate	–New York State law –application section III. B., by-laws, and code of ethics	–Advisory role
Alissa Kane	–Administrator Justice Action Center, New York Law School (former) –Assistant to the principal, Tech International Charter School (current)	–Master of Science degree in education –application sections II. A.-E.	–Advisory role –Interest in employment as guidance counselor or administrator with the School
Jennifer LaMarsh	School volunteer	–undergraduate degrees in psychology and American Sign Language –Applied Behavioral Analysis instructor –application Section II. G.	–Member, initial Board of Trustees
Richard Marsico	Professor of Law and Director, Justice Action Center New York Law School	–former president of public school board and member of various not-for-profit boards –expertise in public education and special education law –primary application author	–Member, initial Board of Trustees

James B. O'Neal	Executive Director Legal Outreach	–expertise in provision of legal education to high school students from underserved communities	–Member, initial Board of Trustees –Legal Outreach may be considered as a possible service provider to the School
Katherine Smelas	Graduate Fellow New York Law School Justice Action Center	–managed Street Law Program at MS 22 in the Bronx –application sections I.D. and E.	–Member, initial Board of Trustees
Asha Smith	Staff Attorney Bronx Criminal Defense Practice, Legal Aid Society	–Masters degree in education –provision of legal services to underserved communities	–Advisory role
Dr. Mary Ellen Sullivan	Assistant Professor of Teacher Education and Chair, Teacher Education Department College of Mount Saint Vincent	–teacher education –high school curriculum and academic programs –application sections II. A.-E., III. D.-E.	–Member, initial Board of Trustees
Linnet Tse	Community volunteer	–financial management –budget analysis –former president of public school board of education –not-for-profit organizations –application sections III. C., J.-M.	–Member, initial Board of Trustees
Kelly Weiner	Third-year law student New York Law School	–application section II. F. and code of conduct	–Advisory role
Amanda Wichot	Legal assistant Bracewell & Giuliani LLP	–application section III. C. 2.	–Advisory role

B. Board of Trustees and Governance

Proposed Board members possess the experience and qualifications that demonstrate the capacity to found and sustain a high-quality charter school. Our proposed Board will be composed of educators, administrators, attorneys, and former members of public school boards of education who have expertise in curriculum and instruction, education law, school operations, and school finance. Information about proposed Board members is included in Attachment 5a.

The table below lists the proposed Founding Board of Trustees.[23] All members of the Founding Board will have a vote and all will serve from the date the charter is issued until the

[23]Eric Henry was proposed as a member of the Founding Board of Trustees in the letter of intent but his current employment precludes such a role.

first annual meeting of the School's Board of Trustees anticipated for June 2014. At the first annual meeting of the Board of Trustees in June, members of the Founding Board can seek a position on the Board of Trustees.

Proposed Founding Board of Trustees

Trustee Name	Voting Y/N	Position on the Board	Length of Initial Term
Janine Azriliant	Y	Trustee	December 2013-June 2014
Gaye Burton-Chavis	Y	Trustee	December 2013-June 2014
Cynara Hermes	Y	Trustee	December 2013-June 2014
Darren Johnson	Y	Trustee	December 2013-June 2014
Jennifer LaMarsh	Y	Trustee	December 2013-June 2014
Richard Marsico	Y	Trustee	December 2013-June 2014
Edward Meyer	Y	Trustee	December 2013-June 2014
James O'Neal	Y	Trustee	December 2013-June 2014
Katherine Smelas	Y	Trustee	December 2013-June 2014
Asha Smith	Y	Trustee	December 2013-June 2014
Dr. Mary Ellen Sullivan	Y	Trustee	December 2013-June 2014
Linnet Tse	Y	Trustee	December 2013-June 2014

The Board of Trustees will control and manage the operations and affairs of the School. The Board recognizes the authority of the Board of Regents as the chartering entity. The School's proposed by-laws recognize that the Board of Regents and the NYSED may visit, examine into, and inspect the School, including its records, under the Board of Regents' oversight authority to ensure that the School is in compliance with all applicable laws, regulations, and charter provisions. The proposed by-laws also recognize that all changes to the by-laws or Charter are subject to approval by the Board of Regents and NYSED. Copies of the Board's proposed by-laws and code of ethics are included as Attachments 5b and 5c.

The Board will establish, maintain, and oversee the implementation of policies and procedures for the operation of the School. The Board is required to ensure that the School is provided with the resources for its proper operation; develop, adopt, and revise the School's education goals, policies, and budget; identify and prescribe powers and duties for officers and employees of the School; oversee the School's financial affairs to ensure the School is operating in a fiscally responsible manner; and evaluate reports and assess data to determine whether the School's academic goals are being met. Trustees are required to ensure that students enrolled in the School receive an exceptional education; embody, preserve, and promote the School's mission, purpose, and core values; advocate for the School's best interests and exercise independent judgment; conduct themselves at School proceedings in an ethical, legal, and transparent manner; adhere to the School's by-laws, charter, code of ethics, and all applicable laws and School policies, particularly those relating to disclosure of conflicts of interest,

compensation, gifts, and contracts; promote parental and staff involvement in school governance; hold all children to high standards of social and academic excellence; and demonstrate a wholehearted commitment to the School, its mission and vision.

The Board will consist of between five and twenty-five individuals. The Board will elect the trustees by a vote of the majority of trustees. The terms of the trustees elected at the first annual meeting of the Board will be staggered into one-, two-, and three-year terms. Therafter, the term of each trustee will continue for three years, and trustees may not serve more than two consecutive terms. Trustees-elect assume office subject to the approval by the Board of Regents, and all trustees will serve without compensation.

The Board will reserve two seats on the Board for ex-officio trustees, one of whom will be a parent of a child enrolled in the School, and one of whom will be a resident of Community School District Nine. Upon majority vote, the Board may enter into an agreement with one or more entities to be an Education Partner. The Board will reserve one seat on the Board to be designated by each Education Partner at the annual meeting of the Board.

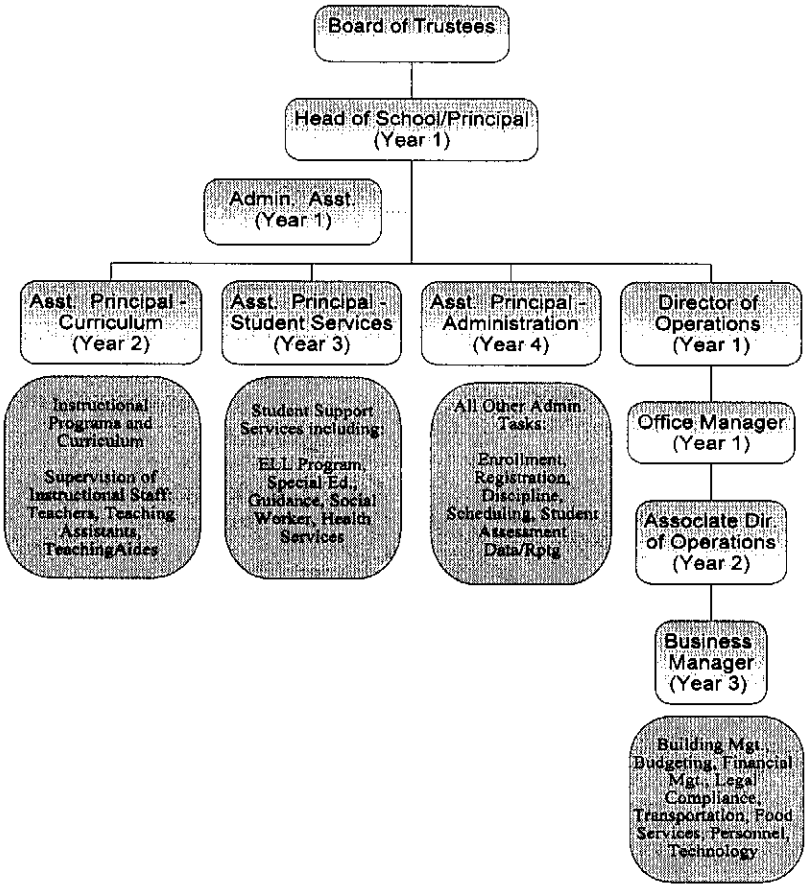
The Board will annually elect officers, including but not limited to a President, a Vice President, a Secretary, and a Treasurer. The term of office of each officer will be one year. The specific responsibilities and obligations of each officer are enumerated in the by-laws.

The Board will hold its annual meeting in June of each year to elect trustees and officers, make and receive reports on corporate affairs, and transact other business. In addition, the Board will meet for a minimum of twelve regular meetings each year. All meetings will be conducted in compliance with the New York Open Meetings Law. Public notice of the time and place of each Board meeting shall be given to the news media and shall be conspicuously posted on the School's website. In addition, the School will provide notice of its meetings to elected officials, community boards, and other organizations with an interest in child welfare. All meetings shall be held in places accessible to the public. The School will also encourage members of the staff to attend Board meetings and make presentations to the Board in their areas of expertise.

Moving forward, the School will seek to develop a Board of Trustees that has combined expertise in law, personnel, public relations, K-12 education, community history and current affairs, financial management, school operations, and fundraising. We will continue to reach out to experts, community residents and representatives, not-for-profit organizations, and education and other professionals to fill these seats.

C. Management and Staffing

1. Organizational Structure and Responsibilities of Key Administrators: The organizational chart below shows the management and reporting structure for the School. Starting with the essential positions of school principal and director of operations in year one, school leadership positions will be added as enrollment increases in order to provide the necessary leadership and oversight for instruction/curriculum, student support services, and business/financial operations.



Principal: The School principal will be hired by the Board, report directly to the Board, the public face of the School, and responsible for the overall success of the School. The Board will undertake an extensive regional search for the School principal, with the help of a search firm, as soon as its charter has been authorized, with the intention of filling this position by January 1, 2014. The principal, as the School's chief executive, is responsible to ensure that the School is true to its mission and achieves its annual and longer-term objectives. Initially, the principal will be responsible for hiring, supervising, and evaluating all School staff; as more administrators are added, the principal will retain responsibility for directly supervising only administrative staff but will still have overall responsibility for all personnel decisions. S/he will also be the instructional leader in the first year, sharing that responsibility with the assistant principal for curriculum once that position is filled in year two.

Assistant Principal--Curriculum: The assistant principal for curriculum will be hired in year two and will be responsible for the development and implementation of all instructional programs and the supervision and evaluation of all instructional aspects of the School.

Assistant Principal--Student Services: The assistant principal for student services will be hired in year three and will be responsible for the School's ELL program and its special education services, including implementation of students' IEPs and compliance with related state and federal regulations.

Assistant Principal--Administration: The assistant principal for administration will be hired in year four and will have responsibility for administrative matters related to students and student learning. Examples of responsibilities include registration and enrollment, disciplinary matters, scheduling, assessments, and the reporting of such data; the policy manual; and the supervision of administrative assistants and aides.

Director of Operations ("DOO"): This key position will be filled shortly after the School's charter is granted. Initially, the DOO will work with a firm such as Charter School Business Management ("CSBM") to set up the appropriate financial infrastructure and front and back office structure. We anticipate that the School will contract with CSBM, or an equivalent organization, to handle the day-to-day accounting and business functions during the start-up period. Work will gradually transfer to the School when the associate director of operations is hired in year two and a business manager is hired in year three.

A more complete description of qualifications and responsibilities for each of these key positions in included in Attachment 8a.

2. Staffing Plan: The staffing required to implement the School's program is shown in the table below, which is aligned with the School's enrollment plan and educational program.

	Number of FTE				
	Year 1	**Year 2**	**Year 3**	**Year 4**	**Year 5**
	2014-15	**2015-16**	**2016-17**	**2017-18**	**2018-19**
Grades Served:	9	9-10	9-11	9-12	9-12
Enrollment:	110	215	315	410	410
Position					
Principal	1.0	1.0	1.0	1.0	1.0
AP - Curriculum	0.0	1.0	1.0	1.0	1.0
AP - Administration	0.0	0.0	0.0	1.0	1.0
AP - Student Services	0.0	0.0	1.0	1.0	1.0
Director of Operations	1.0	1.0	1.0	1.0	1.0
Associate Director of Operations	0.0	1.0	1.0	1.0	1.0
Business Manager	0.0	0.0	1.0	1.0	1.0
Office Manager	1.0	1.0	1.0	1.0	1.0
Administrative Assistant	1.0	1.0	2.0	3.0	4.0
Teachers – SPED	1.0	2.0	3.0	4.0	4.0
Teaching Assistants	4.0	8.0	12.0	16.0	16.0
Teachers – ELA	2.0	4.0	5.0	6.0	6.0
Teachers – Math	1.0	2.0	3.0	4.0	4.0
Teachers - Social Studies	1.0	2.0	3.0	4.0	4.0
Teachers – Science	1.0	2.0	3.0	4.0	4.0
Teachers - Foreign Languages	1.0	2.0	3.0	4.0	4.0
Teachers – ESL	0.5	1.0	1.0	1.0	1.0
Teachers - Physical Education / Health	0.5	1.0	1.5	2.0	2.0
Teachers – Art	0.0	0.0	0.0	1.0	1.0

School Aide	1.0	1.0	1.0	1.0	1.0
Guidance Counselors	1.0	2.0	3.0	4.0	4.0
Social Worker	0.5	0.5	1.0	1.0	1.0
Nurse	0.0	0.0	0.0	0.0	0.0
Total	18.5	33.5	48.5	63.0	64.0

The School aims to keep regular class size to approximately 20-22 students. In addition, as more fully described in Section II.G, the School will offer one ICT class per subject, per grade, as well as SETSS. To meet these needs, in year one there will be one full-time special education teacher, with an additional special education teacher added each subsequent year until the School is fully enrolled. For the first year, a half-time ESL teacher will be employed to provide services to the School's English language learner population; as enrollment increases, in year two, this will increase to a full-time position. Our budget also includes an additional ELA teacher beginning in year one to meet the anticipated need to strengthen our students' reading and writing skills; this will enable the School to provide all ninth and tenth grade students with an extra second section of ELA, more than twice the number of minutes of instruction per week required by the New York State Education Department (460 minutes per week vs. 180 required). The budget, as provided in Attachment 9, is designed to support this staffing plan over the first five years of operation.

3. Strategies for Recruiting and Retaining Staff: The Board of Trustees will begin an extensive regional search for the principal, with the help of a search firm, immediately after the School's charter is authorized. Key qualifications for the principal include previous experience in a leadership position in a high-performing public high school, preferably as the principal; a track record that demonstrates the ability to lead and inspire teaching staff; instructional leadership qualities; and familiarity with school finances and business operations.

In the pre-opening plan, $30,000 has been budgeted for staff recruiting, reflecting our plan to use a search firm (such as The K12 Search Group, Inc.) for the principal. Funds are also budgeted for staff recruitment in each year of the five-year operating plan. This will enable us to widely publicize job openings online, in print (e.g. Education Week), and, if necessary, enlist the help of a search firm to seek the best candidates. We will reach out to alumni and career services offices of graduate teaching programs, network with professional associations, attend teacher recruitment fairs, and utilize our personal networks.

We believe we will be able to attract and retain qualified, effective staff members based on a variety of factors, including:

Fair compensation: The School will offer competitive salaries for all positions. For the head of school, we have budgeted $130,000, and for teachers, an average of $68,000, which will enable us to recruit teachers with a Master's degree and two-four years of experience. In our five-year operating budget, we have estimated an average three percent increase in salaries annually. We will provide health care benefits and will match employee contributions to a 401(K) plan up to three percent of salary for all employees who have completed two years of employment at the School.

Collaborative, supportive environment: We believe that highly driven, passionate, effective teachers and school administrators will be attracted to our School, not only for its

unique educational program and smaller class sizes, but also because it will be a school in which the focus is clearly on students, students are highly-motivated, and there are strong supports for the students and staff. The teaching staff will be encouraged to collaborate, and will have time built into their schedules for professional development and team/academic meetings. Teachers will be supported by ongoing professional development, and new teachers will be assigned mentors.

Partnerships: Our partnerships with New York Law School and the College of Mount Saint Vincent will also provide the School with networks we can to use to recruit outstanding candidates.

A teacher's performance will be evaluated based on a combination of formal and informal observations and student assessment data. Frequent, informal classroom drop-ins will be practiced, following the Danielson teacher evaluation model. Student assessment data will inform key recruitment, evaluation, professional development, and retention decisions.

C.1. Charter Management Organization: Not applicable.

C.2. Partner Organizations

The School proposes New York Law School and the College of Mount Saint Vincent as partner organizations. These organizations offer the School expertise in law, law-related education, and K-12 public education; and resources in the form of students, faculty, alumni, and facilities. As a partner organization, the Law School will provide its facilities for School programs and activities. The Law School will also offer its expertise in designing law office internships and will assist the School in developing placements through its extensive alumni network. Law School faculty will also offer professional development opportunities to School faculty, in particular relating to incorporating law and social justice themes into the School's curriculum and training the School's students to participate in extra-curricular activities such as moot court and trial advocacy. Students from the Law School will serve as mentors for the School's students.

We expect that the School will be a site for the College's planned Urban Residence Program and for its undergraduate Teacher Education Program. Students in the Urban Residence Program who will be earning a graduate degree in education and teaching certification, will serve as teaching assistants in the School and play a crucial role in supporting teachers and providing support for special student populations. College students will be mentors for the School's students, and psychology and sociology students may serve internships at the School. College faculty will provide professional development to the School's teachers and can provide other support to teachers and administrators. The College will offer a college experience to rising seniors and offer them the opportunity to register for College courses during their senior year. Finally, the College will offer advice to students as they plan for college, including information about the application process and financial aid. Neither the Law School nor the College will charge fees to the School for these services.

Contacts for the proposed partner organizations are:

1. New York Law School: Richard Marsico–New York Law School, 185 West Broadway, New York, New York, 10013; (212) 431-2180; rmarsico@nyls.edu

2. The College of Mount Saint Vincent: Dr. Mary Ellen Sullivan–College of Mount Saint

Vincent, 6301 Riverdale Ave., Riverdale, New York, 10471; (718) 405-3281; maryellen.sullivan@mountsaintvincent.edu

D. Evaluation

The evaluation system will hold all stakeholders accountable for the realization of the School's achievement goals. The system will provide a mechanism for driving School improvement.

1. Process of Data Collection: Data derived from varied sources will be collected on an ongoing basis. These include daily attendance, discipline and guidance referrals, student assessment, and enrollment/retention data. Additionally, data from student, parent, and teacher satisfaction surveys will be collected. The Board will review with the principal, upon hire, its research findings for three data management systems. Collectively, they will select a system that will provide an efficient way to collect, manage, access, aggregate, and disaggregate data.

2. Monitoring, Using, and Making Data-based Decisions: A weekly data report will be generated and shared with the faculty and support staff at the planning meeting every Friday. The principal will provide the Board with an update using this data at monthly Board meetings. In addition to the weekly and monthly review of data, two formal reviews at the conclusion of each semester will be conducted during professional development days that are scheduled in the academic calendar. The principal will present the analysis of the data to the Board at the conclusion of both academic semesters. The review, analysis, and discussion of the data will guide decision-making at the School. Evaluation at the School will be cyclical and include a process of assessment, analysis, and application. Teachers will use assessment results to inform and differentiate instruction. When needed they will revise their goals and action steps on their professional development plan. Administrators will evaluate classroom, teacher, and grade level performance to determine interventions, prioritize professional development, and identify teacher, grade level, and/or School-wide action plans. Similarly, the Board will assess School progress toward achievement goals and develop, with the principal, an action plan to target areas of need.

The data system chosen will provide parents/guardians and students access to information about attendance, achievement in course work and testing, and credit accumulation. Students will use this data to update and revise their Individual Learning Plans.

3. Operational Effectiveness and Fiscal Soundness: The director of operations ("DOO") will be responsible for ensuring the fiscal soundness, operational viability, and legal compliance of the School. The DOO will prepare the annual budget and monthly reports. The monthly reports will be reviewed by the principal and the Board at its monthly meetings. The Board will retain an accountant to prepare the annual outside audit report.

4. Teacher Evaluation Aligned with the State's Approach: Teachers at the School will be provided varied support structures to improve instruction and pedagogy through the comprehensive Professional Development Program. The collaborative and supportive environment of the School will assist each teacher in acquiring the knowledge, skills, and resources needed to impact student achievement. The evaluation process at the School will be aligned to New York State mandates for Annual Professional Performance Review ("APAR"). The Danielson Framework for Teaching will be used to evaluate teacher effectiveness. In

addition to observations of instructional practice, teachers will provide evidence of impact on student achievement. This impact will be determined by state and locally created measures that assess student mastery of standards. Observations of teachers will include classroom walk-throughs, and informal and formal observations. During the first year the evaluation of all teachers will be conducted by the principal. In year two, the assistant principal for curriculum will assist the principal in the evaluation process. School administrators will conduct walk-throughs on a weekly basis. Informal observations will be conducted at least once during each marking period. Teachers will utilize feedback from these to address areas of concern prior to the formal evaluation. Each teacher will be formally observed at least twice, once during each semester. If the rating of the second observation of the year is deemed developing or unsatisfactory, a third observation will be conducted. An action plan with a timeline will be created for any teacher whose final evaluation is developing or unsatisfactory.

The process for the formal observation will include a pre-observation meeting during which the teacher will present the instructional plan and an explanation of how the plan aligns with the goals for the course. The teacher and administrator will have a post-observation conference during which the teacher shares his or her reflection on the lesson, identifying strengths and areas in need of improvement. Additionally, an analysis of a formative assessment administered during the lesson will be reviewed. The principal will verbally provide an overview of the lesson using Danielson's framework. At this time the administrator and the teacher will review the Professional Development Plan ("PDP") and assessment data. Action plans with timeline implementation will be created if needed. Within one week of the post-observation conference the administrator will provide a narrative of the formal observation and graded rubrics. At the conclusion of the year, the teacher will be provided with a summative evaluation that assesses instructional performance and impact on student achievement.

5. School Leaders and Administration: All administrators will develop a PDP that is similar to the PDP developed by the faculty. This will provide a mechanism for administrators to establish goals, develop an action plan, and monitor programs. Goals will be aligned to the School's achievement goals. An evaluation of the principal will be conducted by the Board at the end of each semester. Multiple sources of data, including School-wide assessment results; parent, student, and teacher surveys; attendance and retention records; credit accumulation reports; and disciplinary referrals will be examined. The Kim Marshall Principal Evaluation rubric will be used as a summative assessment of the principal's job performance as it relates to the following domains: Diagnosis and Planning; Priority Management and Communication; Curriculum and Data; Supervision, Evaluation, and Professional Development; Discipline and Parent Involvement; and Management and External Relations. The assistant principals for curriculum, student services, and administration will undergo a similar process. The principal will conduct the reviews for these positions. The mid-year evaluations of all administrators will provide formative feedback to guide the execution of their respective responsibilities during the second semester.

6. Evaluation of Board Effectiveness: The Board will conduct a formal assessment of its effectiveness at the conclusion of each academic year. Members will create a self-assessment instrument to assess the Board's performance in the following areas: membership participation; communication with the administration; monitoring of School-wide data; financial oversight;

evaluation of the principal; and achievement of School goals. Administrators will complete a survey to assess the degree to which they feel the Board has supported academic, operational, and fiscal management of the School. The Board will use the results of this review to inform the goals for the subsequent academic year.

7. Family, Student, and Teacher Satisfaction: The DOE Learning Environment Survey will be implemented to determine the level of student, parent, and teacher satisfaction with the emotional, social, and academic environment at the School. This information will be reported on the School's Report Card and included in the annual report to NYSED. Administrators will share information with the School community and adjustments will be made based on survey results.

E. Professional Development

1. High Quality and Comprehensive Professional Development Program: The Professional Development Program (the "Program") will be aligned to research-based practices and reflect the theoretical precepts of adult learning theory. Adult learning theory underscores the importance of motivation, commitment, and application as central to successful learning experiences for an adult. In essence, teachers are willing to actively engage in professional development opportunities when they have a voice in the process, understand how it will improve their practice, and recognize the direct application to the classroom.[24] The guiding principles for the Program will be that professional development must: be embedded into the academic calendar; provide teachers with social, emotional, and instructional support; connected to the work of the teacher; responsive and flexible to address immediate and long term goals; and provide varied levels of support and knowledge-building experiences.[25]

2. Creating a Professional Climate: Ongoing and high-quality professional development will be provided to teachers and support staff. The implementation of Professional Learning Communities ("PLCs"), peer mentoring, coaching, and ongoing professional development embedded into the academic calendar will provide multiple opportunities for faculty to obtain the skills, knowledge, and resources to be highly effective educators. The PLC has been lauded as a powerful approach to staff development which promotes ongoing dialogue among staff, faculty, and administrators as they "continuously seek, share knowledge, and act on what they have learned."[26] As a PLC, teachers will participate in classroom intervisitations and a lead teacher, designated by the principal and/or the assistant principal for curriculum, will allow his or her classroom to serve as a laboratory in which teachers can observe lessons and student

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[24]Yvonne D. Trotter, *Adult Learning Theories: Impacting Professional Development Programs*, 72(2) Delta Kappa Gamma Bull 8-13 (Winter 2006).

[25]Trumbull Public Schools, *Plan for Continuous Teacher Improvement/Professional Learning/Supervision Evaluation*, October 2006, http://trumbullps.org/teacheval/06eval.pdf (last visited Mar. 12, 2013).

[26]SEDL, *Issues about Change*, http://www.sedl.org/change/issues/issues61.html (last visited Mar. 14, 2013).

work. Additionally, these classroom observations and the reflective dialogue that ensue will help support the collaborative efforts to meet the needs of ELLs, students with IEPs, and students at-risk of failure, while enabling faculty to become knowledgeable in core-curriculum embedded best practices. The development of a PLC will provide a structure for peer mentoring and the sharing of successful practices. Peer mentors will be selected by the principal and/or assistant principal for curriculum to serve in supportive roles to teachers. Teachers will be encouraged to share successful practices and/or lessons at weekly staff meetings or professional development sessions.

4. Ongoing, Weekly Professional Development: Each Tuesday morning, there will be a ninety-minute professional development session. There will also be a two-hour block devoted to staff planning and meeting time on Friday afternoons. The formation of grade-level teams will help to foster the collaboration needed to ensure success for all. Since the School will implement looping, these teams will work together over a two-year period. Common planning time each Friday afternoon will enable teachers to plan instruction, monitor student performance, determine intervention strategies, and engage in reflective dialogue about successful practices. Professional development will be a collaborative effort and provided by administration, faculty, and support staff of the School, as well as faculty from the College and the Law School. Possible workshop topics include but are not limited to Curriculum Mapping, Developing Literacy Across the Curriculum, Differential Instruction, Supporting the Social and Emotional Development of Adolescent Learners, Second Language Acquisition and Sheltered Instruction, Integrating Law and Social Justice into the Curriculum, Using Data to Differentiate Instruction, Understanding the IEP, and Response to Intervention.

5. Professional Development In-Service Days: There are four professional development days built into the calendar. Scheduled at the end of each academic semester, these days will provide additional time for rating, review, and analysis of assessment data. The data inquiry team, consisting of faculty members, support staff, and administrators, will guide the discussion of data during these professional development days. The data team will model the inquiry process of data analysis using the framework suggested by Bambrick-Santoyo in *Driven by Data: A Practical Guide to Improve Instruction.*

6. Summer Institute: Faculty, staff, and administrators will participate in a week-long institute prior to the commencement of the school year. During the Summer Institute, teachers will develop their Professional Development Plan, which will include long- and short-term goals, the activities that the teacher will participate in to achieve the goals, and a reflection on progress toward achievement of goals.

7. Building Organizational Capacity: The multi-faceted nature of the professional development program will build organizational capacity in several ways. Professional development will be linked directly to the goals and the mission of the School. The development of PLCs, peer mentoring, and turnkey practices provide varied ways for faculty to contribute to and take ownership of professional development. Additionally, the design of the professional development program at the School, as well as the partnerships with institutions of higher learning, will build organizational capacity. Professional Development Schools--partnerships between K-12 schools and Teacher Education Programs--have been cited as having a positive

impact on student achievement and teacher quality.[27] College faculty will serve the School in a variety of ways, including coaching, presentation of professional development workshops, and consultation. Through its undergraduate and graduate programs in Urban and Multi-Cultural Education and Teaching English to Speakers of Other Languages, the College has a long standing history of preparing pre-service and in-service educators to teach in urban settings.

F. Facilities

The School does not have a facility. We submitted information to the DOE on January 2, 2013, indicating that we are seeking to co-locate in a DOE facility. In case we are not able to co-locate, we will need to find private space. In order to help us plan, we spoke with James Clarke of Fillmore Realty, a real estate agency with expertise in locating private space for charter schools. We also spoke with Charlie Kaplan, an architect with Gluck and Partners, an architectural firm with experience in renovating and designing educational facilities, including Legal Outreach's new space. At a rate of approximately 100/square feet per student, the School will require approximately 11,000 square feet in its first year, growing in 11,000 square foot increments per year until its fourth year, when it will require approximately 44,000 square feet. Ideally, we would like to co-locate in a DOE facility of this size at the start. In case we do not co-locate, we will likely seek an initial space of 11,000 in our first year that could be expanded to 22,000 square feet in our second year, and then seek a more permanent location.

In its first year, the School will require five classrooms. We will also require a science lab; a multi-purpose room for breakfast and lunch, physical education, and school gatherings; an office suite that can accommodate our principal, operations director and support staff; a reception area; a faculty lounge/office space; and a space for student support personnel, including the guidance counselor and social worker. As the School grows, we will need five more classrooms per year until we reach full enrollment and require at least twenty-two classrooms, adding at least one or two more classrooms for additional purposes. We will also require additional office space, laboratories, rest room facilities, and an expanded multi-purpose room.

Our proposed budget assumes co-location. If we are not able to co-locate, we will have to adjust our budget to reflect rent, the cost of renovations, and other expenses that we would not have in a DOE facility, including for a nurse, janitor, and security. At a rate of approximately $25/square foot, rent in our first year would be approximately $275,000. In addition, we would seek a space that required limited renovation. According to Charlie Kaplan, the cost of renovating such a space would be $30-$40/square foot, or approximately $33,000 to $44,000 in the School's first year. We will ensure that any private facility we lease conforms with all federal, state, and local laws relating to accessibility for people with disabilities.

We do not know what the timetable is for the DOE to make a decision on our request for co-location. We will stay in contact with the DOE during the application process. We will also start to develop more definite plans for leasing a private space if this becomes necessary.

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[27]Arthur E. Wise and Marsha Levine, *Ten Steps to Improve Student Achievement in Low-Performing Schools in Urban Districts*, http://www.ncate.org/AccreditationResources/ProfessionalDevelopmentSchools/PDSResources/ImprovingStudentAchievement/tabid/502/Default.aspx (last visited Mar. 12, 2013).

G. Insurance

The School will obtain insurance, at a minimum, as follows:

General liability--$2 million aggregate and $1 million per occurrence;

Umbrella liability--$5 million;

Directors and Officers liability--$1 million;

Student accident and medical expense--$1 million;

Property insurance--$250,000; and

Automobile insurance for privately-owned automobiles used for school business. We have included funds in our budget to purchase this insurance.

H. Health, Food, and Transportation Services

1. Health Services: The School will comply with all health services requirements applicable to public schools, including, all immunization requirements and diagnostic testing requirements. We hope to co-locate in a DOE facility and to use the nursing services provided at the facility. We will provide to all students the level of heath services mandated by Sections 2853 and 912 of the Education Law. The School will comply with and enforce mandatory immunization requirements. New York State law requires that each student entering kindergarten or a new school district in grades 1-12 have a certificate of immunization at the time of registration, or not later than the fourteenth day of school. If student immunization records are not submitted to the School, a letter will be sent to the family notifying them that their child will be excluded from school. A review of student immunization requirements and the proper supporting documents shall be completed for all new students. New York State immunization requirements include Diphtheria/Toxoid Containing Vaccine (DTP, DTaP)--3 Doses; Polio (IPV or OPV)--3 doses; Measles/Mumps/Rubella (MMR)--2 doses of measles containing vaccine and 1 dose each of mumps and rubella (preferably as MMR); Hepatitis B--3 doses; and Varicella (Chickenpox)--1 dose. Parents may seek waiver of immunization by complying with Section 2164 of the Public Health Law. The School will also comply with on-site automated external defibrillator ("AED") equipment as required by Section 917 of the Education Law. The School will ensure ready and appropriate access for use of the AED during emergencies and shall ensure that at least two staff members are trained in the operation and use of the AED.

If a student requires medication during school hours, the distribution of such medications will be supervised by the School nurse. Prescription medications must be supplied in the original pharmacy container and must be identified with the following information: Student Name; Name of Medication; Doctor's Name and Phone Number, Pharmacy and Phone Number. Non-prescription medication must also be supplied in the original container and must be accompanied by written instructions from a physician and consent from a parent/guardian. In the absence of the School nurse, the office manager will be the primary person designated and authorized to administer medication. The assistant principal for student services will be the back-up person for the office manager. All medication must be placed in a locked box in the School nurse's office or the main office of the School. Before any medication may be administered to any student during School hours, the School requires: 1) the written request of the parent(s) or guardian(s), which shall give permission for such administration and relieve the School and its employees of

all liability for administration of medication; and 2) the written order of the prescribing physician, which will include the purpose of the medication, the dosage, the time at which or the special circumstances under which medication shall be administered, the period for which the medication is prescribed, and the possible side effects of the medication. Both documents shall be kept on file with the School nurse or the main office of the School.

The School will store all health records for enrolled students. Cumulative student health records shall be held until the student is twenty-seven years old. Immunization records will be held for ten years after the immunizations are administered.

2. Food Services: The School will offer breakfast, lunch, and snacks in compliance with all requirements of the DOE School Food and Office of Food and Nutrition Services and/or the U.S. Department of Agriculture's free and reduced price breakfast, lunch and snack programs for eligible students. If the School is located in DOE facilities as requested, the School will seek to participate in the existing food services program. If the School is housed in a private facility, the School will attempt to contract with the DOE to provide hot meals if there are sufficient kitchen resources available. If not, the School will arrange for cold meals to be provided in the classroom or other designated common areas and will secure a refrigerator for short-term storage of milk, cold meals and perishables. The School reserves the right to contract with another food service provider if such policy is set by the Board.

The School will adhere to all applicable program requirements including meal pricing, determination of eligibility, nutritional value, and reporting requirements. All food service subsidy revenues received from the federal and State meal programs shall be used exclusively for the purpose of providing meals to eligible students, and for no prohibited purpose.

All students who enroll at the School will complete School Meals Application forms required for participation in the federal free- and reduced-price breakfast, lunch and snack programs.

3. Transportation: The School will provide transportation services for all students in accordance with Sections 2853(4)(b) and 3635 of the Education Law. The School's students will receive the same transportation services as other New York City public school students. Eligibility for busing and half-fare or full-fare Metrocards is determined and provided by the Office of Pupil Transportation ("OPT"). The School will not guarantee that a student's parent or guardian will have yellow school bus service or half-fare or full-fare Metrocards until such service eligibility has been confirmed by the OPT. In the event that students are ineligible for transportation services through the OPT, the parents or guardians of such students will be responsible for providing transportation. Transportation for special education students will be provided in accordance with all applicable state and federal laws. The School's students will receive transportation services for which they are eligible under Education Law Sections 2853(4)(b) and 3635.

On days when the regular DOE public schools are not in session, the School shall seek arrangements with the DOE, if necessary, to ensure transportation at cost, pursuant to Section 2853(4)(b) of the Education Law. If unable to make such arrangements, the School will purchase and provide Metrocards to students and/or pursue other third party transportation companies. Funds have been allocated to this transportation need in our budget projections and will be an

annual budgetary item of the School.

I. Family and Community Involvement

The School will engage and collaborate with students, parents, and community residents in order to achieve its goals of providing a high-quality education to its students. Through an inclusive governance structure, regular meetings with and reporting to elected community officials and community leaders, well–publicized and interactive Board meetings, a code of conduct that creates an inclusive culture of parental involvement, and an active Parent/Teacher/Student Association, the School will ensure active family and community involvement. The School's by-laws require that at least one Board member be a parent of a current student and that one Board member be a community resident. The parent and community resident Board member have all voting rights and powers of all other members of the Board. We have also begun to develop relationships with elected officials in our proposed community. We expect to continue to meet periodically with elected officials to receive their input and advice about the School and to report on the School's progress and its record of meeting its goals. We have also met with representatives of the Community Boards in our proposed community and will continue to meet with them and receive their advice and report on our progress. We have met with several community-based organizations and received their advice and suggestions. We will continue to build our relationships with these organizations and expand our network of community contacts.

The School will publicize its Board meetings. We will comply with all requirements of the Open Meetings Law. We are building an email distribution list and will send notices of all of our meetings to our list.

The School's Code of Conduct has a developmental approach to creating a positive learning culture and environment in the School. The Code includes a section that describes expectations for the School community, including parents. Parents are expected to ensure their children attend school every day, complete assignments, and have a positive learning attitude. In addition, the Code includes restorative justice approaches to discipline, which involve various members of the School's community in disciplinary matters.

The School will actively encourage the creation of an active Parent/Teacher/Student Association. We hope that the Association will promote community and parental involvement in School events, and that it will develop enrichment programs for the students. We expect that the Board will have a liaison to the Association and meet regularly with it to share information.

J. Financial Management

The School's financial management policies and procedures will be developed to ensure appropriate fiscal responsibility and management of its private and public funding in accordance with the law and Generally Accepted Accounting Principles ("GAAP"). The School's Board will have ultimate responsibility for approving fiscal policies and providing academic, fiscal, and regulatory oversight of the school. The principal will be responsible for the School's financial management under the direction of the Board. The director of operations will be responsible for implementing all financial and operations matters. Initially, the School will use contracted services for its day-to-day accounting and business functions. This work will gradually be transferred to School staff as an associate director of operations is hired in year two and a

business manager is hired in year three. The Board's standing Finance and Audit Committees will provide direction and oversight in all financial matters, including the preparation of the annual operating budget and a five-year financial plan.

1. Accounting Procedures and Controls: The School is committed to developing and maintaining fiscal policies and procedures that ensure sound internal controls, fiscal responsibility and accountability in accordance with GAAP, and adherence to the Financial Accounting Standards Board ("FASB") rules and regulations. Control procedures will be established to ensure the School's internal control structure, thereby safeguarding the School's assets. In setting up the structure of the financial function, the Board will ensure that there are sufficient checks and balances and that there is an appropriate segregation of duties.

2. Reporting: In addition to the preparation of the required annual financial statements in accordance with GAAP, monthly budget reports will be required by the Board, including a comparison of actual year-to-date spending compared with the budget and the prior year. Periodic budget and cash flow forecasts/projections will also be required.

3. Audit: The School's board will be responsible for hiring an independent auditor to perform an annual audit of the financial statements prepared under the direction of the director of operations. The Board Audit Committee will have responsibility for overseeing the audit process, which will be performed by an independent auditor in accordance with the Generally Accepted Auditing Standards. The Audit Committee will review the audit report, including the auditor's Management Letter, and will have the director of operations make recommendations to the Board regarding any corrective actions recommended by the auditor.

4. Tracking Enrollment and Eligibility: The director of operations will be responsible for tracking student enrollment and attendance eligibility, as well as eligibility for free-and-reduced-price lunch, Title I eligibility, and special education and ELL enrollment as it relates to state and federal entitlements, as well as other grants.

5. Other Financial Management Responsibilities: The director of operations will also have responsibility for preparing monthly bank account and credit card reconciliation reports, payroll, human resources, procurement, and technology.

K. Budget and Cash Flow

A proposed budget and cash flow plan for the School is provided in Attachment 9. This financial plan supports the School's mission and educational plan, and is based on conservative assumptions.

1. Investment in a Rigorous Curriculum, Academic Support/Enrichment, and Law-Related Education: The School's five-year budget and cash flow support the School's rigorous academic program. Sufficient teaching staff is budgeted to provide all students with four years of ELA, math, social studies, science, and foreign language, and to provide ninth graders with an additional section of ELA. Students will participate in Summer Bridge Programs focusing on persuasive writing and communication, literacy, and oral and written advocacy for rising ninth and tenth graders. Rising twelfth graders will also attend a college preparatory bridge program on the campus of the College of Mount Saint Vincent. The School will also offer a legal education program every Tuesday morning from 8:40-10:10 while teachers are in professional development/departmental meetings. The program will be composed of a ten week session for

each grade. The School will contract for these services with an organization that specializes in teaching law and legal skills to high school students. Funding is provided for both of these programs in the "Other Purchased Services" line in years one through five.

2. Key assumptions: The School's pre-opening budget and cash flow plan, first-year budget and cash flow plan, and five-year budget and cash flow plan all use conservative assumptions. In the pre-opening period, only the principal and operations director are hired.

*Per-pupil revenues are very conservatively assumed to increase 2% in year two from 2012-13, then remain flat for the remainder of the five-year period. Note that this compares with a compounded annual growth rate of 4.2% (or 22.7% in total) for the most recent five-year period (2007-08 to 2012-13).

*Teacher salaries are competitive per NYC teacher salary tables, and are projected to increase 3% a year. A conservative 22% of salaries is assumed to cover payroll taxes (11% for social security, Medicare, SUTA, FUTA, and WC) and health benefits.

*Professional services--insurance and audit--are assumed to increase at a 5% annual rate.

*Charter School Program Planning and Implementation Grant is assumed to be $500,000. $200,000 of that will be used in the pre-opening period to cover salary and limited start-up expenses. The remaining will be applied to the School's first year.

*The School does not rely on significant fundraising revenues to cover its operating expenses. A nominal $25,000 per annum is assumed for contributions and donations. The Board will have a Fundraising Committee, charged with organizing activities and soliciting donations in order to raise a minimum of $25,000 each year.

3. Contingency Plans: The budget was prepared under the guidance of those well-versed in charter school finances, including Charter School Business Management. Both revenue and expense assumptions are conservative; we believe that we have also realistically projected necessary expenses, resulting in a robust budget that can handle unexpected changes in revenues or spending needs. By using conservative assumptions, we believe that there is a degree of built-in contingency funding available. Should there be an unanticipated operating shortfall, we would review each expenditure line very carefully and all discretionary spending would be put on hold. We would also consider raising enrollment by three-five students, which would provide additional revenue without compromising the School's programs.

L. Pre-Opening Plan

The following table summarizes our pre-opening plan. We have used the New York State Education Department "Opening Procedures Checklist for New York State Charter Schools," as updated on February 1, 2013 as a guide in developing this plan.

Category	Task Description	Start Date	Completion Date	Responsible Party
Governance	*Finalize Board calendar, hold first meeting: elect Board officers and ratify bylaws and code of ethics.	12/2013	1/01/2014	BOT
Governance	*Obtain insurance for the Board of Trustees	12/2013	1/01/2014	BOT
Governance	*File IRS Form 1023 to obtain tax exempt status	12/2013	02/01/2014	BOT

Policy	*Create FOIL policy	12/2013	01/01/2014	BOT
Operations	Open a bank account	12/2013	12/2013	BOT
HR	*Enlist services of search firm to hire principal NYSED deadline 4/01/2014	12/2013	1/2014	BOT
Facility	*Work to find co-location facility	12/2013	4/01/2014	BOT
Enrollment/ Admissions	*Finalize enrollment policy	12/2013	12/2013	BOT
Finance	*Finalize and approve fiscal policies and procedures	12/2013	1/01/2014	BOT
Finance	*Update and revise budget and month-to-month cash flow projections for Pre-Opening Year	12/2013	1/01/2014	BOT
Finance	Contract with a financial consultant/service to establish financial systems	1/2014	4/2014	BOT/Principal
Finance	*Engage an independent certified public accountant (CPA) licensed in NYS to perform work for the Independent Accountants' Report	1/2014	2/01/2014	BOT
Enrollment/ Admissions	Create student recruitment plan and materials; hold informational/recruitment meetings/events	1/2014	4/2014	BOT/Principal
Academic	Plan for first year academic program, develop assessment protocol and curriculum	2/2014	7/2014	Principal
HR	Recruit, interview and hire Director of Operations	2/2014	4/2014	Principal
HR	Recruit school staff: draft job descriptions, post positions, interview candidates, check references, hire	2/2014	5/2014	Principal
Technology	Develop technology plan; RFP for technology infrastructure	2/2014	5/2014	Principal
Policy	*Create Student Disciplinary Code that includes suspension and expulsion policies, including students with disabilities	3/2014	4/01/2014	BOT/Principal
Policy	*Create Compliant Policies for parents	3/2014	4/01/2014	BOT/Principal
Policy	*Create FERPA policy	3/2014	4/01/2014	BOT/Principal
Policy	*Prepare student and family handbook that includes key policies and protocols	3/2014	4/01/2014	Principal
Finance	*Update and approve budget and month-to-month cash flow for FY 2014-15	4/2014	6/15/2014	BOT
Enrollment/ Admissions	Conduct lottery	4/2014	4/2014	Principal/ Auditor
Operations	*Finalize and distribute school calendar	4/2014	5/01/2014	Principal/DOO
Academic	Set up Summer Bridge Program	4/2014	6/2014	DOO
Operations	Obtain student records from parents, previous schools, etc., including IEPs and academic records	4/2014	7/2014	Principal/DOO
Evaluation	*Develop performance goals and an evaluation system for all staff	4/2014	7/01/2014	BOT/Principal/ DOO
Academic	*Finalize daily schedule; distribute after Board and NYSED approval	5/2014	6/15/2014	Principal
Technology	Install technology infrastructure	5/2014	6/2014	DOO
HR	*Complete fingerprinting and background checks	5/2014	7/01/2014	DOO
Operations	Secure insurance policies	5/2014	6/2014	DOO

Policy	*Finalize and distribute staff handbook/personnel policies	5/2014	7/01/2014	BOT/Principal/ DOO
Academic	*Contract with Related Service Providers	5/2014	7/01/2014	DOO
Operations	*Create Food Services Program Plan	6/2014	6/30/2014	DOO
Policy	*Create School Wellness Policy	6/2014	7/01/2014	Principal/DOO
Enrollment/ Admissions	Hold open houses for admitted students	6/2014	6/2014	DOO
Enrollment/ Admissions	*Input enrolled students in data system	6/2014	7/01/2014	DOO
Facilities	*Prepare facilities, ensuring compliance with Americans with Disabilities requirements	6/2014	7/31/2014	DOO
Academic	*Finalize Special Education policies and procedures	6/2014	8/2014	Principal/DOO
Facilities	*Develop School Safety Plan	7/2014	7/31/2014	Principal/DOO
Operations	Purchase classroom furniture, instructional supplies, textbooks, instructional technology	7/2014	8/2014	DOO
Operations	*Finalize any necessary transportation plan arrangements with DOE	7/2014	8/01/2014	DOO
Academic	Hold Summer Bridge Program	7/2014	7/2014	Principal
Academic	Finalize annual school goals	7/2014	7/2014	BOT/Principal
Academic	Teacher orientation/curriculum development	7/2014	8/2014	Principal
Operations	*Develop health services plan and a medications administration plan; secure first-aid resources, train staff, including AED/CPR and procedures	7/2014	8/2014	Principal/DOO

BOT: Board of Trustees; DOO: Director of Operations; LT: Leadership Team

** denotes required submission of materials or proof of activity to NYSED*

M. Dissolution Plan

We recognize that closing a charter school is very difficult for all school stakeholders. If circumstances force the School to close, the Board and School leadership would work very closely with the Charter School Office to ensure that the best interests of displaced families and staff are attended to and that all legal and statutory requirements are met. The School will establish an escrow account of $75,000 to pay for legal and audit expenses should dissolution be necessary. The Board would adopt a closure plan for the School in accordance with NYSED's *Closing Procedures Guide and Checklist for New York State Charter Schools*, including prompt and open communications with all stakeholders; ongoing instruction through closure; support for families seeking placement options; timely transfer of student records to the student's new school and/or district within which the School is located and documentation thereof; reporting of financial condition on a monthly basis through finalization of closure.

Attachment 1--Admissions and Recruitment Policy

The Charter High School for Law and Social Justice (the "School") is a non-sectarian, public school. The School does not discriminate on the basis of race, color, sex, sexual orientation, gender identity, partnership status, religion, disability, age, genetic information, veteran or military status, ancestry, or national or ethnic origin. No person shall be refused admission into or be excluded from any public school in the State of New York on account of any of these factors.

A. Application and Admission Periods and Procedures

The School will hold a recruitment period for students entering the ninth grade class. The period lasts for a minimum of thirty days. Applications will be accepted from February 1 until the close of business on April 1 of each year. Any person who wants an application can get one in person at the School or by mail, email, or fax. Applications can be submitted in person at the School, by fax, mail, or by email as an attachment. Applications will also be available on the School's website. School officials who receive applications must put the date of receipt and their initials on the application.

If an applicant checks an admissions preference on the application, the applicant must provide proof of eligibility by the application deadline. Failure to provide required documentation by the application deadline will void the applicant's eligibility for an admissions preference. An applicant who submits a timely application seeking an admissions preference but does not submit documentation until after the application deadline will be considered timely for the lottery, but will not be eligible for an admissions preference.

B. Admissions Preferences

The School offers a first admissions preference for a sibling of a student currently enrolled in the School who intends to attend in the next academic year. The School offers a second admissions preference to children who reside in the community school district in which the School is located. The parent or guardian must provide at the time of application documentation that their child qualifies for one of the enrollment preferences. An applicant may apply for both preferences, but there is not a special preference for a child who qualifies for both preferences.

1. Sibling Preference

In order to meet the needs of parents and guardians who care for more than one child, the School gives enrollment preference to siblings of students who are currently enrolled in the School and who intend to enroll in the next academic year. The sibling preference is paramount to the community resident preference. Children who qualify for the community resident preference but not the sibling preference will be admitted to the School if there are spaces available after children who qualify for the sibling preference are admitted.

A "sibling" is a child who resides or intends to reside with a student who is currently enrolled in the School in the same household for the given school year and who shares a primary caregiver.

In order to qualify for the sibling preference, the applicant must provide a notarized statement from the primary caregiver that includes the names of the siblings, the location at which they intend to reside, and a statement from the caregiver that he or she will be providing primary care to the children.

2. Community School District

The second preference is for children who reside in the community school district in which the charter school is located. This preference is secondary to the sibling preference. A child with only a community school district preference will not earn a spot before a child with a sibling preference. A child who qualifies for both the sibling and the community school district preference does not have a preference above a child with only a sibling preference.

An applicant can submit any one of the following as documentation in support of this preference: a lease or deed containing the name of the child's caregiver; an original, notarized letter from a landlord or management company attesting that the child's caregiver lives at the residence in question; or two current billing statements, with the name of the child's caregiver listed on the statement.

The following constitute acceptable billing statements: gas, electricity, or cable television bill; rent payment receipt; paystub; or bank statement.

C. Outreach Plan

The School will conduct outreach regarding the application period as follows:

Publicity and Advertising: The School will publicize its recruitment and application period through local newspapers and newspapers of general circulation, press notifications, through an e-mail distribution list, direct mailing, and through other marketing vehicles.

Information Sessions and Tours: During the recruitment period, the School will conduct information sessions and tours weekly in the morning and evening. These sessions are open to all interested families and will also provide families the opportunity to complete applications. The School will also provide tours during the school year.

Website: The School will post information about the recruitment period and a schedule of information sessions and tours. The School will also post the application on its website.

Community Outreach: The School will seek and develop relationships with organizations that serve families of children within the community, including those that serve students with disabilities and English language learners. These organizations include, but are not limited to, community boards, community-based organizations, public libraries, and middle schools in the community school district. In addition to mailings announcing our recruitment period, School staff will make presentations to programs that have potential applicants. This information will include School brochures and the dates of upcoming information sessions, as well as key features of the School's academic program.

School Brochures and Flyers: The School will distribute brochures along with flyers and applications to all current students and at various locations within the School's community.

Language Accessibility: All written material regarding the registration period will be available in English and Spanish. School staff members who speak Spanish will be available at information sessions and tours and available to answer questions about the application process.

D. Procedures if Number of Applications Exceeds Number of Available Seats

1. Conduct of Lottery

If the number of applications submitted to the School exceeds the number of seats

available in the incoming ninth grade class, the School will conduct a lottery. The School will send post cards announcing the date and location of the lottery to all applicants after the application deadline has passed. The lottery location and date will also be posted on the application and on the School's website. The lottery will be held each year between April 1 and April 15, and will be open to the public. All applications received before the April 1 deadline will be entered into a drawing at which all names will be called. When the official conducting the lottery draws a name from the pool, the name will be posted immediately on the School's lottery board, on which the names of children who qualify for the sibling and community school district preference, in that order will already be listed. The School will post all names in the applicant pool on the lottery board.

After the lottery, the School will mail letters to inform parents/guardians of acceptance or their number on the waiting list. The letter will ask the parents/guardians of accepted students will to confirm acceptance and attend a scheduled enrollment date.

An independent observer, who is not an employee, official, or Board member of the School or related to anyone who has submitted an application, will conduct the lottery and ensure that all proper procedures are followed.

2. Ensuring that the Admissions Process Adheres to Legal Requirements

Before the lottery, the independent observer will review the applications and ensure that every application received during the February 1 to April 1 registration period has a corresponding lottery card with the student's name on it. The observer will bring the lottery cards to the lottery site in a sealed envelope following review.

During the lottery, the independent observer will assure that the following standards are met: the written procedures for the lottery are read aloud to the public and available for public viewing; each eligible application has a card that was placed into the lottery drum, and that no other materials were placed into the drum; application cards are drawn directly from the lottery drum, and from no other source; names are called accurately; names are recorded accurately on the lottery board and the lottery log containing the names of applicants as they are called by school staff during the lottery, according to procedures described at the lottery.

The lottery board and log will be open to the public.

E. The Waiting List

1. Waiting List Management

The School's waiting list is comprised of applications that were not selected from the ninth grade lottery as well as applications submitted throughout the school year. Waiting list applications are accepted year round for grades nine through twelve and for the incoming class after the pre-determined application deadline. The School will place applications on the waiting list based on the date and time the School received the application.

The School will maintain applications on the waiting list as active. If a space opens, the School will contact the parent of the child who is next on the waiting list and offer the place to the parent. The School will remove applications from the waiting list if a parent withdraws the application in writing, or the grade level and class pertinent to the application has graduated.

In the event that a child's grade level placement has changed between the time the child submitted the application and the time an opening in the School arises, the school

will place the application in the appropriate grade level, in the order of the date and time the child applied.

If an application on the waiting list is eligible for an admissions preference, the School will placed the application in the pool for that preference, in order of date and time applied.

2. Waiting List Enrollment Procedures

The School will consider applications on the waiting list will if space becomes available at the beginning of each new school year or when space becomes available during the school year. A School official will call all phone numbers on the application, and maintain a record of those calls. Parents must accept admission within 24 hours of the phone call or their space will be forfeited to the next applicant on the waiting list.

3. Admissions Preferences and the Waiting List

The School will place applications on the waiting list based first on the ninth grade lottery results, followed by the date and time the School received applications received post-lottery. Applications on the waiting list are subject to the same admissions preferences as other applications.

Applications of children who qualify and provide evidence of admissions preferences will move up to the top of each grade's waiting list, with the order within each preference determined by the date and time of application. The School will confirm that a preference continues to apply before offering an applicant a position at the School.

F. Withdrawal and Transfer Procedures

Parents/guardians may withdraw their child from the School at any time. When a parent or legal guardian withdraws a student from the School, he or she must complete a withdrawal form available at the School. The withdrawal process is complete when the signed withdrawal form is returned to the main office and is logged into the appropriate data systems. This includes confirming enrollment with the child's new school.

If a returning student does not attend the first day of school, the student is subject to the same 24-hour rule that applies to families being called from the waiting list. Following the first absence, the School will call the parent/guardian of the absent student and give the student 24 hours to report to school. If the parent does not return the call to confirm the absence and indicate that the student intends to return to school or the student student does not report to school within that time frame, the returning student is considered to have withdrawn. An auto-withdrawn student who wishes to return to the School must then submit a waiting list application and the School will place the application in the order of date and time of application.

School staff will not provide information about a student who has withdrawn at any time unless an official request is made from another school on behalf of that student.

Charter High School for Law and Social Justice
2014-2015 Application for Entering Ninth Grade Students

The Charter High School for Law and Social Justice (the "School") is now accepting student applications. This public high school will provide a comprehensive college-preparatory education with an emphasis on law and social justice.

Located at [address/location of the School], the School will accept 110 Ninth grade students for the 2014-2015 school year. Current eighth grade students may apply. STUDENTS MUST APPLY TO THE CHARTER HIGH SCHOOL OF LAW AND SOCIAL JUSTICE IF THEY WISH TO ATTEND THIS SCHOOL.

Application Deadline: April 1, 2014

Mail or Deliver Applications to:

The Charter High School for Law and Social Justice
Attn: Student Application
[address of School]

Lottery: If, after the due date, the number of applications exceeds capacity, the School will accept students by lottery. The School gives a first preference to applicants who have a sibling currently enrolled in the School who intends to return to the school the next year and a second preference to students who reside in Community School District Nine. The School will place applicants not accepted for admission through the lottery on a waitinglist in the order determined by the lottery. **The lottery will be held on [date, time, and location].**

Enrollment: All accepted students must complete the School's enrollment process. Failure to complete this process may forfeit acceptance to the School. Required enrollment forms must present documentation that their child has received all vaccinations.

Equal Opportunity: The Charter High School for Law and Social Justice is committed the principle of equal opportunity in education and employment. The School does not discriminate against any student on the basis of race, color, sex, sexual orientation, gender identity, partnership status, religion, disability, age, genetic information, veteran or military status, ancestry, or national or ethnic origin.

For additional information, please call [phone numbers] between 8:30am and 4pm or write to [Principal/Chief Operations Officer] or visit [website].

Charter High School for Law and Social Justice

Application to the Ninth Grade for the 2014-2015 School Year

(Please complete one application per child)

(*denotes required information)

1. STUDENT INFORMATION

*STUDENT'S NAME: _____

*STUDENT'S ADDRESS: _____
(STREET) (APT.)

_____
(CITY) (ZIP CODE)

*STUDENT'S DATE OF BIRTH: _____
(DAY) (MONTH) (YEAR)

*STUDENT'S GENDER (CIRCLE ONE): MALE FEMALE

*CURRENT SCHOOL: _____

*CURRENT SCHOOL ADDRESS: _____

_____

2. PARENT/GUARDIAN INFORMATION

*PARENT/GUARDIAN NAME(S): _____

*RELATIONSHIP TO STUDENT: _____

*ADDRESS: _____
(STREET) (APT.)

_____
(CITY) (ZIP CODE)

*HOME TELEPHONE: _____

WORK TELEPHONE: _____

*MOBILE TELEPHONE: _____

EMAIL: _____

3. PREFERENCES

PLEASE CHECK ONE OR BOTH OF THE PREFERENCES IF YOU BELIEVE YOU ARE ELIGIBLE.

1. SIBLING PREFERENCE _____

   IF YES, NAME OF SIBLING(S): _____

   If your child is a sibling of a student who is currently enrolled and who will be enrolled next year, your child is entitled to a first preference for admission. A sibling is a child who resides or intends to reside with a student who is currently enrolled in the School in the same household for the given school year and who shares a primary caregiver. To demonstrate your child's eligibility for this preference you must submit a notarized statement from the primary caregiver that includes the names of the siblings, the location at which they intend to reside, and that the caregiver will be providing primary care to the children.

2. COMMUNITY SCHOOL DISTRICT PREFERENCE _____

   If your child is a resident of Community School District Nine in the Bronx, your child is entitled to a second preference for admission. Please submit any of the following documents to demonstrate your child's eligibility for this preference:

   • *A lease or deed, with name of the child's caregiver listed on the lease or deed; or*
   • *An original, notarized letter from a landlord or management company attesting that the child's caregiver lives at the residence in question; or*
   • *Two current billing statements, with the name of the child's caregiver listed on the statement. The following constitute acceptable billing statements:*
   - *o Gas bill*
   - *o Electricity bill*
   - *o Cable television bill*
   - *o Receipt of rent payment*
   - *o Paystub from employer*
   - *o Bank statement*

4. OPTIONAL INFORMATION

STUDENT IS IN SPECIAL EDUCATION OR HAS AN IEP (CIRCLE ONE): YES NO

STUDENT IS IN ENGLISH AS A SECOND LANGUAGE CLASSES OR BILINGUAL CLASSES (CIRCLE ONE): YES NO

I have read and understand the terms of this application. I verify that all the information is correct.

_____ _____

*PARENT/GUARDIAN'S SIGNATURE DATE

Non-Discrimination Statement: The Charter High School for Law and Social Justice does not discriminate or limit the admission of any student on any unlawful basis including race, color, sex, sexual orientation, gender identity, partnership status, religion, disability, age, genetic information, veteran or military status, ancestry, or national or ethnic origin. The School does not require any action by a student or family (such as an admissions test, interview, essay, attendance at an information session) for an applicant to receive or submit an application for admission to the School.

FOR OFFICIAL USE ONLY

RECEIVED ON: _____ RECEIVED BY: _____ LOTTERY NUMBER:

Attachment 2 – Samples of Evidence of Community Outreach

NEW YORK LAW SCHOOL

rd D. Marsico
ssor of Law
Worth Street, New York, NY 10013-2960
212-431-2180 F 212-966-2053
E rmarsico@nyls.edu
www.nyls.edu

June 12, 2012

Ms. Diane Herbert, Executive Director
Southeast Bronx Neighborhood Center
955 Tinton Ave
Bronx, NY 10456

Dear Ms. Herbert:

I am writing on behalf of a committee of lawyers, law students, and educators to share some information with you. We are currently in the process of applying to create a law-themed charter school, the Charter High School for Law and Justice, which will be located in the Bronx. The School's curriculum will focus on issues relating to law and justice and create opportunities for students to gain real life experience. The curriculum will provide students with the opportunity to learn vital communication and analytical skills and convert these skills into individual, professional, and social achievement. The School's model will combine experiential learning with a traditional curriculum and will address a specific need in the local community by providing students from underserved communities with a clear path to a career in the legal profession or other related areas.

We would like to meet with you to further explain this charter school initiative and ask for your support. Enclosed is a copy of our Mission Statement.

We anticipate submitting our application for the Charter School in 2013. Would you be willing to have an initial meeting with our group to discuss our plans in further detail? Please contact me at (212) 431-2180: or via email at rmarsico@nyls.edu to schedule a meeting.

We hope that you will consider supporting us in the endeavor.

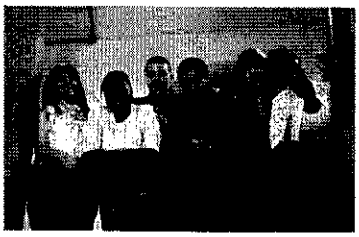
Yours truly,

Richard D. Marsico

NEW YORK LAW SCHOOL

Charter High School for Law and Social Justice

LEARNING THROUGH LAW, STRIVING FOR JUSTICE

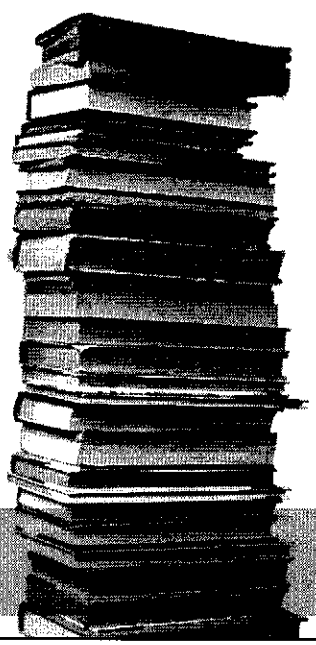


Mission Statement

The Charter High School for Law and Social Justice will provide students from traditionally underserved communities with a high-quality education focused on creating pathways to college, graduate school, and careers in the legal profession. Using law and social justice, the School will teach literacy, critical thinking and analysis, and oral and written communication skills, and expose students to the power of law in promoting social justice. The School will train students using a rigorous curriculum that offers electives in law as well as affiliations with institutions of higher learning. Students will graduate prepared for success in college and with the skills that will lead them to graduate school and careers in the legal profession, including as lawyers, paralegals, law enforcement officers, and law office employees.

School Information

- Grades to be served: 9–12
- Number of students: 110 students admitted each year; maximum enrollment of 440
- Proposed location: Community School District 7, 8, 9, or 12
- Proposed opening date: September 2014



Educational Design

- Rigorous curriculum aligned to the Common Core College and Career Readiness Standards
- The use of law and social justice issues to create an interesting and exciting learning environment
- Small class sizes, mentoring, faculty advising, extended days, parental involvement, quality instruction, tutoring, and extensive staff training
- Mandatory summer bridge program for rising ninth and tenth graders focusing on persuasive writing and communication, literacy, oral and written advocacy, academic skill building, and time management skills
- Opportunities to earn college credit through Advanced Placement courses and enrollment in on-campus college courses
- Real-world experience through internships and project-based learning, allowing students to connect to the curriculum and develop interests in potential career paths
- Access to numerous individualized supports for students in need of special education, remediation, or ESL services
- A goal that 100 percent of graduates will obtain Regents Diplomas and be admitted to two-year or four-year colleges
- Formal affiliations with New York Law School and the College of Mount Saint Vincent

For more information, contact us at charterschool@nyls.edu or visit us at www.nyls.edu/charterschool.

NEW YORK LAW SCHOOL

Charter HighSchool para la Ley y la Justicia Social

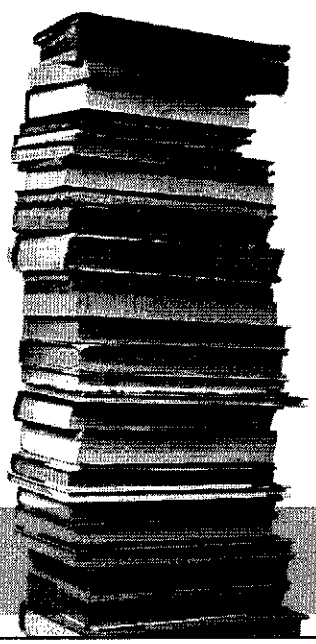
APRENDIZAJE A TRAVÉS DE LA LEY, LUCHAR POR LA JUSTICIA

Declaración de Misión

El Charter High School, una escuela secundaria, de derecho y la justicia social va a proporcionar estudiantes de comunidades tradicionalmente marginadas con una educación de calidad centrada en la creación de caminos hacia la Universidad, escuela de posgrado y en la profesión de abogacía. Con la ley y la justicia social, la escuela enseñará alfabetización, pensamiento crítico, análisis y comunicación oral y escrita. Con estas herramientas va a exponer a los estudiantes del potencial de la ley para promover la justicia social. La escuela formará a los estudiantes con un currículo riguroso con cursos electivos en ley además de afiliaciones con las instituciones de educación superior. Los estudiantes se graduarán preparados para el éxito en la Universidad y con las habilidades para que a postulen a las escuelas de posgrado y carreras en derecho, como abogados, paralegales, policías y empleados de oficinas de leyes.

Información de la escuela

- Grados servido: 9 – 12
- Número de estudiantes: 110 estudiantes admitidos cada año; inscripción máxima de 440
- Propuesta de ubicación: propuesta del distrito escolar 7, 8, 9 o 12
- Fecha de inauguración: Septiembre de 2014



Diseño de educación

- Estudios rigurosos de diseño alineadas al "Common Core College" y "Career Readiness Standards"
- El uso de la ley y la justicia social para crear unos entornos de aprendizaje interesantes y emocionantes
- Las clases serán de grupos pequeños y algunos días el horario será extendido, asesoramiento de la Facultad, participación de los padres, instrucción de calidad, tutoría y entrenamiento de personal
- Obligatoria "Summer Bridge Program" para grado noveno y décimo, centrándose en la comunicación y la escritura persuasiva, alfabetización, defensa oral y escrita, construcción de habilidad académica y administración del tiempo
- Oportunidades de obtener créditos Universitarios a través de cursos avanzados e inscribiéndose en cursos universitarios
- Experiencias de la vida real en el campus universitario a través de prácticas y proyectos, permitiendo a los estudiantes conectar con un plan de estudio y desarrollar en su carrera
- Acceso a numerosos apoyos individualizados para estudiantes que necesitan educación especial o ESL
- Una meta que el 100 por ciento de los estudiantes obtendrán Diplomas de Regentes y ser admitidos en Universidades de dos o cuatro años
- Formales afiliaciones con New York Law School, the College of Mount Saint Vincent, y Legal Outreach

Para obtener más información, contáctenos a charterschool@nyls.edu o visítenos a www.nyls.edu/charterschool.

Community Resident Survey – Charter High School for Law and Social Justice

1. How important is each of the following qualities in a high school?

Please circle one response.	Not Important	Slightly Important	Important	Very Important	Essential
Rigorous academic standards	1	2	3	4	5
High quality teachers	1	2	3	4	5
Nurturing environment	1	2	3	4	5
Strict environment	1	2	3	4	5
Sensitivity to needs of all types of learners	1	2	3	4	5
Other (please describe):	1	2	3	4	5

2. How important is each of the following goals for a high school?

Please circle one response.	Not Important	Slightly Important	Important	Very Important	Essential
Graduation rate close to 100%	1	2	3	4	5
College and career preparation	1	2	3	4	5
Instilling values	1	2	3	4	5
High test scores	1	2	3	4	5
Promoting critical thinking	1	2	3	4	5
Other (please describe):	1	2	3	4	5

3. How important is each of the following items for an ideal high school curriculum?

A curriculum that:	Not Important	Slightly Important	Important	Very Important	Essential
Emphasizes advanced placement and honors courses	1	2	3	4	5
Specializes in a particular academic subject	1	2	3	4	5
Offers a well-rounded curriculum	1	2	3	4	5
Meets the needs of all learners	1	2	3	4	5
Prepares students for a career	1	2	3	4	5
Other (please describe):	1	2	3	4	5

4. How important is it that a high school offer the following services to its students?

Please circle one response.	Not Important	Slightly Important	Important	Very Important	Essential
Guidance	1	2	3	4	5
Social work	1	2	3	4	5
Health/nursing	1	2	3	4	5
Legal	1	2	3	4	5
Counseling	1	2	3	4	5
Other (please describe):	1	2	3	4	5

5. How important is it that a high school offer the following extracurricular activities?

Please circle one response.	Not Important	Slightly Important	Important	Very Important	Essential
Sports	1	2	3	4	5
Arts and drama	1	2	3	4	5
Music	1	2	3	4	5
Clubs	1	2	3	4	5
Debate and public speaking	1	2	3	4	5
Other (please describe):	1	2	3	4	5

6. If you have a child, would you consider sending your child to a high school with a program in law and social justice?

7. Please describe the educational needs in your community. In particular, please describe the needs in your community relating to high school education.

8. Please share any suggestions you have for the proposed Charter School for Law and Social Justice.

9. Other Comments:

THANK YOU VERY MUCH!

October 9, 2012

Mr. Justino Rodriguez
Education Chairman
Community Board One
3024 Third Avenue
Bronx, New York 10455

Dear Mr. Rodriguez:

Thank you very much for allowing Jennifer LaMarsh and me to attend the Community Board One meeting on October 4 to discuss plans to apply to open the Charter High School for Law and Social Justice in the Bronx. Board members provided insightful input, particularly with regard to co-locating in a public school, special education, and how the student selection system will work. Thank you for inviting us to meet with the full Board and we look forward to seeing you there in February.

Thank you once again for your time.

Yours truly,

Richard Marsico

cc: Cedric L. Lofton, District Manager
Walter Thomas
Evelyn Munoz
Maria Davis Wilson
Tracy Woodall

LEGISLATIVE OFFICE BUILDING 913
ALBANY, NEW YORK 12247
(518) 455-3959
FAX (518) 426-6887

HTTP://KLEIN.NYSENATE.GOV/

THE SENATE
STATE OF NEW YORK

JEFFREY D. KLEIN
NEW YORK STATE SENATOR
34TH DISTRICT

1250 WATERS PLACE, SUITE 1202
BRONX, NEW YORK 10461
(718) 822-2049
FAX (718) 822-2321

JDKLEIN@NYSENATE.GOV

February 14, 2013

Director Bill Clarke
The Regents of the University of the State of New York
Charter School Office
89 Washington Avenue
Albany, New York 12234

Dear Director Clarke:

I am writing to express my strong support for the proposed Charter High School for Law and Social Justice to be located in the Bronx.

This institution will be a much needed boon to the education system of the Bronx and New York City. It will provide high-quality academics to underserved communities, providing an emphasis on the crucial elements that are needed understand and practice the law. These ideas and tools are not available to most students until college, but this school will give the children of the Bronx and surrounding area a major boost in the competition for a seat at a college or university.

It is imperative for us to provide students with the means to become future leaders and to deal with the problems of not just today, but also tomorrow. I cannot think of a more important goal than instilling the importance of civics and social justice in our children.

I respectfully urge you to join me in supporting the Charter High School for Law and Social Justice. Please contact Michael Blaustein at my office, (718) 822-2049, should you have any questions or concerns.

Sincerely,

Hon. Jeffrey D. Klein
New York State Senator
34th District

JDK:MB

MARCOS CRESPO
Assemblyman 85th District

THE ASSEMBLY
STATE OF NEW YORK
ALBANY

COMMITTEES
Transportation
Environmental Conservation
Alcoholism & Drug Abuse
Energy
Cities

February 27, 2013

The Regents of the University of the State of New York
Charter School Office
89 Washington Avenue
Albany, New York 12234

Dear Charter School Office:

I write to you as the New York State Assembly Member representing the 85th Assembly District in the South Bronx to express my full and continuous support for the proposed Charter High School for Law and Social Justice ("The School").

This proposed charter school will provide students from traditionally underserved communities with pathways to achieve a career in the legal profession. Through affiliations with higher learning institutions, the School will give students the opportunity to receive electives through Advanced Placement courses that will then be validated when students enroll in college. The proposed curriculum is very rigorous and will promote critical thinking and analysis, as well as oral and written communications.

The educational design of the School includes an educational curriculum according to Career Readiness Standards; the use of law and justice subjects to create a deep and critical understanding our current social issues. The School will also provide students with the opportunity to earn college credits and a hands-on experience through internships.

Charter High School for Law and Social Justice has a great plan and I look forward to working together in making this proposed plan a reality. The residents of my district and neighboring communities will benefit tremendously from this proposed charter school.

It is my sincere hope that their application be given every consideration for approval and I look forward to working with "The School" in housing this unique school into an already-operating campus or by opening a new educational space.

If I can be of any further assistance, please do not hesitate to contact me at 718-893-0202.

Sincerely,

Marcos A. Crespo
Member of Assembly
85th District

ALBANY OFFICE: Room 323, Legislative Office Building, Albany, New York 12248 • 518-455-5614, FAX: 518-[illegible]
DISTRICT OFFICE: 1163 Manor Avenue, Bronx, New York 10472 • 718-893-0202, FAX: 718-[illegible]

MARIA DEL CARMEN ARROYO
COUNCIL MEMBER, 17TH DISTRICT

☐ DISTRICT OFFICE
384 EAST 149TH STREET, SUITE 300
BRONX, NY 10455
(718) 402-6130
FAX: (718) 402-0539

☐ CITY HALL OFFICE
250 BROADWAY, SUITE 1768
NEW YORK, NY 10007
(212) 788-7384
FAX: (212) 788-8920

THE COUNCIL
OF
THE CITY OF NEW YORK

CHAIR
HEALTH

COMMITTEES
AGING
GENERAL WELFARE
JUVENILE JUSTICE
LAND USE
PUBLIC HOUSING
SANITATION & SOLID WASTE MANAGEMENT
LANDMARKS, PUBLIC SITING & MARITIME USES

CO-CHAIR BLACK, LATINO AND ASIAN CAUCUS

March 1, 2013

Regents, University of the State of New York
Charter School Office
89 Washington Avenue
Albany, New York 12234

Dear Regents:

I am writing to express my support for the proposed Charter High School for Law and Social Justice.

The development team for the Charter High School for Law and Social Justice is proposing a curriculum rich in law and social justice as a way to train its students to expand their critical thinking and analytical skills. In addition, the school will partner with the College of Mount Saint Vincent to provide students support with opportunities for higher education and career development options.

It is no secret that students in New York City face significant academic struggles and far too many do not have access to programs and services that help them meet and overcome these struggles. The Charter School for Law and Social Justice will provide programs and services designed to push students to meet academic and social challenges that can conceivably prevent upward mobility and success. The school will target economically disadvantaged students and will focus on creating a strong, supportive environment where they can grow into mature and motivated adults.

Every child deserves outstanding educational options and I am confident that the Charter School for Law and Social Justice will offer students this opportunity.

Sincerely,

Hostos Community College

OFFICE OF THE PRESIDENT

February 11, 2013

Chancellor Merryl H. Tisch
The Regents of the University of the State of New York
Charter School Office
89 Washington Avenue
Albany, New York 12234

Re: Letter of Support for New York Law School Charter High School Application

Dear Chancellor Tisch and Members of the Board of Regents:

We, at the Eugenio María de Hostos Community College of The City University of New York (Hostos), enthusiastically support New York Law School's application to open the Charter High School for Law and Social Justice in the Bronx. Part of our enthusiasm stems from the fact that the proposed high school's location in Bronx County is aligned with the majority of the population we serve—almost 65% of Hostos students are Bronx residents.

Since reaching out to us a year ago, we have been quite impressed with New York Law School's commitment and stated interest in reaching "traditionally underserved communities with a high-quality education focused on creating pathways to college, graduate school, and careers in the legal profession," which also aligns with Hostos' mission. For 45 years, Hostos has provided access to higher education to historically excluded minorities. Our enthusiasm for New York Law School's application included assigning a faculty member to contribute to the planning process in the fall of 2012.

We envision the students who graduate from the charter high school to continue their interest in a legal career by enrolling in our Associate in Applied Science in Paralegal Studies program. In addition, students who are interested in careers as law enforcement officers can benefit by enrolling in our Associate in Arts in Criminal Justice program, which has an established pathway to the John Jay College of Criminal Justice of The City University of New York. Students in the criminal justice program are assured a place at John Jay College, including the transfer of 60 credits.

For these reasons, we strongly support New York Law School's application. The charter high school promises to strengthen underserved communities in the Bronx.

Sincerely,

Félix V. Matos Rodríguez, Ph.D.
President

Eugenio María de Hostos Community College - 500 Grand Concourse, Bronx, NY 10451
Phone 718-518-4300 Fax 718-518-4294

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Tuesday, February 05, 2013

The Regents of the University
of the State of New York
Charter School Office
89 Washington Avenue
Albany, New York 12234

Dear Regents:

Southeast Bronx Neighborhood Centers, located in the Bronx is the poorest congressional district in the country. Our agency's mission is to improve the quality of life for the members of our community and throughout the city. We have met with members of the Charter High School for Law and Social Justice planning team and our parents are certain that the proposed charter school could be an alternative to a high quality educational experience, that would be instrumental in providing the foundation to aid our children in avoiding a life of poverty and continued economic dispare.

Our meeting concluded with parents and professionals agreeing that the High School for Law and Social Justice would likely provide a unique opportunity to engage our high school population in a manner that could lead to academic excellence and career development during the early years of their lives.

We support the efforts of their planning team, and we look forward to continued dialogue and input in helping create an effective and positive educational experience for high school aged boys and girls throughout the city of New York, as well as our community.

Thank you for your time and consideration.

Sincerely

Clyde Thompson

Director of Community Affairs/
Training and Employment

CC: Rick Marsico
Katie Smeals

FORDHAM BEDFORD HOUSING CORPORATION
2751 Grand Concourse • Bronx, NY 10468-3001 • Tel.: (718) 367-3200 • Fax: (718) 562-0131

February 5, 2013

Ms. Sally Bachofer
Assistant Commissioner for School Innovation
NYS Education Department
89 Washington Avenue
Albany, New York 12234

Dear Ms. Bachefor,

I am writing to support the application to create the Charter High School for Law and Social Justice.

Our 33 year old community housing organization provides affordable housing for more than 3500 households in 110 apartment buildings in the Bronx. The educational concerns of our residents long ago caused us to undertake and support many educational activities including proposing locations for new public schools, building new school space, supporting the formation of new schools and creating our own subsidiary, Fordham Bedford Community Services, which seeks to provide and encourage additional educational resources in our community.

The program proposed by the High School for Law and Social Justice will receive great support in our neighborhood. We want very much to see our young people graduating from High School with the skills needed to continue on to college. A focused program with a small enrollment and access to internships will increase the likelihood for success. Our large immigrant population will welcome the ESL services. The summer programs will also be well received.

We hope New York State will approve the application of the Charter High School for Law and Social Justice.

Regards,

John M. Reilly
Executive Director

BRONX COMMUNITY BOARD #1

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CEDRIC L.
DISTRIC

EDUCATION & YOUTH COMMITTEE MEETING

OCTOBER 4, 2012
5:30 PM
Mr. Justino Rodriguez – Education Chairman
Ms. Evelyn Munoz – Youth Chairperson

AGENDA

1. Introductions
2. Presentation:
   - Professor Richard D. Marsico , Director
     The Justice Action Center
     New York Law School

     Re: Proposed creation of the Charter High School for Law and Justice.
3. Discussion
4. Adjournment

THE CHARTER HIGH SCHOOL FOR
LAW AND SOCIAL JUSTICE

LEARNING THROUGH LAW, STRIVING FOR JUSTICE

Please join us at a public hearing to discuss our application to open a charter high school in your community.

Tuesday, February 19, 2013, 6:30 p.m.
Bronx Lebanon Hospital, 1650 Grand Concourse, Bronx, NY 10457

The Charter High School for Law and Social Justice will provide students from traditionally underserved communities with a high-quality education focused on creating pathways to college, graduate school, and careers in the legal profession. Students will be exposed to a rigorous curriculum that uses law and social justice issues to help students develop the crucial skills of critical thinking and analysis, literacy, and effective communication. Parents, prospective students, and interested community members are encouraged to attend to learn more about the school and to provide input.

For more information, contact us at charterschool@nyls.edu or visit us at www.nyls.edu/charterschool.

THE CHARTER HIGH SCHOOL FOR
LAW AND SOCIAL JUSTICE

Public Hearing, February 19 - Charter High School for Law and Social Justice - Please Circulate

Smelas, Katherine [Katherine.Smelas@nyls.edu]

Sent: Thursday, February 07, 2013 2:50 PM
To: Smelas, Katherine [Katherine.Smelas@nyls.edu]
Attachments: Public Hearing Flyer.docx (865 KB)

Dear Friend of the Charter High School for Law and Social Justice:

Thank you for your interest in the Charter High School for Law and Social Justice.

The Planning Committee has made substantial progress on the application process for the school. We filed our Letter of Intent on January 31, and we will be filing the final application in March. We would also like to announce that we will be holding a public hearing on Tuesday, February 19, at 6:00pm to discuss our application. The meeting will be held in the Murray Cohen Auditorium at Bronx Lebanon Hospital, located at 1650 Grand Concourse, Bronx, New York 10457. We would like to see many community members in attendance so please spread the word to anyone you think would want to attend, particularly parents and prospective students. We have attached a flyer advertising the meeting. If you are willing, please post or distribute it for community members to see.

Please do not hesitate to contact us if you have any questions. You can reach us by email at ksmelas@nyls.edu<mailto:ksmelas@nyls.edu> or rmarsico@nyls.edu<mailto:rmarsico@nyls.edu>. You can also visit our website at www.nyls.edu/charterschool<http://www.nyls.edu/charterschool>.

Thank you in advance your support. We greatly appreciate it and we hope to see you at the meeting.

Rick Marsico and Katie Smelas
Planning Team Members
Charter School for Law and Social Justice

75¢ - Online, Cellphone & iPad SPORTS FINAL Mostly cloudy, 46/30. Tuesday, February 19, 2013

DAILY NEWS

NEW YORK'S HOMETOWN NEWSPAPER

BRONX NEWS

MOUNT EDEN

A public hearing on the proposed Charter High School for Law and Social Justice in the South Bronx will be held Tuesday at 6:30 p.m.

The proposal — a partnership of New York Law School, Mount St. Vincent College and the nonprofit Legal Outreach — would provide students in traditionally underserved areas with education focused on creating pathways to college, graduate school and careers in the legal profession.

The hearing will be held at Bronx Lebanon Hospital, 1650 Grand Concourse.

Visit charterschool@nyls.edu or nyls.edu/charterschool to learn more.

BRONX *Times*

February 14, 2013

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BRONX TIMES REPORTER

Throggs Neck, Pelham Bay, Country Club, City Island, Westchester Square, Morris Park, Pelham Parkway, Castle Hill

THURSDAY, FEB. 14, 2013

BRONX TIMES REPORTER

Substance abuse treatment may be comming to Ferris Place

By Patrick Rocchio

Local officials are bracing for a fight over yet another drug treatment program coming to the Westchester Square area. Read more.

BORO BEAT

State of the Borough, tsuris at the Board of Elections, and County Boss in labor

By Bob Kappstatter

This coming Tuesday's State of the Borough might have been Ruben Diaz Jr.'s swan song as Bronx borough president if the political winds had blown a bit differently in his toe-in-the-water look at running for Public Advocate. Read more.

MOUNT EDEN

New boro charter school hearing

A public hearing will be held on the application of a new charter High School for Law and Social Justice on Tuesday, Feb. 19 for those interested in learning about a new educational option. Read more.

BRONX Times

http://bxtimes.com/stories/2013/7/07_charter_2013_02_14_bx.html

February 14, 2013: 2013, Issue 7

FEBRUARY 14, 2013/ NEWS / MOUNT EDEN

New boro charter school hearing

A public hearing will be held on the application of a new charter High School for Law and Social Justice on Tuesday, Feb. 19 for those interested in learning about a new educational option.

It would be open for students in grades nine through 12 in school districts 7, 8, 9, or 12.

The hearing will take place in Mount Eden at Bronx Lebanon Hospital at 1650 Grand Concourse at 6:30 p.m.

The proposed school is a partnership between New York Law School, the College of Mount Saint Vincent, and Legal Outreach, which is a not-for-profit that provides educational opportunities to high school students around the city in traditionally under-served areas.

Students would be exposed to "rigorous curriculum that uses law and social justice issues to help students develop the crucial skills of critical thinking and analysis, literacy, and effective communication."

For more information, e-mail charterschool@nyls.edu or visit this website: www.nyls.edu/charterschool.

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GOTHAMSCHOOLS

Tuesday, February 19, 2013

Public Hearing, Application of Charter High School for Law and Social Justice

WHAT: A public hearing to discuss the application to open the Charter High School for Law and Social Justice in the South Bronx (school district 7, 8, 9 or 12) made to the New York State Education Department. The proposed school — a unique partnership of New York Law School, Mount St. Vincent College and Legal Outreach, a not-for-profit that provides educational opportunities to NYC high school students – will provide students from traditionally underserved communities with a high-quality education focused on creating pathways to college, graduate school, and careers in the legal profession. Students will be exposed to a rigorous curriculum that uses law and social justice issues to help students develop the crucial skills of critical thinking and analysis, literacy, and effective communication.

When
February 19, 2013 6:30 pm
Where
Bronx Lebanon Hospital, 1650 Grand Concourse, Bronx, NY

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COMMUNITY CALENDAR

NY1 News displays community events on the air at :25 and :55 minutes past each hour, and also lists them below.

SUBMIT AN EVENT

By default, events are displayed for the current week. You can click on a particular date in the calendar to view events for that day, or see events for an entire week by clicking the numbered box to the left of that week. Clicking on a date again will unselect it so events on that day will no longer be displayed in the listings.

To search for individual events, first select a date or dates then type a few letters into the search box to filter the listings. If there is no match, then all listings for those dates will appear.

<< Back to Listing Print Email

Event Information

PUBLIC HEARING, APPLICATION OF CHARTER HIGH SCHOOL FOR LAW AND SOCIAL JUSTICE

Show Website

Description: Learning through law, striving for justice A public hearing to discuss the application to open the Charter High School for Law and Social Justice in the South Bronx (school district 7, 8, 9 or 12) made to the New York State Education Department. The proposed school -- a unique partnership of New York Law School, Mount St. Vincent College and Legal Outreach, a not-for-profit that provides educational opportunities to NYC high school students -- will provide students from traditionally underserved communities with a high-quality education focused on creating pathways to college, graduate school, and careers in the legal profession. Students will be exposed to a rigorous curriculum that uses law and social justice issues to help students develop the crucial skills of critical thinking and analysis, literacy, and effective communication.

Cost: free

Dates:
- 2/19/2013 from 06:30 PM

Venue Information

BRONX LEBANON HOSPITAL

1650 Grand Concourse

Bronx, NY

88

DAILY NEWS

BRONX

First charter high school for law being planned by College of Mount St. Vincent and New York Law School

Located in Bronx, the school would steer teens in underserved communities to careers in legal field

BY JENNIFER H. CUNNINGHAM / NEW YORK DAILY NEWS

FRIDAY, FEBRUARY 22, 2013, 6:00 AM

The scales of justice.

Education advocates are pushing to create the first charter high school for law and social justice in the city, and locate it in the Bronx.

The Charter High School for Law and Social Justice is the product of an alliance between the College of Mount St. Vincent and New York Law School, and aims to give teens from underserved communities a route to careers in the legal field.

"We think that we are creating a school that will be unique," school trustee Richard Marsico, law professor at the New York School of Law, said Tuesday night at a public hearing on the proposed school.

"Our dual priorities are to create a school with high academic standards that provides a pathway to college, graduate school and a possible career in the legal profession."

The charter school's enrollment would be capped at 440 pupils, and each student would have his own advisor who would help him create an individualized learning plan.

"That advisor becomes a mentor, advocate, cheerleader when necessary," said Dr. Mary Ellen Sullivan, chair of teacher education at the College of Mount St. Vincent. "There are going to be really strong supports built in."

The school would be located in Bronx Community School District 7, 8, 9 or 12, the founders said.

The school's special education students would receive extra help in small groups during and after school, and at least one class section will be taught by two teachers - one would work with the special ed students, according to Jennifer LaMarsh, a founding planning team member.

There would also be a part-time English as a Second Language teacher at the school for English language learners.

"We believe that when you set the expectations high, the students will meet them, as long as you have the supports in place," LaMarsh said.

Marsico said the board will formally apply to the state Education Department next month. He said they expect to hear back by May if they will get an interview. They'll know by August if the Education Department recommends them to the Board of Regents. If approved, the school would begin accepting incoming freshmen in September 2014.

For more information, visit www.nyls.edu/charterschool.

jcunningham@nydailynews.com

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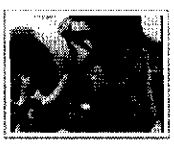
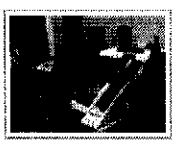
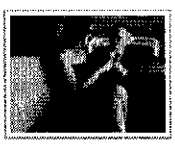


New York : New trick allows New York drivers to get auto insurance as low as $9

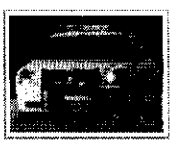


Obama knows of an event set to occur in 2015 that could propel him into a Third Term...

1 simple rule to making a fortune overnight...



Penny stocks might be the secret to becoming rich overnight...



New York - New rule allows many New York residents to get car insurance at half-price.

Attachment 3a--Charter High School for Law and Social Justice
Bell Schedule

DAY 1	DAY 2	DAY 3	DAY 4	DAY 5
Breakfast 7:50-8:25	Breakfast 7:50-8:25	Breakfast 7:50-8:25	Breakfast 7:50-8:25	Breakfast 7:50-8:25
Period 1 8:40-10:10	8:30-10:00 PD/Staff Meeting Time Law and Social Justice Sessions for Students	Period 1 8:35-9:25	Period 1 8:40-10:10	Period 5 8:40-10:10
		Period 2 9:30-10:20		
Period 2 10:15- 11:45	Period 5 10:15- 11:45	Period 3 10:25-11:15	Period 2 10:15- 11:45	Period 6 10:15- 11:45
		Period 4 11:20-12:10		
9th grade lunch 11:50- 12:20	9th grade lunch 11:50- 12:20	9th Grade lunch 12:15-12:45	9th grade lunch 11:50- 12:20	9th grade lunch 11:50- 12:20
9th grade advisory 12:20-12:50	9th grade advisory 12:20-12:50		9th grade advisory 12:20-12:50	Period 7 12:25- 1:55
		9th grade advisory 12:50-1:20		
Period 3 12:55 - 2:25	Period 6 12:55- 2:25	Period 5 1:25-2:15	Period 3 12:55 - 2:25	
		Period 6 2:15-3:05		Staff Meeting: Grade level meetings 2:00-4:00
Period 4 2:30-4:00	Period 7 2:30- 4:00	Period 7 3:10 - 4:00	Period 4 2:30-4:00	

Attachment 3a

Charter High School for Law and Social Justice
Sample Schedule for Ninth grade Students

DAY 1	DAY 2	DAY 3	DAY 4	DAY 5
Breakfast 7:50-8:25	Breakfast 7:50-8:25	Breakfast 7:50-8:25	Breakfast 7:50-8:25	Breakfast 7:50-8:25
ELA 8:40-10:10	Law and Social Justice Sessions for Students	ELA 8:35-9:25	ELA 8:40-10:10	Spanish 8:40-10:10
		Social Studies 9:30-10:20		
Social Studies 10:15- 11:45	Spanish 10:15- 11:45	Math 10:25-11:15	Social Studies 10:15- 11:45	ELA Fundamentals 10:15- 11:45
		Science 11:20-12:10		
9th grade lunch 11:50- 12:20	9th grade lunch 11:50- 12:20		9th grade lunch 11:50- 12:20	9th grade lunch 11:50- 12:20
9th grade advisory 12:20-12:50	9th grade advisory 12:20-12:50	9th Grade lunch 12:15-12:45	9th grade advisory 12:20-12:50	Physical Education 12:25- 1:55
		9th grade advisory 12:50-1:20		
Math 12:55 - 2:25	ELA Fundamentals 12:55- 2:25	Spanish 1:25-2:15	Math 12:55 - 2:25	
		ELA Fundamentals 2:15-3:05		Staff Meeting 2:00-4:00
Science 2:30-4:00	Physical Education 2:30- 4:00	Physical Education 3:10 - 4:00	Science 2:30-4:00	

Attachment 3a

Charter High School for Law and Social Justice
Sample Ninth grade ELA teacher schedule

Monday	Tuesday	Wednesday	Thursday	Friday
ELA 1 8:40-10:10	PD/Staff Meeting Time Law and Social Justice Sessions for Students	ELA 1 8:35-9:25	ELA 1 8:40-10:10	ELA 4 8:40-10:10
ELA 2 10:15- 11:45	ELA 4 10:15 - 11:45	ELA 2 9:30-10:20 ELA 3 10:25-11:15 Prep 11:20-12:10	ELA 2 10:15-11:45	ELA 5 10:15 - 11:45
9th Lunch 11:50- 12:20	9th Lunch 11:50-12:20	9th Lunch 12:15-12:45	9th Lunch 11:50- 12:20	Prep 11:50- 1:20 Lunch 1:25-1:55
9th grade advisory 12:20-12:50	9th grade advisory 12:20-12:50	9th Grade Advisory 12:50-1:20	9th grade advisory 12:20-12:50	
Prep 12:55 - 2:25	Prep 12:55 - 2:25	ELA 4 1:25-2:15	Prep 12:55 - 2:25	2:00-4:00 Staff Meetings
ELA 3 2:30-4:00	ELA 5 2:30- 4:00	ELA 5 2:15-3:05 PREP 3:10 - 4:00	ELA 3 2:30-4:00	

Charter School for Law and Justice: Academic Calendar 2014-2015—Attachment 3b

- Holiday
- In Session
- In Recess
- Religious Observance
- Summer Bridge Program
- Professional Development

July 2014

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

August 2014

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

September 2014

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

October 2014

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

November 2014

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

December 2014

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

January 2015

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

February 2015

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

March 2015

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

April 2015

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

May 2015

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

June 2015

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

July 2015

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

TENTATIVE CALENDAR

Monday, September 1, 2014- Labor Day (no classes)

Thursday, September 4-Friday, September 5, 2014- Rosh Hashanah (no classes)

Monday, October 13, 2014- Columbus Day (no classes)

Friday, November 7th 2014- Last Day 1st Marking Period

Tuesday, November 11, 2014- Veterans Day (no classes)

Thursday, November 27-Friday, November 28, 2014- Thanksgiving Recess (no classes)

Monday, December 22, 2015-Friday, January 2, 2015- Winter Recess (no classes)

Monday, January 19, 2015- Martin Luther King Jr. Day (no classes)

Friday, January 23rd, 2015- Last Day 2nd Marking Period

Monday, February 16, 2015- Presidents Day (no classes)

Tuesday, February 17-Friday, February 20, 2015- Mid-Winter Recess (no classes)

Friday, April 3- April 10, 2015- Spring Recess (no classes) [encompasses Passover (4/4) and Easter (4/5)]

Friday, April 10th- Last Day 3rd Marking Period

Monday, May 25, 2015- Memorial Day (no classes)

Friday, June 12th, 2015- Last Day 4th Marking Period

Friday, June 26, 2015- Last Day of Academic Year

Attachment 4--Charter High School For Law and Social Justice
Student Code of Conduct [1]

INTRODUCTION

The Charter High School for Law and Social Justice Board of Trustees (the "School") is committed to providing a safe and orderly environment in which students can receive and School personnel can deliver quality educational services without disruption or interference. Responsible behavior by students, teachers, other School personnel, and parents is essential to achieving this goal. The School expects appropriate conduct on School property and at School functions. These expectations are based on civility, mutual respect, citizenship, character, tolerance, honesty and integrity. The School recognizes the need to define expectations for acceptable conduct on School property clearly, to identify the possible consequences of unacceptable conduct, and to ensure that discipline, when necessary, is administered promptly and fairly. To this end, the Board adopts this student Code of Conduct (the "Code").

SECTION ONE: DEFINITIONS

For purposes of this Code, the following definitions apply:

***Bullying and Harassment** means the creation of a hostile environment by conduct or by threats, intimidation or abuse, including cyberbullying, that (a) has or would have the effect of unreasonably and substantially interfering with a student's educational performance, opportunities or benefits, or mental, emotional or physical well-being; or (b) reasonably causes or would reasonably be expected to cause a student to fear for his or her physical safety; or (c) reasonably causes or would reasonably be expected to cause physical injury or emotional harm to a student; or (d) occurs off school property and creates or would foreseeably create a risk of substantial disruption within the school environment, where it is foreseeable that the conduct, threats, intimidation or abuse might reach school property. Acts of harassment and bullying shall include, but not be limited to, those acts based on a person's actual or perceived race, color, weight, national origin, ethnic group, religion, religious practice, disability, sexual orientation, gender or sex. For the purposes of this definition the term "threats, intimidation or abuse" shall include verbal and non-verbal actions.

***Cyberbullying** means harassment or bullying where such harassment or bullying occurs through any form of electronic communication.

***Disruptive student** means a student who is substantially disruptive of the educational process or substantially interferes with the administration or a teacher's authority over the School or classroom.

***Parent** means parent, guardian or person in parental relation to a student.

***School function** means any School-sponsored extra-curricular event or activity.

***School property** means in or within any building, structure, playground, parking lot or land contained within the real property boundary line owned, leased, or occupied by the School, or in or on a School bus, as defined in Vehicle and Traffic Law Section 142.

***Staff** means an employee of the School.

***Student with a disability** means a student with a disability as defined in Section 4401(1) of the Education Law, who has not attained the age of 21 prior to September 1st and who is entitled to attend public schools pursuant to Section 3202 of the Educational Law and who, because of mental, physical or emotional reasons, has been identified as having a disability and

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[1] Based on the code of conduct of the Community Charter School in Charlotte, North Carolina.

who requires special services and programs.

***Violent student** means a student who:

1. Commits an act of violence upon a School employee, or attempts to do so;
2. Commits, while on School property or at a School function, an act of violence upon another student or any other person lawfully on School property or at School function, or attempts to do so;
3. Possesses, while on School property or at a School function, a weapon;
4. Displays, while on School property or at a School function, a weapon or what appears to be a weapon;
5. Threatens, while on School property or at a School function, to use a weapon;
6. Knowingly and intentionally damages or destroys the personal property of any School employee or student or any person lawfully on School property or at a School function; or
7. Knowingly and intentionally damages or destroys property of the School.

***Visitor** means anyone who is not a regular staff member or student of the School.

***Weapon** means a firearm as defined in 18 U.S.C. Section 921 for purposes of the Gun-Free Schools Act. It also includes, but is not limited to, any other gun, BB gun, pellet gun, pistol, revolver, shotgun, rifle, machine gun, disguised gun, knife, dagger, dirk, razor, stiletto, switchblade knife, gravity knife, brass knuckles, sling shot, metal knuckle knife, box cutter, cane sword, electronic dart gun, Kung Fu star, electronic stun gun, pepper spray or other noxious spray, explosive or incendiary bomb, or any other device, instrument, material or substance that can cause physical injury or death when used to cause physical injury or death.

SECTION TWO: STUDENT RIGHTS AND RESPONSIBILITIES

With every student right comes a student responsibility, as described in the following chart:

RIGHTS	RESPONSIBILITIES
Attend school and be granted the opportunity to receive a quality education.	Attend school regularly and on time, complete assignments, and strive to do the highest quality work possible.
Be made aware of School rules and policies, and always be treated in a manner consistent with these policies in all disciplinary matters.	Be familiar with the Code, obey the rules it contains, conduct yourself in a manner not distracting to others.
Have the opportunity to present your version of the facts and circumstances in all disciplinary matters.	Be truthful and respectful when responding to authority.
Take part in all School activities on an equal basis regardless of race, sex, religion, national origin, disabilities, and all the characteristics protected by the School's anti-discrimination policy.	Work to your best ability in all academic and extracurricular activities, while being fair to and supportive of others.

Be safe in the School environment.	Behave in a manner that will not jeopardize the safety and well-being of yourself or others and actively discourage, in the interest of safety, inappropriate behavior of other students.
Not to be intimidated or harassed by others.	Respect one another and treat others fairly and in accordance with this Code. Report any harassment to School officials as soon as possible.
Dress according to the School's dress code.	Dress in a manner not distracting to others, and in accordance with School Property.
Be allowed the opportunity for the free expression of ideas subject to limitation in regards to libelous, slanderous, vulgar, or obscene words or images or speech that materially and substantially disrupts the work and discipline of the School.	Use language that is appropriate in demonstrating respect for yourself and others when expressing ideas and interacting with other students, School personnel, and any other visitors to the School.
Wear political buttons, armbands, or badges of symbolic expression as long as they conform to the limits of the dress code.	Display buttons, armbands, or badges of symbolic expression respectfully and in accordance with the dress code.
Be protected against illegal or unreasonable personal searches and seizures of property.	Fully cooperate with School officials and authorities if an authorized School official has reasonable suspicion that warrants a search of you or your belongings.
Submit a written grievance or complaint about a School-related matter or School employee or official to the principal.	Obey School rules and regulations, respect School officials, and accept responsibility for your own actions in regards to complaints.

SECTION THREE: ESSENTIAL PARTNERS

The School will not be successful unless all stakeholders are actively engaged in promoting a positive school environment that promotes a culture of learning and respect. This section describes the expectations the School has of parents, teachers, student support personnel, staff, the principal, and the Board of Trustees.

Expectations of Parents:

1. Make certain your child's attendance at School is regular and punctual and all absences are properly excused, as required by law.
2. Ensure that your child is dressed in compliance with the uniform policy and School rules regarding sanitation and safety and in a fashion that will not disrupt classroom procedures or the educational environment.
3. Be as certain as possible that your child is free of communicable diseases and is in good health, enabling him or her to participate in the learning environment.
4. Teach your child, by word and example, respect for the law, for the authority of the School, and for the rights and property of others.

5. Know and understand the rules your child is expected to observe at School. Be aware of the consequences of violations of these rules and accept legal responsibility for your child's actions.
6. Help your child understand that appropriate rules are required to maintain a safe, orderly environment and provide effective and appropriate strategies for dealing with peer pressure in accordance with the Code.
7. Instill in your child a desire to learn; encourage a respect for honest work and an interest in exploring broader fields of knowledge.
8. Become acquainted with your child's School, its staff, curriculum, and activities. Attend parent-teacher conferences and School functions.
9. Convey to your child a supportive attitude toward education and the School.
10. Recognize that the education of your child is a responsibility of the School and you.
11. Send your child to School ready to participate and learn.
12. Promote positive behavior in your child by helping him or her to accept the consequences of his or her actions and by becoming involved in the behavior management/disciplinary process; guide your child to develop socially acceptable standards of behavior.
13. Inform School officials of changes in the home situation that may affect student conduct or performance.
14. Support your child educationally by providing a place for study and ensuring that homework assignments are completed.
15. Report any School-related safety concerns to a building administrator for resolution.

Expectations of Teachers:

1. Reflect a personal enthusiasm for teaching and learning and a genuine concern for the individual student.
2. Guide learning activities so students learn to think and reason, assume responsibility for their actions and respect the rights of others.
3. Be fair, firm and consistent in enforcing School rules on School property and at all School functions.
4. Give positive reinforcement for acceptable behavior.
5. Inform the principal or his or her designee(s) about any student whose behavior requires special attention.
6. Maintain a climate of mutual respect and dignity to strengthen each student's self-concept and confidence to learn.
7. Communicate to students and parents information which is important to the student's emotional, social, behavioral, and academic progress, including but not limited to marking and grading procedures, assignment deadlines, expectations of students, the classroom discipline plan, the school-wide discipline plan, and student progress.
8. Be knowledgeable about effective classroom/building behavior management techniques and non-violent crisis intervention philosophy and techniques.
9. Maintain confidentiality about all personal information and educational records concerning students and their families.
10. Demonstrate dependability, integrity, self-discipline, and respect for law by word and personal example.
11. Report any School-related safety concerns to the principal or his or her designee(s) for resolution.

Expectations of Student Support Service Personnel:

1. Demonstrate interest in and concern for student achievement in the educational process.
2. Know School policies and rules, including this Code, and enforce them in a fair and consistent manner.
3. Maintain confidentiality about all personal information and educational records concerning students and their families.
4. Demonstrate dependability, integrity, and other standards of ethical conduct.
5. Provide educationally related service(s) to support students in their educational program.
6. Support educational and academic goals.
7. Assist students in coping with peer pressure and emerging personal, social, emotional, and physical problems.
8. Encourage students to benefit from the curriculum and co-curricular activities.
9. Communicate regularly with students, parents, and other staff.
10. Be knowledgeable about effective classroom behavior/building management techniques and non-violent crisis intervention philosophy and techniques.
11. Report any School-related safety concerns to the director, principal or their designee(s) for resolution.

Expectations of Other School Staff:

1. Know, abide by, and enforce School rules in a fair and consistent manner.
2. Set a good example for students and other staff by demonstrating dependability, integrity, respect, and other standards of ethical conduct.
3. Assist in promoting a safe, orderly, and stimulating School environment.
4. Maintain confidentiality about all personal information and educational records concerning staff, students, and their families.
5. Report any School-related safety concerns to the director or their designee for resolution.

Expectations of the Principal:

1. Organize School schedules and teaching assignments that promote effective classroom management and instruction.
2. Be fair, firm, and consistent in all decisions affecting students, parents, and staff.
3. Promote a successful teaching and learning environment by fostering a safe, orderly, and academically stimulating School environment.
4. Ensure that students and staff have the opportunity to communicate regularly with the principal regarding any School related matters.
5. Support the development of and student participation in appropriate extracurricular activities.
6. Be responsible for students, parents, and staff knowing and understanding the Code.
7. Be knowledgeable about effective classroom behavior/building management techniques, non-violent crisis intervention philosophy and techniques, and the Code.
8. Ensure that a School-wide behavior management system is created, supported and enforced.
9. Maintain confidentiality about all personal information and educational records concerning students and their families.
10. Demonstrate by word and personal example dependability, integrity, self-discipline,

and respect for law.

11. Adhere to the School's policies, regulations and procedures.
12. Inform the Board about educational trends relating to student discipline.
13. Work to create instructional programs that are academically sound and promote an environment that is sensitive to student and teacher needs and is designed to minimize problems of student misconduct.
14. Establish, implement and maintain programs for students with special needs.
15. Become acquainted with the School, staff, and students by visiting classrooms regularly and by attending School functions.

Expectations of the Members of the Board of Trustees:

1. Adopt a Code of Conduct that clearly defines expectations for the conduct of students on School property and at School functions.
2. Review the Code at least annually to evaluate its effectiveness, fairness, and implementation and approve or modify the Code accordingly.
3. Lead by example by conducting Board meetings in a professional, respectful, and courteous manner.
4. Become acquainted with the School, staff, and students by visiting the School and by attending School functions.

SECTION FOUR: CIVILITY

All members of the School community are expected to behave with dignity and treat others with respect and courtesy. Students should respect their peers, teachers, and School staff. Individual behavior should not interfere with the rights of others. Students are expected to use language that is appropriate in demonstrating respect for self and others. Profanity and vulgar language, including but not limited to racial comments and obscene gestures toward others, will not be tolerated.

SECTION FIVE: STUDENT CONDUCT SUBJECT TO DISCIPLINE

The primary goal of the School is to maximize the educational, emotional, personal and social development of each child. The Code is designed to assist each student in realizing a rewarding experience at the School. The following is intended to serve as a guide for what is expected of the School's students. The adherence to School rules will promote proper student behavior and promote academic excellence. Any violation of these rules will result in appropriate disciplinary action. The Board recognizes the need for specific and clear expectations for student conduct while on School property or engaged in a School function. The rules of conduct listed below are intended to provide clear expectations about behavior. Students who will not accept responsibility for their own behavior and who violate these School rules will be required to accept the penalties for their conduct.

Student Conduct Subject to Discipline: Students may be subject to disciplinary action, up to and including suspension from School, when they engage in conduct that is:

1. Disorderly;
2. Insubordinate;
3. Disruptive;
4. Violent;
5. Dangerous to the safety, morals, health or welfare of others;
6. Misconduct while on a School bus;
7. Bullying or harassment; or
8. Any form of academic misconduct.

Behavioral Expectations: The following is a non-exclusive list of behavioral expectations of students at the School. Violation of these standards of behavior may result in discipline.

Cafeteria: All students must eat lunch in the cafeteria or designated area whether they bring it from home or buy it. Students must deposit their garbage in the proper receptacles. Students are expected to conduct themselves in an orderly manner in the cafeteria. Students must stay seated, speak with an appropriate volume, and avoid disruptive behavior.

Computer/Internet Policy: The School encourages students to use computers and technology available in our School facilities; however, with this use comes responsibility. Violations of the following guidelines may result in a loss of access as well as other disciplinary or legal action in accordance with applicable laws. Users are expected to:

*Respect the privacy of others:

*Users will not try to gain unauthorized access to networked or stand alone systems.

*Users will not modify or read files of other individuals. However, system and school administrators have access to all files. You should not assume privacy from district and system administrators.

*Respect the legal protection provided by copyright and license to programs and data.

*Users will not make copies of licensed programs in violation of copyright laws.

*Users will not install their own software on School computers without authorization.

*Users will not intentionally develop or use programs to harass others or infiltrate a computing system or damage or alter the software components or network.

*Users will not intentionally send inappropriate, obscene, or hateful messages/emails to others.

*Users will not be allowed access to various Internet sites including pornography, personal web sites not related to school, or any online gambling site of any type.

*Abide by the Acceptable Use Agreement distributed to all School students and their parents.

Attendance: Students must attend School and class on a regular basis and participate in School and classroom programs, activities, and discussions in order to benefit from their education. When a student's lack of attendance is identified as a problem, every effort will be made to address the problem by using the School's resources and involving the student and his or her parents or guardians. The School resources include both teaching and administrative staff as well as guidance staff. When all efforts have been made and the student's attendance has not improved, other sources, including family court, may be appropriate in an attempt to correct the problem.

Corridor Passes: While classes are session, no student is permitted in the halls or lavatories without permission. Students found in the halls without permission may be subject to disciplinary measures. Appropriate hallway behavior is expected; students are prohibited from running, shoving or any other inappropriate behavior.

Dangerous Behavior/Weapons: Any student who threatens or displays behavior that might endanger the health, safety, or welfare of himself or herself, students, teachers, or staff, will be suspended immediately. The suspension may include a recommendation for a Board hearing to determine the student's future status. This behavior includes but is not limited to setting false fire alarms; making bomb threats; starting fires; possessing fireworks, weapon(s), pepper spray, or any similar items or explosives; throwing objects; fighting; vandalism; extortion

and any other activity that would endanger anyone on School property or at a School function.

Electronic Devices: Students may not use electronic devices during School hours except for educational purposes, as instructed by a teacher, or in emergency circumstances.

Fighting/Harassment: All students of the School are to treat each other with dignity and respect. Any student who engages in fighting/harassment (physical, sexual and/or verbal) will be displaying inappropriate behavior. Violators will be referred to the principal for disciplinary action. The penalty may range from a reprimand to suspension from School. A write-up of the incident may be placed in the student's permanent folder.

Forgery: Forgery of any kind is prohibited.

Gambling/Selling/Trading of Items: Students observed participating in or conducting any activity that may be construed as gambling will be disciplined appropriately. Exchanging of personal property or selling property is prohibited and exchanged or sold items may be confiscated.

Medications: Students may not take and/or carry medications--prescription or over-the-counter--while in school unless the proper forms signed by both parent and doctor are submitted to the nurse's office. All medications must be in their original packaging.

Insubordination: Insubordination, vulgarity, flagrant disregard of School rules, and disrespect for School personnel are prohibited. Such behavior includes but is not limited to failing to complete assignments, follow directions from adults, and be prepared for class.

Loitering/Trespassing: Loitering in the School building or on School grounds is prohibited.

Leaving School Building/Grounds: Students are not permitted to leave the School building or grounds at any time during the school day without a duly authorized pass from the principal or his or her designee. Students who become ill must be sent home through the nurse's office.

Plagiarism and Cheating: Plagiarism and cheating on any assignment and/or test or examination are prohibited. In addition to any other disciplinary measures, a student guilty of plagiarism or cheating may also receive a grade of zero for the test or assignment.

Substance Use and Abuse: Federal law and Board policy prohibit any type of substance use/abuse, including the use of tobacco, in any form on School property or at School functions. The use of alcoholic beverages of any kind, tobacco and illegal substances, is prohibited at all times on School property and at School functions. This includes all School-sponsored functions both on or off Social property. Students are prohibited from possessing, consuming, selling, attempting to sell, distributing or exchanging alcoholic beverages, tobacco, or illegal substances or being under the influence of any of these substances. Illegal substances include, but are not limited to, inhalants, marijuana, cocaine, LSD, PCP, amphetamines, heroin, steroids, look-alike drugs and drug paraphernalia. Students with substance abuse or other social problems are encouraged to discuss them with appropriate School personnel.

Late to School: Lateness to School is prohibited. Appropriate notification from a parent/guardian must be received at the nurse's office if a student is late to School.

Theft and Possession of Stolen Property: Theft and possession of stolen property are prohibited on School grounds and at School functions on or off School property.

Vandalism: Vandalism of School property is a serious offense. This can range from littering to destruction of School property. Students will be responsible for damages or loss of any School property or equipment that they damaged. In accordance with law, students and/or parents may be responsible for the cost of recouping damages.

Student Visitors: Student visitors are permitted only with prior School permission. No visits will be allowed during the week prior to final exams, the week of final exams, or the day before a School holiday or School vacation.

Vulgarity/Profanity: The use of vulgarity/profanity in the School building, on School grounds, or at any School sponsored function, is prohibited. This includes selling, using or possessing obscene materials. All locker decorations should reflect this policy.

Disciplinary Infractions: The following is a non-exclusive list of infractions. It supplements and does not replace the infractions as described above:

1. Attempting to assault any student or staff member;
2. Vandalizing School property;
3. Endangering the physical safety of another by the use of force or threats of force that reasonably places the victim in fear of imminent bodily injury;
4. Engaging in conduct that disrupts School or classroom activity or endangers or threaten to endanger the health, safety, welfare, or morals of others;
5. Engaging in insubordination;
6. Failing to carry out directions or comply with disciplinary sanctions;
7. Cheating on quizzes or exams, or committing plagiarism;
8. Using forged notes or excuses;
9. Stealing or attempting to steal, or possessing property known by the student to be stolen;
10. Committing extortion;
11. Engaging in gambling;
12. Abusing School property or equipment;
13. Using obscene or abusive language or gestures;
14. Engaging in acts of verbal or physical sexual harassment;
15. Making a false bomb threat or pulling a false emergency alarm;
16. Possessing tobacco or alcohol;
17. Wearing inappropriate, insufficient, or disruptive clothing or attire, or violating the student dress code;
18. Misusing computer technology, including viewing or downloading inappropriate material not germane to school work;
19. Committing any other act that School officials reasonably conclude disrupts the learning environment of the School;
20. Bullying or harassment; and
21. Repeatedly committing minor behavioral infractions that in the aggregate may be considered an infraction subject to formal disciplinary action

SECTION SIX: REPORTING VIOLATIONS

All students are expected to report violations of the Code promptly to a teacher, guidance counselor, or principal. Any student observing another student possessing a weapon, alcohol, or illegal substance on School property or at a School function shall report this information immediately to a teacher or principal. All School staff who are authorized to impose disciplinary sanctions are expected to do so in a prompt, fair and lawful manner. School staff not authorized to impose disciplinary sanctions are expected to promptly report violations of the Code to their supervisor. Any weapon, alcohol, or illegal substance found shall be confiscated immediately, if possible, followed by notification to the parent of the student involved and the appropriate disciplinary sanction, if warranted, which may include permanent suspension and referral for

prosecution. The principal and his/her designee must notify the appropriate local law enforcement agency of those Code violations that constitute a crime as soon as practical, but in no event later than the close of business the day the principal and his/her designee learns of the violation. The notification may be made by telephone, followed by a letter mailed on the same day as the telephone call is made. The notification must identify the student and explain the conduct that violated the Code and that constituted a crime.

SECTION SEVEN: DISCIPLINARY PENALTIES, PROCEDURES AND REFERRALS

Discipline is most effective when it deals directly with the problem at the time and place it occurs, and in a way that students view as fair and impartial. School personnel who interact with students are expected to use disciplinary action only when necessary and to place emphasis on the students' ability to grow in self-discipline. Disciplinary action, when necessary, will be firm, fair and consistent so as to be the most effective in changing student behavior. In determining the appropriate disciplinary actions, School personnel authorized to impose disciplinary penalties will consider the following:

1. the student's age;
2. the nature of the offense and the circumstances that led to the offense;
3. the student's prior disciplinary record;
4. the effectiveness of other forms of discipline;
5. information from parents, teachers and/or others, as appropriate; and
6. other extenuating circumstances.

The School is committed to implementing progressive discipline instead of zero tolerance policies whenever possible. As a general rule, discipline will be progressive. This means that a student's first violation will usually merit a lighter penalty than subsequent violations. The School also recognizes the philosophy of restorative justice. Restorative justice principles involve those who have a stake in a specific offense in collectively identifying and addressing the harm done and the needs and obligations of all involved in order to heal and correct the situation as fully as possible. Balanced and restorative justice strategies may be used at the discretion of the principal in lieu of, or in addition to, certain other interventions set forth in the Code, when all parties voluntarily agree to participate and the appropriate resources are available to support a meaningful effort. Appendix A provides a list of examples of restorative justice practices that may be implemented.

If the conduct of a student is related to a disability or suspected disability, the student shall be referred to the Committee on Special Education and discipline, if warranted, shall be administered consistent with the separate requirements of this Code for disciplining students with a disability or suspected of having a disability.

Penalties: Students who are found to have violated the Code may be subject to the following penalties, either alone or in combination. The School personnel identified after each penalty are authorized to impose that penalty, consistent with the student's right to due process.

1. Oral warning: any member of School staff.
2. Written warning: counselors, teachers, assistant principals, principal.
3. Written notification to parent: School counselors, teachers, assistant principals, principal.
4. Detention: teachers, assistant principals, principal.
5. Suspension from transportation: assistant principal–administration, principal.
6. Suspension from athletic participation: assistant principal–administration, principal.
7. Suspension from social or extracurricular activities: assistant

principal–administration, principal.

8. Suspension of other privileges: assistant principal–administration, principal.

9. Removal from classroom: teachers, assistant principal–administration, principal.

10. In-School suspension: principal.

11. Short-term (five days or less) suspension from School: principal with appeal to Board of Trustees.

12. Long-term (more than five days) suspension from School: principal with appeal to Board of Trustees.

13. Permanent suspension from School: principal with appeal to the Board of Trustees.

14. Balanced and restorative justice strategies: at the principal's discretion provided all participation is voluntary.

Procedures: The amount of due process a student is entitled to receive before a penalty is imposed depends on the penalty being imposed. In all cases, regardless of the penalty imposed, the School personnel authorized to impose the penalty must inform the student of the alleged misconduct and must investigate, to the extent necessary, the facts surrounding the alleged misconduct. All students will have an opportunity to present their version of the facts to the School officials imposing the disciplinary penalty in connection with the imposition of the penalty. Students who are to be given penalties other than an oral warning, written warning or written notification to their parents are entitled to additional rights before the penalty is imposed.

Detention: After-school detention is an appropriate penalty for student misconduct in situations in which removal from the classroom or suspension would be inappropriate. In the event of a detention parents will be notified that day of the reason and the student will be expected to serve the detention the following day.

Suspension from Athletic Participation and Extra-curricular Activities and Denial of Other Privileges: Students are expected to abide by the athletic training rules and other rules applicable to students participating in athletics or extracurricular activities of the School. A student subject to suspension from athletic participation, extra-curricular activities or other privileges is not entitled to a full hearing pursuant to Education Law Section 3214. However, the student and the student's parents will be provided with a reasonable opportunity for an informal conference with the principal to discuss the conduct and the penalty.

Removal of Disruptive Students: A student's behavior can affect a teacher's ability to teach and can make it difficult for other students in the classroom to learn. In most instances the classroom teacher can manage a student's behavior and maintain or restore control over the classroom by using good classroom management techniques. Classroom management techniques do not constitute disciplinary removals for purposes of this Code as long as the management technique does not transfer student care/custody from the teacher. On occasion, a student's behavior may become disruptive. For purposes of this Code, a disruptive student is a student who substantially disrupts the educational process or substantially interferes with the teacher's authority over the classroom. A substantial disruption of the educational process or substantial interference with a teacher's authority occurs when a student demonstrates a persistent unwillingness to comply with the teacher's instructions or repeatedly violates the teacher's classroom behavior rules. In such cases, the teacher shall inform the principal who will be responsible for taking action in accordance with the Code.

In-School Suspension: The principal, at his or her discretion, may authorize an in-school suspension ("ISS") for a student who would otherwise be suspended from School as a result of a Code violation. A student subject to an ISS is not entitled to a full hearing pursuant to Education

Law Section 3214. However, the student and the student's parent will be provided with a reasonable opportunity for an informal conference with the principal to discuss the conduct and the penalty involved. While the student is in ISS, s/he will receive full instruction each day from a certified teacher and be supervised by a monitor.

Suspension from School: Suspension from School is a severe penalty, which may be imposed only on students who are insubordinate, disorderly, violent, or disruptive, or whose conduct otherwise endangers the safety, morals, health or welfare of others. The Board retains its authority to suspend students, but places primary responsibility for the suspension of students with the principal. Any staff member may recommend to the principal that a student be suspended. All staff members must immediately report and refer a violent student to the principal. All recommendations and referrals shall be made in writing unless the conditions underlying the recommendation or referral warrant immediate attention. In such cases a written report is to be prepared as soon as possible by the staff member recommending the suspension. The principal, upon receiving a recommendation or referral for suspension or when processing a case for suspension, shall gather the facts relevant to the matter and record them for subsequent presentation, if necessary.

1. Short-term (5 days or less) Suspension from School: When the principal proposes to suspend a student charged with misconduct for five days or less pursuant to Education Law Section 3214(3), he/she must immediately notify the student orally. If the student denies the misconduct, the principal must explain the basis for the proposed suspension. The principal must also notify the student's parents in writing that the student may be suspended from School. The written notice must be provided, at the last known address of the parents, by personal delivery, express mail delivery, or some other means that is reasonably calculated to assure receipt of the notice within 24 hours of the decision to propose suspension. When possible, notice should also be provided by telephone if the School has been provided with a telephone number(s) for the purpose of contacting the parents.

The notice shall provide a description of the charges against the student and the incident for which suspension is proposed and shall inform the parent of the right to request an immediate informal conference with the principal. Both the notice and informal conference shall be in the dominant language or mode of communication used by the parent. At the conference, the parent shall be permitted to ask questions of complaining witnesses under such procedures as the principal may establish.

The notice and opportunity for an informal conference with the principal shall take place before the student is suspended unless the student's presence in School poses a continuing danger to persons or property or an ongoing threat of disruption to the academic process. If the student's presence does pose such a danger or threat of disruption, the notice and opportunity for an informal conference shall take place as soon after the suspension as is reasonably practicable.

After the conference, the principal shall promptly advise the parents in writing of his or her decision. The principal shall advise the parents that if they are not satisfied with the decision and wish to pursue the matter, they must file a written appeal to the Board of Trustees within five business days, unless they can show extraordinary circumstances precluding them from doing so. The Board of Trustees shall issue a written decision regarding the appeal within ten business days of receiving the appeal. If the parents are not satisfied with the Board's decision, they may file a written appeal to the Commission of the New York State Education Department. Only final decisions of the Board may be appealed to the Commissioner. The appeal must be filed within thirty days of the decision to the New York State Education Department, The

University of the State of New York, Albany, NY 12234.

2. Long-term (More than 5 days) Suspension from School: When the principal determines that a suspension for more than five days may be warranted, he or she shall give reasonable notice to the student and the student's parents of their right to a fair hearing. At the hearing the student shall have the right to be represented by counsel, the right to question witnesses against him or her and the right to present witnesses and other evidence on his/her behalf. The principal shall advise the parents that if they are not satisfied with the decision and wish to pursue the matter, they must file a written appeal to the Board of Trustees within five business days, unless they can show extraordinary circumstances precluding them from doing so. The Board of Trustees shall issue a written decision regarding the appeal within ten business days of receiving the appeal. If the parents are not satisfied with the Board's decision, they may file a written appeal to the Commission of the New York State Education Department. Only final decisions of the Board may be appealed to the Commissioner. The appeal must be filed within thirty days of the decision to New York State Education Department, The University of the State of New York, Albany, NY 12234.

3. Permanent Suspension: Permanent suspension is reserved for extraordinary circumstances such as when a student's conduct poses a life-threatening danger to the safety and well-being of other students. School personnel or any other person lawfully on School property or attending a School function. If a student is permanently suspended the student may not be re-admitted to the Charter High School for Law and Social Justice. A student subject to permanent suspension shall be given the same rights as a student subject to a long-term suspension.

4. Minimum Periods of Suspension: The following is a list of minimum periods of suspension based on the nature of the infraction.

A. *Students Who Bring a Weapon to School*: Any student found guilty of bringing a weapon onto School property will be subject to suspension from School for at least one calendar year. A student with a disability may be suspended only in accordance with the requirements of state and federal law. Before being suspended, the student will have an opportunity for a hearing pursuant to Education Law Section 3214. The principal has the authority to modify the one-year suspension on a case-by-case basis. In deciding whether to modify the penalty, the principal may consider the following:

1. the student's age;
2. the student's grade in School;
3. the student's prior disciplinary record;
4. the principal's belief that other forms of discipline may be more effective;
5. input from parents, teachers and/or others; and
6. other extenuating circumstances.

B. *Students Who Commit Violent Acts other than Bringing a Weapon to School*: Any student who is found to have committed a violent act, other than bringing a weapon onto School property, shall be subject to suspension from School for at least five days. If the proposed penalty is the minimum five-day suspension, the student and the student's parents will be given the same notice and opportunity for an informal conference given to all students subject to a short-term suspension. If the proposed penalty exceeds the minimum five-day suspension, the student and the student's parents will be given the same notice and opportunity for a hearing given to all students subject to a long-term suspension. The principal has the authority to modify the minimum five-day suspension on a case-by-case basis. In deciding whether to modify the penalty, the principal may consider the same factors considered in modifying a one-year

suspension for possessing a weapon.

C. *Students who are Repeatedly Substantially Disruptive of the Educational Process or Repeatedly Substantially Interfere with a Teacher's Authority over the Classroom*: Any student who repeatedly is substantially disruptive of the education process or substantially interferes with the teacher's authority over the classroom will be suspended from School for at least five days. A student with a disability may be suspended only in accordance with the requirements of state and federal laws. For the purposes of this Code, "repeatedly substantially disruptive" means engaging in conduct that results in the student being removed from the classroom by teacher(s) pursuant to Education Law Section 3214(3-a) and this Code on four or more occasions during a semester. If the proposed penalty is a suspension of five days or less, the student and the student's parent will be given the same notice and opportunity for an informal conference given to all students subject to a short-term suspension. If the proposed penalty is a suspension of more than five days, the student and the student's parent will be given the same notice and opportunity for a hearing given to all students to a long-term suspension. The principal has the authority to modify a suspension of five or fewer days on a case-by-case basis. In deciding whether to modify the penalty, the principal may consider the same factors considered in modifying a one-year suspension for possessing a weapon.

SECTION EIGHT: ALTERNATIVE INSTRUCTION

When a student of any age is removed from class by the teacher for disruptive behavior, or a student of compulsory attendance age is suspended from School pursuant to Education Law 3214, the School will take immediate steps to provide alternative means of instruction to the student. This instruction shall be of an equivalent nature to that provided in the student's regularly scheduled class and shall be provided by a School staff member. The School shall act promptly, with due regard for the nature and circumstance of the particular case. Students who are suspended from School shall receive a minimum of two hours of instruction per day by certified teachers.

SECTION NINE: DISCIPLINE OF STUDENTS WITH DISABILITIES

The Board recognizes that it may be necessary to suspend, remove, or otherwise discipline students with disabilities to address disruptive or inappropriate behavior. The Board also recognizes that students with disabilities enjoy certain procedural protections whenever School authorities intend to impose discipline upon them. The Board is committed to ensuring that the procedures followed for suspending, removing or otherwise disciplining students with disabilities shall be consistent with the procedure described in Section Seven of this Code.

Suspensions or Removals of Students with Disabilities:

1. For purposes of this section of the Code, the following definitions apply.
   a. A "suspension" means a suspension pursuant to Education Law 3214.
   b. A "removal" means a removal for disciplinary reasons from the student's current educational placement other than a suspension and change in placement to an interim alternative educational setting ("IAES") because the student poses a risk of harm to himself or herself or others.
   c. An "IAES" means a temporary educational placement for a period of up to 45 days, other than the student's current placement at the time the behavior precipitating the IAES placement occurred, that enables the student to continue to progress in the general curriculum, although in another setting; to continue to receive those services and modifications, including those described on the student's current individualized education program ("IEP"), that will enable the student to meet the goals set out in such

IEP; and includes services and modifications to address the behavior that precipitated the IAES placement that are designed to prevent the behavior from recurring.

2. School personnel may order the suspension or removal of a student with a disability who violates this Code from his or her current educational placement as follows:

a. The principal may order the placement of a student with a disability into an IAES, another setting, or suspension, for a period not to exceed five consecutive school days, if the principal determines that the student has engaged in behavior that warrants a suspension and the suspension or removal does not exceed the amount of time a student who does not have a disability would be subject to suspension for the same behavior.

b. The principal may order the placement of a student with a disability into an IAES, or another setting, or suspension for up to ten consecutive school days, inclusive of any period in which the student has been suspended or removed under subparagraph (a) above for the same behavior, if the principal determines that the student has engaged in behavior that warrants a suspension and the suspension or removal does not exceed the amount of time a student who does not have a disability would be subject to suspension for the same behavior.

c. The principal may order additional suspensions of not more than ten consecutive school days in the same school year for separate incidents of misconduct, as long as those removals follow the procedures outlined above and do not constitute a change of placement.

d. The principal may order the placement of a student with a disability into an IAES to be determined by the Committee on Special Education ("CSE") of the student's School district of residence, for the same amount of time that a student without a disability would be subject to discipline, but not more than forty-five days, and without regard to whether the behavior was a manifestation of the disability, if the student carries or possesses a weapon while at School or a School function, knowingly possesses or uses illegal drugs or sells or solicits the sale of a controlled substance while at School or a School function, or has inflicted serious bodily injury upon another person while at School or a School function.

1."Weapon" means the same as "dangerous weapon" under 18 U.S.C. § 930(g)(w), which includes "a weapon, device, instrument, material or substance, animate or inanimate, that is used for, or is readily capable of causing death or serious bodily injury, except...[for] a pocket knife with a blade of less than 2 1/2 inches in length."

2. "Controlled substance" means a drug or other substance identified in certain provisions of the federal Controlled Substances Act specified in both federal and state law and regulations applicable to this policy.

3. "Illegal drugs" means a controlled substance except for those legally possessed or used under the supervision of a licensed health-care professional or that is legally possessed or used under any other authority under the Controlled Substances Act or any other federal law.

3. Subject to specified conditions required by both federal and state law and regulations, an impartial hearing officer may order the placement of a student with a disability in an IAES for up to 45 days at a time, if maintaining the student in his or her current educational placement poses a risk of harm to the student or others.

Change of Placement Rule:

1. A disciplinary change in placement means a suspension or removal from a student's current educational placement that is either:

a. For more than ten consecutive school days; or

b. For a period of ten consecutive school days or less if the student is subjected to a series of suspensions or removals that constitute a pattern because they cumulate to more than ten school days in a school year and because of such factors as the length of each suspension or removal, the total amount of time the student is removed, and the proximity of the suspensions or removals to one another.

2. School personnel may not suspend or remove a student with disabilities if imposition of the suspension or removal would result in a disciplinary change in placement based on a pattern of suspension or removal. However, the School may impose a suspension or removal, which would otherwise result in a disciplinary change in placement, based on a pattern of suspensions or removals if the CSE of the student's School district of residence has determined that the behavior was not a manifestation of the student's disability, or the student is placed in an IAES for behavior involving weapons, illegal drugs, or controlled substances.

Manifestation Determination:

1. Within ten school days of any decision to change the placement of a child with a disability because of a violation of the Code of Conduct, the local educational agency, the parent, and relevant members of the IEP team shall review all relevant information in the student's file to determine whether the conduct in question was caused by, or had a direct and substantial relationship to, the child's disability; or whether the conduct in question was the direct result of the School's failure to implement the child's IEP.

2. If the members of the team described in the previous paragraph determine that the behavior was caused by the child's disability or the School's failure to implement the child's IEP, the conduct shall be deemed to be a manifestation of the child's disability.

3. If the conduct was a manifestation of the child's disability, the child will be returned to the placement from which he or she is removed, unless the violation involved a weapon, controlled substance, or serious bodily injury to another.

SECTION TEN: CORPORAL PUNISHMENT

Corporal punishment is any act of physical force upon a student for the purpose of disciplining that student. No teacher, administrator, officer, employee or agent of the School may use corporal punishment as a means of discipline against a student; nor shall corporal punishment be used against a student by a parent or any other visitor while on School property. However, in situations where alternative procedures and methods that do not involve the use of physical force cannot reasonably be used, then the use of reasonable physical force may be used to:

1. protect oneself from physical injury; or
2. protect another student, teacher or any other person from physical injury.

In instances in which a disruptive student, whose behavior interferes with the orderly exercise and performance of School functions, powers, and duties, refuses to comply with a request to refrain from further disruptive behavior the principal or an assistant principal may contact law enforcement authorities for assistance.

The School will file all complaints about the use of corporal punishment with the Commissioner of Education in accordance with the Commissioner's Regulations.

SECTION ELEVEN: STUDENT SEARCHES AND INTERROGATIONS

Questioning of Students by School Officials: Any School designee authorized to

impose a disciplinary penalty on a student may question a student about an alleged violation of law, School rules or the Code. School officials are not required to give "Miranda" type warnings before questioning, nor are School officials required to contact a student's parent before questioning the student. However, School officials will tell all students why they are being questioned. School officials have the right and responsibility to contact appropriate law enforcement agencies, as may be necessary, with regard to statements and information given by students to School officials.

Student Searches by School Officials: In order to maintain discipline and safety on School property and at School functions, students and their property may be subject to searches by authorized School officials. The constitutional right of students to be free from unreasonable searches and seizures shall be protected.

The principal, assistant principal–administration, School nurse, and school security officials are authorized to conduct searches of students and their property on School grounds if the authorized School official has reasonable suspicion to believe that the search will result in evidence that the student violated the law, School rules, or the Code.

Before searching a student's belongings, the authorized School officials should question the student about whether he or she possesses physical evidence that he or she violated the law or Code, or ask the student to consent to the search voluntarily. Searches will be limited to the extent necessary to locate the evidence sought.

Realizing the intrusive nature of a search which requires a student to remove any and/or all clothing, the Board authorizes these searches following a review of the facts by the School's attorney or the principal in the absence of the School's attorney. Such searches are to be conducted only in situations in which there is an imminent threat to the safety or health of members of the School community and the necessity of searching a particular student without delay exists. Prior to engaging in such a search, the School will take into account the nature of the crime, student's age and record, need for such a search, and a demonstration of individualized suspicion.

Whenever practicable, searches of students and their property will be conducted in the privacy of administrative offices and students will be present when their possessions are being searched. When necessary, the search of a student may take place at a School function off of School property provided the search follows the restrictions and procedures in this Code.

Factors that may be considered in determining whether reasonable suspicion exists to search a student include the age of the student, the student's record and past history, the predominance and seriousness of the problem in the School where the search is directed, the statements of the student and others, personal observations of the student behavior giving rise to the suspicion; and the urgency to conduct the search without delay.

Searches of Lockers, Desks, and Other Storage Spaces: The rules of this Code of Conduct regarding searches of students and their property do not apply to student lockers, desks, and other storage places. Students have no reasonable expectation of privacy with respect to these places and School officials retain complete control over them. This means that student lockers, desks and other storage areas may be subject to search at any time by School officials, without prior notice to students and without their consent.

Police Involvement in Searches and Interrogations: The School is committed to cooperating with law enforcement authorities to maintain a safe School environment. Police officials may interview or search students in Schools or at School functions, or use School facilities in connection with police work, but in doing so must follow laws and rules applicable

to law enforcement personnel.

Child Protective Services Investigations: Consistent with the School's commitment to keep students safe from harm and the obligation of School officials to report to child protective services when they have reasonable cause to suspect that a student has been abused or maltreated, the School will cooperate with local child protective service workers who wish to conduct interviews of students on School property relating to allegations of suspected child abuse, and/or neglect, or custody investigations.

SECTION THIRTEEN: DISSEMINATION AND REVIEW

The Board will work to ensure that the community is aware of this Code of Conduct by:

1. Allowing for public comment about the Code at Board meetings;
2. Providing copies of a summary of the Code to all students at the beginning of each School year;
3. Making copies of the Code available to all parents at the beginning of the School year;
4. Providing all current teachers and other staff members with a copy of the Code and a copy of any amendments to the Code as soon as practicable after adoption.
5. Providing all new employees with a copy of the Code of Conduct when they are first hired; and
6. Making copies of the Code available for review by students, parents and other community members.

The Board will review and approve this Code every year and update it as necessary. The Code and any amendments to it will be filed with the Commissioner no later than 30 days after adoption.

APPENDIX A[2]

Balanced and Restorative Justice Strategies

Following is a list of generally accepted balanced and restorative justice strategies. These may be used at the discretion of the principal in lieu of, or in addition to, other interventions set forth in the Code, when all parties voluntarily agree to participate and the appropriate resources are available to support a meaningful effort.

Circles: Circles use traditional circle ritual and structure to involve the victim, victim supporters, the offender, offender supporters, police, and all interested community members. Within the circle, people can speak from the heart in a shared search for understanding of the event, and together identify the steps necessary to assist in healing all affected parties and prevent future offenses.

Circles typically involve a multi-step procedure that includes: (1) application by the offender to participate in the circle process; (2) a healing circle for the victim; (3) a healing circle for the offender; (4) a circle to develop consensus on the elements of a healing plan; and (5) follow-up circles to monitor the progress of the offender. The healing plan may incorporate commitments by the School, community and family members, as well as by the offender.

The goals of circles include promoting healing for all affected parties; providing an opportunity for the offender to make amends; empowering victims, community members, families, and offenders by giving them a voice and a shared responsibility in finding constructive resolutions; addressing the underlying causes of offensive behavior; building a sense of

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[2]Based on the Chicago Public School Policy Manual.

community and its capacity for resolving conflict; promoting and sharing community values; and improving school culture.

Circles are not appropriate for all offenses. The connection of the offender to the community, the sincerity and nature of the offender's efforts to be healed, the input of victims, and the dedication of the offender's support group are key factors in determining whether a case is appropriate for the circle process.

Community Service: Community service is work performed by an offender for the benefit of the School community as a formal or informal sanction. Just as neighborhoods and School communities are harmed by criminal and delinquent activities, they can be at least partially restored by meaningful service that contributes to their improvement. Community service offers one way an offender can be held accountable to repair some of the harm caused by his or her delinquent actions. The goals of community service are to hold offenders accountable for the harm they have caused to the school community, provide School communities with human resources that can assist in maintaining a positive school climate, and allow victims a voice and occasionally some direct benefit by recommending the type of community service performed.

Successful community service programs require a true partnership. Offenders in a School community can enhance efforts of the community by providing meaningful contributions. Examples of community service include programs that beautify a community's environment such as cleanup efforts or graffiti removal. Truly restorative community service offers crime victims the opportunity to provide input into the types of community service they would like to see the offender perform, including activities that directly benefit the victim or a charity or project of the victim's choice.

Youth Courts: Youth courts are programs in which youth work together with youthful offenders, victims, and the community, which is most often the School setting, to repair harm, build competencies, and help to create safer Schools and/or communities. Youth courts typically are set up in different configurations resembling courts. They usually deal with minor delinquent and other behavior problems. Most programs require youth to admit guilt or accept responsibility prior to participation. When the program or disposition is completed, charges or consequences are typically dismissed. Successful youth courts consist of students who are trained in restorative justice practices, including circles, conferencing, and community panels. Students who participate in youth courts peer jury sessions as victims, offenders, or community members should be encouraged to participate as volunteers on subsequent panels.

Restorative Group Conferencing: Restorative group conferencing involves the community of people most affected by the offense--the victim and the offender; and the family, friends and key supporters of both--in deciding the resolution of an incident. These affected parties are brought together by a trained facilitator to discuss how they and others have been harmed by the offense and how that harm might be repaired. To participate, the offender must admit to the offense. Participation by all involved is voluntary. The facilitator contacts the victim and offender to explain the process and invites them to the conference; the facilitator also asks them to identify key members of their support systems, who will be invited to participate as well.

The conference typically begins with the offender describing the incident, followed by each participant describing the impact of the incident on his or her life. It is preferable to allow the victim to start the discussion, if the victim wishes. Through these narrations, the offender is faced with the human impact of the behavior on the victim, on those close to the victim, and on the offender's own family and friends. The victim has the opportunity to express feelings and

ask questions about the incident. After a thorough discussion of the impact of the behavior on those present, the victim is asked to identify desired outcomes from the conference, and thus helps to shape obligations that will be placed on the offender. All participants may contribute to the problem-solving process of determining how the offender might best repair the harm he or she caused. The session ends with participants signing an agreement outlining their expectations and commitments.

The goals of restorative group conferencing include providing an opportunity for the victim to be directly involved in the discussion of the offense and in decisions regarding appropriate sanctions to be placed on the offender, increasing the offender's awareness of the human impact of his or her behavior and providing the offender an opportunity to take full responsibility for it, engaging the collective responsibility of the offender's support system for making amends, shaping the offender's future behavior, and allowing both offender and victim to reconnect to key community support systems

In implementing any restorative conferencing program, the facilitators, who may be students or School personnel, must be trained in conferencing preparation techniques. It is critically important that the facilitator do everything possible to ensure that neither the victims nor offenders are harmed in any way. Additionally, the victim's participation must be completely voluntary, as should the participation of the offender. Whenever possible, the victim should be given choices concerning decisions such as when and where the conferencing will take place, who will be present,and who will speak first. The facilitator should conduct in-person, pre-conferencing sessions with both parties and make follow-up contacts, including the monitoring of any agreement reached.

Victim-Offender Conferencing: Victim-offender conferencing is a process that provides interested victims an opportunity to meet their offender, in a safe and structured setting, and engage in a mediated discussion of the offense. With the assistance of a trained mediator, the victim is able to tell the offender about the offense's physical, emotional, and financial impact; to receive answers to lingering questions about the offense and the offender; and to be directly involved in developing a restitution plan for the offender to pay back his or her financial debt.

The goals of victim-offender conferencing include supporting the healing process of victims by providing a safe and controlled setting for them to meet and speak with the offender on a strictly voluntary basis, allowing the offender to learn about the impact of the offense on the victim and to take direct responsibility for their behavior, and providing an opportunity for the victim and offender to develop a mutually acceptable plan that addresses the harm caused by the offense. This process is not primarily focused upon reaching a settlement, although most session do, in fact, result in a signed restitution agreement.

In implementing any victim-offender conferencing program, it is critically important to maintain sensitivity to the needs of the victim. First and foremost, the mediator must do everything possible to ensure that the victim will not be harmed in any way. Additionally, the victim's participation must be completely voluntary, as should the participation of the offender. The victim should also be given choices, whenever possible, concerning decision such as when and where the mediation session will take place, who will be present, and who will speak first. Cases should be carefully screened regarding the readiness of both victim and offender to participate. The facilitator should conduct in- person, pre-mediation sessions with both parties and make follow-up contacts, including the monitoring of any agreement reached.

Attachment 5a – Charter School Trustee
Background Information

School Trustee Background Information

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

Name: Janine Azriliant

Charter School Name: The Charter High School for Law and Social Justice

Charter School Address: CSD9

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 have always been interested in the charter school system and I met Professor Richard Marsico last year at a charter school event. I was immediately drawn to his concept of a high school for law and social justice, where children from underserved

communities would have an opportunity for a career in the legal profession. I also felt the compassion and commitment for such a school and believe it is greatly needed. In addition, Professor Marsico and I also shared the New York Law School connection, where I earned my law degree.

5. Please explain why you wish to serve on the board. I want to serve on the board because I have been fortunate in my education and career and am always looking for ways in which I can give back to my community. Serving on the Board of this charter school would be one way in which I can do so.

6. Please indicate whether you have previously served or are currently serving on a board of a school district, a non-public school or any not-for-profit corporation (to the extent not otherwise indicated in your response to Item 1, above). In addition, please describe any other experience, knowledge or skills you feel is relevant to service on the charter school board. ☐ This does not apply to me. ☐ Yes. (Include description here): I have never served on a board, but I have a strong public interest background in that I have been volunteering at the City Bar Association for the last seven years as part of their Monday Night Law program. As a MNL counselor, I assist individuals who cannot afford attorneys in various areas of the law, including matrimonial, landlord/tenant, consumer and bankruptcy matters. I also volunteer as an arbitrator in Small Claims Court. In addition, I was a mentor to high school students at the Martin Luther King Jr. High School in their law and justice program.

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

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

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

Conflict of Interest

9. Please indicate whether you, your spouse, or other family member knows any of the other prospective or current board members.
   ☐ I / we do not know any such persons. X☐ Yes.
   If your answer is yes, please indicate the precise nature of your relationship here: I have met some of the other potential board members in that we were all involved in the planning process for the application to become a charter school. I did not know anyone prior to the work I had done during this process.

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.
    I understand that two of the founding members – Gaye Burton-Chavis and Alissa Kane are looking for permanent positions within the Charter School. I do not know either particularly well, but I met them through the various organizational meetings.
    If yes, please indicate the precise nature of your relationship here:

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

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

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

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

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

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

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

17. Please explain how you would handle a situation in which you believe one or more members of the charter school's board are involved in working for their own benefit, or the benefit of their friends and family. I would first gather any such evidence I have against that person and then approach the Chairman and/or President to explain my suspicions. After that, I would discuss a coherent plan with the Chairman, President and/or other Board members in how to approach the suspected member directly. We would of course invite him/her to explain his/her side of the story before any action is taken.

Educational Philosophy

18. Please explain your understanding of the charter school's mission and/or philosophy. The charter school's mission is to give high school students from underserved areas a pathway to careers in the legal profession and to introduce them to various career opportunities by creating a hands-on approach to learning. Each student will have the ability to gain "real life" legal experience by undertaking internships in this profession, in both the public and private sector.

19. Please explain your understanding of the educational program of the charter school. The charter school will have a traditional educational program with the core requirements of the New York City public schools, but additionally, each child will have his or her own advisor to create an individualized learning plan, whereby the student can focus on his or her own interests. For instance, if the student is interested in criminal law, he or she can strive to obtain an internship at the public defender's office or the district attorney's office.

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 characteristics of a successful charter school include a passionate and dedicated board and faculty that believes in the school's philosophy and core values, and personnel who put the school's interest above their own. Board members need to keep an eye on the school and advise the faculty on important issues, but at the same time, give the school leader enough leeway to make his or her own decisions on a daily basis. A board member must also be involved in the school and know what is happening there on a regular basis. The board member must also be in tune with the school's academics and provide adequate resources for the school to fulfill its mission, and must listen to the school's staff and students for feedback. The board member must also be open to change if necessary for the benefit of the school.

Other

21. Please explain your understanding of the appropriate role of a public charter school board member. The role of the board member is to effectively communicate the school's mission and vision, and to ensure that it stays on track for said mission. The board member must effectively budget for the school's operation and maintain a healthy relationship with the faculty, students and members of the community. The board member must also be in tune with the school's day to day operations,

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

23. Please provide any other information that you feel is pertinent to the Department's review. In addition to my diverse legal background, I am also the mother of two small children and a strong education is greatly emphasized in our household.

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

STATEMENT OF ASSURANCE

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

Signature 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]

Janine R. Azriliant

Legal Experience

Arbitrator, New York County, Small Claims Court 2006-Present
Arbitrator. Arbitrate hundreds of cases for New York Court System on a variety of different matters, including contract and lease disputes, personal injury and property damage. Also mediate numerous similar claims, helping parties reach settlement.

City Bar Association, Monday Night Law 2005-Present
Volunteer Attorney. Counsel individuals on various legal issues in different areas of the law, including employment, matrimonial, landlord-tenant and consumer issues.

Kaplan Fox & Kilsheimer LLP, New York, NY 1998-2001
Associate. Litigated complex securities and antitrust class action cases. Drafted complaints, memoranda and agreements. Investigated potential securities fraud cases, which included examination of witnesses, extensive research and review of SEC filings.

Bingham Dana LLP, New York, NY 1997-1998
Bizar, Martin & Taub, LLP, New York, NY 1995-1997
Associate. Litigated commercial, matrimonial and estate matters. Argued motions in court. Performed extensive research and writing, including memoranda of law in support of motions to dismiss and summary judgment motions.

Journalism/ Production Experience

SportsNet New York, New York, NY 2006-2011
Associate Producer. Produced segments and devised show content for live sports shows, including **SportsNite**, **Wheelhouse** and **Loud Mouths**. Segments included game highlights, packages and feature stories. Field produced for all professional sports, including basketball, football, baseball, tennis and golf.

MSG Network, New York, NY 2002-2005
Associate Producer/Reporter. Co-Produced **The Crusade: The 2002 Bergen Catholic Football Story**, a two-hour documentary that followed a top New Jersey high school football team on and off the field. Created and produced feature segments, coordinated graphic production and reported on football and basketball games for a variety of shows, including **SportsDesk**, **Angles** and **High School Weekly**.

Education

New York University, New York, NY; *Certificate in Broadcasting* May 2002
School of Continuing and Professional Studies

New York Law School, New York, NY; *JD* June 1994
Honors: Law Review; *American Jurisprudence Award,* Legal Research and Writing.
Activities: Internships for the Honorable Bruce Allen, Supreme Court, New York County; United States Attorneys' Offices, Civil and Criminal Divisions; the National Law Journal; Barocas & Schmidt, P.C.

Lehigh University, Bethlehem, Pa; *BA, cum laude in Journalism* June 1991
Activities: Dean's List; sports editor of the Brown and White, student biweekly newspaper; Globe Times writer; internship at the Lehigh County District Attorney's Office; teaching assistant for journalism and law course; women's football; Alpha Phi sorority.

Affiliations/ Interests

NY and NJ Bar admissions and US district courts; member of SDNY's Mediation Panel; planning member of charter high school for law & social justice; avid runner and golfer.

School Trustee Background Information

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

Name: **Gaye Burton-Chavis**

Charter School Name: **Charter High School for Law and Social Justice**

Charter School Address: **Community School District Nine**

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.): The board of trustees

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 attend a meeting with a former district leader of the 79th assembly district in the Bronx and the co-applicant of the Charter High School for Law and Social Justice to discuss the intention of opening this

charter school in the South Bronx. I expressed then the wish to get involved and join the planning committee.

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

Being a native of the Bronx it would be quite exciting for me to see the Charter High School for Law and Social Justice become a part of the South Bronx. The South Bronx has a rich history of people who struggled and fought to maintain the culture of its borough. These struggles include obtaining social justice in many areas for its residents. As a board member I would be proud to serve this community and help this school provide opportunities for students to receive a quality education in order for them to continue the fight for social justice in all areas of New York City.

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. x☐ Yes. (Include description here): I have been a teacher for the past twenty years. I taught in New York public schools for 7 years and I also held a number of positions in the South Bronx in the past which include being a tutor, a GED instructor, a trainer of student community leaders, President of (NDI) tenant association, President of the Parents Association of the Claremont Center, President of the Democratic Club in the 79th District in the Bronx, a petition carrier, and presently I am a teacher in New Jersey. I also hold many positions on professional committees which include professional development, restructuring committee, Teacher-to-Teacher committee, facilitator of the new teacher/administrator evaluation tool, county and state Human Right committee chair, Co-chair of Minority Recruitment committee, union building representative, etc. Each of these positions have afforded me the opportunity to make informed decisions about what is best for residents, students, teachers and members of the teachers union.

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: Yes, I know the other prospective board members but only as a working group who have prepared this application.

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:

    I am member of the planning committee and I plan to apply for an administrative position once the charter has been approved. This would mean that I would have to remove myself as a founding school board member.

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

If this school receives its charter I do plan to apply for an administrative position (Principal/School Leader) which would be a conflict of interest being that the school board will be responsible of the school's oversight.

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

As a school board member it would be my responsibility to question and/or report any conflict of interest, mismanagement of funds or abuse of power. This would be done by following the proper protocols and reporting to the necessary bodies which may include but not be limited to the school board members, the school board attorney, the state school board of education, the state comptroller, etc.

Educational Philosophy

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

I believe strongly in offering alternative routes to a good education. The Charter High School for Law and Social Justice will do just that as they provide a quality education through its partnerships with the College of Mount Saint Vincent and New York Law School. This school will provide students from underserved populations with the opportunities to learn about law and how it can contribute to social justice. The students will be engaged in course work and skills that will prepare them for college, graduate school and careers in law, law enforcement and legal professions. The school's mission is to move students from a level of at-risk to the level of content mastery.

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

The school's curriculum will help students achieve content mastery by developing the essential competencies of critical thinking, effective communication, and collaboration. By aligning the common core content standards to the curriculum students are afforded the opportunity to compete with other students through advanced placement courses and college courses. Looping in the ninth and tenth grades will help develop a stable and consistent learning environment. These ninth and tenth graders will also participate in summer bridge programs. The eleventh and twelfth

graders will take SAT preparation, college planning courses and participate in law office internships. The Charter High School for Law and Social Justice welcomes students with disabilities, English language learners and those of low socio-economic backgrounds. The school will provide high-quality teaching, create high expectations, and utilize a rigorous curriculum of academics and practicality to promote an exciting learning environment. More importantly the Charter High School for Law and Social Justice will employ early intervention for struggling students which will include integrated technology, differentiate instruction, ongoing assessment and community outreach.

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 include creating smaller classroom settings in order to meet the needs of all students; developing the innovation of curricular which allows room for new ideals such as cultural awareness and teaching to the whole child; identifying equitable practices, for example, using recruitment and mandatory parental involvement policies, sustaining autonomy of the charter in order to create and sustain learning communities and most importantly obtaining consistent measurement of student performance. All stakeholders need to take on the responsibility of ensuring ongoing student growth and academic achievement.

Other

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

The primary goal of all board members should be to create a culture of involvement. Board members need to make sure that policies are in place for the structure of meetings, a school attendance policy, recruitment and enrollment policies, and curriculum policies, appropriate contract language, parental involvement, community involvement, data driven teaching strategies, policies for fiscal management and consistent communication among all stake holders (students, teachers and administrators, the

community, board members, chartering agencies and/or management companies.

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 school application, the charter school board's by-laws and all proposed policies. All members of the planning committee reviewed these documents independently and as a group.

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

I am happy to have been a part of the planning committee and contribute to the ongoing discussion, review of documents and communication with community partners on behalf of this project.

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

STATEMENT OF ASSURANCE

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

Gaye Burton-Chavis 3/15/13

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]

GAYE M. BURTON

[redacted]

SEEKING ADMINISTRATIVE POSITION

"An education isn't how much you have committed to memory, or even how much you know. It's being able to differentiate between what you know and what you don't." Anatole France

CERTIFICATIONS

New Jersey
Pending Principal Certification
Teacher of the Handicapped License K-12

New York - Dual Certification
Certification in Common Branch K-12
Certification in Special Education K-12

EDUCATION

Master of Science in Educational Leadership — **December, 2011**
Delaware Valley College, Doylestown, Pennsylvania

Master of Science in Special Education — **December, 1995**
City College of City University, New York, New York

PROFESSIONAL EXPERIENCE

Pemberton Township School District — **Pemberton, New Jersey**
Helen Fort Middle School
Special Education Teacher — **2000-present**

- Serves as a liaison between child study team and parents
- Participates in manifestation determination meetings and annual IEP review meetings
- Provides in-class support for all content subjects in 7th & 8th grades
- Provide a variety of mathematical strategies and technology that promotes rigor
- Implement strategies and differentiated instruction to meet the needs of every student
- Promotes a cooperative and positive learning environment
- Coordinate placement of students into least restrictive environments at all times
- Create innovative lessons with co-teachers that are aligned with core curriculum content standards and meet the district goals and objectives
- Employ a variety of assessment tools to maintain accurate reports of students' progress
- Utilize behavior modification plans that provide accommodations to enhance students' capability to learn

- Develop IEP short and long term goals and work closely with child study team and guidance

New York City Public Schools **1993-2000**

- Developed lesson plans and instruction in reading, mathematics, science, social studies, language arts, and creative writing
- Advise students regarding academic and vocational interests

COMMITTEES/PROFESSIONAL AFFILIATIONS

- **Teachscape District Facilitator** - of the new teacher evaluation tool utilized under the EE4NJ pilot Program.
- **Intervention & Referral Service Team (I&RST)** – active team member reviewing cases for students at-risk
- **District Teacher-To-Teacher Committee** - active member offering guidance to other colleagues through proven teaching strategies and professionalism
- **School Leadership Committee (SLC)** – Co-Chair, leads the building in its charge to provide teachers with what is needed to be highly qualified; students with what is needed to be successful and oversee other building committees
- **District Restructuring Committee** – worked on completing plans to move the school ahead in meeting our annual yearly progress
- **District Professional Development Committee** – active member that makes sure each school is provided the appropriate training in areas of need in order to meet district, county and state requirements of student academic achievement and highly qualified teaching practices
- **Burlington County Education Association/New Jersey Education Association – Human Rights Committee Chair** – as chair, I am responsible for sharing and reporting discussion of plans for the annual Dr. Martin Luther King Jr. Human Rights Celebration
- **Burlington County Executive/Representative Council member** – active member who is responsible for reporting about the Human Rights Committee affairs; review and discuss all county and state legislation that affect all teachers and support staff and I am a standing voting member
- **National Education Association Alternate-Assembly Delegate** – acting as an alternative assembly delegate provides me the opportunity to attend, speak and vote on critical issues regarding legislation about teachers, support staff and students during the annual delegate assembly
- **Pemberton Township Association member** – active, dues paying member that is an executive committee member, previously the legislative action chair and presently a representative to Burlington County Education Association and a building association representative.
- **Association of Mathematics Teachers of New Jersey** – active member that receives literature about all state and common core content curriculum state standards pertaining to math and I attend at least one of their annual conferences
- **National Coalition for 100 Black Women** – Southern New Jersey Chapter – I am a new member to this organization.

ACTIVITIES

African-American History Studies Club – teaching students the importance of their culture as well as other cultures and teaching students about the multitude of contributions that African-Americans have given to our society.

Health and Wellness Facilitator – I took a course given by a community church about the importance of maintaining good eating habits, controlling your stress, the importance of annual check-ups, exercise and monitoring your responsibilities. I then became trained by this church in order to teach this course within the school district under the Minority Leadership and Recruitment Committee.

Burlington County Education Association Mall Expo Coordinator – The Mall Expo provides the community the opportunity for teachers to show some of their students' best work, gifts and projects through out the entire county. I was responsible for developing lessons and/or projects used to represent my school building at the expo. Each year I volunteer for two hours during the Mall Expo which is held for a week at the Burlington County Mall.

Community Day Coordinator – I collected and set up student work and projects used to promote the districts' yearly theme surrounding diversity, I volunteered to man booths during the festival and I also used this opportunity to promote voter registration for PTEA during this community activity.

Helen Fort Middle School Cheerleading Coach – This role allowed me the opportunity to mentor young girls, teach them how to be role models, promote school pride, and maintain good grades. As the cheerleading coach my squad was also allowed to participate in pep rallies before state testing, demonstrate during 6th grade orientation for incoming students, perform at our district Annual International Festival as well as cheer with grace during our home games.

School Trustee Background Information

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

Name: Cynara Hermes

Charter School Name: Charter High School for Law and Social Justice

Charter School Address: Community School District 9

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

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

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

Background

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

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

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

4. Please indicate how you became aware of the charter school and the opportunity to serve as a member of its board. Referral by and conversations with Professor Richard Marsico, my colleague at New York Law School.

5. Please explain why you wish to serve on the board. I have a strong commitment to pipeline programs am interested in the charter school movement to ensure effective education in low-income areas in the Bronx, the borough in which I was born and where my brother runs a small auto-body repair shop.

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

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

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

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

Conflict of Interest

9. Please indicate whether you, your spouse, or other family member knows any of the other prospective or current board members.
☐ I / we do not know any such persons. ☒ Yes.
If your answer is yes, please indicate the precise nature of your relationship here: Professor Richard Marsico is a colleague at New York Law School. I know Katherine Smelas as the graduate fellow for the Justice Action Center at New York Law School. I know James O'Neal

in connection with my previous work with the Ronald H. Brown Law School Prep Program at St. John's Law School. I know Janine Azriliant, Gaye-Burton Chavis, Darren Johnson, Edward Meyer, Dr. Mary Ellen Sullivan, Asha Smith, Jenn LaMarsh and Linnet Tse through working on the planning committee.

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: I know Gaye-Burton Chavis through her work on the planning committee. Alissa Kane is a former colleague from New York Law School as the administrator to the Justice Action Center.

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. Employee of New York Law 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 immediately report it to the appropriate authorities.

Educational Philosophy

18. Please explain your understanding of the charter school's mission and/or philosophy. My understanding is that the mission of the charter school is to provide educational opportunities of high caliber to a population that has great educational potential but has been underserved and create a pathway to college, graduate school, and a career in the legal profession. Upon completion, students will be prepared for success in college and with skills that will lead to graduate school and careers in the legal profession including lawyers, paralegals, law enforcement officers, and law office employees.

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

Using law and social justice, the School will teach literacy, critical

thinking and analysis, and oral and written communication skills, and expose students to the potential of law to promote social justice. The School will train students using a rigorous curriculum with electives in law and affiliations with institutions of higher learning. The School will require a rigorous course of study, including four years of English, social studies, science, math, and foreign language. It will offer advanced placement courses and college courses. The School's curriculum will help students achieve content mastery and develop the essential competencies of critical thinking, effective communication, and collaboration.

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 Board of Trustees must ensure that the school's leadership is:

- Continuously observing and providing teachers with feedback regarding effective learning strategies;
- Managing operations and soft and hard infrastructure of the schools to ensure that they do not interfere with instruction;
- Engaging the community to identify opportunities for students to learn how to apply their emerging skills;
- Ensuring the appropriate and effective use of the school's fiscal resources to accelerate and support student learning; and
- Using data to guide day-to-day operations and decisions.

Other

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

The charter board of trustees holds the school accountable for delivering on the program described in the charter, ensures that the school is working ethically and legally, and promotes opportunities for the school to become an effective institution within its community.

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

Yes, I have.

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

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

STATEMENT OF ASSURANCE

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

3/14/2013

Signature Date

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

Business Telephone: [redacted]

Business Address: [redacted]

E-Mail Address: [redacted]

Home Telephone: [redacted]

Home Address: [redacted]

CYNARA HERMES, ESQ.

[redacted]

EDUCATION

NEW YORK LAW SCHOOL, J.D., *cum laude*, May 2003
GPA: 3.26
Honors: *New York Law School Law Review*, Notes and Comments Editor; Academic Success Program, Teaching Fellow; New York City Bar Diversity Fellowship; Dean's Scholarship

FORDHAM UNIVERSITY, B.A., Comparative Literature and Spanish Area Studies, May 2000
GPA: 3.49
Honors: Fordham Club, Cabinet to Dean of Fordham College; Dean's List, 7 out of 8 semesters; Alpha Mu Gamma, Foreign Language Honor Society; LaFarge Fellows Scholarship; Resident Assistant
Senior Thesis: Las Memorias de Mamá Blanca and Dom Casmurro – A Comparative Study

SCHOLARSHIP

Work in Progress: A Comprehensive Study of Minority Student Enrollment at New York State Law Schools: 2000-2010. Co-author, Professor Leonard M. Baynes, St. John's University School of Law

Teaching Interests: Professional Skills, Legal Method and Writing, Academic Support, Torts, Contracts, Criminal Law

Research Interests: Education Law and Policy, Pipeline Initiatives/Diversity in the Legal Profession

Selected Presentations:

"Writing for Today's Partner's: Emails," Legal Writing Institute (LWI) One Day Workshop, Presenter (December 2012)

"Expanding the Professor's Props: Using Toys, Novels and Advertisements in Teaching Legal Practice," Institute for Law Teaching and Learning: "Value of Variety" Conference, co-Presenter (June 2012)

"Attitude is Essential: Expert Learning for Law Students," Council on Legal Education Opportunity (CLEO), Lecturer (July 2012)

"Overcoming Public Speaking Anxiety" Seminar, Ronald H. Brown Law School Prep Program, Lecturer (June 2012)

"Pachelbel's Formula for Success: Understanding CREAC in 4 Chords," Second Annual Capital Area Legal Writing Conference, Presenter (March 2012)

"A Taste of Civil Procedure," LAWBound LatinoJustice PRLDEF, Lecturer (January 2012)

"How to Get the Most Out of Your Undergraduate Experience," The Road to Law School Pre Law Seminar, CLEO, Presenter (November 2010)

Phi Alpha Delta Pre-Law Society Induction Ceremony, Keynote Speaker (October 2010)

Focus on Diversity: Building a Pipeline to the Legal Profession, Panelist, Baruch College/CUNY (February 2010)

Publications: *Restoring the Legacy of Jack Johnson*, MINORITY TRIAL LAWYER, Vol. 3, No. 3 (2005).
Case Comment: Alami v. Volkswagen of America, Inc., NEW YORK LAW SCHOOL LAW REVIEW, Vol. 47, No. 2-3 (2003-2004).

ACADEMIC EXPERIENCE

NEW YORK LAW SCHOOL, New York, NY
Associate Professor of Law, Legal Practice Program, July 2011 – Present
Introduce students to essential lawyering skills, such as: fundamentals in legal reasoning and analysis; legal research and problem solving; client interviewing; client counseling; negotiation; professionalism and oral advocacy through practice and collaborative exercises.
Activities: New York City Bar Association, Committee on Diversity Pipeline Initiatives; The Ronald H. Brown Prep Program Steering Committee, Member; The Ronald H. Brown Prep Program, Internship sub-committee.

ST. JOHN'S UNIVERSITY SCHOOL OF LAW, Queens, NY
Adjunct Professor of Law, January 2011 – June 2011
Co-taught *Interviewing and Counseling* Seminar course. Introduced students to interviewing, counseling and negotiation skills through the use of simulations and collaborative exercises.

ST. JOHN'S UNIVERSITY SCHOOL OF LAW, Queens, NY
Fellow, Ronald H. Brown Center, October 2009-June 2011
Advised undergraduate and law students regarding law school application/negotiation/selection process, internship opportunities, law school curriculum, law school exams, and family/mental health issues. Taught *Professionalism in the Legal Workplace*. Conducted mock-interviews. Researched issues of racial, social, and economic justice, including legal and empirical research on issues of diversity in the legal profession. Produce scholarship and present regarding same. Interviewed prospective program participants. Conducted exit interviews of program participants. Handled disciplinary issues and other senior administrative tasks. Drafted funding proposals and periodic reports to funding organizations.
Activities: New York City Bar Association, Thurgood Marshall Summer Law Internship Committee; St. John's University, Committee for Latin American and Caribbean Studies; The Ronald H. Brown Prep Program Steering Committee, Member; The Ronald H. Brown Prep Program, Internship sub-committee.

OTHER TEACHING EXPERIENCE

Direct & Cross Examinations, Legal Outreach Summer Institute Program, Proskauer Rose LLP (Summer 2009)
Law School Success, Academic Success Program, Teaching Fellow, New York Law School (2002-2003)

LEGAL EXPERIENCE

PROSKAUER ROSE LLP, New York, NY
Litigation Associate, September 2003 – October 2009
Partner in Prosecution Program, January 2008 – July 2008
Summer Associate, Summer 2002
General Commercial Litigation: Involved in a variety of matters including contractual disputes, allegations of fraud, breach of fiduciary duty, and other business torts in both federal and state court. Engaged in trial preparation, motion practice, depositions, and manage electronic discovery and filing.
Human Rights & Immigration: Pro bono representation of undocumented minor seeking asylum. Appealed and argued before First Department a denied re-sentencing petition pursuant to the Drug Law Reform Act. Drafted immigrant visa petitions under the Violence against Women Act (VAWA) on behalf of battered spouses.

Corporate Defense & Investigations: Represented clients in connection with SEC and/or DOJ investigations into alleged wrongdoing, including suspected violations of the Foreign Corrupt Practices Act. Experienced in conducting internal investigations, engaging in investigatory interviews, preparing government submissions, and supervising team of contract attorneys in large-scale document review.

Public Service: District Attorney's Office of Kings County, Brooklyn, NY
Partner in Prosecution Program, January 2008 – July 2008
Served as Assistant District Attorney prosecuting felony and misdemeanor crimes. Conducted two felony trials and four suppression of evidence hearings; drafted Molineaux motions; responded to suppression motions; negotiated pleas; engaged in and assisted fellow prosecutors with felony trial preparation; served as Spanish interpreter in witness interviews; aided with witness proffering.

Other Pro Bono: Prepared for trial of FBI Agent being prosecuted by DOJ-OIG for alleged misconduct; drafted reply brief in termination of parental rights appeal; assisted with drafting Posthumous Presidential Pardon Petition for Jack Johnson, first African-American Heavyweight Boxing Champion; mentored Francis Lewis High School students in preparation for Metropolitan Mentor Moot Court Competition.

Activities: Proskauer Rose LLP Associate Council; Diversity Steering Committee; Hispanic/Latino Lawyers Affinity Group, Chair; Legal Outreach Summer Institute Program, Program Coordinator; Gates Millennium Scholarship Program, Mentor; New York State Bar Association: Committee on the Collateral Consequences of Criminal Proceedings, Civil Rights Committee, and Committee on Minorities in the Profession; recruited summer associate candidates at Vault/MCCA Legal Diversity Job Fair.

URBAN JUSTICE CENTER, New York, NY
Community Development Project Intern, Fall 2002
Assisted victims of September 11th tragedy obtain financial support and career training. Interviewed clients in Spanish and served as an interpreter for colleagues.

RUBINBAUM LLP, New York, NY
Legal Intern, Spring 2002
Researched and drafted legal memoranda on various copyright issues.

WILLKIE FARR & GALLAGHER, New York, NY
Summer Associate (permanent offer extended), Summer 2001
Researched and drafted legal memoranda on issues involving business reorganization, securities fraud, and breach of contract. Conducted due diligence and prepared office actions for trademark registration.

HONORS AND AWARDS

New York State Bar Association, Empire State Counsel (2007, 2008, 2009)
New York City Family Court Legal Services Project Pro Bono Service Award (2008)
Proskauer Rose LLP Golden Gavel Book Award Winner for Pro Bono Service (2007, 2008)

BAR ADMISSIONS

New York State (January 2004)
Eastern and Southern Districts of New York (November 2004)
Supreme Court of the United States (March 2008)

LANGUAGES

Proficient in Portuguese and Spanish.

School Trustee Background Information

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

Name: Darren J Johnson

Charter School Name: Charter High School for Law and Social Justice

Charter School Address: CSD 9 - Bronx, NY

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

member

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

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

Background

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

   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 became aware of the charter school through Link Education open house in New York City.

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

I would like to utilize my educational experiences to make a difference for children who will attend the school. I think ensuring that children are receiving a high quality education with high quality instruction. As well, with all the changes in education I would like to see students exposed to as many opportunities as possible that will enhance or supplement their education.

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

X□ This does not apply to me.

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

X□ This does not apply to me.

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.

Conflict of Interest

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

X□ I know Richard Marsico, Asha Smith, Linnet Tse, James O'Neal, Katherine Smelas and Jennifer LaMarsh from the planning committee meetings at New York Law 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 know Alissa Kane from planning committee meetings at New York Law School.

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

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.

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.

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.

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.

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

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 refer to the by-laws of the charter to make sure they are aware and give themselves to be compliant. If it did not work it would be place on the table at a board meeting to be resolved responsibly.

Educational Philosophy

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

Mission: *The Charter High School for Law and Social Justice will provide students from traditionally underserved communities with a high-quality education focused on creating pathways to college, graduate school, and careers in the legal profession. Students will be exposed to a rigorous curriculum that uses law and social justice issues to help students develop the crucial skills of critical thinking and analysis, literacy, and effective communication.*

The understanding is that the high school will seek to educate children in the community to give them a better education through rigorous curriculum that uses law and social justice. The goal is to give them a higher quality education and lay the foundation for a pathway to college.

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

The school will require 4 years of English, social studies, science, math, and foreign language. The school will offer advanced placement courses. The curriculum is aligned to NYS Common Core Standards ensuring students develop the knowledge

and skills required for college.

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.

1 - The school has forged partnerships with organizations because they want to build a communal environment and worldly perspectives of the student body. What is learned in the classroom will be supported outside of the classroom.

2 - Low student to teacher, counselor and advisor ratios

3 - A School Leader who assists in the creation of effective governance.

4 - Focused on results.

5 - Frequent teacher feedback

6 - Data driven instruction

7 - Increased instructional time

Other

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

The board and its members defines policies that clarify roles and responsibilities, philosophies, and expectations for the school organization, and assures a system of accountability. Policies define the board's collective beliefs, commitments, and vision.

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

X I AFFIRM

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

NA

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

STATEMENT OF ASSURANCE

I,Darren J Johnson (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 th[redacted]75.30, a person who knowingly offers a fal[redacted]ial or public servant is guilty of Offering a F[redacted]ee, a Class A Misdemeanor.

Signature [redacted] Date 3-15-13

Please note that this document is considered a pu[redacted]ic record and as such, may be made available to members of the public upon [redacted]equest under the Freedom of Information Law. Personal contact information pro[redacted]ided below will be redacted.

Business T[redacted]phone: [redacted]

Business Address: NA

E-Mail Address: [redacted]

Home Telephone: [redacted]

Home Address: [redacted]

DARREN JAMES JOHNSON

[redacted]

EDUCATION:

St. John's University (Queens, NY)
Master of Education in Educational Leadership (K-12) 2011

Boston College (Chestnut Hill, MA)
Master of Education in Elementary Education 2003
Bachelor of Arts in Communications & Education 2002

PROFESSIONAL EXPERIENCE:

Queen of the Rosary (Brooklyn, NY) 08/12 – Present
Social Studies Teacher

Magic Carpet Day Camp (Queens, NY) 07/10 – Present
Camp Director/Administrator

Williamsburg Charter High School (Brooklyn, NY) 2010 – 2012
Technology Teacher

CCS Montessori (Queens, NY) 2010
Administrative Intern

New York Junior Tennis League (Queens, NY) 08/08 – 06/09
Assistant Site Director

The Facing History High School (New York, NY) 10/07 – 06/09
Administrative Internship

The Ronald E. McNair School (Queens, NY) 08/08 – 06/09
Math/Physical Education Teacher/Administrative Intern

Teachers Network-MetLife Leadership Institute (New York, NY) 08/05 - 08/06
Leadership Fellow

The Academy of the Arts (Bronx, NY) 09/04 – 06/08
Science/Physical Education Coordinator

Arturo Toscanini Middle School (Bronx, NY) 09/03 – 06/04
Physical Education Teacher

SKILLS

- **Communication**
- **Leadership**
- **Team Player**
- **Problem Solver**
- **Planning & Organizing**
- **Computer Literate**
- **Flexible**
- **Analytical**
- **Strategic**

PROFESSIONAL DEVELOPMENT:

Harvard University Graduate School of Education (Cambridge, MA) 2008
Professional Programs: Urban Education & Charter Schools

Archdiocese of Brooklyn - 2010
VIRTUS Training – Our Lady of Blessed Sacrament (Bayside, NY)

HONORS/AWARDS:

Fordham University (Title I) (Bronx, NY) 2006/07
R2DII Technology Grant Recipient

National Endowment for the Humanities, 07/2006
Fellowship - Library Company of Philadelphia Summer Institute – Abolitionist Movement in Slavery

New York Public Library/ The Cullman Center, 2006
Teacher Summer Seminar Recipient

NYSERDA/US Department of Energy (Lake George, NY) 2004
Science Grant Recipient

CERTIFICATION/LICENSURE

Common Branches (K – 6)

Social Studies (K-12) – PENDING

School Building Leader – PENDING

School Media Specialist - PENDING

School Trustee Background Information

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

Name: Jennifer LaMarsh

Charter School Name: Charter High School for Law and Social Justice

Charter School Address: Community School District 9

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

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

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

Background

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

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

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

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

   I began participating in the research and creation of the charter school as a second year law student at New York Law School. I have been a member of the founding group ever since.

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

   I believe in both the importance of a public education and the charter school movement. I would like to participate in the reformation of the education system and benefit underserved communities. I believe that the educational needs of children should come first and that we should do all we can to meet them. I want to help ensure that all students, especially those who are underserved and high-need, have access to great schools and an excellent education. As a member of this board, I would have the opportunity to do so.

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

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

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

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

Conflict of Interest

9. Please indicate whether you, your spouse, or other family member knows any of the other prospective or current board members.
   ☐ I / we do not know any such persons. ☒ Yes.

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

Outside of getting to know the other perspective board members at our monthly founding group meetings, I am a former student of Rick Marsico and Katerine Smelas is both a friend and former classmate.

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:

I am aware that two members of our founding group, Gaye Burton-Chavis and Alissa Kane, have expressed interest in seeking employment at the School. I know Gaye though her involvement in the planning committee and I know Alissa through her involvement in the planning committee as well as her employment at New York Law School.

11. Please indicate if you, your spouse, or other family member or any corporation, business or other entity in which you, your spouse or other family member serve as an employee, officer, or director or own 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 bring my concern to the board president. If the situation involved the president or if at any time I felt the president was not handling the situation properly, I would report it to the Charter School Office at the State Education Department.

Educational Philosophy

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

    The mission of the school is to provide students from traditionally underserved communities with a quality education focused on creating pathways to college, graduate school, and careers in the legal profession. The school will focus on improving student learning and achievement by teaching literacy, critical thinking and analysis, and oral and written communication skills through the use of law and social justice issues. We believe that all students have the ability to achieve when expectations are set high and students are provided with quality instruction and ample academic support. The goal is that students will graduate prepared for

success in college and with the skills that will lead them to graduate school and careers in the legal profession.

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

    The school is committed to providing a high-quality education to all its students. The integrated legal theme will create an exciting learning environment that stresses academic and social success. The rigorous curriculum will be aligned to the Common Core Standards to ensure that students develop the knowledge and skills required to be ready for college, graduate school, and careers. The curriculum will be highly structured but will allow for flexibility in order to meet the diverse needs of the student population. The school's incorporated support systems and individualized learning will facilitate the success of all students. The School will use foundational practices and instructional strategies such as Universal Design for Learning, Individualized Learning Plans, an extensive advisory program, and looping to guarantee the academic, social, and emotional development of its students, including those at-risk of failure. Class size will be small and differentiated instruction will be used in the classroom to ensure the needs of a wide range of students are met. Mandatory extended school days and summer bridge programs for rising ninth and tenth graders are also key elements in the schools educational design. We acknowledge that it is likely that many of our students will be academically behind and these programs will allow them to catch up. Additionally, our education partners, College of Mount Saint Vincent and New York Law School, will contribute their experience and expertise to create unique educational opportunities such as the ability to take on-campus college courses and to participate in law internships.

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 a successful charter school has a clear mission and set of core values. There must be a firm understanding of the charter promises by all those involved and a clear, consistent way to measure the achievement of educational outcomes. The roles and responsibilities of the board, individual board members, school principal, faculty, and staff must be clearly defined. Additionally, the school must create a supportive learning environment, set high expectations for students, promote collaboration, and foster parental involvement. In order to ensure the school is and remains successful, the board must:

    - Be committed to public education,

- Select board members who share in the schools mission,
- Put student needs first,
- Work as a team with the school principal,
- Engage with the community to identify student needs and to promote the school's mission, and
- Evaluate its own performance on a regular basis to ensure it is fulfilling its responsibilities, using resources effectively, and achieving the school's mission

Other

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

    The board is responsible for overseeing the fulfillment of the charter school's accountability plan. Members must exercise a fiduciary role to ensure the charter school is properly managed. The board must recognize the Board of Regents as the school's authorizer. Further, the board is responsible for such things as:
    - Reviewing financial and business dealings,
    - Approving an annual budget,
    - Secure and manage adequate resources,
    - Overseeing compliance with legal requirements,
    - Reviewing the progress of the school,
    - Assessing compliance in achieving educational outcomes,
    - Developing and adopting written policies,
    - Hiring a school principal, and
    - Promoting the schools mission and goals.

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

    I affirm.

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

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

STATEMENT OF ASSURANCE

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

Jennifer LaMarsh 3/14/13

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: _____

Business Address: _____

E-Mail Address: [redacted]

Home Telephone: [redacted]

Home Address: [redacted]

Jennifer LaMarsh

[redacted]

BAR ADMISSION

Passed July 2011 New York State Bar Exam, Awaiting Admission

EDUCATION

New York Law School, New York, NY
Juris Doctor, *Cum Laude*, June 2011
G.P.A.: 3.38 Class Rank: 105/447, Top 23% Honors: Dean Scholar (merit-based)

University of Rochester, Rochester, NY
Bachelor of Arts, *Cum Laude*, Psychology and American Sign Language, May 2004
Minor in Brain and Cognitive Sciences
G.P.A.: 3.5 Honors: Senior Scholars Research Program – Clinical and Research Aspects of Neuropsychology

EXPERIENCE

New York Law School Legal Services, Urban Law Clinic, New York, NY August 2010 — May 2011
Law Student Advocate
- Interviewed and counseled low-income clients in a variety of litigation matters
- Represented an employment discrimination plaintiff at a mediation in the U.S. District Court for the Southern District of New York
- Represented children with special needs and their families regarding the child's entitlement to a free appropriate public education

BARBRI Bar Review, New York, NY May 2010 — August 2010
Administrative Assistant
- Corresponded with students and counseled them through the bar exam process
- Aided students in tailoring study schedules and assisted them with time management

Thivierge & Rothberg, PC, New York, NY January 2009 — December 2009
Legal Intern
- Assisted in drafting briefs, demands for due process, and correspondence to school districts and clients
- Conducted research on special education law issues
- Prepared disclosures for and reviewed and summarized transcripts from impartial hearings

Elija School, Levittown, NY January 2008 — July 2008
Effective Interventions, Inc., Levittown, NY December 2004 — July 2008
Applied Behavior Analysis Instructor
- Developed and implemented individualized educational and behavioral intervention plans for children with Autism
- Performed data analysis and maintained the organization of student data sheets and program books
- Facilitated communication with student's parents and professionals through written correspondence, home consultations, professional trainings, and parent and staff meetings

PROJECTS AND PROFESSIONAL DEVELOPMENT

Education Law and Practice: Project Based Learning August 2009 — May 2011
- Conducted legal analysis of Mamaroneck School District's current education policies and the New York State School Boards Association model policies
- Drafted and edited polices for the District's Policy Manual to ensure its compliance with state and federal law

Applied Behavior Analysis Training May 2005 — December 2006
- Completed graduate coursework through the Department of Behavior Analysis at the University of North Texas

Senior Scholars Research Program September 2003 — June 2004
- Administered cognitive testing, assessments, and rating scales for patients with Tourette Syndrome, Attention Deficit Hyperactivity Disorder, and Obsessive-Compulsive Disorder
- Observed neurological examinations and participated in patient treatment plan discussions

Jennifer LaMarsh

[redacted]

PRESENTATIONS AND PUBLICATIONS

- Presented at the New York State Association for Behavior Analysis (NYSABA) Annual Conference in 2007: *Teaching Away From the instructional Table*
- Presented at the NYSABA Annual Conference in 2006: *Improving Communication in Learners with Autism*
- Presented at the NYSABA Annual Conference in 2005: *Designing Effective Programing to Improve Eye Contact, Referencing, and Joint Attention Skills in Children with Autism*
- Como, P., LaMarsh, J., & O'Brien, K. (2005). Obsessive-Compulsive Disorder in Tourette's Syndrome. In Karen Anderson, M.D., William Weiner, M.D., & Anthony Lang, M.D., (Eds.), *Behavioral Neurology of Movement Disorders* (2nd ed.). Philadelphia, PA: Lippincott William & Wilkins. pp. 249-261

School Trustee Background Information

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

Name: Richard D. Marsico
Charter School Name: Charter High School for Law and Social Justice
Charter School Address: Community School District Nine, The Bronx, New York, exact location TBD

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

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

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

Background

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

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

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

4. Please indicate how you became aware of the charter school and the opportunity to serve as a member of its board. I originally envisioned the School as a way to create a pathway for children from underserved neighborhoods to college, law school, and a career in the legal profession.

5. Please explain why you wish to serve on the board. I am a strong believer in the power of public education as a means to make opportunities available to

underserved populations. I want to serve on this board because I think this School can help accomplish that goal.

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.X ☐ Yes. (Include description here): I was a trustee on the Mamaroneck Union Free School District Board of Education from 2005-2011. I was vice president from 2008-2010 and president from 2010-2011. I also served on the boards of directors of the Larchmont/Mamaroneck Little League and Babe Ruth League and the Washingtonville Housing Alliance. I am currently a member of the board of the Student Aid Fund in Mamaroneck.

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

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

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

Conflict of Interest

9. Please indicate whether you, your spouse, or other family member knows any of the other prospective or current board members.
☐ I / we do not know any such persons. X☐ Yes.
If your answer is yes, please indicate the precise nature of your relationship here: I served with Linnet Tse on the Mamaroneck School Board. I know her husband and my wife knows Linnet and her husband. I know Janine

Azriliant, Gaye-Burton Chavis, Darren Johnson, Edward Meyer, and Mary Ellen Sullivan through working on the application and planning committee. Cynara Hermes is one of my colleagues at New York Law School. Asha Smith, Jenn LaMarsh, and Katherine Smelas were my students; Katherine now works for me as the graduate fellow for the Justice Action Center. I worked with James O'Neal on two Legal Outreach projects: the Summer Law Institute and the Constitutional Debate program.

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: I know Gaye Burton-Chavis through her work on the planning committee. Alissa Kane worked for me until recently as the administrator of the Justice Action Center. My wife also knows Alissa.

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. ☐ This does not apply to me, my spouse or other family members. X☐ Yes. I am an employee of New York Law 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.
X☐ None ☐ Yes

17. Please explain how you would handle a situation in which you believe one or more members of the charter school's board are involved in working for their own benefit, or the benefit of their friends and family. I would raise the issue with the Board president and thereafter, if necessary, the entire Baord, Board counsel, and the New York State Education Department.

Educational Philosophy

18. Please explain your understanding of the charter school's mission and/or philosophy. The School will provide a high-quality education that will create a pathway to college, graduate school, and a career in the legal profession to students from traditionally underserved communities. Using law and social justice, the School will teach literacy, critical thinking and analysis, and oral and written communication skills, and expose students to the potential of law to promote social justice. The School will train students using a rigorous curriculum with electives in law and affiliations with institutions of higher learning. Students will graduate prepared for success in college and with the skills that will lead to graduate school and careers in the legal profession, including as lawyers, paralegals, law enforcement officers, and law office employees.

19. Please explain your understanding of the educational program of the charter school. The School will require a rigorous course of study, including four years of English, social studies, science, math, and foreign language. It will offer advanced placement and college courses. The School's curriculum will help students achieve content mastery and develop the essential competencies of critical thinking, effective communication, and

collaboration. The curriculum will be aligned to the Common Core Standards, ensuring that students develop the knowledge and skills required to be ready for college and careers. Looping in ninth and tenth grades will develop a stable and consistent learning environment enabling students to transition successfully to the rigors of high school. Implementation of an integrated curriculum whereby social studies and English teachers design thematic units of study and law is incorporated into the common core courses will help student see connections between ideas. The School will require summer bridge programs focusing on persuasive writing and communication, literacy, and oral and written advocacy for rising ninth and tenth graders. Eleventh and twelfth graders will take SAT preparation and college-planning courses. Twelfth graders will also participate in law-office internships.

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 that the key characteristic of a successful charter school is dedication to the school's mission by the entire school community. I believe this commitment begins with the example set by the school's board of trustees, and must include the principal, administration, teachers, staff, students, and parents. It is also essential that the school has the support of the community and that the school reaches out to community members and institutions for support. The most important first step for our school will be to search for and hire the school's principal. The board will need to secure a space for the school and to ensure that the school's budget is appropriate to carry out the school's mission. Once the board hires the principal, the board will be responsible to establish the overall framework for operation of the school and its vision for success, and provide the resources for the principal to accomplish these.

Other

21. Please explain your understanding of the appropriate role of a public charter school board member. A public charter school board member has absolute duties of loyalty and care to the school. A board member is also responsible for ensuring that public money is spent appropriately, that the school has a space that complies with all relevant laws and standards, that the school is in compliance with all state and federal education laws, and for creating a framework for success for the school. A board member is responsible for receiving and analyzing reports about the school's progress towards meeting its goals, and providing resources as necessary for the school to fulfill its mission.

22. Please affirm that you have read and understand the charter school

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

23. Please provide any other information that you feel is pertinent to the Department's review. Not applicable.

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

STATEMENT OF ASSURANCE

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

Richard D. Margico 3/14/13

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]

Richard D. Marsico

EMPLOYMENT

New York Law School, 1990-present
Professor of Law and Director, Justice Action Center

Teaching responsibilities have included a wide range of experiential courses including live-client clinic, externship, project-based learning, capstone, and simulation courses. Subject matter of clinics has included housing and employment discrimination, bank redlining, refugee and asylum, immigration, not-for profit incorporation and tax exemption, public assistance, and special education. Courses taught in 2011-2012 include Lawyering, Education Law and Policy, Education Law and Practice, Justice Action Center Colloquium: Legal Practice for Social Change, and the Justice Action Center Capstone Course.

As director of the Justice Action Center, responsible for providing a comprehensive public interest curriculum for approximately 80-100 students per year, offering concentrations in thirteen areas of public interest law, social justice placements, and capstone projects. Facilitate faculty-run Education Law Project, International Mental Disability Law Reform Project, Racial Justice Project, and Safe Passage Project. Sponsor numerous events, including annual symposia, Justice Speaks Lunches, Law Review Note Symposium, and capstone presentation weeks. Created several publications, including Student Capstone Journal, annual newsletter, News and Events, and This Week at JAC. Created student volunteer opportunities with organizations such as Legal Information for Families Today, Street Law, Legal Outreach, South Brooklyn Legal Services, and Lennox Hill Neighborhood House. Manage staff of approximately seven including full-time employees and students, facilities, budget, and thirty-seven affiliated faculty. Leading efforts to create a charter high school for law and justice in the South Bronx.

The Legal Aid Society, Civil Division, Bronx Neighborhood Office, 1987-1990
Staff Attorney

Primarily responsible for working with community organizers and tenant associations in affirmative housing court actions and rent strikes against landlords. Provided legal representation to group involved in urban homesteading strategy. Initiated affirmative litigation challenging City-owned housing policy and private property rehabilitation program and participated in class action challenging system for providing public assistance. Represented individual tenants in housing court and public assistance recipients in administrative hearings and Article 78 Proceedings.

Hon. Shirley Wohl Kram, United States District Judge, Southern District of New York, 1985-87
Law Clerk

EDUCATION

Harvard Law School
J.D., *magna cum laude*, 1985
Executive Editor, *Harvard Civil Rights-Civil Liberties Law Review*
Fordham University
B.A., Philosophy and History, *summa cum laude*, 1982
Editor-in-Chief, *The Ram*, weekly student newspaper

COMMUNITY SERVICE

Mamaroneck Union Free School District Board of Education, 2005-2011
Trustee, vice-president 2008-2010, president 2010-2011

Responsible for managing public school district with 5000 students, annual budget of $120 million, six school buildings, and several hundred staff. Adopted annual budget and building repair bonds, reviewed audit reports, negotiated collective bargaining agreements, conducted search and hired superintendent. Member of several committees, including Building, Audit, and Law and Policy. Liaison to several organizations, including Special Education Parent/Teacher Association and district-wide Parent/Teacher Association.

Student Aid Fund, 2012-present
Board member

Raise money, manage endowed funds, and disburse annual college scholarships to underprivileged students in the Mamaroneck school district.

Washingtonville Housing Alliance, 1999-2005
Member of the board of directors and executive committee

Developed ten-unit affordable apartment building in the Village of Mamaroneck using low-income housing tax credit program. Responsibilities included budget, fundraising, property management, personnel, and client service programs.

Larchmont Mamaroneck Little League and Babe Ruth League, 2000-2009
Served in various capacities including board member, Babe Ruth League president, and commissioner of various age divisions. As president of Babe Ruth League, responsible for budget, insurance, schedule, field maintenance, tournaments, relationship with national sponsoring organization, and managing 22 baseball and softball teams for children ages 13-17 playing in spring, summer, and fall at recreation and travel levels.

Youth Sports
Coached numerous youth baseball, basketball, and soccer teams during winter, spring, summer and fall seasons at the recreation and travel levels.

Village/Town of Mamaroneck Democrats

Active participant in local political party, including at various times campaign manager, chair, and district leader.

PROFESSIONAL ACTIVITIES

New York State Division of Human Rights, 1994-1998
Consultant, Community Reinvestment and Fair Lending Education and Training Project
Prepared a CRA and Fair Lending Training Manual and conducted several training seminars in New York State.

Association of the Bar of the City of New York, 1994-1997
Member, Civil Rights Committee
Responsibilities included updating Committee on community reinvestment and fair lending issues and drafting comments on proposed regulations and statutes.

Democratic Party Independent Judicial Screening Panel, 1991
Member
Responsible for screening candidates for New York State Supreme Court, including reviewing biographical material and interviewing candidates.

Pro Bono Award, The Legal Aid Society, 1990
Recognition for work with the Legal Aid Society in an administrative challenge to the merger application of Banco Popular on the grounds that the bank was not meeting its obligations to meet the credit needs of East Harlem.

CONFERENCE PRESENTATIONS

Participant as panelist at conferences relating to community reinvestment and fair lending. Conference sponsors include the New York State Bar Association, Massachusetts Association of Community Development Corporations, Women's Venture Fund, Association of American Law Schools, University of Illinois School of Law, New York Law School, St. John's Law School, University of Pennsylvania Law School, New York State Division of Human Rights, Association of the Bar of the City of New York, Long Island Housing Services, Florida Legal Services, Neighborhood Preservation Coalition, Fair Housing Continuum, Westchester Residential Opportunities, National Community Reinvestment Coalition, and various federal banking regulatory agencies.

PUBLICATIONS

SPECIAL EDUCATION LAW AND PRACTICE (casebook with Professor Deborah Archer)(Carolina Academic Press)(publication expected 2014).

HMDANALYSIS, (2010)(interactive website for analyzing

lending data disclosed pursuant to the Home Mortgage Disclosure Act).

Looking Back and Looking Ahead as the Home Mortgage Disclosure Act Turns Thirty-Five: The Role of Public Disclosure of Lending Data in a Time of Financial Crisis, 29 REV. BANKING & FIN. L. 205 (2009-2010).

The Community Reinvestment Act, *in* BUILDING HEALTHY COMMUNITIES (Roger A. Clay, *et al.*, eds.)(American Bar Association 2009).

An Analysis of the Implementation and Impact of the 2004-2005 Amendments to the Community Reinvestment Act Regulations: The Continuing Importance of the CRA Examination Process, 53 N.Y.L.SCH. L. REV. 271 (2008-2009)(with Josh Silver).

Symposium Introduction–The Community Reinvestment Act: Still Relevant at 30?, 53 N.Y.L.SCH. L. REV. 193 (2008-09).

Racial Disparities in Subprime Home Mortgage Lending in New York City: Meaning and Implications, 53 N.Y.L.SCH. L. REV. 1011 (2008-09)(with Jane Yoo).

The Higher Cost of Being African-American or Latino: Subprime Home Mortgage Lending in New York City: 2004-2005, New York Law School Legal Studies Research Series, Paper No. 07/09-12, *available at* http://papers.ssrn.com/sol3/cf_dev/AbsByAuth.cfmper_id=301002.

The 2004-2005 Amendments to the Community Reinvestment Act: For Communities, One Step Forward and Three Steps Back, 39 CLEARINGHOUSE REV. 534 (Jan.-Feb. 2006).

Democratizing Capital: The History, Law, and Reform of the Community Reinvestment Act, 49 N.Y.L.SCH. L. REV. 717 (2005).

DEMOCRATIZING CAPITAL: THE HISTORY, LAW, AND REFORM OF THE COMMUNITY REINVESTMENT ACT (Carolina Academic Press)(2005)(including Teachers Manual).

Subprime Lending, Predatory Lending, and the Community Reinvestment Act Obligations of Banks, 46 N.Y.L.SCH. L. REV. 735 (2003).

Patterns of Lending to Low-Income and Minority Persons and Neighborhoods: The 1999 New York Metropolitan Area Mortgage Lending Scorecard, 17 N.Y.L.SCH. J. HUM. RTS. 199 (2001).

Enforcing the Community Reinvestment Act: An Advocate's Guide to Making the CRA Work for Communities, 17 N.Y.L.SCH. J. HUM. RTS. 129 (2001).

New York Metropolitan Area Lending Scorecard: 1988, 16 N.Y.L.SCH. J. HUM. RTS. 769 (2000).

Shedding Some Light on Lending: The Effect of Expanded Disclosure Laws on Home Mortgage Marketing, Lending, and Discrimination in the New York Metropolitan Area, 27 FORD. URB. L.J. 481 (1999).

FAIR HOUSING–KNOW YOUR RIGHTS (New York State Division of Human Rights)(1998).

COMMUNITY REINVESTMENT AND FAIR LENDING (New York State Division of Human Rights)(rev. ed. 1996)(1995).

The New Community Reinvestment Act Regulations: An Attempt at Implementing Performance-Based Standards, 29 CLEARINGHOUSE. REV. 1021 (1996) and 49 CONSUMER FIN. L.Q. REV. 47 (1995)(slightly different versions of same article).

Fighting Poverty Through Community Empowerment and Economic Development: The Role of the Community Reinvestment and Home Mortgage Disclosure Acts, 12 N.Y.L.SCH. J. HUM. RTS. 281 (1995).

Working for Social Change and Preserving Client Autonomy: Is There a Role for Facilitative Lawyering?, 1 CLIN. L. REV. 639 (1995).

A Guide to Enforcing the Community Reinvestment Act, 20 FORD. URB. L. J. 165 (1993).

Linking Educational Benefits with Draft Registration: An Unconstitutional Bill of Attainder?, 21 HARV. J. ON LEGIS. 2007 (1984).

School Trustee Background Information

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

Name: Edward H. Meyer

Charter School Name: Charter High School for Law and Social Justice

Charter School Address: CSD Nine, in the Bronx

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

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

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

Background

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

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

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

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

   The proposal for this charter school is a joint project between the College of Mount Saint Vincent, and the New York Law School. I am the Dean of Professional & Continuing Studies at the College, and a member of the

faculty for over 30 years. I work closely with the lead applicant, Dr. Mary Ellen Sullivan.

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

In my role as dean, I have been heavily involved with a variety of teacher training programs at the College, and have responsibility for the College's graduate programs in education. I am also an attorney, and know well the work of the New York Law School. I also have a Master's degree in education from Columbia University Teachers College. As a direct result of the duality of my professional interests in education and law, I have a strong enthusiasm for the proposed mission of the Charter High School for Law and Social Justice.

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

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

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

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

Conflict of Interest

9. Please indicate whether you, your spouse, or other family member knows any of the other prospective or current board members.
   ☐ I / we do not know any such persons. ☒ Yes.
   If your answer is yes, please indicate the precise nature of your relationship here: *Dr. Mary Ellen Sullivan, a Professor at the College of Mount Saint Vincent, is my faculty colleague and a Department Chair at our College. I work closely with Professor Sullivan in a variety of professional areas.*

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. *I am a full-time faculty member and a Dean at the College of Mount Saint Vincent, an institution of higher education which is one of the participating applicants for this 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.

The situation described in this question identifies a direct conflict of interest, and runs contrary to the proper role of Trustees – who are fiduciaries of the organization. As fiduciaries, trustees are required, without exception, to place the interests of the organization before, and above, their own personal interest.

When a conflict of interest is identified, as a minimum, the involved Board member must be asked to recuse him/herself from any matter with which his friends or family are involved. As an optimal response to a clearly identified conflict of interest, the board member should be asked to resign.

Educational Philosophy

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

The proposed charter school will provide a high-quality education and create a pathway to college, graduate school, and a career in the legal

profession to students from traditionally underserved communities. Using law and social justice, the School will teach literacy, critical thinking and analysis, and oral and written communication skills, and expose students to the potential of law to promote social justice. The School will train students using rigorous curriculum with electives in law and alliliations with institutions of higher learning. Students will graduate, prepared for success in college and the skills that will lead to graduate school and careers in the legal profession, including as lawyers, paralegals, law enforcement officiers, and law office employees.

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

The School will require a rigorous course of study, including four years of English, social studies, science, math and foreign language. It will offer advanced placement courses and college courses. The School's curriculum will help students achieve content mastery and develop the essential competencies of critical thinking, effective communication, and collaboration. The curriculum will be aligned to the Common Core Standards ensuring that students develop the knowledge and skills required to be ready for college and careers. Looping in ninth and tenth grades will help to develop a stable and consistent learning environment enabling students to transition successfully to the rigors of high school. Implementation of an integrated curriculum whereby social studies and English teachers design thematic units of study and law is incorporated int the common core courses will help students see the connection between ideas. The School will require summer bridge programs focusing on persuasive writing and communication, literacy, and oral and written advocacy for rising ninth and tenth graders. Ninth and tenth graders will take composition and writing classes. Eleventh and twelfth graders will take SAT preparation and college planning courses. Twelfth graders will also participate in a law office internship.

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.

To be successful, a charter school must remain focused on four key priorities: (1) remaining true to its stated mission and educational philosophy; (2) implementing and managing a curriculum that ensures a high quality education, through an aggressive and continually improving system of outcomes assessment; (3) operating on the basis of clear, sharp, consistent fiscal planning and oversight in order to remain sustainable

financially; and (4) ensuring full compliance with all state and local mandates associated with the operation of a state approved charter school.

In order to remain viable and sustainable, the charter school's board must ensure, through proper oversight and (where necessary) direct involvement that these four cornerstones of successful school operation and management are fulfilled.

Other

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

Members of the board act as trustees of the organization's assets and ensure that the charter school is well managed and remains fiscally sound. In doing so, the board must exercise proper oversight of the school's operations and maintain the legal and ethical accountability of its staff and volunteers.

The main legal responsibilities of a nonprofit board may be summarized in the form of three legal duties:

Duty of care: *Board members are expected to actively participate in organizational planning and decision-making and to make sound and informed judgments.*

Duty of loyalty: *When acting on behalf of the organization, board members must put the interests of the nonprofit before any personal or professional concerns and avoid potential conflicts of interest.*

Duty of obedience: *Board members must ensure that the organization complies with all applicable federal, state, and local laws and regulations, and that it remains committed to its established mission.*

In addition to its legal responsibilities, the board acts in a fiduciary role by maintaining oversight of the nonprofit's finances. Board members must evaluate financial policies, approve annual budgets, and review periodic financial reports to ensure that the organization has the necessary resources to carry out its mission and remains accountable to its stakeholders and the general public.

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

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

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

STATEMENT OF ASSURANCE

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

Edward H. Meyer — March 15, 2013

Signature — Date

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

Business Telephone: [redacted]

Business Address: [redacted]

E-Mail Address: [redacted]

Home Telephone: [redacted]

Home Address: [redacted]

Professor Edward H. Meyer

[redacted]

E-mail: [redacted]

Current Academic Position:

Dean of the School of Professional & Continuing Studies,
Professor of Business and Economics
The College of Mount Saint Vincent
Riverdale, NY 10471
(2005-present)

Past Chair of the Department of Business & Economics
(1982-2005)

Current Professional Position:

Council of Past-Presidents
The Association of Collegiate Business Schools & Programs
Overland Park, Kansas 66211
Website:

Previously: President of the Association,
Member of the Board of Directors,
Association Secretary,
Commissioner for Program Accreditation,
Member of the Board of Commissioners for
Baccalaureate & Graduate Degree Programs.

Current Consulting Work:

Serving as an educational consultant with a number of 4-year Colleges, developing enhanced Business Administration programs at both the Undergraduate and Graduate Levels

Educational Credentials:

Law – Juris Doctor (cum laude), 1980
New York University School of Law
New York, NY

Business – Master of Business Administration, 1981
(with distinction)
Stern School of Business
New York University

Higher Education – Master of Arts, 1977
Teachers College
Columbia University

Mathematics – Master of Science, 1972
Graduate School of Arts & Science
Fordham University

Mathematics – Bachelor of Arts, 1970
(Summa Cum Laude)
Fordham College
Fordham University

Higher Education Experience:

Dean, School of Professional & Continuing Studies,
Chair, Department of Business & Economics,
Professor of Business & Economics,
The College of Mount Saint Vincent
Riverdale, NY 10471
[1982 to present]

Associate Professor of Management, Adjunct
SUNY Maritime College – Graduate Division
Fort Schuyler, Bronx, NY
[1994 to 1999]

Assistant Professor of Business Law
Stern Schools of Business
New York University
[1980 to 1981]

Assistant Professor of Mathematics, Adjunct
Fordham University School of General Studies
Bronx, NY
[1977 to 1988]

Assistant Professor of Mathematics, Adjunct
CUNY – LaGuardia Community College
Queens, NY
[1973 to 1977]

Legal Experience:

Legal Practice as an Attorney
Associate, Trusts & Estates and Real Estate
Sullivan & Cromwell
125 Broad Street
New York, NY
[1981 to 1982]

Professional License:

Admitted to the Practice of Law,
New York State, 1980
Member, the New York State Bar

Awards and Honors:

Teaching Awards
The Enright Award for Excellence in Teaching,
College of Mount Saint Vincent,
Awarded Twice: 2003 and 1987

Teacher of the Year Award, 1980
Fordham University School of General Studies

Awards & Recognition in Law
Editor, NYU Law Review, 1979 to 1980
Order of the Coif (National Honor Society in Law), 1980
N.Y.U. Law Alumni Award for Graduating 3rd in Class
American Judicature Society Prize, 1980
John Norton Pomeroy Scholar, 1977 – 1980
Moot Curt Advocacy Prize, 1978
W.C. Langley Scholarship

Business Administration
Beta Gamma Sigma, 1981 (National Honor Society)
M.B.A. awarded "with distinction"

Undergraduate Studies
Phi Beta Kappa, 1970 (National Liberal Arts Honor Society)
Senior Rank in Class – 1/567
N.Y.S. Graduate Teaching Fellowship Awarded, 1970
Undergraduate Teaching Fellow – Fordham University
Degree Awarded "Summa Cum Laude"

Honorary Memberships:

Phi Beta Kappa
Beta Gamma Sigma
Delta Mu Delta
Order of the Coif

Courses Taught:

Business Law I and II
Real Estate Principles
Business Management
Business Policy
Business Ethics
Human Resource Management
Labor Relations and Collective Bargaining
Elementary Accounting I and II
Elementary Statistics
Quantitative Methods
Financial Management
Investments
Capital and Money Markets
Corporate Financial Analysis
Macroeconomics
Microeconomics
Business Internship
Principles of Marketing
Marketing Management
The Legal & Social Context of Business
Special Topics: the Internet & Business
Small Business Administration
Financial Planning

College Service:

Membership on Committees

- Professional & Continuing Studies Committee (**current**)
- Graduate Committee (**current**)
- Middle States Re-accreditation Steering Committee (**current**)
- Rank and Tenure Committee
- Budget Committee (including position of Chair)
- Undergraduate Committee (including position of Chair)
- Curriculum committee (including position of Chair)
- Academic Council (including position of Chair)
- Enrollment Management Committee
- Excellence in Teaching Committee
- Ad Hoc Committee on Governance (chair)
- Grants Committee
- Adult Education Task Force
- Adult Advisory Committee
- Space Committee
- Facilities Planning Committee
- Ad Hoc Committee to Draft the Core Curriculum
- Core Curriculum Committee
- Steering Committee for NYS Dept. of Ed. Site Visit
- Steering Committee for State Master Plan
- Steering for Middle States Visitation (twice)
- Law School Scholarship Committee
- Ad Hoc college Planning Committee
- Web Committee (including position of chair)
- Instructional Computing Task Force
- Planning Commission
- Catholic Identity Commission

Moderator of:

- Delta Epsilon Sigma (Liberal Arts Honor Society)
- Delta Mu Delta (Business Honor Society)
- Omicron Delta Epsilon (Economics Honor Society)
- Business and Economics Club
- The Class of 1984

Served on Search Committees for:

- CMSV President
- CMSV Vice President for Academic Affairs
- CMSV Chief Information Officer
- CMSV Director of Adult and Continuing Education
- CMSV Director of Nursing
- CMSV Dean of Admissions
- Various Departments – Faculty Positions
- ACBSP Executive Director

Major Accomplishments:

- *The start-up of a program in Business at the College of Mount Saint Vincent with the initiation of the B.A. degree in Business, 1982.*
- *The creation and NYS approval for a B.S. program in business Administration with 7 areas of concentration.*
- *The installation of a CMSV Chapter of the National Honor Society, Delta Mu Delta.*
- *The national accreditation of CMSV business programs by the Association of Collegiate Business Schools and Programs, and the ten-year reaccreditation of the College's business programs.*
- *The recruitment and formation of a dependable, high quality business faculty.*
- *The approval by the N.Y.S. Department of Education for the initiation of M.B.A. and M.S. in Management degree programs.*
- *Creation of a new B.B.A. program for Adults.*

General Listing of Professional Accomplishments Related to My Position as the Department Chair since 1982:

- Responsible for the design, approval, and implementation of CMSV's first bachelor's degree program in Business – a B.A.
- Hired all faculty for the newly developed program at CMSV in Business.
- Developed complete program of department student academic advisement for the program in Business.
- Responsible for the planned expansion of the Business program's curriculum to include seven areas of concentration.
- Initiated and managed the process of establishing a CMSV chapter of Delta Mu Delta, a national honor society in Business Administration.
- Responsible for the design, application for state approval, and implementation for a new Bachelor of Science Degree in business Administration at CMSV.
- Responsible for the design and introduction of the new CMSV program in Health Care Management.
- Solely responsible for the complete process of planning for a national accreditation review, including writing the self-study, overseeing the on-site visitation, and managing the changes required for full compliance with ACBSP standards. This led to the national accreditation of our Business program in 1994.
- Chaired the College's ad hoc committee on governance, which was responsible for the preparation of a significantly revised plan of governance for the College. This plan was approved and adopted in the fall of 1993.
- Responsible for coordinating, planning, and implementing the Department's physical relocation (five times over the past 20 years), including the last relocation to Maryvale Hall – a move which required extensive renovation of existing facilities. I was responsible for the design of the plan for the creation of offices and classroom space, a plan requiring significant re-configuring of the building.
- Responsible for several successful efforts to market the College's programs in Business, including the process of personally designing informational brochures and posters, and managing their professional printing and distribution.
- Served as Master of Ceremonies for the College' first presidential inauguration, in the spring of 1993.

- Twice (10 years apart) was a member of the College's Steering Committee for the Middle States re-accreditation review and visitation.
- Established the College' first Business Advisory Council, which provides support and guidance to the Department.
- Responsible for the Department's first acquisition, installation, and utilization of computer equipment in the fall of 1983.
- Responsible for the computerization of Department data files on students, alumni, curriculum, expenditures, etc.
- Created the Department's first Alumnae/ni newsletter, and now serve as its publisher, creating a valuable network among the program's graduates.
- Responsible for the re-establishment of the College's chapter of Delta Epsilon Sigma, a national liberal arts honor society.
- Have served on the college's Grievance Committees, including those established for Faculty, Students, and for Staff.
- Have advised the college's Academic Vice-president, and also the college's Chief Financial Officer on legal matters related to the operation of the College.
- Have served on several College search committees, including those for a the President, the Vice-president for Academic Affairs, a Director of Adult Education, a Director of Nursing, and for a Chief Information Officer.
- Extensive and regular involvement in teaching, advising, planning offerings and evaluating the College's programs for Adults.
- Designed and established the Department's Outcomes Assessment program.
- Service on the College's Institutional Review Board.
- Responsible for the planning, and offering, of a one-day conference on the CMSV campus for regional Business Deans and chairs, for the purpose of establishing cooperative linkages and to discuss the process of program accreditation.
- Created and established a study abroad program in partnership with Franklin College in Switzerland.
- Was instrumental in the process of creating a formal articulation agreement with the Berkeley Colleges, including the design and specification of the articulation process and the writing of the contractual agreement.
- Was involved in preparing and offering a component in the past CMSV program for faculty and staff on retirement planning.
- Responsible for designing and implementing a department specific student course evaluation instrument.
- Responsible for designing and implementing a department specific faculty evaluation instrument.
- Responsible for creating a unified, 5 tier program evaluation system for the Department.
- As Department chair, have been responsible for planning and offering numerous guest lectures and lecture series, including a successful "Breakfast with Business" series offered to students and community residents on Sunday mornings.
- Responsible for evaluating the library holdings in Business and Economics at CMSV, and for regular proposals for acquisitions and augmentations in areas related to Department curricula.
- Responsible for all Department personnel matters since becoming the Department Chairperson in 1982.
- Responsible for designing, overseeing the acquisition of equipment, the installation, and the operation of a Department specific student computer lab, "The Center for Business Computing".

- Designed, programmed, setup, and made operational, a Department specific Website at -- several years before the CMSV acquisition of its own web server and related equipment.
- Currently serving as an elected officer, and President-Elect of the Association of Collegiate Business Schools and Programs.
- Designed, programmed, setup, and made operational, a Website for Region One of the ACBSP, at
- Responsible for the introduction of computers into the curriculum of the Business Department, and for the training of faculty on the use of computers in instruction.
- For over a decade, provided general supervision of the physical facilities and classrooms of Maryvale Hall, including the management of instructional equipment.
- Was involved in the creation of the Allied Health Programs (B.S. and M.S.) – including the creation of the course curricula for the Health Management track.
- Created the integrated course: Business Ethics, and was responsible for its initial offering.
- Participated in the formation of the course: Corporate Scriptwriting and its initial offering in partnership with the Communications Department.
- Served as Chair of the Ad Hoc Committee to re-evaluate the Core Curriculum's philosophy.
- Have represented the Department at many CMSV open houses per year, offered by the Admissions Office.
- Planned, organized, and ran a Regional Conference for ACBSP at the Mount in the spring of 1997.
- Served as a Regional Officer of ACBSP.
- Served as a National Commissioner of Accreditation on the ACBSP Board of Commissioners.
- Plan, organize and run the Department's annual honors night.
- Supervise the Department's Internship program.
- Responsible for the total design, preparation, and the creation of the curriculum (including the creation of detailed syllabi for over 50 courses) for programs leading to the Master of business Administration and the Masters of Science in Management. [note: without course release, overload stipend of summer session compensation]
- Responsible for applying for, and obtaining, the New York State Department of Education's approval for the Department's proposed M.B.A. and M.S. degree programs.
- Responsible for applying for, and obtaining, an amendment of the College's NYS Charter so that the M.B.A. degree could be awarded.

Publications:

"Dismissing Tenured Faculty: A Proposed Standard",
New York University Law Review,
Vol. 54, no. 4, p. 827 (October 1979).

"Law Firm Recruitment, Judicial Clerks & The Avoidance of the Appearance of Impropriety",
The Record of the Association of the Bar of the City of NY,
Vol. 36, p. 53, (January / February, 1981).

Professional Presentations:

June 21-25, 2002	"Outcomes Assessment in Business Programs, And the process of Program Accreditation" @ the ACBSP Fourteenth National Conference Houston, Texas
June 10-15, 1998	"Program Accreditation and the New Baldrige Standards" @ the ACBSP Tenth Annual Conference Kansas City, Kansas
June 27-31, 1997	"An Accreditation Workshop" @ the ACBSP Ninth Annual Conference Newport Beach, CA
Oct. 17, 1997	"The Baldrige Award and Education Criteria" @ the ACBSP Northeast Regional Council Conference Fitchburg State College, MA
April 4, 1997	"The Process of Accreditation for Baccalaureate Programs" @ the ACBSP Northeast Regional Council Conference College of Mount St. Vincent, NY
May 16, 1994	"Financial Security: A Stress Reducer" @AORN of New York City – Chapter 3304 (Association of Registered Nurses) Bronx Veterans Hospital, NY
February 1990	"Legal Affairs and Retirement Planning" @ the CMSV multi-session program for Retirement Planning offered to Faculty, Staff, and Administrators

Professional Meetings and Conferences Attended:

June 16-19, 2006	ACBSP Eighteenth National Conference Chicago, IL "Global Business Connections"
June 24-27, 2005	ACBSP Seventeenth National Conference Washington, D.C. "Year of the Entrepreneur"
June 25-28, 2004	ACBSP Sixteenth National Conference Phoenix, AR "Moving Teaching Excellence from Good to Great"

November 4, 2003	"Corporate Accountability for Human Rights" NYU Law School Alumni Panel Presentation New York, NY
June 26-30, 2003	ACBSP Fifteenth National Conference Fort Lauderdale, FL "Dynamic Times→ Innovative Solutions" (***Served as National President at the Conference, and the Chair of the Conference Committee***)
October 3-4, 2002	ACBSP Northeast Regional Conference Three Rivers Community College Norwich, CT "Marketing Efforts in Strategic Planning" "The Casino and Gambling Industries"
June 21-25, 2002	ACBSP Fourteenth National Conference Houston, TX "Energizing Education Excellence"
April 12, 2002	ACBSP Northeast Regional Conference Sullivan County Community College, NJ "Niche Marketing", "Bridging the Cultural Gap Between Business & Education"
October 5, 2001	ACBSP Northeast Regional Conference Georgian Court College, NJ "Understanding the Volatility of the Utilities Industry"
June 29-July 2, 2001	ACBSP Thirteenth Annual Conference New York, NY "Best Practices, Teaching Excellence, & Student Interactive Learning"
April 6, 2001	ACBSP Northeast Regional Conference Southern New Hampshire University, NH "Approaches to Distance Learning and Online Courses"
Sept. 22, 2000	ACBSP Northeast Regional Conference Schenectady County Community College, NY "The Changing Face of the Accounting Profession"
June 24-27, 2000	ACBSP Twelfth Annual Conference Las Vegas, NV "Business Education: Partnering for the New Century"
March 31, 2000	ACBSP Northeast Regional Conference Holyoke Community College, MA "Centers for Excellence: The A.T.& T. Experience"
October 15, 1999	ACBSP Northeast Regional Conference

	University of Bridgeport, Bridgeport, CT "Adapting Business Curricula to the 21st Century"
June 21-28, 1999	ACBSP Eleventh Annual Conference Atlanta, GA "Partnering with Business"
April 9, 1999	ACBSP Northeast Regional Conference County College of Morris, Morristown, NJ "National Business Incubation Centers"
October 16, 1998	ACBSP Northeast Regional Conference Plymouth state College Plymouth, New Hampshire "The Business – Education Connection"
June 12-15, 1998	ACBSP Tenth Annual conference Kansas City, Kansas "Enhancing Best Practices in Teaching"
April 3, 1998	ACBSP Northeast Regional Conference Schenectady County Community College Schenectady, NY "Distance Learning Through the Internet"
October 17, 1997	ACBSP Northeast Regional Conference Fitchburg State College, Fitchburg, MA "Issues and Challenges in International Business"
June 27-31, 1997	ACBSP Ninth Annual Conference Newport Beach, CA "Strategic Alliances with Business" "Innovation and Creativity in the Classroom"
April 4, 1997	ACBSP Northeast Regional Conference College of Mount Saint Vincent Bronx, NY "Quality Awards Programs in Education"
March 13, 1997	Law Alumni Association New York University School of Law "Managed Care: Will it Care?"
October 11, 1996	ACBSP Northeast Regional Conference Georgian Court College Lakewood, NJ "Outcomes Assessment and Regional Accreditation"

June 29-31, 1996	ACBSP Eighth Annual conference Nashville, TN "Quality Business Education: Teaching and Learning Strategies for the 21st Century"
April 26, 1996	ACBSP Northeast Regional Conference Community College of Rhode Island Warwick, RI "Cooperative Education" "Distance Learning"
November 3, 1995	ACBSP Northeast Regional Conference Saint Joseph College West Hartford, CT "Integrated Business Models: Incorporating Experience into the Classroom"
June 16-20, 1995	ACBSP Seventh Annual Conference Orlando, FL "Managing Change"
April 28, 1995	ACBSP Northeast Regional Conference Camden County College Blackwood, NJ "Internationalizing the Business Curriculum"
March 21, 1995	American Management Association One-Day Seminar, New York, NY "Today's OSHA: A Compliance Update"
October 4, 1994	ACBSP Northeast Regional Conference College of Saint Rose Albany, NY "Total Quality Management" "Computer Technology in the Classroom"
June 17-21, 1994	ACBSP Sixth Annual Conference Minneapolis, MN "Articulation" "Outcomes Assessment"
April 22, 1994	ACBSP Northeast Regional Conference Rivier College Nashua, NH "Productivity and Organizational Improvement in Higher Education"
March 7-8, 1994	Tenth Annual Business/Education Conference The Conference Board New York City, NY

	"Forging Critical Ties Between Education and the Business Community"
Nov. 4, 1993	Levy Institute Lecture Series Bard College Annandale-on-Hudson, NY "The Impact of Recent Restructuring on Jobs & Earnings"
June 25-29, 1993	ACBSP Fifth Annual Conference San Antonio, TX "Academic Leadership"
April 29, 1993	Law Review Alumni Association Annual Symposium New York University School of Law "The Adversary system: Is it an Effective Method for the Redress of Injury?"
Oct. 17, 1992	N.Y.U. Law School Dean's Day Seminars" "The Evolution of Banking & Finance" "Environment & Economics: Enemies or Friends?"
June 20-23, 1992	ACBSP Fourth Annual Conference Atlantic City, NJ "Total Quality Management"
April 30, 1992	Annual Law Review Alumni Symposium New York University School of Law "The Judicial Confirmation Process: What is Fair Ground for Inquiry?"
Feb. 2, 1992	American Management Association Seminar, New York City "How to Be a Better Trainer"
Oct. 16, 1991	N.Y.U. Centennial Year Panel Discussion New York University School of Law "Women in Academic, Public Interest, & Government"
June30-July2, 1991	ACBSP Third Annual Conference New Orleans, LA "Business Connections"
Aug. 1-3, 1990	American Management Association Seminar, New York City "Issues in Personnel Law"
Sept. 19-20, 1989	The Business Law Institute 3rd Annual Human Resources Institute, NYC "Employment Regulations in New York"
Feb. 11, 18, 25, 1989	New York University Real Property Law Institute

	"Real Estate Closings"
Oct. 20, 1988	New York University Law Review Symposium "What We Can Expect from the U.S. Supreme Court"
Feb. 6, 1988	N.Y.U. School of Continuing Education Panel Presentation "Careers With an International Focus"
Sept. 26, 1987	One Day Workshop at the N.Y.U. Graduate School of Business "How to Deal With Difficult People in the Workplace

School Trustee Background Information

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

Name: James B. O'Neal

Charter School Name: Charter High School for Law and Social Justice

Charter School Address: CSD9

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

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

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

Background

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

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

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

4. Please indicate how you became aware of the charter school and the opportunity to serve as a member of its board. Served on exploratory and planning committee with co-applicant, Richard Marsico.

5. Please explain why you wish to serve on the board. The vision of the board is in line with my desire to equalize educational opportunities for students in underserved communities.

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). I serve on the board of Legal Outreach, Inc. and NJ LEEP, both of which are law-related educational non-profits. 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): The work that I do on a day-to-day basis and have done over the past 30 years are relevant to the work to be done at this particular 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.
☒ 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 worked with a number of the members of the prospective board members as members of the planning committee. They are Janine

Azriliant, Gaye Burton-Chavis, Cynara Hermes, Darren Johnson, Jennifer LaMarsh, Richard Marsico, Edward Meyer, Katherine Smelas, Asha Smith, and Linnet Tse.

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: I have worked with Alissa Kane in her capacity as an employee of NY Law School and I know Gaye-Burton Chavis as well through interaction on the planning committee.

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: At the moment, Legal Outreach, a legal educational organization on which I serve as the Executive Director, has no plans to do business with the Charter High School for Law and Social Justice. At some stage, however, in the school's development, officials at the school may express a desire for Legal Outreach to be considered as a potential contractor. If indeed such a situation should arise, I would resign as a member of the Chart School board to avoid any potential conflicts of interest or semblance thereof.

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

Because I serve as the Executive Director of a legal education organization that provides professional development and curricular services to public schools, it is not inconceivable that a potential conflict may arise if the organization is identified as a potential service provider to the Charter High School for Law and Social Justice. In such an instance, I would make that conflict known to all parties, recuse myself from any discussions or communications regarding a potential contractual relationship, and/or resign from the Board of the Charter School.

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 document the information and present it to the appropriate authorities.

Educational Philosophy

18. Please explain your understanding of the charter school's mission and/or philosophy. The Charter school for Law and Social Justice is being organized to provide high quality education that will create a pathway to college and beyond for students from underserved communities. The school

will use the law to enhance basic and higher level thinking skills necessary for success in any job or profession in the 21st century. Instruction in law will be a primary tool for accomplishing the mission. Students will graduate prepared to succeed in college.

19. Please explain your understanding of the educational program of the charter school. The Charter School for Law and Social Justice will require a rigorous course of study, including four years of English, social studies, science, math and foreign language. It will offer advanced placement and college courses. The school's curriculum will help students achieve content mastery and develop the essential competencies of critical thinking, effective communication and collaboration. The curriculum will be aligned to the Common Core Standards. Looping in ninth and tenth grades will help to develop a stable and consistent learning environment. An integrated curriculum will be used. Law will be incorporated into the units of study. A summer bridge program will be used to prepare students for the rigor of study to come. SAT and college planning courses will be offered to prepare for college admission. Students will participate in internships in preparation for the real world.

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 board is entrusted with the responsibility of ensuring that the leadership of the school remains committed to achieving the goals set forth by the Board. In that light the board should (1) provide and help develop resources for the school, (2) provide a safe and secure environment for the students and employees within the school, (3) engage the community to support the school, (4) provide support to the leadership of the school and evaluate their effectiveness on an annual basis, (5) ensure that financial resources are being used properly.

Other

21. Please explain your understanding of the appropriate role of a public charter school board member. The role of the Board is to hold the leadership of the school responsible for achieving the goals of the school with regard to curriculum, instruction, and student success, to ensure that the school is using and appropriating financial and other resources according to specified guidelines, and to promote opportunities for improvement.

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

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

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

STATEMENT OF ASSURANCE

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

James B. O'Neal *3/14/13*

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]

RESUME

James Bernard O'Neal

HOME

OFFICE:

PROFESSIONAL EMPLOYMENT:

ATTORNEY, Admitted to New York Bar, Retired from the Practice

June '83 - Present

Co-Founder/Executive Director
LEGAL OUTREACH, INC.

Duties: Directing and managing multi-dimensional, law-related education programs.

Author: "Law and Social Problems;" Do the Right Thing: "Criminal Justice: Theory & Practice;" "Law, The Legal System & Dispute Resolution;" "Urban Law Man: The Search for Law, Morals and Values

Sept. '86 – May '06

Lecturer-in-Law - Columbia Law School

August '82 - June '83

Legal Education Instructor and Counselor

Greater Harlem Comprehensive Guidance Center
Boys and Girls High School, Brooklyn, NY
Bronx Neighborhood Diversion Program, Bronx, NY

Summers '80 & '81

Summer Associate: Law Firms of -
Jones, Bird, & Howell (now Alston & Bird) Atlanta, GA
Kutak, Rock, & Campbell - Washington, DC
Kutak, Rock & Campbell - Atlanta, GA

EDUCATIONAL BACKGROUND

Post Graduate Fellowships:

1990 - 91	Charles Revson Fellowship - Columbia Univ.
1990 - 91	Benjamin E. Mays Fellow - Oxford College
1982 - 83	Harvard Fellowship in Public Interest Law
1982 - 83	Mark Dewolfe Howe Scholarship

Graduate: 1982
Harvard Law School

Activities:

Harvard Defenders
Black Law Students Association
Christian Fellowship

Law School Thesis and Papers:

1. Habilitating the Juvenile Delinquent: Working toward a Social Solution to a Social Problem in Urban America

2. Juvenile Court and the Rehabilitative Idea: A Cause for Concern

3. The Professional Responsibilities of Lawyers in the Juvenile Courts

Special Interests in the Law:

Children and the Law
Mediation and Arbitration

Undergraduate:
Emory College,
Emory University
B.A., '77 - '79

Major: Political Science

Honors and Awards:
Marion Luther Brittain Service Award - The highest award presented to an Emory student .
Rotary Club of Atlanta Award - Chosen by the University's President as Emory's Outstanding Student.
D.V.S. Senior Society Award - One of Seven Chosen on the basis of Unselfish Service.
Omicron Delta Kappa - National Leadership Honor Society.
Mortar Board - National Service Honor Society.

Pi Sigma Alpha - Political Science Honor Society.
WSB Radio Award - Honored for contributing to Atlanta and Emory.
Who's Who Among Students in American Colleges and Universities.
Alpha Phi Alpha Fraternity Scholarship Award-Eta Lambda Chapter.
Dean's List Student.

Emory College Activities - '77 - '79
Oxford Board of Counselors.
President: Mu Alpha Chapter, Alpha Phi Alpha Fraternity, Inc.
Search Committee for a Dean of Campus Life.
Nominating Committee for the President's Commission on the Status of Minorities at Emory.
Senior Council.
Resident Advisor.

Oxford College,
Emory University
A.A., '75 - '77

Honors:
Alpha Epsilon Upsilon - Underclassman Honor Society.
Who's Who Among Students in American Junior Colleges.
Merit List - Freshman Year.
Honors List - Sophomore Year.

Oxford College Activities ' 75 - '77
Chairman: Oxford College Honor Council.
President: Bonnell Dormitory
Treasurer: Circle K Service Organization.
Vice-President: Mu Alpha Chapter of Alpha Phi Alpha Fraternity, Inc.

School Trustee Background Information

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

Name: Katherine Smelas

Charter School Name: Charter High School for Law and Social Justice

Charter School Address: Bronx Community School District 9

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

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

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

Background

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

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

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

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

   I attended New York Law School and Richard Marsico was my professor. I heard about his work with the Charter High School for Law and Social

Justice and I became a member of the Planning Team when I started my current job as Graduate Fellow for the Justice Action Center.

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

   I strongly believe in charter schools and their ability to provide effective education in areas with a high-need student population.

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

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

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

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

Conflict of Interest

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

Richard Marsico was my professor and he is my current employer. Jennifer LaMarsh was a classmate and is my friend. I work with Cynara Hermes at New York Law School. I have interacted with Janine Azriliant, Gaye Burton-Chavis, Darren Johnson, James O'Neal, Asha Smith, Dr. Mary Ellen Sullivan, and Linnet Tse through my work on the Planning Committee. Asha Smith is also an alumni of New York Law School and the Justice Action Center.

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:

I worked with Alissa Kane at New York Law School and she is a friend. I know Gaye Burton-Chavis through our work together on the Planning Committee.

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.

    Yes, I work at New York Law 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 bring the situation to the attention of the board president. If I did not feel that the board president handled the situation appropriately, I would obtain outside counsel to determine my next step. If I was still not satisfied, I would report the situation to the New York State Department of Education.

Educational Philosophy

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

    It is the mission of the School to provide traditionally underserved students with a high-quality, rigorous high school education that will create a pathway to college, graduate school, and a career in the legal profession. The School will use law and social justice as a theme for teaching literacy, critical thinking and analysis, and oral and written communication. Students will be taught the critical skills necessary for college, which could lead to graduate school and careers in the legal profession, including as lawyers, paralegals, and law enforcement offices.

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

Using law and social justice, the School will teach literacy, critical thinking and analysis, and oral and written communication skills, and expose students to the potential of law to promote social justice. The School will train students using a rigorous curriculum with electives in law and affiliations with institutions of higher learning. The School will require a rigorous course of study, including four years of English, social studies, science, math, and foreign language and the School will offer advanced placement courses and college courses. Each student will work closely with teachers to create a individualized learning plan that will provide academic advisory and instruction to the student.

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 works with the students, teachers, parents, and community to determine what is best for all students. The school must have a supportive environment that sets high expectations and works with students to meet them. In order to be successful, the Board of Trustees must be committed to the school and have faith in the school's leadership. The Board must ensure that the school's leadership is

- *Continuously observing and providing teachers with feedback regarding effective learning strategies;*
- *Managing operations and soft and hard infrastructure of the school to ensure that they do not interfere with instruction;*
- *Engaging the community to identify opportunities for students to learn how to apply their emerging skills;*
- *Ensuring the appropriate and effective use of the school's fiscal resources to accelerate and support student learning; and*
- *Evaluate its own performance on a regular basis by using data to ensure that the school is fulfilling its responsibilities and using its resources effectively.*

Other

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

The Board of Trustees has general oversight of the school, including approving an annual budget, hiring the school principal, and holding the school accountable for delivering on the program described in the charter.

Acting as one unit, the Board is responsible for making sure that the school is performing up to standard by ensuring that the school is working ethically and legally, is fiscally sound, and promotes opportunities for the school to become an effective institution within its community. The Board will promote the school's mission and goals by maintaining a clear line of communication with the principal, but it will not intervene in daily activities.

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 School's application, by-laws, and all proposed policies.

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

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

STATEMENT OF ASSURANCE

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

Katherine Smelas 3-14-2013

Signature Date

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

Business Telephone: [redacted]

Business Address: [redacted]

E-Mail Address: [redacted]

Home Telephone: [redacted]

Home Address: [redacted]

Katherine A. Smelas

[redacted]

BAR ADMISSION

New York State Bar (application pending)

EDUCATION

NEW YORK LAW SCHOOL, New York, NY
Juris Doctor expected May 2012

Activities: Justice Action Center, Affiliate
Lawyers without Borders Student Division - New York Law School Chapter-
President (Fall 2011-Spring 2012), Vice President (Fall 2010-Spring 2011)
Street Law Project - Youth Coordinator (Fall 2010-Spring 2012)
Global Human Rights Bulletin - Europe Regional Editor (Spring 2011-Spring 2012)

Certification: LexisNexis Certification in Research

THE PENNSYLVANIA STATE UNIVERSITY, University Park, PA
Bachelors of Arts awarded with distinction in 2009, Crime, Law & Justice Studies and Sociology majors

Honors: Schreyer Honors College Scholar (merit-based scholarship)
Dean's List 2005 - 2009
Golden Key National Honor Society
Studied abroad in the Netherlands – coursework in International Law (June 2008)

EXPERIENCE

JUSTICE ACTION CENTER, NEW YORK LAW SCHOOL, New York, NY
Graduate Fellow, August 2012-August 2013

- Assist Professor Richard Marsico with the development of a charter school with a focus on law and social justice by drafting portions of the application and coordinating outreach efforts.
- Conduct yearly recruitment and day-to-day supervision of students working as center affiliates, research assistants, fellows, and project volunteers.
- Assist faculty with supervision of student capstone projects, including scheduling presentations and assisting with editing and publishing the student capstone journal.

CIVIL RIGHTS CLINIC, NEW YORK LAW SCHOOL, New York, NY
Law Student Advocate, Selected for Fall 2011

- Represented a low-income client in an employment discrimination mediation.
- Partnered with NAACP Legal Defense Fund to assist with school desegregation cases.
- Participated in a seminar that focuses on substantive lawyering skills, such as client and witness interviewing and fact investigation and analysis.

LAW OFFICES OF JAN ALLEN REINER, New York, NY
Law Clerk, January 2011-August 2011

- Conducted legal analysis and developed a basic guide to the Child Status Protection Act.
- Prepared and compiled court submissions and formulated case strategies under the supervision of attorneys.
- Drafted legal memoranda representing clients to government agencies.

CONFLICTS OF INTEREST BOARD OF THE CITY OF NEW YORK, New York, NY
Legal Intern, June 2010-May 2011

- Drafted opinions and memoranda providing legal advice in accordance with the City's ethics rules under the supervision of attorneys.
- Assisted in the identification of ethics violations for possible enforcement action.

School Trustee Background Information

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

Name: Asha Smith

Charter School Name: Charter High School for Law and Social Justice

Charter School Address: CSD Nine - Bronx

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/Trustee**

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

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

Background

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

   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 asked by Rick Marsico.

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

   I believe in the mission statement of the school. I know the persons involved in establishing the school and I believe we are uniquely qualified to serve the community, and change the lives of prospective students.

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

   X Yes. (Include description here):

   As a member of the Board of Directors of the New York County Lawyers Association (NYCLA), I frequently sit at a table with attorneys with divergent viewpoints on various matters. Patience is definitely a virtue that I am continuously working on, as is the willingness to listen and respectfully discuss and consider alternate viewpoints.

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

   X This does not apply to me

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.

Conflict of Interest

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

   XYes.

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

Rick Marsico: He is one of my former professor at New York Law School

James O'Neal: I met him at the charter school planning meetings. He also runs a not for profit entity called Legal Outreach. I organized three summer field trips for students participating in a summer program sponsored by Legal Outreach during the summer of 2012. He has been on the charter school planning committee about the same length of time that I have.

Darren Johnson: He is a teacher in either elementary or secondary school. I don't know exactly where he teaches. He has been on the charter school planning committee about the same length of time that I have.

Cynara Hermes: She's a professor at New York Law School. I have seen her at planning meetings. I do not know her very well however. She has not been on the planning committee as long as James O'Neal and Darren Johnson.

Katherine Smelas: She is currently a student at New York Law School and Rick's go-to person with respect to the charter school. I would say that I've known her for at least two years...almost three. I see her at the charter school planning meetings, communicate with her via email, and also see her at New York Law School functions from time to time.

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

    X Yes.

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

Alissa Kane: She is a former employee of New York Law School, and was heavily involved in the planning of the school. I have had many

positive interactions with her during planning sessions, and at New York Law School functions.

Gaye Burton Chavis: She has been a member of the school planning committee. I do not know her outside of planning committee activities.

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

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.

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.

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..

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

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 Yes

As a Staff Attorney/Public Defender in the Bronx County Office of The Legal Aid Society, it is possible that I would arraign a teenager who may be arrested at school. If this happens, however, I would not represent the teenager at future proceedings. In this instance, either another attorney from the Legal Aid Society will represent the teenager, and/or legal representation will be provided by an alternate provider (i.e. Bronx Defenders, 18-b attorneys).

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 confront the person, and directly ask the person questions about the possible conflict, allowing the person to have an opportunity to explain. If a conflict becomes apparent, I would ask the person to resign from the Board and additionally bring the matter to the attention of all board members.

Educational Philosophy

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

By using legal and social justice theory, the school will teach students how to analyze facts and utilize critical thinking when formulating ideas, opinions and observations. Additionally, the school will help foster student's development of oral and written communication an advocacy in a college preparatory environment.

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

Charter School for Law and Social Justice will prepare students not only for higher education, but will also endeavor to engage the civic

development of participants in the American democracy and democracy - at-large.

College preparatory in nature, the curriculum will be aligned to the Common Core Standards. Naturally, traditional and necessary college preparatory subjects will be taught: English, Science, Mathematics, Foreign Language, and Social Sciences.

Additionally, students will be immersed in courses that may teach the subjects of legal theory, legal reasoning and analysis, and social justice theory separately or integrated with Common Core classes.

Extracurricular and experiential learning in internships or opportunities will also be a component of the curriculum,

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 educational environment of a successful charter school encourages students to think critically and analytically about facts and situations, and also helps students develop their own personal theories about the way the world works. After having analyzed various scenarios or situations, students should be able to cogently and persuasively discuss their opinions and conclusions, both orally and in writing.

Other

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

    Board members act as trustees of the charter school to ensure that the school runs effectively and has a balanced budget. In order to accomplish this, board members must continually oversee the administrative elements of the schools management, as well as ensuring the pedagogy of the school continues to adhere to the mission statement of the school.

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

I AFFIRM.

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

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

STATEMENT OF ASSURANCE

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

Asha Smith 3/15/13

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]

Asha Smith

Director, NYCLA, Experienced Attorney at Law, Business Owner

Experience

Director at New York County Lawyers' Association
June 2012 - Present (10 months)

Business Owner/Makeup Artist at Faces by Asha
January 2010 - Present (3 years 3 months)

Staff Attorney at The Legal Aid Society
April 2007 - Present (6 years)

Staff Attorney

Represent indigent defendants at a variety of proceedings, including but not limited to grand jury presentation, pre-trial hearings and trials; civil administrative conferences and hearings. Criminal trial experience: 6 pre-trial suppression hearings (notable result: one felony case dismissed after evidence successfully suppressed), 3 misdemeanor trials (voir dire through verdict), 2 grand jury client preparation sessions (notable result: indictment dismissed) 3 administrative settlement conferences, 1 administrative hearing (notable result: verdict in favor of client). Collect background information concerning the client and offense, interview clients and witnesses, investigate cases to prepare for court proceedings. Negotiate with assistant district attorneys to secure favorable dispositions for clients. Perform legal research and writing as required to prepare motions, briefs for memorandum, oral arguments and/or trial. Supervise investigative and legal interns as needed.

Research Assistant at New York Law School
September 2006 - January 2007 (5 months)

Program in Law & Journalism

Researched, tracked and reviewed media coverage on domestic and international legal issues. Maintained program website.

Judicial Intern at Hon. Robert P. Patterson, U.S. District Court, SDNY
May 2006 - August 2006 (4 months)

Researched and drafted bench memorandum and opinion for senior level federal judge. Observed civil and criminal trial proceedings including pre-trial conferences, trials, and sentencing hearings.

Clinical Law Intern at Manhattan District Attorney's Office
January 2006 - April 2006 (4 months)

Researched various legal issues and drafted memoranda on criminal prosecution issues. Assisted in victim interviews. Attended hearing and trials. Investigated child abuse allegations.

Summer Law Intern at Department of Juvenile Justice - General Counsel's Office

June 2005 - August 2005 (3 months)

Identified key legal issues and analyzed legislation pertinent to agency. Recommended sound policy decisions consistent with the law. Drafted disciplinary complaints against department employees.

Independent Contractor/Paralegal at Office of Steven R. Goldberg, Esq
January 2005 - May 2005 (5 months)

Drafted litigation documents: briefs, motions, and interrogatories. Reviewed and assembled documents to comply with discovery requests. Researched various litigation issues including, federal income tax, securities arbitration, contractual disputes, debtor-creditor and prenuptial agreements. Prepared and drafted deeds, mortgages, contracts of sale and closing documents for residential property

Research Assistant at New York Law School - Professor Frank Munger, J.D.
February 2004 - November 2004 (10 months)

Researched the impact of poverty on diverse US populations, and societal perception of welfare recipients. Analyzed and critiqued various ethno-sociological studies of American communities affected by poverty.

Independent Contractor/Paralegal at Office of Susan T. Mackenzie, Arbitrator/Mediator, Esq.;
February 2004 - November 2004 (10 months)

Office of Susan T. Mackenzie, Arbitrator/Mediator, Esq.: Researched case law and reviewed party submissions to assist arbitrator with rendering opinions and awards. Attended fact-finding interviews and employment dispute hearings.

Assistant to the President at MBF Clearing Corp
November 2001 - November 2003 (2 years 1 month)

Provided administrative support to the head of a commodities clearing firm. Initiated process to modernize firm's corporate image by developing a brand identity. Collaborated with New York Mercantile Exchange Marketing Department to orchestrate an annual symposium featuring outside speakers, vendors, and media outlets. Supervised firm's summer internship program. Developed and groomed assistant to take over my responsibilities before beginning law school.

Administrative Assistant at Merrill Lynch
February 2000 - June 2001 (1 year 5 months)

Assistant to Head of North American Equities
Managed the administrative, affairs of key company executive. Developed key relationships with various departments. Acted as a liaison between regional and international managers.

Languages

French
Spanish

Skills & Expertise

Litigation
Microsoft Office
Legal Research
Legal Writing
Courts
Outlook
Writing
Westlaw
Hearings

Education

New School for Social Research
Master of Science, Teaching

New School for Social Research
Master of Arts, Media Studies

New York Law School
Juris Doctorate, Law: Social Justice, Criminal Justice, Trial Advocacy, Immigration

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Honors and Awards

Dean's Award for Student Leadership, 2007

New York County Lawyers Association Minority Judicial Intern, 2006

New York Law School Alumni Association Scholarship Recipient, 2005 – 2007

School Trustee Background Information

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

Name: Mary Ellen Sullivan

Charter School Name: _____Charter High School for Law and Social Justice____

Charter School Address: _____CS9_____

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

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

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

Background

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

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

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

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

Richard Marsico sent a letter to the President of the College of Mount Saint Vincent expressing interest in forming partnerships with institutions of higher education. After meeting with Mr. Marsico, the Administration and members of the Teacher Education Department felt a true connection to the mission of the proposed charter school. We then became part of the planning group.

5. Please explain why you wish to serve on the board. I have been part of the planning committee and have contributed to the development of the school. I am committed to the field of education and feel I can provide service to the school through board participation. As a board member I hope to draw on my experience in K-12 education as well as pre-service and in-service teacher preparation.

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

7. Please indicate whether or not you have ever been convicted of a misdemeanor and/or felony in state or federal court in any jurisdiction.
   ☒ 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 have worked on the planning committee with several founding board members. Dr. Edward Meyer, who will be a member of the founding board, and I are also colleagues and both teach at the College.

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.
    Alissa Kane and I worked on the planning committee together. She has indicated her intent to apply for employment at the School.

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. I am Department Chairperson of Teacher Education and faculty member at College of Mount Saint Vincent.

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 report this to the president of the board and to the Charter School Office at NYSED.

Educational Philosophy

18. Please explain your understanding of the charter school's mission and/or philosophy. The mission of the School is to provide a quality and rigorous education to each student that will provide him/ her with the critical thinking, effective communication and collaborative skills needed to be successful in high school, college and beyond. Curricular experiences will provide students opportunities to explore issues related to law and social justice. Engagement with these constructs will build an interest in the field of law and provide the foundation that will lead to a law- related career.

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

The educational plan has been developed to support the academic and social/ emotional development of all students. Additionally, it addresses the college and career readiness skills that are needed to be successful. Through alignment with the Common Core and NY State Learning Standards the educational program will provide students with a rigorous

academic program. The opportunity to explore college and career options will be provided through the internship program, college experience for rising seniors as well as other experiences that will be integrated into the four year course of study. The educational design provides varied supports for students who are academically unprepared, who have IEPS or who are second language learners. In addition to the academic support, students will receive during the academic day, each student will receive three hours of tutoring per week through the extended day. Differentiated instruction will also support the varying ability, English language proficiency and learning styles of students.

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 creates an environment in which all students regardless of ability can succeed. Furthermore, a successful school ensures that teachers are provide with varied support structures that assist them in the development of skills and knowledge needed to impact student achievement.

I believe it is the responsibility of the Board to ensure that the academic, legal and financial policies of the school are enforced in an appropriate way. The Board should use varied data to monitor and assess the school's progress in reaching its achievement goals. Additionally, the Board should be a collaborative body that assists the leadership of the school and the faculty in ensuring the success of each student.

Other

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

I believe it is the responsibility of the Board to ensure that the academic, legal and financial policies of the school are enforced in an appropriate way. The Board should use varied data to monitor and assess the school's progress in reaching its achievement goals. Additionally, the Board should be a collaborative body that assists the leadership of the school and the faculty in ensuring the success of each student. Each Board member has a responsibility to actively participate in meetings and the varied processes undertaken but the Board to ensure that the school fulfills its mission.

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 .

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

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

STATEMENT OF ASSURANCE

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

Dr. Mary Ellen Sullivan

March 14, 2013

_____
Signature Date

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

Business Telephone: [redacted]

_____

Business Address:_____[redacted]
_____

E-Mail Address:
_____[redacted]_____
_____

Home Telephone: [redacted]

Home Address: [redacted]

Mary Ellen Sullivan, Ph.D.

Professional Experience:

College of Mount Saint Vincent, Riverdale New York
Chairperson of Teacher Education
August 2006-Present

- Provide leadership for undergraduate and graduate programs
- Planning, goal-setting, curriculum development and evaluation of departmental progress
- Assessment of departmental policies to ensure compliance with local, state and federal guidelines
- Oversee departmental assessment process including management of database and analysis of data to determine and modify assessment outcomes and curriculum
- Coordinate responsibilities of office staff
- Day-to-day administration of faculty and student concerns
- Prepare schedule and budgets for undergraduate and graduate programs
- Coordinate off-campus courses

Assistant Professor of Teacher Education
August 2002-Present

- Teach courses in Childhood Education 1-6, Adolescent 7-12 and graduate programs
- Use portfolio assessment to enhance candidate learning
- Integrate technology to enhance learning(Blackboard; Power Point; Discussion boards)
- Supervise practicum and student teachers in urban and suburban elementary, middle and high school settings.
- Advise students in Childhood and Adolescent Programs

Committee Work
Institutional Outcomes Committee
Graduate Committee
College Senate
Faculty Development Committee

Spring 2000-Summer 2002
Fordham University, Tarrytown, New York
Teacher Education Instructor

- Taught graduate level courses: Reading, Writing and the Language Arts
- Reading and Writing Across the Curriculum
- Assessment

Fordham University Educational Consultant
Professional Development School (K-6), Yonkers, New York

- Conducted workshops on Constructivist Learning Theory and Practice
- Observed teachers and provided varying degrees of instructional support through modeling and conferencing

Spring 2001
College of Mount Saint Vincent
Teacher Education Instructor

- Taught Methods of Teaching English in the Middle School
- Supervised Practicum students in Adolescent Program

Fall 1996-Spring 1999
Writing Instructor

- Taught freshman level course which stressed rhetorical strategies and academic research skills
- Developed critical reading and thinking skills
- Assessed writing skills through portfolio instruction
- Designed individualized instruction for ESL students

Secondary Teaching Experience
1989-2002
Saint Raymond High School for Boys, Bronx, New York
English Department Chairperson

- Recruited, hired and supervised department faculty
- Revised and updated curriculum
- Coordinated portfolio instruction and assessment
- Realigned curriculum to meet state standards
- Designed and implemented integrated curriculum for grades 9-11
- Developed a reading across the curriculum program

English Teacher

- Taught Regents/Honors English
- Provided remedial and ESL instruction
- Conducted reading and writing workshops
- Assessed writing skills through portfolio system
- Implemented student-led discussion groups

Elementary Teaching Experience
1986-1989
St. Frances de Chantal Bronx, New York
Fifth and sixth grade Reading, Language Arts and Social Studies Teacher

Educational Experience and Certification

Doctor of Philosophy, Language, Literacy and Learning, May 2006
Fordham University, New York, NY

- Dissertation entitled "Self-regulated Writing Behaviors of High Achieving and Low Achieving Pre-service Students"

Master of Science in Secondary English Education, 1995
Lehman College, Bronx, New York

Bachelor of Arts, Cum Laude
College of Mount Saint Vincent, Bronx, New York, 1985

New York State Permanent Certification English Grades 7-12

School Trustee Background Information

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

Name: Linnet Tse

Charter School Name: Charter High School of Law and Social Justice (the "School")

Charter School Address: CSD Nine in the Bronx

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

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

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

Background

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

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

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

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

   I met co-applicant, Richard Marsico, while serving on the Mamaroneck Union Free School District Board of Education (MUFSD BOE). During our work together on the MUFSD BOE, I learned about this charter school initiative. After completing my last term as MUFSD board

trustee at the end of June 2012, I began attending the planning meetings for the Charter High School of Law and Social Justice and assisting with the planning and application work.

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

   I am a strong believer in public education, and in how charter schools can strengthen the educational opportunities available to students in some of the most challenging areas of NYC. I believe that my extensive 9-year experience on the MUFSD BOE, as well as my financial and analytical background from the private sector, will enable me to effectively provide oversight and guidance to the Charter High School of Law and Social Justice.

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):

   As indicated on my resume (attached), I served for nine years of the MUFSD BOE, an experience that has provided me with very relevant experience from which to draw. During that time, I served at President for two years, served on audit, finance and policy committees and became familiar with State Education Law. I have also extensively analyzed employment contracts and developed long-term financial scenarios as part of my work on that board. As an active member and Executive officer of the Westchester-Putnam School Boards Association, I gained regional and state perspective and also had extensive exposure to the practices and challenges faced by the over forty boards of education in neighboring districts.

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

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

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

Conflict of Interest

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

I know co-applicant, Richard Marsico, through our joint work on the Mamaroneck Union Free School District's Board of Education. My spouse, John Forsyth, has also met Professor Marsico through my board work.

In addition, I am acquainted with the following founding board members because we have served together on the School's planning committee: Janine Azriliant, Gaye Burton-Chavis, Cynara Hermes, Darren Johnson, Jennifer LaMarsh, Richard Marsico, James O'Neal, Katherine Smelas, Asha Smith and Dr. Mary Ellen Sullivan. I do not know them in any other capacity except through our planning committee meetings.

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:

Through the planning committee meetings, I have met Alissa Kane and Gaye Burton-Chavis, both of whom have expressed an interest in applying for employment at the School.

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

The Charter High School for Law and Social Justice has a Code of Ethics, as referenced in Article X: Conflict of Interests of its By-laws. As stated, "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." Should I become aware of such a situation, I would immediately raise it to the president of the board. I would make sure that s/he takes the appropriate actions to investigate this situation, likely with the assistance of legal counsel. Should the board president be part of the issue, or if s/he does not take appropriate action, I would enlist the assistance of our general counsel directly. If necessary, the matter could be brought to the attention of the State Education Department.

Educational Philosophy

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

It is the mission of the School to provide traditionally underserved students with a rigorous high school education that will create a pathway to college, graduate school, and a career in the legal profession. The curriculum will include electives in law; affiliations with our partner - the New York Law School - will provide unique opportunities for internships and mentors for our students. Law and social justice will be used as a theme for teaching literacy, critical thinking and analysis and oral and written communication. Students will be taught the critical skills necessary for college, which could lead to graduate school and careers in the legal profession, including as lawyers, paralegals, law enforcement offices and law office employees.

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

The School's rigorous program will include four years of English, social studies, science, math and foreign language, in addition to electives in law. The curriculum will be aligned to the Common Core Standards. English and social studies teachers will work together to design an integrated curriculum that includes thematic units of study and law. Advance Placement and college courses will be offered. The School will require a summer bridge program for rising ninth and tenth graders focused on persuasive writing and communication, literary and oral and written advocacy. Eleventh and twelfth graders will take SAT preparation and college planning courses. Twelfth graders will participate in a law office internship. Limited extracurricular programs will be offered, as the focus will be on the academic program.

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.

Strong school leadership, highly motivated, skilled teachers and support staff, accountability, a well-informed and involved parent body, sufficient funding and strong financial oversight are key to a successful charter school. Most common reasons for a charter school's failure have to do with insufficient funding, financial (mis)management, and academic performance. Thus, the founding board must focus on each of these elements once approval for the School is granted.

In terms of academic performance, one of the first key tasks the board must undertake is to hire a school leader. Much of the success of the School hinges

around this position, as this is the person to help refine and implement our vision for the School, by providing leadership, setting the tone and hiring the right staff. Performance-based accountability is critical, the specifics of which must be developed during the School's planning year.

In terms of funding and financial oversight, the board must ensure that adequate funding is available for realizing the School's mission. Once approval is given, the board must hire a business manager or contract with a service to provide the necessary financial services and ensure that there are checks and balances in the procedures that are established. The board must refine its budget, firming up costs in order to ensure it can operate within its budget, including limited grant and fundraising monies.

The board must ensure that policies and procedures are in place for both daily school operations and financial management and oversight. The board must also ensure that there are tools/data in place to ensure that it is able to routinely monitor and track student performance, staff performance, and financial performance to ensure that the School is on track. Performance-based accountability and financial accountability are key to the ongoing success of the School; as such, an accountability plan must be developed during the planning year.

Other

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

The Charter Board of Trustees holds the school accountable for delivering on the program described in the charter, ensures that the school is working ethically and legally and promotes opportunities for the school to become an effective institution within its community.

- *Responsibility and authority rest with the board as a whole governing body, not with any one individual board member. Thus, an individual board member cannot speak for nor make decisions for the board. A board member of a public charter school is seen as a representative of the school and is always subject to public scrutiny.*
- *The board is responsible for oversight of both the educational and financial operations of the school. The board does not get involved with the day-to-day operations of the school.*
- *The board is responsible for developing policies and procedures consistent with New York State education law, and ensuring that statutory and regulatory requirements are being met.*
- *The board is also responsible for developing an operating and financial*

plan, consistent with its mission and philosophy.

- *It is responsible for ensuring the fiscal viability for the charter school, and as such, board members must engage in some degree of fundraising, as necessary.*
- *Board members must also ensure that the school is operating in compliance with the terms of the charter, including student performance objectives and other accountability measures.*

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 School's application, its by-laws and all proposed policies.

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

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

STATEMENT OF ASSURANCE

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

Linnet Tse 3/14/2013

Signature Date

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

Business Telephone: _____

Business Address: _____

E-Mail Address: [redacted]

Home Telephone: [redacted]

Home Address: [redacted]

LINNET R. TSE

[redacted]

PROFESSIONAL EXPERIENCE

MAMARONECK UNION FREE SCHOOL DISTRICT, BOARD OF EDUCATION TRUSTEE **2003-2012**

- Served as:
  - President, 2008-09 and 2009-10
  - Member of Board Finance Committee, Audit Committee, Communications Committee, Policy and Law Committee, Fields Committee
  - Liaison to Central, Chatsworth, Murray and MHS as well as to Program Alignment Team for Hispanic Students (PATHS)
- Key responsibilities of Board of Education include: hiring and reviewing the Superintendent; formulating District policies; setting parameters for labor contracts; providing guidance for budget and bond proposals; and communicating with the greater school community.

WESTCHESTER PUTNAM SCHOOL BOARDS ASSOCIATION **2010-2012**

- Served as Executive Board member 2010-11, Executive Board Vice-President 2011-2012

PEPSICO INC. **1986-1998**

- **Pepsi-Cola International**
  - Senior Director, Business Planning, responsible for consolidations and analysis of international beverage division's annual operating plans and monthly financial forecasts.
  - Finance Director, Northern Europe Division. Responsible for financial planning, accounting and acquisition analysis for operations in Northern European countries, based in London.
- **PepsiCo,** Corporate Planner responsible for review of Pizza Hut business plans and performance.

ATLANTIC RICHFIELD COMPANY, ARCO PETROLEUM PRODUCTS COMPANY **1981-1985**

- Manager, Plans and Analysis. Directed short term planning and performance analysis processes including budgets, quarterly plans and reviews of actual performance.
- Financial Analyst/Senior Financial Analyst. Responsible for consolidation and analysis of monthly financial forecasts.

ANALOG DEVICES **1978-1980**

- Internal Consultant to the Vice President of Sales. Strategy Analyst for the Vice President, Strategic Planning. Special projects included designing and implementing an order processing system and preparing quarterly economic outlook reports.

COMMUNITY SERVICE (CURRENT POSITIONS)

- **Mamaroneck High School Semi-Royal Shakespeare Company,** Producer
- **St. John's Episcopal Church,** Capital Campaign Coordinator and member of the Communications Committee, which is currently charged with developing a new website
- **Town of Mamaroneck Traffic Committee,** member of seven-person committee tasked with making recommendations regarding traffic safety issues raised by community members
- **Larchmont/Mamaroneck Local Summit,** Board member
- **Bridges to Community,** Gala Committee member and two-time Nicaragua service trip participant

EDUCATION

M.I.T. Sloan School of Management, Cambridge, MA. M.B.A. with concentration in marketing, planning and finance.

Princeton University, Princeton, NJ. A.B. magna cum laude in Economics.

PERSONAL

Avid recreational biker; also enjoy photography, cooking and traveling. Some Spanish.

ATACHMENT 5b--CHARTER HIGH SCHOOL FOR LAW AND SOCIAL JUSTICE
PROPOSED BY-LAWS
ARTICLE I: ORGANIZATION

Section 1. NAME. The name of the Corporation is the Charter High School for Law and Social Justice ("the School").

Section 2. LEGAL ORGANIZATION. The School is a non-stock, not-for-profit education Corporation, incorporated as an education Corporation pursuant to Section 2853 of the New York State Charter Law. The Articles of Incorporation of the School will be received upon acceptance of the School's charter application by the Commissioner of Education of the State of New York ("Commissioner") and approval of the application by the Board of Regents of the State Education Department ("Board of Regents").

Section 3. GENERAL PURPOSES. The School is organized and will be operated exclusively to carry out educational and charitable purposes, within the meaning of Section 501(c)(3) of the Internal Revenue Code of 1986, as now in effect or as may be amended hereafter, including, but not limited to:

a. operating a public charter school in the City and State of New York;
b. exercising all rights and powers conferred by the laws of the State of New York upon not-for-profit education corporations and consistent with the Constitution of the State of New York and the charter granted to the School by the New York State Education Department ("NYSED"), including but not limited to: raising funds; receiving gifts, bequests and contributions in any form; using, applying, investing and reinvesting the principal and income therefrom; and distributing the same for the above purposes; and
c. engaging in any other activity that is incidental to, connected with, or in advancement of the foregoing purposes and that is within the definition of charitable and educational purposes of Section 501(c)(3).

Section 4. PRINCIPAL PLACE OF BUSINESS. The principal place of business of the School shall be located at such place as the Board of Trustees of the School (collectively, "the Board" or "Trustees" or individually, a "Trustee") may select by resolution or amendment of these by-laws.

Section 5. REGISTERED OFFICE AND AGENT. The School shall maintain a registered office in the State of New York and a registered agent whose office is the School's registered office.

Section 6. MEMBERSHIP. The School shall have no members and the Board shall be self-perpetuating as described in these by-laws. The rights that would otherwise vest in members vest in the Board. Actions that would otherwise require approval by a majority of all members or approval by the members require only approval of a majority of the Board.

ARTICLE II: BOARD OF TRUSTEES

Section 1. POWERS. The Board shall have control of and manage the operations and affairs of the School and shall have all the powers customarily held by a board of trustees of a corporation organized under the Education Law of the State of New York and applicable provisions of the Not-for-Profit Corporation Law, Freedom of Information Act, Open Meetings Law, Article 14 of the Civil Service Law, the School's Charter, and these by-laws. In exercising its powers and duties, the Board shall establish and maintain policies and procedures for the operation of the School and shall oversee that such policies and procedures are carried out by the staff of the School as the Board may employ from time to time. The Board shall have primary responsibility for seeing that the School is provided with the financial and other resources that the Board

deems appropriate for its proper operation. Without limiting the generality of the powers hereby granted to the Board, but subject to the same limitations, the Board shall have all the powers enumerated in these by-laws, and the following specific powers:

a. to elect and remove Trustees;

b. to select and remove officers, agents, and employees of the School, and to prescribe powers and duties for them;

c. to conduct, manage, and control the affairs and activities of the School, and to make rules and regulations;

d. to enter into and approve contracts, leases, and other agreements on behalf of the School which are, in the Board's judgment, necessary or desirable in obtaining the purposes of promoting the interests of the School;

e. 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;

f. 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;

g. to accept gifts, donations, or grants of any kind made to the School and to expend or use such gifts, donations, or grants in accordance with the conditions prescribed by the donor; provided however, that no gift, donation, or grant may be accepted if subject to a condition that is contrary to any provision of law or term of the charter;

h. to acquire real or personal property, by purchase, exchange, lease, gift, devise, bequest, or otherwise, and to hold, improve, lease, sublease, mortgage, transfer in trust, encumber, convey, or otherwise dispose of such property;

i. to borrow money, incur debt, and to execute and deliver promissory notes, bonds, debentures, deeds of trust, mortgages, pledges, hypothecations, and other evidences of debt and securities; and

j. to indemnify and maintain insurance on behalf of any of its Trustees, officers, employees, or agents for liability asserted against or incurred by such person in such capacity or arising out of such person's status as such, subject to the provisions of the New York Not-for-Profit Corporation Law and the limitations noted in these by-laws.

Section 2. NUMBER OF TRUSTEES. The number of Trustees of the Corporation shall be no fewer than five (5) and shall not exceed twenty-five (25). The Board shall fix the exact number of Trustees, within these limits, by Board resolution or amendment of the by-laws.

Section 3. ELECTION OF TRUSTEES.

a. Election. The Board shall elect the Trustees by the vote of the majority of the Trustees then in office. Trustees-elect assume office subject to approval by the Board of Regents.

b. Eligibility. The Board may elect any person who in its discretion it believes will serve the interests of the School faithfully and effectively.

c. Time of Elections. 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.

Section 4. TERM OF OFFICE.

a. Duration of Term and Term Limits. Except as provided in Article II Sections 4.b and 4.c below, the term of office of a Trustee shall be three (3) years. Except as provided in Article II Sections 4.c and 5 below, Trustees may not serve more than two (2) consecutive terms. If a Trustee serves two consecutive terms, he or she may rejoin the

Board after spending at least one (1) year off the Board. During this interim period, the ex-Trustee may act in an advisory capacity.

b. Classes. The Trustees elected at the first annual meeting of the Board shall be divided at the meeting pursuant to a process agreed upon by a majority vote of the Board into three classes for the purpose of staggering their terms of office. The assignment of any Board member to a particular class does not in any way restrict that Board member from participating fully in all Board activities and from serving additional terms.

c. Staggered Terms of Office. The terms of office of the Trustees elected at the first annual meeting 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. The term of office of a Trustee elected at the first meeting annual meeting of the Board shall not count toward the term limit.

d. Vacancy Term. The term of office of a Trustee elected to fill a vacancy in these by-laws begins on the date of the Trustee's election and continues: (1) for the balance of the unexpired term in the case of a vacancy created because of the resignation, removal, or death of a Trustee; or (2) for the term specified by the Board in the case of a vacancy resulting from the increase of the number of Trustees authorized.

e. Reduction of Term. The Trustee's term of office shall not be shortened by any reduction in the number of Trustees resulting from amendment to the Charter, the by-laws, or other Board action.

Section 5. FOUNDING SCHOOL TRUSTEES. The Founding School Trustees (the "Founding School Trustees") are those persons named as Trustees in the Charter. The Founding School Trustees shall serve until the earliest of: (a) the first annual meeting of the Board; (b) their resignation; or (c) their removal from office pursuant to these by-laws. The term of office of a Founding School Trustee shall not count toward the term limit.

Section 6. EX-OFFICIO TRUSTEES. The Board shall reserve two (2) seats on the Board for ex-officio Trustees. The ex-officio Trustees shall be elected at the annual meeting of the Board as necessary. One ex-officio Trustee shall be a parent of a child enrolled in the School. The second ex-officio Trustee shall be a resident of the New York City community school district in which the School is located. The term of any ex-officio Trustee who is the parent of a child at the School shall be three (3) years, unless the child leaves the school, at which point the position shall become vacant. The term of any ex-officio Trustee who is a resident of the New York City community school district in which the School is located shall be three (3) years, unless the community member changes his or her residence to another district, at which point the position will become vacant. In addition to the provisions of this Section, the term of office of ex-officio Trustees shall be governed by the rules in Article II Sections 4 and 5.

Section 7. APPOINTED TRUSTEES. The Board at its discretion and upon majority vote may enter into an agreement with one or more entities to be an Education Partner. The Board shall reserve one (1) seat on the Board to be designated by each Education Partner at the annual meeting of the Board and thereafter when the term of the appointed Trustee expires or becomes vacant. The terms of office of any appointed Trustee shall be the same as elected Trustees provided that the agreement with the Partner continues to exist. If the partnership ends prior to the term of the appointed Trustee, the position shall be eliminated.

Section 8. REMOVAL OR SUSPENSION. The Board may remove or suspend from office a Trustee in accordance with the applicable provisions of the Education Law and the Not-for-

Profit Corporation Law.

Section 9. RESIGNATION. 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.

Section 10. VACANCIES. A vacancy is deemed to occur on the effective date of the resignation of a Trustee, upon the removal of a Trustee, upon a Trustee's death, or as described in Article II Sections 6 and 7. A vacancy is also deemed to exist upon the increase by the Board of the authorized number of Trustees.

Section 11. COMPENSATION. Trustees shall serve without compensation. However, the Board may approve reimbursement of a Trustee's actual and necessary expenses while conducting School business.

ARTICLE III: PRINCIPAL OFFICE

The School's principal office shall be at the following address:

_____

c/o: _____

or at such other place as the Board may select by resolution or amendment of the by-laws. The Secretary shall note any change in office on the copy of the by-laws maintained by the Secretary.

ARTICLE IV: MEETINGS OF THE BOARD

Section 1. PLACE OF MEETINGS. Board meetings shall be held at the School's principal office or at any other reasonably convenient place as the Board may designate, provided however that the location of any Board meeting shall comply with the requirements of Article 7 of the New York Public Officers Law (hereinafter referred to as the "Open Meetings Law").

Section 2. ANNUAL MEETINGS. An annual meeting shall be held in the month of June of each year for the purpose of electing Trustees, making and receiving reports on corporate affairs, and transacting such other business as comes before the meeting.

Section 3. REGULAR MEETINGS. A minimum of twelve (12) regular meetings, including the annual meeting, shall be held each year on dates determined by the Board.

Section 4. SPECIAL MEETINGS. A special meeting shall be held at any time called by the President of the Board, or by any Trustee upon written demand of the number of members representing at least ten percent of the total number of votes entitled to be cast at such meeting.

Section 5. ADJOURNMENT. A majority of the Trustees present at a meeting, whether or not a quorum, may adjourn the meeting to another time and place.

Section 6. NOTICES TO TRUSTEES. Notices to Trustees of Board meetings, including annual, regular, and special meetings, shall be given as follows:

a. Written advance notice shall be given for all annual meetings and regular meetings. Written notice for these meetings shall state the place, date and hour of the meeting and, unless it is an annual meeting, indicate that it is being issued by or at the direction of the person or persons calling the meeting.

b. Written advance notice shall be given for all special meetings. Written notice for special meetings shall state the place, date, and hour of the meeting, indicate that it is being issued by or at the direction of the person or persons calling the meeting, and state the purpose or purposes for which the meeting is called. Special meetings shall be held upon ten (10) days advance notice by first-class mail, or by personal delivery, telephone, facsimile, or e-mail. Notice must be given directly to the Trustee or to a person whom it

is reasonably believed will communicate it promptly to the Trustee.

Section 7. WAIVER OF NOTICE. A notice of meeting need not be given to any Trustee who submits a signed waiver of notice, in person or by proxy, whether before or after the meeting. The attendance of any member at a meeting, in person or by proxy, without protest prior to the meeting or at its commencement, shall constitute a waiver of notice by him. The Secretary shall incorporate all signed waivers into the minutes of the relevant meeting.

Section 8. NOTICE TO THE PUBLIC. The Board shall conduct meetings in compliance with the New York Open Meetings Law. Public notice of the time and place of a meeting scheduled at least one week prior thereto shall be given to the news media and shall be conspicuously posted on the School's website at least 72 hours before such meeting. For public meetings occurring within the same week, public notice of the time and place shall be given to the news media to the extent practicable, and shall be conspicuously posted on the School's website at least 24 hours in advance.

Section 9. EXECUTIVE SESSION. The Board may enter into an executive session under circumstances permitted in the New York Open Meetings Law upon a majority vote.

ARTICLE V: ACTION BY THE BOARD

Section 1. QUORUM. Unless otherwise required by law, a majority of the entire Board shall constitute a quorum for the transaction of any business or of any specified item of business. Trustees other than those participating in-person or by live videoconferencing shall not vote. To the extent that there may be any conflict between any provision of these by-laws and the Open Meetings Law, the Open Meetings Law shall control.

Section 2. ACTION BY THE BOARD.

a. Actions Taken at Board Meetings. Except as otherwise provided by statute or by these by-laws, the vote of a majority of the Board present at the time of the vote, if a quorum is present at such time, shall be the act of the Board.

b. Board Participation by Other Means. In all events, a quorum of Trustees must be present to lawfully conduct a Board meeting of the School. Trustees participating by means of videoconferencing may be counted toward achieving a quorum. Trustees participating by means of videoconferencing 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 a 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 those in-person or participating by live videoconferencing shall not vote.

Section 3. COMMITTEES.

a. Appointment of Committees. The Board may create committees for any lawful purpose, and the President of the Board shall appoint members to and designate the chairs of such committees with the majority consent of the Board. A Board committee will consist of not fewer than three (3) Trustees who shall serve at the pleasure of the Board. With the exception of the Executive and Finance Committees, the Board may appoint individuals who are not on the Board to serve on a committee.

b. Standing Committees. The Board shall establish and maintain the following standing committees: Executive Committee, Finance Committee, Fundraising Committee, Audit Committee, and Education Accountability Committee.

c. Ad Hoc Committees. The Board may from time to time establish one or more ad hoc committees with such names, powers, and functions as may be determined from time to time by the Board.

d. Authority of Board Committees. The Board may not delegate to a Board committee the authority to: (a) elect Trustees; (b) fill vacancies on the Board or any committee which has the authority of the Board; (c) amend or repeal by-laws or adopt new by-laws; (d) appoint other committees of the Board or the members of the committees; (e) adopt the budget; (f) make personnel decisions; (g) form, enter into, and approve contracts; or (h) make investment decisions.

e. Procedures of Committees. The Board may prescribe the manner in which the proceedings of any Board committee are to be conducted, including the role of voting rights of committee members who are not on the Board. 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 Meetings Law with respect to the calling of meetings.

Section 4. 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.

Section 5. RELIANCE ON OTHERS. In performing the duties of a Trustee, a Trustee shall be entitled to rely on information, opinions, reports, or statements, including financial statements and other financial data, presented or prepared by:

a. one or more officers or employees of the Corporation whom the Trustee believes to be reliable and competent in the matters presented;

b. legal counsel, public accountants, or other persons as to matters that the Trustee believes are within that person's professional or expert competence; or

c. a Board committee on which the Trustee does not serve, duly designated in accordance with a provision of the Corporation's Charter or by-laws, as to matters within its designated authority, provided the Trustee (i) reasonably believes the committee merits confidence; (ii) acts in good faith; (iii) acts with that degree of care specified in Article V, Section 4; (iv) reasonably inquires of the commimttee when the need is indicated by the circumstances; and (v) is without knowledge that would cause such reliance to be unwarranted.

Section 6. INVESTMENTS. In investing and dealing with all assets held by the Corporation for investment, the Board shall exercise the standard of care described above in Article V, Section 4 and shall consider among other relevant considerations the long and short term needs of the Corporation in carrying out its purposes, including its present and anticipated financial requirements. The Board may delegate its investment powers to others, provided that those powers are exercised within the ultimate direction of the Board. Nothing herein shall authorize the Board, or those acting on its behalf, to invest the Corporation's money, assets, or funds in

any manner proscribed by the New York State Constitution and/or any other law.

Section 7. 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 such inspection is conducted at a reasonable time after reasonable notice to the President and/or Vice President, and provided that such right of inspection and copying is subject to the obligation to maintain the confidentiality of the reviewed information, in addition to any obligations imposed by any applicable federal, state, or local law. The Board of Regents and charter entity may visit, examine into, and inspect the School, including its records, under the Board of Regents' oversight to ensure that the School is in compliance with all applicable laws, regulations, and charter provisions.

Section 8. PARTICIPATION. Every Trustee has the right to participate in the discussion and vote on all issues before the Board or any Board committee, except that any Trustee shall be excused from the discussion and the vote on any matter involving such Trustee relating to: (a) a self-dealing transaction; (b) a conflict of interest; © indemnification of that Trustee uniquely; or (d) any other matter at the discretion of a two-thirds majority of the Trustees then present.

Section 9. CONFIDENTIALITY. Every Trustee has a duty to maintain the confidentiality of all Board actions that are not required by law to be open to the public, including discussions and votes that take place at any executive sessions of the Board. Any Trustee violating this confidence may be removed from the Board.

ARTICLE VI: OFFICERS

Section 1. OFFICERS. The officers of the Corporation shall be a President, a Vice President, a Secretary, and a Treasurer. The Corporation also may have such other officers as the Board determines by majority vote.

Section 2. PRESIDENT. Subject to Board direction and control, the President has general supervisory authority over the affairs of the Corporation, and such other powers and duties as the Board may prescribe. If present, the President shall preside at Board meetings.

Section 3. VICE PRESIDENT. If the President is absent or disabled, the Vice President shall perform all the President's duties and, when so acting, shall have all the President's powers and be subject to the same restrictions. The Vice President shall have other such powers and perform such other duties as the Board may prescribe.

Section 4. SECRETARY. The Secretary shall: (a) keep or cause to be kept, at the Corporation's principal office, or such other place as the Board may direct, a book of minutes of all meetings of the Board and Board committees, noting the time and place of the meeting, whether it was regular or special (and if special, how authorized), the notice given, the names of those present, and the proceedings; (b) keep or cause to be kept a copy of the Corporation's Charter and by-laws, with amendments; (c) give or cause to be given notice of the Board and committee meetings as required by the by-laws; and (d) have such other powers and perform such other duties as the Board may prescribe.

Section 5. TREASURER. The Treasurer shall: (a) keep or cause to be kept adequate and correct accounts of the Corporation's properties, receipts, and disbursements; (b) make the books of account available at all times for inspection by any Trustee as provided in these by-laws; (c) deposit or cause to be deposited the Corporation's monies and other valuables in the Corporation's name and to its credit, with the depositories the Board designates; (d) disburse or cause to be disbursed the Corporation's funds as the Board directs; (e) render or cause to be rendered to the President and the Board, as requested but no less frequently than once every fiscal year, an account of the Corporation's financial transactions and financial condition; (f) prepare or cause to be prepared any reports on financial issues required by a loan agreement; (g) serve as Chairperson of the Finance Committee; and (h) have such other powers and perform such other duties as the Board may prescribe. The Treasurer shall not have an interest in a bank or trust company designated as a depository, paying agent, registration agent, or a recipient of investment funds of which the Treasurer is an officer or employee.

Section 6. ELECTION. The Board shall elect the officers annually at the annual meeting or a regular meeting designated for that purpose, or at a special meeting called for that purpose, except that officers appointed to fill vacancies shall be elected as vacancies occur.

Section 7. ELIGIBILITY. Any two or more offices may be held by the same person, except the offices of President and Secretary.

Section 8. TERM OF OFFICE. The term of office of each officer shall be one (1) year. 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.

ARTICLE VII: LIABILITY

None of the School's current or former Trustees, officers, or committee members shall be personally liable for the Corporation's debts, liabilities, or other obligations. None of the School's current or former Trustees, officers, or committee members shall be liable, directly or indirectly, to the School for any act or omission taken or omitted by such person in good faith, provided that such act or omission did not constitute gross negligence, fraud, or willful violation of the law or a breach of duty of loyalty to the School. No civil liability shall attach to any charter entity, the Board of Regents, or to any of their members or employees, individually or collectively, for any acts or omissions of the School. Neither the local community school district in which the School is located, the charter entity nor the State shall be liable for the debts or financial obligations of the School or any of its Trustees or officers.

ARTICLE VIII: INDEMNIFICATION

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

ARTICLE IX: SELF-DEALING TRANSACTIONS

The School shall not engage in any self-dealing transactions, except as approved by the Board. "Self-dealing transaction" means a transaction to which the Corporation is a party and in which one or more of the Trustees has a material financial interest ("interested Trustee(s)"). Notwithstanding this definition, a transaction which is part of a public or charitable program of the Corporation is not a self-dealing transaction, and is subject to the Board's general standard of care, if the transaction (a) is approved or authorized by the Board in good faith and without unjustified favoritism; and (b) results in a benefit to one or more Trustees or their families because they are in a class of persons intended to be benefitted by the program.

ARTICLE X: CONFLICT OF INTEREST

Section 1. CODE OF ETHICS. The Board shall approve a Code of Ethics applicable to Trustees, officers, and employees of the School, compliant with the General Municipal Law, which may be amended from time to time by the Board.

Section 2. CONFLICT OF INTEREST. Any Trustee, officer, or committee member, or his or her spouse, who has, will have, or later acquires an interest in any actual or proposed contract, purchase agreement, lease agreement, or other agreement, including oral agreements, presented to or discussed by the Board or Board committee for authorization, approval, or ratification shall publicly disclose the nature and extent of such interest in writing to his or her immediate supervisor, if applicable, and to the Board as soon as he or she has knowledge of such actual or prospective interest. Such written disclosure shall be made part of and set forth in the official record of the proceedings of such body. Disclosure shall not be required in the case of an interest in a contract described under New York General Municipal Law Section 802. Any contract willfully entered into where there is an interest prohibited by this section shall be null, void, and wholly unenforceable. Any Trustee, officer, or committee member who willfully and knowingly violates the foregoing provisions of this Section shall be guilty of a misdemeanor pursuant to New York General Municipal Law Section 805.

ARTICLE XI: OTHER PROVISIONS

Section 1. FISCAL YEAR. The fiscal year of the Corporation begins on July 1 of each year and ends June 30 the following year.

Section 2. EXECUTION OF INSTRUMENTS. Except as otherwise provided in these by-laws, the Board may adopt a resolution authorizing any officer or agent of the Corporation to enter into any contract or execute and deliver any instrument in the name of or on behalf of the Corporation. Such authority may be general or confined to specific instances. Unless so authorized, no officer, agent, or employee shall have any power to bind the Corporation by any contract or engagement, to pledge the Corporation's credit, or to render it liable monetarily for any purpose or any amount.

Section 3. CHECKS AND NOTES. Except as otherwise specifically provided by Board resolution, checks, drafts, promissory notes, orders for the payment of money, and other evidence of indebtedness of the Corporation may be signed by the President of the Board, the Principal of the School, or Treasurer. Such items for amounts of $5,000.00 or greater must be signed by two of these individuals.

Section 4. CONSTRUCTION AND DEFINITIONS. Unless the context otherwise requires, the general provisions, rules of construction, and definitions contained in the Not-for-Profit

Corporation Law and the Education Law shall govern the construction of these by-laws. Without limiting the generality of the foregoing, words in these by-laws shall be read as the masculine or feminine gender, and as the singular or plural, as the context requires, and the word "person" includes both a corporation and a natural person. The captions and headings in these by-laws are for reference and convenience only and are not intended to limit or define the scope or effect of any provision. Whenever any provision of the by-laws is in conflict with the provisions of the Charter, the provisions of the Charter shall control.

ARTICLE XII: AMENDMENT

All changes to the by-laws and any other sections of the Charter are subject to approval by the charter entity, the Chancellor of the city school district of the City of New York, and the New York State Board of Regents.

CERTIFICATE OF THE SECRETARY

The undersigned does hereby certify that the undersigned is the Secretary of the Charter High School for Law and Social Justice, 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 said Corporation; and that the above and foregoing by-laws are now in full force and effect.

BY: _____
SECRETARY OF THE BOARD

DATE: _____

ATTACHMENT 5c--CHARTER HIGH SCHOOL FOR LAW AND SOCIAL JUSTICE PROPOSED CODE OF ETHICS

The Board of Trustees ("the Board") of the Charter High School for Law and Social Justice ("the School") recognizes that sound, ethical standards of conduct serve to increase the effectiveness of school trustees and their staff as educational leaders in their community. Actions based on an ethical code of conduct promote public confidence and the attainment of school goals. The Board also recognizes its obligation under the General Municipal Law to adopt a code of ethics consistent with the provisions of the General Municipal Law, setting forth the standards of conduct required of all school trustees, officers and employees.

Therefore, every trustee, officer, and employee of the school, whether paid or unpaid, including members of the Board, shall adhere to the following code of conduct:

1. **Gifts:** Trustees, officers, and employees shall not directly or indirectly solicit any gifts, and shall not accept or receive any single gift having a value of $75 or more, or gifts from the same source having a cumulative value of $75 or more over a twelve-month period, whether in the form of money, services, loan, travel, entertainment, hospitality, thing or promise, or any other form, if it could reasonably be inferred that the gift was intended to influence the trustee, officer, or employee 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:** Trustees, officers, and employees shall not disclose confidential information acquired by them in the course of their official duties or use such information to further their own personal interest. In addition, trustees, officers, and employees shall not disclose information regarding any matters discussed in an executive session of the Board, whether such information is deemed confidential or not.

3. **Agreements with the Board:** Unless otherwise permitted by law, trustees, officers, and employees shall not enter into any agreement, express or implied, with the Board or School from which they may benefit financially and over which they have authority as a result of their position. Trustees, officers, and employees have "authority" if either they or someone they appoint can negotiate, authorize, approve, prepare, make payment, or audit bills and/or claims under the contract. Any contract entered into and causing a conflict of interest prohibited by this code of ethics shall be null, void, and wholly unenforceable.

4. **Representation before the Board for a contingent fee:** Trustees, officers, and School employees 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 Board, whereby the compensation is to be dependent or contingent upon any action by the

School with respect to such matter. This paragraph shall not prohibit the fixing of fees at any time based upon the reasonable value of the services rendered.

5. **Disclosure of interest:** Trustees, officers, and employees, whether paid or unpaid, shall publicly disclose on the official record the nature and extent of any direct or indirect financial or other private interest they have, or expect to have, or later acquire with the school. The term "interest" means a pecuniary or material benefit accruing to a trustee, officer, or employee.

6. **Investments in conflict with official duties:** Trustees, officers, and employees 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.

7. **Private employment:** Trustees, officers, and employees shall not engage in, solicit, negotiate for, or promise to accept private employment when that employment or service creates a conflict with or impairs the proper discharge of his or her official duties.

8. **Future employment:** Trustees, officers, and employees 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 School 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 President of the Board shall arrange to copy and distribute this Code of Ethics annually to every trustee, officer, and employee of the school. Each trustee, 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 – Partnership Information

NEW YORK LAW SCHOOL

Anthony W. Crowell
Dean and President

185 West Broadway, New York, NY 10013-2921
T 212.431.2840 **F** 212.219.3752
E anthony.crowell@nyls.edu
www.nyls.edu

March 11, 2013

Charter School for Law and Social Justice
c/o Professor Richard Marsico
New York Law School
185 West Broadway, New York, NY 10013

Dear Rick:

This is to confirm that New York Law School ("NYLS") is pleased to be included as a Partner Organization in the application of the Charter High School for Law and Social Justice (the "School") to receive authority to open a charter school. This letter briefly outlines the nature of NYLS' proposed partnership with the School.

NYLS will continue to allow NYLS staff to convene meetings of the founding group, to provide meeting space, and to permit use of our telephone conferencing and email systems to facilitate communications.

We will also allow the School to use NYLS facilities, when available, at no cost, for moot court and trial advocacy programs, School events, and assemblies.

We will permit NYLS faculty to continue to volunteer their time to support the School, including as Board members. As appropriate and possible, NYLS faculty may also include assignments relating to the School in the courses they teach. NYLS faculty may also volunteer to provide professional development to the School's teachers, to assist in developing and evaluating law-related education curricula, and to teach at the School.

NYLS faculty may volunteer to assist the School in designing and administering law office externships, and NYLS will be willing to contact NYLS alumni to develop law office placements for the School's students.

Finally, NYLS will allow its students to volunteer to assist the School, including as mentors and instructors in the school's law-related education programs.

Yours truly,

Anthony W. Crowell

IRS Department of the Treasury
Internal Revenue Service
P.O. Box 2508
Cincinnati OH 45201

In reply refer to: 0248421964
Oct. 27, 2011 LTR 4168C EO
13-5645885 000000 00
00012529
BODC: TE

NEW YORK LAW SCHOOL
% ACCOUNTING
57 WORTH ST
NEW YORK NY 10013-2926

)2357

Employer Identification Number: 13-5645885
Person to Contact: MS. MITCHELL
Toll Free Telephone Number: 1-877-829-5500

Dear TAXPAYER:

This is in response to your Oct. 18, 2011, request for information regarding your tax-exempt status.

Our records indicate that you were recognized as exempt under section 501(c)(3) of the Internal Revenue Code in a determination letter issued in MARCH 1935.

Our records also indicate that you are not a private foundation within the meaning of section 509(a) of the Code because you are described in section(s) 509(a)(1) and 170(b)(1)(A)(ii).

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.

Please refer to our website www.irs.gov/eo for information regarding filing requirements. Specifically, section 6033(j) of the Code provides that failure to file an annual information return for three consecutive years results in revocation of tax-exempt status as of the filing due date of the third return for organizations required to file. We will publish a list of organizations whose tax-exempt status was revoked under section 6033(j) of the Code on our website beginning in early 2011.

THE UNIVERSITY OF THE STATE OF NEW YORK
THE STATE EDUCATION DEPARTMENT
ALBANY, NEW YORK 12234

SECRETARY, BOARD OF REGENTS
518) 474-5889

Ellen F. Doyle
Director of Financial Aid
New York Law School
57 Worth Street
New York, NY 10013-2960

Dear Ms. Doyle:

This is to certify that the attached copy of the Provisional Charter and its amendments for *New York Law School* are true copies of the original and of the whole thereof, and is not dissolved, the latest action being document Number 9,580.

IN WITNESS WHEREOF, I hereunto set my hand and affix the seal of The University and of the State Education Department, at the city of Albany, New York, this 16th day of April, 1996.

David Johnson, Secretary
Board of Regents

PRINTED ON RECYCLED PAPER

The University of the State of New York

Education Department

Charter of

New York Law School

Whereas a petition for incorporation as an institution of the University has been duly received, and

Whereas official inspection shows that suitable provision has been made for buildings, furniture, equipment and for proper maintenance, and that all other prescribed requirements have been fully met,

Therefore, being satisfied that public interests will be promoted by such incorporation, the Regents by virtue of the authority conferred on them by law hereby incorporate John Bigelow, Thomas S. Ormiston, Thomas M. Dillingham, Albert B. Boardman, Edward Earle, and George Chase, and their successors in office under the corporate name of New York Law School, with all powers, privileges and duties, and subject to all limitations and restrictions prescribed for such corporations by law or by the ordinances of the University of the State of New York. The first trustees of said corporation shall be John Bigelow, Thomas S. Ormiston, Thomas M. Dillingham, Albert B. Boardman, Edward Earle and George Chase.

This charter shall give no power to grant degrees, but the Regents will confer the degree of Bachelor of Laws on the graduates who have been certified by the New York Law School as having completed its full course and as being duly qualified in all other respects; and who have passed all examinations and met all other requirements prescribed by law or by the University ordinances.

In Witness Whereof the Regents grant this charter No. 658 under seal of the University at the Capitol in Albany, June 11, 1891.

CERTIFICATE OF TYPE
OF NOT-FOR-PROFIT CORPORATION
OF
NEW YORK LAW SCHOOL

Under Section 113 of the
Not-For-Profit Corporation Law

1. The name of the corporation is NEW YORK LAW SCHOOL.

2. New York Law School was granted a charter by the Regents of the State of New York in June, 1891. It was then incorporated pursuant to Chapter 307 of the Laws of 1897.

3. New York Law School hereby designates the Secretary of State of the State of New York as its agent upon whom process against it may be served. The Secretary of State shall mail a copy of any process against New York Law School, served upon him, to the following address:

New York Law School
Office of the Dean
57 Worth Street
New York, NY 10013

4. Under Section 201 (Purposes), New York Law School is a Type B not-for-profit corporation as defined in the New York Not-For-Profit Corporation Law.

5. New York Law School elects to have the New York Not-For-Profit Corporation Law, Laws of 1969, Chapter 1066, apply to it in all respects.

IN WITNESS WHEREOF, the undersigned have executed and affirmed this Certificate under the penalties of perjury this 7th day of March, 1989.

Bernard H. Mendik
Chairman of the Board of Trustees

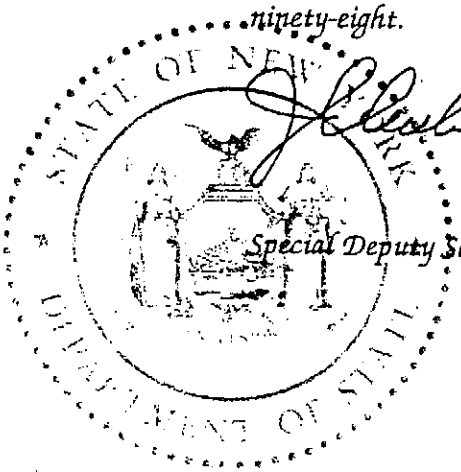
Lucille F. Danaher
Secretary

State of New York
Department of State | SS:

I hereby certify, that the certificate of incorporation of NEW YORK LAW SCHOOL was formed pursuant to Chapter 307, Laws of 1897, as a Not-for-Profit corporation and that a diligent examination has been made of the index of corporation papers filed in this Department for a certificate, order, or record of a dissolution, and upon such examination, no such certificate, order or record has been found, and that so far as indicated by the records of this Department, such corporation is a subsisting corporation.

***

Witness my hand and the official seal of the Department of State at the City of Albany, this 08th day of January one thousand nine hundred and ninety-eight.



Special Deputy Secretary of State

199801090166 63

COLLEGE OF
MOUNT SAINT VINCENT

January 11, 2013

Professor Richard Marsico
Charter School for Law and Social Justice
New York Law School
185 West Broadway
New York, New York 10013

Dear Rick,

As we near the completion of the application process, I wanted to reiterate the College of Mount Saint Vincent's on-going commitment to the Charter High School for Law and Social Justice. Through our collaboration, the members of the Teacher Education Department and the administration have developed a true kinship to the mission of the School.

The following will illustrate how the College and the Teacher Education Department will continue supporting the School after the application process. These efforts are fully supported by the administration of the College as confirmed in our meeting with them on December 4, 2012.

During the AY 2013-2014 the Teacher Education Department will develop an Urban Residency Program that will allow students to earn a graduate degree and teacher certification through an 18 to 24 month course of study that includes an intensive clinical experience. As we have discussed, these graduate students will serve as teaching interns and will provide varied support to classroom teachers and the school community.

The School will also serve as a clinical site for Mount Saint Vincent students enrolled in the undergraduate Teacher Education Program. Our undergraduate students will serve the school community in varied ways. More importantly, these college students will serve as role models and mentors for our high school students. They will be examples of the success one can achieve through hard work and the pursuit of a college education. Additionally, undergraduate students from other departments such as Sociology and Psychology can fulfill internship requirements at the School.

The faculty of the College will also support the administration and faculty of the School through various professional development opportunities. The faculty members of the Teacher Education Department have strong K-12 teaching and administrative experience. Using this experience, we will collaborate with the administration of the School to provide professional development through workshops and by serving as instructional coaches providing non-evaluative support to teachers.

The College is classified as a Hispanic-serving institution. Many of our students are the first generation in their family to attend college. This will be similar to many of the students at the School. Mount's long standing history of serving a diverse population will allow us to share our expertise and provide support through workshops in the financial aid and college admissions processes to the students and parents of the School.

Understanding that information is power and that early exposure to college life can have a significant impact on behavior and goal setting, Mount will provide a college experience for all rising seniors. This experience will provide them an opportunity to complete a brief residence at the College that will include

college- level workshops and a peer mentoring experience. Lastly, during senior year, students will have the opportunity to take college courses on Mount's campus.

I look forward to our continued collaboration.

Respectfully,

Mary Ellen Sullivan, Ph.D.
Chairperson Teacher Education
College of Mount Saint Vincent
6301 Riverdale Avenue
Riverdale, New York 10471

Internal Revenue Service

Department of the Treasury

25 Tillary St., Brooklyn, NY 11201

District Director

Date: SEP 4 1991

College of Mount Saint Vincent
263 Riverdale Avenue
Bronx, NY 10471

Person to Contact:
Clifton G. Belnavis
Contact Telephone Number:
(718) 780-4501
EIN: 13-1740445

Dear Sir or Madam:

Reference is made to your request for verification of the tax exempt status of College of Mount Saint Vincent.

A determination or ruling letter issued to an organization granting exemption under the Internal Revenue Code remains in effect until the tax exempt status has been terminated, revoked or modified.

Our records indicate that exemption was granted as shown below.

Sincerely yours,

William P. Marshall
District Disclosure Officer

Name of Organization: College of Mount Saint Vincent.

Date of Exemption Letter: June 1970

Exemption granted pursuant to section 501(c)(3) of the Internal Revenue Code.

Foundation Classification (if applicable): Not a private foundation as you are an organization described in sections 509(a)(1) and 170(b)(1)(A)(ii) of the Internal Revenue Code.

The University of the State of New York

Education Department

Amendment to Charter

COLLEGE OF MOUNT SAINT VINCENT

THIS INSTRUMENT WITNESSETH That the Regents of The University of the State of New York have amended the charter of College of Mount Saint Vincent, New York, which was incorporated by the Board of Regents on March 22, 1898 under the name of the Academy of Mount Saint Vincent, such charter having been amended from time to time, including an amendment to change the name of the corporation to College of Mount Saint Vincent on April 19, 1911, the last amendment having been granted by the Board of Regents on January 24, 1973, is further amended to authorize the corporation to award the degree of master of science (M.S.).

Granted February 25, 1988, by the Board of Regents of The University of the State of New York, for and on behalf of the State Education Department, and executed under the seal of said University, and recorded as Number 20,227.

Vice Chancellor

President of The University
and Commissioner of Education

New York State Department of Taxation and Finance

New York State and Local Sales and Use Tax

Exempt Organization Exempt Purchase Certificate

ST-119.1
(1/09)

☐ Single purchase certificate

☒ Blanket certificate

Your exempt organization number is not your federal employer identification number *(see instructions)*.

Exempt organization number *(6-digit number issued by the New York State Tax Department)*
EX - 1 | 0 | 4 | 8 | 2 | 9

Name of seller	Name of exempt organization/purchaser
	College of Mount Saint Vincent
Street address	Street address: 6301 Riverdale Avenue
City / State / ZIP code	City: Riverdale, NY 10471 / State / ZIP code

The exempt organization **must be the direct purchaser and payer of record.**

You may not use this form to purchase motor fuel or diesel motor fuel exempt from tax.

Representatives of governmental agencies or diplomatic missions may **not** use this form.

Carefully read the instructions and other information on the back of this document.

I certify that the organization named above holds a valid Form ST-119, *Exempt Organization Certificate*, and is exempt from New York State and local sales and use taxes on its purchases.

I also certify that the above statements are true and correct. I make these statements with the knowledge that knowingly making a false or fraudulent statement on this document is a misdemeanor under section 1817 of the New York State Tax Law and section 210.45 of the Penal Law, punishable by imprisonment for up to a year and a fine of up to $10,000 for an individual or $20,000 for a corporation. I understand that the Tax Department is authorized to investigate the validity of the exemption claimed or the accuracy of any information entered on this form.

Print or type name of officer of organization	Title
Abed Elkeshk	Executive Vice President/ Treasurer/CFO
Signature of officer of organization: Abed Elkeshk	Date issued: 10-11-11

CHARTER HIGH SCHOOL FOR LAW AND SOCIAL JUSTICE
ATTACHMENT 8A--HIRING AND PERSONNEL POLICIES AND PROCEDURES

EQUAL OPPORTUNITY EMPLOYMENT

The Charter High School for Law and Social Justice is committed to providing equal employment opportunity to all qualified employees and applicants without regard to race, color, religion, sex, sexual orientation, gender identity and expression, national origin, ethnicity, age, disability, marital status, military service statue, predisposing genetic characteristic, or any other protected classification. This policy will apply to all aspects of employment at the School including recruitment, hiring, compensation, assignments, training, promotion, demotion, transfer, disciplinary action, layoff and termination, employee benefits, and other terms and conditions of employment. Any and all such employment decisions at the School will be made in a non-discriminatory manner and will be based on qualifications, abilities, and merit. The School will comply with the Americans with Disabilities Act and all applicable state and local laws prohibiting discrimination in employment against qualified individuals with disabilities. If employees have any concerns or questions about any type of discrimination, they should bring these matters to the attention of their supervisor or the School principal. Anyone found to be engaging in any type of discrimination will be subject to appropriate disciplinary action.

HIRING STANDARDS AND CRITERIA

The School believes that the quality of its professional and support staff will determine the quality of the education provided by the School. Thus, it is the Board's responsibility to identify, hire, support and retain the best-qualified candidate for the School principal position. The School principal reports directly to the Board of Trustees. The Board has the sole authority to set conditions of employment, supervise, evaluate, discipline and terminate the School principal. Key qualifications for the School principal include previous experience in a leadership position in a high performing public high school, preferably as the principal; a track record that demonstrates the ability to lead and inspire teaching staff; instructional leadership qualities; and familiarity with school finances and business operations.

In turn, it is the School principal's responsibility, working with his/her leadership team, to recruit and retain the best-qualified candidates to meet the School's educational and operating needs. The School principal has the requisite authority to hire, supervise, evaluate, discipline and terminate (within the confines of any potential contract) all other employees of the School, consistent with the Law and policies adopted by the Board.

Staff selection will be based on strong academic preparation, relevant experience, proven professional competence in the individual's area of expertise, intellectual rigor, emotional maturity, leadership qualities, professional attitude, enthusiasm and strong work ethic, and the desire to work in a collaborative environment. Teaching candidates must be familiar with a wide range of instructional practices and should have experience and interest in working with a diverse student population with wide-ranging needs. Specific criteria will be established by the School principal.

HIRING PROCESS

The School principal, working with the director of operations (whose responsibilities include personnel matters), will be responsible for developing a set of detailed, written hiring procedures. These procedures will include: specific qualifications and selection criteria for each position; specific steps in the hiring process, accompanied by a timetable for each step; and a description of the evaluation methodology.

It is the responsibility of the director of operations to advertise available jobs and solicit applications from qualified candidates, through the use of print media, online resources, networking, and direct recruiting initiatives. It is anticipated that qualified candidates for all positions will undergo extensive reference checks and interviews. A combination of one-on-one and small committee interviews will likely follow a successful telephone screening interview. In addition, teaching candidates will likely be required to give one or more demo lessons and to provide writing samples.

The Board will have the opportunity to interview candidates being considered for key administrative positions, including the director of operations and the assistant principals. All candidates will be subject to fingerprinting and background checks prior to beginning employment with the School.

RESPONSIBILITIES AND QUALIFICATIONS OF KEY POSITIONS

School Principal: Responsibilities and Qualifications

The School principal, as the School's chief executive officer, is responsible for the overall success of the School. S/he is responsible for ensuring that the terms of the School's charter, its mission, and its yearly goals are achieved. The principal directly supervises all administrative staff and oversees the day-to-day management of the School's functions including, but not limited to, teaching and learning, financial management, operations, human resource management, family and community relations, facilities, School safety and compliance. The principal reports directly to the Board of Trustees.

Primary Responsibilities:

*Develop strategies to achieve the School's mission

*Ensure high academic outcomes, consistent with the School's charter and mission

*Act as the school's educational leader

*Oversee faculty and staff recruitment, selection, development, evaluation, supervision, retention, and as necessary, dismissal, in conjunction with leadership team

*Directly supervise, coach and evaluate the assistant principals for curriculum, student services, and administration and the director of operations

*Ensure compliance with the School's approved charter, Board policies, authorizer regulations, and with all local, state, and federal policies and regulations

*Set the direction and parameters for the development of the annual budget, working with the Director of Operations

*Establish and maintain open channels of parent communications, encouraging active parent participation through outreach initiatives

*Set tone of school, encouraging collegiality and collaborative decision making among

staff
*Represent the School in public
*Take lead in planning and implementing student recruitment efforts
*Attend board meetings and meet with board, as requested

Key Qualifications:

An understanding of, shared belief in, and commitment to the School's mission, vision, goals, educational philosophy and programs, as described in the School's charter
*Master's Degree in Education
*Minimum five years high school administrative leadership experience, with a record of success
*Track record that demonstrates a capacity to lead, inspire and work collaboratively with teaching and operations staff
*Experience in an instructional leadership role that involved curriculum development, design and instructional planning
*Demonstrated ability to use student assessment data to improve performance
*Strong analytical and problem-solving skills, including facility with data analysis
*Experience with school finances and facilities management
*Experience or familiarity with relevant laws, regulations and charter authorizer requirements
*Experience working with diverse populations of students, parents and families, including ELL students and students with disabilities
*Exceptional oral and written communications skills
*Exceptional interpersonal skills
*Innovative thinker
*Commitment to continuous professional growth and learning

Assistant Principal --Curriculum: Responsibilities and Qualifications

The assistant principal for curriculum will be hired in year two and will share responsibility for instructional leadership with the principal. S/he is responsible for the overall development and implementation of the academic program, as well as for the supervision and evaluation of all instructional aspects of the school.

Primary Responsibilities:

*Develop and implement the curriculum
*Identify and/or develop instructional materials
*Supervise, coach and evaluate regular education teaching staff, including making frequent informal classroom visits
*Share supervision, coaching and evaluation of special education teaching staff, in conjunction with the assistant principal for student services
*Plan and deliver professional development for teaching staff
*Interview, select and provide orientation for new instructional staff, working with the School leadership team
*Manage, analyze and use student assessment data (until the assistant principal for

administration is hired in year four) to inform instructional practice, curricular needs and professional development needs; subsequent to the assistant principal for administration coming on board, the assistant principal for curriculum will be responsible for overseeing the use of student assessment data to inform curriculum and instruction decisions.

*Other duties, as assigned by the principal

Key Qualifications:

*An understanding of and commitment to the School's mission, vision, goals, educational philosophy and programs, as described in the School's charter

*Master's degree in Education

*Minimum five years teaching experience in a high school, with a record of success

*Success in an instructional leadership role, such as a department chair position

*Experience with curriculum development, design and instructional planning

*Facility with data analysis

*Capacity to lead, inspire and work collaboratively with teaching staff

*Experience working with diverse populations of students, parents and families, including ELL students and students with disabilities

*Excellent communications skills

*Commitment to continuous professional growth and learning

Assistant Principal --Student Services: Responsibilities and Qualifications

The assistant principal for student services will be hired in year three and will be responsible for the school's ELL program and its special education services, including implementation of students' IEPs and compliance with related state and federal regulations. This position will also be responsible for guidance and counseling services, health services, and other such student support services.

Primary Responsibilities:

*Oversee special education and ELL programs, and related services, programs and grants

*Ensure compliance with state and federal laws and regulations as they pertain to students with special needs and ELL students, including reporting requirements

*Ensure all IEP and 504 plans are current; ensure compliance with and implementation of all such plans

*Jointly supervise, coach and evaluate the special education teaching staff with the assistant principal for curriculum; assist in planning and implementation of related professional development

*Provide general education and special education teachers with information and professional development that reflects current special education policies, laws, and regulations

*Interview, select and provide orientation for new special education instructional staff and support services staff, working with the School leadership team

*Interview, hire, assign, and evaluate contracted student support service providers

*Maintain secure and confidential student records system in compliance with applicable laws

*Manage the identification of students with special needs; coordinate necessary evaluation and testing
*Assess and monitor progress of students with special needs
*Oversee health services and guidance services
*Oversee student activities
*Other duties, as assigned by the principal

Key Qualifications:

*An understanding of and commitment to the School's mission, vision, goals, educational philosophy and programs, as described in the School's charter
*Master's degree in Education
*Minimum five years teaching experience in a high school
*Extensive knowledge of and experience with IDEA, Section 504, and other applicable special education legislation
*State certification as a special education teacher, with a minimum of three years experience working in the field of special education
*Prior school administrative or other leadership experience
*Familiarity with and ability to analyze and use student assessment data
*Ability to work effectively and communicate clearly with parents
*Commitment to continuous professional growth and learning, particularly in the special education field

Assistant Principal--Administration: Responsibilities and Qualifications

The assistant principal for administration will be hired in year four and will have responsibility for administrative matters related to students and student learning, excluding responsibilities falling under the assistant principal for curriculum and the assistant principal for student services. Examples of responsibilities include, but are not limited to: registration and enrollment, disciplinary matters, scheduling, reporting requirements, assessments, the policy manual, and the supervision of administrative assistants and aides.

Primary Responsibilities:

*Plan and manage the student recruitment process
*Manage all aspects of student enrollment, ensuring compliance with State law with regards to application, lottery, wait list, transfer and withdrawal processes
*Maintain student information and records
*Handle student disciplinary matters, including the Code of Conduct
*Prepare student course schedules
*Prepare teacher assignment schedules
*Implement state and school-required student assessment programs and comply with
*reporting requirements
*Manage and prepare analysis of student assessment data for use by principal, assistant principal for curriculum, assistant principal for student services, and teaching staff
*Coordinate the policy manual
*Supervise and evaluate administrative assistants and teacher aides

*Other duties, as assigned by the principal

Key Qualifications:

*An understanding of and commitment to the School's mission, vision, goals, educational philosophy and programs, as described in the School's charter

*Master's degree in Education

*Minimum five years teaching experience in a high school

*Prior school administrative or other leadership experience

*Facility with technology and data analysis, experience preferable

*Experience with scheduling desirable

*Experience working with diverse populations of students, parents and families, including ELL students and students with disabilities desirable

*Commitment to continuous professional growth and learning

Teacher: Responsibilities and Qualifications

Primary Responsibilities:

*Execute the mission of the School in striving for high academic achievement for all students

*Design effective, standards-aligned lesson plans that support student learning and achievement of school academic objectives

*Select and use research-based, effective instructional methods and learning materials to meet the needs of his/her students

*Establish positive working relationship with all assigned students

*Manage classroom effectively in a positive manner

*Communicate and work collaboratively with colleagues--teachers and administrators--sharing student work and teaching strategies, and jointly planning lessons/curriculum

*Collaborate with special education teachers, ELL teachers and other support staff as appropriate to implement Individualized Educational Programs for students with special needs and ensure all students are achieving academically at high levels

*Attend and actively participate in team/grade meetings and professional development opportunities

*Use quantitative and qualitative student assessment data to inform instruction content and teaching methods

*Build relationship with parents and communicate with parents regularly about student progress and/or concerns, both of a positive and negative nature

*Prepare, administer and evaluate required student assessments

*Be reflective of instructional practice, strive to continuously improve using feedback from colleagues and supervisors

*Other duties, as assigned by the principal or one of the assistant principals

***Key Qualifications*:**

*An understanding of and commitment to the School's mission, vision, goals, educational philosophy and programs, as described in the School's charter

*Minimum Bachelor's degree in subject area to be taught, Master's degree preferred

*Minimum two years teaching experience in a high school
*Strong classroom management skills and an ability to actively engage students in their own learning
*Experience working with diverse populations of students, parents, and families, including ELL students and students with disabilities
*Commitment to work collaboratively with colleagues for the benefit of all students
*Commitment to continuous professional growth and learning

Director of Operations ("DOO"): Responsibilities and Qualifications

This key position will be filled shortly after the School's charter is granted. The DOO will be responsible for the successful and efficient operations of the school, including its fiscal management and health, and legal compliance. In addition to having responsibility for the daily financial operations including accounting, payroll and purchasing, s/he will serve as the chief financial advisor to the principal and the Board of Trustees, responsible for preparing the annual budget, monthly reporting (including forecasts) and the annual audits. The DOO will also have responsibility for managing the facilities, safeguarding the School's physical assets, transportation, food service, personnel and technology. The DOO will have under his/her direction supervision, the associate director of operations (hired in year two) and a business manager (hired in year three).

Primary Responsibilities:

*Oversee all daily financial operations, including accounting, payroll and purchasing
*During the initial start-up period, work closely with contracted service providers for financial/accounting services
*Coordinate and work with external auditors
*Maintain accounting systems in compliance with laws and regulations
*Develop the annual budget and forecasts
*Prepare monthly financial statements and budget reports, including analysis of trends and identification of any potential issues
*Submit periodic financial reports to Board Audit and Finance Committees
*Prepare monthly bank reconciliations and reports
*Recruit, interview, select and train business office staff, including the associate director of operations and business manager
*Manage and maintain facilities, ensuring compliance with all safety requirements
*Arrange bids, as required, select and manage relationships with vendors/brokers and all contracted services
*Oversee human resource administration
*Recommend and manage health plans and retirement plans (if any), including enrollment for all staff
*Ensure compliance with Department of Health standards
*Manage food service program
*Manage student transportation program
*Manage compliance responsibilities, including student enrollment and attendance

eligibility, eligibility for free-and-reduced-price lunch and for Titles I-V, and other data/reporting related to state and federal entitlements

*Attend Board meetings and work with Board members and committees, as required or requested, to implement policies

*Other duties, as assigned by the principal

Key Qualifications:

*An understanding of and commitment to the School's mission, vision, goals, educational philosophy and programs, as described in the School's charter

*Bachelor's degree or higher, in accounting, finance, business management, organizational management or a closely related field; Master's degree in finance preferred

*At least three years previous experience in financial management, preferably in an educational environment and/or at least three years' experience in an operational capacity in an educational environment

*Knowledge of relevant New York State Education laws and regulations, including charter authorizer requirements

*Working knowledge of computer applications including accounting software, spreadsheets, databases and word processing

*Strong analytical skills

*Strong communication and interpersonal skills