

**APPLICATION SUMMARY**

Charter School Name <sup>1</sup>	Community First Academy Charter School
Applicant Name(s)	Jack A. Brown, III
Media Contact Name	Jack A. Brown, III
Media Contact Email Address	jbrown@cfsnyc.org
Media Contact Telephone Number	(718) 801- 8050
District of Location	District 35; CSD 13
Opening Date	September 2013
Proposed Charter Term <sup>2</sup>	
Proposed Management Company or Partners	N/A
Projected Enrollment and Grade Span During Charter Term	
Projected Maximum Enrollment and Grade Span	
Mission Statement	The proposed Community First Academy Charter School's mission is to develop socially responsible citizens to transform communities and positively impact society through service, economic development and leadership.

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<sup>1</sup> N.Y. Education Law § 2851(2)(k)

<sup>2</sup> N.Y. Education Law § 2851(2)(p). Typically, the charter term requested should be from the date of the issuance of the charter through June 30, 2018.

The proposed Community First Academy Charter School (CFACS) believes that all students need to develop academic, social and emotional competencies that will prepare them to be productive members of society, while contributing to the community. CFACS will create a safe, nurturing yet challenging learning community. The proposed Community First Academy Charter School's *mission is to develop high academic achievers who will transform communities and positively impact society through service and leadership.*

Located in Brooklyn's CSD 13, the proposed Community First Academy Charter School will enroll 66 students in Kindergarten, 66 in first grade, and 66 in sixth grades. Ultimately, CFACS will enroll 198 pupils and expand to a maximum of 726 (825 taking into account possible attrition), by its fifth year.

Our instructional program will focus on the development of higher-order thinking skills and problem solving. Through educational and community partnerships, CFACS will provide learning opportunities through explorations of real-world problems and challenges. Graduates of CFACS will gain a deep knowledge of the core academic subjects, the problem-solving and critical thinking skills to succeed in high school, college, and within the workforce.

The proposed Community First Academy Charter School will implement a rigorous academic curriculum that will be taught by highly qualified teachers in an inclusive, supportive learning environment. The proposed Community First Academy Charter School includes a differentiated instructional approach to support all students and in particular English Language Learners and students with special needs. Thus the CFACS curriculum will align to the Common Core, emphasizing English Language Development, Mathematics, Social Studies, Science and The Arts. Physical Education/Nutrition Education will be an integral part of the daily regimen in our fight against childhood obesity – a prevalent issue in today's society.

<b>CERTIFICATION AND ASSURANCES STATEMENT</b>
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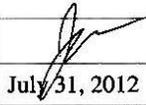
Proposed Charter School Name: Community First Academy Charter School  
 Proposed School Location (District): District 35; CSD 13

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 the Board of Regents issues a charter, the school is qualified to receive a CSP grant, pending available funding and final approval of additional materials – including budget materials - by NYSED and by the New York State Office of the Comptroller. We agree to complete all required budget information and assurances according to forthcoming instructions and a revised timeframe to be issued by NYSED.

I hereby certify that the information submitted in this application is true to the best of my knowledge and belief; and further I understand that, if awarded a charter, the proposed school shall be open to all students on a space available basis, and shall not discriminate or limit the admission of any student on any unlawful basis, including on the basis of ethnicity, race, creed, national origin or ancestry, gender, sexual orientation, disability, intellectual ability, measures of achievement or aptitude, athletic ability, age, religion, proficiency in the English language or a foreign language, or academic achievement. I understand that the Charter Schools Act allows, to the extent consistent with Federal law, “the establishment of a single-sex charter school or a charter school designed to provide expanded learning opportunities for students at-risk of academic failure or students with disabilities and English language learners.”<sup>3</sup>

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

- An assurance that the charter school will annually provide the Secretary of the U.S. Department of Education and the State Education Department such information as may be required to determine if the charter school is making satisfactory progress toward achieving the objectives described in this application<sup>4</sup>
- An assurance that the charter school will cooperate with the Secretary of the U.S. Department of Education and the State Education Department in evaluating the program assisted under this subpart;<sup>5</sup> and,
- That the charter school will provide such other information and assurances as the Secretary of the U.S. Department of Education and the State Education Department may require.<sup>6</sup>

Signature of Applicants:	
Date:	July 31, 2012
Print/Type Name:	Jack A. Brown, III

<sup>3</sup> N.Y. Education Law § 2854(2)(a)

<sup>4</sup> ESEA § 5203(b)(3)(J)

<sup>5</sup> ESEA § 5203(b)(3)(K)

<sup>6</sup> ESEA § 5203(b)(3)(N)

# COMMUNITY FIRST ACADEMY CHARTER SCHOOL APPLICATION

## **SUBMITTED TO:**

New York State Education Department  
Charter School Office  
in response to RFP to Establish Charter Schools Authorized  
by the Board of Regents

Tuesday, July 31, 2012



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

### A. Mission Statement and Objectives

The proposed Community First Academy Charter School's mission is to develop high academic achievers who will transform communities and positively impact society through service and leadership.

The proposed Community First Academy Charter School (CFACS) believes that all students need to develop academic, social and emotional competencies that will prepare them to be productive members of society and contributors to the community. CFACS will create a safe, nurturing yet challenging learning community.

The instructional program will focus on the development of higher-order thinking skills and problem solving. Through educational and community partnerships including Medgar Evers College, Long Island University and Pratt University, CFACS will provide learning opportunities through explorations of real-world problems and challenges. Graduates of CFACS will gain a deep knowledge of the core academic subjects, the problem-solving and critical thinking skills to succeed in high school, college, and within the workforce.

### B. Key Design Elements

The proposed Community First Academy Charter School will implement a rigorous academic curriculum that will be taught by highly qualified teachers in an inclusive, supportive learning environment. The proposed Community First Academy Charter School includes a differentiated instructional approach to support all students and in particular English Language Learners and students with special needs. Thus, the school will implement a rigorous curriculum aligned to the Common Core, emphasizing English Language Development, Mathematics, Social Studies, Science and The Arts. Physical Education/Nutrition Education will be an integral part of the daily regimen in our fight against childhood obesity – a prevalent issue in today's society.

*Technology Infusion:* The proposed Community First Academy Charter School will enhance instruction through the use of technology. Electronic boards will facilitate and extend learning across all grades and content areas. Students will have opportunities to participate in school and community-based service projects whose focus will be the development of student awareness of social and economic issues and the relevance of these issues to their lives, their families and their community. We aspire to develop leaders through opportunities and experiences. CFACS will utilize the range of technological tools available – from Smart boards to iPads to educational software - to prepare students to construct their knowledge base. Students will learn how this iterative process is supported by proper data management, mathematical analysis, and technical writing. Students will create digital artifacts that can be used to model, problem solve, and create experiential tasks. Acquired skills will include organizing sets of data and primary documentation, creating visual representations of data, analyzing this data through queries, and writing coherent presentations that synthesize these findings. Students will use technology to

become producers of information rather than simply consumers. These practices will be used as a means to promote visual, media, informational, and technological literacy in order to prepare students for inclusion in the technological world. CFACS has adapted a technology competency framework from the International Society for Technology in Education that will infuse our curriculum and will ensure that our graduates are prepared for the technological rigors of high school, college and work in

*Data Driven Climate:* CFACS will be a data-driven, decision-making school where a variety of data are regularly collected, analyzed, and used every four –five weeks to increase student achievement, analyze instructional efficacy, and maintain a respectful, trusting school climate and culture. Assessment will consist of diagnostic, formative, and summative assessments, and comprehensive performance assessments that require the integration of content knowledge and skills, and critical and creative thinking in an authentic task.

*Serving Students with Special Needs:* CFACS will ensure that ELL students and those with Individual Educational Plans (IEPs) have the additional resources they need to thrive in the most academically challenging and least restrictive classes possible. We will ensure that students receive all mandated accommodations to enable them to meet and exceed State standards.

The instructional staff will receive ongoing support driven by a strategic comprehensive professional development program. Professional development will be an outgrowth of self-assessment and reflection that promote collaboration and collegiality. The school will create a culture that supports teachers in fulfilling their goals by providing them with meaningful training, leadership opportunities, and experiences in innovative educational practices and strategies.

*Community Orientation.* CFACS grew out of the recognition that CSD 13 students had academic, social and emotional needs that were not being effectively met by the educational alternatives currently available. For this reason, CFACS has planned for extensive community involvement in the implementation and operation of the school, including the development of a Community Advisory Board and a rigorous evaluation process that will utilize both hard data and formative evaluation techniques like focus groups and key informant interviews to better understand stakeholder needs, the extent to which community expectations are being met, and student, faculty, parent, and other stakeholder satisfaction. As noted above, these views will be incorporated into CFACS' continuous quality improvement efforts, while the Community Advisory Board will maintain direct access to both the administration and Board of Directors.

### C. Enrollment, Recruitment, and Retention

The proposed Community First Academy Charter School (CFACS) will conduct a thorough recruitment process that demonstrates to parents our commitment to serving students with disabilities, English Language Learners and low-income students. CFACS strategic recruitment plan will include Vanguard mailings, MTA banners, community centers, churches, daycare centers and neighborhood schools. Marketing materials will describe our special education and ELL programs as well as our approach to individualizing instruction so all students can succeed. Ultimately, the proposed CFACS enrollment targets are based on NYSED standards and will ensure that school admission is accessible to low-income students. The CFACS admissions policy will include a preference for students qualified for free lunch.

Projected Enrollment Table Over the Charter Term <sup>7</sup>						
Grades	Ages	2012-2013	2013-2014	2014-2015	2015-2016	2017-2018
K	4-5	66	66	66	66	66
1 <sup>st</sup>	5-6	66	66	66	66	66
2 <sup>nd</sup>	6-7	0	66	66	66	66
3 <sup>rd</sup>	7-8	0	0	66	66	66
4 <sup>th</sup>	8-9	0	0	0	66	66
5 <sup>th</sup>	9-10	0	0	0	0	66
6 <sup>th</sup>	10-11	66	66	66	66	66
7 <sup>th</sup>	11-12	0	66	66	66	66
8 <sup>th</sup>	12-13	0	0	66	66	66
9 <sup>th</sup>	13-14	0	0	0	66	66
10 <sup>th</sup>	14-15	0	0	0	0	66
11 <sup>th</sup>	15-16	0	0	0	0	0
12 <sup>th</sup>	16-17	0	0	0	0	0
<b>Ungraded</b>						
<b>Totals</b>		198	330	462	594	726

The proposed Community First Academy Charter School will begin with 198 pupils and expand to a maximum of 726 (825 taking into account possible attrition), by its fifth year. This will permit the intense individualization of the educational model and support improved student achievement by providing more control over the academic program and staff development than in a large school, and by permitting the school leaders to closely monitor and support the educational change process. The school will give preference to siblings and to students from the local school district and attempt to maintain a balance of the number of children with IEPs and English Language Learners in each class to ensure that the percentages are appropriate for the education of all the children.

For its first year of operation, the CFACS will enroll 66 students in Kindergarten, 66 in first grade and 66 in sixth grade. The presumption is that these students will re-enroll in the

<sup>7</sup> N.Y. Education Law § 2851(2)(p)

following grades each subsequent year with a 5-7% attrition rate per year. The school will accept approximately 10% more students to allow for attrition. Each year after the first year, the school will enroll 66 new students in Kindergarten and Sixth grades and sufficient new students in 1<sup>st</sup>, 2<sup>nd</sup> and 6<sup>th</sup> grades to compensate for any attrition. The school will enroll only a small number of new students in 4<sup>th</sup> and 5<sup>th</sup> grade, since acclimating them to the CFACS routine requires time and diverts attention from students who have come up through the school.

There is a high probability that the CFACS will meet these enrollment projections. First, most parents of children who are approaching 5 years of age are likely to seek enrollment for their child in an elementary school. This is so both for children attending a daycare center and for children who are still at home, since Kindergarten is the grade when most children start formal schooling. In addition, those parents who have never enrolled their child in kindergarten, which is not mandatory, are likely to seek to enroll them in first grade, which is mandatory. Parents seeking middle school options for students entering 6<sup>th</sup> grade or siblings of primary grade students will see CFACS as a viable option. Therefore, enrollment in Kindergarten and first grade offers the CFACS the largest pool of potential students with a demand for enrollment.

CFACS recognizes that its ability to enroll and retain students with disabilities, English language learners and students who are eligible applicants for the free and reduced price lunch program depends both on student progress and on the perception of families on how well the school's program is meeting their needs and the needs of their children. The founding Board of Trustees is committed to a robust strengths- and standards-based evaluation process across all aspects of program performance, including student enrollment and retention. CFACS plans to work with an independent evaluator, Maria Messina, Ph.D., whose team will be tasked with evaluating: 1) Academic performance (including report card data, Statewide Test Program results, progress toward academic goals (on both the school-wide program and individual student levels), growth to assessment standards, and progress toward meeting academic renewal standards; 2) organizational environment and operational progress, teacher quality and training, needs for additional teacher and staff training; and 3) adherence of CFACS to its mission and charter, including an evaluation of student, family, staff, and community grievances, feedback obtained from those sources via the Community Advisory Board (see Section I.E.) and community leaders. CFACS's evaluator will design, implement, monitor the progress of an evaluation plan for the school program that encompasses both formative and summative evaluation techniques designed to provide continuous quality improvement feedback via designated performance indicators. The evaluator is a multi-lingual researcher, Fulbright Scholar and program evaluator and ethnographer, with specialized experience in academic and public health program evaluation.

The Threshold Gating Approach as described by Kim, Crutchfield, Williams and Hepler (1994) permits participation by non-evaluation staff which complements the participatory nature of the proposed evaluation. Dr. Messina (the proposed evaluator) will work with the teachers and relevant staff to make sure that relevant information is collected, implemented according to guidelines and that data are accurately reported in compliance with professional reporting standards. Dr. Messina will also meet with the school's administrators to inform the QA process and complete semi-annual reports. Finally, the on-site evaluator will be available to interpret the thresholds' reports for the Board of Directors and Community Advisory Board as needed.

The Threshold Gating Approach assumes that an educational program cannot be effective until all major components of the program are successfully completed. The evaluation team will specify the thresholds (e.g., milestones, benchmarks and intermediate outcomes) which must be achieved to meet the proposed objectives. Each threshold will be evaluated for its successful completion and contribution to the overall success of the project. For each outcome, a threshold is set *a priori*, that is before the implementation, based on standards or prior scientific findings or accepted standards of practice. Accepted evaluation methodologies (i.e., extracting data from individual student records) will then be selected to measure each threshold. The evaluator will utilize these methodologies to determine whether each threshold has been met and if the project is having the intended impact on educational achievement and student, parent and community satisfaction. Results of the evaluation will be used to inform CFACS' continuous quality improvement.

The use of evaluation results to monitor progress and assure continuous quality improvement is integral to the Threshold Gating Approach, the evaluation model described in greater detail above. The evaluation report generated by the Threshold Gating Model will be used as a management tool to inform and monitor the CQI process for academic achievement, the organizational environment and operational progress in program implementation, and program fidelity to CFACS' mission/charter and will be employed on an ongoing basis. The evaluator updates the thresholds continuously as data become available and sends copies of the updated reports to the school administration and the CQI Committee for review and action. Updated thresholds reports will be available for meetings of the Board of Directors and Community Advisory Board. The Threshold Gating Model will track the quality, intensity and duration of instruction, counseling and student support services, and student level data will be analyzed with factors to include attendance, academic performance (grades and standardized test results) and stakeholder satisfaction understand those factors that contribute to educational effectiveness as well as disparities in access, program utilization and outcomes across subpopulations using CLAS standards. Some process data will be included in the records that are naturally generated as part of School implementation and operation (i.e., attendance, grades, etc.). In addition to making use of the results of NYS test results, school grades and reports, the evaluation team will conduct a series of focus groups, key informant interviews, and stakeholder/consumer satisfaction surveys throughout the year. These groups/interviews will engage parents, community leaders, neighbors and students in discussions to elicit feedback on the CFACS' success in meeting academic goals, maintaining fidelity to its mission/charter, as well as student, parent and community satisfaction with the academic program and the academic progress of students. These results will be incorporated into the model's assessment of School achievements, unmet needs, barriers and problems encountered in the implementation of the proposed charter school. At the end of each school year, the evaluator will prepare a final report that describes CFACS' successes and challenges during the year, and discusses the impact of both successes and barriers on the outcomes-to-date, outline achievements in process and outcome measures, and recommendations on how improvements can, and should, be made.

*Formative (process) evaluation.* Data will be collected on a regular basis as it becomes available to determine the progress toward objectives and whether thresholds and proposed outcomes are accomplished. To minimize intrusion of the evaluation into School operations, the evaluator will extract information from documents that are produced during School start-up and operation. Qualitative analyses will be used to analyze process evaluation data. Care will be taken to protect

the confidentiality of the data. All reports will give summary information; no individual level data will be made available in reports. The Threshold Gating Model will track the quality, intensity and duration of student services and student level data will be analyzed with factors to include recruitment, attendance, grade completion and stakeholder (student, parent, community and staff) satisfaction to investigate factors that contribute to academic and program effectiveness as well as changes made to address disparities in access, utilization and outcomes across subpopulations, and the extent to which services comport with CLAS standards. Utilization data will be derived from attendance and service utilization rates (modality, type, intensity, duration) as well as educational and supportive service program delivery (by students, parents, school staff, and administrators), context (organization, community), and cost (facilities, personnel dollars). The model will include financial analysis by a certified public accountant, in order to provide a complete picture of successes, include unexpected resources, and barriers and their solutions, if any.

*Outcome Evaluation.* The outcome evaluation design will permit the evaluation team to participate in the activities evaluation of other charter schools and provide any information required by a multi-site evaluation, should the State undertake one. The evaluator will use the State's evaluation and monitoring program to inform the local outcome evaluation as well as analyze the data produced for the local outcome evaluation, to determine whether or not the project has brought about the improvements in academic and social performance that constitute the mission of the CFACS. Outcome questions will focus on academic progress for students, standardized test performance, social and moral development, family participation, including family and social relationships, living arrangements, and legal status in the context of individual factors such as race, ethnicity, and socioeconomic status.

The entire evaluation process will drive ongoing CQI efforts to ensure that enrollment efforts, recruitment, and student retention meet or exceed the high standards established by the State and CFACS, by providing the highest possible quality education and supportive services to students and their families.

## D. Community to be Served

Community First Academy will be located in Brooklyn's CSD 13, which offers a wide range of cultural, educational, and professional resources that will supplement the school's extra-curricular and enrichment programs and offer internship and mentorship opportunities for its students. The district's student population of approximately 21,000 is diverse: 61% Black, 16% Asian, 15% Hispanic, and 8% White. The founding team will implement a comprehensive outreach plan to attract a student population that mirrors these demographics. According to the Annual State Report, 73% of students in the district are eligible for free or reduced price lunch.

Therefore, the founding group intends to establish a lottery preference for CSD 13 students reserving 73% of the Kindergarten, First and sixth grade seats for students eligible for free or reduced price lunch. To the extent possible, similar preferences will be established for students with disabilities and English Language Learners (ELLs). Data from the district and from middle and high schools in the area suggest that students with disabilities will make up approximately 6-10% of the population and ELLs will make up 4-5%.

According to Eric Jensen (*Teaching With Poverty in Mind*), people living in poverty are exposed to many more acute stressors than their more affluent counterparts, and these stressors affect children in ways that put them at risk for academic failure. They can lead to social and emotional deficits such as inadequate impulse control, acting out behaviors and lack of empathy, which disrupt the classroom and adversely affect learning. They can also lead parents to give their children less cognitive stimulation, which means they lack basic cognitive skills on entering school. Since the children entering the CFACS have a background of poverty, their needs can be summarized as: to acquire the social skills necessary for them to learn and to acquire the intellectual skills necessary to perform well academically. The CFACS's mission aligns with these general needs of the target population. It recognizes the need to cultivate social skills as well as the intellectual skills of critical thinking and problem solving that are essential to the successful pursuit of learning and high academic achievement.

## E. Public Outreach

CFS went to great length to reach out to the community, solicit their input for the proposed charter school, and incorporate that feedback in the CFACS planning process. The public outreach efforts specific to the proposed Community First Academy Charter School included a diverse mix of web, social media, events, advertising, public relations and media, neighborhood as well as direct outreach and marketing.

CFS conducted two open public forums which were well-publicized events in which the planning staff for the CFACS engaged community residents in direct dialog and question-and-answer about the proposed charter school. In order to ensure that the community was informed about the CFACS Public Forums and that they were accessible to all interested community members, the Public Forums were held at opposite ends of Community School District (CSD) 13: One was held at the New York Public Library in Clinton Hill and the other was held at the New York Public Library in Bedford-Stuyvesant. CFS advertised the date, time and program on its website, facebook page, twitter feed, in community lists/blogs, and by posting flyers throughout CSD 13 and 16. CFS received interesting feedback at these forums, most of which

was positive, which led to the decision to change the name from Community First Charter School to Community First Academy.

In an effort to obtain additional community input, CFS organized street outreach teams that went door-to-door throughout CSD 13, handing out hundreds of informational flyers to community residents. Each flyer incorporated a response card, which provided instructions to community residents on how to provide feedback or opinions to CFS about the proposed charter school. Residents were invited (and the invitation is still open) to send an email, post comments on Facebook, call the Community First Academy telephone line, or send the postage-paid response card back to CFS after writing down their comments, suggestions, and/or recommendations for the academic and social programming of the proposed Charter School. More than 150 such responses have been received to date, not including the feedback and suggestions received through one-on-one meetings requested by individual community residents.

CFACS leadership also met with Charter School Leaders, residents and community officials, business owners as well as Community Board members within CSD 13. Additionally, ads requesting public comment have been published in the local media - Our Time Press, Brooklyn Family and the NY Daily News and neighborhood blogs: Ft. Greene Kids Blog, Bed-Stuy Patch Blog, New York Non-Profit Press. Outreach also involved notifications to School and Elected Officials including the Honorable Assemblyman Hakeem Jeffries, Assembly District 57, The Honorable Councilman Albert Vann District 36-NYC Council, Superintendent Evelyn Santiago New York City School District #16, Community Education Council, Ben Greene, President, Council District #13, Community Education Council, Pegye Johnson, President, Council District #16, The Honorable Councilwoman, Letitia James, District 35 (CSD 13 and 16), Brooklyn Borough President, Marty Markowitz, The Honorable Assemblywoman, Annette Robinson, Assembly District-56 (CSD 13), The Honorable Senator, Velmanette Montgomery (CSD 13 and 16), Superintendent James Machen, New York City School District #13, Superintendent Barbara Freeman, Council District #13, Precious Jones-Walker, Family Advocate, Council District #13, and Tikeshia Pierre, Council District #16.

To this point, support and discussions of collaboration have been overwhelmingly positive, along with some to-be-expected negative comments regarding the funding.

Among the recommendations/suggestions made that have been incorporated into the planning and implementation of the CFACS are:

- Additional planning for instruction in mathematics and critical thinking
- Lessons about community responsibility and good citizenship, which have been incorporated into the planned community service components of CFACS' program;
- Planning for local government internships, so that students in Grades 10-12 develop first-hand experience in how government works;
- Review of proposed class size and proposed textbooks (a number of respondents asked for "better textbooks" without specifying a particular book or series;
- Additional planning for after-school programming;
- Additional support groups for students have been incorporated into the school's program, including specialized groups for special-needs children and motivational groups for all students;
- Improving study and test-taking skills;

- Consideration of a foreign language proficiency requirement (still under consideration);
- Integrated arts programming; and
- Increased emphasis on building parental involvement in the school via increased communication, and supporting parental efforts to provide homework assistance and support for their children’s academic endeavors.

The responses received from parents and community members also reinforced CFS’ plans for the following components of the proposed CFACS program and curriculum:

- Smaller class sizes achieved through a higher teacher to student ratios;
- Plans for an extensive after-school program that runs until parents return from work (especially for the younger students);
- An emphasis on computer instruction (on computer use for schoolwork as well as to play games);
- Classes and after-school activities that teach practical business skills; and
- Some parents wanted CFS to survey students on their preferences for after-school programming.

And finally, given the limited resources that face every New York City school, there were suggestions that CFS would like to incorporate, but will need to find additional resources in order to make them a reality:

- Incorporating culturally-appropriate music and dance into the daytime curriculum;
- Incorporating daily living skills into the daytime curriculum (i.e., cooking); and
- Increasing the amount and level of computer training.

Among the most common themes that respondents incorporated into their suggestions were: 1) Lower class sizes; 2) greater integration of culturally-relevant music, art and dance into the curriculum; 3) greater exposure to computers and more computer instruction; and 4) enriched and longer after-school activities. Following one suggestion, CFACS changed the name of the proposed charter school to the Community First Academy Charter School.

In addition to soliciting feedback and comments from the public, CFS sought letters of support, attached in Appendix \_\_, from community-based organizations with knowledge and experience in supporting educational services and/or working directly with children, especially those that provide supportive services for the students and their families. Letters have been obtained to date from:

- The 73<sup>rd</sup> Precinct Council—advisory to the NYC Police Department;
- John Flatteau, Ph.D., Professor Emeritus and former Business School Dean at Medgar Evers College (and an expert in educational standards and evaluation);
- BUILD—Brooklyn United for Innovative Local Development, an organization dedicated to creating sustainable development of people and economic growth in Brooklyn;
- [add others received to date]

CFACS believes that its commitment to its community does not end with the opening of the charter school proper. As described in Section I.C. (above), CFACS anticipates an extensive evaluation process that will include community members in the CQI process. Specifically, CFACS will constitute a Community Advisory Board (CAB), whose membership will include

parents, community leaders, neighbors, and other local stakeholders. The CAB will initially meet monthly to gather feedback and review CFACS' progress in meeting academic and implementation targets. The CAB will have access to the Evaluation Team's reports and data, and will utilize that information and their own experience in their deliberations. The CFACS principal and Evaluator will serve as an ex officio members of the CAB in order to ensure that their input is communicated directly to the school administration, and then to the faculty. During the first year of operation, the CAB will meet at least quarterly with the Board of Directors, in order to ensure that community input (and concerns) is communicated directly to the governing body. The activities and effectiveness of the CAB will be evaluated like all other aspects of the charter school, and its role may be adjusted or evolve in future years to best meet the needs of the CFACS and community.

The proposed Community First Academy Charter School will continue aggressively developing outreach strategies already undertaken and create new opportunities for the local stakeholders to be informed and to comment on the proposed charter school. Translation services will be used to ensure equal access to information.

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

The proposed Community First Academy Charter School will offer an educational program, which will not only be unique within the area, but also fulfill a very specialized purpose. It is for these reasons that CFACS will be viewed as collaborative, not competitive. CFACS leadership has already begun laying the foundation for strong relationships with the neighboring public schools, local businesses and daycare centers. Currently there are neighboring elementary and middle schools including Arts and Letters, an elementary and middle level parochial school in the district, but no other private schools on record. CFACS will also reach out to local daycares and schools to assist in providing seamless educational options for families.

Fiscal impact upon the local schools will not be significant due to the enrollment anticipated as well as the program focus on at-risk students. The local school district is currently outsourcing educational services for their behavioral/social disorder students as CFACS is anticipated to be more cost-efficient for these services by hiring faculty and staff to service the various needs of the at-risk student population.

## II. EDUCATIONAL PLAN

### A. Achievement Goals

In accordance with this mission, the CFACS's education plan addresses the following goals:

#### *State Mandated Educational Goals*

- Each year, (beginning in 2013-2014), the school will earn a score sufficient to place it at or above the 75th percentile of all schools on the "Performance" section of the citywide Progress Report.
- Each year, at least 75 percent of 3<sup>rd</sup> to 10<sup>th</sup> grade that have been enrolled at the school on BEDS day for at least two consecutive years will perform at or above Level 3 on the New York State ELA and math exams.
- Each year, at least 75 percent of 4th graders who have been enrolled at the school on BEDS day for at least two consecutive years will perform at or above Level 3 on the New York State Science exam.

#### Additional School-based Educational Goals

- At least 90% of students in 3<sup>rd</sup> to 10<sup>th</sup> grade will perform at or above level three on a school designed rubric, which measures autonomy and self-direction in the fulfillment of their Individual Work Plans.
- At least 90% of students in 3<sup>rd</sup> to 10<sup>th</sup> grade will perform at or above level three in a school designed rubric measuring critical thinking and problem solving in their end-of-unit products and work in their portfolios.
- All students will know how to access information and use technology to learn and communicate as evidenced by the successful completion, in grade 5, of a technology project that demonstrates comprehension of the material, visual literacy, technological literacy and media literacy at level 3 according to a school-designed rubric.
- At least 80% (targets are above Citywide participation rates) of Parents, Teachers and Students will participate in NYCDOE Annual School Surveys.
- At least 80% of Parents and 90% of Teachers will participate in ARIS, NYC DOE's new, internet-based "Achievement Reporting and Innovation System."
- CFACS will establish several partnerships and collaborations with community organizations, educational agencies, service providers and philanthropic groups to support, underwrite and enhance teaching and learning outcomes; and to increase parent, community and stakeholder engagement in the educational process.

## B. School Schedule and Calendar

CFACS has designed a balanced and innovative school schedule that will maximize student-learning time while also supporting student and teacher needs. We will have five terms with a total of 190 instructional days. Each school day, our students will receive the benefit of 65 additional minutes of in-school time in comparison to students attending other NYC public schools. Over the course of one year, CFACS students will have had 274 additional school hours, which is equivalent to nearly 40 additional DOE school days per year. We will also work with our partner CBOs to arrange additional after-school and weekend tutoring programs for students who require extra remediation.

### *Student Work Day/Week Assumptions:*

- Student school day will be from 7:45 a.m. – 4:00 p.m. with a voluntary after school program, which will run from 4:00 p.m. – 6:00 p.m. Our assumption is that a majority of our students will participate in the after school program.
- Students are expected to arrive at school with enough time to eat breakfast (beginning at 7:30 AM), and be ready for class, prepared to settle into the morning routine by 8:00 a.m.
- Students will eat breakfast, lunch and healthy snacks at school.
- Students will have 90-120 minutes of Literacy instruction daily and 60 minutes of math daily.
- Students will have Science and/or Social Studies lessons 4 days a week as part of the classroom curriculum for an average of 90 minutes each per week.
- Students will have arts lessons twice weekly with a specialist teacher for 50 minutes each (100 minutes per week)
- Students will have physical education two/three times a week with a specialist teacher (which will include Health studies) for 50 minutes each (100-150 minutes per week)
- Students will have recess and/or structured play period daily for 30 minutes (150 minutes per week)

*Teacher Work Day/Week Assumptions:*

- Teacher school day will be from 7:45 a.m. - 4:00 p.m. daily. Teachers may have responsibilities after student dismissal at 4:00 p.m., which may include tutoring, professional development, family meetings, grade-level planning, or other meetings.
- Teachers will have a planning period daily while students are in specialist classes.
- Teachers will have an uninterrupted lunch period daily.
- Teachers will have a staff meeting on Fridays after early dismissal at 3:00 p.m.

In the after school program, read aloud time will reinforce literacy and stimulate in reading in a way parents may not be providing at home. Special activities in the arts and physical education will supplement what students do during the morning. Each day, students will have unstructured play time without direct adult intervention; this is invaluable for acquiring life skills: making friends, proposing projects, leading, following, and negotiating with others. Students will strengthen their ties to American culture through traditional children's games, and those whose families come from a different culture will share their traditional games. Finally, students who need extra help with core academic subjects will receive supplementary instruction.

*6<sup>th</sup> Grade Sample*

On a weekly basis, CFACS students will receive the following minimum time allotments for the core academic subjects of mathematics, ELA, social studies, and science:

SUBJECT	WEEKLY TIME ALLOTMENT
Math	6.5 hours per week
Reading/ELA	6.5 hours per week
Social Studies/History	6.5 hours per week
Science	6.5 hours per week

The length of the school day will be as follows:

DAY	LENGTH OF SCHOOL DAY
Monday through Thursday	7:25 AM to 5:00 PM (9.41 hours a day)
Fridays	7:25 AM to 3:00 PM (7.5 hours)
Two Saturdays a month	9:00 AM to 1:00 PM (4 hours)
Summer School	8:00 AM to 2:00 PM (6 hours a day for 3 weeks)

## C. Curriculum and Instruction

To achieve its mission and fulfill these goals, the CFACS aligns its curriculum with the Common Core Standards in all areas. Student performance will be evaluated in accordance with the goals indicated above and the Common Core Standards. To illustrate, there follows a description of sample exit standards for English language arts and mathematics in two non-consecutive grades: First and Sixth grades.

NYS Standard # 1 for English Language Arts: Students will read, write, listen, and speak for information and understanding.

Sample exit standards for 2nd and 5th grade:

- To exit from grade 2, a student will be able to read grade-level texts with DRA scores in comprehension, speed, accuracy and expression at level 20.
- To exit from grade 5, a student will be able to read grade-level texts with DRA scores in comprehension, speed, accuracy and expression at level 44.

NYS Standard #3 for Mathematics: Students will “become problem solvers by using appropriate tools and strategies.”

Sample exit standards for 2nd and 5th grade (process strand of problem solving and content strand of number sense and operations):

- To exit from grade 2, a student will perform at or above level 3 in the use of the grade appropriate strategies of modeling with manipulatives or drawings, and informal counting, to solve problems arising from everyday situations, according to a school-designed, mathematics assessment.
- To exit from grade 5, a student will perform at or above level 3 in the use of the grade-appropriate strategies of modeling with drawings/ diagrams, and translating to a number or symbolic expression, to solve problems, according to the New York State mathematics examination.

*Rigorous and Engaging Academic Program* - In the first charter term we will provide a rigorous academic program that will prepare students for success on the state exams in English Language Arts (ELA), math and science while we build our interdisciplinary sustainability curriculum with a stable core faculty. The curriculum will incorporate a project-oriented approach that will tie together elements from the four core subjects in a real-world, inquiry-based fashion. A project-oriented approach is particularly well suited to the middle school child, as well as to English Language Learners (ELL) and students with certain learning disabilities.

As students move through middle school, their curiosity and interest in the larger community and social issues increases dramatically. They begin to seek role models beyond their families as they develop their sense of self and an understanding of how they relate to and affect the world around them. The CFACS curriculum will foster collaboration and provide strong examples and models of expected performance. It will provide a developmentally appropriate learning environment that supports the intellectual and social growth of young adolescents. Students will also develop a sense of their rights and responsibilities as citizens, and gain the skills necessary for citizenship in the 21st century.

*Differentiated Instruction.* Differentiated instruction, integral to the individualized learning has been shown to increase academic success and student satisfaction in school. The Individual Work Plans described below and the presence of two educators in each classroom are the key elements that support the differentiation of instruction to attend to the individual needs of students in the CFACS. The Individual Work Plans allow students to work independently and assign them different amounts of time, according to their needs, to achieve mastery of tasks.

With two educators in the classroom, one works with small groups to provide lessons at different skill levels, while the other makes the rounds of the students who are working independently to assess their ongoing needs and give them individual instruction. This instruction is data driven and professional training specifically prepares teachers to gather qualitative data on children's ongoing work through careful observation. Teachers pay particular attention to students' errors, omissions and explanations of what they are doing, since these data allow them to pinpoint the specific concepts or steps in procedures that need attention, either through on-the-spot teacher intervention and immediate feedback or through mini-lessons, re-teaching, reinforcing, new assignments or pair work.

*Individual Work Plans.* For each student, the teacher creates an Individual Work Plan that delineates the work he/she is expected to complete during the course of the week. In these plans, assignments vary in complexity in accordance with students' differing ability levels and/or learning styles, and students create end products of varying complexity. Students have freedom to choose when to work on each task, and whether to work individually, with another child or in a group. As the students carry out the tasks in their Individual Work Plans, the teachers supervise them closely, monitor their work and hold the students accountable.

The Work Plans also include scheduled individual and small group instruction with teacher(s). These plans cover all subjects in a step-by-step fashion according to the individualized path the teacher has worked out for each child. When creating these Work Plans teachers take into account information from the instructional team - other teachers at the same level, special education service providers, specialist teachers, and administrators. The Work Plans also serve as a means for record keeping of student work and as an ongoing assessment, since the student and his/her teacher indicate completed work, and the plans include the student's self-assessment, as well as a teacher's assessment, of the quality of work completed during the week. The Work Plans reflect the interim goals established for each student each week, and those of Special Education students reflect the goals set out in their IEPs.

*Time and practice to achieve mastery:* The amount of repetition and the time needed for processing information and skills vary according to the child, the skill, and the topic. In order for successful learning to occur and for students to meet achievement goals every opportunity is

given for them to have sufficient time to master skills and reach understanding of a concept or topic. A daily schedule with long blocks of time for students to work independently on their Work Plans using the sequenced classroom materials allows for increased time-on-task and leads to enhanced skills and greater opportunities for applying knowledge. Long blocks of time also help students to learn how to concentrate, develop patience and perseverance, and experience success more often.

*Peer modeling and teacher scaffolding:* Peer modeling and teacher scaffolding are important and effective instructional strategies. In the CFACS classrooms, peer modeling occurs frequently, since students are free to work together and encouraged to help one another. This also supports the development of a friendly classroom climate where students feel accepted and valued. Teacher scaffolding is also inherent in the CFACS approach, since most of the specially designed CFACS materials are carefully sequenced, allowing for gradual reduction of support, and students are gradually given more and more autonomy in making decisions on how they will approach learning tasks.

*Content-related instructional strategies:* The teachers use the Curriculum and Assessment Handbooks as a guide to prepare their yearly plan in all areas. Their weekly plans are informed by the yearly plan and the results of ongoing assessments, as are the students' weekly Individual Work Plans.

*Assessment:* The foregoing instructional methods and strategies depend heavily on the teacher obtaining accurate and timely data so that he/she can adapt instruction to meet the continuously changing needs of each individual student. For this reason, the CFACS's assessment program provides tools for obtaining appropriate data for formative assessment on a daily and weekly basis, and for summative assessment at regular times throughout the school year to determine if students have reached interim and final goals. Active engagement by teachers, parents and administrators with NYC DOE's ARIS system, will also enhance the assessment and continuous improvement of learning process (ARIS gives on line access to NYSED, NYCDOE et.al. test scores, assessment data etc. at the individual student, class and school levels etc.).

*Math.* The approach to math is systematic and process oriented. It emphasizes instruction in number sense and operations, algebra, geometry, problem solving, communication, measurement, statistics and probability. To teach core concepts and procedures, teachers follow a carefully planned sequence of lessons and materials that integrates process (problem solving, reasoning and proof, communication, connections, and representation) and content (number sense and operations, algebra, geometry, measurement, and statistics and probability). Teaching progresses in a logical way from one level of difficulty to the next, giving students time to achieve mastery of each level. This ensures that all students have all the previous knowledge necessary to progress successfully to the next topic.

Students work with manipulative materials designed to provide them with the conceptual understanding of math concepts, and to give them practice with operations to develop procedural fluency. Interim assessments and ongoing teacher observation and assessment of errors, omissions and students' explanations, indicate if a student has difficulty in mastering a concept or skill and lead to on-the spot interventions, re-teaching with a different approach or more time assigned for practice. Finally, students receive many opportunities to apply their knowledge in

problem solving and projects; these enhance their learning and serve as authentic performance assessments.

*English Language Arts.* Students acquire all the skills of language arts - reading, writing, speaking, and listening – in a language-rich environment. They receive direct instruction in phonics, grammar, vocabulary, fluency, and comprehension skills as well as in expository and creative writing. The interrelatedness of reading and writing is stressed in an integrated approach where reading and writing occur across the curriculum in thematic units, literature circles, and project work. Ongoing assessments of reading indicate the changing needs of all students, and form the basis for creating small groups for direct reading instruction and guided reading instruction. The teacher models cognitive strategies for processing and understanding texts, and gives students the opportunity to practice using these strategies with a variety of increasingly challenging texts. The students' progress is continuously monitored to ensure the assignment of appropriate texts and reading levels are on target.

CFACS places great emphasis on written and oral communication and presentation skills. Students receive direct instruction on aspects of writing such as purpose, audience, idea organization, voice, word choice, figurative language, and text conventions. They receive direct instruction on story structure and expository text structure, and the use of cognitive strategies for text planning and editing. Continuous qualitative assessment of their work ensures that teachers introduce appropriate new lessons, either individually or in small groups.

Students write throughout the day: they record their work in journals, collaborate to produce written reports for projects and create “publications” such as books and newsletters. They meet with teachers frequently to discuss what they have written in light of the assessment criteria, and share their writing with their peers. This stimulates the development of very advanced writing and communication skills.

Students develop oral skills through conversations with their peers, small and large group discussions and presentations, and the many opportunities that they have to discuss and defend their ideas with their peers and their teachers. Students of all ages give oral presentations, and presentations of research projects form an important part of the summative assessments.

*Science.* The starting point for science teaching in the CFACS is the NYS Core Curriculum in Science. Learning science is a process of acculturation and therefore, students are taught the language and the activities of the world of science. Graphs are constructed and interpreted, as are diagrams and tables. The importance of measurement and counting is emphasized. Teachers lead students to formulate hypotheses, examine influential variables, propose controls and articulate other elements of the scientific

method in hands-on experiences, which support careful observation and experimentation and provide opportunities for follow-up with individual experimental projects. In these projects, research skills such as hypothesis formation, hypothesis testing, experimental design, control of variables, data gathering, organization and graphing, and report writing are taught at different levels of complexity according to the ages of the students. Projects and experiments are selected to ensure a continued enthusiasm for learning science.

*History, Social Studies, and Geography.* The social studies curriculum is aligned with the NYS Core Curriculum in Social Studies, and organized around several big ideas or essential themes: Time, Migration, and Fundamental Human Needs. These themes provide a structure for interdisciplinary group projects. In a similar way to the content area of science, research skills are taught at different levels of complexity according to the ages of the students.

*The Arts.* The visual and performing arts are an integral part of the curriculum at the CFACS. Both provide significant opportunities for expression and creativity, and for understanding that the world can be looked at from many different perspectives. Meaningful arts experiences are integrated into every classroom as activities of choice and exploration during independent learning, and through special projects with classroom teachers. Learning in this area is further enriched through specific instruction and projects twice a week with arts specialists.

#### D. Assessment System

The collection and analysis of student achievement data is a critical component of CFACS' program. Research points strongly to the importance of an intentionally designed and comprehensive assessment system, one which balances multiple types of assessments—formative, diagnostic, summative—and ensures that all stakeholders have appropriate access to the results. Furthermore, demands of the 21st-century workforce require students to master higher-order thinking skills and see the relationships between seemingly diverse concepts. Skills such as recall, analysis, comparison, inference, and evaluation will be the skills of a 21st century global citizen. Thus, the essence of assessing 21<sup>st</sup> century skills requires an emphasis on testing what students can do with knowledge, rather than what units of knowledge they have. CFACS' assessment program will be centered on comprehensive performance assessments that require not only the retention of content knowledge but also the application of it in an authentic task.

Assessment Description Timing Purpose Student Population	Description	Timing	Purpose	Student Population
Fountas and Pinnell Benchmark Assessment	Reading accuracy and comprehension assessment based on leveled readers	Fall, Winter and Spring	Student grouping, instructional planning and growth analysis	All students
Critical Thinking Essay Responses	Based on the types of critical thinking tasks found on the State Tests	Quarterly	To evaluate writing and critical thinking skills for Student grouping, instructional planning and growth analysis.	All students
NYC State Exams	Norm-referenced	TBD	Determine annual yearly progress	All students

	Standardized tests			
Language Assessment Battery-Revised	Criterion based state examination of English Language Proficiency	September	The LAB-R test identifies students who are entitled to a bilingual program for English Language Learners	Students who are potentially eligible for ELL status
Practice State Exams	Practice state exams derived from prior ELA and Math state exams CMP2, EfS, and TCRWWW	November and December	To ensure preparedness for the state exams and to reevaluate individual student plans and school- wide needs plan.	All students
NYSESLAT	Norm-referenced standardized tests	TBD	Determine annual yearly progress for eligible ELL students.	ELL students meeting state requirements to take the NYSELAT

In addition to these formal assessments CFACS will employ curriculum-based assessments and progress- monitoring tests. This will include but not be limited to: quizzes and unit tests from the curriculum, critical-thinking essay responses similar to those found on state ELA exam to be included in all units, and project based performance tasks, which require the application of learned knowledge and skills in real life contexts. The assessment coordinator will assist the faculty in developing these assessments and insuring their alignment with the state standards.

The goal of CFACS is to graduate students who are prepared for rigorous high school programs and equipped to make positive contributions to their communities. To do this, we will continuously evaluate assessment data to improve student mastery and assess the effectiveness of CFACS curriculum and programs, functioning as a positive feedback loop that begins at the administrative level and cycles down to the classroom level, then back up to the administrative level.

The Board of Trustees will use achievement data to support and evaluate school leaders in their roles (with the Principal and ED, performing self-evaluations twice a year). School leaders will also use this data to support and evaluate teachers and the school's programs (curriculums, assessments, methods and materials). The data will be discussed during monthly team meetings between school leaders and teachers; and teachers will refine school programs annually during the summer based on student performance data.

The school will analyze student data, using the integrated analysis approach, on multiple levels and from multiple sources. Data will be analyzed at the aggregate, the accountability group and student level for both criterion achievement (are students reaching grade level standards) and growth. CFACS data analysis begins before the first day of school with an analysis of prior

scores on the state exams. This data is integrated with beginning-of-the-year assessments to develop transition plans for incoming students and a baseline for growth analysis.

The data is also used to place students in the intensive instruction programs for core academic areas. Additionally, it will be used to develop a school-wide academic needs evaluation to so that particular needs can be identified and addressed through instructional planning. We will use ongoing assessments to evaluate progress on student plans and the school-wide needs plan. It is important to note that student growth will be an important metric for all students, not just those below grade level, so that we can ensure adequate growth for all students. We will use practice state exams given in November and December to reevaluate student plans and modify instruction to ensure that students are prepared for the state exams and that the school will meet its annual yearly progress targets.

To make this possible the Assessment Coordinator will work closely with the Principal, the Special Education Coordinator and the teaching staff to ensure that the data is used to maximize student success. Unit tests and interim progress monitoring (Fountas and Pinnell), curriculum based assessments (quizzes, projects, presentations, etc.) and critical thinking essays will be analyzed at a minimum of every six to eight weeks to see what if anything needs to be re-taught and to identify students who need specific remediation. Re-teaching will be accomplished in the classroom setting as well as during the Academic Intervention period.

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

Families will receive three written reports on the students' progress, in time for individual parent-teacher conferences held three times a year, with fall conferences geared toward sharing expectations for the year, mid-year conferences to review the student's progress and make joint plans if needed to support the learning process, and spring conferences to review progress and plan for summer supports.

In order to move successfully from grade to grade, students must demonstrate proficiency in the core subjects. Though many children find the demands of school to be challenging, in the CFACS, the highly structured environment, individualized instruction, the system of continuous ongoing assessment and timely intervention, extra time and supports are all designed to ensure that all students have the opportunity to acquire grade level skills. For this reason, the CFACS expects that all of its students will achieve academic success each year.

Promotion will be based on students meeting grade-level knowledge and content standards, and will be determined by assessment information, teacher recommendation, and principal approval. The school reserves the right to make a decision for promotion even when standardized test scores do not match previous student achievement as seen through year-long classroom assessments or when a child demonstrates potential for continued progress with additional supports.

Although there is published research that indicates that student retention is closely related to future academic failure, in the extreme case of a student who the school considers may be incapable of dealing with the demands of the next grade, there will be an initial conversation with the family in January, and a second conversation in March about the possibility of retention.

All students who are candidates for retention will have a Learning Plan. The school will provide additional academic support, and will monitor the student's progress closely. If a student must be retained, then the classroom teacher, Principal, and family will meet to discuss how the upcoming year will offer the student different and sufficient supports to ensure the student's success.

## **F. School Culture/Climate**

### ***School-Wide Discipline and Behavioral Supports***

CFACS will take a positive approach to student discipline, where students will be recognized for good behavior and accomplishments, while also there will be clear, consistent consequences for off-task behavior. This policy will be applied to all students, at the school site and off site (including buses and trips). The school's discipline policy for minor infractions will be detailed in the school's Student and Family Handbook and distributed to families (in English and Spanish) before the start of the school year. Families will be given the handbook at the time of registration when the Executive Director, Principal or other personnel can highlight major policies and practices.

We will also involve families in the school as often as possible, so that the students' parents and guardians have the opportunity to interact with school staff in positive ways, which will help us create a strong sense of community focused around the students and the school. This will strengthen the students' ties to the school and increase engagement. In conjunction with a —Back to School Night we will plan a New Family Orientation in September to focus on issues of school climate and culture. Additionally, we will hold semi-annual meetings for families to keep them updated on happenings at the school, as well as multiple opportunities for community gatherings and social events. The school garden and related projects will also create a focal point for parent involvement and volunteering.

A safe, supportive, and structured learning environment is critical to adolescent learning. To support school culture and nurture positive behavior, we will allocate resources for professional development that addresses school climate, behavior, and discipline. We will develop and streamline school-wide discipline and behavioral supports and interventions using a Positive Behavior Intervention and Support (PBIS) framework. PBIS is a decision-making framework that guides selection, integration, and implementation of the best evidence-based academic and behavioral practices for improving important academic and behavior outcomes for all students. Educators for Social Responsibility (ESR) will provide professional development in PBIS.

NYCDOE Annual School Surveys giving feedback from Teachers, Students and Parents on School climate and School safety issues will also provide regular feedback and benchmarks for monitoring, fostering and improving a positive school culture and climate.

### ***School Disciplinary Policy***

CFACS will utilize a discipline policy that is adapted from the NYCDOE Discipline Code that provides a coherent and highly structured range of appropriate disciplinary responses that can be used for each infraction. Due process will be followed for all disciplinary actions consistent with federal case law pursuant to *Goss v. Lopez* (419 U.S. 565). Ultimately, final responsibility for setting and enforcing the school discipline policy and creating a positive school climate rests on the ED.

In our second year we will hire a Dean of Students, who will be responsible for administering the day-to-day discipline program of the school and will be delegated the authority to determine the consequences for all misbehaviors that do not warrant an out-of-school suspension. In the first year, the responsibilities for overseeing the discipline program at the school will fall on the Principal.

In the event that the Dean of Students or Principal, in consultation with the ED, determines that an infraction warrants an out-of-school suspension, the student will have the opportunity to present his/her version of events to the ED in person. Before imposing a short-term suspension, the ED will immediately notify the parents or guardian in writing that the student may be suspended from school. This notice will be in their dominant language and provide a description of the incident(s) for which suspension is proposed. It will inform the parents or guardian of their right to request an immediate informal conference with the ED. The parents or guardian of the student and the student will have the opportunity to present the student's version of the incident and to ask questions of the complaining witnesses indirectly through the teacher or the Principal. The Executive Director's decision to impose a short-term suspension may be challenged by the parent(s) or guardian in accordance with the school's complaint process. Before any expulsion, the Principal will consult the Board and immediately notify the student's parent(s) or guardian(s) in writing, in their dominant language. Long-term suspensions or expulsions will only be imposed after the student has been found guilty at a formal hearing. The hearing will include the ED, staff members involved in the incident, and the student with his/her parent(s) or guardian(s). The student will have the right to be represented by counsel, question witnesses, and present evidence. Appeals of any decisions will be made to the Board of Trustees, who will convene an ad hoc Disciplinary Committee comprised of not less than three trustees, for the purpose of hearing the appeal in a prompt and equitable fashion.

Federal and State law require the expulsion from School for a period of not less than one year of a student who is determined to have brought a firearm to the school, or to have possessed a firearm at School. The Principal may modify such expulsion requirement for a student on a case-by-case basis, if such modification is in writing, in accordance with the Federal Gun-Free Schools Act of 1994 (as amended). "Weapon" as used in this law means a "firearm," as defined by 18 USC§8921, and includes firearms and explosives. (New York Education Law §3214(3)(d) effectuates this federal law.) The Principal will refer a student under the age of 16 who has

brought a weapon or firearm to school to a presentment agency for a juvenile delinquency proceeding consistent with Article 3 of the Family Court Act.

### ***Discipline Provisions for Students with Disabilities***

If a special education student violates the school's Disciplinary Code and is being considered for a suspension or removal, the school will ensure due process protections in accordance with Sections 300.530-300.537 of the Code of Federal Regulations (CFR). The school will make the provisions described below for students with special needs who engage in extreme behaviors meriting suspension or expulsion. Furthermore, a student who has engaged in behavior that violated the school's Disciplinary Code who has not been determined to be eligible for special education services but qualifies under CFR 300.534 as a student suspected of having a disability may request to be disciplined in accordance with these provisions, as outlined below.

The school will work closely with the CSE to establish clear guidelines for communication and decision-making on disciplinary matters. The school will maintain written records of all suspensions and expulsions of general education students and special education students. These records will include the name of the student, a description of the behavior, the disciplinary action taken, the names of staff members involved in the incident, and the number of days a student has been suspended or removed for disciplinary reasons. Student records will be stored in locked cabinets and a record access log will be maintained listing all persons who reviewed the information and when such information was reviewed.

*Alternative educational services:* CFACS will ensure the provision of alternative educational services to any student who has been suspended or expelled, to the extent required by applicable law. Instruction for suspended students will be sufficient to enable them to make adequate academic progress and will provide them with opportunities to complete assignments, learn the curriculum, and participate in assessments, and it will take place in a suitable site. For a student who has been expelled, the school will provide alternative instruction to the extent required by applicable law for suspended students, until the student enrolls in another school or until the end of the school year, whichever comes first.

To ensure the effective application of CFACS' behavior management and discipline policy, all teachers will participate in introductory and advanced-level workshops on the use of the PBIS approach, and the application of all phases of the discipline policy with general education students and students with disabilities. In addition, administrators will receive professional development in areas related to discipline, school climate, legal requirements, and effective leadership. The ED, in conjunction with the Principal, Assessment Coordinator, and Dean of Students, will maintain and analyze data regarding discipline patterns at the school and will monitor it regularly to ensure that discipline is applied in an equitable, non-discriminatory fashion.

Towards the end of the school year, the school will administer the state mandated tests in ELA

and math to third, fourth and fifth grade students and in science to fourth grade students. Similarly, it will administer the Stanford Achievement Test in ELA and math (SAT 10) in order to obtain nationally normed data for grades K-5. The data from these tests will measure individual student achievement, track individual progress from one year to the next. The school will also administer the DRA to all grades to drive decisions on who needs remediation and support. Finally, the school will use all summative assessment data to evaluate instructional effectiveness, teacher development plan, and progress towards the schools goals.

## **G. Special Student Populations and Related Services**

A significant portion of the student population, which we will serve are socioeconomically disadvantaged. They will attend CFACS needing a range of services including speech-language pathology, audiology services, psychological services, physical therapy, occupational therapy, counseling services, including rehabilitation counseling services, orientation and mobility services, medical services, school health services, school social work, assistive technology services. The district will also be asked to provide direct and/or consultative services to students requiring the services of a teacher certified in specialized areas for families where little has been expected from them. The quality of instruction in many of the schools they attended was often poor, and the schools were often not physically or psychologically safe places to learn. This means our students will come to us not only with significant skill deficits, but poor work habits and learning attitudes. Many of these students may have been passed along year after year without ever having done homework or completed a single book.

We will be prepared to serve all students who choose to enroll, places permitting, regardless of their special education or English language needs. However, we are expecting our applicants to be representative of the district as a whole, where we understand about 12% will have IEP's which will lend themselves to an inclusion plan, like ours. We will be outsourcing from the district any more significant special education services, and so those needing such services may not choose to apply to our school. As for ELL students, this area is mostly African-American, and so our expectation is that we will attract few ELL students.

### ***Students with Disabilities***

All special education programs and services at CFACS shall be provided in accordance with Education Law § 2851(2)(s) and § 2853(4)(a) and all applicable federal laws and regulations. Disabled students including students with physical disabilities will be accepted into the school through the regular admissions process. CFACS will not discriminate in admission and enrollment practices on the basis of the student having, or being suspected of having, a disability. CFACS will educate students with disabilities in the least restrictive environment, with their non-disabled peers, to the extent appropriate and allowed by the student's Individualized Education Plan (IEP) prepared by the Committee on Special Education ("CSE") of the students' school district of residence. These students will be expected to participate in all school activities

and in the character education components of the CFACS program. CFACS will provide the required special education services according to each student's IEP using a properly certified provider through one or more of the following methods:

- CFACS will hire special education teacher(s) to service students needing Special Education Teacher Support Services and/or self-contained class placements.
- CFACS will also hire any paraprofessionals required by a student's IEP.
- The district will be asked to provide the following related direct and/or consultative and Hearing Impaired and/or Blind and Partially Sighted.

If services cannot be arranged through the district, or if CFACS chooses to provide some or all of the services listed in (b), above, then CFACS will hire the necessary certified staff or will contract for the required services through a third party provider.

At the time of the submission of this Application, it is unclear precisely what special education services will be necessary to meet the needs of students that will attend the CFACS, since the student population has not yet enrolled. Nonetheless, CFACS will ensure that the special education programs and services as indicated on each student's IEP, will be provided directly to the student during school hours. We currently plan to hire an appropriately certified special education teacher and to provide services to the greatest practical extent using this resource. This teacher will work with classroom teachers in the school to ensure that they will be knowledgeable about the needs of students with disabilities; will be informed of their responsibilities for particular students; will receive the support they may require to implement a student's program; and will implement any modifications or accommodations in their classes in accordance with the students' IEPs.

Once the application has been approved and the students selected, the Executive Director or his/her designee will contact the CSE chairperson in the appropriate region (and in any other Region in which students reside) to determine which students have IEPs and to begin the process of coordinating the delivery of special education services. The amount and nature of the services CFACS will need from the district and/or from third-party providers will be determined upon receipt of the IEPs for enrolled students.

If CFACS is unable to directly provide services to the extent necessary, we will rely on the school district of the student's residence to provide services. If necessary, the school shall contract with appropriately certified or licensed individuals to provide services under our direction. The services to be provided may include, but are not limited to the following:

***Interaction with student's district of residence***

The Executive Director or his/her designee will be responsible for initiating and ensuring regular contact with the Committee on Special Education. S/he will meet with the Chairperson of the Region CSE prior to the beginning of the school year to identify any special education students

enrolled and to clarify roles and responsibilities, timelines, methods of documentation, and communication. Wherever possible, CFACS shall use forms and procedures consistent with those used by the New York City Public Schools. The Executive Director will delegate responsibility for day-to-day contact to the special education staff.

### ***Interaction with CSE***

CFACS will be responsible for assisting the CSE by ensuring that any student suspected of having a disability is referred to the CSE in an appropriate manner. Student progress will be closely monitored by faculty and through the Discovery Group process. Students who are struggling will be identified and provided additional support.

Students who are suspected of having a disability will be referred in writing to the chairperson of the Region 5 CSE for an individual evaluation and determination of eligibility for special education programs and services. Student referrals may be made by any professional staff member of the school. Such referrals will (1) state the reasons for the referral and include test results, records or reports upon which the referral is based, if any; (2) describe any attempts to remediate the student's performance prior to the referral, including supplementary aids or support services provided for this purpose, if any, and (3) describe the extent of parental contact or involvement prior to the referral. Notice of such referral along with the procedural safeguards notice described in 34 CFR § 300.504 will be sent to the student's parents by the Committee on Special Education. CFACS will maintain a copy of the procedural notice at the school for review.

### ***Re-Evaluation***

The CFACS will also ensure that any student in need of a re-evaluation, including triennial reevaluations, is appropriately referred to the CSE and that the student's special education teacher and a regular education teacher are available and participate in conferences as members of the review team, either in person or via telephone conferencing.

Initial evaluations, reevaluations, and revisions of IEPs, and the procedures relating thereto, are the responsibility of the CSE in the student's district of residence (*see* 34 CFR §§ 300.22, 300.312 and 300.340 *et al*). CFACS will implement the IEP developed by the CSE of the student's district of residence for each student with a disability, and will cooperate with the student's district of residence to ensure that all services as recommended in that IEP are provided to the student.

If the nature and severity of the disability of a student enrolled in the CFACS is such that the education of the student in the general education classes of the school cannot be achieved satisfactorily, the CSE must recommend a special class or other appropriate placement whether or not such special class or placement is available at CFACS. As is the case with a student attending any other public school of the school district, if the CSE recommends services that

cannot reasonably be provided by CFACS, the school will discharge the student to a placement recommended by the CSE of the student's district of residence unless the student's parent commences due process proceedings to challenge the CSE recommendation and the school program becomes the student's current educational placement during the pending of those proceedings. However, once any due process is completed, the final determination is binding on the parents as well as CFACS and the school district.

Every teacher of a student with a disability will be provided a copy of the student's IEP. The special education teacher will review the contents of the IEP and the need for adaptations and modifications in materials or methods with the teachers, as needed, to ensure their understanding of the student's needs and their responsibilities related to the student's IEP.

Coverage will be provided, as needed, so that the student's special education teacher and a general education teacher are available to participate as members of the review team for all necessary conferences either in person or via telephone. The CSE will ensure that CFACS receives copies of any new evaluations prior to any scheduled conference.

CFACS has budgeted funding for professional development, including training in special education services for all faculty members. Professional training and development for staff involved with the education of students with disabilities will include the following: the referral process to the CSE, development of a student's IEP, implementation of a student's IEP, evaluation of a student's progress toward meeting IEP goals and objectives, meeting reporting requirements to parents and CSEs, and discipline of students with disabilities. Training will be provided by the special education staff and by consultants with a track record of service in this area where needed.

The special education teacher will provide copies of progress reports and the student's report cards will be sent to the CSE of the student's district of residence. In addition parents will participate in family seminars with their students as part of the school's family education program. These seminars provide a unique opportunity to explore issues in depth and encourage the student and his/her parent(s) to evaluate the degree to which each of them is "on-track" towards meeting their goals.

All students with disabilities at CFACS will participate in all required State and City assessments except for cases in which the IEP developed by the CSE of the student's district of residence states that such students cannot participate in regular state assessments. In these instances, the State Alternate Assessment (NYSAA) will be administered as required by law. The results of any State or City assessment will be provided to the student's parent(s) and to the CSE in the student's district of residence.

### ***Students with Limited English Proficiency***

The CFACS will not discriminate in admission and enrollment practices on the basis of the student having Limited English Proficiency (“LEP”). English Language Learner (“ELL”) students will be accepted into the school through the regular admissions process. The school shall serve any and all students with LEP using a structured English language immersion approach so that they achieve proficiency in the English language as quickly as possible. The HLCS- Brooklyn shall comply with all applicable laws including Title VI of the federal Civil Rights Act of 1964 (as amended) and the federal Equal Educational Opportunities Act of 1974.

The CFACS will ensure that ELL students will not be excluded from curricular and extra-curricular activities based on an inability to speak and understand the language of instruction, and also that ELL students will not be assigned to special education because of their lack of English proficiency. Parents whose English proficiency is limited will receive notices and information from the school in their native language to encourage participation in the school by all members of the school community. They will participate in the family education components of the program on the same basis as other parents. The school will ensure that Spanish-speaking parents will participate in family seminars led (or co-led) by a fluent Spanish speaker. Speakers of other languages will be accommodated through the use of interpreters familiar with the Hyde Process and the purpose of the seminars.

### ***Student identification process***

Process for identifying students whose first language is not English and the method for determining which of these students may need assistance. The CFACS will use the State Education Department’s process for identifying students who are English Language Learners as follows:

- The same Home Language Identification survey currently used by the New York City Public Schools will be used to screen all new enrollees and the parents for potential LEP.
- The Home Language Survey will be administered during the admissions interview by a person fluent in the parent’s native language.
- If the survey indicates that the student speaks a language other than English, the school will administer LAB-R, a standardized language assessment for the student. A score below the designated cut score for the child shall determine eligibility for services. The assessment shall be administered only once to each incoming student. The results of the survey will be used to determine which parents need to be in a Spanish speaking family seminar or need an interpreter in order to participate fully in the family education component.

### ***Special language instruction program***

The Special language instruction program to be provided to ELL's that is designed to teach English as well as other subject areas. CFACS believes that a structured English immersion program will be most helpful to ELL students in improving their abilities to master the language. The school will hire a certified English as a Second Language teacher who will work both directly and indirectly with ELL students. This teacher will provide direct instruction in English as a Second Language to small groups of students, and will work with teachers in all subjects to help them modify lessons and content for their ELL students. Teacher aides proficient in the necessary language(s) will be hired to support students in classroom activities.

Students of limited English proficiency will receive the same academic content as those students who are native English speakers. All instruction will be in English. However, the level of English used for instruction—both oral and written—will be modified appropriately for each ELL student. Within the school's extended day schedule, there is ample time that can be used for additional intensive English language instruction. Parents of ELL students will be kept abreast of their child's progress in English language acquisition as part of regular progress reports, and receive report cards in their preferred language.

### ***Plan for materials, facilities, and staff training***

A plan that ensures curricular materials and facilities are in place and used properly and that the staff is adequately trained to address the needs of ELL students. The school plans to provide all necessary staff and specialized curricular materials to enable ELL students to achieve proficiency and attain the high standards established for all students in the CFACS. A certified ESL teacher will take the lead role in providing direct instruction in English as a Second Language to small groups of students and will work with teachers in all subjects to help them modify lessons and content for their ELL students. Within the school's extended day schedule, there is ample time that can be used for additional intensive English language instruction. All teachers will receive professional development on communicating with students designated as ELL and in techniques for working effectively with these students.

The school will seek to hire at least one teacher who speaks the foreign language that is most common among its students, which in all likelihood will be Spanish. In addition to teaching Spanish to all students as a foreign language, this teacher will lead (or co-lead) a Spanish-speaking Discovery Group and Parent Seminars as part of the character education component of the curriculum. The CFACS also plans to hire teacher aides who speak other languages, as needed, in order to have staff available who can communicate with English Language Learners and their parents in languages other than Spanish.

### ***Evaluative Standards***

Appropriate evaluative standards for measuring the linguistic and academic progress of ELL students including program exit criteria. The proficiency of an identified ELL student in the English language will be measured annually in the Spring term to determine whether continued special services are warranted. The CFACS will evaluate each student's performance in academic content areas to measure the student's progress in core subjects. The school will determine if measurement of progress in core content areas for individual ELL students requires special accommodations, like testing in the student's native language, or not. (Accordingly, when the ELL population enrollment is determined, HLS will review best practices before guiding CFACS decisions in this area.)

The school will use the New York State English as a Second Language Achievement Test (NYSESLAT) to determine if the student has achieved a level of proficiency in English sufficient to exit the program and to assess ELL students, as required by the State Education Department to implement the federal *No Child Left Behind* Act, in lieu of administering the state English Language Arts assessment. The scores on the NYSESLAT indicate the proficiency level—Beginning, Intermediate, or Advanced—the student has achieved each year to monitor the progress of individual students. If an ELL student fails to show appropriate progress in these academic areas, modifications to the instructional program will be made. Any student classified and receiving educational services as an ELL student who subsequently tests high enough to exit the program will be deemed to be no longer in need of ELL services, provided, however, that as long as the student and his/her family are in agreement, no student will be exited from the ELL program unless faculty involved with the student agree that s/he can read, write, and comprehend English well enough to continue to participate meaningfully in the school's programs without additional supports. No student will be removed from the ELL program until a conference with the parents is held.

When the faculty believes that a student who has tested out of ESL needs additional support, and the student's parent wants him/her to give up the ESL supports, the student will be offered Academic Intervention Services. Furthermore, any student who is qualified to receive ESL services and is also qualified to receive academic intervention services will receive both sets of services. When the student no longer requires ESL services, the student will continue to receive academic intervention services as needed. Students and their parents will continue to participate in the family education component of the program in their native language as long as the parents continue to need these services.

### ***Process for continued program assessment and modification***

In order to ensure that the ELL program is achieving the desired results (students are making progress in the acquisition of the English language and making progress academically), an annual evaluation will occur. In order to determine if any programmatic modifications are

necessary, the CFACS will evaluate the progress of its ELL students on standardized assessments and non-standardized assessments against that of the non-ELL students. The school also will track students longitudinally throughout their matriculation to determine if there is significant variation in the academic achievement of students who were once classified ELL and non-ELL students as measured by standardized assessments and non-standardized assessments. The school will track how many students are declassified as ELL and the number of instructional years it takes for this declassification to occur.

### III. ORGANIZATIONAL AND FISCAL PLAN

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

##### Applicant(s)/Founding Group

Name	Current employment	Relevant experience/skills and role on founding group	Proposed role(s) if any
Jack Brown, III	Community First Services, Inc.	District 35 Resident; Community Development	TBD
Jack Foster, II	Capital Dynamics	District 35 Resident; Finance	Board Chair
Sandra J. DuPree, Ed.D.	Hyde Leadership Charter School-Brooklyn	District 35 Resident; Educator	Board Member

#### B. Board of Trustees and Governance

##### Proposed Founding Board of Trustees

Trustee Name	Voting Y/N	Position on the board (e.g., officer or constituent representative)	Length of initial term
Jack Foster, II	Y	Board of Trustees Chair	4 years
Tonya Leslie	Y	Board of Trustees, Vice - Chair	4 years
David Allen	Y	Board of Trustees, Treasurer	4 years
Rebecca Chatteram	Y	Board of Trustees, Secretary	4 years
Sandra J. DuPree, Ed.D.	Y	Board of Trustees, Member	4 years

Note: Parent representation, additional community representation and strategic expertise (e.g. legal, philanthropic etc.) will be added to the Board as CFACS becomes operational and grows.

As Founder and CEO of Community First Services, Inc, Jack Brown, III considered the establishment of a charter school, he reached out to his existing network. Community First Services, Inc. serves to transform lives as well as communities, thus Jack Brown, III envisioned a

natural connection to the charter school concept. The idea received instant support from his network including Jack Foster, II and Sandra DuPree, who became interested in supporting the idea of a charter school. The group would meet every week to share ideas and begin planning the school's concept phase. Ultimately, the group submitted a Letter of Intent in response to NYSED's request for Charter School proposals.

In preparation for the application phase, the team began forming a Board of Trustees. The lead applicant began meeting individually with members of the community that support youth and education. The founding board met on several occasions from November through July in order to discuss and approve moving forward with the application process. Monthly meetings are scheduled moving forward with all Founding board members. The founding board employed an educational consultant Christina Johnson to assist in the writing of the application. Each member of the founding board is a board member. The decision for each member of the founding board in order was made based on people who live in and around the community, people who support youth and education, people who have excellent reputations as professionals in their respective fields, and based on people who were committed to the mission and vision of the Community First Academy Charter School.

It should be noted that other members of the community were approached to serve and declined at this time. We feel that each board member is uniquely qualified to round out the management and visionary activities for the success of CFACS.

## C. Management and Staffing

C1. Charter Management Organization: *Not Applicable*

C2. Partner Organization: *Not Applicable*

## D. Evaluation

*Programmatic Audit Overview:* The School shall submit to NYSED an Annual Report by August 1 each year, which will include the State mandated School Report Card. The Annual Report will include a Progress Report, which evaluates the school's progress in meeting its approved Accountability Plan goals. *II.A. Achievement Goals* provides detailed information on the data and process we will use to measure CFACS's progress towards student achievement goals. CFACS expects to undergo programmatic audits related to any federal entitlement grants and competitive public grants it receives, including but not limited to Consolidated Title Funds, CSP and SSF grant funds.

*Progress Monitoring:* An ongoing process of progress monitoring will occur throughout the academic year to ensure that the school is on target to meet its Accountability Plan goals. As described in *Achievement Goals*, monitoring progress towards meeting the Accountability Goals

is addressed at four different levels. 1) the student level with the teacher using individual, aggregate and disaggregated student assessment data to inform instruction; 2) the classroom level by using individual, aggregated and disaggregated classroom assessment data to evaluate the effectiveness of the curriculum and instruction; 3) the school level using aggregate and disaggregated school-wide student assessment data to make programmatic and resource allocation decisions; and, 4) the authorizer.

The school will use data to inform instruction on a regular basis through a process called “Monitoring for Results” whereby student data is formally reviewed every 4 - 5 weeks. A Plan of Action (POA) is collaboratively developed for students who do not meet benchmarks. Shortcomings will be revealed as the instructional staff analyzes progress against achievement goals for all students, including special student populations.

As discussed in *Professional Development*, this process plays an important role in informing the school’s PD program. The School’s assessment protocol includes assessments to be utilized with Grades K-10 to monitor foundational knowledge in reading, writing and mathematics, thus indicating whether or not they will be on track to meet proficiency standards beginning in Grade 3. The School’s instructional leadership will use various vehicles to assess student needs and provide appropriate PD to address any instructional and curricular gaps.

The following data will be collected daily: attendance, demographic data, student assessment data, and student enrollment data. The School will utilize Power Schools, a powerful student information management system, to house data and provide users with the capability to view, analyze and report on a real time basis regarding the performance of (1) individual students, (2) classrooms of students, and (3) all students in order to tailor instruction to individual, disaggregated or aggregated student needs. This system allows staff to track growth and mastery of content standards and make individual, classroom, or school-wide modifications as needed. School administrators will use data to determine teacher effectiveness as well as gaps and weaknesses in the curriculum and instruction. The gaps and weaknesses will inform the reallocation or addition of human and financial resources to identified areas, professional development, and retention and compensation decisions.

*Operational and Fiscal Health:* The Board is committed to ensuring that it holds itself and the leadership accountable for the operational and fiscal health and viability of the organization. This includes sound budgeting practices. The Board’s work to develop a budget will begin each January. The accountant, HOS, and bookkeeper will prepare the annual operating and capital budgets as well as cash flow projections, after working together to identify and prioritize needs. The group will prioritize needs based on how they will support student achievement and fiscal and operational efficiency. The draft budgets will be reviewed and revised by the Finance

Committee. The Finance Committee will present the budget to the full Board of Trustees for approval by May.

The adopted budget totals by the bookkeeper with oversight from the contracted accountant will be used to prepare budget information to actual reports. The bookkeeper will be responsible for preparing monthly budget presentations, including updated annual budget information, monthly budget information, monthly actual against budget, and projected year end against budgeted year end. The HOS and contracted accountant will review these presentations with the Treasurer prior to each Board meeting. All material deviations will be documented and explained by the HOS. Any expected deviations in a budget category of more than \$5,000 and +/-10% of the budget amount will be considered material. A discussion will be held regarding any material items by the Finance Committee regarding that particular budget category. If necessary the Finance Committee would bring the deviation to the Board's attention to discuss any impact that deviation may have on the school's cash flow and financial position. *Financial Management* provides detail on the process for independent fiscal audits—an integral part of the process to verify the school's fiscal soundness.

*Teacher Evaluation:* While the actual evaluation process tools will be developed during the start-up period, CFACS subscribes to a general framework of teacher evaluation promoted by The Danielson Group's *Framework for Teaching*, ("Framework") as described in Charlotte Danielson's book *Enhancing Professional Practice: A Framework for Teaching*. CFACS will adopt the Framework for teacher evaluation at the school. The Framework is aligned to our philosophy and is an approved rubric for teacher evaluation that is aligned with NYS standards of teacher practice. Teachers will be formally evaluated 3 times per year, and informally throughout the year. The HOS will delegate responsibility for the evaluation of the teachers to the DCI and DHCI who will formally evaluate and supervise instructional staff. Teacher supervision and teacher evaluation are tied to evidence-based teacher observations, a professional development tool that supports teachers on an individual and collective basis. The evaluation process will involve continual feedback among the teacher and the DCI or DHCI. The feedback begins with an initial conference and continues with informal observations, pre-observation conferences, formal observations, post-observation conferences, and finally, the summative evaluation.

The Performance Plan (PP) is another important element of this evaluation process. The PP is a set of goals created through a collaborative process between teachers and leaders to promote professional development or professional learning. The PP provides an opportunity for the teachers to express their needs for professional growth that is aligned with better student outcomes, school mission and initiatives in content, and pedagogy. Frequent reference and review of the PP throughout the evaluation process ensures that the teacher reaches the goal of improved teaching quality and improved student outcomes. The summative evaluation is an annual process that uses data from all of the components in the evaluation system including artifacts, evidence collected, student assessment data, and both formal and informal observations

as a culmination of the total evaluation process and a source of feedback on the teacher's performance and student learning in meeting the standards. At this time the DCI and teacher engage in dialogue that supports the development of teaching practices and improved student outcomes by discussion of the following: Review of student performance and other data; Review of effective teacher practices; Survey of knowledge of staff training and use in the classroom; Expectations for grade level planning and common planning periods; Expectations for the use of teacher preparation time; Lesson plan development and review; Individual grade level and school level development; Review process for PPs; and Identification of staff development needs. Ultimately, teachers' compensation, performance-based financial incentives and annual renewal of their position with CFACS will be tied to performance evaluations. These evaluations will place emphasis on each teacher's performance as it relates to the four domains of teaching responsibility as well as his or her students' achievement of academic goals and/or students' progress towards the achievement of academic goals.

*School Leader and Other Administrator Evaluation:* The Board will carry out an annual evaluation of the HOS that uses key instructional benchmarks, progress towards accountability goals, operational benchmarks, staff and parent satisfaction surveys and other criteria that measure the overall health of the school. The HOS will evaluate the DCI and DHCI using designated academic benchmarks in a similar fashion. During the school's start-up period, the HOS and DCI's will work with the Board and, if necessary, outside consultants to design evaluation processes and tools that utilize data-driven measures and clear rubrics to assess the performance of all staff. Aspects of the Danielson Group's model will be employed in the evaluation of staff in management positions, in particular the development of Performance Plans as described previously. In the HOS's case, the HOS will create his or her PP with the Board Chair to be regularly reviewed. The DCI and DHCI will create their PPs in collaboration with the HOS. Should the goals of the HOS's PP not be realized, the Board chair will establish an action plan with the HOS to include mentoring, increased monitoring and a timeline for improvement. The executive committee of the Board will be apprised of progress or the lack thereof.

*Board Evaluation:* CFACS's success will ultimately be directly correlated to the capacity and effectiveness of its Board of Trustees. Therefore, it is critical that evaluation of the Board both collectively and individually takes place on at least an annual basis.

The process will involve each board member completing three self-evaluation forms: one in which s/he evaluates the performance of the board as a whole; the second in which s/he evaluates his or her own personal board performance and involvement; and the third in which s/he is asked to evaluate a fellow board member. These tools will ask relevant and clear questions related to the functioning of the board, the functioning of the charter school, clarity of roles and responsibilities, shared mission and vision, contributions,

engagement, openness, personalities, processes, etc. This information will be analyzed annually by the board development committee to inform Board development and training and to ensure

that the Board has the requisite knowledge and skills to be responsible stewards of the charter school.

*Family and Student Satisfaction:* CFACS will formally gauge parent and teacher satisfaction through the use of the New York City Department of Education's Learning Environment Survey. Since the survey is designed for students in Grade 6 and above, CFACS will gauge student satisfaction in the primary grades through conversations with parents during parent teacher conferences. All parents will receive the survey during the fourth quarter of the school year. The results of the survey will be tabulated and made public in the CFACS School Report Card which we will make available on our website. Additionally, results of the survey will be published in our Annual Report to the NYSED. Since the NYCDOE parent survey does not disaggregate results by individual classroom teachers, CFACS will conduct its own survey of parents that will reflect family satisfaction with their children's classroom teachers (as indicated above in the PBI description). Finally, satisfaction data will be reviewed in a public Board meeting. The data will be used to inform any changes to the school's operations, if necessary.

## E. Professional Development

### *Professional Development Framework*

Instructional planning will be supported by ongoing and embedded professional development, carefully selected resources, and coaching from our instructional leaders and curriculum partners. The professional development plan will be adjusted each year to reflect an ongoing assessment and analysis of our curriculum, instruction, and assessment. CFACS is committed to professional development that fosters the collective responsibility for improved student performance, is aligned with rigorous state student academic achievement standards, school improvement goals, and a shared commitment to serve ALL learners. It will be learning-focused and nurture a collaborative culture based on trust, shared instructional leadership, and mutual accountability. Both formative and summative student data and teacher input will be used to inform decisions about professional development. The primary goal of Professional Development is to improve teaching and learning. We will have a coherent plan for scheduling and implementing professional development activities, which will be aligned with standards from professional organizations like Learning Forward (formerly National Staff Development Council), and Association for Supervision and Curriculum Development.

### Professional Development Vision, Plan and Delivery

#### **Our Vision and Commitment to Improving Teaching and Learning**

- Organize adults into learning communities focused on using data to set and measure school goals
- Communicate with whole community
- Ensure skilled leadership and shared accountability among teachers, parents, administrators

#### **Professional Development Plan**

- Focus on student learning and teacher practice
- Apply research and data to decision making about professional development choices
- Use disaggregated student data (qualitative and quantitative) to determine adult learning priorities, monitor progress, and sustain continuous improvement
- Focus on standards, content knowledge, and research-based instructional strategies
- Develop collaboratively with input and information from all members of the school community
- Make adaptations based on reflective review and evidence of impact

#### **Delivery of Professional Development**

- Sustained and ongoing, and will build over time into a coherent whole

- Standards-based, content rich, and focused on pedagogy
- Teachers are learners and problem solvers.
- Collective knowledge and experience of entire faculty is shared and used.
- Teachers are our school's greatest resource.
- Focus on student learning needs, determined by a variety of data sources.
- Job-embedded, with structures, schedules, and supports designed to facilitate regular and coherent learning among adult peers in the community.

### *Professional Development Plan*

CFACS has planned a program of professional development and support for teachers that will ensure effective implementation of the education program. To make sure that the professional development program is properly implemented, the school's budget includes funds to cover professional development. Throughout our first charter term, all teachers will receive customized training in curriculum development, and in developing units through the Understanding by Design (UbD) framework, specifically focused on sustainability themes and units. This training will be ongoing for the first few years of our charter and in subsequent years will be tiered to address the professional development needs of both novice and experienced teachers. The professional development plan includes the following activities:

#### *Summer Institute*

Before the school opens, all teachers and assistants will attend a 3-week summer institute. In these sessions, all teachers will review the CFACS mission and vision. A select cadre of consultants will present an introductory training session on Sustainability Education, which will include its guiding principles, curriculum and instruction framework, and designing units using the UbD framework. Teachers will also receive training in classroom management and school culture during this first summer session through our partners at ESR.

A significant portion of the Summer Institute will be devoted to explicit instruction in the teaching of reading and writing using the *Teacher's College Reading and Writing Workshop* model (TCRWW). TCRWW will work with all staff to build connections and skill development across disciplines by bringing content-area teachers into the conversation about literacy instruction, creating a space for cross-content projects, shared understandings of standards, and community building around literacy.

For math teachers, we will also provide a general overview of the Connected Math Program 2 (CMP2), including guiding principles and practices, the instructional model, and guidelines for planning a unit. Faculty will also receive a yearlong schedule of assessments and will receive training in the use of the school's set of assessment tools, how to administer these assessments, and how to analyze and use data through a cycle

of inquiry. These sessions will also include initial training on the needs and rights of Students

with Disabilities and English Language Learners, including initial training in the SIOP framework, identification, and intervention services of special needs students.

*Supervision and coaching* - The Principal will spend time daily observing and supporting teachers in their classrooms in order to evaluate practice and provide feedback and support. He or she will model lessons as well as observe lessons to support teachers in meeting the needs of all the students in their classrooms. In follow-up discussions, the Principal will share and analyze observations with the teacher as well as results of student assessments with the goal of improving instruction and student learning.

*Weekly meetings and collegial support* - Once a week, at a time when students are participating in our weekly-extended enrichment activity, faculty will meet with the Principal. During the first three years of the charter, while we are growing a new grade each year and hiring new staff, these meetings will be devoted to planning lessons and activities, reviewing data, and making adjustments to instruction. We will also use these longer afternoon sessions for targeted professional development in TCRWW strategies and methods, the Wilson Reading System, CMP2 professional development for our math teachers, and SIOP for building our ELL competencies. In subsequent years, we will develop this time to implement a cycle of inquiry to analyze data, plan, monitor, and adjust the curriculum, compare students' work with standards, develop rubrics, score student work using a common rubric, analyze cases and share suggestions for resolving student difficulties, all with an ongoing focus on accountability for student success. Teachers will share effective teaching practices and collaborate. During these all-staff professional development sessions, teacher teams will also have common planning time to integrate and coordinate instructional units, plan learning projects, and review student formative and summative assessment data.

*Professional development activities* - There will be five full professional development days at intervals during the school year. All of these days will be — “Data Days” for reviewing and analyzing achievement data, adjusting instructional planning, and doing cross-grade planning. According to needs determined by the Principal from data analysis and classroom observations, this program will include such activities as the analysis of the previous year's data in order to make continued adjustments and improvements in the curriculum, instruction, and assessment practices as well as training faculty in targeted areas.

*Reference Library* - The school will set up and gradually expand a reference library for teachers, which will include important professional journals from professional organizations such as Association for Supervision and Curriculum Development, National Council of Teachers of Mathematics, National Council of Teachers of English, National Middle School Association, Learning Forward (formerly National Staff Development Council); resource materials; books on current educational issues, professional practice and teaching strategies; videotapes, and teaching materials.

## F. Facilities

The proposed Community First Academy Charter School intends to contact the Office of Charter Schools within the Division of Portfolio Planning at NYCDOE regarding public space options. In the event space public is not available, CFACS will reach out to Civic Builders, other developers as well as real estate firms to determine available incubation space cost projections and selection criteria. The alternative financial plan assumes that a private facility is needed starting Year 1 and would cost approximately \$220,000 in its first year of operation increasing to \$600,000 in its third year. This estimate is predicated on assumptions of 80 square feet/student and \$25/sf/year, which are consistent with facilities costs of comparable schools in CSD13 and the larger New York City area. It also assumes that any costs of retrofitting the facility to be school ready (conforming to applicable health, safety, and occupancy requirements) are incorporated into the annual lease costs, which is the case with all of the options presented below.

### *Enrollment Needs*

Based on our plan to enroll 198 students during our first year, we will need approximately 15,840 square feet, assuming 80 square feet per student.

## G. Insurance

The following coverage will be secured to meet all requirements by authorizing agencies and/or additional insurances as appropriate: Coverage/Limit: General Liability/ \$1,000,000 occurrence \$2,000,000 aggregate; Workers Compensation Statutory Limits pursuant to NY laws; Employee Benefits Liability/ \$1,000,000; Automobile/Bus Liability including underinsured and uninsured as needed/ \$1,000,000; Umbrella / Excess Liability above primary program/ \$10,000,000; Employment Practices Liability/ \$1,000,000; Educators Legal Liability/ \$1,000,000; School Board Errors & Omissions (Directors & Officers)/ \$1,000,000; Sexual Misconduct Liability/ \$1,000,000 \$2,000,000 aggregate; Crime / Fidelity Coverage (Bonds)/\$500,000; Property/Lease and Boiler Machinery Coverage Blanket Limits as needed by School, on an all risk of direct physical basis; Student Accident Coverage/ Primary \$25,000 limits and CAT option at \$5,000,000. CFACS will only be placed with at least an —A+ll rated insurance carrier as determined by AM Best rating guidelines.

## H. Food, Health, and Transportation Services

### Health

Incorporated into the proposed Community First Academy Charter School Charter School's budget is a part time nurse for the first year of operation and then a full time nurse for all following years. The nurse will be accountable to the Principal of CFACS and the Medical Director of the clinic and be subject to all the protocols of an Article 28 license. In addition to the assigned nurse, all other services provided by the Adolescent Health Center will be available to the students.

CFACS shall comply with all health services requirements applicable to other public schools including, but not limited to, all immunization requirements and diagnostic testing requirements. CFACS shall provide on-site health care services similar to the extent that such health services are available to children attending other public schools in District 16, where CFACS will be located. This will be done, if possible, through a contractual arrangement with the regional office to supplement the level of health services mandated to be provided to CFACS in accordance with §2853(4)(a) and §912 of the Education Law or through the hiring of a nurse on staff.

CFACS Staff will hire a Nurse to supervise the disbursement of medication, the treatment of students who are ill, the treatment of students who are injured, and to train faculty and staff in first aid, including but not limited to, cardiopulmonary resuscitation and emergency response utilizing the Automated External Defibrillator (AED). In the Nurse's absence these responsibilities will become that of the Principal or his/her designee. The nurse will additionally be responsible for all record keeping and correspondence related to these responsibilities.

Hearing and Vision Testing all new students will be tested by qualified individuals of the Department of Health (DOH). A review of student immunizations requirements and the proper supporting documents shall be completed for all new students. School staff will work with the DOH, local school districts, and other appropriate authorities to provide these services.

Immunization CFACS, in accordance with NYS law, requires that each student entering CFACS have a certificate of immunization at the time of registration or not later than the first day of school. State immunization requirements include: Diphtheria [Toxoid Containing Vaccine (DTP, DTaP) 3 doses]; Polio [(IPV) (OPV)3 OPV or 4 IPV]; 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, 7th graders entering school after 9/1/00 – 3 doses of RecombivazHB, Engerix B or 2 doses of adult hepatitis B vaccine for children 11 to 15 years old]; Varicella [1 dose].

Before a child can be permitted to enter or attend CFACS, parents or guardians must present

documentation that their child has received all required doses of vaccines or that their child has received at least one dose of each of the required vaccines and is waiting to receive the subsequent doses at the appropriate time intervals.

Parents may waive immunization in accordance with Public Health Law and exceptions to immunizations shall be granted if a licensed physician or nurse practitioner certifies such immunization may be detrimental to the student's health, or if the student's parent or guardian holds genuine and sincere beliefs, which may include religious beliefs, contrary to such immunization [see § 2164 (8) and (9) of the Public Health Law].

Defibrillator CFACS, in accordance with §917 of the Education Law, will maintain on-site AED equipment to ensure ready and appropriate access for use during emergencies and shall ensure that a staff member(s) is trained in the operation and use of such equipment for use in CFACS and at any Academy-sponsored events at other locations.

Medication Delivery System Procedures CFACS will establish a secure, easy to understand, and safe medication delivery system. The School nurse, with support from the Principal, will communicate to parents, students and staff the requirements for the administration of medications in the school. CFACS will avoid misunderstandings by widely circulating the requirements. These requirements for the administration of medication in school will be communicated in the student-parent handbook; school publications/calendars; inserts with report cards; mailings to physicians and/or local medical societies; and individual parent/student counseling.

### **Food Services**

The proposed Community First Academy Charter School (CFACS) will make available to students breakfast, lunch, and for any extended-day schedule, an afternoon snack through NYC Office of School Food will be our service provider, and we plan to follow all protocols and procedures to use their services.

Participation in Subsidized Meal Programs, CFACS will participate in the Federal Free- and Reduced-Priced breakfast, lunch and snack programs administered by the U.S. Department of Agriculture, and will adhere to all applicable requirements including, but not limited to: meal pricing, determination of eligibility, nutritional value, and reporting requirements. Any and all food service subsidy revenues received from the Federal and State meal programs will be used exclusively for the purpose of providing meals to eligible students, and for no prohibited purpose. Typically, students from households with incomes at or below 130% of the poverty level are eligible for free meals, while students from households with incomes between 130 percent and 185 percent of the poverty level are eligible for reduced-price meals.

In the event, the proposed Community First Academy Charter School is unable to secure NYC Office of School Food as a service provider, CFACS intends to contract with a vendor for the provision of food services. CFACS will explore arrangements with private companies providing food services to existing schools and with the local school district, including the potential of arranging “satellite” services by another public school in proximity to the charter school.

### **Transportation**

The proposed Community First Academy Charter School (CFACS) students shall receive transportation services for which they are eligible under § 2853(4)(b) and § 3635 of the Education Law. Specifically, the NYC Department of Education will provide metro cards to students attending CFACS who reside beyond the statutory mileage limits from the school and within New York City.

Subject to annual approval and funding by the Board of Trustees, Community First Charter School I may seek to provide transportation for any students enrolled in the Academy who is not eligible for transportation from his or her residence. The proposed Community First Academy Charter School may accomplish this by arranging provision of transportation with the School District to provide such services to resident students attending Community First Academy Charter School as the District would receive state transportation aid monies for this purpose. In the event the Academy does not provide for transportation of ineligible students, the parents or guardians of such students will be responsible to provide transportation.

Since the Academy is in session on days when the students’ school district(s) of residence is not in session, CFACS shall seek arrangements with the School District, if necessary, to provide transportation, at cost, pursuant to § 2853(4)(b) of the Education Law, or shall make other necessary transportation arrangements. Funding is included in the Academy’s financial plan for this purpose.

## **I. Family and Community Involvement**

### *Family engagement and communication*

Effective family engagement is characterized by a culture of trust and critical discussions about common concerns. Schools and families share information and work together to solve problems and celebrate successes. An effective family engagement strategy seeks multiple ways to involve families, particularly those who are often marginalized because of race, ethnicity, language, or socio-economic status. In addition to the events listed above, strategies for engaging families will include: 1) having a Student Advisor as the point person for families to communicate with the school, who coordinates and sets up meetings as needed, etc.; 2) Student-led parent-teacher

conferences twice a year; 3) Parent representative on the school's Board of Trustees; 4) Ongoing communications in a variety of formats to parents from the Principal and teachers; 5) Materials and school literature provided in primary languages of CFACS families, and; 6) Meetings and events rotated or scattered to allow for participation of families who have split-shift schedules or night-time shifts.

CFACS's framework for parent involvement centers around six elements of school-family partnerships promoted by Joyce Epstein of Johns Hopkins University to help all students succeed in school. To ensure all parents are engaged, particularly non-English speaking parents, all written materials for parents and families will be translated into Spanish and other language(s) required by our parent community, and translators will be available during individual meetings with parents as well as during larger meetings of the parent body.

1. *Parents*: CFACS believes the most important role a parent can play in their child's academic career is focusing on ensuring that their children are ready and able to learn and participate in school. CFACS's social worker will be knowledgeable about the community resources available to help parents. Parents will be encouraged to: (1) work with their child(ren) on their homework; (2) be cognizant of the amount of time the child spends in front of the television, cell phone or internet; (3) take advantage of family counseling to support them in their role as parents (CFACS's social worker will provide parents with referrals as necessary).

2. *Communicating*: There will be ongoing communication between staff and parents. Regularly, parents will receive notices, memos, phone calls, e-mails and other communications indicating the upcoming month's school events, homework assignments and any planned tests or quizzes. The School will maintain a website that provides information on important school matters that include the school calendar, testing dates, events, parent teacher meetings, etc. CFACS will post its NYS test scores on its website so parents may review CFACS's effectiveness. The website will also provide a means by which the Parent Organization (PO) can provide information to its members. CFACS will use a prominently displayed community bulletin board to keep parents apprised of upcoming events and important information. There will be four report cards annually, and parent/teacher conferences four times per year when report cards are released, plus "open-house" days for parents. Parents will be encouraged to reach out to their children's teachers as necessary and as desired. Each teacher, as well as each administrator, will have voicemail and a school e-mail address that is made available to parents and students.

3. *Volunteering*: CFACS believes the school will be enhanced when parents bring their energy and talents to bear on the school community. CFACS will establish formal ways in which parents can volunteer by helping teachers, administrators, and students, such as inviting parents to read to students, invite parents to join the PO or ask them to help plan events at the school. CFACS will also invite parents to school-wide events that showcase students' talents and engage parents as active participants in their child's learning.

4. *Learning at Home*: In order to facilitate parents being engaged in their children's work, parents will receive a Parent Handbook that will contain comprehensive information about the school's standards, curriculum, discipline policy; homework policy; and other items important to our academic and school culture.

The School will host orientation sessions for parents to review the materials as well as discrete workshops that focus on, for instance, how parents can monitor and discuss schoolwork at home.

## **J. Financial Management**

### *Systems and procedures for managing the school's finances*

CFACS has developed a sound financial management plan, and will monitor and control its finances to ensure fiscal health and viability. The Executive Director has the ultimate responsibility for the management of the school's finances, and the Board will hold him/her accountable for all aspects of the financial management via monthly financial reports to the Financial and Audit Committee and to the Board. The Executive Director in turn works with the Director of Operations/Business Manager to coordinate the operations, including the services described below.

The School's planning includes preparing annual budgets and cash flow statements, beginning during the start-up phase. Ongoing monitoring will include comparing budgets to actual results of operations, requiring periodic fiscal reports and retaining a licensed certified public accountant (CPA) to audit and report on financial statements. The establishment of a strong system of internal controls, under the supervision of the Executive Director and the Board, will ensure assets are protected, laws are complied with, and valid and reliable data are maintained and reported.

Consistent with the School's explicit goal of demonstrating fiduciary responsibility in managing public and private resources, we have set forth detailed policies and procedures to administer the daily fiscal and accounting functions of the school, in particular, audits, monthly and annual financial reports, and liability coverage.

The Board of Trustees will provide fiscal oversight, The Director of Operations/Business Manager and the Executive Director will be responsible for overseeing the financial operations along with the oversight provided by the finance committee of the Board of Trustees. The school will provide various financial reports to the Board including, but not limited to, monthly budget status report, monthly cash reports, and quarterly statements. CFACS intends to hire FMA to serve as consultants during the start-up and first year of operations to ensure that the financial

management plan is properly designed and implemented and the necessary oversight and controls are in place.

*Financial Audit.*

The Charter School shall undertake programmatic and fiscal audits at least once annually, in accordance with Education Law § 2851(2)(f). During the start-up phase, the school will create a detailed dashboard that will provide the Board with information on the school's progress and serve as a system for internal controls. It will include information entered by teachers, the Director of Operations/Business Manager, the Principal, and the Instructional Coordinator. Information gathered and provided in these documents will inform classroom instruction and school-wide decision-making, including financial planning and personnel decisions. The financial information gathered and reported by the school and FMA will be the responsibility of the Director of Operations/Business Manager under the supervision of the Principal and the Finance Committee of the Board of Trustees.

## **K. Budget and Cash Flow**

*See attached Excel file.*

## L. Pre-Opening Plan

Activity	Start Date	End Date	Responsibility	Notes
File for Federal 501(c)(3) Status for School and State Tax-Exempt Status.	Upon Approval of Charter	See Notes	Board, Legal Counsel	The school is aware that the IRS may take several months to review the application for tax-exempt status and award 501(c)(3).
Recruit new Board members with specific experience valuable to school start up and implementation.	Ongoing	Ongoing	Board	This ongoing process ensures a pipeline of qualified future board members.
Elect Board officers, ratify by-laws, establish committees and membership.	At first board meetings	At first board meeting	Board	This will occur at the first board meeting after approval of charter within one month of authorization.
Hold Board training sessions.	Ongoing	Ongoing	Board and ED (once hired)	
Research and apply for available competitive public funding opportunities and private grant opportunities.	Ongoing	Ongoing	Board and ED	The start-up activities will require financial resources as reflected in the start-up budgets. In addition to the private grants that have been pledged to the school, CFACS will continue to identify other public and private grant opportunities to support start-up and implementation activities necessary to sustain the school over its first five year charter term.
Develop and finalize employee benefits package.	Upon Approval	12/2012	Board	
Recruit and Hire ED.	Upon Approval	12/2012	Board	ED should be on staff by 1/1/2013.
Contract with accountant.	11/2012	12/2012	Board, ED	This will occur in time for the school to begin formal start-up 1/2013.
Develop and adopt internal financial controls.	Upon Approval of charter	12/ 2012	Treasurer, contracted accountant (when engaged)	An independent CPA should vet and provide an opinion on the Internal Financial Controls Policy before it is adopted.
Establish all relevant financial systems, payroll, billing, other disbursements as per internal controls policy.	11/2012	12/2012	Treasurer, ED,contracted accountant	

Activity	Start Date	End Date	Responsibility	Notes
Establish checking account with financial institution.	Upon Approval of Charter		Treasurer	
Recruit and Hire Office Manager.	1/2013	2/2013	ED	The ED should recruit and hire office manager as soon as possible to support him or her in start-up activities.
Recruit and hire DCI and DHCI.	1/2013	3/2013	ED	These staff members should be on staff ideally by 3/1/2013.
Recruit and hire other administrative and instructional staff required for first year of operations.	1/2013	6/2013	ED, DCI, DHCI	The goal is to have signed hiring letters with all required administrative, support and instructional staff by 7/1/2013. Task assumes that all necessary background checks and securing of fingerprints have been completed.
Select and engage contracted nursing service.	7/2013	8/2013	OM	
Apply for Consolidated Title Funds.	7/2013	8/2013	ED and DCI	
Develop evaluation tools for ED, instructional leader and other administrative, instructional and non- instructional staff.	4/2013	8/2013	Board, ED, DCI, DHCI	
Conduct Staff orientation activities and pre-opening staff Development.	8/2013	8/2013	ED, DCI, DHCI	
Student/Family Outreach Marketing.	Upon Approval of Charter	3/2013	Board, ED, Office Manager, DCI, DHCI	
Conduct Student Lottery, generate acceptance list and Waitlist.	4/2013	4/2013	Board, ED, OM, Office Manager	
Send out acceptance packages to students/families; continue to take names from the waitlist as necessary. Paperwork contains student registration form, emergency contact form, HLS, Free and Reduced Lunch Form, Student Release forms for test data, Media Release Forms, Medical Forms, Records Release form from previous schools, School Calendar and other necessary paperwork.	4/2013	Ongoing	ED, Operations Manager (OM) (when hired), Office Manager	This is ongoing starting with completion of lottery and continuing throughout the school year as families may decline the acceptance or withdraw their child from the school.

Activity	Start Date	End	Responsibility	Notes
Send out acceptance packages to students/families, continue to take names of waitlist as necessary. Paperwork contains student registration form, emergency contact form, HLS, Free and Reduced Lunch Form, Student Release forms for test data, Media Release Forms, Medical Forms, Records Release form <del>from previous schools. School Calendar and other necessary</del>	4/2013	Ongoing	ED, Operations Manager (OM) (when hired), Office Manager	This is ongoing starting with completion of lottery and continuing throughout the school year as families may decline the acceptance or withdraw their child from the school.
Request/Secure student records from students' schools	6/2013	Ongoing	OM (when hired),	This is ongoing as students may
Secure School's facility	Ongoing	1/2013	Board, ED, FOHLA	Securing a lease by this time will allow enough time to prepare initial facility for
Arrange accounts for phone, internet connectivity, utilities as necessary	6/2013	7/2013	ED, OM (when hired), Office	
Purchase and accept delivery of all necessary furniture, fixtures, equipment, technology necessary for school	5/2013	7/2013	ED, OM (when hired), Office	Order all necessary FFE and accept delivery no later than 7/30/2013
Further develop and refine and ultimately formally adopt, by Board actions, the School's policies including but not limited to Discipline, Personnel, Grievance, Whistleblower, Medications Administration Plan, Health Services Plan, Tech Plan, School Safety Plan, FERPA, FOIL, Open Meetings Law, Code of <del>Ethics and distribute to relevant stakeholders</del>	Upon approval of charter	8/2013	Board, ED, DCI, OM (when hired), legal counsel	These all should be vetted by legal counsel and other professional consultants as appropriate. Certain policies should be approved by different times, i.e. Personnel Policies should be ratified by 1/1/2013 as employees are
Communicate with NYCDOE re: transportation and food service	6/2013	8/2013	ED, OM (when hired), Office	
Arrange for required CPR training of staff and obtain	7/2013	8/2013	OM	
Secure D&O Insurance Policy	Upon charter		Board	This should be in place by the time of

Activity	Start Date	End Date	Responsibility	Notes
Secure umbrella insurance coverage for startup period.	1/2013	1/2013	Board, OM	
Research Student Information Systems, select Student Information System (SIS) and purchase, install, train, and implement SIS.	Ongoing	6/2013	Board, ED, DCI, DHCI	This will continue after submission of charter application.
Contract with security and building maintenance company (competitive bidding process).	6/2013	7/2013	OM	OM will conduct a competitive bidding process to select these outside contractors. Board will ratify selection.
Develop and approve final first year budgets based unknown revenue streams and expenses.	4/2013	6/2013	ED, contracted accountant, Bookkeeper, Treasurer, Board	
Planning for first year academic program, development of assessment protocol, curriculum and instructional resources.	3/2013	7/2013	DCI, DHCI	
Develop Full Curriculum for School.	3/2013	7/2013	DCI, DHCI	
Select, order and accept delivery of all curriculum, instructional and assessment material.	6/2013	8/2013	DCI, DHCI, OM, Office Manager	
Develop agenda, engage appropriate consultants for pre-opening PD. Develop PD Plan for Year 1.	4/2013	8/2013	DCI, DHCI, Teachers, Office Manager	
Obtain any existing special education records, including IEPs, for all entering special ed students.	4/2013	8/2013	ED, OM (when hired), Office Manager	
Develop Special Education policies and procedures, including record keeping process, pre-referral and referral process.	6/2013	8/2013	DCI and special education teacher	
Create class lists, student schedules and disseminate information to teachers and students/families.	7/2013	8/2013	DCI and OM	

## M. Dissolution Plan

In the event of closure or dissolution of CFACS, the Board shall delegate to the Executive Director and the Operations Manager the responsibility to manage the dissolution process in accordance with Education Law §2851(2)(t). This process shall include notification to parents of children enrolled in CFACS. A list of CFACS, students will be sent to the local district where CFACS is located. CRACA shall transfer student records to the student's school district of residence, and the parents of the enrolled students shall be notified of the transfer of records. It is CFACS's preference that the School's remaining assets, after satisfaction of outstanding debts pursuant to Education §220, shall be transferred to another charter school within CSD 13. The budget maintains an escrow fund of \$75,000 to be used for legal and audit expenses in the event of its dissolution. The dissolution process would begin with a meeting of the leadership team of CFACS, which will include at least the Board Chair, the Board Treasurer, ED, and its legal counsel. The purpose of this meeting would be to confirm a plan and timeline that will be used to guide the dissolution process. Upon approval of the plan and timeline, the ED and the Board Chair would meet with representatives from the NYSED Office of Charter Schools or other appropriate staff to review and discuss the dissolution plan and timeline. The outcome of this meeting would be a final dissolution plan and timeline that would be used to manage the dissolution process of CFACS:

The dissolution process would begin with a meeting of the leadership team of CFACS that will include at least the Board Chair, the Board Treasurer, ED, and its legal counsel. The purpose of this meeting would be to confirm a plan and timeline that will be used to guide the dissolution process. Upon approval of the plan and timeline, the ED and the Board Chair would meet with representatives from the NYSED Office of Charter Schools or other appropriate staff to review and discuss the dissolution plan and timeline. The outcome of this meeting would be a final dissolution plan and timeline that would be used to manage the dissolution process of CFACS:

**Days 1 - 5:** (1) CFACS will deliver a current student list to the NYCDOE; (2) The ED will conduct a meeting with NYCDOE to discuss openings and availability for students being displaced by the closure or dissolution; (3) The contracted accountant and a CFACS Board representative will conduct a meeting with its auditors to begin a process of identifying assets required for transfer; (4) The ED will notify all staff and parents in writing of the closure of the School and the ensuing placement process; (5) The ED will meet with the students and parents to discuss the School's closing and the ensuing placement process; (6) The OM will schedule and advertise a school-day meeting with students and an evening meeting with parents and others to discuss CFACS's closing and the transfer of students to other public schools; (7) CFACS will schedule a series of information sessions for families and students about the possible schools available and identify the assistance that will be provided during the transfer process; (8) CFACS's website will be recognized as a primary source of information about the School's closing, the dissolution process and the placement of students in other public schools; and (9)

CFACS's pupil personnel staff will schedule a placement meeting with each enrolled student/parent to discuss his/her placement.

**Days 5 - 15:** (1) The pupil personnel staff will prepare a written report for the ED confirming the scheduling of placement meetings for each student/parent; (2) The pupil personnel staff will commence student placement meetings; (3) The OM will provide written notice to appropriate NYCDOE Departments such as transportation, food services and school safety of the closure to ensure adequate time for modifications to existing practices and procedures; and (4) The OM will notify, in writing, those school principals in schools likely to receive transfers from CFACS, of the closure and provide contact information for school personnel handling transfers.

**Days 15 - 30:** (1) The pupil personnel staff will continue with student placement meetings; (2) A list of students and their known preferences for relocation will be prepared by the pupil personnel staff and sent to the ED; (3) CFACS, will transfer student records to the NYCDOE upon completion of the placement meeting between the pupil personnel staff and individual students; (4) Parents of the enrolled students will be informed

of the transfer of their students' records to the NYCDOE and provided a copy of those records; and (5) CFACS, will conduct a final meeting with the NYCDOE to ensure that each student has been properly enrolled in a local public school or has confirmed their enrollment in a non-public school.

**Transfer of Assets:** The contracted accountant, with support from the OM, will be responsible for developing a plan that will direct the transfer of assets. The contracted accountant will maintain an up-to-date inventory of the assets of the School. S/he, with the assistance of the Board Finance Committee, will attend to the payment of all of CFACS,'s outstanding debts. Once all debts are satisfied, a distribution of assets process will be initiated that complies with a prescribed plan that has been developed by the contracted accountant with the cooperation of the NYSED and NYCDOE Offices of Charter Schools. This plan will eventually detail what assets will be dispersed to which school(s), when, how and by whom. This plan will be presented to the Board's Executive Committee for review and approval prior to its implementation.

**REQUIRED ATTACHMENTS****Attachment 1: Admissions Policies and Procedures**

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

**Enrollment Period and Admissions Lottery** During or before January, CFACS will advertise open registration. Families, if they choose, will meet with staff and review the expectations of CFACS. Interested families will submit applications beginning January 15 until April 1, at which point students will be accepted. If the number of applicants to CFACS exceeds capacity, a random selection process conducted by an individual unaffiliated with CFACS will be used to assign spaces as described below. This lottery will be held on or about April 5th annually. Homeless youth, or youth who may be unaccompanied, may submit an enrollment application on their own. If selected through the lottery, CFACS' social workers will assist any unaccompanied youth with finding housing and guardianship.

All admitted students, within two weeks of the admission lottery, will receive an Academy enrollment packet. CFACS will encourage care-givers and students to sit with a school social worker or the Business Manager to review the required enrollment papers, but this shall not be a requirement for enrollment. CFACS will inform care-givers that it expects all enrollment packets to be returned to the Business Manager within six weeks of notification of admissions. Students who fail to return completed enrollment packets to the Business Manager within six weeks of admissions will forfeit their place in the school, and CFACS will replace the seat in accordance with the appropriate wait-list procedures.

In its first year of operation, CFACS will accept applications for admission to Kindergarten, First and sixth grade(s), for which approximately 198 students will be accepted. CFACS will add one grade each year, until it reaches 10th grade. In subsequent years, CFACS will accept up to 132 new kindergarten and sixth grade students. Considering our assumptions for attrition described in Attachment 6, CFACS will reach capacity of 325 students by our fourth year. Should the school experience higher attrition than anticipated, CFACS may enroll additional students to the extent supported by CFACS's maximum capacity and may admit them in grades other than ninth.

**Target Persistently Lowest Achieving (PLA) student population and Lottery Process** CFACS applies the following definition to students at risk for academic failure: Students who are or have ever been enrolled in the child welfare system or who are homeless or students who are graduating from a middle school where over 50% of students perform below grade level on the

state ELA exam, based on the most recent “school report cards,” as published by the Department of Education.

In the event of the need for a lottery, admission preference shall be granted to applicants in the following manner:

ORDER OF PREFERENCE	APPLICANT PROFILE
First preference	Returning students will automatically be assigned a space within CFACS
Second preference	Siblings of students already enrolled in CFACS. For definition purposes, “siblings” are two or more children that are related either by birth by means of the same father or mother or by legal adoption.
Third preference	Students who reside within CFACS’s Community School District 13.
Fourth preference	Students who reside outside CFACS’s Community School District 13.
Fifth preference	All students who reside in New York State, but outside CFACS’ Community School District.

In the event that a lottery process is necessary to determine enrollment, names will continue to be drawn after all available spaces have been filled in order to form a waiting list for each preference category for each grade level. This waiting list will be the only official, legal document identifying the names of grade eligible students with applications to CFACS pending acceptance for the subsequent school year, or when vacancies arise, based upon the order of random selection from the lottery following a recruitment period. The waiting list shall expire annually at the lottery drawing following the next year’s enrollment period. Student recruitment activities Formal recruitment of incoming students will begin after CFACS is authorized. CFACS will undertake the measures below, among others, to recruit student applicants (and will provide translation services, if necessary, for all promotional materials and any person-to-person interaction requiring an English translation):

- Mailings to foster care agencies throughout New York City;
- Vanguard Mailings;
- Childcare/Daycare facilities; Head Start Programs
- Mailings to homeless shelters serving youth throughout New York City;
- Contact with Youth Development Agencies serving a similar target population;
- Community Based Organizations;
- Post fliers and notices and hold information sessions in CSD 13 neighborhoods and other areas (Bed Stuyvesant, Fort Greene, etc.)

- Post flyers and notices in local newspapers, supermarkets, churches, community centers, and apartment complexes; Marginalized housing situations are defined according to the NYS Basic Education Data System (BEDS) and Subtitle B of Title VII of the McKinney-Vento Homeless Assistance Act
- Open Houses conducted at middle-schools, after-school programs and youth centers throughout CSD 13 and 16; Central Brooklyn and other parts of New York City;
- Presentations to local organizations in priority and adjacent neighborhoods; and
- Door to door canvassing and robocalls to households in priority neighborhoods to further reach interested students and families. CFACS anticipates that, given the target at-risk population, the number of special needs students it will serve will be similar in proportion, if not greater than, that of New York City.

CFACS will recruit comparable or greater enrollment of students with disabilities as compared to the New York City Department of Education. Voluntary Withdrawal - CFACS is a public school of choice, both for application and withdrawal. Circumstances may arise in which a care-giver wishes to transfer their child to a different school. Students with their parent or guardian permission may withdraw from CFACS at any time. Academy personnel will offer to meet with the family and discuss the reasons for the desired withdrawal from CFACS, as well as to seek solutions to any problems that arise from these discussions. If the care-givers still wish to transfer their child to another school, the staff at CFACS will make every reasonable effort to help the student find a school that better serves the family's desires. CFACS will ensure the timely transfer of any necessary school records to the student's new school. Homeless youth, or youth who may be unaccompanied, may voluntarily withdraw from CFACS. However, CFACS's social workers will assist any student who is unaccompanied at the time of voluntary withdrawal with securing guardianship and transferring to another New York State School.

By March 1 of each school year, care-givers of currently enrolled students will be expected to fill out an "intent to continue" form. School personnel will offer to meet with the family and discuss the reasons for not wanting to continue with the school in the next year, as well as to seek solutions to any problems that arise from these discussions. Should a student ultimately decide to not continue the following year, CFACS will count the student as "attrition" and may open up the spot for grades nine or ten, as described in the lottery process, above.

Attachment 2: Samples of Evidence of Community Outreach



Feedback Card

## COMMUNITY FIRST ACADEMY

"A strong educational foundation helps prepare our children to escape the vicious cycles of poverty and hopelessness."






Community First Services proposes to operate Community First Academy offering first rate academic instruction that emphasizes applied sciences, engineering technology, building trades, entrepreneurial and community economic development, and proficiency in a foreign language as well as provides behavioral-health and other supportive services for students.

**NAME:** Community First Academy - Clinton Hill, District 13 or Bedford Stuyvesant, District 16

**TARGET OPENING:** Fall 2013 with Grades K, 1 and 6 enrollment

**FEEDBACK:** We welcome your input/comments as we design the school to meet the educational and programmatic needs of our students.

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Please submit comments via email to [charterschool@cfsnyc.org](mailto:charterschool@cfsnyc.org); call 718.801.8050; fax 718.801.8051, or mail card to:

Community First Services, Inc.  
45 Main Street, Suite 711  
Brooklyn, NY 11201



Flyer

“Strong educational institutions help prepare our children to escape the vicious cycle of poverty.”  
 -- Jack A. Brown, III, CFS President

# COMMUNITY FIRST ACADEMY CHARTER SCHOOL

## FACT SHEET

Community First Services will be submitting proposals to develop and operate Community First Academy Charter School and welcomes community input on the program design.

**Proposed School Names:**

Community First Academy Charter School  
 To be located in District 13 or District 16

**Anticipated Opening:** Fall 2013

**Middle School and High School:** Grades 6-12

**Beginning Enrollment:** Grade K, 1, 6

### A COMPREHENSIVE CURRICULUM

CFA will offer first rate academic instruction that emphasizes applied sciences, engineering technology, building trades, entrepreneurial and community economic development and proficiency in a foreign language while providing behavioral health and other supportive services for students.

### A COMMITMENT TO EVIDENCE-BASED APPROACHES

A model that combines character-building with strengths-based programming that offers individual counseling and family support, mentoring and skills-training for the child’s education and development.



### A HOLISTIC DEVELOPMENT APPROACH

A comprehensive program designed to address the specific educational and psychological needs of these children as well as the practical, real challenges they face every day.

### COLLECTIVE RESPONSIBILITY FOR STUDENT SUCCESS

CFS’ motto, “C1, Help One” will be applied literally at the charter schools: Everyone involved (students, teachers, families and community leaders) will take collective responsibility for ensuring all of the students’ needs are met, increasing the likelihood of their success in school and beyond.

### ABOUT COMMUNITY FIRST SERVICES

CFS’ mission is to help eradicate poverty, homelessness and helplessness within urban communities and empower the lives of at-risk individuals through community economic development initiatives and supportive services.

**For more information or to provide input please write us, call, fax or email:**

Community First Services, Inc. 45 Main Street, Suite 711 Brooklyn, NY 11201	718-801-8050 (phone) 718-801-8051 (fax) charterschool@cfsnyc.org
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Sampling of Feedback Cards obtained from members of the community to provide input into the design process. This process is ongoing. We have reviewed each and every card, considered the recommendation, and incorporated as appropriate.

**COMMUNITY FIRST ACADEMY**  
 "A strong educational foundation helps prepare our children to escape the vicious cycles of poverty and hopelessness."



Community First Services proposes to operate Community First Academy offering first rate academic instruction that emphasizes applied sciences, engineering technology, building trades, entrepreneurial and community economic development, and proficiency in a foreign language as well as provides behavioral-health and other supportive services for students.

NAME: Community First Academy - Clinton Hill, District 13 or Bedford Stuyvesant, District 16

TARGET OPENING: Fall 2013 with Grades K, 1 and 6 enrollment

FEEDBACK: We welcome your input/comments as we design the school to meet the educational and programmatic needs of our students.

*Smaller classes - better education  
 more math & sciences being taught*

Please submit comments via email to [charterschool@cfsnyc.org](mailto:charterschool@cfsnyc.org); call 718.801.8050; fax 718.801.8051, or mail card to:

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 45 Main Street, Suite 711  
 Brooklyn, NY 11201

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NAME: Community First Academy - Clinton Hill, District 13 or Bedford Stuyvesant, District 16

TARGET OPENING: Fall 2013 with Grades K, 1 and 6 enrollment

FEEDBACK: We welcome your input/comments as we design the school to meet the educational and programmatic needs of our students.

*More Math's  
 more technology  
 more engagement from parents  
 3*

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TARGET OPENING: Fall 2013 with Grades K, 1 and 6 enrollment

FEEDBACK: We welcome your input/comments as we design the school to meet the educational and programmatic needs of our students.

*Schools could benefit from more math and science programs to introduce them to the field for the purpose in preparing them with other work options for their future*

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FEEDBACK: We welcome your input/comments as we design the school to meet the educational and programmatic needs of our students.

*more computer, more bilingual CL  
 smaller classes, individual ses  
 career class to help child for P  
 more tutoring for math.*

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FEEDBACK: We welcome your input/comments as we design the school to meet the educational and programmatic needs of our students.

*I'd like to see kids get special help with studies they are having problems in.*

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NAME: Community First Academy - Clinton Hill, District 13 or Bedford Stuyvesant, District 16

TARGET OPENING: Fall 2013 with Grades K, 1 and 6 enrollment

FEEDBACK: We welcome your input/comments as we design the school to meet the educational and programmatic needs of our students.

*I think schooling should have more computer learning and alot more Discipline*

Please submit comments via email to [charterschool@cfsnyc.org](mailto:charterschool@cfsnyc.org); call 718.801.8050; fax 718.801.8051, or mail card to:

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# COMMUNITY FIRST ACADEMY CHARTER SCHOOL

## COMMUNITY FIRST ACADEMY I & II

### SECTION OF INTEREST OF COMMUNITY FIRST ACADEMY

The Proposed Community First Academy (CFA), if approved by the New York State Education Department (NYSED), would open in school year 2013-2014 and serve students in Kindergarten, 1<sup>st</sup> and 2<sup>nd</sup> grades. The school will eventually grow to serve grades K - 12. By signing this petition, you are indicating your personal interest in the proposed public charter school to serve children in New York City.

NOTE: Information is confidential and shall not be made public.

NAME	SIGNATURE	ADDRESS (INCLUDING SCHOOL DISTRICT)	AGE OF CHILDREN	GRADE OF CHILDREN IN 2013
SHIRAZ AMIRI	[Signature]	Step by step way com	3 years	K
NBAIE PS 189	[Signature]	New Generation	3 years	PK
Kay	[Signature]	14th Street	3 years	1 year
Joseph Gonzalez	[Signature]	Adventures First	7/15	2 year
Victor Garcia	[Signature]	10th East	8	3
Dora Rodriguez	[Signature]	PS 137	10, 13	6, 6
Cher S.H.B	[Signature]	PS 340	11	6

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NAME	SIGNATURE	ADDRESS (INCLUDING SCHOOL DISTRICT)	AGE OF CHILDREN	GRADE OF CHILDREN IN 2013
VOidette	[Signature]	Southshore	18	11
Caroline	[Signature]	Southshore	15	10
Elisa	[Signature]	Southshore	15	10
Dorotea	[Signature]	Southshore	17	10
David	[Signature]	Southshore	9	4
Joseph Alvarez	[Signature]	PS 390	6	1
Maria	[Signature]	PS 390	9	4
Raquel Serrano	[Signature]	PS 189	8	3

## COMMUNITY FIRST ACADEMY I & II

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NAME	SIGNATURE	ADDRESS (INCLUDING SCHOOL DISTRICT)	AGE OF CHILDREN	GRADE OF CHILDREN IN 2013
Helm Velez	[Signature]	375 3rd St	14	10
Alfonso	[Signature]	Maguel	14	11
Guillermo Soto	[Signature]	Brooklyn School	14	9
Tilda Holby	[Signature]	Brooklyn School	18	11
Janira Ugal	[Signature]	111 Hill	8-7	7
Steven Santos	[Signature]	72 Caroline	8-7	6
Nelvis Perea	[Signature]	Clare Barin	15	10 <sup>th</sup>
Jean Velez	[Signature]	10th	18	10 <sup>th</sup>

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NAME	SIGNATURE	ADDRESS (INCLUDING SCHOOL DISTRICT)	AGE OF CHILDREN	GRADE OF CHILDREN IN 2013
Brianne	[Signature]	PS 184	8	4
Marcos	[Signature]	PS 184	6	1
James	[Signature]	Conisic	17	12 <sup>th</sup>
TKhan	[Signature]	John Dewey	12	12
Diana	[Signature]	PS 256	5	K
Hana	[Signature]	PS 256	13	9
Wade	[Signature]	PS 256	18	12
Alexander	[Signature]	PS 256	17	12

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NAME	SIGNATURE	ADDRESS (INCLUDING SCHOOL DISTRICT)	AGE OF CHILDREN	GRADE OF CHILDREN IN 2013
Christina	[Signature]	260 34th St	10	5 <sup>th</sup>
Akela King	[Signature]	PS 398	11	5 <sup>th</sup>
Olevis	[Signature]	PS 150	11	5 <sup>th</sup>
Polystar	[Signature]	PS 150	11	3 <sup>rd</sup>
Shelita	[Signature]	PS 189	9	5 <sup>th</sup>
Litaya	[Signature]	PS 189	11	8 <sup>th</sup>
Chris	[Signature]	PS 189	17	11 <sup>th</sup>
Antonina	[Signature]	PS 189	18	12

## COMMUNITY FIRST ACADEMY I & II

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NAME	SIGNATURE	ADDRESS (INCLUDING SCHOOL DISTRICT)	AGE OF CHILDREN	GRADE OF CHILDREN IN 2013
Ray	[Signature]	7-6-0	2-2-3	7
Richard	[Signature]	I.S. 78	12	7
International	[Signature]	Brooklyn College	16	11 <sup>th</sup>
Rosa	[Signature]	School of Arts	11	7 <sup>th</sup>
Janet	[Signature]	9-11	4, 6	6
Shirley	[Signature]	5	7	7
Francis	[Signature]	7	12	12
Susan	[Signature]	7	3 <sup>rd</sup>	3 <sup>rd</sup>

## COMMUNITY FIRST ACADEMY I & II

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NAME	SIGNATURE	ADDRESS (INCLUDING SCHOOL DISTRICT)	AGE OF CHILDREN	GRADE OF CHILDREN IN 2013
Jacqueline	[Signature]	PS 166	4	K
Doreen	[Signature]	PS 166	13	8
Leticia	[Signature]	PS 166	3	Pre-K
Keegan	[Signature]	PS 166	17	9
Silvia	[Signature]	PS 166	4	K
Laura	[Signature]	PS 166	15	9
Daniela	[Signature]	PS 166	1-8	1-8
Helen	[Signature]	PS 166	10	10 <sup>th</sup>

## COMMUNITY FIRST ACADEMY I & II

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NAME	SIGNATURE	ADDRESS (INCLUDING SCHOOL DISTRICT)	AGE OF CHILDREN	GRADE OF CHILDREN IN 2013
Alfonso	[Signature]	PS 189	17	12 <sup>th</sup>
Rafael	[Signature]	PS 189	15	10 <sup>th</sup>
Phylicia	[Signature]	PS 189	17	11 <sup>th</sup>
Yvonne	[Signature]	PS 189	9	4
Trish	[Signature]	PS 189	12	8 <sup>th</sup>
Melissa	[Signature]	PS 189	5	4
Patricia	[Signature]	PS 189	3	4
Janet	[Signature]	PS 189	4	Pre-K

## COMMUNITY FIRST ACADEMY I & II

### SECTION OF INTEREST OF COMMUNITY FIRST ACADEMY

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NAME	SIGNATURE	ADDRESS (INCLUDING SCHOOL DISTRICT)	AGE OF CHILDREN	GRADE OF CHILDREN IN 2013
Janet	[Signature]	PS 189	8	3
Shirley	[Signature]	PS 189	5	K
Edna	[Signature]	PS 189	6	1 <sup>st</sup> grade
Jessica	[Signature]	PS 189	14	9
Jessica	[Signature]	PS 189	12	6
Jessica	[Signature]	PS 189	9	3
Yara	[Signature]	PS 189	5, 9	K, 4
Melissa	[Signature]	PS 189	10	5 <sup>th</sup>

## COMMUNITY FIRST ACADEMY I & II

### SECTION OF INTEREST OF COMMUNITY FIRST ACADEMY

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NAME	SIGNATURE	ADDRESS (INCLUDING SCHOOL DISTRICT)	AGE OF CHILDREN	GRADE OF CHILDREN IN 2013
Charlene	[Signature]	PS 189	11	11
Rebecca	[Signature]	PS 189	16	9
Melanie	[Signature]	PS 189	16	10
Shawn	[Signature]	PS 189	17	10
Alex	[Signature]	PS 189	3	Pre-K
Ami	[Signature]	PS 189	12	8
Janet	[Signature]	PS 189	2	Pre-K
Cher	[Signature]	PS 189	17	K

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NAME	SIGNATURE	ADDRESS (INCLUDING SCHOOL DISTRICT)	AGE OF CHILDREN	GRADE OF CHILDREN IN 2013
Jess	[Signature]	PS 189	6	3
Maria	[Signature]	PS 189	6	Pre-K
Rebecca	[Signature]	PS 189	6	1 <sup>st</sup>
Doreen	[Signature]	PS 189	11	5
Janet	[Signature]	PS 189	5	K
Patricia	[Signature]	PS 189	8	3
Cher	[Signature]	PS 189	3	K
Melissa	[Signature]	PS 189	5	K

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NAME	SIGNATURE	ADDRESS (INCLUDING SCHOOL DISTRICT)	AGE OF CHILDREN	GRADE OF CHILDREN IN 2013
Rebecca	[Signature]	PS 189	12	6
Janet	[Signature]	PS 189	10	6
Melissa	[Signature]	PS 189	11	6
Patricia	[Signature]	PS 189	17	12
Janet	[Signature]	PS 189	16	11
Cher	[Signature]	PS 189	4	Pre-K
Janet	[Signature]	PS 189	5	K
Cher	[Signature]	PS 189	2	Pre-K

## COMMUNITY FIRST ACADEMY I & II

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NAME	SIGNATURE	ADDRESS (INCLUDING SCHOOL DISTRICT)	AGE OF CHILDREN	GRADE OF CHILDREN IN 2013
Tyler	[Signature]	PS 189	4	Pre-K
Nashima	[Signature]	PS 189	16	9 <sup>th</sup>
Nick	[Signature]	PS 189	7	3 <sup>rd</sup>
Shameka	[Signature]	PS 189	7	2 <sup>nd</sup>
Carol	[Signature]	PS 189	4	Pre-K
Travis	[Signature]	PS 189	7/8	3/4
Karen	[Signature]	PS 189	7/9	3/4
Rebecca	[Signature]	PS 189	7-5	K-3

## COMMUNITY FIRST ACADEMY I & II

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NAME	SIGNATURE	ADDRESS (INCLUDING SCHOOL DISTRICT)	AGE OF CHILDREN	GRADE OF CHILDREN IN 2013
Ray	[Signature]	PS 189	8	8
Alina	[Signature]	PS 189	8, 12	3-2
Yvonne	[Signature]	PS 189	6	3
Patricia	[Signature]	PS 189	11	3
Rosa	[Signature]	PS 189	11	3
Patricia	[Signature]	PS 189	7	1
Patricia	[Signature]	PS 189	9	5

## COMMUNITY FIRST ACADEMY I & II

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NAME	SIGNATURE	ADDRESS (INCLUDING SCHOOL DISTRICT)	AGE OF CHILDREN	GRADE OF CHILDREN IN 2013
S. Brown	[Signature]	PS 189	8	2
Patricia	[Signature]	PS 189	15	10
Patricia	[Signature]	PS 189	11	10
Patricia	[Signature]	PS 189	11	11
Patricia	[Signature]	PS 189	13	17
Patricia	[Signature]	PS 189	12	7
Patricia	[Signature]	PS 189	6	Pre-K
Patricia	[Signature]	PS 189	6	1

## Community First Services, Inc. Website

← → cfsnyc.org

**CFS**  
COMMUNITY FIRST  
SERVICES  
"CFS, Help One"

ABOUT US SERVICES FACILITIES PARTNERS NEWS AND EVENTS HOW TO HELP CAREERS CONTACT US

PROVIDING  
HOPE

FOUNDED IN 2005, COMMUNITY FIRST IS WELL POSITIONED TO BE THE PREMIER SERVICE ORGANIZATION PROVIDING A COMPREHENSIVE APPROACH TO THE SOCIAL AND ECONOMIC DEVELOPMENT NEEDS OF ITS CLIENTS

**WHO IS COMMUNITY FIRST?**

Community First Services, Inc. (CFS) is a minority-governed 501(c)(3) organization operating in New York State. CFS' mission is to help eradicate poverty, homelessness and helplessness within urban communities and empower the lives of at-risk individuals through community economic development initiatives and supportive services. Some of CFS' clients include persons with forensic histories; persons struggling with substance abuse, mental illness, co-morbid and/or disabling conditions.

[CLICK HERE TO LEARN MORE>>](#)

**WHAT DO WE DO?**

As a human services and community economic development corporation, CFS' core businesses include the development and management of educational and employment placement centers; emergency, transitional, supportive and affordable housing, community reentry centers, alternatives to incarceration and behavioral treatment programs for at-risk youth and adults. CFS further strengthens communities through educational and vocational programs, workforce development initiatives and job creation through small business capacity building.

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**CHARTER SCHOOL**  
Community First proposes to operate Community First Academy (CFA), a charter school with first rate academic instruction which emphasizes applied sciences, engineering technology, building trades, entrepreneurial and community economic development and proficiency in a foreign language while providing behavioral health and other supportive services for students in crisis.

[MORE >>](#)

We invite you to provide feedback on the proposed academic program. Please send comments via email to: [charterschool@cfsnyc.org](mailto:charterschool@cfsnyc.org)

## Community First Services, Inc. Website

← → c cfsnyc.org/news/index.php ☆ 3

BROOKLYN, NY (MARCH 22, 2012) — The harsh rhetoric of the 1980s and 1990s is beginning to soften. As the real impact of locking up men and women (primarily of color) in prison for ten years or more for possession of a few grams of cocaine has come to be understood in terms of broken lives, broken families, and perhaps, most importantly, broken children, the tenor of the debate is finally beginning to change. Ironically, what happened was not a sudden epidemic of compassion for children in East New York or Bed-Stuy where as many as 40 percent grew up with a parent in prison or under forensic supervision during some part of their childhood. It was the recognition that New York (and other urban centers) could not incarcerate their way to safety. [MORE >>](#)

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**Community First Charter Schools I & II - Providing Alternatives for Brooklyn's Children**

BROOKLYN, NY (February 2012) — Brooklyn-based Community First Services, Inc., a non-profit, minority-governed and -operated, community-based organization whose mission is to eradicate poverty, homelessness and helplessness within urban communities and empower the lives of at-risk individuals through community development initiatives and supportive services, is pleased to announce that it has been invited by the Charter Schools Institute of the State University of New York to submit full proposals for two charter schools to be operated in the Bedford-Stuyvesant and Clinton Hill neighborhoods of Brooklyn. Since 2005 Community First Services, Inc. (CFS) has strived to empower individuals by providing access to affordable housing and livable-wage jobs for those that were least able to help themselves. The Community First Charter Schools I & II (CFCS) that Community First Services proposes to open in the Fall of 2013, take this commitment to a new level. Recognizing that over 1.5 million children in the United States have a parent who is in prison and nine million more have been forced to grow up with a parent in prison during some part of their formative years, CFS has designed a comprehensive program that fits the educational and psychological needs of these children and addresses the practical challenges they face. [MORE >>](#)

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**Community First Charter School**



BROOKLYN NY (January 2012) - Community First proposes to operate both middle schools and high schools for Grades 6-12 in Community School District 13 and 16. (Anticipated opening in Fall 2012 with Grade 6 enrollment). Community First Charter Schools (CFCS) propose a first rate academic instruction with emphases on applied sciences, engineering technology, building trades, entrepreneurial and community economic development and proficiency in a foreign language while providing behavioral health and other supportive services for students in crisis.

CFCS' unique focus is the ability to support and educate children of incarcerated parents (including services for non-incarcerated parents and caregivers) through a character building model and a program of counseling and support, mentoring and skills training that addresses the real problems and stigma that these children experience and offers family support. By starting with middle school children, and relying on evidence-based approaches, CFCS will strive to prevent difficulties from interfering with each child's education rather than trying to fix these problems after they have already negatively impacted children's learning.

We encourage and welcome all input and feedback from community stakeholders throughout the districts we propose to serve. To provide feedback, please email [charterschool@cfsnyc.org](mailto:charterschool@cfsnyc.org)

---

**Community First Feeds Families**

Public Meeting: NY Public Library – Clinton Hill (Flyer, CFS Twitter Posts, Meeting Room Reservation Form at NY Public Library, Facebook Post on Local Ft. Greene and Clinton Hill page)



**Proposed  
Community First Charter School (CFCS)**

We are seeking community input and feedback. Please join our  
**Information Session**  
on  
Saturday, January 14, 2012

10:00 a.m. – 11:30 a.m.

Clinton Hill Library  
Brooklyn Public Library  
380 Washington Avenue  
Brooklyn, NY 11238

For additional information or to provide input on the school's design, please contact us at 718-801-8050

01/10/2012 11:41 AM  
718-801-8051  
06:19:05 p.m. 01-12-2012 1/1  
**TRACEY MANTRONE**



**Meeting Room Reservation Form**

Today's Date: 1/11/12  
Library: CLINTON HILL - 83 380 WASHINGTON AVENUE  
Name of Requesting Organization: COMMUNITY FIRST SERVICES, INC.  
Purpose of Meeting: CHARTER SCHOOL INFORMATION SESSION  
Date Requested: 1/14/12 Expected Attendance: \_\_\_\_\_  
Meeting Start Time: 10:00 a.m. Meeting End Time: 11:30 a.m. / 12 noon  
Will your meeting require the use of Library Audio/Visual equipment? Yes No  
If yes, please specify the equipment required: TO BE DETERMINED

(Please note that a/v equipment is available at certain locations only, on a limited basis. This is a request for equipment only, and is not a guarantee of availability).

Will representatives from the press or news media be present: Yes No  
If yes, please indicate which media: TO BE DETERMINED  
Name of Organization's responsible person: KEISHA PHIPPS  
Address: 45 MAIN STREET, SUITE 7  
Phone number: (917) 734-2752 Email: KPHIPPS@CFS.NYC.ORG

Please check:  
 I have read and will comply with the BPL Meeting Room Policy, Procedures and Guidelines  
 Our meeting will be open to the general public, no admission will be charged and no products/services will be advertised, solicited or sold.  
 When finished, we will leave the room according to specified instructions  
 We will give the Library 48 hours cancellation notice  
 We understand that failure to comply with the Library's Policies and Guidelines may result in the loss of future use of the meeting room.

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Signature of applicant/responsible person: \_\_\_\_\_

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 Approved \_\_\_\_\_ Disapproved and Reason: \_\_\_\_\_  
Signature of Agency Head: \_\_\_\_\_

Public Meeting: NY Public Library – Bed-Ford Stuyvesant

01/16/2012 10:35 /18443838

PAGE 01/01



Meeting Room Reservation Form

Today's Date: 1/17/12  
 Library: MACDON LIBRARY 361 LEWIS AVENUE AT MACON ST.  
 Name of Requesting Organization: COMMUNITY FIRST SERVICES, INC.  
 Purpose of Meeting: CHARTER SCHOOL INFORMATION SESSION  
 Date Requested: 2/4/12 Expected Attendance: \_\_\_\_\_  
 Meeting Start Time: 10:30 a.m. Meeting End Time: 12:00 noon  
 Will your meeting require the use of Library Audio/Visual equipment? Yes \_\_\_ No   
 If yes, please specify the equipment required: \_\_\_\_\_

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Will representatives from the press or news media be present: Yes \_\_\_ No \_\_\_  
 If yes, please indicate which media: TO BE DETERMINED  
 Name of Organization's responsible person: KEISHA PHIPPS  
 Address: 45 MAIN STREET, SUITE 711  
 Phone number: (917) 734-3753 Email: KPHIPPS@CFSNYC.ORG

Please check:  
 I have read and will comply with the BPL Meeting Room Policy, Procedures and Guidelines  
 Our meeting will be open to the general public, no admission will be charged and no products/services will be advertised, solicited or sold.  
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In addition, I agree to indemnify, defend and hold harmless Brooklyn Public Library trustees, employees and agents, from and against any and all claims, losses, damages, judgments, costs and expenses (including attorneys' fees and expenses) arising out of use of the Meeting Room or any breach of this agreement.

Signature of applicant/responsible person: \_\_\_\_\_

For Library use only:  
 Approved  Disapproved and Reason: \_\_\_\_\_  
 Signature of Agency Head: \_\_\_\_\_

2/14/12

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**EVENT**

**TITLE:** Community First Charter School Information Session

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**Category:** NYNP Events

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**DESCRIPTION**

Community First Charter School Information Session

Community First proposes to operate both middle schools and high schools for Grades 6-12 in Community School Districts 13 and 16. (Anticipated opening in Fall 2012 with Grade 6 and 7 enrollment). Community First Charter Schools (CFCS) propose a first rate academic instruction with emphasis on applied sciences, engineering technology, building trades, entrepreneurial and community economic development and proficiency for a foreign language while providing behavioral health and other supportive services for students in crisis.

CFCS' unique focus is the ability to support and educate children of incarcerated parents (including services for non-incarcerated parents and caregivers) through a character building model and a program of counseling and support, mentoring and skills training that addresses the real problems and stigma that these children experience and offers family support. By starting with middle school children, and relying on evidence-based approaches, CFCS will strive to prevent difficulties from interfering with each child's education rather than trying to fix these problems after they have already negatively impacted children's learning.

We encourage and welcome all input and feedback from community stakeholders throughout the districts we propose to serve.

Please join us on Saturday, February 4, 10:30 a.m.-12 noon for an opportunity to provide us with feedback.

Brooklyn Public Library, Macon Branch –  
 361 Lewis Avenue at Macon Street  
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If you are unable to attend and would like to provide feedback, please email [charterschool@cfcsnyc.org](mailto:charterschool@cfcsnyc.org)

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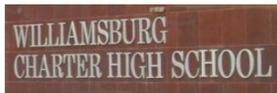
## Charter High School Students Want Their School To Remain Open

By Eric M. Deadwiley  
January 14, 2012

The Williamsburg Charter High School, a new "State-of-the-Art" high school located on Varet Street in Brooklyn, has been put on probation and may have its charter removed at the end of this school year, forcing hundreds of children to have their education interrupted midway through their high school years. The New York City Department of Education is threatening to pull the schools charter for what they claim are fund discrepancies, fund misallocations and Board of Trustee members' conflicts of interest. In a letter sent to the students, parents and posted on the WCHS Web site, the Principal of the school, Ms. Marsha Spampinato, stated:

*Today, the New York City Department of Education publicized their intent to revoke Williamsburg Charter High School's operating charter at the end of the 2011-2012 school year based on the concerns regarding items such as the school's organizational structure, Board of Trustees' composition, and compliance with the school's charter and applicable state law. Please note that none of the New York City Department of Education's concerns relate to the school's academic program.*

Principal Spampinato went on to assure the parents and students that the WCHS will continue its commitment to the highest academic standard possible. The conflict began as the result of an NYCDOE audit of the WCHS. After the audit, the NYCDOE sent their "preliminary findings" to the WCHS. The findings listed approximately 25 discrepancies which required a written response from the WCHS. Out of the 25 questions, 14 of the findings were disputed,



3 were given an explanation and 8 (which do not appear to be criminal) were substantiated by the WCHS. None of the NYCDOE's findings were against the school's academic program. The WCHS was placed on probation in September of 2011 and was required to meet 9 conditions of a "Remedial Action Plan" outlined by the NYCDOE. One of the conditions the WCHS had to meet to avoid violating the terms of the Remedial Action Plan was to terminate its contract with the Believe High School Network, who manages the school. The Board of Trustees passed a resolution to sever its ties with the Believe High School Network as of January 31, 2012.

In a meeting called by the WCHS on Monday, the parents and children voiced their displeasure at the possibility of the school being closed at the end of the year and called on elected officials to step in and save the school for the students. Although not much was discussed about the conflict with the NYCDOE for legal reasons, there were many parents who believe that there are many in the NYCDOE, and possibly in the Bloomberg Administration, who believe that their children's 30-million-dollar high-tech high school (which is equipped with "Smartboards," "Elevators," a Varsity Basketball team that made the playoffs and a "Rock-Climbing Wall") is too good for Black and Hispanic children. The NYCDOE plans to meet with the WCHS on Friday to discuss the issue in more depth. For updates on the ongoing dispute, go to the Williamsburg Charter School's Web site at: <http://www.thewcs.org>

## City's commitment to vocational schools questioned

Reorganization of Maxwell could spell end of cosmetology program

By Kaia Zawadi

If Brooklyn students want to take up a trade such as cosmetology, medical assisting or fashion, William H. Maxwell High School in East New York was historically the school to attend, but with the city now slating to close or drastically change the vocational school many students and educators are left in the lurch. The Department of Education (DOE) deemed Maxwell as one of the city's 33 failing schools despite its giving the trade school an "A" on its latest report card. And even though the graduation rate has improved from 30% in 2005 to 60% in 2011, the school plans to let go of about half its staff come June.

"It makes me question is it really about the kids as the mayor and the chancellor has us to believe?" said Zakiah Ansari, parent leader for the Coalition for Educational Justice. "It's like we're being penalized for progress. When you look at other schools that went from an 'A' to 'B' and declined thereafter, there was no intervention from the Department of Education."

Faculty and other educators at Maxwell are equally concerned.

"It's unfair to our students who have worked hard for the past three years," said Parent Coordinator Karen Scott. "What they're saying to us is that because we didn't reach our yearly annual progress on our math and English language tests, they want to close us. It doesn't necessarily have anything to do with us getting the 'A.'"

Scott said the school is also a place that has created a family atmosphere where

kids and parents alike can come and collectively work together to make the school successful.

"They're looking at data as opposed to where we were and where we are now. We have to reach a common ground and I would suggest that they come into the school itself and see what we're doing," Scott said.

A DOE spokesperson responded that the reorganization of Maxwell puts it in line for receiving state School Improvement Grants.

"This would indeed involve closing the school, but not in the traditional sense," said the spokesperson. "We believe this action makes us eligible for the state's School Improvement Grants, which was suspended after negotiations broke down with the United Federation of Teachers."

The issue also puts a spotlight on the DOE's policy for vocational or trade schools such as Maxwell or Grady High School in Coney Island, where students get trade background in such subjects as electronics and air conditioning.

"At this point, there is no way to tell if this process will directly affect trade programs at schools like Maxwell," said the spokesperson.

One City Hall source said the DOE doesn't really have a strong commitment to vocational schools, and only has one state vocational Board of Cooperative Educational Services (BOCES) school.

"There's only one BOCES school and it's on the Upper East Side, which is not easily accessible for a lot of students," said the source.

## Advocate: Executive Budget "Unacceptable" for NY's Highest-Needs Schools

Mark Scheerer

New York News Connection

ALBANY, N.Y. - Education reform advocates have been combing through the Executive Budget proposed last week and they don't like what they see. From the rural North Country, to Binghamton, to Brooklyn, they say, New York's neediest districts will get only 52 percent of the \$805 million in school aid. And they'll have to fight for another \$250 million in competitive grants tied to test scores.

Zakiah Ansari of the Alliance for Quality Education (AQE) says children competing against other children is bad education policy.

"That's \$250 million to put into something that has not been proven to work and that is going to create losers, for some children to be losers. Unacceptable; not acceptable at all."

Last year, Albany cut funding to every school to make up for the state's own budget gap. The AQE says the 2012 Executive Budget should be made to match the proposal from the Board of Regents, which would deliver \$132 million more - the largest portion of aid to the highest-needs schools.

Ansari has four children in public schools in Brooklyn, but she says people in every impoverished corner of the state should be indignant about what she sees as the short-changing of needy districts.

"That's in rural areas, that's in cities like Rochester and Binghamton, it's in the rural districts, and that's really important for people to understand: that it is not just New York City."

Ansari says she wants fairness and equity to be the focal point of education funding for a state hit hard by last year's cuts.

"Schools lost \$1.3 billion last year. They lost after-school programs, art and music, AP courses, guidance counselors, enrichment and tutoring services, etc., etc., and the list goes on."

She will testify at hearings on the Executive Budget before the Senate Finance and the Assembly Ways and Means Committees. The AQE says it will release a detailed analysis of the effect on districts in the next week or so.



Community First Charter School (CFCS) proposes to operate both a middle school and high school for Grades 6-12 in Community School District 13.

(Anticipated opening in Fall 2012 with Grade 6 enrollment).

CFCS welcomes community input and public comments as we design a program well-suited for the community.

Please send questions or comments to [charterschool@cfsnyc.org](mailto:charterschool@cfsnyc.org).

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"A strong educational foundation helps prepare our children to escape the vicious cycles of poverty and hopelessness."  
 -- Jack A. Brown, III, CFS President

COMMUNITY FIRST ACADEMY I & II

FACT SHEET

Community First Services will be submitting proposals for two charter schools to the SUNY Charter School Institute for consideration and welcomes community input on the program design.

Proposed School Names:  
 Community First Academy I  
 To be located in District 13

Community First Academy II  
 To be located in District 16

Anticipated Opening:	Fall 2013
Middle School and High School:	Grades 6-12
Beginning Enrollment:	Grade 6 & 7

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COLLECTIVE RESPONSIBILITY FOR STUDENT SUCCESS

CFS' motto, "C1, Help One" will be applied literally at the charter schools: Everyone involved (students, teachers, families and community leaders) will take collective responsibility for ensuring all of the students' needs are met, increasing the likelihood of their success in school and beyond.

ABOUT COMMUNITY FIRST SERVICES

CFS' mission is to help eradicate poverty, homelessness and helplessness within urban communities and empower the lives of at-risk individuals through community economic development initiatives and supportive services.

For more information or to provide input please write us, call, fax or email:

Community First Services, Inc. 45 Main Street, Suite 711 Brooklyn, NY 11201	718-801-8050 (phone) 718-801-8051 (fax) charterschool@cfsnyc.org
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KSIHOWTOGUIDE

## Press Release

### **Community First Charter Schools I & II Providing alternatives for Brooklyn’s children**

BROOKLYN, NY (FEBRUARY 17, 2012) –Brooklyn-based Community First Services, Inc., a non-profit, minority-governed and -operated, community-based organization whose mission is to eradicate poverty, homelessness and helplessness within urban communities and empower the lives of at-risk individuals through community development initiatives and supportive services, is pleased to announce that it proposes to submit full proposals for two charter schools to be operated in the Bedford-Stuyvesant and Clinton Hill neighborhoods of Brooklyn. Since 2005 Community First Services, Inc. (CFS) has strived to empower individuals by providing access to affordable housing and livable-wage jobs for those that were least able to help themselves. The Community First Charter Schools I & II (CFCS) that Community First Services proposes to open in the Fall of 2013, take this commitment to a new level. Recognizing that over 1.5 million children in the United States have a parent who is in prison and nine million more have been forced to grow up with a parent in prison during some part of their formative years, CFS has designed a comprehensive program that fits the educational and psychological needs of these children and addresses the practical challenges they face.

At the core of the program model, CFCS will offer first rate academic instruction that emphasizes applied sciences, engineering technology, building trades, entrepreneurial and community economic development and proficiency in a foreign language while providing behavioral health and other supportive services for students in crisis. The organization proposes to operate both middle schools and high schools for Grades 6-12 in Community School District 13 and 16. In its first year of enrollment, CFCS intends to begin with grades 6 and 7, adding a grade year for each subsequent year through its fifth year.

The establishment of high quality charter schools in New York has been one of CFS’ commitments to central Brooklyn since its founding in 2005. According to Jack A. Brown, III, founder of Community First Charter Schools I & II, “CFCS brings unique insight into the educational and supportive services needs of the children of incarcerated parents (and their non-incarcerated parents and caregivers). CFCS’ charter school model combines character-building with strengths-based programming that offers individual counseling, family support, mentoring and skills-training in order to address the real problems and stigma that these children confront daily.” According to Mr. Brown, “By starting with middle school children, and relying on evidence-based approaches, CFCS will prevent the inevitable difficulties that these children encounter from interfering with each child’s education and development, rather than trying to repair the damage after the child has been negatively impacted or experienced school failure.

Community First Charter Schools I & II are named after its non-profit parent organization, Community First Services. CFS’ motto, “C1, Help One” will be applied literally and liberally at these charter schools where everyone involved—students, teachers, families and community leaders—will collectively take responsibility for ensuring that no student “falls through the cracks,” and that each student has a team working with them to improve the likelihood of their success in school and beyond. CFS strives, in every service they provide, to be a national model for the integration of cultural congruence with best and evidence-based practices. The organization provides a comprehensive solution from prevention to rehabilitation and views quality targeted education as the key to prevention.

Brown adds, “we are confident that our holistic development approach holds great promise for the community. We are eager to hear more from parents as we tweak the final program design”. CFCS will be submitting the full application to the SUNY Charter Institute at the end of February 2012. To hear more about the Community First Charter Schools or send in your feedback on the proposed schools, please call 718-801-8050 or email [charterschool@cfsnyc.org](mailto:charterschool@cfsnyc.org).

Letters of Support



**73<sup>rd</sup> Precinct Community Council, Inc.**

July 31, 2012

Mr. Jack A. Brown, III  
 President & CEO  
 Community First Services, Inc.  
 45 Main Street, Suite 711  
 Brooklyn, NY 11201

**Board of Directors**

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- Eddie Jolly  
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- JoAnne Glass  
(Treasurer)
- Carleen Saunders  
(Sergeant At Arms)
- Eugenia Cameron  
(Member)

Dear Mr. Brown:

On behalf of the 73<sup>rd</sup> Precinct Community Council, I am pleased to provide you with this letter of support for Community First Services' application for a charter school to serve middle school students in Community Schools Districts 13 and 16.

The Precinct Council was excited to learn that the proposed Community First Academy Charter School's (CFACS) mission is to develop high academic achievers who will transform communities and positively impact society through service and leadership. The proposed CFACS believes that all students need to develop academic, social and emotional competencies that will prepare them to be productive members of society and contributors to the community. Toward this end, CFACS students will receive first rate academic instruction with an emphasis on applied sciences, engineering technology, building trades, entrepreneurial and community economic development and proficiency in a foreign language, while providing behavioral health and other supportive services for students in crisis.

With the numerous educational partnerships and community support, CFACS will undoubtedly provide high quality learning opportunities for its students that will enable them to gain a deep knowledge of the core academic subjects, the problem-solving and critical thinking skills to succeed in high school, college, and within the workforce.

Additionally, CFACS's efforts on providing support and educational opportunities for students in the community, complements Community First Services' Brooklyn House Residential Reentry Center (RRC) serving the Eastern District of New York. I have no doubt that the proposed CFACS will serve as an integral component in encouraging family reunification and community reintegration for residents of the Brooklyn House RRC.

Therefore, we strongly support Community First Services' application for the proposed CFACS. The 73<sup>rd</sup> Precinct Community Council wishes you much success in this endeavor.

Sincerely,

*Sarah Hall*  
 Sarah Hall  
 President

73<sup>rd</sup> Precinct Community Council, Inc. • 1470 E. New York Avenue • Brooklyn, NY 11212  
 Phone: 718.495.5422



www.buildbrooklyn.org

7/31/2012

Susan Megna  
Office of School Innovation  
Charter School Office  
NY State Education Department/SUNY  
Room 465 EBA  
89 Washington Avenue  
Albany, NY 12234

Dear Ms. Megna:

Please accept this as a letter of support for the proposed Community First Academy Charter School. As a community-based organization that deals with workforce development and addressing the employment needs for low and moderate income individuals, we routinely see the impact that education, or the lack thereof, has upon the personal and professional development of individuals. The Community First Charter School will go far in addressing not only the needs of individuals, but also the needs of the community. By developing leadership qualities and pressing individuals into service the proposed Community First Charter School has the potential to significantly impact our community in a positive way.

Jack Brown has repeatedly demonstrated his ability as a visionary to see problems facing our community, propose solutions to overcome them and then successfully implement them. His strong connection to, and understanding of, the penal system underlies his ability to see problems in the community from a macroscopic perspective.

In closing, I strongly support the proposed Community First Academy Charter School. Please feel free to contact me at (718) 451-6897 if you have any questions or concerns.

Sincerely,

A handwritten signature in black ink, appearing to read "Datsy A. James". The signature is fluid and cursive, with a large loop at the beginning.

Datsy A. James  
Chief Operating Officer

**Brooklyn House Community Relations Board**

787 Dean Street, Brooklyn, NY 11238

**Board Members****James E. Caldwell**  
Chairperson**Evangeline Porter**  
Vice Chair**Lance Woodward**  
Secretary**Tammy Meadows**  
Treasurer**Sarah Hall****Barbara Taylor**

July 31, 2012

Susan Megna  
Office of School Innovation  
Charter School Office  
NY State Education Department/SUNY  
Room 465 EBA  
89 Washington Avenue  
Albany, NY 12234

Dear Ms. Megna:

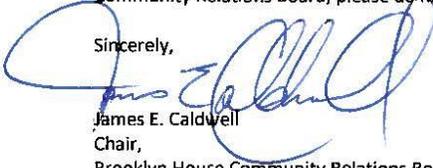
On behalf of the Community Relations Board (CRB) of Community First Services, Inc.'s (CFS) Brooklyn House Residential Reentry Center, I am pleased to write in support of CFS' application to develop and implement the Community First Academy Charter School (CFACS).

Although CFS itself is only seven years old, our history with Jack Brown, CFS' CEO goes back nearly 20 years to the time when Brooklyn House was first opened by Correctional Services Corporation, at which Mr. Brown was the Senior Vice President in charge of its Brooklyn and Bronx operations. At that time, Community Advisory Boards were not the common feature that they are now. Mr. Brown conceived the CRB, set forth its advisory mission, recruited its members, and worked with us until the company was bought out and he left to form CFS. On the basis of that experience, we support CFS' application for the CFACS charter school. We know that Mr. Brown not only lives in the school district in which the proposed school will be located, but we are familiar with the importance that he places on community input. We know that CFS has an excellent track record of listening its community's concerns and responding in meaningful ways. We have confidence that the CRB that will be appointed to work with the CFACS will encounter the same kind of recognition and their input will be valued in the same way that ours is.

CFS has a mission and philosophy that is collaborative and involved with the communities that it serves. The emphasis on the highest possible quality of services—educational and supportive—make CFS unique among Brooklyn providers. Mr. Brown's deep roots in our community assure that CFS will never put its own interests ahead of our children. CFS' application has broad support among District 13 residents, in part because Central Brooklyn residents have good reason to be suspicious of outside interests that come into their community and enrich themselves at the expense of long-time residents. Mr. Brown and CFS are part of our community, therefore CFS' application has engendered the cooperation and collaboration that is vital to the success of a Charter School. This support will enable the project to garner critical resources and support (financial resources, trust, and human capital) that would not otherwise be available.

Should you have any questions about our support for this project, or about the Brooklyn House Community Relations Board, please do not hesitate to contact me.

Sincerely,



James E. Caldwell  
Chair,  
Brooklyn House Community Relations Board



**PROLEPSIS PARTNERS, LLC**  
STRATEGIC PLANNING ♦ PROGRAM DEVELOPMENT ♦ GRANT WRITING

Perry W. Kaplan, M.S.  
Chief Executive Officer

July 31, 2012

Susan Megna  
Office of School Innovation  
Charter School Office  
NY State Education Department/SUNY  
Room 465 EBA  
89 Washington Avenue  
Albany, NY 12234

Jack A. Brown, III  
President and CEO  
Community First Services, Inc.  
45 Main Street, Suite 711  
Brooklyn, NY 11201

**BY: Electronic Mail**

Dear Ms. Megna/Mr. Brown:

On behalf of Prolepsis Partners, LLC, I am pleased to write in support of Community First Services, Inc.'s (CFS) application to develop and implement the Community First Academy Charter School (CFACS).

I have worked with CFS since its inception in 2005. CFS is unique in its application of mission-driven principles to the work of social service and educational programs, a mission that is based on local community development and individual empowerment through education and community-based social services and support.

It is no accident that the founding leadership of the proposed Charter School all live and/or currently work in NYC School District 13. CFS, from its founding, has emphasized the importance of community: building a sense of community among neighbors, as well as community organization in order to accomplish shared goals. For this reason, it is not surprising that CFS' Charter School application has gained the support of local stakeholders. Central Brooklyn residents have good reason to be suspicious of outside interests that come into their community and enrich themselves at the expense of long-time residents. By drawing on the resources of your own community, CFS' application embodies the cooperation and collaboration that is vital to the success of a Charter School. This support will enable the project to garner critical resources and support (financial resources, trust, and human capital) that would not otherwise be available.

CFS' commitment to its mission extends to a commitment to provide not just a quality education, but an education the quality of which is continuously improving. Top to bottom, CFS utilizes data and

CFACS Support Letter (Cont.)

Page 2

performance indicators to monitor progress and fidelity to mission, and feeds that information back to administrators, faculty/line staff, and the Board of Directors for analysis, review and making course corrections in a timely way. The fact that the agency is willing to share these metrics with its Consumer Advisory Board further demonstrates the agency's commitment to inclusiveness in planning and implementation, which augers well for the ultimate success of the CFACS.

As a psychologist, I believe that the principles of inclusion, community-building, and service to community upon which CFS is built, combined with evidence-based and innovative instruction and attention to the supportive service needs of students and families will not only make the CFACS successful, but will produce a generation of leaders in central Brooklyn capable of making life better for themselves, their families and their community.

Sincerely,



Perry W. Kaplan, M.S.  
President & CEO

**John L. Flateau, Ph.D.**

368 MacDonough St., Brooklyn, New York 11233 Tel. 347-423-6794 Email: johnflateau@gmail.com

NYS Education Department  
 Charter School Office  
 Albany, New York

July 2012

To Whom It May Concern:

**Re: Support for Community First Charter School Application**

I am a professional educator, former government official (Chief Of Staff, Mayor Dinkins; et.al.), and long time resident, civic and community leader, locally in Bedford-Stuyvesant and on the state and national levels. My wife and I have raised our children in high achieving local NYC public schools, K-12; we have been active in school affairs and PTAs; I have served on Schools Chancellors' advisory councils; and I was appointed by Chancellor Nathan Quinones as Chairman of the Board Of Trustees for Community School District 16, Bedford-Stuyvesant community, and helped turn it around when it had serious academic and leadership deficiencies in the 1990s. My career includes positions as Dean of the School Of Business, which I led to ACBSP national accreditation; Chairperson and Professor of the Dept. Of Public Administration at Medgar Evers College, CUNY; and I am a Fellow of the National Academy Of Public Administration. Thus I know something about, and have invested in high quality education and higher education for our children, families and our communities.

I am an advocate for our NYC public schools. And I also heartily endorse alternative educational models that will provide competition and models for replication that will improve the quality of education for our 1.1 million children in the NYC public schools. Thus I strongly support the Application for The Community First Academy Charter School (CFACS). Community First is a renowned provider of education, employment, health, social services and counseling services to formerly incarcerated adults, families and children. This is precisely the kind of unique, holistic model that is needed to provide high quality education in challenging urban settings.

Community First is a frontline service provider for Bed-Stuy residents and other communities. They bring an extraordinary passion, knowledge, commitment, professionalism and expertise to provide a high quality education that will produce academic high achievers who will become our next generation of educators, professionals and leaders. I am delighted to assist them in their efforts through my own considerable outreach and connections in educational, community, government and philanthropic arenas. Leaders, I highly recommend that you give the proposed Community First Academy Charter School Application your every consideration for approval. Our Community sorely needs the Community First charter school model, leadership and vision; and the educational outcomes and benefits that it will provide.

Sincerely,

*John Flateau*

John L. Flateau, Ph.D.  
 \* Fellow, National Academy Of Public Administration  
 Chairperson and Professor  
 Dept. Of Public Administration  
 School Of Business  
 Medgar Evers College, CUNY

\* For identification purposes only.

## Email Sampling

-----Original Message-----

**From:** Keisha A. Phipps [mailto:khipps@cfsnyc.org]  
**Sent:** Thursday, February 23, 2012 11:31 AM  
**To:** smclean@cb.nyc.gov  
**Subject:** Community First Charter School I & II

Thank you so much for your assistance in getting this out to the community. As we discussed, please see attached press release and fact sheet regarding Community First Services proposed charter schools, Community First Charter Schools I & II, (anticipated opening Fall 2013) in District 13 and 16, respectively. We are in the process of obtaining feedback/input regarding the proposed academic program from community stakeholders.

Regards,  
Keisha

**Keisha A. Phipps**  
Chief of Staff

-----Original Message-----

**From:** josh@historicfortgreene.org [mailto:josh@historicfortgreene.org]  
**Sent:** Wednesday, March 21, 2012 10:08 PM  
**To:** khipps@cfsnyc.org  
**Subject:** Prospective Community First Charter School

Hi Keisha,

My name is Josh Beauregard. I am a resident of Fort Greene and an alternate board member of the Fort Greene Association. It is very exciting news to hear about your prospective school!

Coincidentally, I am an educator and also involved in the opening of a proposed school in the area. I would welcome the opportunity to meet with you to learn more about your plans - I'd also like to be helpful in any way I can both as a member of the FGA board as well as a community member interested in promoting quality schooling options for families in CSD 13.

Let me know if you are interested in meeting.

Best regards,  
JB

Sample letter sent to elected and school officials.



Corporate Office  
45 Main Street, Suite 711  
Brooklyn NY 11201  
t. 718.801.8050  
f. 718.801.8051  
info@communityfirstservices.org  
www.communityfirstservices.org

January 12, 2012

The Honorable Senator Velmanette Montgomery  
18th Senate District  
30 3rd Avenue  
Brooklyn, New York 11217

Via Certified Mail:70110470000360983111

Dear Senator Montgomery:

On behalf of Community First Services, Inc. (CFS), I am pleased to submit this Letter of Intent to garner support for a proposed charter school, to be known as the Community First Charter School (CFCS). Additionally, CFS seeks your assistance in identifying community stakeholders in Senate District 18 to provide us feedback/input regarding our proposed academic program.

The proposed Community First Charter Schools anticipates a Fall 2012 opening in the Fort Greene, Clinton Hill and Bedford Stuyvesant neighborhoods of Brooklyn, New York. The proposed CFCS would commence operation with 150 students in 6<sup>th</sup> and 7<sup>th</sup> grades, adding one grade per year. Ultimately, the proposed charter schools will serve students from grades 6<sup>th</sup> – 12<sup>th</sup>.

As Chief Executive Officer, I will serve as the main contact during the application and development process. CFS plans to operate the schools independently; however, we do anticipate linkages with an academic institutions such as CUNY Graduate Center to facilitate evaluation and training activities for the proposed CFCS and its faculty. The proposed charter schools are not planned as the replication of another school or service model.

Community First Services, Inc. (CFS) is a New York State-registered and New York City-based minority-governed, 501(c)(3) non-profit organization, created to provide culturally-sensitive residential and educational opportunities, and treatment and supportive services to New York City's most vulnerable minority communities. CFS provides education, vocational development, housing, treatment and rehabilitation services for adults and youth. CFS' mission is to help eradicate poverty, homelessness and helplessness within urban communities and empower the lives of at-risk individuals through education, community economic development initiatives and supportive services. CFS strives, in every service that we provide, to become a national model for the integration of cultural congruence with best and evidence-based practices. We strive to help the individuals and communities that we serve—regardless of their racial or ethnic composition—overcome the devastation rooted in poverty and broken families, by not only offering them the tools that they need to improve their lives, but teaching them to use those tools in productive, pro-social, and personally rewarding ways.

While much of CFS' work focuses on treatment and/or rehabilitation, our approach to secondary education is different. Research shows that children whose parents have been arrested and/or incarcerated have a greater propensity to become inmates one day themselves and face unique challenges. Many of these children experience the trauma of sudden separation from their sole caregiver, and most are vulnerable to feelings of fear, anxiety, anger, sadness, depression and guilt. Thus, CFS proposes charter schools with a unique focus: the ability to support and educate children of incarcerated parents (including supportive services for the non-incarcerated parent) by delivering an academic experience with an emphasis on applied sciences, technology, and entrepreneurial development, while providing counseling and support for students in crisis.

By starting with middle school children, and relying on evidence-based, educational and behavioral health practices, the proposed CFCS will strive to prevent difficulties from interfering with each child's education rather than trying to rehabilitate those problems after they have been institutionalized in a correctional setting.

We trust that you will recognize the value of this approach; recognizing as it does, "that an ounce of prevention is worth a pound of cure". CFS believes that working with children and families from an early age offers the greatest possible return on investment and the greatest potential for helping young people become responsible, productive and contributing members of their respective communities.

Sincerely,



Jack A. Brown, III  
Chief Executive Officer

U.S. Postal Service<sup>TM</sup>  
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BROOKLYN NY 11217

Postage	\$ 0.44
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Return Receipt Fee (Endorsement Required)	\$2.30
Restricted Delivery Fee (Endorsement Required)	\$0.00
<b>Total Postage</b>	<b>\$5.59</b>

Sent To: **The Honorable Senator  
Velmanette Montgomery  
18<sup>th</sup> Senate District  
30 3<sup>rd</sup> Avenue  
Brooklyn, New York 11217**

Postmark: Here  
JAN 18 2012

PS Form 3800, August 2008

**Attachment 3A: Sample Daily Schedules (ES, MS, and/or HS)**

Weekly Student Schedule and Sample Weekly Teacher Schedule for at least one grade that is representative of each level the school intends to operate (lower elementary, upper elementary, middle and/or high school). If scheduling structures are unique to each grade, please provide a sample schedule for each grade.

**Kindergarten**

	Monday	Tuesday	Wednesday	Thursday	Friday
7:50 – 8:10	Arrival & Do-Now Activity	Arrival & Do-Now Activity	Arrival & Do-Now Activity	Arrival & Do-Now Activity	Arrival & Do-Now Activity
8:10 – 8:30	Morning Meeting	Morning Meeting	Morning Meeting	Morning Meeting	8:15 – 8:45 School Meeting
8:30 – 9:45	ELA	ELA	ELA	ELA	ELA
9:50 – 10:40	Writing	Writing	Writing	Writing	Writing
10:40 – 11:30	<b>Music</b>	<b>Art</b>	<b>Health &amp; Fitness</b>	<b>Music</b>	<b>Art</b>
11:30 – 12:00	RECESS	RECESS	RECESS	RECESS	RECESS
12:00 – 12:30	LUNCH	LUNCH	LUNCH	LUNCH	LUNCH
12:45 – 1:35	Social Studies	Social Studies	Social Studies ----- Science	Science	Science
1:45 – 2:35	Math	Math	Math	Math	Math
2:40 – 2:50	Read Aloud & Snack	Read Aloud & Snack	Read Aloud & Snack	Read Aloud & Snack	2:45 – 3:00 Homework Review & Dismissal
2:55 – 3:45	<i>Second Step</i>	<b>Health &amp; Fitness</b>	Learning Strategies	<i>Discovery Group</i>	<b>3:15 – 4:00 Faculty Meeting</b>
3:45 – 4:00	Homework Review & Dismissal	Homework Review & Dismissal	Homework Review & Dismissal	Homework Review & Dismissal	Faculty Meeting

**First Grade**

	Monday	Tuesday	Wednesday	Thursday	Friday
7:50 – 8:10	Arrival & Do-Now Activity	Arrival & Do-Now Activity	Arrival & Do-Now Activity	Arrival & Do-Now Activity	Arrival & Do-Now Activity
8:10 – 8:30	Morning Meeting	Morning Meeting	Morning Meeting	Morning Meeting	8:15 – 8:45 School Meeting
8:30 – 9:45	ELA	ELA	ELA	ELA	ELA
9:50 – 10:40	Writing	Writing	Writing	Writing	Writing
10:40 – 11:30	Social Studies	Social Studies	Social Studies ----- ---- Science	Science	Science
11:30 – 12:00	RECESS	RECESS	RECESS	RECESS	RECESS
12:00 – 12:30	LUNCH	LUNCH	LUNCH	LUNCH	LUNCH
12:45 – 1:35	<b>Music</b>	<b>Art</b>	<b>Health &amp; Fitness</b>	<b>Music</b>	<b>Art</b>
1:45 – 2:35	Math	Math	Math	Math	Math
2:40 – 2:50	Read Aloud & Snack	Read Aloud & Snack	Read Aloud & Snack	Read Aloud & Snack	2:45 – 3:00 Homework Review & Dismissal
2:55 – 3:45	<b>Health &amp; Fitness</b>	<i>Second Step</i>	<i>Discovery Group</i>	Learning Strategies	<b>3:15 – 4:00 Faculty Meeting</b>
3:45 – 4:00	Homework Review & Dismissal	Homework Review & Dismissal	Homework Review & Dismissal	Homework Review & Dismissal	Faculty Meeting

**6<sup>th</sup> Grade**

	Monday	Tuesday	Wednesday	Thursday	Friday
7:50 – 8:10	Arrival & Do-Now Activity	Arrival & Do-Now Activity	Arrival & Do-Now Activity	Arrival & Do-Now Activity	Arrival & Do-Now Activity
8:10 – 8:30	Morning Meeting	Morning Meeting	Morning Meeting	Morning Meeting	8:15 – 8:45 School Meeting
8:30 – 9:45	ELA	ELA	ELA	ELA	ELA
9:50 – 10:40	Writing	Writing	Writing	Writing	Writing
10:40 – 11:30	Social Studies	Social Studies	Social Studies ----- ---- Science	Science	Science
11:30 – 12:00	RECESS	RECESS	RECESS	RECESS	RECESS
12:00 – 12:30	LUNCH	LUNCH	LUNCH	LUNCH	LUNCH
12:45 – 1:35	<b>Music</b>	<b>Art</b>	<b>Health &amp; Fitness</b>	<b>Music</b>	<b>Art</b>
1:45 – 2:35	Math	Math	Math	Math	Math
2:40 – 2:50	Read Aloud & Snack	Read Aloud & Snack	Read Aloud & Snack	Read Aloud & Snack	2:45 – 3:00 Homework Review & Dismissal
2:55 – 3:45	<b>Health &amp; Fitness</b>	<i>Second Step</i>	<i>Discovery Group</i>	Learning Strategies	<b>3:15 – 4:00 Faculty Meeting</b>
3:45 – 4:00	Homework Review & Dismissal	Homework Review & Dismissal	Homework Review & Dismissal	Homework Review & Dismissal	Faculty Meeting

**Attachment 3B: First Year Calendar**

Month	Holidays	Number of Days School is in Session
August 2013		5
September 2013	September 2: Labor Day September 5-6: Rosh Hashanah	18
October 2013	October 14: Columbus Day	22
November 2013	November 5: Election Day November 28-29: Thanksgiving	18
December 2013	December 24-December 31: Winter Break	15
January 2014	January 1: New Year's Day January 20: Martin Luther King Jr. Day	21
February 2014	February 17-21: mid-Winter break	15
March 2014		21
April 2014	April 14-18, Spring Break	17
May 2014	May 26: Memorial Day	21
June 2014		17
Total		190
Summer School Program for Targeted Students		
July 7-August 1, 2014	Student Day runs from 8:30 am-11:30 am Teacher day runs from 8:00 am-12:00 pm	20

- The first day of school for teachers will be Monday, August 12, 2013 and they will be engaged in ten days of pre-opening professional development.
- The first day of school for students will be Monday, August 26th, 2013.
- The last day of school for students will be Tuesday, June 24th, 2014.
- The last day of school for teachers will be Friday, June 28th, 2014.
- The school year will be broken into four marking periods:
  - The first marking period ending on or about November 15, 2013
  - The second marking period ending on or about February 14, 2014
  - The third marking period ending on or about April 18, 2014.
  - The fourth marking period ending a week before the last day of school.
- Every report card is distributed to parents at individual parent teacher conferences.
- Summer School begins on July 7, 2014 and runs through August 1, 2014.

## Attachment 4: Student Discipline Policy 5 pages

### Student Code of Conduct and Student Expectations

At CFACS, we work together to establish a safe, nurturing and orderly learning environment for students and other members of the school community. Expectations and rules are necessary to help promote academic and personal growth, common values, and socially appropriate skills that enable students to work co-operatively with others.

Therefore, students will be expected to follow a code of conduct that recognizes the rights of all to learn, enables teachers to instruct effectively and permits all members of our school community to be safe from verbal and physical abuse. The school's operating principles and benchmarks for personal responsibility are embedded within the actions and consequences outlined in the code of conduct. All behavioral expectations established in classrooms and throughout the school are expected to be aligned with the code of conduct.

### Student Behavior & Consequences

While building community and fostering an environment of learning and respect through routine, explicit expectations, and motivation will help to develop a positive classroom, incidences of difficult behavior from students will occur. In the event that such difficult behavior occurs, the following behavior and consequences chart will be used as a guide for consequences. The chart is based on categorizing behaviors into four levels:

- Level I are the least egregious
- Level II are minor classroom disruptions
- Level III represent patterns of misbehavior and major classroom disruptions
- Level IV are categorized as classroom or school emergencies.

Level I & II incidents represent student behaviors that are non-violent, non-emergency, and non-pattern. Patterns of some behaviors in Levels I & II will lead to their categorization as Level III & IV behavior.

Responsibility for addressing behavior and executing consequences is as follows:

- Levels I & II are managed by the classroom teacher.
- Level III & IV represent student behaviors and patterns of behavior that should be addressed by a supervisor/director.

Examples of behaviors that fall into each category are as follows:

Level I	Level II
<ul style="list-style-type: none"> <li>• Teasing</li> <li>• Passing Notes</li> <li>• Talking out of turn</li> <li>• Name calling</li> <li>• Not following directions</li> <li>• Wandering around class</li> <li>• Not paying attention</li> <li>• Chewing gum</li> </ul>	<ul style="list-style-type: none"> <li>• Talking back to staff</li> <li>• Inappropriate gestures/language</li> <li>• Cheating/Lying</li> <li>• Profanity</li> <li>• Leaving Classroom</li> <li>• Minor Physical Altercation (pushing, poking, shoving, wrestling)</li> <li>• Non-cooperation</li> </ul>
Level III	Level IV
<ul style="list-style-type: none"> <li>• Patterns of Behavior</li> <li>• Pattern of disrespect of peers (includes bullying and teasing/name calling)</li> <li>• Pattern of disruptive behavior and/or play fighting</li> <li>• Bullying (pattern of teasing, taunting, etc)</li> <li>• Pattern of defiance of school authority</li> <li>• Pattern of disrespect of CFACS Staff (includes yelling, name calling, etc.)</li> <li>• Hate speech</li> <li>• Theft of school, staff, or student property</li> <li>• Endangering the safety of students or staff (throwing objects, flailing body, etc.</li> <li>• Vandalism/destruction of school property</li> <li>• Fighting</li> <li>• Leaving School Grounds without Permission</li> </ul>	<ul style="list-style-type: none"> <li>• Arson or attempted arson, or bomb threat</li> <li>• Battery or assault of CFACS Staff Member</li> <li>• Battery or assault of a student</li> <li>• Drugs or alcohol: selling, using, possession</li> <li>• Sexual assault or harassment</li> <li>• Possession or use of a weapon</li> <li>• Fire alarm, tampering with apparatus</li> </ul>

### *Consequences*

Consequences of Level I and II behaviors will vary some from class to class and grade to grade both due to general developmental differences of students as well as individual penchant of teachers. Students cannot be sent into the hallway or any other space where there is no adult supervision. Some possible Level I and II consequences include:

- Verbal reminder of rules/expectations
- Verbal/written warning
- Time out in reflection space
- Time out in Buddy Classrooms
- Teacher supervised lunch detention
- Removal of privilege
- Apology of action
- Phone call/note home
- Meeting with family
- Reflective Journaling

Level III offenses are referred to supervisors with proper referral form. The Dean of Student Support will execute consequences at this level. Consequences for such offenses are:

- Meeting with family
- Detention
- Apology of action
- Removal of privilege
- In-school suspension
- Out-of-school suspension
- Expulsion
- Saturday School
- Student Behavior Intervention Meeting

Some circumstances require that a student be immediately referred outside the classroom. In these situations, students must report to the Dean of Student Support with a referral form explaining the reason for referral. The Dean will follow up with an appropriate consequence. If there is an emergency, teachers should find any administrator immediately and complete the referral form by the end of the day. The chart below shows reasons for immediate referral to the Dean. In all cases, proper suspension procedures regarding parent notification and hearings will be followed.

Offense	First Offense	Second Offense
Arson or attempted arson, or bomb threat	Recommendation for expulsion and referral to law enforcement	N/A
Battery or assault of CFACS Staff Member	5 day out of school suspension and possible recommendation for expulsion	Recommendation for expulsion
Battery or assault of a student	3-5 day out of school suspension and possible recommendation for expulsion.	Recommendation for expulsion
Drugs or alcohol: selling, using, possession	Parent meeting and referral to law enforcement and possible recommendation for expulsion	Recommendation for expulsion
Sexual assault or harassment	5 day out of school suspension, referral to law enforcement and or recommendation for expulsion	Referral to law enforcement and recommendation for expulsion
Possession or use of a weapon	5 day out of school suspension, referral to law enforcement and possible recommendation for expulsion	Referral to law enforcement and recommendation for expulsion
Fire alarm, tampering with apparatus	5 day out of school suspension and/or recommendation for expulsion.	Recommendation for expulsion

*Behavior & Consequence Procedure:* The Director of Curriculum and Instruction is the immediate supervisor of teachers. All discipline issues of Level III and IV should be referred to the Dean of Student Support. If the Dean is not available, these issues should be referred to the Executive Director. Procedures for executing consequences are as follows:

In situations where a pattern of difficult behavior is developing, either for specific students or for the class as a whole, teachers must notify their supervisors. Teachers must work collaboratively

with their supervisors within the RTI protocols to create an action plan that coordinates an appropriate combination of interventions and consequences. The following techniques may be utilized:

- individual behavior plans
- conflict resolution
- functional behavior assessment
- conferencing with students
- referral to outside services
- referral to counseling
- further family contact and discussions
- child study

Level III and IV behaviors necessitate supervisor and family involvement. All discipline issues of Level III and IV should be referred to The Dean of Student Support. If the Dean is not available, the Executive Director can be used as proxies. In the case of Level III or IV behavior, procedure is as follows:

- Student exhibits Level III or IV behavior.
- Student is sent with Request for Disciplinary Action form to supervisor.
- Supervisor addresses issue with student, investigates further if necessary, and executes logical consequence.
- Supervisor calls home to inform family of consequence.
- If consequence is in-school or out-of-school suspension teacher must gather work for the required number of days on that afternoon.
- Student will remain with supervisor for a given amount of time long enough for student to calm down and then be returned to class (unless the incident is deemed so extreme that return to class is unwarranted)

### *Rights and Due Process Procedures*

With respect to disciplinary matters, all students have the right to:

1. An orderly and clean school environment
2. Personal safety
3. Protection of personal property
4. An atmosphere in which learning can take place
5. An atmosphere that promotes emotional security
6. Due process
7. Be informed of all school rules

8. Fair, appropriate, consistent and timely enforcement of rules
9. Communication and cooperation between home and school
10. School personnel who act and make decisions using their best professional judgment and based on each student's best interests.

Furthermore, all students are entitled to due process for all disciplinary actions. In all disciplinary matters, students will be given notice and an explanation of why the action is being taken, and will have the opportunity to present their version of the facts and circumstances to the staff member imposing discipline. In any situation that requires a referral to the Executive Director, the child's family will be notified of the incident. Any punitive measures will always be accompanied by mediation or discussion of the infraction, with an emphasis on increasing the child's understanding of their actions and why he or she is being punished. In addition, if a child's disciplinary patterns persist, significant effort will be made to determine any underlying causes of the problem, and to address those causes. This process will be undertaken by the Director of Curriculum and Instruction and the child's classroom teacher.

Students also have the right to freedom from unreasonable search and seizure. However the school has the responsibility to maintain a safe educational environment free from drugs, alcohol and weapons, and other contraband materials. The school has the right to search student's persons', book bags and other property with reasonable cause or reasonable suspicion that the property contains weapons, illegal drugs or other substances, or stolen property, without the students' or parents' consent or presence.

## Attachment 5A: Charter School Trustee Background Information

Dr. Sandra Dupree*SCHOOL TRUSTEE BACKGROUND INFORMATION*Name: Sandra J. DuPree, Ed.D.  
(Include preferred honorific.)Daytime Telephone: [REDACTED]Home Mailing Address: [REDACTED]Personal E-Mail/Fax: [REDACTED]Business Address: [REDACTED]Business E-Mail/Fax: [REDACTED]Charter School Name: Community First Academy Charter SchoolCharter School Address: To be determined

To which charter school board position and/or office are you asking to be appointed? (e.g., parent representative, vice-president, Finance subcommittee, 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 would be charged with overseeing the education of all students enrolled in the school, as well as the expenditure of public monies directed to the charter school.

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

**Background**

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 indicate how you became aware of the charter school and the opportunity to serve as a member of its board. *Colleague and neighbor in District 35.*
4. Please explain why you wish to serve on the board. *I wish to provide guidance in education and school leadership to new schools that will positively impact the community.*
5. 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):  
 - *Currently serve as Board Chair of Community First Services, Inc.*  
 - *Founding Member of Fahari Academy Charter School*
6. 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 six may also include any relevant written information that you wish to be considered in support of your application, including, but not limited to: certificates of conviction; any parole and/or probation documentation; any certificates, including any certificate of relief from disabilities; any proof of counseling and/or rehabilitation; any documentation attesting to your good conduct or your good character; and any letters of support from friends, family, co-workers, employers, etc.
7. Please indicate if you currently have any criminal charge(s) pending against you in state or federal court in any jurisdiction.  
 X  This does not apply to me.  Yes.  
 If the answer to this question is yes, please provide an explanation.

#### **Conflict of Interest**

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

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

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

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

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:

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

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:

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

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:

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

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:

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

Yes:

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

X  None.  Yes:

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

*I would have a conversation with that board member about the potential personal conflict and interest as well as the Board Chair. If necessary, I would report such conflict accordingly.*

#### **Educational Philosophy**

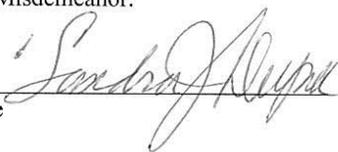
17. Please explain your understanding of the charter school's mission and/or philosophy.  
*Community First Academy Charter School's mission is to provide students a quality educational experience that will propel them to become lifelong-learners. Ultimately, Community First Academy strives to develop leaders and citizens of service in an effort to create positive communities.*
18. Please explain your understanding of the educational program of the charter school.  
*Community First Academy will offer a program that will support all learning styles, attitudes and abilities. Through differentiated instruction, CFACS will challenge students academically to achieve great heights and depth in learning.*
19. Please indicate what you believe to be the characteristics of a successful charter school. In particular, please provide the specific steps you think the board of the charter school will need to take to ensure that this charter school is and remains successful.  
*Academic achievement, parent satisfaction, fiscal responsible and student and teacher retention are a few characteristics of a successful charter school.*

#### **Other**

20. Please explain your understanding of the appropriate role of a public charter school board member.  
*The role of the public charter school board member is to support the school community, leadership and programming through fundraising as community collaborations. Additionally, the board works collaboratively to develop strategic plans to support school growth as well as set high expectations for student performance. Fiscal oversight.*
21. Please affirm that you have read and understand the charter school application, the charter school board's by-laws and all proposed policies.  
*I affirm that you have read and understand the charter school application, the charter school board's by-laws and all proposed policies.*
22. Please provide any other information that you feel is pertinent to the Department's review.

**STATEMENT OF ASSURANCE**

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

Signature 

Date 7/16/2012

**Sandra J. DuPree, Ed.D.****EDUCATION**

Doctorate of Education  
Howard University, 2007  
Educational Administration and Policy

Masters of Science  
Trinity College, 1998  
Administration & Supervision

Bachelors of Arts  
Howard University, 1994  
Elementary Education

**PROFESSIONAL EXPERIENCE*****Executive Director***

Hyde Leadership Charter School-Brooklyn  
Brooklyn, NY

2010 – Present

Works closely with the Board of Trustees to ensure success and compliance of the authorized charter. Oversee school-wide long and short-term planning to address student needs as well as day-to-day and long term operating and management decisions.

- Serve as the contact person for parents, and act as Hyde Leadership Charter School-Brooklyn's main spokesperson.
- Prepares and oversees the budget, in consultation with the Director of Finance and Operations.
- Prepare and implement Development Plan, oversee grant writing and funder relationships.
- Prepares and oversees the budget, in consultation with the Director of Finance and Operations.
- Prepare and implement Development Plan, oversee grant writing and funder relationships.
- Ensure the proper use of student data to drive and improve instruction and to ensure that all students are being treated equitably, regardless of race, national origin, gender or disability status.

***Director of Academic Development,***

Hyde Foundation,  
New York, NY

2008 - 2010

Work closely with the public school executive team to establish standard academic curriculum and expectations for Hyde public schools and those schools with whom Hyde contracts. Other responsibilities include:

- Develop and deliver system of accountability for schools and contracted schools
- Deliver training to Hyde Schools.
- Oversee the integration of the practices from the CiC project into all Hyde public schools.
- Oversight for all communication and reporting with DOE liaison.

- Oversee the development of K-12 NY standards aligned character-infused, web-based academic curriculum.

**Associate Adjunct Professor**

2009 – 2010

*Hunter College, NY, NY*

Introduce masters level pre-service candidates to the world of urban education and to their roles as quality teachers in Introduction to Effective Teaching Methods. Equip teacher candidates with a range of instructional approaches that they will use to design, modify and implement instruction. Other responsibilities include:

- Acquaints teacher candidates to the basic practices
- Create, update and revise learning objectives, written exams, and student evaluation method.
- Coordinate and facilitate Blackboard learning
- Evaluation of student learning and progress
- Coordinate school visits and observations

**Adjunct Assistant Professor**

2008 – 2008

*LaGuardia Community College, Queens, NY*

Design course syllabus, outlines, lessons, and course documents for undergraduate level students in Foundations of American Education. Deliver subject related lectures with real-world issues and topics related to teacher preparation/readiness. Other responsibilities include:

- Evaluation of student learning and progress
- Monitor and maintain the record-keeping systems
- Create, update and revise learning objectives, written exams, and student evaluation methods
- Coordinate academic support services and guest lecturers

**Director of Program Quality**

2007 – 2008

*The After-School Corporation (TASC), New York, NY*

Developed and monitored efforts to improve quality of TASC-model sites. Oversaw training and after-school programs for TASC funded and affiliated New York City school sites; Managed a team of program managers and assistants within the program quality department. Other responsibilities included:

- Provided training and guidance to ensure consistent, high quality programs
- Conducted site visits and program evaluations
- Oversaw managers and program coordinators to ensure high quality programming.
- Established standards of quality in content areas
- Created and manage program budgets, grant and donations

**Director of Admissions Training & Quality Assurance**

2007 - 2007

*New Leaders for New Schools, New York, NY*

Served on the national team to develop standards for admissions; Conducted observations across 7 program cities to ensure quality and consistency; Developed admissions training documents, tools and templates. Other responsibilities included:

- Coordinated and facilitated admissions training and norming sessions
- Review applications for admission
- Interviewed potential candidates to determine program readiness
- Maintained and tracked city specific interview and matriculation data

**Founding Director of Elementary School, (K-5)**

2001 – 2006

*Hyde Leadership Charter School -Washington, D.C.*

Founding administrative and instructional school leader; Supervised and evaluated 25 staff members; Created a culture and climate that supported student development and academic growth; Maintained building discipline and character development programs. Other responsibilities included:

- Planned and facilitated training
- Analyzed and interpreted performance data
- Established community partnerships and secured funding
- Managed student information database
- Budget management and projections

***Teacher/Technology Coordinator***

2000 – 2001

*John A. Reisenbach Charter School - New York, NY*

Provided daily instruction across all content areas; Assessed and monitored student progress; Supervised and mentored resident teachers. Other responsibilities included:

- Facilitated technology-based training and development
- Installed and monitored instructional software
- Designed software tracking system

***Adjunct Lecturer***

1996 - 2000

*University of the District of Columbia - Washington, D.C*

Provided remedial mathematics and English instruction; Created course outlines and syllabi; Served as faculty liaison for student advisory council. Other responsibilities include:

- Prepared course assessments and evaluations
- Served as student advisor and mentor
- Maintained student grade reports

***General Education Teacher/Reading Trainer***

1998 – 2000

*Edison Schools, Inc.,*

*Washington, D.C.*

Provided daily instruction across all content areas; Managed teaching team; Assessed and monitored student progress; Supervised and mentored resident teachers. Other responsibilities included:

- Conducted weekly meetings to set standards and measure growth
- Established performance evaluation systems
- Facilitated off-site professional development to support reform initiatives

***General Education Teacher***

1996 – 1998

*Adelphi Elementary School*

*Prince George's County, Maryland*

Instructed and monitored academic progress of primary level students; Led teaching team; Assessed and monitored student progress; Supervised and mentored resident teachers; maintained a safe and favorable learning environment.

***General Education Teacher***

1994 – 1996

*Anita J. Turner Elementary School*

*Washington, D.C.*

Planned and developed developmentally appropriate instruction; Instructed and monitored academic progress of primary level students; maintained a safe and conducive learning environment.

**PRESENTATIONS**

*Head of School-Practical Leadership and Management Best Practices*  
New York City Charter School Center (2012)

*After-school: The Perfect Time for Science.*  
National After-School Association Conference (2008)

*Principal's Panel*  
Hyde Leadership Public Charter School Principal's Institute (2007)

**PROFESSIONAL ORGANIZATIONS**

- ~ Association for Supervision and Curriculum Development (*ASCD*)
- ~ National Association of Elementary School Principals (*NAESP*)
- ~ National Alliance of Black School Educators (*NABSE*)
- ~ National After-School Association (NAA)

**REFERENCES FURNISHED UPON REQUEST**

**Mr. Jack Foster**

*SCHOOL TRUSTEE BACKGROUND INFORMATION*

Name: JACK H FOSTER, JR  
 (Include preferred honorific.)

Daytime Telephone: [REDACTED]

Home Mailing Address: [REDACTED]  
[REDACTED]

Personal E-Mail/Fax: [REDACTED]

Business Address: [REDACTED]  
[REDACTED]

Business E-Mail/Fax: [REDACTED]

Charter School Name: Community First Academy Charter School -Brooklyn

Charter School Address: TBD

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

BOARD CHAIR

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

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

**Background**

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 indicate how you became aware of the charter school and the opportunity to serve as a member of its board. **Through its founder, Jack Brown, III.**
4. Please explain why you wish to serve on the board. **I have been an ongoing supporter of strong education for NYC's children**
5. 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 served on the board of FLI Charter School and currently consult the Hyde-BK Charter School.**
6. 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 six may also include any relevant written information that you wish to be considered in support of your application, including, but not limited to: certificates of conviction; any parole and/or probation documentation; any certificates, including any certificate of relief from disabilities; any proof of counseling and/or rehabilitation; any documentation attesting to your good conduct or your good character; and any letters of support from friends, family, co-workers, employers, etc.
7. Please indicate if you currently have any criminal charge(s) pending against you in state or federal court in any jurisdiction.  
**This does not apply to me.** Yes.  
If the answer to this question is yes, please provide an explanation.

**Conflict of Interest**

8. Please indicate whether you, your spouse, or other family member knows any of the other prospective or current board members.  
I / we do not know any such persons. **Yes.**  
If your answer is yes, please indicate the precise nature of your relationship here: **I know another Board Member prospect, Rebecca Chatteram, as she works for Hyde-BK that I currently consult.**
9. Please indicate whether you, your spouse, or other family member knows any person who is a prospective or current charter school employee.  
**I / we do not know any such persons.** Yes.  
If yes, please indicate the precise nature of your relationship here:
10. Please indicate if you, your spouse, or other family member or any corporation, business or other entity in which you, your spouse or other family member serve as an employee, officer, or director or own a controlling interest in, contracts or does business with, or plans to contract or do business with, the charter school, including but not limited to, the lease of real or personal property to the charter school.  
**No.** 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:
11. If the charter school is partnered with an educational service provider (a management company, whether for-profit or not-for-profit), please indicate whether you, your spouse, or any family member knows any employees, officers, owners, directors or agents of that provider. If your answer is in the affirmative, please describe any such relationship.  
Not applicable because the School does not/will not contract with a management company or charter management organization.  
**I / we do not know any such persons.** Yes:
12. If the charter school is partnered with an educational service provider, please indicate whether you, your spouse or other family member has a direct or indirect ownership, employment, contractual or management interest in the provider. For any interest indicated, please provide a detailed description.  
Not applicable because the School does not/will not contract with a management company or charter management organization.  
**I / we have no such interest.** Yes:
13. If the charter school is partnered with an educational services provider, please indicate if you, your spouse or other family member anticipates conducting, or is conducting, any business with the provider. If so, please indicate the precise nature of the business that is being or will be conducted.

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

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

14. Please indicate whether you, your spouse or other family member is a director, officer, employee, partner or member of, or is otherwise associated with, any organization which filed an application in conjunction with the charter school, i.e., is partnered with the charter school. To the extent you have provided this information in response to items 9-12, you may so indicate. **This does not apply to me, my spouse or other family members.**  
Yes:
15. Please indicate the potential ethical or legal conflicts of interests (if any) that would, or are likely to, exist should you be approved for service on the charter school's board.  
**None.** Yes:
16. Please explain how you would handle a situation in which you believe one or more members of the charter school's board are involved in working for their own benefit, or the benefit of their friends and family. **I would consult the DOE Accountability Handbook for charter schools and/or the DOE authorizer representative and follow the guidance and procedures provided.**

#### Educational Philosophy

17. Please explain your understanding of the charter school's mission and/or philosophy.  
**Community First Academy Charter School's mission is to provide students a quality educational experience that will propel them to become life long-learners, leaders, and community builders.**
18. Please explain your understanding of the educational program of the charter school.  
**The program will support various students' learning styles, attitudes and abilities through differentiated instruction.**
19. Please indicate what you believe to be the characteristics of a successful charter school. In particular, please provide the specific steps you think the board of the charter school will need to take to ensure that this charter school is and remains successful.  
**For CFAF to become and remain successful, it must first achieve academic success with the help of parent involvement, staff/faculty retention, and student satisfaction.**

**Other**

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

**To support the school community, leadership and programming. Additionally, support CFAC's fundraising and community outreach**

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

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

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

**N/A**

STATEMENT OF ASSURANCE

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

Jack H. Foster, Jr.

Signature

July 14, 2012

Date

**Jack H. Foster, Jr.**

<b>EXPERIENCE</b>	<p><b>CAPITAL DYNAMICS, INC</b>  <i>Business Development, Vice President</i>                  New York, New York</p> <ul style="list-style-type: none"> <li>• Introduce North American investors, including corporate pension, ERISA plans, foundations and endowments to compelling strategies in private assets</li> <li>• Market attractive investment opportunities in US Solar, Global Clean Energy &amp; Infrastructure, and private equity with a focus on mid-market buyout across geographies, including the US, Europe, and Asia</li> <li>• Address clients' plan objectives, allocation targets, and risk management needs through fund of funds, direct and co-investments, secondaries, separate account solutions, and structured private equity products</li> </ul>
2011 – Present	
2007 – 2011	<p><b>CANTOR FITZGERALD &amp; CO - CASTLEOAK SECURITIES</b>  <i>Investment Banking Director, Corporate Finance</i>                  New York, New York</p> <ul style="list-style-type: none"> <li>• Introduced investors to distressed debt, private equity, real estate, and CMBS strategies for mandates with Colony Realty Partners, Aurora Capital Group, Angelo Gordon &amp; Co, and Cantor Fitzgerald/CIM</li> <li>• Structured terms of US Treasury Public Private Investment Program (“PPIP”) partnership with Angelo, Gordon and GE Real Estate to market the alternative investment to public and corporate pension clients</li> <li>• Solicited institutional clients (corporate/public pensions, fund of funds) interest in several strategies, generating over \$350MM of commitments in \$1.2BN PPIP, \$700MM CCRE, and \$600MM Asia Real Estate funds</li> <li>• Participated in raising \$24.6BN in capital market deals produced from existing and new client relationships</li> <li>• Developed and marketed credit alliance proposal to corporate clients and lending institutions that culminated in an invitation into a \$10BN credit facility renewal syndicate for a large Fortune 500 retailer</li> </ul>
2004 – 2006	<p><b>BLAYLOCK &amp; COMPANY</b>  <i>Investment Banking Vice President, Corporate Finance / M&amp;A, General Industries</i>                  New York, New York</p> <ul style="list-style-type: none"> <li>• Lead-managed execution of CIT's \$500MM and GECC's \$750MM fixed rate debt offerings</li> <li>• Administered order book building, allocations, and pricing deals for debt capital market syndicate desk</li> <li>• Prepared feasibility analysis, promotions, and interest margin profitability for small cap industrial firms</li> <li>• Implemented profitability proposal for re-manufacturing client that resulted in 100% increase in EBITDA</li> <li>• Engaged several new clients in advisory services that included profitability, expansion, and M&amp;A analysis</li> </ul>
2001 - 2002	<p><b>J.P. MORGAN SECURITIES</b>  <i>Investment Banking Associate, Diversified Industrials / Transportation</i>                  New York, New York</p> <ul style="list-style-type: none"> <li>• Lead underwriter for \$900MM investment grade bond issuance as part of a \$1.5BN bridge take-out facility provided, which included securing internal credit approval and performing financial modeling</li> <li>• Forecasted divestiture scenarios and analyzed accretion/dilution, premiums, and impact on credit ratings</li> <li>• Advised Alliant Techsystems on its adoption of a share purchase rights plan and a 3-for-2 stock split</li> </ul>
1996 - 1999	<p><b>SONY MUSIC ENTERTAINMENT - DEF JAM RECORDINGS</b>  <i>Manager of Financial Planning &amp; Analysis</i>                  New York, New York</p> <ul style="list-style-type: none"> <li>• Enhanced models to forecast sales, royalties, budgets, and joint ventures deals for Columbia Records</li> <li>• Supervised Analyst's evaluation of third-party deals, venture arrangements and P&amp;L estimates</li> <li>• Synchronized financial data across five functional areas including marketing and distribution</li> </ul>
1994 - 1996	<p><b>COOPERS &amp; LYBRAND LLP</b>  <i>Corporate Finance Associate</i>                  New York, New York</p> <ul style="list-style-type: none"> <li>• Determined valuation of media and various entities, including News Corp. and New York Sports Club</li> <li>• Generated valuation of a pharmaceutical firm that reduced the liability of client by 10%</li> </ul>
<b>EDUCATION</b>	
1999 - 2001	<p><b>COLUMBIA BUSINESS SCHOOL</b>  <i>MBA, Finance / Media</i>                  New York, New York</p> <ul style="list-style-type: none"> <li>• Robert A. Toigo Fellow and Bristol-Meyers Squibb Fellowship Recipient, 1999</li> <li>• HEC School of Management (ISA) Exchange Program, Paris France, Fall 2000</li> </ul>
1990 - 1994	<p><b>FLORIDA A&amp;M UNIVERSITY</b>  <i>Bachelor of Science, Accounting, cum laude</i>                  Tallahassee, Florida</p> <ul style="list-style-type: none"> <li>• Alpha Phi Alpha Fraternity, Inc. - Treasurer and Delegate, 1992-1994</li> </ul>
<b>ADDITIONAL</b>	<p><b>CERTIFICATIONS, SERVICE, &amp; INTERESTS</b></p> <ul style="list-style-type: none"> <li>• Series 7, 63 and 79 certifications, Climbed to Uhuru Peak Mt. Kilimanjaro; enjoy cinema and electronics</li> <li>• Robert A. Toigo Foundation – New York Regional Vice President 2010-2012</li> </ul>

**Rebecca Chatteram***SCHOOL TRUSTEE BACKGROUND INFORMATION*

Name: Rebecca Chatteram  
 (Include preferred honorific.)

Daytime Telephone: [REDACTED]

Home Mailing Address: [REDACTED]

Personal E-Mail/Fax: [REDACTED]

Business Address: [REDACTED]

Business E-Mail/Fax: [REDACTED]

Charter School Name: Community First Academy Charter School

Charter School Address: 330 Alabama Avenue, Brooklyn NY 11207

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

Secretary to Community First Academy Charter School

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

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

**Background**

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 indicate how you became aware of the charter school and the opportunity to serve as a member of its board.  
I was referred through a co-worker, Dr. Sandra J. DuPree. I've been employed by Hyde-Brooklyn for over a year and half and have the interest and availability to serve as secretary on the board.
4. Please explain why you wish to serve on the board.  
Serving as secretary on the board would be a pleasure on my behalf. I've gained this interest in the activities of a school through my experience in working in the Hyde-Brooklyn Charter School community.
5. 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):
6. 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 six may also include any relevant written information that you wish to be considered in support of your application, including, but not limited to: certificates of conviction; any parole and/or probation documentation; any certificates, including any certificate of relief from disabilities; any proof of counseling and/or rehabilitation; any documentation attesting to your good conduct or your good character; and any letters of support from friends, family, co-workers, employers, etc.
7. Please indicate if you currently have any criminal charge(s) pending against you in state or federal court in any jurisdiction.  
 This does not apply to me.  Yes.  
If the answer to this question is yes, please provide an explanation.

**Conflict of Interest**

8. Please indicate whether you, your spouse, or other family member knows any of the other prospective or current board members.  
 I / we do not know any such persons.  Yes.  
 If your answer is yes, please indicate the precise nature of your relationship here:
9. Please indicate whether you, your spouse, or other family member knows any person who is a prospective or current charter school employee.  
 I / we do not know any such persons.  Yes.  
 If yes, please indicate the precise nature of your relationship here: I am currently the Director of Operations/Business Mgr. for Hyde Leadership Charter School-Brooklyn
10. Please indicate if you, your spouse, or other family member or any corporation, business or other entity in which you, your spouse or other family member serve as an employee, officer, or director or own a controlling interest in, contracts or does business with, or plans to contract or do business with, the charter school, including but not limited to, the lease of real or personal property to the charter school.  
 No.  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:
11. If the charter school is partnered with an educational service provider (a management company, whether for-profit or not-for-profit), please indicate whether you, your spouse, or any family member knows any employees, officers, owners, directors or agents of that provider. If your answer is in the affirmative, please describe any such relationship.  
 Not applicable because the School does not/will not contract with a management company or charter management organization.  
 I / we do not know any such persons.  Yes:
12. If the charter school is partnered with an educational service provider, please indicate whether you, your spouse or other family member has a direct or indirect ownership, employment, contractual or management interest in the provider. For any interest indicated, please provide a detailed description.  
 Not applicable because the School does not/will not contract with a management company or charter management organization.  
 I / we have no such interest.  Yes:
13. If the charter school is partnered with an educational services provider, please indicate if you, your spouse or other family member anticipates conducting, or is conducting, any business with the provider. If so, please indicate the precise nature of the business that is being or will be conducted.  
 Not applicable because the School does not/will not contract with a management company or charter management organization.  
 I / we do not anticipate conducting any such business.  Yes:
14. Please indicate whether you, your spouse or other family member is a director, officer,

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

15. Please indicate the potential ethical or legal conflicts of interests (if any) that would, or are likely to, exist should you be approved for service on the charter school's board.  
 None.  Yes:
16. Please explain how you would handle a situation in which you believe one or more members of the charter school's board are involved in working for their own benefit, or the benefit of their friends and family.  
 In the event that a situation comes up of misconduct, I would speak to that person directly to verify the truth then bring it to the board to handle accordingly.

### **Educational Philosophy**

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

The mission Community First Academy Charter School is to develop young people to become community leaders and socially responsible.

18. Please explain your understanding of the educational program of the charter school.  
 Community First Academy Charter School believes in setting high academic standards for students regardless of background. The school is committed to providing plethora of resources to support student learning and academic growth.
19. Please indicate what you believe to be the characteristics of a successful charter school. In particular, please provide the specific steps you think the board of the charter school will need to take to ensure that this charter school is and remains successful.  
A successful school needs to be properly informed as well have a strong communication skills. Keeping aware of the needs of the school as well as taking action is important. Being part of the board should be looked upon as a priority not an obligation. Board members should actively visit and see the demands of the school first hand.

### **Other**

20. Please explain your understanding of the appropriate role of a public charter school board member.  
I understand the role of the secretary of the board is to attend board meetings regularly, take minutes and notes of meetings/matters to be discussed and properly and effectively assist in making the board stronger and affective to meet the demands of the school.
21. Please affirm that you have read and understand the charter school application, the charter school board's by-laws and all proposed policies.

I have read and understand the by-laws and proposed policies set forth in the school board's by-laws.

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

**STATEMENT OF ASSURANCE**

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

*Rebecca Chatteram*

\_\_\_\_\_  
Signature

July 23, 2012

\_\_\_\_\_  
Date

## REBECCA CHATTERAM

**PROFESSIONAL EXPERIENCE****Hyde Leadership Charter School-Brooklyn, Brooklyn, NY****Director of Operations/ Business Manager**

October 2010- Present

- Manage and process quotes and purchase requests for furniture, equipment, supplies including accurate financial record keeping and submission for data entry and assisting Director of Finance with financial reports
- Liaise with head of custodial regarding facility needs
- Communicate with school foods manager regarding quarterly costs, accounting and audit of records
- Assist Executive Director with process of new hire records
- Track and follow up regarding employee benefits
- Assist networking office to ensure compliance with state, federal, and local employment and fiscal policies
- Actively serve on school's leadership team

**Cantor Fitzgerald/CastleOak Securities L.P., New York, NY****Executive Assistant to Operations Dept.**

August 2009- Present

- Provide general administrative assistance to CFO, Chief of Compliance and Head Trader
- Schedule and coordinate extensive travel
- Work along with compliance officer to draft and execute NDA's and correspondences
- Prepared RFI's and followed up requisitions
- Assist in the preparation of marketing materials for firm
- Schedule and coordinate travel, itineraries, presentations, locations and expenditures for conferences and meetings locally and domestically
- Assist in the drafting and packaging new hire offer letter and packages upon hiring
- Completed compliance review of new hires including background check and new hire set up of benefits
- Supervised and coordinated projects for interns
- Work along with top tier clients on a daily basis with day to day reporting
- Assisted the partners in creating spreadsheets, databases, reports and internal/external relations
- Prepare and process expense reports, check request, time sheets, and track expenditures

**Diligence LLC, New York, NY****Executive Assistant/Office Manager**

May 2008- March 2009

- Scheduled and keep track of conference rooms
- Monthly budgeting for administrative supplies/Financial forecasting
- Prepared and edited correspondence and create PowerPoint Presentations
- Handled everyday billable time, expenditures and expense reports
- Responsible for paying all supply invoices and managing firms inventory as well as to liaise with vendors
- Depended upon to coordinate all office holiday events and Director's meetings
- Processed payroll time and liaise with payroll manager
- Billing and reconciliations
- Maintained and control of inventory
- Prepared and processed accounts receivables
- Kept records of new hires and termination of employees
- Organized employee benefits package (vacation/sick/personal days, including medical, dental and vision)
- Forecasting for Human Resource and Administrative departments
- Answered heavy incoming phone calls
- Coordinated international and domestic travel arrangements, including visas, flights and car service
- Created and distribute weekly updates

- Responsible for company's confidential records
- Coordinated reorganization of office space and set up
- Distributed incoming and outgoing mail

**Fleishman-Hillard, Inc/CPR Worldwide USA (Omnicom), New York, NY**

Sept. 2005- May 2008

**Executive Assistant to President of CPR Worldwide**

- Screening and background checks for candidates considered to be hired
- Created and listed job descriptions and budget with department for payroll of new hires
- Organized employee benefits package (vacation/sick/personal days, including medical, dental and vision)
- Process orders and distribute TransitChecks
- Budgeting and forecasting for Human Resource/Payroll departments
- Made international and domestic travel arrangements, including flights, hotels and cars as needed
- Managed complex calendars for President and Vice President of the firm
- Created and proof-read correspondence as well as PowerPoint presentations for New Business
- Set up conference rooms and ordered meals for client meeting as well as conference events
- Liaised with vendors on weekly basis. Processed invoices and managed inventory supplies
- Maintained vacation and illness calendars
- Financial forecasting for Administrative department
- Distribution of incoming and outgoing mail
- Prepared and processed expense reports using Excel
- Entered time to be billed to clients on daily basis
- Coordinated with IT to manage computer maintenance
- Ordered office supplies and manage inventory

**Assistant/Receptionist to Fleishman Hillard, Inc**

- Answered high volumes of incoming calls
- Kept accurate calendar schedules for conference rooms
- Supported assistants with typing and expense reports
- Assisted with monthly staff meeting planning
- Meet and greeted clients upon arrival
- Made car arrangements for staff and clients

**Abrams, Fensterman, Fensterman, Flowers, Greenberg, Eisman, LLC, Garden City, NY**

Sept. 2004- June 2005

**Office Clerk/Receptionist**

- Data entry using Time Matters
- Filed legal documents, keeping accurate records
- Copied and bind legal documents
- Assisted secretaries and paralegals with typing and errands, including proof-reading
- Answered high volumes of incoming phone calls

**EDUCATION**

**Touro College, New York, NY**

Jan. 2006- June 2010

Bachelor of Science in Business Administration/ Management

**Baruch College, New York, NY**

Jan. 2005- May 2006

**SKILLS**

- Proficiency in Office Suites, QuickBooks Pro, PeopleSoft, Deltek, Time Matters and Fund EZ
- Trained in Human Resource protocols and client etiquett
- Excellent communication skills both oral and written

**REFERENCES AVAILABLE UPON REQUEST**

**Tonya Leslie*****SCHOOL TRUSTEE BACKGROUND INFORMATION***

**Name:** TONYA LESLIE  
(Include preferred honorific.)

**Daytime Telephone:** [REDACTED]

**Home Mailing Address:** [REDACTED]

**Personal E-Mail/Fax:** [REDACTED]

**Business Address:** N/A

**Business E-Mail/Fax:** N/A

**Charter School Name:** COMMUNITY FIRST ACADEMY

**Charter School Address:** To be determined

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

*Co-chair*

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

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

**Background**

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 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 OPPORTUNITY TO SERVE ON THE BOARD THROUGH DISCUSSIONS WITH THE CHAIR OF THE BOARD.
4. Please explain why you wish to serve on the board. AS AN EDUCATOR AND SCHOLAR I FOCUS ON HOW LITERACY CAN FACILITATE THE DEVELOPMENT OF ACADEMIC RESILIENCE. I AM INTERESTED TO SEE THIS IN PRACTICE.
5. 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):
6. 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 six may also include any relevant written information that you wish to be considered in support of your application, including, but not limited to: certificates of conviction; any parole and/or probation documentation; any certificates, including any certificate of relief from disabilities; any proof of counseling and/or rehabilitation; any documentation attesting to your good conduct or your good character; and any letters of support from friends, family, co-workers, employers, etc.
7. Please indicate if you currently have any criminal charge(s) pending against you in state or federal court in any jurisdiction.  
 This does not apply to me.  Yes.  
 If the answer to this question is yes, please provide an explanation.

#### **Conflict of Interest**

8. Please indicate whether you, your spouse, or other family member knows any of the other prospective or current board members.  
 I / we do not know any such persons.  Yes.  
 If your answer is yes, please indicate the precise nature of your relationship here:  
 I AM ASSOCIATES OF JACK BROWN AND SANDRA DUPREE. I KNOW THEM THROUGH MY COMMUNITY.

9. Please indicate whether you, your spouse, or other family member knows any person who is a prospective or current charter school employee.  
 I / we do not know any such persons.  Yes.  
 If yes, please indicate the precise nature of your relationship here:
10. Please indicate if you, your spouse, or other family member or any corporation, business or other entity in which you, your spouse or other family member serve as an employee, officer, or director or own a controlling interest in, contracts or does business with, or plans to contract or do business with, the charter school, including but not limited to, the lease of real or personal property to the charter school.  
 No.  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:
11. If the charter school is partnered with an educational service provider (a management company, whether for-profit or not-for-profit), please indicate whether you, your spouse, or any family member knows any employees, officers, owners, directors or agents of that provider. If your answer is in the affirmative, please describe any such relationship.  
 Not applicable because the School does not/will not contract with a management company or charter management organization.  
 I / we do not know any such persons.  Yes:
12. If the charter school is partnered with an educational service provider, please indicate whether you, your spouse or other family member has a direct or indirect ownership, employment, contractual or management interest in the provider. For any interest indicated, please provide a detailed description.  
 Not applicable because the School does not/will not contract with a management company or charter management organization.  
 I / we have no such interest.  Yes:
13. If the charter school is partnered with an educational services provider, please indicate if you, your spouse or other family member anticipates conducting, or is conducting, any business with the provider. If so, please indicate the precise nature of the business that is being or will be conducted.  
 Not applicable because the School does not/will not contract with a management company or charter management organization.  
 I / we do not anticipate conducting any such business.  Yes:
14. Please indicate whether you, your spouse or other family member is a director, officer, employee, partner or member of, or is otherwise associated with, any organization which filed an application in conjunction with the charter school, i.e., is partnered with the charter school. To the extent you have provided this information in response to items 9-12, you may so indicate.  This does not apply to me, my spouse or other family members.  
 Yes:
15. Please indicate the potential ethical or legal conflicts of interests (if any) that would, or are likely to, exist should you be approved for service on the charter school's board.

None.  Yes:

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

I WOULD REPORT THIS BEHAVIOR TO THE APPROPRIATE AUTHORITIES.

#### **Educational Philosophy**

17. Please explain your understanding of the charter school's mission and/or philosophy.  
THIS SCHOOL'S MISSION IS TO DEVELOP HIGH ACADEMIC ACHIEVERS WHO WILL TRANSFORM COMMUNITIES AND POSITIVELY IMPACT COMMUNITES AND SOCIETY.

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

THE EDUCATIONAL PROGRAM IS ONE THAT HIGHTLIGHTS ACADEMIC RIGOR AND COMMUNITY DEVELOPMENT. COMMUNITY FIRST ACADEMY WILL EDUCATE STUDENTS TO BECOME SCHOLARS AS WELL AS LEADERS.

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

I THINK A SUCCESSFUL CHARTER SCHOOL IS A COMMUNITY CENTER WHERE BOTH PARENTS AND CHILDREN'S NEEDS ARE BEING MET TOWARD A COMMON GOAL OF EDUCATING CHILDREN AND STRENGTHENING THE COMMUNITY. BOARD MEMBERS SHOULD BE COMMITTED TO THIS GOAL AS WELL AS SHOULD USE THEIR RESOURCES TO ENSURE THAT PARTNERSHIPS THAT HELP TO MAINTAIN THAT GOAL ARE IN PLACE IN ORDER TO ENSURE ONGOING SUCCESS.

#### **Other**

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

I BELIEVE THAT A CHARTER SCHOOL BOARD MEMBER IS RESPONSIBLE FOR HELPING THE SCHOOL ACHIEVE ITS MISSION AND GOAL BY ENSURING THAT THE PROPER LEADERSHIP FACILITATES THAT PROCESS. THE CHARTER SCHOOL BOARD MEMBER IS ALSO RESPONSIBLE FOR REVIEWING DATA TO ENSURE THAT THE SCHOOL IS MEETING AND EXCEEDING ALL ACADEMIC BENCHMARKS

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

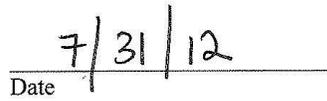
I HAVE READ AND UNDERTAND THE APPLICATION.

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

**STATEMENT OF ASSURANCE**

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

  
Signature

  
Date

**CURRICULUM VITAE****TONYA LESLIE****EDUCATION**

- Ph.D student, New York University, Teaching and Learning, Research focus: literacy and language use in urban classrooms, current
- MA, English Education, New York University, May 1999

**PRESENTATIONS***International and National Conferences*

- 2011 *Shaping a Discourse: A Historical Look at Children's Literature*, Athens Institute for Education and Research, Athens, Greece
- 2011 *Exploring the Achievement Gap in a Rural Community*  
Presented at the annual meeting of the American Educational Research Association, New Orleans, LA
- 2010 *The African American Presence in Early Historical Classroom Texts*, Presented at the biennial First World Diaspora Conference, New Paltz, NY
- 2005 *Teen Girls and Self Esteem in the US*, Presented at the annual Consortium of Philosophers, Havana Cuba
- 2005 *How Girls' Needs Should Shape Program Development*. Presented at the Ophelia Project Conference, Tampa, Florida

**FELLOWSHIPS**

- 2002 Fulbright Hayes Fellow, Bluefields, Nicaragua *The African Experience in the Americas*

**AWARDS**

- 2005 Gold Lamp Ed Press Award for Distinguished Marketing Material, *Teen Girls and Self Esteem Facilitator Toolkit*

**PROFESSIONAL EXPERIENCES****Instructor, Pratt Institute, Brooklyn, New York 2010- Current**

Teaches *Literacy and Language Acquisition in the Arts Classroom*. Introduces students to theoretical frameworks that introduce the power of literacy to enrich art lessons. Provides tools for students to develop a literacy-rich classroom.

Tonya Leslie

1

**Research Assistant, New York University Metropolitan Center for Urban Education 2009-current**

Support research and evaluation projects that focus on school improvement, disproportionality, literacy and language and other projects related to schools in urban areas. Engage in both quantitative and qualitative research designs. Write, design and facilitate professional development models for large school districts.

**Teaching Assistant, New York University Teaching and Learning, Fall 2010**

Facilitated student discussions with Dr. Pedro Noguera for doctoral seminar, *Research on Urban and Minority Education*. Additional responsibilities included syllabus creation, reading assignment, and guest speaker recruitment. Conducted supplemental research/writing lab section to support students on final class project.

**Director, Literacy Initiatives, Scholastic, Inc. NY, 2005 - 2009**

Senior sales executive managing all sales, marketing and operations related to the oldest and largest national literacy organization in the country with a targeted annual goal of \$20 million. Managed multi-channel sales efforts through key national accounts in large school districts i.e., Chicago Public School, Los Angeles Unified, Miami-Dade County and Dallas/Fort Worth. Conceptualized and directed marketing efforts for catalog and online sales and streamlined all messaging and creative assets. Managed the development of national and inter-departmental literacy campaigns utilizing Scholastic assets. Other responsibilities included: managing budgets, hiring contractors, developing content for online site, creating marketing campaigns, and managing the customer service staff and processes.

**Manager, Youth Development, Girl Scouts of the USA, New York, 2002-2005**

Produced resources, articles, web content and award-winning marketing materials in support of new national initiative, "STUDIO 2B", geared toward engaging teen voices. Developed and facilitated adult and teen training modules. Organized national youth events promoting girl-adult partnerships. Administered and monitored grants to local councils for program development. Partnered with other national self-esteem campaigns including Dove's *Campaign for Real Beauty* developing content for national distribution.

**Educational and Editorial Consultant, New York, 2001-2002**

Involved in all aspects of curriculum development for literacy materials. Focused on literacy training for teachers and the development of literacy resources for older struggling readers. Products included writing, editing, product development, and facilitating professional development for schools. Clients included: WNET Television, The New York Historical Society, The National Black Arts Festival, Essence Magazine, The Schomburg Center for Research and Black History.

Tonya Leslie

2

**David Allen***SCHOOL TRUSTEE BACKGROUND INFORMATION*

Name: David J. Allen  
 (Include preferred honorific.)

Daytime Telephone: [REDACTED]

Home Mailing Address: [REDACTED]

Personal E-Mail/Fax: [REDACTED]

Business Address: [REDACTED]

Business E-Mail/Fax: [REDACTED]

Charter School Name: Community First Academy Charter School

Charter School Address: 330 Alabama Avenue, Brooklyn NY 11207

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

Community First Academy Charter School

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

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

**Background**

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 indicate how you became aware of the charter school and the opportunity to serve as a member of its board.  
Networking with a member of the CFACS' board that is also involved with Community First Services, of which I am a board member.
4. Please explain why you wish to serve on the board.  
Serving as secretary on the board would be a pleasure on my behalf. I've gained this interest in the activities of a school through my experience in working in the Hyde-Brooklyn Charter School community.
5. Please indicate whether you have previously served or are currently serving on a board of a school district, a non-public school or any not-for-profit corporation (to the extent not otherwise indicated in your response to Item 1, above). In addition, please describe any other experience, knowledge or skills you feel is relevant to service on the charter school board.  This does not apply to me.  Yes. (Include description here): I have been a board member of Community First Services for five years. Community First Services is a not-for-profit organization.
6. 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 six may also include any relevant written information that you wish to be considered in support of your application, including, but not limited to: certificates of conviction; any parole and/or probation documentation; any certificates, including any certificate of relief from disabilities; any proof of counseling and/or rehabilitation; any documentation attesting to your good conduct or your good character; and any letters of support from friends, family, co-workers, employers, etc.
7. Please indicate if you currently have any criminal charge(s) pending against you in state or federal court in any jurisdiction.  
 This does not apply to me.  Yes.  
If the answer to this question is yes, please provide an explanation.  
**Conflict of Interest**
8. Please indicate whether you, your spouse, or other family member knows any of the other prospective or current board members.

- I / we do not know any such persons.  Yes. As indicated earlier, I am a Board member of Community First Services of which Sandra Dupree is also a member.

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

9. Please indicate whether you, your spouse, or other family member knows any person who is a prospective or current charter school employee.  
 I / we do not know any such persons.  Yes.  
 If yes, please indicate the precise nature of your relationship here: I am a Board member of Community First Services of which Sandra Dupree is a member.
10. Please indicate if you, your spouse, or other family member or any corporation, business or other entity in which you, your spouse or other family member serve as an employee, officer, or director or own a controlling interest in, contracts or does business with, or plans to contract or do business with, the charter school, including but not limited to, the lease of real or personal property to the charter school.  
 No.  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:
11. If the charter school is partnered with an educational service provider (a management company, whether for-profit or not-for-profit), please indicate whether you, your spouse, or any family member knows any employees, officers, owners, directors or agents of that provider. If your answer is in the affirmative, please describe any such relationship.  
 Not applicable because the School does not/will not contract with a management company or charter management organization.  
 I / we do not know any such persons.  Yes:
12. If the charter school is partnered with an educational service provider, please indicate whether you, your spouse or other family member has a direct or indirect ownership, employment, contractual or management interest in the provider. For any interest indicated, please provide a detailed description.  
 Not applicable because the School does not/will not contract with a management company or charter management organization.  
 I / we have no such interest.  Yes:
13. If the charter school is partnered with an educational services provider, please indicate if you, your spouse or other family member anticipates conducting, or is conducting, any business with the provider. If so, please indicate the precise nature of the business that is being or will be conducted.  
 Not applicable because the School does not/will not contract with a management company or charter management organization.  
 I / we do not anticipate conducting any such business.  Yes:
14. Please indicate whether you, your spouse or other family member is a director, officer, employee, partner or member of, or is otherwise associated with, any organization which filed an application in conjunction with the charter school, i.e., is partnered with the charter

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

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

If such a conflict of interest arises, I will request the Board membership be dissolved.

### **Educational Philosophy**

17. Please explain your understanding of the charter school's mission and/or philosophy.  
 To develop our future leaders in social services, leadership, and economic development.
18. Please explain your understanding of the educational program of the charter school.  
 Community First Academy Charter School believes in setting high academic standards for students regardless of background. The school is committed to providing plethora of resources to support student learning and academic growth.
- A rigorous academic curriculum aligned to common core emphasizing English Language development, mathematics and science.
19. Please indicate what you believe to be the characteristics of a successful charter school. In particular, please provide the specific steps you think the board of the charter school will need to take to ensure that this charter school is and remains successful.  
 A belief in creating a safer nurturing yet challenging learning community that supports academics, social and emotional competencies needed to prepare students.

### **Other**

20. Please explain your understanding of the appropriate role of a public charter school board member.  
 To actively promote the success of the charter school both financially and socially.
21. Please affirm that you have read and understand the charter school application, the charter school board's by-laws and all proposed policies.  
 I have read and understand the by-laws and proposed policies set forth in the school board's by-laws.
22. Please provide any other information that you feel is pertinent to the Department's review.

**STATEMENT OF ASSURANCE**

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

\_\_\_\_\_  
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\_\_\_\_\_  
Signature [Signature] Date 7/30/14  
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\_\_\_\_\_  
\_\_\_\_\_

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## David J. Allen

- Loss Mitigation
- Management
- Solution Developer
- Account Management
- Financial Regulations
- Evaluation Skills
- Business Development
- Market Knowledge
- Quick Responder

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### Professional Profile

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Results-oriented Financial Executive with over fifteen years of demonstrates success within business development, competitive market share expansion, account management, and strategic planning to meet organizational objectives. Highly skilled in developing and executing strategies that support business growth. Energetic and goal oriented with a genuine passion for retail banking and a well- rounded background in supporting a progressive organization in optimizing performance. Effectively manages multiple priorities with poise, and confidence, while performing under pressure in a fast-paced, rapid environment.

- Lead corporate marketing activities to strengthen the organizational brand and grow the business as a leading investor, developer, and advisor
- Able to align business objectives with services making recommendations and adjustments when necessary
- Supports significant business development efforts by creating proposals and presentations, infusing creative ideas and tactics into the pursuit process
- Proven ability to capitalize on market trends and impact the bottom-line through strategic planning and forecasting
- Communicates problems to customers and co-workers as soon as possible to maintain good working relationships
- Go-getter attitude with an ability to easily grasp new ideas, concepts, methods, techniques and experienced at providing a high level of customer service

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### Professional Experience

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**Sales Manager Vice President - Chase Bank, N.A.**

6/2004 – Present

*Significant Contributions:*

- Instrumental in revenue and income growth of 82% over a 13 month period, through organic growth and acquisition
- Increased cash flow by 8 million by consolidating credit analysis function, reducing outstanding receivables from 45 to 15 days and minimizing risk from marginal customers
- Highly skilled at creating sound banking solutions, developing high levels of market growth and facilitating effective financial management strategies
- Proven ability to effectively handle multi-task levels of management responsibility with minimal direction from supervisors while supervising personnel, providing team leadership, motivation, and development

**Senior Financial Services Representative - Metropolitan Life Insurance Company**

11/2001 – 6/2004

*Significant Contributions:*

- Consistently exceeded production goals for new life insurance policies and annuities
- Expanded, retained, and managed financial portfolios

- Met quarterly sales goals through mass mailing, cold calls and educational seminars
- Managed referrals for cultivating new customer relationships and established mutually beneficial relationships with key decision-makers

**Senior Client Services Representative - A.B. Watley Inc.**  
8/1998 – 11/2001

*Significant Contributions:*

- Developed and executed an effective business development plan
- Established, retained, and maintained online trading accounts, as well as trade reconciliation and margin maintenance

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**Education**

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Bachelor of Arts in Business Administration - State University of New York at Empire State College

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**License and Certifications**

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NMLS SAFE Act FINRA (NASD) Series 7 FINRA (NASD) Series 63  
New York State Life and Health Insurance License Exam

David Allen is results-oriented Financial Executive with over fifteen years of demonstrated success and has worked as a Stock Broker, Retail Banker, and Financial Advisor to name just a few.

within business development, competitive market share expansion, account management, and strategic planning to meet organizational objectives.

He is highly skilled in developing and executing strategies that support business growth. He is energetic and goal oriented with a genuine passion for retail banking and a well- rounded background in supporting a progressive organization in optimizing performance.

He effectively manages multiple priorities with poise, and confidence, while performing under pressure in a fast-paced, rapid environment. When not working, David loves to play soccer.

**Jack A. Brown, III****Jack A. Brown, III**

## Curriculum Vitae

**EXPERIENCE**

Community First Services, Inc. (CFS) 2005-Present  
Brooklyn, NY

*Chief Executive Officer/Founder*

Conceived, designed, developed, organized, and implemented a new 501(c)(3) community-based organization, whose mission is to interrupt the cycle of school failure-poverty-crime-incarceration that is not only epidemic, but is now impacting a third generation of minority/immigrant families. CFS provides Innovative, evidence-based, compassionate care to communities of color, with a special focus on individuals with forensic histories (and its concomitants: substance abuse, HIV/AIDS, mental illness and chronic medical illness) and their family members. Implement the mandates of the Board of Directors to develop and operate safe, affordable and efficient housing with support services; alternative-to-incarceration centers; workforce development initiatives; and behavioral health and wellness centers for the most vulnerable and disadvantaged populations locally, nationally, and eventually, internationally. Expand CFS' client base, which currently includes individuals living with HIV/AIDS, recently incarcerated youth and adults, chemically dependent youth and adults, and seriously mentally ill (SMI) individuals. Influence global and national policy initiatives for affordable housing and prison reform. Provide the leadership, innovation and technical proficiency required to positively impact the lives of our clients, the communities that host and support our mission, and the municipalities that have entrusted our agency to care for those temporarily unable to care for themselves.

Correctional Services Corporation (CSC) & 1992-2005  
subsidiary Youth Services International, Inc. (YSI)  
New York, NY

*Sr. Vice-President for Community Corrections and Treatment Services*

Developed, managed and directed the day-to-day operations of the company's community corrections facilities and outpatient treatment centers in New York, Texas and Florida. Managed over 300 personnel and the service delivery for over 2000 adult and at risk youth clients daily. Managed an annual operating budget of 75 million dollars. Trained new community corrections administrators and senior level personnel on the implementation of the client service delivery, contract compliance, American Corrections Association (ACA) and the Joint Commission on Accreditation of Healthcare Organizations (JCAHO) accreditation standards and facility budgeting. Developed and implemented corporate policies and procedures. Served as the corporate liaison between the contracting government agencies, community-based organizations and elected officials.

Correctional Services Corporations' 1992-2005  
 Brooklyn Community Corrections Center  
 in contract with the Federal Bureau of Prisons (BOP)  
 Brooklyn, NY

*Facility Administrator*

Managed the then largest (160-bed adult male and female) federally contracted community corrections center (halfway house) for offenders transitioning back into their respective communities within the eastern district of New York—Brooklyn, Queens, Staten Island and Long Island. Provided direct supervision to the programs manager, operations manager and facilities maintenance manager. Exceeded quality assurance and compliance standards set forth in the Federal Bureau of Prison's (BOP) *Community Corrections Center Statement of Work* and the American Corrections Association's *Residential Corrections Accreditation Standards*. Scored 100% compliance on every review. Developed and implemented the first Community Advisory Board made up of members of the communities hosting the community corrections centers to ensure the centers had no adverse impact on the community through operational transparency and community involvement. This concept turned policy and is now mandated by the BOP for all residential reentry center contractors. Managed an annual budget of 6 million dollars and supervised 50 personnel and 160 residents.

Correctional Services Corporations' 1992-2005  
 Malik Shabazz Family Empowerment Center  
 in contract with the NYS Department of Corrections  
 New York, NY

*Programs Manager*

A 180-bed adult male and female Residential Treatment Center for NYS Department of Corrections inmates transitioning back to communities in NYC. My responsibilities included the overall supervision of supportive services for all 180 residents transitioning to independency and self-sufficiency. Services included employment readiness and placement, substance and alcohol abuse treatment services, mental health treatment, medical services, family therapy counseling, case management, life skills workshops, housing placement and community resources referral services. Collected data for clinical research and assessment of the overall effectiveness of community corrections and alternative to incarceration programs. Supervised all members of clinical and programming team.

Correctional Services Corporations' 1992-2005  
 Le Marquis Community Corrections Center  
 in contract with the Federal Bureau of Prisons  
 New York, NY

*Employment Placement Specialist*

Developed the company's *Employability Assessment Tool*.

Conducted vocational training, interviewing technique workshops, resume writing, life/survival skills workshops, and employment assessments. Established over 1200 referrals for employment opportunities for inmates under strict accountability guidelines. Conducted job-site visits, random inmate contacts and employment supervision meetings.

UNITED STATES ARMY 1988-1992  
 U.S.A. and Abroad  
*Acting Company Commander*  
*1<sup>st</sup> Lieutenant—Executive Officer*  
*2<sup>nd</sup> Lieutenant—Platoon Leader*

Air Defense Artillery Officer—Gulf War Veteran; leader in operations of the PATRIOT Missile System and AVENGER System, expert in the tactics, techniques and procedures for the employment of air defense systems. Commanded and controlled Air Defense Artillery battery-sized units (200-300 Soldiers) in protecting U.S. forces from aerial attack, missile attack and enemy surveillance. Coordinated the Air Defense target engagement process in joint and multi-national operations. Coordinated employment of Air Defense Artillery Soldiers at all levels of command, from platoon to battalion and higher, in U.S. and multi-national operations. Secondary responsibilities included communications officer and transportation officer. Coordinated employment of Air Defense Artillery Soldiers at all levels of command, from company to division level and beyond, in U.S. and multi-national operations. Developed doctrine, organizations and equipment for unique Air Defense Artillery missions. Instructed Air Defense Artillery skills at service schools and combat training centers. Served as an Air Defense Artillery advisor to other units, including Army National Guard and U.S. Army Reserve organizations.

#### EDUCATION AND TRAINING

Southern New Hampshire University  
 Masters of Science, Community Economic Development  
 Specializations: Public/Private Finance, Community Development & Affordable Housing Development

State University of New York at Buffalo  
 Bachelor of Arts, Health & Human Services  
 Concentration in Mental Health Counseling

United States Army Training and Specialties

- Air Defense Artillery Officer Basic Course (ADAOBC)
- Air Defense Artillery Officer Advanced Course (ADAOAC)
- Airborne School
- Air Assault
- Pathfinder

Canisius College – Buffalo, New York  
 Reserve Officers Training Corps (ROTC)