Urban Dove Charter School  
Full Proposal

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Appendix 1 – Draft Memorandum of Understanding Between Urban Dove and Urban Dove Charter School

*Please note that this Full Proposal includes information included in the Urban Dove Charter School Prospectus, submitted on August 16, 2010.*
I. EDUCATION PLAN

A. Curriculum and Instruction

Founding Educational Design
Two of the more promising methods of youth re-engagement are the Transfer High School model, where previously unsuccessful students are given more personalized instruction in smaller school settings and provided other support services to complement their academic needs. Another is Career and Technical Education (CTE) schools, in which students get exposure and preparation for the world of work. Unfortunately, there are more youth than there are seats in these schools, and some youth still feel no enthusiasm or commitment to these schooling models.

Through a combination of sports-based youth development, the Transfer School model, and college and career training and placement, the Urban Dove Charter School for Sports, Health and Fitness will prepare its students for success in a way that exceeds the possibilities of any currently existing school or program for this specific population.

The foundation of what will make the Urban Dove Charter School special will be its unique utilization of **sports-based youth development**. Through the active participation in sports and other health and fitness activities, young people will gain the skills, motivation, and confidence that will allow them to succeed in the academic environment of the classroom, where they had not previously. Researchers from Harvard Medical School have shown that engagement in sports programs that clearly delineated structures and high expectations can have strong carry-over into other aspects of young people’s lives.¹

Sports-based youth development is a methodology that uses sports to provide the supports and opportunities youth need to be healthy contributing citizens now and as adults. A sports-based youth development program offers youth an experience in which they learn and master sports skills along with life and leadership skills in a safe, fun, supportive, and challenging environment. This experience involves caring relationships, facilitate d learning, experiential learning, and vigorous physical activity.

Instructional Methods & Philosophy
Urban Dove Charter School will utilize and capitalize on what has made a handful of existing Transfer Schools and CTE schools successful, and combine this with an award winning approach to youth development that will serve as a model for New York City and beyond. Urban Dove has learned that sports, defined here as the actual physical engagement in a sports activity, is one of the few activities that has the power to engage even the most disconnected young people. Urban Dove will use the power of sports to bring a cohort of this disconnected population back to a healthy, positive school environment where they will develop or renew their commitment to academic success, active and healthy lifestyles, and developing the job skills and career interests necessary to build successful futures.

The Urban Dove Charter School will be an academically rigorous three-year program. A student’s first year focuses on learning the concept of team work and building an academic and social foundation for students to be successful at higher levels. In the second year of the

¹ Daniel F. Perkins and Gil G. Noam. “Characteristic of Sports-Based Youth Development.” New Directions for Youth Development Volume 2007 Issue 115, Pages 75 - 84
program students are challenged with more rigorous levels of sports practice and competition and increasingly high expectations for academic work. By the third year students will be engaging in varsity level sports practice and competition and will be exposed to an intensive college and career readiness curriculum through college visits, admissions counseling, internships and job training. Throughout the three years students will be earning accelerated course credits and preparing for and passing Regents exams needed for graduation. Students will be expected to demonstrate mastery of concepts through portfolio assessment that are closely aligned to state standards for each course.

Teachers and coaches work together to instill community values and help all students achieve regardless of the challenges they have faced in other school settings. To attract, engage, energize and retain students, the Urban Dove Charter School will feature a completely unique sports, health and fitness program for students. Students will begin each school day on the sports field for two and a half hours, with an additional 4-6 hours per week during out-of-school time playing sports. Rather than just being a student at a school, students will learn to be part of a team. In teams students will practice together, play together, attend class together, and receive support services together. Each team will have assigned coaches that teach, mentor, guide, and counsel them to develop as students, athletes and citizens. Coaches will emphasize communication, teamwork and leadership, build confidence and self-esteem, and use sports to help students learn how to focus, manage emotions, be unselfish, and become positive members of a community.

The Workshop Model, which has been the mainstay approach to Transfer School instruction, will be employed to provide a consistent yet flexible structure for teachers to create engaging lessons that have real world relevance for students, make use of their existing knowledge and draw students into ever deeper learning. Literacy and numeracy are infused throughout the curriculum along with technology to prepare students for college and careers after graduation. Project-based instruction will help students further develop teamwork, problem solving and analytic skills and Socratic Seminar, which provides a class discussion framework where higher order thinking and speaking skills are cultivated, will be two of the key pedagogical approaches employed by teachers at Urban Dove Charter School to engage students and accelerate their learning. The school day will also be structured so that all mandatory coursework will take place at the school during the extended day, relieving students of the need to complete assignments at home.

The school will run on a trimester schedule and the instructional program will be aligned to State standards. Students are expected to take and pass all Regents exams required for graduation and the curriculum will be mapped and interim assessments will be administered with these requirements in mind. Each trimester will feature a theme that relates to the particular sport that is being practiced during that period, which will provide the grist for related academic work. Examples of this include:

In the fall, the soccer program would feed into projects throughout the curriculum:

- Social Studies – soccer will provide the grounds for global and U.S. history projects that explore the legacies of British and other European colonialism and American exceptionalism.
- Mathematics – soccer presents numerous opportunities to explore Geometry, as defending against and scoring goals involves, above all, a study and knowledge of angles.
• English Language Arts – soccer features significantly in literature, including texts about Nelson Mandela’s memoirs about Robben Island.

In the winter, the basketball program will provide curricular connections to:

• Social Studies – basketball’s role as an urban sport concentrated among lower-income groups provides significant grounds for studying the role of sports and socioeconomics

• English Language Arts – basketball features significantly in literature, including texts specifically about Brooklyn basketball such as Darcy Frey’s *The Last Shot*

In the spring, the baseball program can be integrated into coursework to explore:

• Science – the physics of baseball presents myriad opportunities to explore concepts such as potential and kinetic energy, velocity, and movement through space

Addressing the lagging skill set of previously disengaged youth all students will be given the same attention that their special education peers receive. The school will use a least restrictive environment model to encourage all students, regardless of ability to be challenged in rigorous curriculum that assumes their ability to go to higher education or vocational training after graduation. Lessons will be designed to connect with the sports being studied and subject area teachers will align their curriculums to support a thematic approach to learning that helps students retain what they have studied and achieve mastery of the state standards. Working with a backwards design model using *Understanding by Design* resources, teachers will develop curriculum that reflects diverse learning modalities and aligns to youth development principals.

**Curriculum Description, Objectives, Skills and Content**

Teachers and Coaches will work with each student to identify what credits, Regents tests, and proficiencies he or she needs to graduate and then create a student-specific plan and timeline for graduation. For a student to graduate he or she will have passed the English, Integrated Algebra, Global History, US History and Government, and Living Environment Regents exams and have completed the following coursework credits:

• English 8
• Global Studies 4
• US History & Government 3
• Economics 1
• Non-Lab Science 2
• Lab Science 4
• Mathematics 6
• Art/Music 2
• Foreign Language 2
• Physical Education 4
• Health Education 1
• Electives 7

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Total 44

Programming at Urban Dove Charter School is done based on the individual credit need and academic and personal history of each student. As a result, while there is a general scope and sequence of courses below, it is important to note that the curriculum scope and sequence timeline will be somewhat specific for each student.
<table>
<thead>
<tr>
<th></th>
<th>Year 1</th>
<th>Year 2</th>
<th>Year 3</th>
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<tr>
<td>ELA</td>
<td>English 1, 2, 3</td>
<td>English 4, 5, 6</td>
<td>English 7, 8, College Now</td>
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<td>Global 4, US 1, US 2</td>
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<tr>
<td>Science</td>
<td>Living Environment 1, 2</td>
<td>Physics</td>
<td>Teacher designed elective</td>
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<td>Integrated Algebra 1, 2</td>
<td>Geometry</td>
<td>More Math-teacher designed</td>
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<td>Language</td>
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<td>Spanish</td>
<td>Spanish</td>
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<tr>
<td>Art/Music</td>
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<td>Music, Dance, Drama</td>
<td>Poetry, Visual Art, Student Choice</td>
</tr>
<tr>
<td>Physical Education/Health</td>
<td>Introduction to team sports</td>
<td>Health</td>
<td>Health</td>
</tr>
<tr>
<td>Electives</td>
<td>To be designed by teachers based on their interests and expertise</td>
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**Research Support**

The development, administration and instruction of Urban Dove Charter School will lean heavily on existing research. According to a recent study, New York City’s portfolio of transfer schools have shown very strong impacts in increasing the achievement of young people who have fallen off track.

- Transfer schools increase the attendance of off track students from 40% to 78% ;
- Transfer schools improve off track students’ progress in credit accumulation, from 4.9 to 8.9 credits earned per year;
- Early-generation transfer schools (over 20 schools) have graduated 56% of students, compared to the citywide rate or 19% for students who are over-aged and under-credited.2

Urban Dove Charter School will build on the traditional transfer school model through its foundational philosophy of sports-based youth development (SBYD). SBYD is based on a strong basis of research, which has shown that young people engaged in structured sports activities exhibit:

- Increased academic performance and classroom behavior3
- Increased weight loss and decreased obesity4
- Increased life expectancy5
- Lower rates of cigarette smoking, teenage pregnancy, and substance use6

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• Significantly higher odds for having a healthy self-image, and significantly lower odds for emotional distress, suicidal behavior, family substance abuse, and physical and sexual abuse victimization.\(^7\)

• Active adolescents are more likely than their sedentary peers to have higher self-esteem.\(^8\)

• A lower likelihood of feeling isolated or experiencing isolation.\(^9\)

• A higher sense of self-worth and better social skills than their less athletic peers.\(^10\)

In 2001, seminal research that linked sports participation with academic success was conducted by Gary Overton, at the School of Education at East Carolina University, in collaboration with the North Carolina High School Athletic Association. The study tracked the academic performance of high school student-athletes in North Carolina and revealed significant differences between athletes and non-athletes. Contrary to some popular misperceptions some of the major findings in the study include:

• Grade-Point Average: The mean GPA for athletes in the study was a 2.98, while the mean GPA for non-athletes was only 2.17.

• Attendance: The average number of absences was significantly lower for athletes than non-athletes. The mean average number of days missed by athletes was 6.3 days per 180-day school year, as compared to 11.9 days for non-athletes.

• Discipline referrals: The percentage of discipline referrals by the reporting schools was lower for the athlete group than the non-athlete group; referrals for athletes ran at a 33.3 percentage while the referral percentage for non-athletes was 41.8 percent.

• Dropout rate: There was a dramatic difference in the dropout rate; the mean dropout percentage for athletes was miniscule 0.6 percent, while the corresponding percentage for non-athletes was 10.32 percent.

• Graduation rate: The percentage of graduates was significantly higher for the athlete group than the non-athlete group; the mean graduation percentage for athletes was 99.4 percent as compared to 93.51 percent for non-athletes.

Internships and Career Exposure
Americans are extremely passionate about sports. Tens of millions of youth and adults play sports every day in communities across the country, and billions of dollars are spent each year in the business of sports. There is a growing job market in sports-related fields, especially at the amateur and recreational level. The Urban Dove Charter School will present an opportunity to

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\(^9\) Barber, B.L. et al. (2003).

channel girls’ and boys’ interests in sports and fitness into a passion for high school and the further opportunities presented by college and promising careers.

Urban Dove’s unique sports, health and fitness curriculum will feature career training for all students that will prepare them for jobs as coach, referees, fitness trainers, nutritionists, physical education teachers, sports trainers and more. Each practice session will be infused with hands-on training “breakouts” where coaches and trainers will instruct students on the activities they just performed. The intra-mural league will be a hands-on career development opportunity as well, with students performing the coaching, refereeing, managing and trainer duties for other teams. As students develop proficiency, they will be placed as interns with other sports and fitness programs (i.e. PSAL, Police Athletic League, Equinox, etc.) in different capacities. Additionally, in the summer, students will be placed in jobs in the field, including day and sleep-away camps. The school will partner with an athletic facility that will provide space for both indoor and outdoor sports, internships and summer jobs. Students will also receive separate instruction and training around physiology and fitness and a nutrition curriculum which will be directly connected to the three meals they eat at school each day.

Urban Dove Charter School will also create an internship component, in partnership with the Department of Education that will allow students to be placed in public schools during recess to deliver a “recess enhancement” program to elementary school children. This program will allow students to utilize their training in a hands-on, supervised environment, while providing a valuable service to other public school children – helping them realize the benefits of an active, structured play period during the school day. This internship program will be based on an existing highly successful initiative at Urban Dove known as HiRisers, in which high school students are trained to work with elementary and middle school students teaching them literacy, life-skills and sports. Through unique, interactive workshops, and by using sports as a “hands-on” learning tool, the high school youth build literacy skills and teach the important life-skills of communication, teamwork and leadership. HiRisers increases the self-esteem of youth staff by teaching them to be a positive influence on younger children, while it solidifies their training in the sports, health and fitness curriculum.

Internships, CTE, and all athletic activities will be supervised and delivered by the Americorps Coaches

Partnerships
Partnerships will play a major role in the activities of the school. In addition to having Urban Dove as a non-profit partner, the school will partner with an athletic facility, the Aviator Sports and Recreation Complex, that will provide both space and sports for internships and summer jobs. The Academy will also partner with colleges and universities, bringing college students in to work with Academy students in the classroom and on the field, and sending students into the college athletic programs for career instruction. For the disciplines more related to health and fitness, such as physical therapy, the school will partner with a local hospital for similar mutual exchange, and finally, the school will partner with semi-professional and professional teams for internships and summer jobs as well.

Urban Dove Charter School will also seek to partner with Adelphi University and Kingsborough Community College, establishing a relationship with its Department of Health, Physical Education, and Recreation. Kingsborough offers academic programs toward Associates degrees in the following areas:
• **Exercise Science.** The goals of A.S. Degree Program in Exercise Science/Personal Training are to provide students with: A rigorous academic preparation that consists of extensive classroom and laboratory study augmented by 100 hours of field work in a personal training setting; Acquisition of knowledge and practical experience in first aid, safety, cardiopulmonary resuscitation (CPR) and awareness of safety issues in conducting personal training activities with various exercising populations; Preparation to take and pass the American College of Sports Medicine’s Certified Health/Fitness Specialist examination; Competencies that qualify them to work in state-of-the-art health clubs, corporate fitness centers, health and wellness organizations, rehabilitation facilities or as entrepreneurs operating their own personal training businesses;

• **Physical Education.** The mission of the physical education concentration is to prepare students for transfer into a baccalaureate program to pursue state certification in teaching. An additional purpose is to prepare students for occupations in athletics, sports or recreation activities other than teaching, such as exercise leaders in fitness centers, community centers (YMCA's, aquatics, after school and recreation programs), as coaches, officials or counselors in summer camps. They can also work with special populations such as the disabled or senior citizens. With further education, students can work as sports administrators, athletic directors, and teachers in health, physical education and recreation.

• **Therapeutic Recreation.** Therapeutic Recreation uses treatment, education and recreation services to help people with illnesses, disabilities and other health conditions to develop and use their leisure in ways that enhance their health, functional abilities, independence and quality of life. Recreation therapists work in hospitals, nursing homes, rehabilitation centers, Day Programs and with disabled individuals in community settings. They work with people who have physical, emotional or developmental disabilities. They use all kinds of recreation activities, leisure experiences and leisure education for treatment and rehabilitation.

• **Community Health.** The Community Health Program at Kingsborough is the only Associate Degree program of its kind in the City University of New York (CUNY) system. This program provides a foundation for diverse careers in health promotion, disease prevention, health care administration, and health education. The program at Kingsborough is designed for transfer to baccalaureate programs within CUNY and to private institutions.

We will work to establish pathways for Urban Dove students to obtain credits toward these degrees while still in high school, to accelerate their subsequent completion of these higher degrees, and continuation to even loftier milestones. Urban Dove Charter School will seek out similar partnerships with other colleges and universities.

**Methods & Strategies for Students At-Risk of Academic Failure**

Because of the specific population this school is intended to serve, we consider all students to be at-risk of academic failure. As such, we will employ the following methods and strategies for all students.

1) **Sports based youth development** – Students who enter Urban Dove Charter School will have academic deficits that the school will need to address. But given their lack of success at their previous high school, they will all likely suffer from a lack of confidence in their own ability to be successful in a formal academic environment. The school will tackle this challenge directly by using its sports-based youth development model to build students’ belief in
themselves. Their experiences on the sports field and as a team will provide fuel for the work that will happen in the classroom.

The school will use the pillars of a sports-based youth development (SBYD) methodology to engage, energize and educate its students. SBYD programs teach sports skills along with life and leadership skills in a safe, fun, and challenging environment, delivering to students caring relationships, facilitated and experiential learning, and vigorous physical activity. The curriculum will be a combination of daily practice sessions and weekly game sessions. Practice sessions will resemble a collegiate varsity practice, including warm up and stretch, conditioning, individual skill building and team concepts. Weekly competition will include both an intra-mural league amongst teams within the school as well an external scrimmage schedule against other schools. Students will focus on two different sports in each trimester – fall, winter and spring.

2) Support Services – The school will offer both group and one-on-one support services to all students. Group sessions will focus on how individuals become part of a community and what it means to be a member of a “team” both on the field and off. Being a member of a sports team can have a transformative effect on young people, and the school will use this as a basis for establishing a positive, respectful school community over which all students feel ownership. The player-coach relationship is also a uniquely powerful one in which there exists a higher level of trust. Coaches and players will use this bond as a way to stay informed, connected and supportive of each other. Referrals will be made for all issues requiring professional care. The school will provide on-site school based support team (SBST) comprised of an LCSW, Social Work students and coaches to address the psychological and emotional needs of students who are in need of support. An on-site licensed clinical social worker will provide individual, group, and family counseling to students who are need of additional support to achieve their potential. On site group work will be provided based on the needs of the student body. The Social Worker will collaborate with all school staff members and family members to ensure that student needs are addressed at school and at home. The SBST will conduct home visits as needed to address barriers of academic success, including family issues that interfere with academic success. The SBST will facilitate parent support groups that will be tailored to meet the needs of the parents and caregivers. The SBST will provide outreach home visits to students who are excessively absent to identify barriers to attendance, including family conflict, environmental stressors, mental health needs, concrete needs, and negative peer influences. SBST and family members will work together to identify strategies and interventions to address the problem, focusing strongly on parent/caregiver involvement.

3) More time on task - The school will have an extended day/extended year schedule, with students arriving 8:00 AM for breakfast and returning home at 8:00 PM after dinner and an evening program. The school will not follow the traditional model of school-day/after-school timeframes, and students will complete all tasks at school, with no responsibilities to take home. Over the course of a Monday – Saturday week, students will receive intensive academic classroom instruction, career development training, one-on-one and group counseling, personalized academic support, internships, and instructional and competitive sports play. The school will also require students to participate in a mandatory summer program, which will consist of academic instruction, summer job experiences and sports. Saturdays will feature a mandatory academic advisement session where students will receive one-one-support from volunteers in subjects in which they need extra attention.

4) Same sex groupings - Students move through their time at Urban Dove Charter School in same sex teams both for sports and academic classes as part of either the Urban Dove Young Men’s Academy or Young Women’s Academy. Research has shown that in both sports and
academics, students, especially females, benefit from same sex environments. In the sports arena, this is especially true as so much of the success young athletes have comes from their self-esteem and confidence in themselves. Young women develop both of these traits far more strongly in single-sex environments. Leadership skills are also diminished among young women when in co-ed environments. Gender bias and social norms reduce opportunities for young women to take leadership roles in co-ed environments, reinforcing negative stereotypes from others and from within themselves. Single sex environments have also been shown to break down stereotypes that might hinder students from choosing to pursue coursework and activities (such as sports for girls, and the arts for boys).

5) **Multiple Intelligences** - Urban Dove Charter School believes in a strength-based approach to instruction grounded in the work of Howard Garner's theory of multiple intelligences. Recognizing that all students are intelligent but that this intelligence can be expressed in many different ways, Urban Dove strives to engage students who are often the least understood and successful in traditional schools, those students with body-kinesthetic intelligence. By theory these young people learn best by including muscular movement and doing rather than reading or listening. In more traditional classrooms these students’ movements often conflict with teacher goals for quiet and order and the students receive the message that they are not intelligent. We recognize the need for our students to express themselves kinesthetically and will therefore incorporate instructional approaches that address these needs such ELA students studying Shakespeare using the Floger’s Institute methods of “on your feet” acting activities rather than relying on book work alone. In this example a lesson might include students walking around the room while reading a passage from Hamlet while stomping and changing direction after each full stop punctuation mark. This activity uses a student's body memory to help understand the rhythm of the poetry engaging students in high level academically rigorous work while respecting their preferred learning modality.

6) **Differentiated instruction** - Remembering that the student is at the center of the work teachers will design each course starting with the students own knowledge and experience and will connect every lesson to something that students already have as part of their schemata. Teachers will get to know the students and plan lessons that connect an academically rigorous content to relevant issues and topics in the student’s life. Rather than assuming that students need remedial course work, critical thinking and problem solving will be central and a team spirit essential for academic achievement. Unlike other transfer schools where students are placed in classes by their individual credit needs and course content is static, at Urban Dove students will move through classes with their teams and teachers will differentiate instruction to address the varying academic needs and learning styles of each student. For example, an English teacher would create multiple pathways so that the student earning an English 1 credit would read a lower level book than a student earning an English 5 credit in the same classroom.

7) **Targeted interventions** - For students who are dramatically behind their peers, targeted research-based and practice proven interventions will be employed to accelerate student progress. For example, students struggling with literacy skills would be offered Anita Archer’s REWARDS program, a relatively quick and engaging method to bring students up to a functional reading level in a short period of time. This program was used at South Brooklyn Community High School with great success for students entering at below fifth grade levels in the fall passing the ELA regents exam in the spring.

B. School Calendar and Daily Schedule

There are 182 Instructional days in the academic calendar at Urban Dove Charter School for the 2011-2012 school year. We follow the New York City Department of Education’s guidelines for holidays and observances as well as school closings due to inclement weather. The academic calendar is divided into three (3) fourteen week trimesters with an extended day schedule. The school day provides 6 hours of instruction, in excess of the required 5 ½. The school will operate in compliance with all New York State Education Laws.

See Attachments #1 and #2

C. Target Population

Expected Student Population

In New York City, there are nearly 140,000 young people between the ages of 16-21 who have dropped out or are significantly off-track for graduation. Most of these young people lack the education or job skills for most entry level jobs, much less ones that will put them on track for a successful career. Re-engaging these “disconnected youth” is a difficult but necessary challenge, and one that requires creative, innovative solutions. The New York City public school system has recently developed a small number of schools, known as Transfer Schools, which have become a national model for serving this population. Yet the need for these services far outweighs the number of seats available and there are still students who fall through the cracks of the transfer school model.

In Community School District 22, recent Department of Education Data shows that over 800 students drop out of the six District high schools each year. Despite the schools performing well in most regards, this is a large number of students who clearly are not achieving success in these larger, more traditional schools. The need in neighboring Brooklyn School Districts is even higher. It was recognized by the Superintendent at our Public Hearing that no Transfer School currently exists in CSD 22 and students needing that type of school environment are currently unfairly forced to travel to another district to attend a school in which they feel they can be successful.

The Urban Dove Charter School for Sports, Health and Fitness is designed to serve a unique sub-set of “overage, under-credited” students. Urban Dove Charter School students will be students who have attended ninth grade but did not complete ninth grade (generally considered to be those who attained fewer than ten high school credits). Only young people who have begun high school already but have been unsuccessful due to severe truancy, lack of credit accumulation, and/or dropping out of school entirely will be able to enroll in this school. There are approximately 50,000 young people in New York who would meet the eligibility requirements for this school.13

The overage/under-credited population in New York significantly is largely comprised of young people of color: African-Americans and Hispanics make up more than 83 percent of the population, and over 75 percent have household incomes low enough to qualify them for free

13 Analysis of the 2008 American Community Survey from the U.S. Census Bureau finds over 30,000 young people ages 16-18 in New York City who are not attending high school. Data collected by the Parthenon Group in a study for the NYC Department of Education found approximately 20,000 young people ages 16-18 who were significantly under-credited for their age.
school lunches. Many young people who eventually drop out or quickly fall behind enter high school with barriers such as being overage already or with academic skills that are low; however, this is not uniformly the case. The NYC Department of Education has found that 76 percent of those who fall behind or drop out were either on-age or reading at level when they entered high school. This clearly speaks to a challenge of engagement: many high schools are not equipped to engage young people in programming that allows them to reach their potential or recognize the connection between school and their life’s goals.

The student population will come from diverse home environments and each young person will come with individual challenges. While some will be IEP identified special education students, all students will need the sort of individualized attention to their specific academic needs that the IEP process provides. As previously disengaged youth they will likely arrive with academic skills, especially literacy and numeracy skills that lag far behind their peers who have not taken time off from school.

**Special Education**

At Urban Dove Charter School we believe all students benefit from a full inclusion environment. Acknowledging that the highest form of learning is teaching and that our philosophy is one of teamwork, our students will be encouraged to support each other in their academic course work. A school-wide culture of support will help all students achieve at high levels regardless of disabilities or learning modalities. We will comply with all regulatory special education requirements in the Individuals with Disabilities Education Act (IDEA), Section 504 of the Rehabilitation Act of 1974, Title II of the Americans with Disabilities Act of 1990, all civil rights enforced by the U.S. Department of Education Office of Civil Rights (OCR) and any additional regulations required by the state of New York. We will not discriminate against any student and therefore are committed to working with differently-abled students to complete their high school education. Urban Dove will implement the following approach to serve its special education students:

- A licensed special education teacher will be on staff to coordinate all IEP meetings and help teachers to modify lessons according to student’s individual needs. This teacher will work with teachers using a full inclusion model to address special needs within the context of the regular classroom.
- Building on previously created IEP documents from the students’ home districts, all Urban Dove Charter School special needs students will receive yearly updates in meetings that include all the teachers in that students’ team as well as their parents or guardians.
- The Urban Dove philosophy of teamwork will ensure that all of a student’s teachers and coaches will be involved in the creation of an IEP and therefore will take responsibility for implementing it. Each teacher and coach will have a copy of the document to reference and it will be used in team meetings to plan lessons and assess the student’s learning.
- Urban Dove Charter School recognizes the disproportionate number of special needs students who are also bodily-kinesthetic learners and will specialize in addressing the needs of these students. The very nature of the school’s unique focus on sports education will inevitably attract students who have found success on the sports field but not in the traditional classroom. There will likely be many IEP designated special needs students in this population and the school will be focused on making sure they move along with their team towards the goal of graduation and full civic involvement.

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14 Parthenon Study
Limited English Proficiency
Like their special needs peers Limited English Proficient students will be fully included in the classroom and will benefit from the support of their fully English proficient teammates. Urban Dove takes the position that LEP students can add to the culture of the school and these students will be taught from the same materials as their peers with supplemental materials as their teachers see fit. Instruction and materials in their home language will be supplied when possible in all non-ELA subjects. Urban Dove Charter School will implement the following approach to serve its Limited English Proficiency students:

- The intake literacy assessment as well as the intake interview will determine which students are in need of language assistance.
- Again, working from the least restrictive environment model, ELL students will attend classes with their peers and within that context teachers will work to differentiate the curriculum and make sure that all students progress towards the language mastery that will be needed to graduate. The principal will coordinate professional development as needed to make sure that teachers are adept at providing the support that LEP students require. Ongoing professional development will be supplied as the need arises.
- All students, regardless of home language, will be included in the full academic and sports program of Urban Dove Academy and the team will be responsible for making sure all students actively participate in all aspects of the school.
- LEP students will be measured with the same ongoing assessment tools as their non-LEP peers, and teachers will be trained to support their individual goals towards mastery of English.
- Students will be tutored as needed towards mastery of the New York State English as a Second Language Achievement Test (NYSESLAT)

Student Enrollment Growth Plan
Based on the transfer school model, the Urban Dove Charter School will be non-graded. However, unlike most transfer schools, Urban Dove will not have a rolling admissions process but will accept new students at the beginning of each school year so as to give the school a more traditional feel. Urban Dove Charter School has a target enrollment of 240 students at capacity. Each incoming class will offer admission to 120 students, assuming that 95 will enroll. The school will be divided into a Young Men's Academy and a Young Women's Academy. We will strive to maintain a low rate of attrition, but given that this population faces a range of life challenges outside the classroom, we expect some cohort attrition each year.

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<tbody>
<tr>
<td>YEAR 1</td>
<td>95</td>
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<tr>
<td>YEAR 2</td>
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<td>75</td>
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<tr>
<td>YEAR 3</td>
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<td></td>
<td>70</td>
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<tr>
<td>TOTAL ENROLLMENT:</td>
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<td>170</td>
<td>240</td>
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</table>

As the above chart illustrates, we expect a higher rate of attrition for students entering Year 2 than Year 3. We believe that students whose outside-school life challenges do not prevent them from returning for Year 2 will be far less likely to drop out before Year 3.
D. Assessment

Teacher Accountability for Student Results
We will assess the effectiveness of the project based learning though observations, collection of unit plans, one on one meetings with teachers, student evaluations of classes, credit accumulation, regents passing rates, and bi-weekly assessments.

Criteria for evaluation:
- Peer and principal review of course plans using a rubric.
- Peer and administrative observations of lessons using a rubric.
- Students course evaluations reflect student engagement and preparedness for the regents.
- Individual lesson plans and observations demonstrate a clear connection to the overall objectives of the course.
- Bi-weekly assessments demonstrate improvement in skills and content outlined in the unit plans
- Urban Dove Charter School staff demonstrates an awareness of the projects and discusses them in their one on one and group meetings with students.
- Regents passing rates and credit accumulation is comparable to our sister transfer schools in their first year.

Assessment and instruction will be carried out in an ongoing and consistent basis. Starting with the concept that all learning begins with the child, teachers will begin their work before students arrive. Teachers will meet in teams to evaluate starting assessments in order to determine what instructional needs the student will have in order to be ready for testing and promotion at the end of the year. The creation of these school-wide assessments will be to set standards of expectation based on the New York State standards for all subject areas and the Regents exams. Formative assessment will be ongoing and inform all lessons which will be built on a backwards design model but with enough flexibility to make use of the data and discussion carried out in professional learning teams made up as closely as possible by year level. These teams will assist each other in lesson and unit plan design, will work together on designing projects whenever possible and will support each other in creation of interim assessments and using the data to inform school-wide practice. Several benchmark assessments will test the skills students are practicing towards mastery and the analysis of them will inform instruction and individual conferencing with students.

Data from assessments will be made available to the coaches who will intervene where needed to support student mastery of course content. All assessments will be teacher created or taken from the New York State Regents exams or previous tests. A project-based learning environment will foster alternative assessments whenever possible. Students that have different learning modalities will be able to demonstrate mastery of certain content without the traditional assessment tools being the only judge. With a goal of excellence, however, all Urban Dove Charter school students will achieve the standards of a full Regents diploma and most will excel with scores high enough to exempt them from remedial college courses. Each team of teachers will have a lead that reports to the principal. This position may stay static or rotate by the choice of the team. The principal will carry out all formal observations unless a teacher asks to have a peer observe him/her and the principal agrees. The culture of the school will be one of life-long learning and teachers will be expected to watch each other teach regularly and discuss the relative merits of each lesson observed. The principal will be a part of as many of
these conversations as possible to guide the process and maintain focus on the school's mission statement.

**Assessment Data**

We will use data in both operations and performance monitoring of the school. In terms of operations, we will implement PowerSchool, an integrated data system that will enable our school to easily track and report real-time information on students' attendance, grades, and social-emotional data. For performance monitoring, our school will set up regular bi-weekly assessments to analyze performance at both the student and school level. Every teacher designs twelve-week course plans for each trimester. Teachers will set targets in each subject area to provide students with the explicit academic expectations and milestones to reach by the close of each twelve-week cycle. Students' progress in the courses is assessed through five bi-weekly assessments. These bi-weekly assessments will be used to gauge students' progress towards acquiring the knowledge and skill targets that are outlined in the course plans. These bi-weekly assessments are a source of routine reflection on learning and an opportunity for teachers, students, and coaches to set goals and action plans.

Progress will be shared with students using a Bi-weekly Report. The report will show students' grades, progress from the previous marking period, and attendance. The report is the foundation for conversations with students regarding accountability, progress, and challenges. Teachers will use the data from Bi-weekly Reports to drive planning and instruction for the subsequent units in the cycle. In order to increase transparency of the grading process, all teachers will use the same grade breakdown for the Biweekly Reports:

- Do Now 10%
- Classwork 20%
- Assignments 20%
- Participation 20%
- Bi-weekly Assessment 30%

The three possible grades students can receive are:

1. 85 – 100 - Beyond the standards
2. 70 – 85 - Meeting the standard
3. 50 – 70 - Not yet meeting the standard

At the school level, we will use the data mentioned above to measure progress against yearly goals. In addition, we will run comparatives to assess the degree to which our school bolsters a student's academic performance over his or her previous school. We will also compare data among various classes to assess how well different courses help students meet their targets. For those students that are struggling in numerous classes, the data will be used to design intervention plans at whole staff meetings and speed conferencing sessions.

**Chart of Annual Assessments**

<table>
<thead>
<tr>
<th>Formative Assessments</th>
<th>Summative Assessment</th>
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<tbody>
<tr>
<td>• Quarterly EdPerformance diagnostic assessments. Used on intake and then as measures to mark progress in English and Math.</td>
<td>• All classroom projects that are designed to assess a particular body of knowledge (posters, pamphlets, performances, dialogues, reenactments, etc.) All will be assessed using a rubric aligned to standards and department-wide</td>
</tr>
<tr>
<td>In class and Teacher Created Assessments</td>
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</tbody>
</table>
- Entrance and exit tickets
- Quizzes
- Whole class quizzes
- Participation in Accountable Talk
- Conferences both individual and group
- Questioning both whole class and small group with various protocols.
- Teacher designed Interim assessments
- Socratic seminar
- Journals
- Other writing assignments

-established criteria.
- Completed writing tasks
- Presentations
- Performance tasks such as labs
- NYS-mandated tests

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<th>Urban Dove Charter School Calendar of Assessments</th>
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<tr>
<td><strong>ELA/Reading</strong></td>
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<td><strong>August</strong></td>
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<td><strong>September</strong></td>
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<td><strong>October</strong></td>
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<td><strong>November</strong></td>
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<td><strong>December</strong></td>
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<td><strong>April</strong></td>
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<td><strong>May</strong></td>
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Assessment Rationale
The EdPerformance assessments in English and Math are diagnostic and provide an easily administered online test of basic skills and provide classroom teachers a wealth of information to base their proficiency targets and course curriculum. The assessments will be used to track growth for students and for the school as a whole. Along with the mandated state exams Urban Dove Charter School will use teacher created assessments for ongoing interim assessment and indicators of course mastery. In order to provide students with the highest quality of instruction teachers must have the opportunity to work in collaborative teams to design assessments as well as use the data to drive instruction.\textsuperscript{15} Assessment that is collaboratively created has been proven to be more effective, contrary to the idea that it would be more work for teachers it can be part of professional development. \textsuperscript{16}Students should be assessed in their classroom in content that they are connected to and invested in for it to be real. When students know that the assessment is testing their basic skills they often rebel and don’t try hard enough for those results to be accurate.

Creation and analysis of school created assessment data will not only give the school a running record of its progress towards meeting target goals but will drive the majority of professional development. The most effective professional development for teachers is always driven by and connected to teachers’ own work.\textsuperscript{17} At Urban Dove Charter School teachers are leaders who work in teams to create the curriculum and assessment of students to push them towards mastery of all state standards for graduation and participation in post secondary education.

Promotion Requirements
Urban Dove Charter School will be designed to have students graduate after spending three years in school. This will allow students who enter after attending ninth grade elsewhere to complete high school in four years. To do so, UDCS will utilize a model of accelerated credit accumulation based on an extended school day and school year. Graduates of the Urban Dove Academy for Sports, Health and Fitness will be healthy, active, focused young adults ready to fulfill their potential. They will have a commitment to their futures, a positive connection to their community and a desire to take advantage of the opportunities before them. They will have the academic foundation and self-confidence to pursue higher education and also possess the technical and life-skills needed to succeed in the working world. See below for specific promotional and graduation criteria.

<table>
<thead>
<tr>
<th>Promotional Criteria</th>
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<tbody>
<tr>
<td>1. To be promoted to Year 2: attainment of 15 credits, passage of one Regents Exam</td>
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<tr>
<td>2. To be promoted to Year 3: attainment of 30 credits, passage of three Regents Exams</td>
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### Graduation requirements

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<tbody>
<tr>
<td>1.</td>
<td>Attainment of 44 credits in all required areas.</td>
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</table>

### E. School Climate and Discipline

Urban Dove Charter School is based on a Sports-Based Youth Development framework and that framework will be the foundation for our school culture. Students will move through the school environment with their teams and coaches, sharing responsibilities, working together and supporting each other. Students will see themselves as not only part of “their” team, but part of a larger team as well – their cohort, their school, their community.

All of the staff at UDCS will embrace the principal that social, emotional and physical wellness are critical to a student’s ability to learn. UDCS will support our students in all of those areas, as we push them succeed in the classroom. We will create a safe and positive environment for all of our students with high expectations for them to always be striving for improvement. Using sports as a integral part of our school environment will help teach our students that effort, focus, discipline and desire are the cornerstones to success.

Urban Dove has spent ten years helping young people develop their academic, life and job skills on their way to becoming successful young adults with high school and college graduation as the expected goal for all. UDCS will embody the youth development model of Urban Dove to create a similar environment within the school.

Students at UDCS will be supported by caring, positive adults on all levels – from the Principal and the staff to the teachers and the coaches. The personal and shared sacrifice demanded by each student on the field will translate into a more cohesive school environment, where students feel a connection to each other through common experience and common goals.

### Behavior and Disciplinary Action

While we are sensitive to the fact that young adolescents require patience and understanding, we also establish rules within our school that create the stability necessary for a solid academic background. When any member of the UDCS community acts in manner inconsistent with our culture or creates an uncomfortable or unsafe learning environment for other students, consequences will ensue. We want to develop consequences so that troublesome behaviors are not repeated later in life when consequences are more severe. Our rules are designed to protect the students from offensive or off-putting behavior while teaching students the appropriate ways to behave.

UDCS staff will determine consequences for inappropriate behavior, with the Director of Athletics serving the role of Dean of Students. Consequences for lesser offenses will be determined with the inclusion of input from student leaders, and can range from verbal or written apologies, suspension from sports games, and/or other privilege revocations. More serious offenses will be handled by school staff and consequences may include Short-Term Suspension in School (5 days or less), Short-Term Out-of-School Suspension (5 days or less), Long Term Suspension (more than five days), or Expulsion (permanent removal from UDCS).
Discipline of Students with Special Needs
At times, it may be necessary to suspend or remove students with disabilities from the academic environment to preserve the integrity or safety of the academic environment. We recognize that the mandated procedural safeguards based on the Individuals with Disabilities Education Act as well as state legislation require additional proceedings should a student be removed from school for more than 10 days a Manifestation Determination hearing must follow. We will rigidly adhere to all laws to ensure due process.

Parental and Staff Involvement
As our intended student population and their families have largely been disengaged by their previous school experiences we will make every effort to re-engage and involve parents in the educational lives of their children. We will conduct a series of parent orientation sessions at the beginning of each school year. Coaches will regularly reach out to families to talk about the supports that students need to be successful at Urban Dove. Parents will be invited to watch their students compete on the sports field as well as to see presentations of their child’s student work projects at end of semester exhibitions. And each year we will hold a family day where parents come to celebrate the successes of their sons and daughters both on the field and in the classroom.

To ensure parental and staff involvement in the school governance, the school’s School Leadership Team (SLT) will be representative of the adult stakeholders of Urban Dove Charter School and consist of parents including the PTA president and school staff including teachers, support staff, the Athletic Director and Principal. Student representatives of Student Government and community partnership representatives will be included as advisors in select school matters.

Parent Satisfaction
- Each year, parents will express satisfaction with the school’s program, based on the NYCDOE Learning Environment Survey in which the school will receive scores of 7.5 or higher in each of the four survey domains: Academic Expectations, Communication, Engagement, and Safety and Respect. The school will only have met this goal if 70% or more parents participate in the survey.

- Urban Dove Charter School will offer parents the opportunity provide feedback through a Caregiver Leadership Council, which will have a formal meeting with the school’s administrative leadership each trimester.

Staff Satisfaction
- Each year, teachers will express satisfaction with school leadership and professional development opportunities as determined by the teacher section of the NYCDOE Learning Environment Survey in which the school will receive scores of 7.5 or higher in each of the four survey domains: Academic Expectations, Communication, Engagement, and Safety and Respect. The school will only have met this goal if 80% or more teachers participate in the survey.

- Each year, 80% of the school staff asked to return (excluding Americorps coaches) will return to the school the following year.

- Urban Dove Charter School will also conduct annual surveys of all staff to learn about areas of possible improvement. Portions of each school staff retreat will also be dedicated to discussions of how the school can improve the adult learning community.
Student Satisfaction

- Each year, students will express satisfaction with the school as determined by the teacher section of the NYCDOE Learning Environment Survey in which the school will receive scores of 7.5 or higher in each of the four survey domains: Academic Expectations, Communication, Engagement, and Safety and Respect. The school will only have met this goal if 75% or more of students enrolled participate in the survey.

- Urban Dove Charter School will also conduct its own assessments of student satisfaction. UDCS will develop a Student Leadership Team (SLT), and provide the resources for it to conduct surveys and focus groups with students about their satisfaction and how the school can better meet their needs.
II. ORGANIZATIONAL PLAN

A. Governing Body

The Urban Dove Charter School is a mission-driven independent non-profit organization governed by a Board of Trustees. The Board is responsible for legal, fiscal, and operational oversight as well as for establishing an educational accountability plan, promoting UDCS' mission to the public, hiring, evaluating and setting compensation for the Principal and Director of Athletics, ensuring effective organizational planning and resource allocation and monitoring the school's programs and services according to terms articulated in the charter under the direction of the bylaws. The Board will be a group of 7-13 diverse professionals, who will serve staggered three-year terms. Each Trustee will serve on at least one of four standing committees: Executive/ Governance, Finance, Fundraising and Academic Accountability. Four trustees will serve as officers: Chair, Vice Chair, Treasurer and Secretary.

Candidates for Board membership shall be deemed qualified to serve on the UDCS Board of Trustees if they (1) share an interest in promoting the mission and philosophy of the school, (2) have relevant community and/or employment experience in the fields of education, finance, law, real estate, non-profit management, health services, technology, marketing, or other relevant fields, and (3) are able to meet the responsibilities of Board membership. These responsibilities include, but are not limited to, the following: (a) attend at least 10 of the monthly meetings held by the UDCS Board each year, (b) prepare in advance for decision making and policy formation at Board meetings by reviewing appropriate documents and taking responsibility for self-education on the major issues before the Board, (c) be accessible for personal contact via phone and email in between Board meetings, (d) serve as an active member of at least one committee, (e) participate in the annual Board development and planning weekend retreat, (f) participate in the annual Board member self-review process, and (g) utilize personal and professional skills, relationships, and knowledge for the advancement of the school and its mission.

Board Of Trustees Job Description

Urban Dove Charter School Board members will be responsible for ensuring that the academic program of UDCS is successful, that the school's program and operation are faithful to the terms of its charter, and that the school is a viable organization.

Specific responsibilities include:
1. Determine the mission and purpose of UDCS and keep it clearly in focus.
2. Select the School Leader and Director of Athletics
3. Support and review the performance of the School Leader and Director of Athletics
4. Ensure effective organizational planning
5. Ensure adequate resources
6. Manage resources effectively
7. Determine, monitor and strengthen the programs and services
8. Enhance UDCS’ public standing
9. Ensure legal and ethical integrity and maintain accountability
10. Recruit and orient new board members and assess board performance
**Board Training**

Founding members of the UDCS have received and reviewed comprehensive information regarding their responsibilities as Trustees, including excerpts from the New York City Charter Center Governance Guidebook and other resources. Before the school is operational, founding members will also attend an orientation led by the planning team, or an appropriate training provider identified by the planning team, where they will review the mission and vision of the school as well as the Trustees’ responsibilities.

New members joining the Board when the school is operational will also receive informational materials and attend a minimum of one workshop or training as part of their orientation to the Board of Trustees. The Governance Committee will work with the school leadership team to identify additional resources and opportunities for ongoing training for existing Trustees. The Governance Committee will also lead annual evaluations to ensure that the Board and Committees are high functioning and its members are meeting their responsibilities and remain committed to the UDCS mission and vision.

See Attachments # 3 and #4.

**B. Founding Group Composition**

The Urban Dove Charter School founding group and proposed Board of Trustees are highly qualified to create and operate an excellent charter school. The team has extensive experience in school start-up, charter operations, financial management, transfer school instruction, administration, sports-based youth development, student support services, and community engagement. Planning team members have founded, led, taught in and provided numerous student supports in New York City public schools. Individuals from the planning team will comprise the school leadership team providing consistency and alignment necessary to launch a successful new school.

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<thead>
<tr>
<th>Name</th>
<th>Instruction</th>
<th>Special Needs</th>
<th>Youth Development, Community Engagement</th>
<th>New School Development</th>
<th>Fiscal Mgmt</th>
<th>School Support, (Facilities, Board, Fundraising)</th>
<th>Operations, (Legal, Compliance, etc.)</th>
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<td>Jai Nanda*</td>
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<td>Lazar Treschan*</td>
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<td>Bob Lesser*</td>
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**FOUNDING TEAM** (*denotes proposed Board Member)

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<tr>
<th>Name</th>
<th>Instruction</th>
<th>Special Needs</th>
<th>Youth Development, Community Engagement</th>
<th>New School Development</th>
<th>Fiscal Mgmt</th>
<th>School Support, (Facilities, Board, Fundraising)</th>
<th>Operations, (Legal, Compliance, etc.)</th>
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<tr>
<td>Megan Bartlett</td>
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<td>Patrick Fagan</td>
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**ADDITIONAL PROPOSED BOARD MEMBERS**
Jai Nanda (Lead Applicant, Proposed Board Chair) is the Founder and Executive Director of the Urban Dove, a non-profit organization that provides after-school programs for hundreds of New York City’s at-risk youth. Jai founded Urban Dove in 1998, after working at Lower East Side Prep, a transfer school, as a basketball coach and part-time teacher. Jai left teaching and started Urban Dove as a way to reach out to children in need and provide them with the life skills they need to become positive, successful citizens. After seeing many young people struggle in the classroom because they lacked the “non academic” set of skills needed to succeed, Jai focused on programs that ran in the after-school hours and taught communication, teamwork and leadership. To date, 98% of Urban Dove’s participants have graduated from high school, with more than 90% going onto college. He will be the chair of the Board of Trustees and manage the partnership between the school and Urban Dove.

Sydney King has been a classroom teacher for sixteen years. She is one of the founding English teachers at South Brooklyn Community High School, the model transfer school, joining the team eight years ago when the program became an official school with the Board of Education. At South Brooklyn she has been responsible for creating the English curriculum, tailoring it to the specific needs of over-aged and under credited youth. Prior to this she spent eight years in the Oakland Unified School District in California. Along with teaching full time, for four of those years she also directed the Education Academy, a ninety student school-within-a-school program that focused on careers in the field of Education. As the director of that program she wrote and administered a California State Partnership grant of $80,000 a year and created the curriculum for the academy core courses. She has been a member of numerous planning committees and curriculum teams. Ms. King has a Master's Degree in the Teaching of English from Brooklyn College.

Daryl Blank is currently the Principal at Fashion Industries High School in New York City. Daryl has been at Fashion Industries HS since 2002 serving as a Social Studies teacher and now as a supervisor. At Fashion, Daryl is the supervisor of the Social Studies and Physical Education departments. After finishing graduate school, Daryl moved to Lithuania to pursue a career in professional basketball. He played and coached in the Lithuanian professional basketball league. He also briefly worked as an eastern European basketball scout for the New York Knicks NBA team. He then moved back to the New York area working as a teacher at Pacific High School – a transfer school in Brooklyn.

Heather Page is currently an Assistant Principal at the High School of Economics and Finance in New York City. Heather has been supervising the math, science, health and physical education departments at the High School of Economics & Finance since joining the leadership team in the fall of 2005. During her career in education, Heather has taught an array of science courses including Regents Living Environment, environmental science, Regents Physics, AP Biology, bilingual science and special education general science.
Robin Cohen began her teaching career in February 1972. After almost eight years teaching English and Remedial Reading in junior high schools, she taught at the high school level. It was at this time that she participated in the Summer Writing Institute offered by the New York City Writing Project at Lehman College in the Bronx and taught her first group of ESL students. In the Summer Writing Institute, Robin realized that students learned best in a student-centered classroom, one where there was room for lots of writing and sharing, hands-on activities, and collaboration. After teaching her first group of ESL students at Lower East Side Prep in Manhattan, Robin discovered how culturally rich an ESL class could be and how rewarding it was to teach English to high-school aged recently-arrived immigrants and refugees. She continued to teach ESL until she retired last July.

Roque Ristorucci became a Bilingual Special Education teacher at South Bronx HS in 1983. As a special education teacher, Roque taught English, math, science and history – both in Spanish and in English. In addition to teaching, Roque served as the special education house coordinator and a special education dean. Roque also worked after-school at South Bronx HS coaching the junior varsity baseball team and the bowling team.

Lazar Treschan (Proposed Board Member) is the Director for Youth Policy at the Community Service Society of New York where he leads the agency’s efforts to address the nearly 200,000 young people who are out of school and out of work in New York City. This includes original research to raise awareness about the issue and propose public policy solutions to the crisis of disconnected youth. He also assists efforts to develop federal legislation for broader-scale investments in reengaging young people. Prior to joining CSS, he worked on the creation of small public high schools at New Visions for Public Schools, and was the Director of Planning and Evaluation at the New York City Department of Youth and Community Development. He has a Masters degree in Public Policy from Harvard University’s John F. Kennedy School of Government. Mr. Treschan will service on the Board of Urban Dove Charter School.

Bob Lesser (Proposed Board Member) is the Director of New School and Charter School Development at Replications, Inc, a non-profit which has created more than thirty new schools over the past ten years. Prior to this he was an Associate Director in the New York City Department of Education’s Office of New Schools where he provided operations and facilities support for new schools and oversaw the Department’s Selective School Initiative including the development of the Brooklyn Latin School, Columbia Secondary School for Math, Science, and Engineering, the iSchool, and Bard II Early College High School. Mr. Lesser also oversaw the development of the NYCDOE’s Partnership Support Organization structure which for the first time allowed NYCDOE schools to receive district supports from external organizations. Mr. Lesser has a Master’s Degree in Public Policy from Harvard University. Mr. Lesser will serve on the Board of Urban Dove Academy Charter School.

Board Meetings
Urban Dove Charter School’s Board of Trustees will meet each month and will comply with all aspects of the Open Meeting Law. Meeting dates will be set for each upcoming year at the annual Board Meeting. Meetings will be publicized on the school’s website, in monthly newsletters sent out via email to families, and in other regular correspondences to community stakeholders, including the local media. The Board Chair will preside over the meeting’s agenda. Prior to each Board of Trustee meeting, Board members will receive a packet prepared by the Principal and Athletic Director containing some or all of the following:

- An executive summary of the overall state of the school (i.e. fiscal, operations, facility, academic, youth development, etc.), summary of information in the packet, status of new programs or initiatives, key issues in need of Board decision-making or support.
- Minutes from the previous Board meeting
- Financial statements including income statement, balance sheet, and cash flow statement
- Student data including: (i.) enrollment and withdrawal details, (ii.) monthly student attendance, (iii.) discipline incidents, (iv.) the percentage of students on track for promotion, (v.) a breakdown of student proficiency in all subjects, and (vi.) the number of students receiving Special Education and/or English Language Learner supports.
- Staff data including: (i.) current staffing levels and vacancies, (ii.) monthly staff attendance, (iii.) retention figures and projected staffing needs, (iv.) twice yearly teacher impact on student performance based on fall and spring assessment results.
- Student outcome data: The principal will compile a summary of student outcome data three times a year, in conjunction with the school leader and school data specialist, once in the beginning of the school year, once at the end of the fall semester, and once at the end of the spring semester. The initial report will include a summary of student performance from the previous school year and will serve as a baseline for the upcoming year. The second and third reports will provide student performance and progress data based on informal and formal assessment administered during the fall and spring terms.

Using the above qualitative and quantitative data as well as other data it can request on an as needed basis, the Board of Trustees will have the information it needs to make sound management and oversight decisions and provide on-going support toward continuous school improvement.

UDCS will strive to include all stakeholders in the governance of the school, including students, staff, parents and alumni. Within the first charter period, the Board will have a parent representative serve as a member, and the student body and the faculty will both have a representative that meets regularly with the Board to ensure that issues that affect them are being heard.

See Attachments # 5, # 6, and # 7

C. Management and Operation

The governance and management structure for Urban Dove Charter School is as follows:
- The Board of Trustees is ultimately responsible for the academic, fiscal, and regulatory oversight of Urban Dove Charter School. Board oversight consists of approval of all school policies and monitoring of policy implementation.
- The Principal reports to the Board of Trustees and is responsible for the day-to-day management and implementation of the educational policies of the school. The Principal is the Instructional Leader of the school and is responsible for all curriculum development and implementation. The Principal is responsible for hiring, evaluating teachers, leading their professional development, and supporting their work.
- The Director of Athletics (AD) reports to the Board of Trustees. The AD is also the Dean of Students and is responsible for all conduct, discipline and behavioral issues. The AD hires, trains and evaluates all the coaches. The AD is also responsible for the Career
and Technical curriculum, overseeing the internship program, and for all sports, health and fitness related activities. As a matter of protocol, the Director of Athletics will defer to the Principal for all final decisions affecting the school.

- The Director of Operations reports to the Principal and is responsible for financial management, human resource management, and compliance with all state and authorizer requirements.
- The Social Worker reports to and is evaluated by the Director of Athletics.
- Teachers report to and are evaluated by the Principal.
- Coaches report to and are evaluated by the Director of Athletics.
- Operations staff report to and are evaluated by the Director of Operations.

**School Leader**
Urban Dove Charter School has not identified the Principal, who will serve the role of School Leader. UDCS has begun a search for this person, and has already received dozens of qualified resumes. UDCS has conducted first round interviews with a nine candidates and has four candidates ready for second interviews. We anticipate having a Principal identified by November 1, 2010.

See Attachments # 8 and # 9

**C.1. Charter Management Organizations***

**Applicant Instructions:**
Select the statement that is applicable and proceed as directed:

- [ ] We intend to contract with a not-for-profit charter management organization. Continue with completion of this section.
- [x] We do not intend to contract with a not-for-profit charter management organization.

*Attachments # 8 – 12 are not applicable*

**D. Staffing and Human Resources**

**Teacher Hiring and Retention**
UDCS endeavors to recruit and hire highly qualified teachers who are committed to the school’s vision and mission. Prospective teachers should embrace teaching through project-based learning, interdisciplinary learning, and technology integration. In addition, prospective teachers should have a strong willingness to work in a collaborative school environment in which they plan together in teacher teams to develop quality curricula units and lessons. UDCS will seek out candidates with excellent content knowledge who demonstrate a passion for their subject
area. They must be energetic, and be willing to work hard and be reflective in order to continually improve practice. All candidates must be dedicated to meeting the academic, social, and emotional needs of all students, including English language learners and special education learners. To that end, UDCS will seek out candidates who have a knowledge and understanding of adolescents and are committed to urban education and the challenges involved in it.

UDCS will recruit teachers from both Teach for America (TFA) and New York City Teaching Fellows (NYCTF) alumni. These teachers will have 2 years or more experience working with students from a similar background, and have made the decision to stay in teaching. In later years, when the school is operating successfully, UDCS will consider hiring teachers with no classroom experience if they meet the other expectations described above and demonstrate potential for high quality teaching and curriculum development. The planning team has first-hand experience developing teachers with little or no classroom teaching experience into excellent teachers. With that in mind, UDCS will advertise at local universities such as Columbia Teachers College, Bank Street, Hunter, NYU, and other universities with rigorous teacher training programs. Per New York State’s Charter Law, as many as 30 percent of UDCS’s teaching staff, or five teachers, (whichever is less) may be uncertified. UDCS will consider applications of uncertified teachers if they meet the criteria set forth above.

Urban Dove Charter School believes that student success is achieved by hiring hard-working, skilled and caring people. And as such, we dedicate a great deal of time and energy to finding the best teachers and support staff we can. Urban Dove Charter School’s staff hiring process is as follows:18

Step 1: Candidates submit resume and cover letter
Step 2: Resumes are screened and selected for phone interview
Step 3: Selected candidates engage in a 20-40 minute phone interview with the Principal
Step 4: Selected candidate’s references are checked
Step 5: Selected candidates are invited to teach a model lesson to a group of students, teachers, and the Principal. The model lesson is followed by a 30-45 minute conversation with the group.
Step 6: A conversation regarding the expectations of teachers at UDCS takes place with the candidate and the Principal.
Step 7: A job offer is made.

UDCS is an equal opportunity employer. We believe in the value of diversity and do not discriminate on the basis of race, color, religion, gender, sexual orientation, ethnicity, national origin, age, disability, or any other characteristic protected by law. Hiring and promotional decisions are made solely based on qualifications in the best interests of students learning and support. All employees of UDCS are at-will employees, subject to all rights and responsibilities under the law.

Urban Dove Charter School will strive to build a safe, supportive and nurturing environment for all of its students. Continuity, consistency and familiarity are all elements of building this successful school culture, and as such, retaining teachers and staff will be an important goal. Teachers will be give the opportunity for professional growth though increased responsibilities and professional development. The Principal and administrative staff will strive to create a

18 Process is subject to modification
supportive, exciting environment for teachers and UDCS will offer competitive salaries, benefits and schedules to attract and retain excellent, committed teachers.

Staffing
UDCS has modeled its instructional program on the Transfer school approach, which allows for acceleration of high school course credits and preparation to take and pass Regents exams. As such our instructional staffing is aligned with this population of over-aged, under-credited young men and women in mind. Class sizes will be smaller than citywide averages and adult-student ratios will be higher with the addition of coaches in the classrooms. In addition UDCS will employ a unique sports-based youth development and job training model. An Athletic Director will oversee all sports, health and fitness activities as well as partnership and internship opportunities for students. Coaches will provide team and one-on-one coaching to students both on and off the playing field. These coaches are Americorps members who earn stipends whose costs will be shared between Urban Dove and Americorps for their year of service with UDCS. Coaches will not only conduct all athletic, CTE and internship activities, but will assist in academic support both in and out of the classroom.

Urban Dove Charter School will open with a class of 95 students. All students will take ELA, Math, Science and Social Studies in year one and 1 FTE for each will be hired in year one. An additional ELA FTE will be hired as well, as we anticipate the need for remediation and extra support for our students in this area. UDCS will also provide .5 FTE for both Special Education and English Language Learners. These lines will provide support to classroom teachers for those students with special needs. In years two, Foreign Language, Art and Music will also be offered. Special Education and ELL support will grow with the addition of each class at .5 FTE per year. See the Budget Attachment for Staffing Plan and costs.

Staff Evaluation
Urban Dove seeks to create a professional learning environment in which teachers can work together, learn and be supported in this endeavor. Staff development will be modeled after the youth development approach of working with students at the center, driving all decisions related to course content and assessment. Teachers will be at the center of their own professional development. Based on the “California Standards for the Teaching Profession” Urban Dove teachers will be taught to have a reflective teaching practice asking themselves why they make each teaching decision they do and analyzing the results to drive next steps. Teachers are also encouraged to ask themselves how to achieve a goal and work in partnership with the principal to seek individualized or group professional development opportunities that are right for their own unique path.

At the beginning of each school year teachers will be asked to choose one of the following domains:

- Engaging Students in Learning
- Effective Environment
- Organizing Subject Matter
- Planning Instruction
- Assessing Learning
- Developing as a Professional
Within these domains teachers and support staff will set goals and create action plans as well as evaluation standards to measure their accomplishment of the goals. Teachers will work as teams to help each other identify professional development opportunities within their area of focus. As a team, if one member is challenged by a certain aspect of the craft that another has more facility with, the expectation is that each will seek the other out to support the growth of his or her team. Within this context teachers will construct their own learning with the support and assistance of their team of teachers. The role of the Principal in this process is to facilitate teacher learning by having regular meetings with teams of teachers and individuals, to collaborate with staff to set goals and objectives, and provide resources necessary to scaffold teacher and staff learning.

Once a teacher has chosen his or her area of growth, this becomes a main focus in both formal and informal evaluations until the teacher and principal agree that mastery of that goal has been achieved and the process is begun again. For each of the standards, there is a list of “Observable Activities” which indicate mastery of the goal. Each teacher is observed formally 3 times per year. For each formal observation, the teacher meets with the Principal and presents the lesson he or she will be teaching, the Unit the lesson falls in, and any assessments within the Unit. The conversation in the pre-observation is around unit, lesson and assessment quality as well as how the teacher is working toward the goals that were set in the beginning of the year. After the Observation, teachers have a post observation conference where the Principal debriefs them, and evaluates progress toward the goal. Together, the Principal and the teacher set a course of action for professional development. This may include moving to the next goal on the California Standards. In addition to formal observations, informal observations happen often. Feedback on informal observations is based on agreed upon expectations for student engagement and expectations during direct instruction, guided practice and independent and group work, as well as the individual teacher’s goal. As a team, the staff at UDCS will come together to define the expectations for the student, as well as the expectations for the teacher in enforcing the agreed upon norms.

Student assessment data will also be used to evaluate the performance of teachers. Using baseline and periodic assessments, teachers and staff will regularly monitor student achievement and record how that achievement aligns with the goals of the teacher and the school. Teacher evaluations will incorporate discussions around achieving goals, understanding why goals are not being met and devising strategies to improve in the future. Administrative staff and other teachers will share best practices to support each other and create an environment of accountability.

**E. Student Recruitment, Enrollment, and Evidence of Demand**

**Recruitment**

Urban Dove Charter School students will be students who have attended ninth grade but did not complete ninth grade (generally considered to be those who attained fewer than ten high school credits). The application form will ask for student information, and will be used to determine if the student meets admissions preference criteria. Students meeting the above criteria residing in CSD 22 where the school will be located will receive admissions preference. CSD 22 has no

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19 As directed by the 2010 Revisions to the Charter Schools Act, the Department and the Board for Regents will prepare guidance and draft Admissions Policies and Procedures (Enrollment Policy) as well as lottery guidance for schools. These policies, protocols and procedures will be adopted by schools during the planning year, or pre-opening period.
other Transfer Schools of any kind, and its high schools have nearly 800 students drop out each year. The Overage / Under-credited students currently must travel outside the District to attend a Transfer School that may be appropriate for them.

The process of student outreach will begin with intensive mail and telephone outreach to long-term absentees to introduce them to Urban Dove Charter School and encourage them to return to school. Our recruitment efforts will specifically target traditionally less informed parents and families, and we will make great efforts to facilitate the application process for them. The school will request the long-term absentee list from appropriate DOE leadership by specific zip codes for underserved areas of Brooklyn including Bedford Stuyvesant, Bushwick, East New York, Brownsville, and Flatbush. School administrators will meet with neighborhood based high school representatives and Guidance Counselors to introduce them to the school. The Principal, Athletic Director and Coaches will conduct community engagement presentations and continue telephone outreach to reach those students and their families who are interested in attending Urban Dove Charter School. In addition, UDCS will run several open houses in community-based facilities to allow students and families to meet the school faculty and staff. Information regarding the application procedures and timeline will be distributed through all of these venues.

Other measures to recruit student applications may include the following:
- Sending letters to residents of Community School District 22;
- Posting flyers and notices in local newspapers, churches, CBOs, and apartment complexes;
- Providing information to New York City Department of Juvenile Justice to disseminate to youth exiting the system;
- Providing information to Young Adult Borough Centers; and
- Canvassing neighborhoods to further reach interested families.

Attracting English Language Learners and Students with Disabilities
Urban Dove Charter School recognizes that the target student population will have a higher than average number of English Language Learners and Special Education students. In order to ensure that we are reaching these students, we will undertake special outreach efforts, as they and their families may not be traditionally as informed about school choice and the charter school application process. We will translate all letters, flyers, advertisements, notices, applications, and enrollment forms into Russian and Spanish, which are the two languages that the majority of those families that immigrated from outside of the U.S. in CSD 22 community speak. Through our outreach, should we discover that there are local families that speak languages other than these we will work to have the enrollment forms translated into those languages as well. We will reach out to local leaders who have frequent and direct access to ELL families, such as church leaders and local non-profits in order to make sure that we are reaching this population, and that parents and families in need of help filling out the application and other forms receive the help needed.

To specifically target special education populations, we will emphasize the personalized nature of our educational program and explain the lengths that we go to in order to ensure that every student is achieving academically. In all community outreach, marketing documents, and presentations, we will emphasize that the school is a free, public, open-enrollment school that is open to both regular as well as special education students.

Evidence of Demand
CSD 22 does not have any Transfer Schools to serve the Overage / Under-credited population. The five high schools in this District combined see 880 students drop out annually. UDCS has a student body of 240 at capacity, so it is likely that need and interest will be high. Additionally, CSD 22 high schools have a significant number of ninth graders who do not get 10 credits. This,
combined with the drop out rate, shows a clear need for an alternative high school setting for a large number of students.

<table>
<thead>
<tr>
<th>High School</th>
<th># of Students</th>
<th>% of Ninth Graders who do not gain 10 credits</th>
<th># of students who drop out before graduation</th>
</tr>
</thead>
<tbody>
<tr>
<td>Midwood HS</td>
<td>3,962</td>
<td>12.4%</td>
<td>83</td>
</tr>
<tr>
<td>Sheepshead Bay HS</td>
<td>2,312</td>
<td>47.8%</td>
<td>416</td>
</tr>
<tr>
<td>Leon Goldstein HS</td>
<td>1,049</td>
<td>3.0%</td>
<td>26</td>
</tr>
<tr>
<td>Brooklyn College Academy</td>
<td>586</td>
<td>2.5%</td>
<td>0</td>
</tr>
<tr>
<td>James Madison</td>
<td>2,218</td>
<td>27.1%</td>
<td>298</td>
</tr>
</tbody>
</table>

We also canvassed local parents and families with children in high school in and around District 22 and were able to gain over 100 signatures in support of the need for a Transfer School in the community. There is also a much larger need for Transfer School seats in the Districts bordering CSD 22 and we anticipate that if we are unable to fill our seats from CSD 22, that we will be able to do so easily by accommodating students from neighboring Districts.

**F. Community Involvement**

As the planning team for the Urban Dove Charter School has met and spoken with community leaders, parents, and students we have been greeted with a high degree of enthusiasm and excitement about the concept for the school and the need for serving the Overage / Under-credited population. Members of the community have expressed support for both the proposed school model, as for the need for an innovative approach to serving local youth who have been unsuccessful in their initial high school experiences.

Urban Dove Charter School will fill an important need – providing a school option that currently does not exist for students who are not achieving success in a larger, more traditional high school. UDCS will reach out to all the stakeholders in the community to ensure that these students have a viable school option that can help them re-engage in a positive school community. UDCS administration will engage with local elected officials, CECs, Community Boards as well as parents, families and educators to ensure that UDCS continues to meet the needs of its students.

The following is a summary of the Urban Dove Charter School planning team’s community outreach activities to date:

- Secured a partnership with Aviator Sports and Recreation Complex
- Collected over 100 signatures in support of UDCS from local parents with children of age to attend UDCS
- Received initial support from Gateway National Park
- Received organizational letter of support from City Council Speaker Christine Quinn
- Received letter of support from Brooklyn Borough President Marty Markowitz
- Spoke to Dorothy Turano, District Manager of Community Board 18 and Saul Needle, Chairman of Community Board 18
• Spoke with Councilman Lewis Fidler’s Chief of Staff, Reeve Eisen about the school and sent information to the Councilman at his request

• Sent information on the school to Assemblyman Alan Maisel, State Senator Carl Kruger and Regent Karen Brooks Hopkins

• Spoke with representatives from Congressman Anthony Weiner and Senator Charles Schumer’s offices

• Met with parents who have children in Crossroads Juvenile Center

• Received letter of support from current and past Urban Dove youth who live in Brooklyn

F.1. Joint Application*

The Urban Dove, a 501(C)3 non-profit organization will be the Institutional Partner for the Urban Dove Charter School. The lead contact will be Jai Nanda, Executive Director.

Urban Dove
40 Exchange Place, Suite 501
New York, NY 10005
212-244-2131 – phone
212-244-2506 – fax
www.urbandove.org
jnanda@urbandove.org

See Appendix A – Draft Memorandum of Understanding between Urban Dove and Urban Dove Charter School
III. FINANCIAL PLAN

A. Budget

Urban Dove Charter School fully recognize the Board’s role as the steward of public funds, the importance of maintaining a firm financial footing, and the need to be prudent in all aspects of financial planning. The forecasts for Urban Dove Charter School have been developed with expense projections based on best practices and benchmarks from existing charter schools, as identified through research by the planning team. We have been careful to forecast revenues conservatively and expenses liberally, and have made contingency plans should potential financial challenges arise. This advanced planning will allow us to focus the majority of our energies on ensuring students achieve academically and fulfilling the mission of the school. UDCS will also utilize its ongoing partnership with Urban Dove to build its fundraising capacity, including having access to Urban Dove’s Development, Marketing and Public Relations teams, sharing in proceeds from fundraisers and donations and having access to Urban Dove’s Board, networks, and contacts.

The Board will review both expense and revenue projections annually, and determine the best use for potential additional revenue should there be increases in the per pupil allocation.

Basic Assumptions:
- UDCS enrollment of 95 students in year 1, 170 students in year 2, and 240 students in years 3, 4, and 5.
- 100% of students eligible for free and reduced lunch, based on demographic data
- 15% of students require special education services, based on district data
- Conservative revenue projections with no changes in city, state, federal allocations
- 3% COLA in years 3, 4 and 5
- 3% annual escalation in educational materials, office supplies, furniture, technology

Other key budget assumptions include the implementation of the Sports-Based Youth Development curriculum. Urban Dove Charter School will partner with the Coach Across America Americorps program to provide coaches to deliver this curriculum. Coaches will be full time (1700 hours per year) and will have flexible, staggered schedules (including Saturdays). UDCS has also included in budget assumptions the need for transportation for students to participate in activities at the Aviator Sports and Recreation Complex. Students will travel by bus in staggered trips to and from the facility for their daily activities (UDCS is investigating the cost effectiveness of leasing or purchasing busses as well). All costs associated with the Educational Plan have been accounted for, including Special Education and ELL staffing, costs associates with a year 2 relocation and extracurricular activities. Revenue projections are conservative and do not include competitive grants or possible Learn-To-Work funds available to District Transfer Schools, although UDCS plans to seek funds from both sources.

We have developed a five-year base budget and have several contingency plans regarding our facility plan. The Urban Dove’s fundraising abilities will contribute significantly to the overall financial health of the school. The Urban Dove Board has already committed half of the pre-operating funds needed - $75,000 and is confident in raising the rest in due time. The Board has spent a significant amount of time developing a fundraising plan, and has worked closely with the Founding Group to ensure goals are met. To ensure the fundraising plan is well designed and implemented, the Board of Trustees, several of whom have experience in
fundraising and have access to high-net-worth individuals through professional networks, will work closely with the school staff to help identify and secure potential resources.

The base budget submitted is conservative in its estimates and three are no irregular assumptions. The facility plan is fully discussed in the Facilities section of this proposal, but to reiterate, UDCS plans to locate at Floyd Bennett Field in Year 2. The facility there will require one year of renovations, so UDCS will incubate and pay rent for year 1. UDCS will then relocate to Floyd Bennett and pay rent to Urban Dove from year 2 on (see Budget Attachment for rent costs). Rent costs will include a “renovation premium” to offset the capital investment by Urban Dove, but will still be below market rates. This rent can be deferred in part if cash-flow or revenue projections create issues in start-up or year 1.

See Form # 5

B. Financial Management

Annual Financial Audit and Reports
Urban Dove Charter School will put in place policies to ensure proper oversight and control of payroll, procurement, accounting, audit, cash management, and fundraising procedures. These policies have been developed through industry best practices in non-profit management as well as high performing charter school practice. Urban Dove Charter School will use accrual basis accounting in accordance with GAAP for its books, including Budget Reports, Chart of Accounts and the General Ledger, all financial statements and any reporting to the IRS or other governmental entities. UDCS shall undergo an annual independent audit by a Certified Public Accountant (CPA) selected by the Board of Trustees. The audit will be conducted in accordance with Generally Accepted Auditing Procedures (GAAP) and Government Auditing Standards. UDCS will be transparent in its accounting, and submit any and all necessary documents to the auditor. UDCS will publish an Annual Report at the end of each fiscal year, for public dissemination to stakeholders, with relevant programmatic and financial data. Ultimately the Board of Trustees is responsible the fiscal management of the school and will review fiscal reports on a monthly basis as provided by the Director of Operations and the Principal. The Board will have a Finance Committee that will be responsible for reviewing detailed financial data and assisting the Auditor with the annual Audit. UDCS Board of Trustees will also ensure that proper insurance policies are in place to indemnify the school, its staff, teachers and the Board from tort claims.

Other Financial Management Obligations

Payroll
The Director of Operations will maintain a personnel file for each UDCS employee to include updated salary, benefits, and withholding tax information including IRS I-9 and W4 forms. Staff will be paid bi-weekly by check or direct deposit through a payroll administration service such as Paychex, ADP, or CompuPay. Contractual services will be processed as accounts payable with IRS Form 1099 issuing annually to independent contractors. The Director of Operations will record payroll expenditures to the UDCS accounting system. UDCS’s Principal and Director of Operations will review payroll distributions monthly and the Treasurer of UDCS’s Board of Trustees will review payroll transactions quarterly.
**Procurement**
The Director of Operations will oversee procurement. The Operations Manager can make purchases up to $250 for the good of the school at his or her discretion. All expenditures above $250 must be approved by UDCS’ Principal, Athletic Director or Director of Operations. All purchases over $500 will be made after a comparison of at least three vendors based on price, quality, dependability, and delivery time. For purchases exceeding $25,000, a competitive bid process or sole source justification showing unique qualifications of the vendor must be completed. In addition to approval from the Principal, the Board of Trustees will also review and approve competitive bid or sole source requests before an expenditure can be made.

All expenditures shall be documented by a purchase order form, regardless of amount of purchase, in advance of the transaction, bearing the required authorized signatures as well as the terms of the purchase and the account coding. Only original invoices shall be processed for payment. No photocopies or invoice duplicates shall be processed unless specifically approved by the Principal.

Only the Principal, Athletic Director, and Director of Operations may sign checks or authorize the disbursement of UDCS funds. In addition, checks may not be signed in advance and may not be payable to cash. Finally, a UDCS credit card will be issued to the Principal, Athletic Director, and Director of Operations following the same procurement procedures outlined above. Other cards may be issued if deemed necessary by the Director of Operations. The Board of Trustees Finance Committee will review credit card statements and complete bank reconciliations for irregularities at each Board meeting.

**Cash Management, Investing & Fundraising**
With respect to school funds, any investment recommendations, including a risk analysis, will be made by the Board of Trustees.

In order to support the mission and vision of Urban Dove Charter School, raising additional funds will likely be necessary. The Urban Dove Charter School Board will be responsible for raising individual, foundation, and government grants based on annual fundraising targets set by the Board. In addition to thoroughly documenting all fundraising dollars, all UDCS grants will be actively managed by the Director of Operations with oversight from the Board.

**Student and Financial Records**
Urban Dove Charter School will comply fully with all regulations pertaining to keeping and monitoring of student records requiring the protection of student privacy. UDCS will not disclose any information from the student’s permanent records without consent of the parent or legal guardian of a student under 18 years of age, or of a student 18 years of age or older except as authorized pursuant to, or in response to, a subpoena, as required by law. The parent or legal guardian of a student under 18 years of age, or a student 18 years of age or older is entitled to access the student’s school records by submitting a written request to the school’s Director of Operations. UDCS will comply with such requests within a reasonable period of time, but, in no case, more than 45 days after it has been received. All student records required to be kept confidential will be kept in a locked file in the school office and electronically in a password protected database. A detailed log will be maintained by the Director of Operations that lists who requests and/or gained access to the records and the reason for the request. The Director of Operations will maintain up-to-date and accurate student records, monitor access to those records in accordance with applicable law, and report attendance and enrollment in compliance with New York State Education Law. In addition to the Director of Operations, the only staff members at the school that will have direct access to these files will be the Principal.
The Director of Operations will be appointed the Records Management Officer (RMO). The RMO will coordinate the development of and oversee a program for orderly and efficient management of records, including the legal disposition or destruction of obsolete records. The Board will recommend appropriate policies, regulations and procedures to the RMO. When necessary, the Board will access legal counsel to determine appropriate actions in regards to confidentiality and record keeping.

The Director of Operations will maintain all financial accounts and data with an approved software package such as Fund E-Z. The Principal reviews all completed draft financial reports from the Director of Operations, attaches explanations when required and presents to the Board of Trustees at Board meetings. The Director of Operations will make additional financial information available to the Board of Trustees and/or the Finance Committee as needed.

C. Facility

The unique sports, health and fitness program offered by Urban Dove Charter School necessitates a facility where students can engage in a variety of sports activities throughout the day. Urban Dove Charter School envisions providing training to students in a variety of sports including soccer, basketball, and baseball in addition to training in cardiovascular and weight conditioning. We have partnered with the Aviator Sports and Recreation complex, a state of the art sports facility, located at Floyd Bennett Field on 3159 Flatbush Avenue, Brooklyn, NY, 11234 in Community School District 22 to utilize their facilities for our unique sports, health and fitness curriculum. This facility will provide unique possibilities for an unprecedented school experience for Urban Dove students. Students will have access to indoor and outdoor fields and courts to practice soccer, lacrosse, baseball/softball, basketball and other activities. The Aviator Sports Facility also includes a sports performance center used by orthopedic physicians, physical therapists, and highly skilled athletic trainers, which will give students exposure to these careers and illuminates the links between their classroom work and what awaits them in college and beyond.

The Urban Dove Charter School itself will also be located at Floyd Bennett Field, on the campus of the Gateway National Recreation Area. Currently on the campus there exists a complex of unused buildings, totaling more than 25,500 s.f., that will be converted into the school facility, including classrooms, cafeteria, administrative space, recreational and general meeting space. These buildings are in good working condition but require interior renovation. Renovations will be done in stages, as the student population grows. Because of the short timeline from approval to school opening, we anticipate incubating our school for year one while renovations are under way. Working with Fillmore Commercial – a real estate broker based in CSD 22, with experience in locating charter schools throughout Brooklyn, we have found several possible facilities in which we can incubate. They include:

1. Aviator Sports and Recreation Complex – this large complex has unused space that can easily be converted to a school facility for 95 students. Rent will less than other options, but there will be minimal renovation needed and the space is available immediately. Additional "renovation premium" to cover costs of renovations.
2. St. Vincent Ferrer Catholic School, 3610 Glenwood Road, Brooklyn, New York – this is a closed Catholic School with nearly 40,000 s.f. It is has more space than we would need and is available immediately. It is well located near public transportation and in excellent condition.
3. Our Lady Help of Christians, 2802 Avenue M, Brooklyn, New York – is also a closed Catholic school. This facility has 30,000 s.f. of school space, and is also well located. It is available immediately.

All three of these facilities will provide UDCS with approximately 8,000 s.f. of space. Rent at Aviator will be $10/s.f. with a $6/s.f. premium for renovations. Rent at the Catholic schools will be approximately $17/s.f. Using a base rent of $17/s.f. our budget assumes a first year rent of $136,000. Year 1 incubation needs are outlined in the table below.

<table>
<thead>
<tr>
<th>Room</th>
<th>Square Footage Required</th>
<th># of Rooms Needed In Year 1 Incubation</th>
<th>Total S.F.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Classrooms</td>
<td>750</td>
<td>3</td>
<td>2250</td>
</tr>
<tr>
<td>Resource Room</td>
<td>300</td>
<td>1</td>
<td>300</td>
</tr>
<tr>
<td>Student Support</td>
<td>400</td>
<td>1</td>
<td>400</td>
</tr>
<tr>
<td>Administrative Offices</td>
<td>800</td>
<td>2</td>
<td>1600</td>
</tr>
<tr>
<td>Cafeteria</td>
<td>1000</td>
<td>1</td>
<td>1000</td>
</tr>
<tr>
<td>Computer Room/ Library</td>
<td>900</td>
<td>1</td>
<td>900</td>
</tr>
<tr>
<td>Teacher’s Lounge</td>
<td>800</td>
<td>1</td>
<td>800</td>
</tr>
<tr>
<td>Meeting / Common Space</td>
<td>750</td>
<td>1</td>
<td>750</td>
</tr>
<tr>
<td><strong>TOTAL</strong></td>
<td></td>
<td></td>
<td><strong>8,000 S.F.</strong></td>
</tr>
</tbody>
</table>

From approval in mid-December to September 2012, Urban Dove will assume the responsibility and costs of renovating the facility at Floyd Bennett Field. The renovation will occur over two years as the school reaches capacity. Based on student needs, our growth plan will proceed as follows:

<table>
<thead>
<tr>
<th>Room</th>
<th>Square Footage Required</th>
<th># of Rooms Needed Fall 2012</th>
<th>Total S.F.</th>
<th># of Rooms Needed Fall 2013</th>
<th>Total S.F. At Capacity</th>
</tr>
</thead>
<tbody>
<tr>
<td>Classrooms</td>
<td>750</td>
<td>6</td>
<td>4500</td>
<td>10</td>
<td>7,500</td>
</tr>
<tr>
<td>Science Lab</td>
<td>1,200</td>
<td>1</td>
<td>1200</td>
<td>1</td>
<td>1,200</td>
</tr>
<tr>
<td>Resource Room</td>
<td>400</td>
<td>2</td>
<td>800</td>
<td>2</td>
<td>800</td>
</tr>
<tr>
<td>Student Support</td>
<td>550</td>
<td>2</td>
<td>1100</td>
<td>2</td>
<td>1,100</td>
</tr>
<tr>
<td>Administrative Offices</td>
<td>900</td>
<td>2</td>
<td>1800</td>
<td>2</td>
<td>1,800</td>
</tr>
<tr>
<td>Cafeteria</td>
<td>4,000</td>
<td>1</td>
<td>4000</td>
<td>1</td>
<td>4,000</td>
</tr>
<tr>
<td>Computer Room/ Library</td>
<td>900</td>
<td>1</td>
<td>900</td>
<td>2</td>
<td>1,800</td>
</tr>
<tr>
<td>Teacher’s Lounge</td>
<td>800</td>
<td>2</td>
<td>1600</td>
<td>2</td>
<td>1,600</td>
</tr>
<tr>
<td>Meeting / Common Space</td>
<td>2,500</td>
<td>1</td>
<td>2500</td>
<td>1</td>
<td>2,500</td>
</tr>
<tr>
<td><strong>TOTAL</strong></td>
<td></td>
<td></td>
<td><strong>18,400 S.F.</strong></td>
<td></td>
<td><strong>22,100 S.F.</strong></td>
</tr>
</tbody>
</table>

The facility will not house any residential or community facilities.

Urban Dove Charter School will rent space at Floyd Bennett Field from Urban Dove at below market rates. Urban Dove will be responsible for the renovations and capital investment in the facility and for having it ready for year 2 opening. Rent will be $12/s.f. with a $5/s.f. renovation premium with a 3% annual escalation. When Urban Dove has paid off the renovation work, either through philanthropic donations or debt servicing, this premium will expire.

It should be noted that if the facility at Floyd Bennett Field does not become available for any reason, UDCS anticipates signing a long term lease with a private facility within CSD 22, most
likely one of the two Catholic Schools mentioned above, both of which have more than enough space to house the UDCS at capacity. In this case, UDCS will have a traditional rent payment of $17/s.f. with escalations in year 2 going forward. See Budget Attachment for all rent cost assumptions.

D. Transportation

Urban Dove Charter School students will receive transportation services for which we are statutorily eligible under §2853(4)(b) and § 3635 of the Education Law. Specifically, the NYC Department of Education will provide or assign eligible students Metrocards based on how far they live from the school. Urban Dove Charter School will then provide additional transportation from specific locations to and from Floyd Bennett field. Because Urban Dove Charter School will be in session on days when New York City Public Schools are not, we shall seek arrangements with the District and MTA to provide transportation on those days pursuant to §2853(4)(b) of the Education Law, or shall make other necessary transportation arrangements. In accordance with standard regulations, we will document the manner in which students will be transported to and from school.

Urban Dove Charter School will either rent or lease school busses for its own use, so that busses will be available at the beginning and end of the school day, as well as on Saturdays and during the school day if needed. UDCS has included in its budget the cost of this additional transportation based on research of several companies that rent buses, using the figure of $400/bus/day but we are also looking into the feasibility of leasing or purchasing our own buses which may provide a cost savings.

E. Food Service

Urban Dove Charter School will participate in the Federal Free- and Reduced-Priced breakfast, lunch and snack programs administered by the U.S. Department of Agriculture. We will make available to students breakfast, lunch, and a morning or afternoon snack, and 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% and 185% of the poverty level are eligible for reduced price meals. We expect 100% of our students to qualify for FRP and of those 50% to qualify for Free meals. See Budget Attachment for costs for Meals.

We will contract with the NYC Office of School Food and Nutrition Services for breakfast, lunch and snack through the School Food program in which all students are eligible for free breakfast and lunch and reduced price lunch for $.25 cents. Children of parents who receive benefits such as Temporary Assistance to Needy Families (TANF), Food Stamps, WIC or any other public assistance benefits, may be eligible for free meals. Children from households that meet Federal Income Guidelines are eligible for free or reduced-price meals. After establishing a system for monitoring daily student participation in meal services, we will submit weekly MIE1 and MIE2 forms and payment to OSFNS.
UDCS expects to have a full kitchen in which meals will be prepared for students through a contract with DOE or an independent food services provider. UDCS will also prepare and provide dinner for students at least three nights per week. USCSC is investigating if OSFN can provide a dinner service, or if an outside contractor is necessary. UDCS will budget $7/student per day for dinner, 3 times per week, assuming those costs will cover ancillary costs associated with staffing, insurance, health permits, etc.

F. Insurance

Urban Dove, the non-profit partner of the Urban Dove Charter School, currently holds policies for Directors’ and Officers’ Liability, Sexual Abuse Liability, Commercial General Comprehensive Liability, and Worker’s Compensation Liability. Urban Dove will research quotes from our current providers and others to procure policies for Educators’ Legal Liability, Employment Practices Liability, Automobile Liability, Excess Liability and a Surety bond for the school’s chief financial officer. Budget assumptions for these policies is based on Urban Dove’s current cost and discussions with our broker on possible costs of the additional policies.

G. Pre-Opening Plan

Key tasks to be completed between approval of the application (December 15, 2010) and school opening (September 2011) are as follows:

1) **Finalize terms with landlord for school facility** (year one incubation) – Urban Dove Charter School has already initiated discussions with the three private facilities regarding use of their space. Discussions will continue over the next few months while UDCS awaits a decision on our application. We expect execution of a lease for our year one space in January 2011. UDCS Board of Trustees, in particular Michael Grandis and Patrick Fagan, will have the prime responsibility for negotiating and executing any lease agreement.

2) **Hire Key Staff (Principal, Athletic Director, Director of Operations)** – Urban Dove Charter School is in the process of interviewing Principals and has advanced to a second and third interview stage with several promising candidates. We will have our Principal identified by November 1. We expect to initiate our search for the other two positions before being awarded our Charter. Our Principal and Director of Athletics will begin working at the start of 2011 and our Director of Operations will begin in March 2011. UDCS Board of Trustees will lead the search for these positions, specifically Jai Nanda and Jason Griffiths.

3) **Hire Teachers and Coaches** – UDCS will initiate the hiring of these staff in March 2011. Staff will be in place by June 2011. The Principal will be the primary lead on hiring teachers and the Director of Athletics will be the primary lead on hiring coaches. Both teachers and coaches will begin working in August 2011.

4) **Recruit Students** – UDCS will initiate this process in January 2011. The Principal and the Director of Athletics will be primarily responsible for this process, which will include meeting with all potential sources of students (i.e. high schools, YABCs, DJJ, CBOs, etc.). This process will conclude in April 2011 with completion of application forms and a lottery, if necessary.

5) **Secure buses for additional transportation as needed** – Urban Dove Charter School has already begun discussions with several companies that rent, lease, and sell school busses. We anticipate having a contract to provide the necessary transportation by June 2011. The
Director of Operations and Jai Nanda will be primarily responsible for this part of the pre-opening plan.
FORM 1: CERTIFICATION STATEMENT

Proposed Charter School Name: **Urban Dove Charter School**

Proposed School Location (District): **Brooklyn, New York – CSD 22**

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

Signature of Authorized Person       Date 9/9/10

(Please label the copy that has original signatures.)

Print/Type Name: **Jai Nanda**
### Form 2: Roster of Key Contacts

<table>
<thead>
<tr>
<th>Name</th>
<th>Role</th>
</tr>
</thead>
<tbody>
<tr>
<td>Jai Nanda</td>
<td>Proposed Board Member, Founding Member</td>
</tr>
<tr>
<td>Michael Grandis</td>
<td>Proposed Board Member</td>
</tr>
<tr>
<td>Robert Lesser</td>
<td>Proposed Board Member, Founding Member</td>
</tr>
<tr>
<td>Megan Bartlett</td>
<td>Proposed Board Member, Founding Member</td>
</tr>
<tr>
<td>Lazar Treschan</td>
<td>Proposed Board Member, Founding Member</td>
</tr>
<tr>
<td>Patrick McGillicuddy</td>
<td>Proposed Board Member</td>
</tr>
</tbody>
</table>
## Attachment 1 – Sample Daily Schedule

**Urban Dove Charter School**  
*Sample Daily Schedule*

<table>
<thead>
<tr>
<th>Time</th>
<th>Activity</th>
</tr>
</thead>
<tbody>
<tr>
<td>7:30 AM – 7:55 AM</td>
<td>Breakfast</td>
</tr>
<tr>
<td>8:00 AM – 8:25 AM</td>
<td>School/Team Assembly</td>
</tr>
<tr>
<td>8:30 AM – 9:45 AM</td>
<td>Team Practice Session</td>
</tr>
<tr>
<td>9:50 AM – 10:45 AM</td>
<td>Art / Music</td>
</tr>
<tr>
<td>10:50 AM – 11:45 AM</td>
<td>Global Studies</td>
</tr>
<tr>
<td>11:50 PM – 12:25 PM</td>
<td>Lunch</td>
</tr>
<tr>
<td>12:30 PM – 1:25 PM</td>
<td>Integrated Algebra I</td>
</tr>
<tr>
<td>1:30 PM – 2:25 PM</td>
<td>Learning Environment</td>
</tr>
<tr>
<td>2:30 PM – 3:25 PM</td>
<td>Literature</td>
</tr>
<tr>
<td>3:30 PM – 4:25 PM</td>
<td>Foreign Language</td>
</tr>
<tr>
<td>4:30 PM – 5:10 PM</td>
<td>Fitness Regimen</td>
</tr>
<tr>
<td>5:15 PM – 5:55 PM</td>
<td>Dinner (3 X / week)</td>
</tr>
<tr>
<td>6:00 PM – 6:55 PM</td>
<td>CTE Training/Team Advisory (3 X / week)</td>
</tr>
<tr>
<td>7:00 PM – 8:15 PM</td>
<td>Intramural Game</td>
</tr>
<tr>
<td>8:30 PM</td>
<td>Dismissal (3 X / Week) (at 5:10 PM other days)</td>
</tr>
</tbody>
</table>


Attachment 2 – Proposed Annual Calendar

Urban Dove Charter School
Proposed Annual Calendar (Subject to Modification)
(Based on Projected 2011 – 2012 School Year)

August 2011 – 0 Instructional Days
   8/22 – 9/1 – Staff Development

September 2011 – 16 Instructional Days
   9/5 – Labor Day, no school
   9/7 – First day of school
   9/29 – 9/30 – Rosh Hashanah, no school

October 2011 – 20 Instructional Days
   10/18 – Columbus Day, no school

November 2011 – 19 Instructional Days
   11/2 – Election Day, no school for students
   11/11 – Veteran’s Day, no school
   11/24 – 11/25 – Thanksgiving Holiday, no school

December 2011 – 17 Instructional Days
   12/9 – First Trimester Ends
   12/12 – Second Trimester Begins
   12/26 – 12/31 – Winter Recess, no school

January 2012 – 20 Instructional Days
   1/16 – Martin Luther King, Jr. Day, no school

February 2012 – 16 Instructional Days
   2/20 – 2/24 – Mid-Winter Recess, no school

March 2012 – 20 Instructional Days
   3/16 – Second Trimester Ends
   3/19 – Third Trimester Begins

April 2012 – 15 Instructional Days
   4/6 – 4/13 – Spring Recess, no school

May 2012 – 21 Instructional Days
   5/28 – Memorial Day, no school

June 2012 – 18 Instructional Days
   6/29 – End of Third Trimester, Last Day of School
Attachment 3: Corporate By-laws

BY-LAWS

-of-

URBAN DOVE CHARTER SCHOOL, INC.

ARTICLE I
Name, Mission and Objectives
Section 1: The name of the Corporation is Urban Dove Charter School, Inc. (hereinafter, the “Corporation”).

Section 2: The purpose for which the Corporation is organized is to establish and operate a charter school (the “Charter School”) to ensure academic success for certain Over-age/Under-credited students in an alternative high school setting and program. The Charter School shall prepare its students for success following graduation at selective colleges and universities an/or in the career of their choice.

ARTICLE II
Membership
The Corporation has no members. The rights which would otherwise vest in the members vest in the Directors of the Corporation (hereinafter the "Board of Trustees" or the “Board”). Actions which would otherwise require approval by a majority of all members or approval by all of the members require only approval of a majority of all Trustees or approval by all of the Trustees.

ARTICLE III
Board of Trustees
Section 1: The Board of Trustees shall consist of at least seven (7) Trustees and no more than thirteen (13) Trustees. All Trustees shall have identical rights and responsibilities. The Executive Director of the Corporation will be an advisory, non-voting member of the Board (ex officio).

Section 2: The Board’s nominating committee, known as the Executive / Governance Committee, shall be responsible for vetting and presenting a slate of potential Trustees and officers for election by the Board of Trustees, as needed, at each annual meeting of the Board.

Section 3: Trustees shall serve a term of three (3) years from the date of their appointments, or until their successors are seated. A full three-year term shall be considered to have been served upon the passage of three (3) annual meetings. After election, the term of a Trustee may not be reduced, except for cause as specified in these by-laws. No Trustee shall serve more than two (2) consecutive three-year terms. Trustees shall serve staggered terms, as determined by the Board, to balance continuity with new perspective.

Section 4: Notwithstanding Section 3 of this Article III above, the initial Trustees of the Corporation will serve staggered terms. The initial Board shall consist of at least two Trustees who will serve a one-year term, at least two Trustees who will serve a two-year term, and at least three Trustees will serve a three-year term. Such initial Trustees shall be eligible to serve a second term of three years as described in Section 3 of this Article III above.
Section 5: Any vacancy occurring on the Board of Trustees and any position to be filled by reason of an increase in the number of Trustees may be filled, upon recommendation of a qualified candidate by the Executive / Governance Committee, by two-thirds (2/3) vote of the seated Trustees. A Trustee elected to fill the vacancy shall be elected for the unexpired term of his/her predecessor in office.

Section 6: A Trustee may resign at any time by filing a written resignation with the Chair of the Board.

Section 7: In accordance with New York State Education Law subdivision 226(8), the Board may remove or suspend from office by vote of a majority of the entire Board any Trustee, officer or employee engaged under special contract, on examination and due proof of the truth of a written complaint by any Trustee, of misconduct, incapacity or neglect of duty; provided, that at least one week's previous notice of the proposed action shall have been given to the accused and to each Trustee by registered mail.

Section 8: Members of the Board of Trustees:

(a) Shall serve without compensation.

(b) Shall serve the Corporation with the highest degree of undivided duty, loyalty, and care and shall undertake no enterprise to profit personally from their position with the Corporation.

(c) All participants in Board work are bound by the Corporation’s Code of Ethics, Conflict of Interest and Confidentiality policy statements.

(d) Shall, subject to the Corporation’s Conflict of Interest policy statement, have no direct or indirect financial interest in the assets, contracts or leases of the Corporation; any Trustee who individually or as part of a business or professional firm is involved in the business transactions or current professional services of the Corporation shall disclose this relationship and shall not participate in any vote taken with respect to such transactions or services.

ARTICLE IV
Principal Office
The Corporation's principal office shall be at the following address [INSERT ADDRESS] or at such other place as the Board may select by resolution or amendment of these by-laws. The Secretary shall note any change in office on the copy of the by-laws maintained by the Secretary.

ARTICLE V
Meetings of the Board

Section 1: The annual meeting of the Board of Trustees shall occur in the last quarter of the fiscal year. There shall be at least ten (10) other regular meetings of the Board held each year. Notice of annual meetings and regular meetings shall be given to each Trustee at least thirty (30) days in advance and Trustees shall also receive a written agenda a reasonable time in advance of each meeting. Meetings may be held without additional notice if the by-laws fix the time and place of such meetings or if the Board has established a meeting calendar.

Section 2: Special meetings of the Board of Trustees may be called by the Chair or by a majority of the Board filing a written request for such a meeting with the Chair and stating the object, date,
and hour therefore. Special meetings shall be held upon four (4) days' notice by first-class mail or 48 hours' notice delivered personally or by telephone, facsimile or e-mail. Notices will be deemed given when deposited in the United States mail, addressed to the recipient at the address shown for the recipient in the Corporation's records, first-class postage prepaid; when personally delivered in writing to the recipient; or when faxed, e-mailed, or communicated orally, in person or by telephone, to the Trustee or to a person whom it is reasonably believed will communicate it promptly to the Trustee.

Section 3: The Board shall select its own meeting format in any method allowed by the laws of the State of New York. Any such meeting, whether regular or special, complying with Sections 1 or 2 of Article V shall constitute a meeting of the Board of Trustees and shall subscribe to the policies, procedures, and rules adopted by the Board.

Section 4: An absent Trustee may not designate an alternate to represent him or her at a Board meeting. The Board will create and maintain a written policy regarding Trustee absences from Board meetings.

Section 5: The Board shall comply with New York Open Meetings Law and Article 7 of the Public Officers Law as follows:

1. All meetings of the Board of Trustees and all committees of the Board will be open to the general public.
2. A calendar of all scheduled Board meetings will be posted at the school as soon as it becomes available.
3. The Charter School will provide notice of the time and place of any Board meeting that is scheduled more than one week in advance to the news media and shall conspicuously post such notice in one or more public locations at least 72 hours in advance of the scheduled meeting.
4. The Charter School will provide the time and place of any Board meeting that is scheduled less than one week in advance to the news media (to the extent practicable) and will conspicuously post such notice in one or more public locations at a reasonable time in advance of the scheduled meeting.
5. To the extent possible, the Charter School will publicly post notices of Board meetings immediately after each meeting date is determined.
6. For the purposes of determining a quorum, Trustees must be physically present at the meeting; members not physically present may join discussions via electronic means but may not vote.
7. Written minutes will be recorded of all Board meetings. Minutes will include:
   a) The date and time of the meeting;
   b) A list of Trustees in attendance and those absent, either excused or otherwise;
   c) A summary of all motions, proposals, resolutions, and any other matters formally voted upon;
   d) A record of how each Trustee voted on each matter; and
   e) In the case of an executive session, the minutes will include a record of the final determination of any action that was taken.
8. Minutes of open sessions will be available to the public upon request from the Secretary within two weeks of the date of the meeting; minutes of executive sessions (redacted as necessary in the reasonable discretion of the Board) will be available within one week of the meeting.
9. All executive sessions shall be conducted as part of an open meeting and are not considered separate meetings per se; provided, however, that such executive sessions
shall not be open to the public. An executive session may be called via motion and majority vote by the Board; the motion must specifically identify the general area or areas to be considered.

10. All Trustees may participate in the executive session, and the Board may authorize others to be present as well.

11. No public funds may be appropriated during an executive session.

12. An executive session can only be conducted by the Board for consideration of one or more of the following matters:
   (a) Matters which imperil the public safety if disclosed;
   (b) Any matter which may disclose the identity of a law enforcement agent or informer;
   (c) Information relating to current or future investigation or prosecution of a criminal offense which would imperil effective law enforcement if disclosed;
   (d) Discussions regarding proposed or pending litigation;
   (e) Matters which apply to school employees or collective negotiations which are within the scope of Article 14 of the Civil Service Law;
   (f) The medical, financial, credit, or employment history of a particular person or corporation, or matters leading to the appointment, employment, promotion, demotion, discipline, suspension, dismissal, or removal of a particular person or corporation;
   (g) The preparation, grading, or administration of examinations; and
   (h) The proposed acquisition, sale, or lease of real property or the proposed acquisition of securities, or sale or exchange of securities held by such public body, but only when publicity would substantially affect the value.

Section 6: Board Meetings shall be held at the Corporation’s principal office or at any other reasonably convenient place as the Board may designate.

Section 7: A majority of the Trustees present at a meeting, whether or not a quorum, may adjourn the meeting to another time and place.

Section 8: Notice of a meeting need not be given to a Trustee who signs a waiver of notice or written consent to holding the meeting or an approval of the minutes of the meeting, whether before or after the meeting, or attends the meeting without protest prior to the meeting or at its commencement, of the lack of notice. The Secretary shall incorporate all such waivers, consents and approvals into the minutes of the meeting.

ARTICLE VI
Committees and Task Forces

Section 1: A Board resolution shall appoint committees or task forces of the Board, except the Executive / Governance Committee, Finance Committee, Fundraising Committee and Academic Accountability Committee. Persons other than Trustees may be appointed as members of Committees provided that any committee to which the powers of the Trustees are delegated shall consist solely of Trustees; and further provided, that all committees shall be chaired by a Trustee.

Section 2: There shall be four (4) standing committees: the Executive / Governance Committee, the Finance Committee, the Fundraising Committee, and the Academic Accountability Committee. With the exception of the Executive/Governance Committee, these committees shall be composed of at least three (3) persons recommended by the Chair and elected by the Board of Trustees at its annual meeting. The Executive Committee shall consist of no less than five (5)
members, including the Executive Director, the Chair and the Vice Chair of the Board of Trustees and such other trustees as may be designated by the Board of Trustees. Each committee member shall serve a term of two (2) years, and these terms shall be staggered to ensure continuity of committee membership. Each committee shall elect its own chair.

Section 3: The duties of the four (4) standing committees shall be to:

**Executive / Governance Committee:**
- a) set the policy agenda, coordinate committee agendas, and set the agenda for the full Board of Trustees
- b) operate in place of the Board of Trustees during those times when the Board of Trustees does not or cannot meet
- c) study the qualifications of candidates and present a slate of the best qualified as nominees for the vacant Trustee positions on the Board;
- d) conduct a skills inventory of the Board
- e) recommend candidates to the Board to fill vacancies that arise outside the regular nominating process;
- f) provide orientation to new Board members;
- g) oversee a Trustee assessment process to ensure optimum performance;
- h) follow-up with nonperforming Board members;
- i) release chronic nonperforming Board members;
- j) conduct an annual performance evaluation of the Board as a whole; and
- k) conduct exit interviews with departing Board members.

**Finance Committee:**
- a) understand the Corporation’s annual budget;
- b) review and oversee the creation of accurate, timely, and meaningful financial statements to be presented to the Board;
- c) monitor the Charter School’s financial standing;
- d) monitor budget implementation and financial procedures;
- e) monitor compliance with federal, state and other reporting requirements;
- f) make recommendations to the Board on financial matters when required;
- g) ensure that the Charter School is operating under adequate and proper financial controls;
- h) assure adequate financial resources; and
- i) educate fully all Trustees with respect to the Corporation’s budget.

**Fundraising Committee:**
- a) understand the Charter School’s need to raise additional funds and to articulate that need to potential donors;
- b) create an annual fundraising plan that contains clear strategies and goals
- c) keep Board informed about fundraising plans and about the resources needed to realize those plans; and
- d) set minimum guidelines for Trustee contributions and solicits those contributions.

**Academic Accountability Committee:**
- a) understand the Charter School’s assessment system and the Charter School’s response to data such assessments provide;
- b) monitor student achievement over time at all grade levels in all core subjects;
- c) support the Charter School’s leadership team in the management and execution of effective practices that lead to strong student achievement; and
d) inform the Board regarding the resources which the Charter School needs to successfully implement its educational program and reach the ambitious goals laid out in the Charter School’s accountability plan.

Section 4: The Board may create committees for any additional purpose.

Section 5: The Board Chair may delegate to a Board committee any of the authority of the Board, except with respect to:
   (a) The election of Trustees;
   (b) filling vacancies on the Board or any committee which has the authority of the Board;
   (c) the fixing of Trustee compensation for serving on the Board or on any committee;
   (d) the amendment or repeal of by-laws or the adoption of new by-laws; and
   (e) the appointment of other committees of the Board, or the members of the committees.

Section 6: At any meeting of a committee a quorum for the transaction of all business properly before the meeting shall consist of a majority of the members of such committee. The Board may prescribe the manner in which the proceedings of any committee are to be conducted. In the absence of such prescription, a committee may prescribe the manner of conducting its proceedings, except that the regular and special meetings of the Committee are governed by the provisions of these by-laws and the Open Meetings Law with respect to the calling of meetings.

ARTICLE VII
Action by the Board

Section 1: A majority of the entire number of Trustees then in office shall constitute a quorum for the transaction of business at any regular or special meeting of the Board of Trustees.

Section 2: Standard of Care:
   1. Performance of Duties: Each Trustee shall perform all duties of a Trustee, including duties on any committee, in good faith, with undivided loyalty and with that degree of diligence, care and skill, including reasonable inquiry, as an ordinary prudent person in a like position would use under similar circumstances.
   2. Reliance on Others: In performing the duties of a Trustee, a Trustee shall be entitled to rely on information, opinions, reports or statements, including financial statements and other financial data, presented or prepared by:
      a) One or more officers or employees of the Corporation whom the Trustee reasonably believes to be reliable and competent in the matters presented;
      b) Legal counsel, public accountants or other persons as to matters that the Trustee believes are within that person's professional or expert competence; or
      c) A Board committee on which the Trustee does not serve, duly designated in accordance with a provision of the Corporation’s charter or by-laws, as to matters within its designated authority, provided the Trustee reasonably believes the committee merits confidence and the Trustee acts in good faith, and after reasonable inquiry when the need is indicated by the circumstances, and without knowledge that would cause such reliance to be unwarranted.
   3. Investments: In investing and dealing with all assets held by the Corporation for investment, the Board shall exercise the standard of care described in Article VII Section 2 above, and shall consider among other relevant considerations the long and short term needs of the Corporation in carrying out its purposes, including its present and anticipated financial requirements. The Board may delegate its investment powers to others, provided that those powers are exercised within the ultimate direction of the Board.
Section 3: The Corporation shall keep correct and complete books and records of account and all minutes of the proceedings of the Board and its committees at the office of the Corporation. Every Trustee has the right to inspect and copy all books, records and documents of every kind and to inspect the physical properties of the Corporation, provided that such inspection is conducted at a reasonable time after reasonable notice, and provided that such right of inspection and copying is subject to the obligation to maintain the confidentiality of the reviewed information, in addition to any obligations imposed by any applicable federal, state or local law.

Section 4: Every Trustee has the right to participate in the discussion and vote on all issues before the Board or any Board committee on which such Trustee sits, except that a Trustee shall not be permitted to participate in the discussion and vote on any matter involving such Trustee relating to: (a) a self-dealing transaction; (b) a conflict of interest (subject to the Corporation’s conflict of interest policy statement; (c) indemnification of that Trustee uniquely; or (d) any other matter at the discretion of a majority of the Trustees then present.

Section 5: Every Trustee has a duty to maintain the confidentiality of all Board actions which are not required by law to be open to the public, including discussions and votes which take place at any executive sessions of the Board. Any Trustee violating this confidence may be removed from the Board pursuant to Article III Section 7 above.

ARTICLE VIII
Officers

Section 1: There shall be four (4) elective Officers of the Board: a Chair, a Vice Chair, a Secretary, and a Treasurer.

1. Chair. Subject to Board control, the Chair has general supervision, direction and control of the affairs of the Corporation, and such other powers and duties as the Board may prescribe. If present, the Chair shall preside at Board meetings.

2. Vice Chair. If the Chair is absent or disabled, the Vice Chair shall perform all the Chair’s duties and, when so acting, shall have all the Chair’s powers and be subject to the same restrictions. The Vice Chair shall have other such powers and perform such other duties as the Board may prescribe.

3. Secretary. The Secretary shall: (a) keep or cause to be kept, at the Corporation’s principal office, or such other place as the Board may direct, a book of minutes of all meetings of the Board and Board committees, noting the time and place of the meeting, whether it was regular or special (and if special, how authorized), the notice given, the names of those present, and the proceedings; (b) keep or cause to be kept a copy of the Corporation's charter and by-laws, with amendments; (c) give or cause to be given notice of the Board and committee meetings as required by the by-laws; and (d) have such other powers and perform such other duties as the Board may prescribe.

4. Treasurer. The Treasurer shall: (a) keep or cause to be kept adequate and correct accounts of the Corporation’s properties, receipts and disbursements; (b) make the books of account available at all times for inspection by any Trustee; (c) deposit or cause to be deposited the Corporation’s monies and other valuables in the Corporation’s name and to its credit, with the depositories the Board designates; (d) disburse or cause to be disbursed the Corporation’s funds as the Board directs; (e) render or cause to be rendered to the Board, as requested but no less frequently than once every fiscal year, an account of the Corporation’s financial transactions and financial condition; (f) prepare or cause to be prepared any reports on financial issues required by an agreement on loans; (g) serve as Chairperson of the Finance Committee; and (h) have such other powers and perform such other duties as the Board may prescribe.
Section 2: The Executive / Governance Committee shall present nominations for officers to the Board. All nominated officers shall be Trustees.

Section 3: The Board shall elect the officers annually at the annual meeting or a regular meeting designated for that purpose or at a special meeting called for that purpose, except that officers appointed to fill vacancies shall be elected as vacancies occur.

Section 4: A Trustee may hold any number of offices, except that neither the Secretary nor Treasurer may serve concurrently as the Chair.

Section 5: Officers shall take office immediately following the close of the meeting at which they are elected and the term of office for an officer shall be two years or until their successor assumes office. A Trustee may serve more than one (1) term in the same office, but not more than three (3) consecutive terms in the same office.

ARTICLE IX
Non-Liability of Trustees
The Trustees shall not be personally liable for the Corporation’s debts, liabilities or other obligations.

ARTICLE X
Indemnification of Corporate Grants
The Charter School may, to the fullest extent now or hereafter permitted by and in accordance with standards and procedures provided by § 721 through § 726 of the Not-for-Profit Corporation Law and any amendments thereto, indemnify any person made, or threatened to be made, a party to any action or proceeding by reason of the fact that he, his testate or intestate was a Trustee, officer, employee or agent of the Corporation, against judgments, fines, amounts paid in settlement and reasonable expenses, including attorneys' fees. The Corporation shall have the power to purchase and maintain insurance to indemnify the Corporation for any obligations which it incurs as a result of its indemnification of Trustees, officers, and employees pursuant to this Article X, or to indemnify such persons in instances in which they may be indemnified pursuant to this Article X.

ARTICLE XI
Self-Dealing Transactions
The Corporation shall not engage in any self-dealing transactions, except as approved by the Board. "Self-dealing transaction" means a transaction to which the Corporation is a party and in which one or more of the Trustees has a material financial interest. Notwithstanding this definition, the following transaction is not a self-dealing transaction, and is subject to the Board's general standard of care:
A transaction which is part of a public or charitable program of the Corporation, if the transaction (a) is approved or authorized by the Board in good faith and without unjustified favoritism; and (b) results in a benefit to one or more Trustees or their families because they are in a class of persons intended to be benefited by the program.

ARTICLE XII
Other Provisions
Section 1: The fiscal year of the Corporation begins on July 1 of each year and ends June 30.

Section 2: Except as otherwise provided in these by-laws, the Board may adopt a resolution authorizing any officer or agent of the Corporation to enter into any contract or execute and
deliver any instrument in the name of or on behalf of the Corporation. Such authority may be
general or confined to specific instances. Unless so authorized, no officer, agent or employee
shall have any power to bind the Corporation by any contract or engagement, to pledge the
Corporation's credit, or to render it liable monetarily for any purpose or any amount.

Section 3: Except as otherwise specifically provided by Board resolution, checks, drafts,
promissory notes, orders for the payment of money, and other evidence of indebtedness of the
Corporation may be signed by the Board Chair, the Executive Director, or Treasurer. Such items
for amounts of $5,000 or greater must be signed by two of these individuals.

Section 4: Unless the context otherwise requires, the general provisions, rules of construction, and
definitions contained in the Not-for-Profit Corporation Law and the Education Law shall govern
the construction of these by-laws. The captions and headings in these by-laws are for reference
and convenience only and are not intended to limit or define the scope or effect of any provisions.

Section 5: Any Trustee, officer, or committee member having an interest in a contract, other
transaction or program presented to or discussed by the Board or a Board committee for
authorization, approval, or ratification shall make a prompt, full and frank disclosure of his or her
interest to the Board or committee prior to its acting on such contract or transaction. Such
disclosure shall include all relevant and material facts known to such person about the contract or
transaction that may reasonably be construed to be adverse to the Corporation's interest.

The body to which such disclosure is made shall thereupon determine, by majority vote, whether
the disclosure shows that a conflict of interest exists or can reasonably be construed to exist. If a
conflict is deemed to exist, such person shall not vote on, nor use his or her personal influence on,
nor be present during the discussion or deliberations with respect to, such contract or transaction
(other than to present factual information or to respond to questions prior to the discussion). The
minutes of the meeting shall reflect proceedings, including the disclosure made, the vote thereon
and, where applicable, the abstention from voting and participation. The Board may adopt formal
policies requiring:

1. Regular annual statements from Trustees, officers and key employees to disclose existing
   and potential conflicts of interest; and
2. Corrective and disciplinary actions with respect to transgressions of such policies. For the
   purpose of this section, a person shall be deemed to have an "interest" in a contract or
   other transaction if he or she is the party (or one of the parties) contracting or dealing
   with the Corporation, or is a Trustee or officer of, or has a significant financial or
   influential interest in the entity contracting or dealing with the Corporation.

Section 6: The corporate seal shall be in such form as the Board shall prescribe. The corporate
seal on any corporate bond or other obligation for the payment of money may be a facsimile.

Section 7: In all of its dealings, neither the Corporation nor its duly authorized agents shall
discriminate against any individual or group for reasons of race, color, creed, sex, age, culture,
national origin, marital status, sexual preference, or mental or physical handicap.

Section 8: Whenever any provision of these by-laws is in conflict with the provisions of the
Charter, the provisions of the Charter shall control.
ARTICLE XIII
Amendment
A majority of the Trustees may adopt, amend or repeal these by-laws subject to approval by the
Charter Entity.

CERTIFICATE OF THE SECRETARY
The undersigned does hereby certify that the undersigned is the Secretary of the Corporation duly
organized and existing under the laws of the State of New York; that the foregoing by-laws of
said Corporation were duly and regularly adopted as such by the Board of Trustees of said
Corporation; and that the above and foregoing by-laws are now in full force and effect.

________________________________________
Name: Michael Grandis
Title: Secretary
Urban Dove Charter School
Code of Ethics

The Board of Trustees of the Urban Dove Charter School recognizes that sound, ethical standards of conduct serve to increase the effectiveness of school board trustees and their staff as educational leaders in their community. Actions based on an ethical code of conduct promote public confidence and the attainment of school goals. The Board also recognizes its obligation under the General Municipal Law to adopt a code of ethics consistent with the provisions of the General Municipal Law, setting forth the standards of conduct required of all school trustees, officers and employees.

Therefore, every officer and employee of the school, whether paid or unpaid, including Board Trustees, shall adhere to the following code of conduct:

1. **Gifts**: An officer or employee shall not directly or indirectly solicit any gifts; nor shall an officer or employee accept or receive any single gift having a value of $75 or more, or gifts from the same source having a cumulative value of $75 or more over a twelve-month period, whether in the form of money, services, loan, travel, entertainment, hospitality, thing or promise, or any other form, if it could reasonably be inferred that the gift was intended to influence him or her in the performance of his or her official duties or was intended as a reward for any official action on his or her part.

   However, the Board welcomes and encourages the writing of letters or notes expressing gratitude or appreciation to staff members. Gifts from children that are principally sentimental in nature and of insignificant financial value may be accepted in the spirit in which they are given.

2. **Confidential information**: An officer or employee shall not disclose confidential information acquired by him or her in the course of his or her official duties or use such information to further his or her own personal interest. In addition, he/she shall not disclose information regarding any matters discussed in an executive session of the Board, whether such information is deemed confidential or not.

3. **Representation before the Board**: An officer or employee shall not receive or enter into any agreement, express or implied, for compensation for services to be rendered in relation to any matter before the school board.

4. **Representation before the Board for a contingent fee**: An officer or employee shall not receive or enter into any agreement, express or implied, for compensation for services to be rendered in relation to any matter before the school board, whereby the compensation is to be dependent or contingent upon any action by the school with respect to such matter, provided that this paragraph shall not prohibit the fixing at any time of fees based upon the reasonable value of the services rendered.

5. **Disclosure of interest in matters before the Board**: A member of the Board of Trustees and any officer or employee of the school, whether paid or unpaid, who participates in the discussion or gives official opinion to the Board on any matter before the Board shall publicly disclose on the official record the nature and extent of any direct or indirect
6. **Investments in conflict with official duties**: An officer or employee shall not invest or hold any investment directly in any financial, business, commercial or other private transaction that creates a conflict with his or her official duties.

7. **Private employment**: An officer or employee shall not engage in, solicit, negotiate for or promise to accept private employment when that employment or service creates a conflict with or impairs the proper discharge of his or her official duties.

8. **Future employment**: An officer or employee shall not, after the termination of service or employment with the Board, appear before the Board or any panel or committee of the Board, in relation to any case, proceeding, or application in which he or she personally participated during the period of his or her service or employment or that was under his or her active consideration. This shall not bar or prevent the timely filing by a present or former officer or employee of any claim, account, demand or suit against the district on his or her own behalf or on behalf of any member of his or her family arising out of any personal injury or property damage or for any lawful benefit authorized or permitted by law.

**Distribution of Code of Ethics**

The Board Chair shall cause a copy of this Code of Ethics to be distributed annually to every officer and employee of the school. Each officer and employee elected or appointed thereafter shall be furnished a copy before entering upon the duties of his or her office or employment.

**Penalties**

In addition to any penalty contained in any other provision of law, any person who shall knowingly and intentionally violate any of the provisions of the Board’s code of ethics may be fined, suspended or removed from office or employment, as the case may be, in the manner provided by law.

I have read the Conflict of Interest Policy (the "Policy") of the Urban Dove Charter School, Inc., and I agree to comply with its provisions. To the best of my knowledge, except as disclosed in the attached statement, I do not have a conflict of interest, as defined in the Policy, requiring disclosure under the Policy.

Please check one:
(A) Without exception /__/  
(B) Except as described in the attached statement /__/  

Date: ____________________  
Signature: __________________  
Print Name: _____________________
EDUCATIONAL BACKGROUND

New York Licensed Certified Public Accountant
New Jersey Licensed Certified Public Accountant
Bachelor of Science, May 1988
St. John’s University, Queens, NY

PROFESSIONAL BACKGROUND

Partner
Ernst & Young (October 1999 – Present)
  ❖ Leader of the Americas Retail & Wholesale Sector
  ❖ Co-Leader of Global Retail
  ❖ Director of Retail & Consumer Products Practice, Northeast Sub-Area

Senior Manager
Ernst & Young (July 1992 – October 1999)
  ❖ Performed a variety of audit related functions as member of multiple audit engagement teams
  ❖ Clients predominantly in the retail and consumer products industries as well as certain entertainment related clients

Accounting Staff
Ernst & Young (July 1988 – July 1992)
  ❖ Performed a variety of audit related functions as member of multiple audit engagement teams

PROFESSIONAL ASSOCIATIONS

• Member of AICPA
• Member of New York State Society of CPAs
• E & Y Liaison, National Retail Federation
• E & Y Liaison, American Apparel and Footwear Association
• Non-Profit Board Member, Urban Dove – Chairman of Finance Committee
DARYL BLANK

EDUCATION
Certificate in School Administration & Supervision
December 2001 - Baruch College – School of Public Affairs

Masters of Arts in Teaching in Social Studies
December 1993 - Binghamton University
School of Education & Human Development

Bachelor of Arts with Honors
May 1992 - Binghamton University - Major: History

New York State Regents Diploma
June 1988 - Bronx High School of Science

SUPERVISORY EXPERIENCE
HIGH SCHOOL OF FASHION INDUSTRIES

PRINCIPAL
ASSISTANT PRINCIPAL
September 2010 - Present
September 2002 - 2010

Chairman of Fashion Industries High School Leadership Team
- Chairperson of group comprised of Parents, Students, Teachers and Administrators responsible for aligning the school’s $11 million budget with its Comprehensive Educational Plan.
- Responsible for working with team members in setting the monthly meeting agendas, facilitating the meetings and writing up the minutes.
- Responsible for submitting appropriate documentation to Integrated Service Center and processing remuneration for SLT members.

Instructional Supervisor of Social Studies Department
- Responsible for recruitment, training and rating of Social Studies teaching staff through curriculum development, implementation of professional development training and observation reports.
- Data Analysis – created a systematic process of analyzing data of student performance to guide instruction and curriculum focus.
- Run daily grade meetings with teachers to share lessons and analyze data for the purpose of improving instruction.
- Coordinate a uniform Regents Review program in preparation for the Global and United States history examinations.
**Lead Social Studies Assistant Principal**

- Coordinator of Social Studies Assistant Principal meetings for Integrated Curriculum and Instruction Learning Support Organization under the direction of Michael LaForgia, Executive Officer for Instruction (2007 – Present).
- Coordinator of Social Studies Assistant Principal meetings for Region 9 under the direction of Santiago Taveras, Local Instructional Superintendent (2004-2006).

**Athletic Director**

- September 2006 - Present
- Coordinator of sports program that includes nine varsity teams.
- Responsible for facilities management, budgetary decision-making, supervision of coaching staff and guidance of student-athletes.

**Principal of Summer School programs**

- 2006 - Present
- Designed and ran the Fashion Industries High School summer program devoted to credit recovery for at-risk students.
- Responsibilities include resource allocation, programming and supervision of teaching and administrative staff.

**Boys Initiative Lead Facilitator**

- 2006 - Present
- Lead facilitator for a school-wide initiative that focused on addressing the performance gap between Fashion boys and girls based on statistical data.
- Successfully ran an Intramural Boys Basketball Program to link athletic participation with academic success.

**Lunch Application Coordinator**

- 2007 - Present
- Coordinator of lunch application collection to insure over $1 million dollars in Title I funding from the federal government.
- Responsibilities included use of ATS data system to track collection and make determinations on how to target specific populations.

**Peer Leadership Program Co-Facilitator**

- 2006
- Co-facilitator for a school-wide initiative of creating Peer Leadership Groups where upper class students mentor lower class students.
TEACHING EXPERIENCE

HIGH SCHOOL OF FASHION INDUSTRIES  September 1996 – June 2002
■ Social Studies teacher of Global History and Geography, United States History, Participation in Government and Economics classes.
■ Teacher of Advanced Placement United States History and Government classes.
■ Varsity Sports Coaching Experience
  Boys Basketball 1997-2006; Girls Basketball 2007
■ Teacher Member of School Leadership Team

PACIFIC HIGH SCHOOL  September 1994 – June 1995
■ Social Studies teacher of Global History and Geography, United States History, Participation in Government and Economics classes.
■ Alternative High School located in Brooklyn, New York.

PROFESSIONAL EXPERIENCE

NEW YORK KNICKERBOCKERS  August 1995 - June 1996
■ Scout and liaison for New York Knicks Basketball Club within Eastern Europe.
■ Responsibilities included talent evaluation and scouting reports for top players in Europe.

SILUTE - LITHUANIAN BASKETBALL LEAGUE
■ Professional Basketball Player  December 1993 – June 1994
■ Head Basketball Coach  August 1995 – June 1996

PROFESSIONAL REFERENCES
■ Michael LaForgia, Executive Officer for Instruction
  Integrated Curriculum and Instruction Learning Support Organization
  Contact Information: mlauforg@schools.nyc.gov / (718) 391-8546

■ Santiago Taveras, Executive Director of School Quality
  New York City Department of Education
  Contact Information: stavera@schools.nyc.gov / (212) 374-6862

■ Hilda Nieto, Principal
  Fashion Industries High School
  Contact Information: hnieto@schools.nyc.gov / (212) 929-3488
Educational Experience

High School of Economics and Finance, New York, NY  September 2005-Present
Assistant Principal, Supervision

Student Achievement

- Developed curricula that ensured students met or exceeded national and state standards (e.g. New York Regents examinations).
- Improved pass rates for courses and Regents Examinations in all supervisory areas including statistically significant gains in Math A Regents, Math B Regents, Chemistry Regents, Living Environment Regents and physical/health education courses.
- Chaired the Standards and Accreditation Committee, which set instructional policies based on the evolving needs of the school and changing city and state standards.
- Promoted effective use of technology in instruction through professional development activities.
- Instructed Regents level Physics, Living Environment and AP Biology.

Teacher Development

- Oversaw science, math, physical/health education, ESL and special education departments.
- Observed and evaluated teachers (formally and informally); recommended areas for pedagogical improvement.
- Coached and advanced teachers in classroom management, cooperative work, interdisciplinary components, student literacy and inquiry based lessons. Started an in-house mentoring program that pairs new and experienced teachers.
- Encouraged proactive professional development by communicating grant opportunities and external coursework.
- Taught professional development seminars on instructional methodologies (e.g. literacy strategies, differentiated instruction).

School Operations

- Oversaw all technology issues including troubleshooting and maintenance of current equipment, acquiring additional technology as Technology Liaison.
- Developed school disciplinary policies as a member of School Safety Committee.
- Represented administrators’ union (CSA) on the School Leadership Team – a committee of parents, students, and faculty focused on improving school planning and decision making.
- Served as school’s Data Specialist and member of school’s Inquiry Team. Created methodologies to examine data on prior performance to create accountability and make informed school decisions.
- Coordinated and supervised the school’s athletic program under the Public School Athletic League regulations as Athletic Director.
- Forecasted department needs with respect to number of teachers; interviewed and selected appropriate candidates for employment.
- Handled escalated disciplinary situations.
- Served as co-coordinator of the school’s mentoring program. Planned monthly meetings and mentoring events. Helped students form long lasting relationships with volunteer mentors from the business world.
High School of Fashion Industries, New York, NY

Science Teacher
Science Department Coordinator

- Conducted meetings with department teachers. Discussed teaching methodologies and provided resources and tools to teachers for use in their classroom.
- Identified department needs and worked closely with the Assistant Principal to ensure they were met.
- Developed intervention strategies for students at risk of not meeting science graduation requirements.
- Planned and conducted departmental professional development activities, including shared planning time.
- Established school participation in community programs to enrich students’ experiences in science.
- Assisted deans with supervision during instructional time as a member of the School Safety Committee.

Biology Teacher (Tenured)

- Instructed 9th-12th grade students in biology and general science, bilingual science, honors Regents Living Environment, Living Environment Lab, and self-contained special education general science.
- Served as lead teacher for Regents Living Environment program and freshman science program.
- Developed and updated curriculum for Science Foundations.
- Acted as liaison between teachers and National Association of Science Teachers through the Building Point of Contact initiative.

Athletic Director

- Supervised the school’s athletic program, including verifying student eligibility, ordering equipment, acquiring teams and ensuring compliance with PSAL regulations.
- Coached girls’ varsity tennis and swim teams.

Education

New York University  New York, NY
Ph.D.: Science Education  May 2015
M.A.: Science Education  May 2003

Baruch College  New York, NY
M.S., Ed: Educational Administration  September 2005

New York University  New York, NY
Ithaca College  Ithaca, NY
B.A.: Biology  May 1998

Additional Experience

Institute Participant
- Institute for Advancement of Mathematics Education, City College, New York, NY  2007-2008
- Genome in the 21st Century Institute, University of Utah, Salt Lake City, UT  Summer 2005

Student Ambassador Delegation Leader  People to People Program  Summers 2008-2009
South Pacific Sports Academy Delegation Leader  People to People Program  Summer 2007
Educational Consultant  Futures and Options Internship Program, New York, NY  Summer 2003

Certificates and Licenses

- State of New York Permanent School District Administrator Certificate
- State of New York Permanent School Administrator and Supervisor Certificate
- State of New York Public School Teacher Certificate: Biology (7-12)

Awards and Organizations

- Goldman Sachs Fellowship in Science Education  • National Association of Biology Teachers
- New York Biology Teacher Association  • National Science Teacher Association
- Beta Beta Beta (Biology Honor Society)  • Kappa Delta Pi Honor Society
EDUCATION
1987-1991 B.A. Liberal Arts with Honors, University of Michigan

EMPLOYMENT
1998-Present Founder & Executive Director, The Urban Dove
Sole founder of the organization. Responsible for all aspects of running direct service non-profit organization for at-risk youth. Daily responsibilities include fundraising, human resources, operations, program strategy, board development, facilities management, and general administration.

2008-Present Founding Board Member, Up2Us
One of four founding board members of a national coalition dedicated to improving the field of youth recreation and sports. Volunteered as Managing Director, responsible for creating Regional Conferences in nine cities, a National Conference in Washington, D.C., and engaging the White House and Congress. Help found the Americorps Coach Across America program, placing coaches in under-served communities across the country.

1997 - 2004 Head Basketball Coach, Manhattan Village Academy
Served as head coach for boys’ team for five years and girls team for one year. Helped school join the Public School Athletic League.

1995 - 1997 Head Basketball Coach and Teacher, Lower East Side Prep
Served as coach of coed basketball team. LESP is a transfer school that competed in the Alternative High School League. Substitute teacher in History and English. Took on several long-term substitute assignments.

1992 - 1994 Adjunct Lecturer, New York City Technical College, CUNY
Taught ESL and English. Worked in the tutoring lab, giving one-on-one instruction in both ESL and English.

1991 - 1992 Weekend Director, Police Athletic League
Director of PAL’s Duncan Center in Hells Kitchen. Supervised staff, developed programs, managed building facility.

1986 - 1992 Head Basketball Coach, Camp Lenox
Coached girls and boys, ages 10 – 16, at sleep-away summer camp for six summers. Promoted to Associate Director, Basketball for last two summers.

RELEVANT EXPERIENCE
Youth Committee Chair, Community Board 4
Sports Advisory Council Member, Partnership for After-School Education
JASON K. GRIFFITHS

LEADERSHIP EXPERIENCE

THE BROOKLYN LATIN SCHOOL, Brooklyn, New York 2006-
Present

- Founding Head Master
- Developed intensive four step process for recruiting teachers and support staff.
- Recruited and selected current faculty/staff of one Assistant Head Master, 18 teachers, 2 counselors, and four staff members.
- Developed innovative observation and supervision program to improve teaching and develop leadership among faculty.
- Created thorough recruiting process for the recruitment of middle school students. The recruiting process has resulted in a 200% increase in matriculating students from 2007 to 2008.
- Implemented a rigorous classical liberal arts curriculum where students take Latin, English, History, Spanish, Math, Science, Art History in their first two years of high school.
- Employed Socratic Seminars, Declamation, and college level writing across the curriculum.
- Directed the faculty, staff, parents, and students through the International Baccalaureate Application process
- Led the creation of a rigorous interim assessment program in each subject area that has led to an improvement in pedagogy and student achievement.
- Implemented an intensive student support system which includes a week-long 9th grade orientation, ninth grade transition/skills class, student advisories, teacher office hours, guidance counseling, college counseling, and a college readiness class.
- Directed the construction of a 1.1 million dollar science lab and an $800,000 student library.
- Guiding the establishment of The Brooklyn Latin School Fund, a 501 (c) 3 organization to raise private funds for the benefit of The Brooklyn Latin School community.
- In 2009, Brooklyn Latin School Students won 39 gold medals and 35 silver medals on the National Latin Exam. A total of 122 students achieved commendation on the exam, representing 68% the student body.
- Awarded the Rising Star Public High School by Manhattan Media’s Blackboard Award committee in only our second year of existence.

TEACHING EXPERIENCE
DELAWARE VALLEY HIGH SCHOOL, Milford, PA  1999-
2004

- 11th and 12th Grade History, Economics, and American Government Teacher
- Developed and implemented curriculum in American History, Economics, and American Government that emphasized writing, presentation, and research skills.
- As an Assistant Coach for the Delaware Valley Football Team, helped to transform the football program. Prior to 2002, the team never had a winning season; the team has not experienced a losing season since that pivotal season.

TRADITIONAL EDUCATION

TEACHERS COLLEGE, COLUMBIA UNIVERSITY, New York, NY  2004-
Present
- Candidate for Ed.D. in Curriculum and Teaching

TEMPLE UNIVERSITY, Philadelphia, PA  2001-2004
- M.Ed. in Educational Administration

PRINCETON UNIVERSITY, Princeton, NJ  1993-1997
- A.B. in History

NON-TRADITIONAL EDUCATION

NEW LEADERS FOR NEW SCHOOLS, New York, NY  2005-2006

- Resident
- Accepted as a resident into New Leaders for New Schools Cohort 5. The acceptance rate for New Leaders for New School residents is less than seven percent.
- Attended class with a national cohort of residents five to six days a week for six weeks during the summer of 2005. Classes included personal leadership, adaptive leadership, data driven instruction, professional learning communities, observation and supervision, family involvement, and diversity in schools.
- Conducted a residency at Village Academies Charter School Network in East Harlem, NY. Projects included data driven instruction, observation and coaching of teachers, writing of a new school proposal, and the implementation of school operations manual.
- Visited and researched the Boston Latin School from February through June of 2006 to determine the essential features of the school community. Replicated those essential features at The Brooklyn Latin School beginning in 2006.

PROFESSIONAL ACTIVITIES

COMMON CORE, Washington, D.C.  2008-Present

- Board Member and Secretary
- Common Core advocates for the inclusion of the liberal arts in K-12 education at the school, policy, and legislative levels. The organization has released reports and
disseminated information regarding the state of K-12 education since the group’s inception in February of 2008.

NEW LEADERS FOR NEW SCHOOLS, New York, NY  
2007-Present

- New York Program Advisory Board Member
- School Leader Mentor
- Support New Leaders for New Schools resident as he/she prepares to become a school leader.
- Give feedback to resident as he/she conducts instructional, data, and leadership projects at The Brooklyn Latin School.
- Guide resident as he/she develops leadership style.
- Assist resident in writing a new school proposal as part of the New York City Department of Education’s system-wide reform efforts.
Lazar Treschan

Professional Experience

2007 – present
Community Service Society of New York; New York, NY
**Director, Youth Policy**
Work to raise awareness, develop policy proposals, and advocate for public investments to support out-of-school and disadvantaged youth and young adults. Publish reports examining key challenges facing young people in New York City. Efforts include coordination of a citywide coalition, the Campaign for Tomorrow’s Workforce, with activities at local, state and federal levels of government.

2005 - present
Consultant, Lecturer, Trainer
Provide consulting support and teach a range of workshops and seminars to organizations and students in the areas of program evaluation, leadership, change management, and conflict resolution. Recent engagements have included:
- **Milano/The New School University** – teach a graduate class on community development leadership; and
- **Ohio Leadership Forum** – consulted to a group of School Superintendents in Ohio on using the skills of Adaptive Leadership™.

2005 – 2007
New Visions for Public Schools; New York, NY
**Senior Policy Officer & Program Officer**
Served in policy and program-related in large education reform organization, dedicated to developing new, small public high schools in New York City. As SPO, led internal team to increase collaboration and share practice across New Visions’ portfolio of 81 small, innovative public high schools. As PO, managed a portfolio of ten new small public high schools in New York City. Projects included organizational development – conducted strategic planning sessions with school staff to help them plan school growth; and working directly with schools build their capacity to serve overage/undercredited youth.

2003 – 2005
City of New York, Department of Youth & Community Development
**Director of Planning & Evaluation**
Led various program development efforts for Mayoral agency responsible for planning and funding a range of youth and community initiatives, including:
- Principal writer and planner of Requests-for-Proposals for major DYCD programs, including the 2004 Summer Youth Employment Program and segments of the Out-of-School Time (OST) Initiative; and
- Agency representative on several collaborative efforts, including the Older Youth Task Force and the OST Planning Process, and presenter at local and regional conferences on programs for older youth.
2000 – Abt Associates; Cambridge, Massachusetts

Senior Policy Analyst, Community & Workforce Development

Provided technical assistance and conducted evaluations for a variety of initiatives – specialized in formative evaluations to guide the growth of youth development and other community-based initiatives. Major projects included:

- Director, The City Year Partnership Study, an examination of City Year’s collaborations with its private funders and nonprofit service partners;
- Deputy Director, The Study of Intermediaries to Faith- and Community-Based Organizations, sponsored by the U.S. Department of Health and Human Services.

Publications

“From Basic Skills to Better Futures: Generating Economic Dividends for New York City.” Community Service Society of New York, September 2009 (with David Jason Fischer.)


“Building Volunteer Capacity: The Drivers of Successful Corporate and Service Partnerships at City Year.” In Gifts of Time and Money in America’s Communities, ed. by Arthur C. Brooks, Lanham, MD: Rowman and Littlefield, pp. 33-58, 2005 (with Peter Frumkin).


Education

Harvard University, John F. Kennedy School of Government
Masters in Public Policy, 2001
Policy Concentration: Human Resources, Labor, and Education

Wesleyan University
Bachelor of Arts in History (with honors), 1996

Other Activities, Skills and Interests

- Native Spanish Speaker;
- Proficient in statistics, econometrics, and range of program evaluation methods;
- Long-time teacher and tutor of GED students; and
- Native of Washington Heights, New York City.
EDUCATION

Tufts University, Somerville, MA
May 2005
Master of Arts, Urban and Environmental Policy and Planning- GPA: 3.83
Thesis: So Nobody is Invisible: Promoting Socio-Cultural Competency in the Classroom.
Course Work: Leadership and Organizational Development, Program Evaluation, Community Development,
Cultural Sensitivity in Child and Family Research and Practice, Seminar in Government and the Family,
Social Policy of Children and Families, Race Class Gender and Public Policy

Wesleyan University, Middletown, CT
May 2001
Bachelor of Arts, Psychology and Sociology- GPA: 3.57
Honors: Magna Cum Laude, Psi Chi- Psychology Honor Society, Academic All-NESCAC
Senior Essay: Wealth and Welfare: The Two Faces of Newport, R.I.

The University of St. Andrews, St. Andrews, Scotland
Psychology Honors, Social Anthropology Honors
Spring 2000

WORK EXPERIENCE

Director of Research and Training, Up2Us
Jan 2008-present
- Manage all initiatives dedicated to one of the key goals of the coalition, promoting quality in
  sports-based youth development.
- Oversee the research and evaluation activities leading towards making the case for youth
  sports, including; recruiting member organization participation, matching experts in the field
  with practitioners, identifying best practices, educating stakeholders on the positive impact of
  sports-based youth development and advocating for more research in the field.
- Developing a framework for identifying and promoting quality in SBYD program design and
  implementation, and creating tools for assessment and training based on that framework.
- Supervising the development of a training program including training for the Coach Across America
  Program and the Leave Your Mark! service-learning program for coaches and athletes.

Director of Programs, America SCORES
Sept 2007- Mar 2010
- Oversee the vision, direction and quality of the America SCORES program model in 14 affiliate sites.
- Develop and implement the America SCORES staff and coach training programs, including coordination
  of annual national conference and training retreats.
- Monitor the quality of program inputs and develop tools for assessing youth development, health
  and education outcomes on program participants.
- Oversee national program evaluation initiatives that assess program effectiveness and enhance
  program quality by developing elementary and middle school program standards, and coordinating
  outcomes evaluations and evaluation partnerships.
- Institute systems and create research partnerships to establish the impact of the SCORES program.

Director of Programs, New England SCORES
Oct 2005-Sept 2007
- Manage all operations of the elementary school programs, including recruiting,
  training, observing, evaluating and supporting all SCORES coaches and volunteer referees.
- Oversee development of program expansion to provide continuum of care for program graduates
  and provide opportunities for underserved middle school students in the community.
- Supervise 5 program staff in the creation and implementation of elementary and pilot middle school
  soccer, literacy and service-learning programs.
- Participate in various national planning initiatives and taskforces, including program standards,
  program standards measurement, strategic planning, evaluation, branding, diversity, and various curricula.
- Design and implement evaluations of all aspects of elementary and middle school programs.
- Oversee planning of all SCORES events, including soccer events and creative performances.
- Develop and manage relationships with local colleges and universities to arrange events that bring
  together SCORES students and college student-athletes.
- Develop and manage relationships with other organizations in the community, including the Boston
  Public School system, various youth development organizations, youth sports organizations,
  foundations, and corporations.

Assistant to the Director, Outreach Specialist, Riverside Outpatient Center at Newton
Oct 2003- Oct 2005
- Assist Executive Director with daily operations of community mental health clinic by
  researching and writing grants, including CDBG grants, for various child and family service
  programs, designing and implementing staff and consumer surveys, helping to manage staff
  productivity, creating reports on clinic volume and velocity, etc.
- Provided direct care to psychiatric patients transitioning into the community from
  hospitalization. Advocate for clients who have difficulty accessing housing options,
including section 8 housing applications, accessing legal assistance, and financial assistance.

**Mediator**, Mediation Works, Incorporated  
- Learned mediation and conflict and dispute resolution skills through MWI’s Executive Training Program. Mediate disputes for MWI in their district court programs.

**Grant-writing Intern**, Mediation Works, Incorporated  
- Summer 2004
- Participated in MWI’s on-going fundraising and grant-writing plan. Wrote grants for the organization’s Family and Eviction Mediation Programs and designed and wrote grants for the divorce mediation program.

**Evaluation Assistant**, Tufts University Eliot Pearson School of Child Development  
- Sept 2003-Jun 2005
- Designed and implemented a qualitative evaluation as part of larger evaluation of the Gender Equity Model Sites Program (GEMS).
- Coded and analyzed surveys and interview data and wrote part of evaluation report

**Evaluation Consultant**, New England Network for Children and Families  
- Spring 2004
- Evaluated the success of various programs that target teenage homelessness
- Conducted site visits, observations, interviews and surveys
- Completed qualitative and quantitative analysis of data and wrote final report

**LEADERSHIP EXPERIENCE AND ACTIVITIES**

**Advisory Board**, America SCORES New York  
- Feb 2010-present
- Help re-launch America SCORES local program in New York’s Washington Heights community by providing guidance and support on program design, fundraising, board development and community outreach

**Trainer**, Natural Helpers Program, University of Rhode Island Alton Jones Campus  
- 1997-present
- Help high school students develop effective coping, conflict resolution and peer counseling strategies and teach them to identify when situations require outside help.

**Diversity Certificate**, National Soccer Coaches Association of America  
- Fall 2007

**Soccer Coach**, - Tufts University, Assistant Varsity Coach and Head Junior Varsity Coach, Somerville, MA  
- The Cardinal Soccer School, Soccer Director, Middletown, CT  
- Stacey DeCastro Soccer School, Newport, RI  
- Wesleyan University, Four-Year Starter, Captain, Middletown, CT  
- Spring 2003

**Participant**, Boston Athletic Association, Marathon  
- 2003-2007
- 1998-1999
- 1997-1999
- 1997-2001
EXPERIENCE:

INGRAM YUZEK GAINEN CARROLL & BERTOLOTTI, LLP
Corporate Partner
April 2010 to Present
Developing all aspects of firm’s corporate practice, including coordinating and handling corporate matters, developing new business, maintaining existing client relationships and advising on marketing efforts for firm, as its primary corporate partner. Representing not-for-profit, technology, real estate, media, entertainment, energy and other corporate clients as lead attorney on transactional matters, including formations, financings, employment matters, corporate governance and complex commercial deals.

TROUTMAN SANDERS LLP, New York, NY
Corporate Associate
May 2005 to April 2010
Representing health care, not-for-profit, financial services, private equity, real estate, energy, technology, professional services, industrial, entertainment, lodging, retail, logistics, internet gaming, venture capital, media, advertising, fashion, telecommunications, and other corporate clients as lead attorney on a variety of domestic and international transactional matters including mergers and acquisitions, private equity investments, SPAC deals, divestitures, mezzanine debt transactions, joint ventures, recapitalizations, financings, intellectual property and licensing matters, employment agreements, and complex commercial deals. Coordinating and supervising deal teams, including financial advisors, accountants, bankers and junior attorneys, on structuring and all other aspects of such transactions. Negotiating and drafting a wide range of operative documents. Serving in general counsel role, as management advisor and contract negotiator, for several middle market companies. Maintaining significant client relationships and developing new business opportunities. Moved to Troutman Sanders with corporate group from Goodkind Labaton in May 2005 upon the Goodkind firm’s restructuring.

GOODKIND LABATON RUDOFF & SUCHAROW LLP, New York, NY
Corporate Associate
May 2003 to May 2005
Transactional experience included asset and stock acquisitions, private placements, financings, joint ventures and venture capital investments. Counseled for-profit and non-profit corporate clients with regard to various securities laws questions, including Sarbanes-Oxley issues, Exchange Act reporting compliance, corporate governance and best practices advice, and investment advisor and broker-dealer registrations.

LEGAL CONSULTANT, New York, NY
July 2002 to April 2003
Advised Italian office furniture manufacturer and start-up sports marketing agency on corporate transactional, intellectual property and licensing matters.

AKIN, GUMP, STRAUSS, HAUER & FELD, LLP, New York, NY
Corporate Associate
February 2001 to June 2002
Represented private equity firms, manufacturing, technology and media companies, and investment vehicles in a wide range of asset purchase, equity acquisition and real estate recapitalization transactions.

STROOCK & STROOCK & LAVAN LLP, New York, NY
Corporate Associate
September 1998 to January 2001
Summer Associate
Summer 1997
Transactional experience included stock acquisitions, venture capital financing, and securities offerings, such as private placements, PIPEs and secondary offerings of public equity.

EDUCATION:

COLUMBIA UNIVERSITY SCHOOL OF LAW, New York, NY
J.D., May 1998
Columbia Business Law Review, Notes Editor

GEORGETOWN UNIVERSITY, MCDONOUGH SCHOOL OF BUSINESS, Washington, DC
B. S., Business Administration, Marketing and Management majors, May 1995
Honors: GPA: 3.5 cumulative, 3.93 in majors

ADMISSIONS AND MEMBERSHIPS: New York; New Jersey
Member, American Bar Association: Section on Business Law; Forum on the Entertainment and Sports Industries
Member, New York City Bar

ACTIVITIES:
- Director, Urban Dove (a not-for-profit organization based in New York City)
- Alumni Interviewer, Georgetown Alumni Admissions Program
- Advisor, Camp Lenox in the Berkshires
Department of Education, New York, NY  
**Urban Assembly --Network Leader/Chief of Operations**  
March 2007- Present  
- Work with Network of 22 Principals of theme based non-screened middle and high school to ensure instructional and operational needs are seamlessly integrated to support student achievement.  
- Manage an integrated team of DOE and Non-DOE(Urban Assembly) instructional and business staff that are responsible for providing day-to-day support and training to the Principals and school staff, ensuring that the proper level of resources for Urban Assembly schools are provided.  
- Serve as the Ombudsman/main point-of-contact to the Department on behalf of the President and Exec. Director of Urban Assembly organization.  
- Work with philanthropic and proprietary organizations to secure funding and increase revenue for Urban Assembly signature programs such as mentoring and partnerships.  

**Accomplishments:**  
- Opened City’s first CTE Green Career School in  
- Developed and piloted lead position roles within network at the school level to support the needs of all Principals.  
- Coordinated the budgeting and procurement of the Network wide Design your own assessments to capitalize on the economies of scale.  

**Empowerment Schools-Urban Assembly Schools Network -- Business Services Manager**  
July 2006 – March 2007  
- Worked closely with schools within network to build operational capacity by providing comprehensive, specialized support for Business and Operations functions not limited to but including budgeting, contracts, procurement, and facility maintenance; and provided capacity building to facilitate results at the school level for business practices.  

**Accomplishments:**  
- Promoted to Network Leader/ Director of Operations for Urban Assembly schools.  
- Served in a managerial confidential capacity with significant discretion as an adviser to the Dep. CEO of the Empowerment School.  
- Developed policy for the Empowerment Schools as a whole as it relates to the business management of schools too maximize effective Resource utilization in support of student achievement.  
- Assisted in the successful opening of three new small schools. (1H.S- 2 M.S.)

**Brooklyn Regional Operations Center -- Budget Team Leader/Regional Network Specialist**  
September 2004 – June 2006  
- Manage a budget totaling $98.3 million dollars for 17 Alternative/Transfer High Schools.  
- Identify critical financial needs of schools and propose creative, yet appropriate solutions, ensuring basic educational needs and mandates are fully and appropriately funded according to regulatory guidelines. (City, State and Federal)  
- Monitor schools in the use of existing resources to fund priority needs.  
- Develop and implement school-specific training and support to enhance school-based autonomy.  
- Facilitate system transactions and processing to ensure timely scheduling of allocated funds, appropriate and effective use of scheduled personnel services and other than personnel services to benefit students within the school year.  

**Accomplishments:**  
- Nominated and Selected to Participate in Inaugural (ROC)Department Management Training Program  
- Developed ROC New Hire Orientation Process and Manual

**Department of Homeless Services, New York, NY**  
Technical & Construction Services-Non-Capital Projects - Project Manager  
April 2002 - September 2004  
- Identified, initiated, coordinated and managed expense projects within D.H.S.’s Facility Maintenance and Development division.  
- Developed specifications, scope of work and budget for agency approval/ procurement process.  
- Conducted site inspections and created reports to brief executive staff of site’s needs/requests.  

**Accomplishments:**  
- Coordinated the renovation and opening of City’s largest family shelter (Carlton house)

**Fund for the City of New York, New York, NY**  
Center on Municipal Government Performance -Project Manager  
November 1999 – September 2001  
- Established mechanisms to measure government performance and integrate private with public sector management practices.  
- Developed grant fund expenditure reports, graphic presentations, and PERT/GANTT charts.  
- Duties included: presentations, staff training and supervision, field research, research methodology protocols, facilitating multiple project teams, conducting focus groups, management training, writing grant proposals, and providing technical assistance.  

**Accomplishments:**  
- Successfully introduced new technology to local community organizations that easily monitored street conditions and captured data for government agencies. - Instrumental in producing, “How Smooth Are New York City’s Streets? 2001” report. -Conceptualized, developed and created ComNET version 2 software program and database.

**Office of the Mayor – Operations, New York, NY**  
**Health and Human Services - Senior Policy Analyst**  
September 1997 – October 1999  
- Monitored the implementation of mayoral directives, new and restructured programs.  
- Developed program plan objectives and indicators.  
- Duties included: consulting, supervising junior analysts, planning and facilitating inter-agency initiatives/task-forces, and briefing executive management/staff.
Health and Human Services - Policy Analyst

- Assessed agencies’ performance through, Executive Management Planning and Reporting Systems, and also published the Bi-Annual “Mayors Management Report”.
- Duties included: analyzing agencies’ operating systems, structures, procedures, and capital budgeting.

Accomplishments:
- Supervised/ coordinated Department of Health Citywide dog licensing initiative/marketing campaign.
- Citywide Leadership Institute completion, 1998,
- Developed revenue-generating projects for sponsorship by the NYC Technology Fund.

Department of Health, New York, NY

Office of the Commissioner Urban - Fellow/Special Assistant to Chief Operating Officer (1st Deputy Commissioner)

- Managed, monitored, and evaluated program operations, personnel and special projects.
- Duties included: program reviews, staff hires, workflow process revisions, analyses, reengineering organizational structures, budget analyses, new needs development and proposals and drafting RFP’s.

Accomplishments:
- Streamlined food-permit and license application.
- Coordinated the implementation of NYC Vital Records reengineering initiative.
- Developed performance indicator tracking systems - Improved Vital Records turnaround time for processing birth certificate requests (9 months to 21 days)

EDUCATION

Baruch College, Zicklin School of Business

May 2004 Master of Business Administration – Finance/Management

Hofstra University

May 1995 Bachelor of Arts - Dual Major: Political Science & Psychology

FELLOWSHIP


The Urban Fellows Program provides an unparalleled opportunity for young professionals to gain meaningful work experience in public policy, urban planning and government operations as they consider careers in public service. It demonstrates New York City’s commitment to shaping future leaders. I am proud to sponsor this program.

-- Mayor Michael R. Bloomberg
PATRICK MCGILLICUDDY

EDUCATION & CERTIFICATIONS

School Administrator Supervisor and School District Administrator Certifications (2007)

Columbia University, School of International and Public Affairs, New York, NY (2001)
Masters in Public Policy & Administration, Concentration: Education Policy

Vassar College, Poughkeepsie, NY (1996)
Bachelor of Arts, Urban Studies Major, New York State Certification in Social Studies for secondary school

RELEVANT EXPERIENCE

Principal - East Brooklyn Community High School (July 2009-Present)
Led a planning team to start a new school based on the Good Shepherd Services Transfer School Model for overage under-credited youth.

- Designed outcome based grading policy which focuses on giving students individual feedback on their ability to gain skills and content knowledge.
- Reviewed and supported the development of curriculum based on the ideas of Understanding by Design which focuses on project based learning and is aligned to the skills and content of the Regents exam.
- Developed and facilitated professional development that focused on Understanding By Design, literacy across the curriculum, and youth development.
- Collaborated with SCO Family of Services in the hiring of 25 staff, recruitment of 120 students (to date), development of a thorough intake process, and the facilitation of ongoing student/parent orientations.
- Initiated partnerships with Dance Theater Etc, Schulte Roth & Zabel, and the Centre for Anti-Violence Education to bring professional artists, lawyers and martial artists into the classroom.

Aspiring Principal - Telecommunications High School & I School (July 2008-July 2009)
Selected for a competitive NYC leadership training program, the Leadership Academy, that involved summer intensive course work and a yearlong principal residency at two different schools.

- Mentored new teachers
- Supervised new and experienced teachers and wrote up formal post observations letters.
- Help redesign Math program for students that had history of failure on the Regents exam.
- Led an inquiry team focused on developing a college ready culture.
- Evaluated on-line curriculum for science and social studies
- Mentored by a principal from a successful large comprehensive high school as well as a new small start up 21st Century Initiative high school.

Teacher - South Brooklyn Community High School, Brooklyn, NY (2002-2008)
Collaborated with a team of twenty educators to start the first Good Shepherd Services transfer school for over age under-credited youth. Instructed 16-21 year olds in heterogeneous mixed classrooms. School has been recognized as a national model for transfer high schools and the NYC DOE has supported its replication.

- Designed US History and Government curriculum that focused on Supreme Court reenactments (moot courts) which is taught in two of the replication sites.
- Brought in professional lawyers and judges to take part in moot courts including Chancellor Joel Klein, Federal Judge Shira Scheindlin, and lawyers from the HellerEhrman law firm.
- Raised US History NYS Regents exam pass rate from 57% in 2002 to an average of 88% between 2003-2008.
• Collaborated with professional artists to design courses in film, poetry, dance, and theater with end of year work presented at the annual Red Hook Arts Festival for the last four years.
• Held leadership positions as Professional Development Coordinator, Mentor Teacher, Staff Hiring Coordinator, and teacher representative for New Visions School Leadership team.
• Developed school wide programs and protocols for community assemblies, independent studies, staff meetings, summer professional development, and school wide assessments based on blooms taxonomy.

Executive Director - Summerbridge Hong Kong of Breakthrough Collaborative, Hong Kong (1997-2001)
Managed and developed a non profit tuition-free summer and after-school enrichment program that aims to improve the academic opportunities of economically underprivileged Chinese and Vietnamese students in Hong Kong. Middle school students are taught and mentored by high school and college students.
• Collaborated with professional educators to develop ESL curriculum, student teacher training, and leadership development for a volunteer staff of over 150 student teachers per year.
• Expanded the organization from one program serving 100 students to three programs serving over 340 students.
• Initiated comprehensive after school programs and alumni services, which included tutoring, English classes, standardized test preparation, educational field trips and mentoring programs.
• Increased corporate sponsorship from US$ 85,000 to US$ 360,000. Sponsors included Goldman Sachs, Citicorp, Gap Inc., English Schools Foundation, and the Jockey Club Foundation.
• Organized PR efforts including visits by Colin Powell and corporate sponsors and coverage in major radio, television and print publications.
• Assembled a board of directors that included a HK legislative council member, Managing Director of GAP Inc., partner in leading HK law firm, and international school principals.

AWARDS & GRANTS
• Columbia University Teachers College - Selected as participant in Professor Anand Marri’s study on skilled NYC social studies teachers and their pedagogy for democratic education (2007)
• Street Law and Supreme Court Historical Society – Received Teacher of Year Award (2006)
• WNET Channel 13 – Consulted as Educational Advisor for The Supreme Court documentary series and companion website (2006)
• Teachers Network - Profiled in a video about successful strategies for aligning curriculum to the standards; awarded a grant to design curriculum unit for their website (2005, 2007)
• Street Law and Supreme Court Historical Society - Collaborated with planning committee on starting a NYC regional conference and lead workshops for teachers (2004-2008)
• New York State Bar Association - Selected to lead workshops at the Law Related Education Conference (2003, 2004)
• Fund for Teachers - Awarded a grant of $3,000 to attend summer seminars that helped further develop moot court curriculum (2003)

VOLUNTEER WORK
• Dance Theater Etcetera - Serve on the Board of Directors of this Red Hook based performing arts educational not-for-profit that promotes arts as an effective vehicle for social transformation uniting artists and community members as co-creators of cultural activities (Present)
• Stickball Print-media Arts - Serve on the Board of Directors of this East Harlem based arts educational –for-profit organization that provides traditional printmaking and digital arts programming for youth (Present)
• Off The Hook - Served as a mentor to young student playwrights for this Red Hook performing arts organization (2005)
ROBERT LESSER

EDUCATION

Harvard University, John F. Kennedy School of Government
Masters in Public Policy, June 2002
Area of Concentration: Strategic Management
Relevant Coursework: Negotiation, Accounting, Communications, and Statistics

Vassar College
Bachelor of Arts in Sociology, Cum Laude 1996

EXPERIENCE

Replications, Inc.
Director of New School Development (March 2008-current)
• Oversee all aspects of Replications’ new small secondary development
• Establish a Baltimore, Maryland regional office and provide management oversight to support staff in the opening of new high-quality secondary schools
• Participate in organizational development activities including board development, marketing and branding, fundraising, and strategic partnership cultivation.

New York City Department of Education, Office of New Schools
Associate Director (May 2005-July 2007)
• Supported implementation of secondary school reform initiative through the establishment of over 200 new small public and charter schools
• Oversaw all aspects of the creation of new academically-selective secondary schools in traditionally underserved communities throughout New York City, including securing more than $5.5M in funding
• Responsible for office-wide strategic planning related to new school development and sustainability, including the development of community engagement strategies, managing three new school construction projects, and developing new school-CBO partnership models
• Served as primary policy developer in the creation of Partnership Support Organizations (PSOs), external providers serving as primary instructional supports to schools
• Managed McKinsey consulting team to analyze the core functions that the school system must continue to provide centrally due to legal mandate, funding restriction, political risk, etc. Presented analysis to the DOE Senior Leadership Team
• Led drafting of the PSO Request for Proposal (RFP), detailing the services to be provided under this contract including resolve key policy questions with senior DOE leadership
• Drove RFP evaluation process that resulted in final selection of nine Partnership Support Organizations
• Responsible for relationship management and training of Partnership Support Organizations

New York City Police Department, Office of Community Affairs
Chief of Staff (September 2002-April 2005)
• Coordinated and delivered Negotiation, Mediation, and Group Facilitation training to over three hundred New York City Police Officers assigned to Community Affairs
• Developed communications strategies including informational brochures and booklets, oversight of cultural sensitivity training videos, and development presentations
• Directed staffing decisions, critical incident planning and response, and all special project coordination
• Led all program development activity including data-driven approaches to new immigrant outreach and at-risk youth intervention
• Created and oversaw the Review and Enhancement of Community Affairs Programs (R.E.C.A.P.) system, a performance management tool modeled after COMPSTAT

**New York City Department of Correction**
*Special Assistant to the Deputy Commissioner*, (Sep 1996-March 1998)
• Instituted program management and development plans for a range of jail-based education, health, vocational, and counseling programs
• Designed a major inter-agency domestic violence and substance abuse initiative for male batterers
• Served as Departmental spokesman at various intra-governmental and community based meetings, committee work groups, and special events

**CONSULTING AND TEACHING**

**New School University, Milano Graduate School of Management**
*Adjunct Lecturer* (Spring/Summer Semester 2005, 2006 and on-going)
• Teach course entitled “Leadership for Community Change” providing masters level students with professional skills in adaptive leadership, logic modeling, and negotiation to enhance effectiveness in leading change in their communities

**West Wind Education Policy, Ohio Leadership Forum**
*Leadership Consultant* (Fall 2006-June 2007)
• Design and provide leadership development training to Ohio school superintendents using the concepts and tools of Adaptive Leadership to help implement reform

**SELECTED TRAINING EXPERIENCE**

- June 2007 - Introduction to Adaptive Leadership, Ohio Consortium on Racial Equity
- June 2007 - Surviving Leadership, Ohio Leadership Forum, Ohio
- Dec 2005 - Negotiation and Strategic Management, New York City Urban Fellows
- Oct 2005 - Advanced Negotiation Skills Workshop, Singapore Police Force
- Sep 2005 - Mediation Skills Training, New York City Police Department

**ACTIVITIES, SKILLS, AND AWARDS**

• Certified Mediator, Harvard Law School Mediation Program (2001)
• New York City Urban Fellow (1996-1997)
• Advanced Beginner Spanish Language, Intermediate Vietnamese Language
Robin Cohen

N.Y. State Certificates: English as a Second Language, English Day High School

EDUCATION:

54 credits in Ph.D. program in Educational Psychology; 1976 – 1980 New York University

M.A. Education: Guidance and Counseling; 1975 – Long Island University

B.A. English; Brooklyn College; 1972

WORK EXPERIENCE


Plan with, observe, team-teach and model lessons for first and second year teachers. Plan and lead staff development workshops for entire staff. Coordinate literacy activities across the curriculum. Developed and teach Freshman Skills Seminar. Teach AP Language and Composition and all levels of ESL English.

September 1981 – June 2004 ESL TEACHER – Martin Luther King Jr. HS, New York

Teach a multinational high school population with varied educational backgrounds. Teach a variety of skill levels including entry level and transitional literature and writing. Teach interdisciplinary American Literature to ELL students as part of the American Social History Project and the Opera Access program. Teach Saturday and after-school English Regents Preparation workshops for ELL students.

September 1985 – June 2004 ESL COORDINATOR – Responsible for the initial evaluation, assessment and placement of ESL students; create programs for ESL teachers; evaluate foreign transcripts; plan and conduct staff development workshops; assess and purchase ESL texts; attend ESL/Bilingual meetings at the Manhattan Superintendent’s Office.


**RELATED ACTIVITIES**

- **Instructor, Institute for Literacy Studies, Lehman College, Bronx, New York.** Taught graduate courses in Writing Across the Curriculum to New York City high school teachers at various high schools around the city. September 1984 – 2005


- **Participant and presenter at the BESARS Program of the Manhattan High School Superintendent’s Office.**

- **Staff Development Workshop Leader for the Manhattan High School Superintendent’s Office**– Taught writing across the curriculum strategies to ESL and English teachers.

References available upon request.
PROFESSIONAL EXPERIENCE:
South Bronx High School, Bronx, New York 1983-2004

License: Special Education Teacher (Bilingual Auxiliary)

I have taught self-contained classes across the curriculum with a concentration in Social Studies and Mathematics at South Bronx High School, and English Language Arts at Samuel Gompers High School. I also team-taught global history and economics inclusion classes. I taught mainstream Health Education and English classes, in addition to Special Education, during the 2003-2004 school year at South Bronx High School.

During my years at South Bronx High School, I served as Dean and Special Education House Coordinator. I was the Junior Varsity Baseball coach for three years, and I coached the South Bronx High School bowling team from 1997-2009. I participated in various school-wide programs including the Drop-Out Prevention Program, School-Based Management and the School Leadership Team.

Previous Part-Time Employment: Director and Counselor of the Respite Program of the Bronx Organization for the Learning Disabled (B.O.L.D.) from 1987-1993. I was the first Director of this program, and a major force in making it a reality. The Respite Program was an after-school educational, cultural and recreational endeavor for Special Education students from different high schools in the Bronx, as well as Special Education students who had dropped out of high school. I was also an Instructor/Counselor with the 1996 Program of the Hospital League/1199 Youth Mentoring Program.


SPENCER ROTHSCILD

Profile
• Over 20 years of experience building a multi-unit companies
• Ability to drive complex projects from concept to fully-operational status
• Goal-oriented individual with strong leadership capabilities
• Organized, highly motivated, innovative, efficient and detail-directed problem solver

Employment

Barrio Foods, Brooklyn, NY
Founder & President (2006-Present)
Barrio, Playa, Cabana Bar, MAMBO Catering, Open Book Café (Brooklyn Public Library)
Barrio Consulting, Latin Spice Co., Event Planner DNA, Barrio Goes to School (non-profit)

CL B No. 1, New York, NY
Yushi WFC, Yushi 47, Yushi @ Saks Fifth Avenue, Yushi @ Desbrosses, Yushi Catering

Main Street Restaurant Partners, New York, NY

Unit Management & Corporate Office Staff
• Overall Operations (over 400 employees, approximately 40,000 square feet)
• Human Resources Department (budget analysis, payroll, health & dental insurance, including COBRA, accuracy & internal safeguards, all policy and best practice integration)
• Financial planning and report analysis (cash flows, P & L’s, budgets, payroll, sales, profit - daily, weekly, monthly, annual)
• Work closely with marketing and advertising partnerships (American Express, New York Magazine, Gotham Magazine, OpenTable, Time Out, Wine Spectator, Travel & Leisure)
• Manage physical plant upgrades, maintenance & renovations (work with architects, interior designers, and general contractors to ensure projects are to specification, timely and within budget)
• Hands-on training of senior management
• Developed event planning software (resulting in 35% higher repeat client rate, 35% drop in event planner payroll expense, $6M event sales, ranging from 25-700 guests)
• Manage relationships with technology partners, Beta Partners (www.averoinc.com, www.opentable.com)
• Negotiate all contracts (food, beverages, maintenance, small wares, paper products, etc.)
• New project development (legal agreements, investor relations, pre-opening budgets, build-out)
• Consultant on projects throughout the USA (including New York, Florida, California, North Carolina)

Restaurant Properties (by opening date)
Main Street, New York City, Upper West Side, $3.5M in annual sales, 225 seats, Spring 1994
Rain West, New York City, Upper West Side, $3.5M in annual sales, 175 seats, Spring 1995
Union Pacific, New York City, Flatiron District, $4M in annual sales, 150 seats, Spring 1997
Rain East, New York City, Upper East Side, $3.5M in annual sales, 175 seats, Spring 1998
Calle Ocho, New York City, Upper West Side, $4.5M in annual sales, 200 seats, Fall 1998
Django, New York City, Midtown, $5.5M in annual sales, 350 seats, Fall 2001
BLT Prime, New York City, Flatiron District, $10M in annual sales, 135 seats, Spring 2005
BLT Steak, Washington DC, estimated $8M in annual sales, 120 seats, Fall 2006

General Manager, Main Street & Rain West (1995-1996)
• Managed the complete operations of 2 restaurants with sales of $10M, 8 managers and 95 employees

Community Involvement
The Urban Dove, www.urbandove.org
Chairman of the Board (2004-present), Board Member (2002-2004)
• Non-profit organization, founded in 1998, currently serving almost 1200 youths (ages 8-18)
• $1.3M operating budget, grown from $150K since 2002
• Estimating 20% growth in both operating budget and programs for next five years

Education
Tufts University, Medford, MA
Bachelor of Arts in Political Science Major, Economics Minor, 1994
SYDNEY S. KING

EDUCATION

1989-1993 University of California Santa Cruz, CA
*Bachelors of Arts/Literature & Anthropology*

1994-1995 California State University Hayward, CA
*Single Subject Clear Teaching Credential/English*

2006-2008 Brooklyn College Brooklyn, NY
*Masters of Arts/Teaching of English*

PROFESSIONAL EXPERIENCE

2002-Present South Brooklyn Community HS Brooklyn, NY
*Teacher/English*

- Teach all levels of High School English to overage and under credited youth
- Prepare students for the ELA regents exam
- Professional Development Leader
- Mentor Teacher

1998-2002 Skyline Education Academy Oakland, CA
*Career Academy Director*

- Coordinated all aspects of 90-student career focused academy program.
- Developed and taught two career focused courses, Psychology of Education and Sociology of Education.
- Obtained California Partnership Academy funding and managed budget of $81,000 a year for three years.
- Coordinated service learning projects, study tours, job shadowing experiences and internships for academy students in the education field.
- Developed and managed intervention program for students not meeting the standards of the academy. (2.0 GPA and 80%
Planned academy master schedule and worked with administration to develop school master schedule.

Worked with counselor to schedule students into classes.

2000-2001   Skyline High School/OUSD   Oakland, CA
Project Based Learning Coach
- Planned and led meetings with cadre of teachers to plan and implement interdisciplinary projects.

1999-2002   Bay Area Writing Project   Berkeley, CA
Teacher Consultant
- Participated in 1999 summer invitational institute
- Presented a workshop on teaching Antigone at open Saturday seminar
- Presented and coordinated a series of Friday in-service days during OUSD summer school.
- Coordinated BAWP series of workshops at Skyline High, spring 2002.

1997 - 2002   Skyline High School   Oakland, CA
Teacher/English
- Taught 9th and 10th grade English five periods a day
- Served as Union Representative 2001-2002.
- Supervised a Mills College Student Teacher Spring of 2001

1997-1999   Oakland Unified School District   Oakland, CA
Core Literature Study Team
- Met with other district teachers of English to develop core literature list of works to be taught in district.
- Developed curriculum to teach several core works and disseminated this curriculum throughout the district.
- Presented at the International Conference on Language and Literacy in Bordeaux, France, 1999.

1996-1997   Oakland Unified School District   Oakland, CA
Textbook Adoption Committee Member

- Piloted textbooks from two publishers
- Served on decision-making committee to make recommendation to school board for district-adopted textbook for high schools.

1993 - 1997 Edna Brewer Junior High School  Oakland, CA  
Teacher/English

- Taught 7th and 9th grade English five periods a day
- Served as English department chair during the 1996-1997 school year.
- Served on School Site Study Team to make recommendations for students to special education during 1996-1997 school year,
Form 3: Statement of Assurances

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

Signature  

Date  

9/9/10
Form 3: Statement of Assurances

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

Signature

Date
Form 3: Statement of Assurances

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

Signature

Date

1 4 0 2
Form 3: Statement of Assurances

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

[Signature]  
9/14/10  
Date
Form 3: Statement of Assurances

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

[Signature]  

Date

9/14/10
Form 3: Statement of Assurances

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

Robert Lesser
Signature

9-14-10
Date
Form 3: Statement of Assurances

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

[Signature]

9.10.10

Date
Form 3: Statement of Assurances

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

[Signature]  [Date: 9/14/10]
Form 3: Statement of Assurances

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

Lazar Treschan
Signature

7/14/10
Date
Form 3: Statement of Assurances

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

[Signature]  [Date: 9/14/10]
Form 4: Request for Information from Prospective Charter School Board Members

Name: Robert Lesser

Daytime Telephone: [Redacted]

Home Mailing Address: [Redacted]

Personal E-Mail/Fax: [Redacted]

Business Address: 292 Fifth Avenue, NY, NY 10001

Business E-Mail/Fax: blesser@replications.org

Charter School Name: Urban Dove Charter School

Charter School Address: Brooklyn, NY – CSD 22

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

Board Member

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

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

1. Please provide your educational and employment history. You may do so by attaching a résumé.  Resume Attached in Form 5

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 am the Director of New School Development for Replications, Inc. a non-profit organization that starts and support new schools in New York City and Baltimore, Maryland. I was introduced to Jai Nanda, the Executive Director of Urban Dove by a mutual friend. He shared with me the amazing work Urban Dove has done to engage and develop New York City youth and his vision for a new school that would use sports-based youth development to re-engage our city’s most disconnected youth. I made introductions to Mr. Nanda to the NYC DOE Charter Office, Office of Portfolio Planning, and Office of Multiple Pathways. And as a result of this process was asked to serve on the board.

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

   I am committed to improving the lives of underserved youth in New York City and believe that this unique model of sports-based youth development, transfer school, and job training/college readiness can be successful with disconnected youth where other programs have not. In learning more about Urban Dove, I am confident that this organization will be an effective school partner leveraging its expertise and connections to provide extra supports that a school of this kind needs. Lastly as a Brooklyn resident, I am committed to improving my community and I believe this school will have a big impact for students and families in Brooklyn.

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 know Lazar Treschan, Jason Griffiths, Patrick McGillicuddy and Jai Nanda in a professional capacity.

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.
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 do not know any such persons. ☐ 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 have no such interest. ☐ 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 ask to convene the board or the appropriate board committee to discuss this issue as soon as possible. The board would be responsible for deciding whether a conflict existed and to decide on appropriate action.
Educational Philosophy

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

The goal of Urban Dove’s Charter School for Sports, Health, and Fitness is to create an alternative high school for over-aged, under-credited youth that will combine a rigorous academic curriculum with a hands-on, real-world vocational program, and an award-winning college readiness program that strives to give each graduate a high school diploma, a foundation for higher education, and the job skills needed to enter the world of work. The school will utilize an extended school day and week and use sports to engage its students in a positive school environment where they will develop or renew their commitment to academic success, active and healthy lifestyles, and develop the job skills necessary to build successful futures.

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

The school’s educational program will be modeled on the highly effective Transfer school model. As such the school will run on a trimester schedule which will allow students to recover credits on an accelerated basis. Student programs are tailored to each students’ needs and classroom instruction is project-based and differentiated. Students are expected to take and pass all Regents exams required for graduation. Whenever possible, a traditional academic curriculum will be creatively modified to interact with the school’s sports and fitness focus. The school will utilize project-based assessments and Socratic Seminars, to make certain that students develop teamwork, problem solving, analytic, and speaking skills. There will be numerous support structures in place to assist students, including Saturday sessions, individual and group academic counseling, and a school based support team.

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.

Schools of all kinds must help students learn. Charter Schools require oversight and management from a dedicated Board of Trustees who must ensure quality leadership, fiscal oversight, legal compliance, educational achievement and sustainability.
Other

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

Charter board members are ultimately responsible and accountable for the school meeting and surpassing its stated goals and for making key decisions related to governance and fiduciary 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 I have read and understand the charter school application, the charter school by-laws and all proposed policies.

22. Please provide any other information that you feel is pertinent to the Department’s review.
Form 4: Request for Information from Prospective Charter School Board Members

Name: Patrick McGillicuddy

Daytime Telephone: [redacted]

Home Mailing Address: [redacted]

Personal E-Mail/Fax: [redacted]

Business Address: 1053 41st Street, Brooklyn, NY 11219

Business E-Mail/Fax: pmcgill@schools.nyc.gov

Charter School Name: Urban Dove Charter School

Charter School Address: Brooklyn, NY – CSD 22

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

Board Member

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

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

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 introduced to Jai Nanda, the Executive Director of Urban Dove as he was conducting research for this new school.

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

   I was extremely impressed with Mr. Nanda and compelled by the idea of a school that combines the Transfer School model with sports based youth development and vocational training and is targeting the most disconnected of the overage-undercredited population.

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 went to college with Robert Lesser

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 immediately request a convening of the Board and bring the issue to its attention. We would then decide how to handle the situation as a Board.

Educational Philosophy

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

The mission of the school is to re-engage and graduate students who have not been successful in traditional high school settings through a unique combination of sports-based youth development, rigorous curriculum, and job training.

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

The education program will use the best practices from the transfer school model including a trimester schedule allowing for accelerated credit accumulation, project-based learning, the workshop model, and instruction based in an understanding and belief in multiple intelligences. In addition students will learn to practice and play sports as a team.
19. Please indicate what you believe to be the characteristics of a successful charter school. In particular, please provide the specific steps you think the board of the charter school will need to take to ensure that this charter school is and remains successful.

A successful charter school should educate its students in a way that prepares them for graduation and college. The Board must ensure the school can function in a way that allows them to achieve their mission, specifically hiring leaders, governing, overseeing financial matters and supporting the mission.

Other

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

The role of a charter school board member is to provide oversight of the school related to all aspects of the school's operation.

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

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

22. Please provide any other information that you feel is pertinent to the Department's review.
Form 4: Request for Information from Prospective Charter School Board Members

Name: Patrick Fagan

Daytime Telephone:

Home Mailing Address:

Personal E-Mail/Fax:

Business Address: 90 Broad Street, NY, NY 10004

Business E-Mail/Fax: pfagan@schools.nyc.gov

Charter School Name: Urban Dove Charter School

Charter School Address: Brooklyn, NY – CSD 22

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

Board Member

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

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

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.

   My Mentor who is familiar with Urban Dove and its mission told me about the mission of the Academy and felt that this opportunity would be a great match for me to fuse my experience and passion for Education and Sports and recommended that I speak with Urban Dove to see if it would be a fit.

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

   The Urban Dove Academy is a natural extension of Urban Dove's mission, serving a group of young people that I am passionate about. Working in the field of Education at the Urban Assembly in the role of Network Leader for the past three years has been a very meaningful and rewarding experience, and I wish to continue and expand upon the ways that I can help New York City’s at-risk youth.

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:

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.

All non-profit By-Laws should have a Conflict of Interest policy that may spell out the steps needed if a conflict arises, and in that case, I would follow those. In the absence of any written directive, I would bring the matter to the attention of the Board Chair for an initial discussion and to gather additional information to help me determine if a conflict does exist. If I was satisfied that one did exist, I would notify the Board Chair and other board members and seek an immediate vetting of the issue with all board members.

Educational Philosophy

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

The Urban Dove Charter School will use a sports-based curriculum to attract, engage, energize and ultimately educate an at-risk population of high school aged students. We will seek out students who have not yet made a positive connection to a high school and who have fallen behind in their educational careers. Employing the power of sports, teams and positive coaches, the Academy will serve to bring this population back to a school community that provides the necessary support to help them achieve a high school diploma and the job skills needed to enter the sports, health and fitness fields.
18. Please explain your understanding of the educational program of the charter school.

The Urban Dove Charter School will resemble the Transfer School model in some ways, but will differ mainly in the use of sports throughout the extended school day. Students, moving throughout the day in teams, will play and learn about sports for several hours each day. There will be a Saturday program which will consist of both academic and athletic instruction. Students will move from class to class with their teams and coaches, learning the basic competency courses needed for a high school diploma. Students will strive to complete the Academy in three years, but will have the opportunity to continue longer if needed.

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

A successful charter school should provide a quality education to its students. Students should learn and excel in the classroom and develop into better students and citizens. Charter schools must be governed by a strong and dedicated Board of Trustees who must ensure quality leadership, sound fiscal management, legal compliance with all charter school laws, and educational integrity.

Other

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

Charter schools operate as independent non-profit organizations, and as such, need to be governed by a board of directors. Our job is to ensure the school is living up to its mission, that the students are being educated in the manner laid out in the charter, that financial operations are sound and that the leadership is operating in a legal and ethical manner.

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

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

22. Please provide any other information that you feel is pertinent to the Department’s review.
Form 4: Request for Information from Prospective Charter School Board Members

Name: Michael Grandis

Daytime Telephone: [Redacted]

Home Mailing Address: [Redacted]

Personal E-Mail/Fax: [Redacted]

Business Address: 250 Park Avenue, NY, NY 10177

Business E-Mail/Fax: mgrandis@ingramllp.com

Charter School Name: Urban Dove Charter School

Charter School Address: Brooklyn, NY – CSD 22

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

Board Member

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

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

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 have known Jai Nanda, the founder and executive director of Urban Dove, for over 25 years and have been a member of the board of directors of Urban Dove since 2001. Over the past few years, I have had several conversations with Mr. Nanda and other directors regarding the creation of a charter school here in New York as a natural extension of Urban Dove’s purpose and mission. Those conversations culminated recently in two special meetings of the board of directors where we discussed the current plan and concept for Urban Dove’s school. As a result of those discussions, I volunteered to serve on the board for the school.

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

As mentioned above, I have a long-standing relationship with Mr. Nanda and Urban Dove. I believe strongly in the mission of the organization and have dedicated many hours and personal resources to working with Urban Dove and at-risk children. Through my involvement with Camp Lenox (in Becket, Massachusetts), I have witnessed first-hand the benefits and positive results that arise from both the Urban Dove programs at the camp every summer and the experiences of Urban Dove youth staff and alumni who have worked at the camp during the regular camp session. Also, I have shared Mr. Nanda’s vision that a charter school that would implement the ideals and proven methods of Urban Dove to work with an underserved population of at-risk youth is the appropriate next step in the development of the organization. On a personal level, I am the son and grandson of public school teachers, plus I have a daughter who will be starting in the New York City public school system in September. Thus, I have a strong interest in the performance of public schools. Additionally, I feel that my professional background as an attorney with significant experience working with non-profit clients puts me in a favorable position to make a positive impact on what should be a very special opportunity for a group of young people who might not otherwise have a chance to re-enter and complete the education system at the high school level.

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 serve on the Urban Dove board with Daniel Valerio and Spencer Rothschild

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.
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.

   As an attorney, I expect to be heavily involved in the drafting of the organization’s conflict of interest policy and also in the training of the board on its requirements
and restrictions. A key element to any successful conflict of interest policy is having a board that understands all aspects and the underlying purpose of such policy. A common challenge is that everyone must understand that the impression of a conflict, whether real or not, can be as damaging as an actual conflict, so up-front and thorough disclosure is essential. Also, a good policy will have a clear procedure for handling any potential conflict. Therefore, if I were to become aware of a conflict, I would first look to the procedure set out in the organization’s policy for handling such conflict. Such procedure will set forth the proper channels for notifying the board of the conflict and the alternatives if proper attention is not paid to the issue. Unvetted or undisclosed conflicts cannot be tolerated and any potential conflict must be handled thoroughly with great care to protect the school and its mission.

**Educational Philosophy**

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

The mission UDCS is to create an alternative high school for a severely underserved cohort of at-risk youth (young people who are “over-aged” but “under-credited”) that will succeed with such students by combining a strong academic program with a vocational element centered around sports and recreation-related skills to provide the foundation for college education and/or success in the workplace. The school will use the sports and recreational aspects of the program to engage and motivate the students to succeed on the academic part of the program.

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

In support of the school’s mission, the school will use a unique program that will put the students on the sports fields and courts for 2.5 hours per day and an extra 4-6 hours per week during out-of school time. Students will be part of a team through which they will develop core skills necessary to succeed in school, college, work and life. The teams will have an active staff of coaches who will be trained in how to best impart these skills and motivate the students in a structured, disciplined environment. The program will utilize an extended day and extended year schedule, and a mandatory summer program. The academic program will be based on New York State standards and with the goal of all students passing the applicable Regents exams. Where possible, the sports and recreation theme will be intertwined with the academic curriculum to enhance interest and provide more real-world applications.

19. Please indicate what you believe to be the characteristics of a successful charter school. In particular, please provide the specific steps you think the board of the charter school will need to take to ensure that this charter school is and remains successful.
A successful school will meet the objectives laid out in the founding charter. As a Board member, we must ensure oversight, fiscal management, governance and legal compliance. The success of the school will start with a dynamic leader, financial resources for start-up, proper documentation and policies and clearly defined mission.

Other

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

As a board member, I know that my primary role is to oversee and support the principal and staff of the school. As part of that role, I need to understand the way the school operates, its key issues and the challenges that are being faced. I also need to ensure that the school is utilizing the successful elements cited above in its mission and structure. By being an active board member, I will observe and ask questions when appropriate, and interact with the senior staff to make sure the school is fulfilling its stated mission and properly serving its population. Also, I expect to be heavily involved with all aspects of the school’s corporate governance and the oversight of its financial operation, but not involved in the school’s administration or day-to-day operations. Above all, I understand that I have a duty of care and other fiduciary obligations to the organization and must maintain such duties throughout my tenure on the board.

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.

22. Please provide any other information that you feel is pertinent to the Department’s review.
Form 4: Request for Information from Prospective Charter School Board Members

Name: Megan Bartlett

Daytime Telephone:

Home Mailing Address:

Personal E-Mail/Fax:

Business Address: 520 Eighth Avenue, NY, NY 10001

Business E-Mail/Fax: mbartlett@up2us.org

Charter School Name: Urban Dove Charter School

Charter School Address: Brooklyn, NY – CSD 22

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

Board Member

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

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

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 work with the Jai Nanda at Up2Us, a coalition of Sports-based Youth Development organizations, as the Director of Training and Research. I have been working with Mr. Nanda on the SBYD aspects of his curriculum for several months.

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

   The Urban Dove Charter School is an important extension of the work I do in the field of Sports-based Youth Development. I am very excited and enthusiastic about a school that takes what we have learned through research and applies it in a full-day school setting, something that has never been done before. I know of other programs that use sports and positive coaches in non-traditional after-school settings to achieve amazing youth development outcomes, but this is the first model of its kind that incorporates SBYD into a formal school setting.

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:

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 first follow any directions provided by the non-profit’s By-Laws. In addition, I would investigate my concerns and share them with the Board Chair and my fellow board members. I would participate in a full discussion with the board about the potential conflict and if a conflict existed take appropriate steps to address it, including removing the board member if necessary.

Educational Philosophy

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

The school is using the power of sports to help engage and connect youth to a positive high school environment where they can be successful. By creating a powerful and positive team of peers, coaches and school leaders, Urban Dove Charter School will create a model unlike any other these students have seen. For disconnected youth, many of whom have had an unsuccessful experience at another high school, finding ways to engage and keep their attention is critical to success.

18. Please explain your understanding of the educational program of the charter school.
UDCS will provide a rigorous academic curriculum to over-age/under-credited students with the goal of having students graduate with a high school diploma. The school will also have a vocational component where students will learn the skills and techniques needed to work in the fields of sports, health and fitness. Students will get both classroom and hands-on vocational instruction, including internships and summer jobs. Students will also have the opportunity to play sports as part of every day. Sports will be infused in all aspects of the curriculum, including in the academic classroom where teachers will use themes when appropriate that are relevant to their sports-based activities.

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

A successful school will meet the goals set out in the charter, specifically in outcomes for students. A school that is financially sound, educating students, sustainable, and complies with all laws. The Board must ensure that the governance issues are in order and that the school has the leadership it needs to ensure it meets its goals.

Other

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

The role of a charter school board member is to provide oversight of the school related to all aspects of the school’s operation.

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.

22. Please provide any other information that you feel is pertinent to the Department's review.
Form 4: Request for Information from Prospective Charter School Board Members

Name: Lazar Treschan

Daytime Telephone: [Redacted]

Home Mailing Address: [Redacted]

Personal E-Mail/Fax: [Redacted]

Business Address: 105 E. 22nd Street, NY, NY 10010

Business E-Mail/Fax: ltreschan@cssny.org

Charter School Name: Urban Dove Charter School

Charter School Address: Brooklyn, NY – CSD 22

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

Board Member

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

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

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 am Director of Youth Policy at the Community Service Society, a 160-year old organization dedicated to combating poverty in New York City. Last Fall, I met with Jai Nanda and hear about his interest in educating young people who have fallen off track. I learned more about Urban Dove’s sports-based youth development model and encourage him to reach out to the out-of-school youth population. Once he expressed interest in developing a charter transfer school, I was quickly convinced that his model had the potential to be extremely successful. I have spent years working on issues related to disconnected youth and am eager to bring that experience to the board of this school.

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

The focus of my work is raising awareness about and finding solutions to increasing educational service to young people who have not been initially successful in school. I strongly believe that Urban Dove’s sports-based youth development approach can have strong success with this population. I am eager to be a part of the talented team of individuals who is seeking to develop and implement this school.

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).
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 went to know Robert Lesser professionally.

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.

Schools, be they charter or traditional public schools, have an overriding obligation to eliminate any potential conflicts of interest that can jeopardize, or even appear to jeopardize, the integrity of the school. In any such conflict, I would call a meeting of the board. If I did not feel that the board meeting dealt effectively with the conflict, I would contact the NYC Conflicts of Interest Board.

Educational Philosophy

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

The goal of Urban Dove’s Charter School for Sports, Health, and Fitness is to create an alternative high school for over-aged, under-credited youth that will combine a rigorous academic curriculum with a hands-on, real-world vocational program, and an award-winning college readiness program that strives to give each graduate a high school diploma, a foundation for higher education, and the job skills needed to enter the world of work. The school will utilize an extended school day and week and use sports to engage its students in a positive school environment where they will develop or renew their commitment to academic success, active and healthy lifestyles, and develop the job skills necessary to build successful futures.
18. Please explain your understanding of the educational program of the charter school.

The school’s educational program will be modeled on the highly effective Transfer school model. As such the school will run on a trimester schedule which will allow students to recover credits on an accelerated basis. Student programs are tailored to each students’ needs and classroom instruction is project-based and differentiated. Students are expected to take and pass all Regents exams required for graduation. Whenever possible, a traditional academic curriculum will be creatively modified to interact with the school’s sports and fitness focus. The school will utilize project-based assessments and Socratic Seminars, to make certain that students develop teamwork, problem solving, analytic, and speaking skills. There will be numerous support structures in place to assist students, including Saturday sessions, individual and group academic counseling, and a school based support team.

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

The initial key responsibility of the board is to identify and hire a school principal. The principal must understand the mission and vision of the school, and have the management abilities to direct a staff toward the achievement of the mission and vision of the school. The board’s role will be to continually assess the extent to which the school’s implementation is meeting its mission and vision. This will be achieved through data analysis (of student progress in credit accumulation and Regents passage) as well as through other formal assessments of student work and formal and informal assessment of staff performance and school culture.

Other

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

The role of a charter school board member is to provide oversight of the school related to all aspects of the school’s operation.

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

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

22. Please provide any other information that you feel is pertinent to the Department’s review.
Name: Jason Griffiths

Daytime Telephone: [Redacted]

Home Mailing Address: [Redacted]

Personal E-Mail/Fax: [Redacted]

Business Address: 325 Bushwick Avenue, Brooklyn, NY 11206

Business E-Mail/Fax: jgriffiths@schools.nyc.gov

Charter School Name: Urban Dove Charter School

Charter School Address: Brooklyn, NY – CSD 22

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

Board Member

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

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

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 am the founding school leader of The Brooklyn Latin School, a new small school started by the NYC Department of Education with the assistance of Replications in 2006. I first heard about the proposed Urban Dove School from Bob Lesser, who worked with the NYC DOE when The Brooklyn Latin School was opened and who currently works for Replications, Inc. in supporting new schools in the Replications network.

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

   I have been involved in education for the past twelve years as a teacher, coach, student, leadership resident, and school leader. I have worked in rural, urban, and suburban, public and charter, large and small, and open access and selective schools. I wish to bring my broad perspective to assist in the launch of a new school serving youth who may need additional opportunities or settings in which to meet success. I also deeply believe in the power of extra-curricular programs, specifically sports, to provide opportunities for teenagers to reach goals that they thought were unattainable. I think that the Urban Dove Charter School will provide the opportunity for students to meet college and career success.

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 currently serve on the board of Common Core and the New York Advisory Board of New Leaders for New Schools.

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 Robert Lesser in a professional capacity

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 first work with other board members to discover if any evidence exists to support my suspicion. I would bring my concern to the appropriate individuals (s) and request a full and open discussion of the matter. I would make sure that I engaged the board in a full discussion of the potential conflict. It would be up to the board to decide whether a conflict existed and to recommend the appropriate action.
Educational Philosophy

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

The goal of Urban Dove’s Charter School for Sports, Health, and Fitness is to create an alternative high school for over-aged, under-credited youth that will combine a rigorous academic curriculum with a hands-on, real-world vocational program, and an award-winning college readiness program that strives to give each graduate a high school diploma, a foundation for higher education, and the job skills needed to enter the world of work. The school will utilize an extended school day and week and use sports to engage its students in a positive school environment where they will develop or renew their commitment to academic success, active and healthy lifestyles, and develop the job skills necessary to build successful futures.

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

I understand that the school will run on a trimester schedule and the instructional program will be aligned to State standards. Students are expected to take and pass all Regents exams required for graduation and the curriculum will be mapped and interim assessments will be administered with these requirements in mind. Whenever possible, a traditional academic curriculum will be creatively modified to interact with the school’s sports and fitness focus. The school will utilize project-based assessments and Socratic Seminars, to make certain that students develop teamwork, problem solving, analytic, and speaking skills. There will be numerous support structures in place to assist students, including Saturday sessions, individual and group academic counseling, and a school based support team.

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

A successful charter school should provide a quality education to its students. Students should learn and excel in the classroom and develop into better students and citizens. Charter schools must be governed by a strong and dedicated Board of Trustees who must ensure quality leadership, sound fiscal management, legal compliance with all charter school laws, and educational integrity.
20. Please explain your understanding of the appropriate role of a public charter school board member.

I understand that a board member helps to develop the mission, vision and the policies of the school. In addition, board members have governance and fiduciary oversight responsibilities.

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

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

22. Please provide any other information that you feel is pertinent to the Department's review.
Form 4: Request for Information from Prospective Charter School Board Members

Name: Jai Nanda

Daytime Telephone: [Redacted]

Home Mailing Address: [Redacted]

Personal E-Mail/Fax: [Redacted]

Business Address: 40 Exchange Place, Suite 501, NY, NY 10005

Business E-Mail/Fax: jnanda@urbandove.org

Charter School Name: Urban Dove Charter School

Charter School Address: Brooklyn, NY – CSD 22

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

Board Member

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

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

1. Please provide your educational and employment history. You may do so by attaching a résumé. ☑ Resume Attached in Form 5

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.

   The Urban Dove Charter School is my vision. As founder and Executive Director of Urban Dove, I have always been responsible for guiding the organization’s strategic programming. The school is a logical extension of our mission, and ever since I taught and coached basketball at a transfer school, I have wanted to serve the Disconnected Youth population through a school with a sports-based youth development theme.

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

   I wish to be able to help guide and direct the board of directors in the vision and mission of the school. The Urban Dove Charter School is a very unique and innovative model, and I want to ensure that the vision of the school is continually in the forefront of the board’s thinking. I wish to be intimately involved in the governance and operations of the school, and as a member of the board, I will have the intimate knowledge without interfering with the day-to-day operation of the school itself.

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 know all of the prospective board members. As the leader of this project, I have recruited the prospective board members and three of them serve on Urban Dove’s board. These relationships are professional, and involve no other business dealings.

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:

   Once again, we have identified two or three potential school leaders, all of whom I know as I was the one that approached and recruited them to be a part of this project. These relationships are strictly based on this school project and involve no other business dealings.

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 service 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.

My first step would be to discern, on my own, if a conflict did, in fact exist. If I was sufficiently concerned that a conflict existed, I would alert the board of directors and ask for their input and assessment. If others agreed that a conflict existed, a full vetting of the situation would be done by the full board and if a conflict was found to exist, the board member at issue would be asked to take steps to ameliorate the conflict or step down.
Educational Philosophy

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

The Urban Dove Charter School is being created to serve a simple, but challenging mission: to engage a group of young adults who, for various reasons, have not yet found a school community in which they wish to fully participate. This population of students – Disconnected Youth, underage/overcredited, etc.- suffer severely negative consequences if they are not quickly reengaged to school, community and society. The Urban Dove Charter School is designed to use one of the most powerful tools we have to engage this population – sports. Through sports – playing it, learning about it, coaching it, living it – we believe we can not only engage these students, but we can energize, educate and empower them to become active, healthy and productive members of their school, their community and their society.

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

The Urban Dove Charter School will use an academic educational model similar to other transfer schools. Student support services will be offered, smaller classrooms and individual instruction will be featured, and special effort will be made to meet students where they are socially, emotionally and academically. What will make the school unique, however, is the way in which sports, and the grouping of students in “teams,” are used to create a positive, supportive environment in which the students can build confidence and learn. With the support of trained, positive coaches who interact with their students throughout the day, both on and off the field, students will move through the school environment with confidence and security. Additionally, a vocational program built around sports, health and fitness will enable students to develop job skills that they can put to use in real hands-on learning environments. The vocational training and internship program will not only give students job skills and job experience, but it will also enhance their academic experience by empowering them, connecting them to their community, and showing them the value of education as it applies to building a career in a field that they love.

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

A successful charter school is one that is providing a safe, positive and supportive environment in which children can learn and grow. In order to achieve this, a school must have strong leadership and as a member of the Board it will be my job to find the right leaders for the school. A school must be sustainable and have a strong
financial plan, and as a Board member it will be my role to help ensure that. A school must have a focused mission and educational philosophy and the Board must ensure that is the case.

Other

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

The Urban Dove Charter School will be an independent Not-for-Profit corporation, and as such, requires a board of directors. The board is responsible for ensuring the good governance of the organization, with duties of care, loyalty and ONE OTHER ONE. The board will be responsible for overseeing the financial operations of the school, ensuring the leadership of the school is carrying out the mission, and for supporting the school in its growth and success.

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

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

22. Please provide any other information that you feel is pertinent to the Department's review.
Form 4: Request for Information from Prospective Charter School Board Members

Name: Daniel Valerio

Daytime Telephone: [Redacted]

Home Mailing Address: [Redacted]

Personal E-Mail/Fax: [Redacted]

Business Address: 4 Times Square, NY, NY 10036

Business E-Mail/Fax: Daniel.Valerio@ey.com

Charter School Name: Urban Dove Charter School

Charter School Address: Brooklyn, NY – CSD 22

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

Board Member

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

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

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 am a member of the Urban Dove board, and have been since 2003. I am chair of the Finance Committee, which handles review of all budgets and audits.

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

   The Urban Dove Academy is a natural extension of Urban Dove’s mission, serving a group of young people we currently do not serve. Being a board member of Urban Dove for the past seven years has been a very meaningful and rewarding experience, and I wish to find new and exciting ways that I can help New York City’s at-risk youth.

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 know Spencer Rothschild and Michael Grandis as I serve on the Urban Dove Board with them.

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.

All non-profit By-Laws should have a Conflict of Interest policy that may spell out the steps needed if a conflict arises, and in that case, I would follow those. In the absence of any written directive, I would bring the matter to the attention of the Board Chair for an initial discussion and to gather additional information to help me determine if a conflict does exist. If I was satisfied that one did exist, I would notify the Board Chair and other board members and seek an immediate vetting of the issue with all board members.

Educational Philosophy

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

The Urban Dove Academy will use a sports-based curriculum to attract, engage, energize and ultimately educate an at-risk population of high school aged students. We will seek out students who have not yet made a positive connection to a high school and who have fallen behind in their educational careers. Employing the power of sports, teams and positive coaches, the Academy will serve to bring this population back to a school community that provides the necessary support to help them achieve a high school diploma and the job skills needed to enter the sports, health and fitness fields.
18. Please explain your understanding of the educational program of the charter school.

The Urban Dove Academy will resemble the Transfer School model in some ways, but will differ mainly in the use of sports throughout the extended school day. Students, moving throughout the day in teams, will play and learn about sports for several hours each day. There will be a Saturday program which will consist of both academic and athletic instruction. Students will move from class to class with their teams and coaches, learning the basic competency courses needed for a high school diploma. Students will strive to complete the Academy in three years, but will have the opportunity to continue longer if needed.

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 school where students are achieving academically, getting the credits they need to graduate and going on to higher education and/or becoming successful in the world of work. As a Board we need to ensure that the school has great leadership, sound financial planning, a strong committed Board and an effective educational philosophy that helps our students learn.

Other

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

Charter schools operate as independent non-profit organizations, and as such, need to be governed by a board of directors. Our job is to ensure the school is living up to its mission, that the students are being educated in the manner laid out in the charter, that financial operations are sound and that the leadership is operating in an legal, ethical manner.

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

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

22. Please provide any other information that you feel is pertinent to the Department’s review.
Form 4: Request for Information from Prospective Charter School Board Members

Name: Spencer Rothschild

Daytime Telephone: 

Home Mailing Address: 

Personal E-Mail/Fax: 

Business Address: 953 President Street, Brooklyn, NY 11215

Business E-Mail/Fax: srothschild@barriofoods.com

Charter School Name: Urban Dove Charter School

Charter School Address: Brooklyn, NY – CSD 22

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

Board Member

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

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

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.

   Starting a charter school has been a topic of discussion of the Urban Dove board for over a year. As Chair of the board, I have been involved in the decision making process with our Founder, Jai Nanda, and other board members from the beginning.

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

   Over the past 8 years, I have been successful in helping to grow Urban Dove. I wish to use the same skills that have helped me serve as a board member of Urban Dove to reach a wider group of young people. I am looking forward to using all of my applicable skill sets and contacts to further propel the mission of the Urban Dove through the creation of a charter school which will serve a population of at-risk not currently served in our program model. Lastly as a resident, parent and business owner in Brooklyn, I am interested in improving my community and providing educational advantages to the young people who live there.

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 serve on the Urban Dove board with Daniel Valerio and Michael Grandis

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.

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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 initially investigate the entire situation to find whatever evidence exists to support my suspicion. If I felt a conflict did exist, I would immediately bring my concern to full board and request a full and open discussion of the matter.

Educational Philosophy

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

This charter school will be an extension of Urban Dove’s successful Sports-Based Youth Development program model. The mission will be to reach overaged-undercredited youth from Brooklyn who are not currently connected and engaged to a positive school community. We will seek to engage those youth in a school that has a strong focus on sports, health and fitness and that provides both a rigorous academic program as well as a vocational program in those fields.
18. Please explain your understanding of the educational program of the charter school.

The school will use the power of sports, and more importantly, the power of teams, to engage and energize this at-risk population. Highly trained teachers and coaches will provide the caring and positive adults needed to sustain interest and enthusiasm among our students so that they may attain both a high school diploma as well as the job skills needed to enter the world of work. Students will play sports throughout the extended school day, and teachers will utilize sports themes, where appropriate, in the classroom as well.

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

A successful school will be one that follows the plans and goals laid out in the charter. This will include ensuring that at-risk students are able to re-engage in a positive school community and achieve success in the classroom and in life. As a Board, we must ensure that the school has all of the resources it needs to achieve its mission, including great leadership, financial resources and oversight, a strong board and a positive culture.

Other

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

A charter school is a separate 501C3 charity, and as such requires an independent board to oversee its operation. The board is responsible for governance, oversight, fundraising, and strategic planning. The board is responsible for the financial health of the school, for ensuring that students are meeting educational goals and that the leadership is carrying out the duties and mission laid out in the charter.

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.

22. Please provide any other information that you feel is pertinent to the Department’s review.
Urban Dove Charter School Organizational Chart at Capacity
Attachment 7 – Key Position Descriptions

- The **Board of Trustees** upholds the school’s mission and vision, hires, sets compensation for staff, ensures effective organizational planning and resource allocation and monitors the school's programs and services according to terms articulated in the charter.

- The **Principal** manages the school’s daily operation to ensure smooth, effective, mission aligned practices including but not limited to hiring staff, budgeting responsibly, garnering and managing necessary resources and maintaining the safety of the students and culture of the school. The principal is the instructional leader of the school and is responsible for effectively implementing and managing instruction and curriculum design. The Principal directly supervises all teachers and instructional support staff. The Principal must have experience in an administrative role in a school, have experience in a Transfer School, and/or experience working with Overage / Under-credited students.

- The **Director of Athletics** is responsible for all aspects of the school’s sports, health, and fitness program and overseeing Urban Dove’s sports-based youth development model including the hiring, supervision, and evaluation of the coaching staff. The Director of Athletics will also act as the Dean of Students and be responsible for safety and discipline. Previous high school administrative experience is needed, collegiate level experience as a coach, athletic administrator and/or athlete is preferred. Experience supervising and training coaches is a must as is expertise in multiple sports and general physical fitness, health and nutrition.

- The **Director of Operations** oversees the day-to-day operations at the school and ensures effective implementation and maintenance of clear systems allowing teachers to focus on instruction of students. Previous experience in school operations is necessary, experience in a new school start up is preferred.

- The **Social Worker** assists students in developing behaviors consistent with the school's core values. The Social Worker is also responsible for contact and feedback to parents for behavioral progress. Experience working with Overage / Under-credited students is needed, ideally within a Transfer School setting. Experience managing MSW candidates is a must.

- The **Office Assistant** facilitates the smooth operation of the office and gathers data essential for the school day by monitoring attendance practices and serving as an initial point of contact for those entering the school.

- The **Teachers** in the school are directly responsible for instruction and for providing feedback to parents on academic progress. Transfer School experience and/or experience working with Overage / Under-credited students is preferred. A passion for and commitment to helping at-risk youth achieve academic success is required.

- The **Coaches** are responsible for implementing Urban Dove’s sports-based youth development model which includes teaching students how to practice and
play sports, character and leadership development, and group and individual student support and counseling.

- **Year Team Leaders (YTLs)** are teacher leaders that serve as coaches for all teachers on that year level. These individuals facilitate structured data, assessment, curriculum, and instruction meetings with individual teachers. They also facilitate weekly year level and/or content team meetings. Additionally, each YTL will coordinate an administrative aspect of the school. YTLs also provide input to the Principal on teacher reviews.

- **The ELL/SPED Coordinator** adjusts curriculum and academic setting to meet the needs of students with Individualized Education Programs (IEPs) and other struggling learners and serves as the direct contact to Committees on Special Education (CSE).

- **Parent/Community Coordinator** is responsible for the day-to-day communication between the school and parents and community. He or she is charged with community outreach and public relations for the school. Duties include preparation of materials for open houses, recruitment events, and major mailings.

- **The Office Manager** plays a central role in ensuring an orderly and responsive school administration. In addition to maintaining the school’s administrative systems, the Office Manager functions as the primary contact person for all school constituents. In this role, the Office Manager communicates with students, teachers, families, trustees, donors, and visitors.

- **The Business Manager** manages the financial records of the school including budget, payroll and procurement. The Business Manager reports to and is evaluated by the DO.

- **The Administrative Assistant** is responsible for managing the Principal’s calendar, typing memos, keeping the school calendar, preparing documents and maintaining records for instruction, assessment, and curriculum meetings.
### PROJECTED BUDGET / OPERATING PLAN FOR INITIAL CHARTER PERIOD

**NOTE:** If a Planning Year is Taken in the Beginning of the Charter, the Charter Will Be Extended to Encompass Five Years of Operation.

<table>
<thead>
<tr>
<th>Total Revenue</th>
<th>1,778,112</th>
<th>2,963,743</th>
<th>4,147,931</th>
<th>4,247,825</th>
<th>4,250,325</th>
</tr>
</thead>
<tbody>
<tr>
<td>Total Expenses</td>
<td>1,544,623</td>
<td>2,731,032</td>
<td>3,967,920</td>
<td>4,055,373</td>
<td>4,090,543</td>
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<tr>
<td>Net Income (Before Cash Flow Adjustments)</td>
<td>223,189</td>
<td>223,711</td>
<td>180,010</td>
<td>192,452</td>
<td>159,783</td>
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<tr>
<td>Actual Student Enrollment</td>
<td>95</td>
<td>170</td>
<td>240</td>
<td>240</td>
<td>240</td>
</tr>
</tbody>
</table>

#### DESCRIPTION OF ASSUMPTIONS

- **Year 1 Should be to Totals for Year 1 on Tabs 4 and 5**
- **Per Pupil Revenue Percentage Increase**
  - 0.0% 0.0% 0.0% 3.0% 0.0%

### REVENUE

#### REVENUES FROM STATE SOURCES

**Per Pupil Revenue**

<table>
<thead>
<tr>
<th>School District - AC. OTHER</th>
<th>13,527</th>
<th>1,285,065</th>
<th>2,299,590</th>
<th>3,246,480</th>
<th>3,343,874</th>
</tr>
</thead>
<tbody>
<tr>
<td>New York City</td>
<td>13,527</td>
<td>1,285,065</td>
<td>2,299,590</td>
<td>3,246,480</td>
<td>3,343,874</td>
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<td>School District 1 (Enter Name)</td>
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<td>School District 13 (Enter Name)</td>
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<td>School District 14 (Enter Name)</td>
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<tr>
<td>School District 15 (Enter Name)</td>
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</tbody>
</table>

**Special Education Revenue**

- 139,270
- 249,220
- 351,840
- 351,840
- 351,840

**Title I Funding - Other**

- 1,466/student

**Title II**

- 139,270
- 249,220
- 351,840
- 351,840
- 351,840

**Charter School Program (CSP) Planning & Implementation**

- 100%

**Total Revenue from Federal Funding**

| 1,506,842 | 2,581,974 | 3,664,799 | 3,742,153 | 3,742,153 |

**REVENUE FROM FEDERAL FUNDING**

- 32,819
- 46,332
- 46,332
- 46,332
- 46,332

**IDEA Special Education**

- 1,267/student

**NYSTL at $75/student**

- 13,527
- 1,285,065
- 2,299,590
- 3,246,480
- 3,343,874

**Special Education Revenue**

- 139,270
- 249,220
- 351,840
- 351,840
- 351,840

**Title Funding - Other**

- 100
type student population qualifies @ $1,466/student

**Grant**

- New York City

**Title I Funding - Other**

- 100%

**Local and OTHER Revenue**

<table>
<thead>
<tr>
<th>Contributions and Donations</th>
<th>100,000</th>
<th>100,000</th>
<th>100,000</th>
<th>100,000</th>
<th>100,000</th>
</tr>
</thead>
</table>
| Urban Dove fundraising support - grants, contributions and donations
| Fundraising                  | -       | -       | -       | -       | -       |
| Endowment Fund               | -       | -       | -       | -       | -       |
| Reserve Fund interest @ 3%   | -       | -       | -       | -       | -       |
| Food Service (Income from meals) | -     | -       | -       | -       | -       |
| Text Book                    | -       | -       | -       | -       | -       |
| OTHER                        | -       | -       | -       | -       | -       |

**Total Revenue**

| 1,778,112 | 2,963,743 | 4,147,931 | 4,247,825 | 4,250,325 |

- 100,000
- 105,000
- 107,500
- 110,000

**Total Revenue**

| 1,778,112 | 2,963,743 | 4,147,931 | 4,247,825 | 4,250,325 |
### DESCRIPTION OF ASSUMPTIONS

- **NOTE:** If a Planning Year is Taken in the Beginning of the Charter, the Charter Will Be Extended to Encompass Five Years of Operation.

#### Year 1: 2012

- **Actual Student Enrollment:** 95
- **Total Paid Student Enrollment:** 95

#### Year 2: 2013

- **Actual Student Enrollment:** 170
- **Total Paid Student Enrollment:** 170

#### Year 3: 2014

- **Actual Student Enrollment:** 240
- **Total Paid Student Enrollment:** 240

#### Year 4: 2015

- **Actual Student Enrollment:** 240
- **Total Paid Student Enrollment:** 240

#### Year 5: 2016

- **Actual Student Enrollment:** 240
- **Total Paid Student Enrollment:** 240

### EXPENSES

#### ADMINISTRATIVE STAFF PERSONNEL COSTS

<table>
<thead>
<tr>
<th>No. of Positions</th>
<th>Executive Management</th>
<th>Instructional Management</th>
<th>Deans, Directors &amp; Coordinators</th>
<th>CFO / Director of Finance</th>
<th>Operation / Business Manager</th>
<th>Administrative Staff</th>
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</thead>
<tbody>
<tr>
<td></td>
<td>1.00</td>
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<td>95,000</td>
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</table>

**TOTAL ADMINISTRATIVE STAFF:** 4.00

**INSTRUCTIONAL PERSONNEL COSTS**

<table>
<thead>
<tr>
<th>No. of Positions</th>
<th>Teachers - Regular</th>
<th>Teachers - SPED</th>
<th>Substitute Teachers</th>
<th>Teaching Assistants</th>
<th>Specialty Teachers</th>
<th>Aides</th>
<th>Teachers &amp; Counselors</th>
<th>Other</th>
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<tbody>
<tr>
<td></td>
<td>8.00</td>
<td>20,000</td>
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**TOTAL INSTRUCTIONAL:** 7.00

**NON-INSTRUCTIONAL PERSONNEL COSTS**

<table>
<thead>
<tr>
<th>No. of Positions</th>
<th>Nurse</th>
<th>Custodian</th>
<th>Security</th>
<th>Other</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>94,000</td>
<td>22,660</td>
<td>22,660</td>
<td>22,660</td>
</tr>
</tbody>
</table>

**TOTAL NON-INSTRUCTIONAL:** 12.00

**SUBTOTAL PERSONNEL SERVICE COSTS:** 23.60

**PAYROLL TAXES AND BENEFITS**

- **Payroll Taxes:** $55,545, $106,387, $159,093, $162,902, $166,954
- **Fringe / Employee Benefits:** $23.60
- **Retirement / Pension:** $23.60
- **Total Payroll Taxes and Benefits:** $23.60

**TOTAL PERSONNEL SERVICE COSTS:** 23.60

### CONTRACTED SERVICES

<table>
<thead>
<tr>
<th>Accounting / Audit</th>
<th>Legal</th>
<th>Management Company Fee</th>
<th>Nurse Services</th>
<th>Food Service / School Lunch</th>
<th>Payroll Services</th>
<th>Special Ed Services</th>
<th>Tillerent Services (i. e. Title I)</th>
<th>Other Purchased / Professional Consulting</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>23.60</td>
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</tbody>
</table>

**TOTAL CONTRACTED SERVICES:** 23.60

### SCHOOL OPERATIONS

<table>
<thead>
<tr>
<th>Board Expenses</th>
<th>Classroom / Teaching Supplies &amp; Materials</th>
<th>Special Ed Supplies &amp; Materials</th>
<th>Textbooks / Workbooks</th>
<th>Supplies &amp; Materials other</th>
<th>Equipment / Furniture</th>
<th>Telephone</th>
<th>Technology</th>
<th>Student Testing &amp; Assessment</th>
<th>Field Trips</th>
<th>Transportation (student)</th>
<th>Student Services - other</th>
<th>Office Expense</th>
<th>Staff Development</th>
<th>Staff Recruitment</th>
<th>Student Recruitment / Marketing</th>
<th>School Meals / Lunch</th>
<th>Travel (Staff)</th>
<th>Other</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>23.60</td>
<td>23.60</td>
<td>23.60</td>
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<td>23.60</td>
<td>23.60</td>
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<td>-----</td>
</tr>
</tbody>
</table>

**TOTAL SCHOOL OPERATIONS:** 23.60

### FACILITY OPERATION & MAINTENANCE

<table>
<thead>
<tr>
<th>Insurance</th>
<th>Janitorial</th>
<th>Building and Land Rent / Lease</th>
<th>Repairs &amp; Maintenance</th>
<th>Equipment / Furniture</th>
<th>Security</th>
<th>Utilities</th>
</tr>
</thead>
<tbody>
<tr>
<td>23.60</td>
<td>23.60</td>
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<td>23.60</td>
<td>23.60</td>
<td>23.60</td>
<td>23.60</td>
</tr>
</tbody>
</table>

**TOTAL Facility Operation & Maintenance:** 23.60

### Footnotes

- **NOTE:** If a Planning Year is Taken in the Beginning of the Charter, the Charter Will Be Extended to Encompass Five Years of Operation.
- **Principal (School Leader), 3% cola**
- **Director of Athletics, 3% cola**
- **Business Manager in Year 1, 3% cola**
- **Director of Operations, 3% cola**
- **Office Manager, 3% cola**
- **Full Time Equivalent (FTE) in year 3 to capacity**
- **5 FTE special ed for each grade**
- **FT Social Worker at capacity - volunteer MSW students in addition**
- **7 AmeriCorps Coaches @ $8K each**
- **51% FICA**
- **12.5% for medical, UC, Disability**
- **$5K for accounting, $15K for audit, 3% escalation**
- **$150/student, 3% escalation**
- **$23,900, 3% escalation to capacity**
- **$23,900, 3% escalation**
- **$3,500, 3% escalation**
- **$23,900, 3% escalation**
- **$23,900, 3% escalation**
- **$23,900, 3% escalation**
# Urban Dove Charter School

## Projected Budget / Operating Plan for Initial Charter Period

*NOTE: If a Planning Year is Taken in the Beginning of the Charter, the Charter Will Be Extended to Encompass Five Years of Operation. Projected Five Year Budget on this Tab Should Be For the First Five Years of Actual Operations.*

<table>
<thead>
<tr>
<th>Year</th>
<th>Total Revenue</th>
<th>Total Expenses</th>
<th>Net Income (Before Cash Flow Adjustments)</th>
<th>Actual Student Enrollment</th>
<th>Total Paid Student Enrollment</th>
</tr>
</thead>
<tbody>
<tr>
<td>2012</td>
<td>1,778,112</td>
<td>1,544,923</td>
<td>233,189</td>
<td>95</td>
<td>95</td>
</tr>
<tr>
<td>2013</td>
<td>2,963,743</td>
<td>2,731,032</td>
<td>232,711</td>
<td>170</td>
<td>170</td>
</tr>
<tr>
<td>2014</td>
<td>4,147,931</td>
<td>3,967,920</td>
<td>180,010</td>
<td>240</td>
<td>240</td>
</tr>
<tr>
<td>2015</td>
<td>4,247,825</td>
<td>4,005,373</td>
<td>242,452</td>
<td>240</td>
<td>240</td>
</tr>
<tr>
<td>2016</td>
<td>4,250,325</td>
<td>4,090,543</td>
<td>159,783</td>
<td>240</td>
<td>240</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Year</th>
<th>Total Facility Operation &amp; Maintenance</th>
<th>Depreciation &amp; Amortization</th>
<th>Dissolution Escrow &amp; Reserves &amp; Contingency</th>
</tr>
</thead>
<tbody>
<tr>
<td>2012</td>
<td>231,004</td>
<td>-</td>
<td>25,000</td>
</tr>
<tr>
<td>2013</td>
<td>499,510</td>
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<tr>
<td>2014</td>
<td>613,231</td>
<td>61,231</td>
<td>75,000</td>
</tr>
<tr>
<td>2015</td>
<td>626,821</td>
<td>75,000</td>
<td>75,000</td>
</tr>
<tr>
<td>2016</td>
<td>640,005</td>
<td>75,000</td>
<td>75,000</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Year</th>
<th>Total Expenses</th>
<th>Net Income</th>
</tr>
</thead>
<tbody>
<tr>
<td>2012</td>
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<tr>
<td>2015</td>
<td>4,005,373</td>
<td>242,452</td>
</tr>
<tr>
<td>2016</td>
<td>4,090,543</td>
<td>159,783</td>
</tr>
</tbody>
</table>

**Description of Assumptions**

- **Total Revenue**: $1,778,112, $2,963,743, $4,147,931, $4,247,825, $4,250,325
- **Total Expenses**: $1,544,923, $2,731,032, $3,967,920, $4,005,373, $4,090,543
- **Net Income (Before Cash Flow Adjustments)**: $233,189, $232,711, $180,010, $242,452, $159,783
- **Actual Student Enrollment**: 95, 170, 240, 240, 240
- **Total Paid Student Enrollment**: 95, 170, 240, 240, 240

*NOTE: dissolution in each of first 3 years, contingency starts in year 2*
### Urban Dove Charter School

**PROJECTED BUDGET / OPERATING PLAN FOR INITIAL CHARTER PERIOD**

**DESCRIPTION OF ASSUMPTIONS**

*NOTE: If a Planning Year is Taken in the Beginning of the Charter, the Charter Will Be Extended to Encompass Five Years of Operations.*

<table>
<thead>
<tr>
<th>Total Revenue</th>
<th>1,778,112</th>
<th>2,963,743</th>
<th>4,147,931</th>
<th>4,247,825</th>
<th>4,250,325</th>
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</thead>
<tbody>
<tr>
<td>Total Expenses</td>
<td>1,544,922</td>
<td>2,731,032</td>
<td>3,667,920</td>
<td>4,005,372</td>
<td>4,090,543</td>
</tr>
<tr>
<td>Net Income (Before Cash Flow Adjustments)</td>
<td>233,189</td>
<td>233,711</td>
<td>180,010</td>
<td>242,452</td>
<td>159,783</td>
</tr>
<tr>
<td>Actual Student Enrollment</td>
<td>95</td>
<td>170</td>
<td>240</td>
<td>240</td>
<td>240</td>
</tr>
<tr>
<td>Total Paid Student Enrollment</td>
<td>95</td>
<td>170</td>
<td>240</td>
<td>240</td>
<td>240</td>
</tr>
</tbody>
</table>

#### Year 1 | Year 2 | Year 3 | Year 4 | Year 5
---|---|---|---|---

### ENROLLMENT - *School Districts Are Linked To Above Entries*

<table>
<thead>
<tr>
<th></th>
<th></th>
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<tbody>
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<td>New York City</td>
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<td>170</td>
<td>240</td>
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<tr>
<td>School District ALL OTHER</td>
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<tr>
<td><strong>TOTAL ENROLLMENT</strong></td>
<td>95</td>
<td>170</td>
<td>240</td>
<td>240</td>
<td>240</td>
</tr>
</tbody>
</table>

### REVENUE PER PUPIL

<table>
<thead>
<tr>
<th>Year</th>
<th>2012</th>
<th>2013</th>
<th>2014</th>
<th>2015</th>
<th>2016</th>
</tr>
</thead>
<tbody>
<tr>
<td>Total Paid Student Enrollment</td>
<td>18,717</td>
<td>262,091</td>
<td>494,802</td>
<td>674,812</td>
<td>917,264</td>
</tr>
</tbody>
</table>

### EXPENSES PER PUPIL

<table>
<thead>
<tr>
<th>Year</th>
<th>2012</th>
<th>2013</th>
<th>2014</th>
<th>2015</th>
<th>2016</th>
</tr>
</thead>
<tbody>
<tr>
<td>Total Paid Student Enrollment</td>
<td>18,717</td>
<td>262,091</td>
<td>494,802</td>
<td>674,812</td>
<td>917,264</td>
</tr>
</tbody>
</table>

### CASH FLOW ADJUSTMENTS

**OPERATING ACTIVITIES**

| Example - Add Back Depreciation | - | - | - | - | - |
| Other | - | - | - | - | - |
| **Total Operating Activities** | - | - | - | - | - |

**INVESTMENT ACTIVITIES**

| Example - Subtract Property and Equipment Expenditures | - | - | - | - | - |
| Other | - | - | - | - | - |
| **Total Investment Activities** | - | - | - | - | - |

**FINANCING ACTIVITIES**

| Example - Add Expected Proceeds from a Loan or Line of Credit | - | - | - | - | - |
| Other | - | - | - | - | - |
| **Total Financing Activities** | - | - | - | - | - |
| **Total Cash Flow Adjustments** | - | - | - | - | - |

### NET INCOME

<table>
<thead>
<tr>
<th>Year</th>
<th>2012</th>
<th>2013</th>
<th>2014</th>
<th>2015</th>
<th>2016</th>
</tr>
</thead>
<tbody>
<tr>
<td>Total Paid Student Enrollment</td>
<td>233,189</td>
<td>233,711</td>
<td>180,010</td>
<td>242,452</td>
<td>159,783</td>
</tr>
</tbody>
</table>

### Beginning Cash Balance

<table>
<thead>
<tr>
<th>Year</th>
<th>2012</th>
<th>2013</th>
<th>2014</th>
<th>2015</th>
<th>2016</th>
</tr>
</thead>
<tbody>
<tr>
<td>Total Paid Student Enrollment</td>
<td>20,982</td>
<td>202,091</td>
<td>494,802</td>
<td>674,812</td>
<td>917,264</td>
</tr>
</tbody>
</table>

### ENDING CASH BALANCE

<table>
<thead>
<tr>
<th>Year</th>
<th>2012</th>
<th>2013</th>
<th>2014</th>
<th>2015</th>
<th>2016</th>
</tr>
</thead>
<tbody>
<tr>
<td>Total Paid Student Enrollment</td>
<td>262,091</td>
<td>494,802</td>
<td>674,812</td>
<td>917,264</td>
<td>1,077,047</td>
</tr>
</tbody>
</table>
June 1, 2010

New York City Department of Education
Charter School Office
52 Chambers Street
New York, NY 10007

To Whom It May Concern:

Urban Dove is a non-profit youth service organization with over ten years experience working with New York City’s at-risk youth. Serving more than 800 youth each year, Urban Dove has helped thousands of children build better futures for themselves and their families. Working primarily in the out-of-school-time hours, Urban Dove has created a powerful program model that uses a combination of academics, life-skills, job-skills, and sports to engage, energize and educate young people in need, with a focus on teenagers. Our programs have shown remarkable results, helping underperforming students learn job-skills, stay in and graduate from high school, enroll in college and stay in college.

Urban Dove currently partners with various public high schools to recruit our program participants, and as such, has not engaged the disconnected population. In order to reach this highly at-risk group, Urban Dove is using its expertise and experience to launch a new model of school that will provide rigorous academics, vocational training, support services and an intensive, high quality, structured sports program.

Urban Dove will be the non-profit partner for the Urban Dove Charter School and will use its networks during the start-up phase to develop a board of directors and a fundraising plan that will ensure long-term financial health of the school. Urban Dove will provide on-going financial support to pay for the extra support services and personnel costs not covered by the public budget including the Athletic Director and coaches. Urban Dove will also provide support in non-academic areas of the curriculum, with a focus on the sports-based youth development curriculum, the internship and job training program and strategic partnerships.

Urban Dove Charter School will pay Urban Dove for fundraising services in a manner agreed upon by the Board of Trustees of both organizations. Additionally, Urban Dove Charter School will pay rent to Urban Dove for the space at Floyd Bennett Field, which Urban Dove agrees to renovate and make ready for school use in Fall 2012. Urban Dove will incur all capital costs for this renovation. Urban Dove Charter School agrees to supplement annual rent with a “renovation premium” of $5/s.f. This premium will expire when Urban Dove is released from its financial burden of the renovation.
Urban Dove will be evaluated by the Board of Trustees twice annually. Through a satisfaction survey administered two times per year, the Board and school leaders will rate Urban Dove in all areas of service it provides. Urban Dove will also share accountability for the Charter School’s performance. To this end, Urban Dove will be evaluated against the five year absolute performance, value added performance, graduation and attendance, and comparative performance targets the school has set. If the school is not meeting its targets in a given area which Urban Dove is responsible for, the Board will request a plan from Urban Dove outlining what will be done to improve performance in that area.

On behalf or the entire Urban Dove organization, I want to thank you for your consideration and we look forward to working together.

Sincerely,

Jai Nanda
Founder & Executive Director