

Phase I: Letter of Intent to Apply

NYSED Office of Innovative School Models
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Letter of Intent to Apply for a Charter

If you plan to submit a charter school application to the New York State Education Department, please submit the following Letter of Intent and authorizer representative's contact information form to the Office of Innovative School Models by **Monday, August 9, 2010**. This will help the Office of Innovative School Models to more effectively communicate with applicant groups and to gather information about interest in expanding choice options in New York.

I understand that this letter and any other general application documentation that I submit will be posted on the NYSED website and made accessible to the public. Personal contact information will not be posted.

Please email this letter to charterschools@mail.nysed.gov.

Subject line of the Email: Letter of intent: [name of proposed school]

INTENDED DATE OF SUBMISSION	September 21, 2010
Name of proposed school	Westchester Academy of Science Charter School
Conversion from an existing public school	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No
Applicant's authorized representative	Mehmet Ozhabes
District in which the school will be located	Yonkers City School District
Physical address of the school (if known)	N/A
Composition of founding group (e.g., parents, teachers, non-profits)	Academicians, teachers, professionals, parents
Proposed opening date (school year for which the school intends to open):	Fall of 2011

Projected Grade Levels and Enrollment

	Year One	Year Two	Year Three	Year Four	Year Five
Grade Levels	7 – 9	7 – 10	7 – 11	7 – 12	7 – 12
Projected Enrollment	216	240	360	432	432

Are you planning to work with a charter management organization (CMO)? Yes No
 If so, please indicate the name of the CMO. _____

Are you planning to work with a partner organization (such as a university, academic program partner, or whole school change model)? Yes No
 If so, please indicate the name of the organization. _____

Is this proposed school part of an existing network of charter schools? Yes No
 If so, please indicate the name of the charter school network. _____

Have you ever applied to this or another charter entity to open this proposed school or another charter school? Yes No

If so, please indicate the date the application(s) was/were submitted and to which charter entity (use additional lines as necessary):

1. We applied to New York State Education Department to open this proposed school on June 30, 2010.
2. _____
3. _____

 Signature of Applicant’s Authorized Representative

August 7, 2010
 Date

CONTACT INFORMATION FOR APPLICANT’S AUTHORIZED REPRESENTATIVE

Please fill out the following information and submit with the letter of intent. This information will not be posted to the NYSED website.

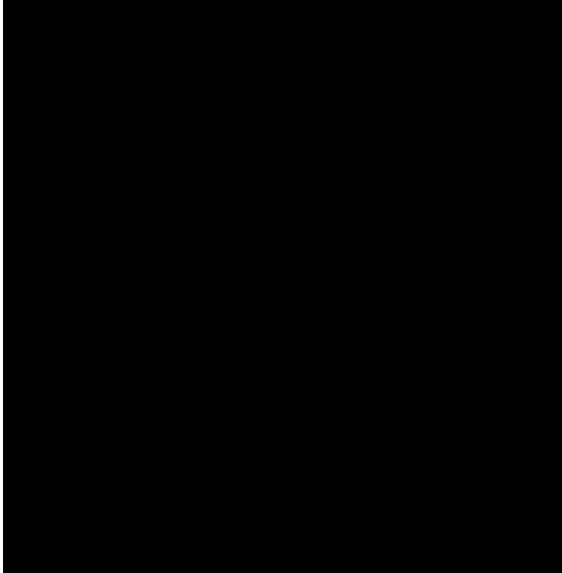
Applicant’s authorized representative

Full mailing address (include city, state, zip code)

Daytime telephone number

Fax number

Email address





THE PROSPECTUS

WESTCHESTER ACADEMY OF SCIENCE
CHARTER SCHOOL
(WASCS)



I. EXECUTIVE SUMMARY

The mission of Westchester Academy of Science (WASCS) is to provide each student with a diverse, quality, innovative and relevant education in a safe, supportive environment that promotes self-discipline, motivation, critical thinking and excellence in lifelong learning. The WASCS team will join the parents and community to assist the students in developing skills to become independent, happy, healthy, self-sufficient adults and productive citizens who will succeed and contribute responsibly in a global community.

WASCS will accomplish its mission by utilizing innovative methods that will provide challenges and opportunities for educationally underserved students to achieve the necessary skills and knowledge needed to succeed, not only in an academic environment but also in life. Students will benefit from additional instruction through an extended school year, Saturday sessions and summer school. The school will create a variety of learning opportunities by encouraging students to participate in science fairs and national and international science competitions. The Academy will create a personal advisory and mentoring system and pair it with active parental involvement to support students in reaching their highest intellectual, social, emotional and physical potential. WASCS will provide meaningful and challenging educational activities that are appropriate for each student's academic, social, and personal development.

For students, achieving academic and personal success in a supportive learning environment is of the utmost importance. Limiting the class size to 24 will greatly increase the individual attention a student can get from the teacher, thus benefiting all students in their quest for academic achievement. The school's small size will allow for personal relationships among students, staff, administration, and families, ensuring that no student will be left behind.

The staff will assess each student when they enter school to determine their particular learning styles, academic strengths, and weaknesses. They will develop a personal education plan based on interviews with students and parents, records from previous schools, and any relevant evaluations. The personal education plan will be reviewed with the parent(s), student, and director at least three times a year.

The WASCS curriculum will focus on Math and Science because now, more than ever, students need mathematical and scientific literacy to gain admission to colleges and to secure jobs in a knowledge-based economy. Whether our students become engineers or artists, they will need the critical thinking and problem-solving skills that will be developed in WASCS' exemplary Math and Science programs. WASCS will provide contemporary education that will not only prepare all of the students for college but also train them to become responsible members of our society. The school will teach its students the necessary skills to enter and be successful in college and in life afterwards. WASCS aims to provide excellent opportunities for its students with its college preparatory program that focuses on Math and Science.



WASCS' education program replicates that of Syracuse Academy of Science Charter School, a school that operates in a district that is very similar to Yonkers and has established itself as a very successful school. While preparing the WASCS education program, we benefited greatly from their feedback and will continue to benefit from their experiences and best practices.

A primary strength of WASCS is the outstanding capacity of the founding group to effectively launch, oversee and govern the school. All of the founders have strong credentials. The founding group is comprised of 11 people with six PhD's and five Master's degrees. Among them are parents, educators, professors, professionals, school principals, real estate brokers and Yonkers residents.

Many board members have previous charter school experience as founders, board members or employees of successful schools. The lead applicant, Mr. Ozhabes, was thoroughly involved with the application and launch of a charter school in Philadelphia and continues to serve as a board member since the school's opening. The school resides in a neighborhood that is very similar to the Yonkers City School District in education level, student demographics, and family socioeconomic levels. Mr. Ozbudak, a scientist and an assistant professor in the department of genetics at Albert Einstein College of Medicine of Yeshiva University, served as a board member in a charter school in Missouri. Another board member, Mr. Ozdemir, has a master's degree in school counseling and currently works as a certified school counselor in a charter school.

Other board members have significant experience in education. Mr. Gashi has been working as an educator and school administrator for middle and high schools for over 15 years. He assisted in the establishment of New World High School, an ESL immersion program in the Bronx. Mr. Gningue, a Professor of Mathematics Education at Lehman College, has a teaching career that started over 20 years ago as a mathematics teacher to middle school students. He has mentored and supervised hundreds of new and experienced teachers in New York City. His expertise in mathematics education will be an extremely valuable asset to WASCS. Ms. Harris is an adjunct professor at Lehman College with significant experience in education counseling and has been an employee at the N.Y.C. Board of Education for over 20 years. Mr. Viggiani is a special education teacher and will advise the school in serving children with special education needs. Mr. Erkan, who has a PhD in electrical engineering, and Mr. Eren, who has a PhD in Economics, have significant teaching experience at the college level and their experiences will be invaluable to WASCS' college preparatory program.

Some board members will be helpful to WASCS in its outreach efforts to the community. Ms. Gomez holds a master's degree in education counseling and is of Hispanic descent. Her Hispanic background will be valuable in Yonkers, a school district with a significant Hispanic population. Ms. Sonmez, a professor at Lehman College, works as a volunteer in the parent association of her children's schools and has experience as a fund raiser.



II. STUDENT POPULATION

A. Student Enrollment

	Year 1	Year 2	Year 3	Year 4	Year 5
7 th	72	24	72	72	72
8 th	72	72	72	72	72
9 th	72	72	72	72	72
10 th		72	72	72	72
11 th			72	72	72
12 th				72	72
Total	216	240	360	432	432

Table 1. Anticipated enrollment

B. Target Populations

WASCS will be located in the Yonkers City School District, which resides in Westchester County. Families in Yonkers are economically disadvantaged compared to neighboring cities in Westchester County. According to the Census Bureau, the median household income in the Yonkers City School District was \$54,400 between 2006 and 2008, versus \$80,300 for the county during that same time period. The poverty rate is also higher in Yonkers. More than 10% of families are below the poverty line. In Westchester County this share is 5%. The share of students eligible for free and reduced-price lunch also reveals similar comparisons. There are 23,000 students in grades K through 12 in Yonkers and 74% of them are eligible for free and reduced-price lunch vs. 28% in Westchester County and 46% across the state. The majority of those Yonkers students (66%) are eligible for free lunch, while only 8% are eligible for reduced lunch.

In addition to being economically disadvantaged, a large share of the Yonkers population is comprised of minorities. About 51% of students are Hispanic, 26% are African-American, and 6% are Asian. Only 17% of students in Yonkers are White. Across the state, the share of minorities is much lower: 24% of students are Hispanic, 16% are African-American, 6% are Asian, and 53% are White. The distribution in Westchester County is similar to state averages. As a result of the large Hispanic and Asian community, a larger share of the student population in Yonkers is comprised of English language learners, relative to the state and county. The percentage of Limited English Proficiency students is 15% in Yonkers, vs. 8% in the state and 7% in the county.

The share of students with disabilities in Yonkers is 13%, about the same as the ratio for the state. WASCS will not discriminate in admission based on a student’s disability. Brochures, pamphlets, and fliers will be readily available for interested families and, when possible, printed in Spanish or other languages as well as English. Additionally, the distributed materials will state that WASCS will be open to a full array of students and that children of all needs will be welcomed in the school.



WASCS' anticipated good-faith efforts to enroll and retain a comparable or greater complement of students with disabilities, as compared to the enrollment figures for the students in the proposed district of location, are listed below:

- During the application process, we will clearly explain that special education services are available at WASCS and they are administered by qualified professionals. We will make it clear that WASCS is a public school like others open to students with disabilities.
- With the hopes of retaining the highest number of enrolled students with disabilities, our best efforts will be made, in conjunction with the students' home school district, to provide services in accordance with their respective Individualized Educational Plans (IEPs) . WASCS will hire an appropriately certified special education teacher as Special Education Coordinator (SEC) and contract with appropriately certified or licensed individuals to provide the special education programs and services as indicated on each student's IEP.
- During faculty orientation, the Child Study Team, faculty and administration will discuss the importance of empathy towards students with disabilities so as to ensure every good faith effort is being made to understand each individual student with a disability in the hopes of making his/her education at WASCS as comfortable as possible and comparable to the learning environment of their home school district.

WASCS will design and designate a classroom for special education services and will hire on staff, highly qualified and appropriately certified special education teacher(s) to instruct in the designated classroom for special education students if reflected in their IEPs. All special education teachers will be highly qualified, as defined in 34 CFR 300.18 with regard to core academic subjects, multiple subjects, etc. The special education teacher (or one of the special education teachers in the case of more than one special education teacher) will be assigned as our Special Education Coordinator in addition to his/her teaching responsibilities. The Special Education Coordinator will have the responsibility to interact with the school district. The Special Education Coordinator will also be responsible for contacting each student's home school district's special education department before the beginning of the school year to make sure we receive each student's IEP on time. He/she will also be required to attend any necessary Committee on Special Education (CSE) meetings and must prepare necessary reports in a timely manner.

Based on each student's IEP, WASCS will also contract with appropriately certified or licensed individuals to provide special education programs and services. Where necessary, WASCS will hire staff to meet the needs of our special education students and continue to contract special service providers. In pursuant to the requirements of the *No Child Left Behind* Act, all special education teachers will be certified and qualified.

As indicated on the students' IEPs provided by their home districts, WASCS will provide resource and related services in accordance with Federal IDEA regulation (section



300.114) — “to the maximum extent appropriate, children with disabilities are educated with children who are non-disabled, and that special classes, separate schooling, or other removal of children from the regular educational environment occurs only if the nature or severity of the disability is such that education in regular classes with supplementary aids and services cannot be achieved satisfactorily.”

WASCS’ Committee on Special Education team will ensure that a continuum of alternative placement is available to meet the needs of children with disabilities for special education and related services. In determining the educational placement of a child with disability, WASCS will ensure that:

1. The placement decision will be made by a group of persons, including the parents, and other persons knowledgeable about the child, the meaning of the evaluation data and the placement options.
2. The child’s placement will be determined at least annually; it will be based on the child’s IEP, and will be as close as possible to the child’s home.

WASCS will make good-faith efforts to attract and retain students with limited English proficiency. Utilizing the census and other information, WASCS staff will research the Yonkers City School District and identify the major languages spoken other than English. Upon receipt of such demographic information, WASCS will advertise available educational services in those Limited-English Proficiency (LEP) target areas in ways consistent with the culture of the community. These communities will be invited to attend specifically designed and scheduled weekend open houses throughout the spring and summer enrollment season. For example, if demographic research identifies a large Hispanic, Russian, etc. population—every effort will be made to advertise a specific open house for such minority communities. Native speakers or translators will be made available to facilitate the enrollment process with the hopes of attracting LEP students. The advertising materials will be delivered and displayed in different cultural centers to ensure that equal access to all students is provided and best efforts are being made to attract the widest possible diversity of students to WASCS. The pamphlets will be prepared in those languages as well as in English to reach all groups of potential students.

Upon acceptance of students with limited English proficiency, retention of these accepted students will become an effort and responsibility of the entire WASCS staff. During staff orientation and prior to the first day of classes, the administration and staff will discuss the diversity of the student body and cover all cultures in attendance. Student empathy will be the focus, whether directly in connection with the students as their instructors or support staff members, every effort will be made to develop an understanding of the various cultures and languages in attendance at WASCS. We believe a mere understanding of the various languages and cultures in attendance will go a long way toward retention. Those students and families in attendance will feel comfortable knowing their teachers and administrators have made a good faith effort to understand their native culture and spoken language. They then may choose to not only retain their



admission but also share their positive experience at WASCS with their friends and family.

WASCS will create an English as a Second Language (ESL) department to serve LEP students extensively. One of our teachers will be the director of the department and will manage the students and their needs, as well as the quality of service given to the students. The ESL Department director will have special monthly meetings with both the CEO and Dean of Academics as needed. During the initial phase of this service, both teachers and the ESL director will be responsible for identifying students in need of ESL services.

- a. The process begins with the Home Language Questionnaire to screen all new entrants for potential limited English proficiency.
- b. If the Home Language Questionnaire indicates that English is the only language spoken in the home, the screening process need not continue.
- c. If the home language is one other than English or the student's native language is one other than English, appropriate school staff will informally interview the student and the parent/guardian in English, or when necessary in their native language.
- d. If the student speaks a language other than English and speaks little or no English, the school will administer the Language Assessment Battery- Revised (LABR). A student who scores below the designated proficient level will be determined to be Limited-English Proficient (LEP), thus eligible for ESL services. The LABR will be administered only once to each incoming student.
- e. After placement into ESL services, student achievement or progress in the English language will be measured annually (usually in April and May) with the New York State English as a Second Language Achievement Test (NYSESLAT) and the New York State English Language Arts assessment.
- f. NYSESLAT Scores indicate the proficiency level the student has achieved each year, and whether or not the student's level of English proficiency is high enough to exit ESL services.

Students at WASCS with limited proficiency in English ("English Language Learners," or "ELLs") will achieve proficiency in the English language as quickly as possible through the use of the school's services and teaching methods. WASCS will ensure that ELL students will not be excluded from curricular and extra curricular activities based on an inability to speak and understand the language of instruction, and also that ELL students will not be assigned to special education because of their lack of English proficiency.

WASCS will follow the freestanding ESL program as described in the Guidelines for Programs under Part 154 of Commissioner's Regulations for pupils with Limited English Proficiency, and the Addendum to the Regulations of the Commissioner Relating to the Education of Students with Limited English Proficiency. The goal of this program is



acquisition of English language skills, so that the ELL student can succeed in an English mainstream classroom. We will build the required minutes of ESL into the schedule.

All content area teachers will have specialized training in meeting the needs of ELL students. The ESOL teacher will have English as a Second Language (TESOL) certification. The NYSED publication, “The Teaching of Language Arts to Limited English Proficient/English Language Learners: Learning Standards for ESL and A Resource Guide for All Teachers,” will be extensively used in the school’s ESL program as well. ELL students will receive the same academic content as those students who are non-ELL students. All instruction will be in English; however, the level of English used for instruction--both verbal and written--will be modified for any ELL student. Teachers will use ESL methodology to teach vocabulary and concept development in mathematics, science, social studies and other subjects. High-interest grade-level and appropriate-level reading materials will also be provided to ELL students. Access to native language materials will also be a goal of our program.

All WASCS teachers will receive ongoing professional development training in working with ELL students under the guidance of the Dean of Academics. Professors from local universities and individual professionals will be invited for onsite workshops during the school professional development days, and ESL teachers will attend the Bilingual/ESL Technical Assistance Center (BETAC) workshops at the Boards of Cooperative Educational Services (BOCES). Within the school's daily schedule are blocks of time that can and will be used for more intensive English language instruction for ELL students. The Freestanding English As a Second Language Program will be implemented.

WASCS is committed to implementing its program for English Language Learners in compliance with the evaluative standards set forth by the federal *No Child Left Behind* Act, as provided by the U.S. Department of Education’s Office for Civil Rights. For example, evaluating student performance outcomes shall include student performance on State and standardized tests, overall grades, the extent of participation in extracurricular programs, and dropout rates. In addition, program implementation will be evaluated by examining on an ongoing basis the following factors:

- How students are identified as ELL;
- The resources provided for ELL programs to ensure they are consistent with program design and student needs;
- Information collection practices (e.g., observation of students, appropriate data collection, staff and parent interviews);
- The student assessment process itself;
- Sufficient staff and resources are consistently provided to all students with identified needs;
- Monitoring staff adherence to applicable procedural and service requirements;
- Monitoring of students that transitioned from ELL services.

WASCS will be open to all students in our particular grade range on a space available basis and WASCS will not discriminate on the basis of ethnicity, national origin, gender,



or disability or any other ground that would be unlawful if done by a school. In addition, WASCS will not discriminate based on intellectual ability, measures of achievement or aptitude, athletic ability, disability, race, creed, gender, national origin, religion, or ancestry provided. Students who are applying from different districts will be accepted. Students who use English as a second language and students who are classified as eligible for special education will be welcomed as well. A broad approach to outreach will be utilized to seek the initial enrollment, including distributing flyers throughout the district. This effort will cross all areas of socio-economic status as well as racial and ethnic background.

The Charter School will comply with the provisions of Section 2854(2) of the Education Law. Pupils residing in Yonkers school district and /or siblings of pupils already enrolled in the charter school would be preferred. There are no tests or academic requirements for entrance to our school because it is founded on the principle that a safe, nurturing, and stimulating environment will encourage all students to develop to their own potential.

During the registration session, parents will be required to complete the registration form and provide proof of residence and proof of guardianship. In the session, parents will receive the Registration and Lottery Rules and Procedures handout. Representatives of the school will answer any questions they have regarding the random selection process. If applications exceed capacity, a lottery will be held to determine admission and a list will be maintained by grade level in the order of the lottery results.

WASCS will conduct a broad program of outreach in the school district and neighbor municipalities of the district. We will have resources set aside in our budget to ensure that families of all racial, ethnic, and economic backgrounds have an equal opportunity to learn about the School and to register their children.

We will publicize the school through flyers, and deliver it to public places and community settings, such as: public schools in neighboring municipalities, libraries, recreation centers, laundromats, local shops and bodegas, community events, nursery schools, public housing developments, and other appropriate places. All flyers and enrollment and registration materials will be produced in English and Spanish.

We will also place op-ed pieces and articles in local newspapers, radio and cable TV interviews. We will use a variety of community settings including public libraries, youth and community centers, public and private elementary schools, neighborhood organizations, and public housing community rooms to conduct meetings for information about the school including enrollment and registration procedures.

Due to the community's dual language need, bilingual members of WASCS staff will conduct these meetings in English and Spanish, when available. If they are not available, translators will accompany committee people to meetings on an as-needed basis. There will be no less than two enrollment sessions held. In addition, meetings will be held on



different days at a variety of times, and children's activities will be provided so that all parents can attend, despite conflicting work hours or a lack of child care.

We will use further steps to reach families that are traditionally less informed about educational choice options, such as:

- Post notices in the local libraries, stores, public places, doctors' offices, and dentists' offices frequented by the parents of prospective students.
- Organize a press conference to announce the Charter School award, the dates for the lottery, and enrollment procedures.
- Attend and speak at local school board meetings, PTA meetings, and at school open houses.
- Mail or deliver flyers with information to community-based organizations, clubs, social organizations.
- Post notices in condominiums, apartment buildings, public housing (housing projects), day care centers, Head Start Programs, etc.
- Develop an information packet with information about the Charter School, mission, admission procedures, etc.
- Develop mailing lists.
- Recruit volunteers to distribute information door-to-door.
- Organize a speaker forum of at least three people who will be fully cognizant, organized and fluent in the language spoken in the community, to speak at meetings, schools, radio, television, etc.
- Use the internet to reach out to internet users with the school's web address: www.westchesterscience.org
- Advertise with websites the parents are searching to find schools.



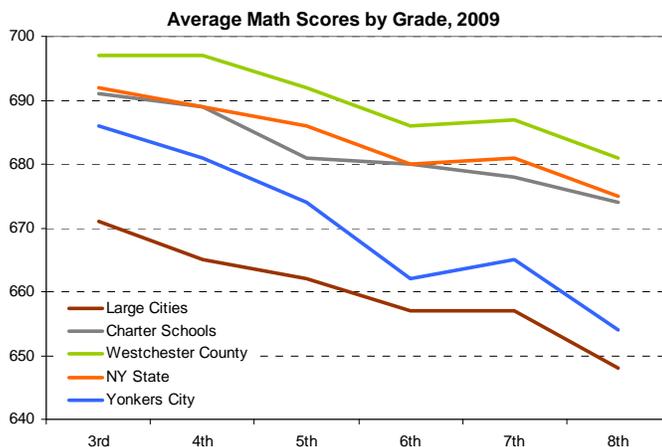
III. SCHOOL DESIGN

a. Increase student achievement and decrease student achievement gaps in reading/language arts and mathematics;

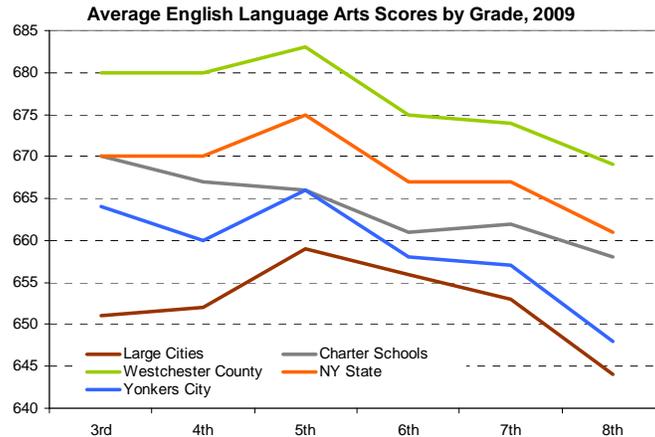
At WASCS, students will meet and exceed the New York State Regents’ learning standards. WASCS will make sure that students would be able to use mathematics, science, and computer technology to solve problems; design and analyze scientific experiments; write clear, well-organized essays that make an interesting, well-substantiated argument; read literary, historical, and scientific material for understanding; recite and interpret important literary messages, speeches, and poetry

One of the main motivations for the Founders to start the WSACS project is the need for improved education in Yonkers school district. Although discussions with parents in the district revealed the need, an analysis of the school and district report card databases provides concrete evidence for the need. State assessment test results for 2009 reveal that students in Yonkers are on average lagging their peers in Westchester County, charter schools across the state, and all public schools in New York State. Yonkers students are performing better than the large cities school district group, which includes Yonkers, Rochester, Buffalo and Syracuse – districts that are similar to each other according to the Department of Education’s categorization of the districts in the state.

Average math scores in Yonkers are below state, county and charter schools averages across all grades from 3rd to 8th as shown in the chart below. However, the gap widens starting with the 6th grade and remains wide in the 7th and 8th grades. This is the reason the founders wanted WASCS to serve middle and high school grades, where achievement gap is large, rather than elementary school grades.



Similarly, English Language and Arts test scores show that Yonkers averages are behind the state, county and charter schools across all grades.



As the test scores reveal, student learning in Yonkers needs to be improved in reading/language and in mathematics. In order to increase student achievement and decrease gaps, WASCS will use following key elements:

- Personalized education plan and advisory system
- Rigorous academic and social curriculum
- Emphasis on Mathematics and Science
- Individualized instruction and motivating students in small class size
- Small school size to develop better school culture
- Innovative teaching methods and instructional strategies
- Tutoring center
- Strong parent/student/school relationships
- Enhanced professional development
- Data driven instruction

West Chester Academy of Science Charter School will utilize diagnostic, benchmark, formative and summative assessment. By analyzing and aggregating the data from benchmark and previous year's New York State Standard Test scores, WASCS will be able to drive instructional decisions based on the latest research in providing a standards-aligned curriculum. This will result in WASCS leading the charge to close the achievement gap between minority and special education students. An ongoing analysis will be discussed at regular Grade Level Meetings and Department Level Meetings. Individual Intervention Plans will be monitored closely by the Dean of Academics, making sure students; teachers and parents are on the same page.

b. Increase high school graduation rates and focus on serving at-risk high school student populations (including re-enrolled drop-outs and those below grade level);



The goal of WASCS for graduation rate is that each year, at least 90% of each student cohort group will graduate from WASCS. This percentile is 25 percentage points higher than the district and 16 percentage points higher than the state graduation rates.

	NYS Standard	Yonkers City District	NYS	WASCS Target
Graduation rates	55%	65%	74%	90%

Table 2: Graduation rates of state and Yonkers City District and WASCS goal

Obstacles that often lead students to drop out, including academic, physical, emotional, and financial issues, will be minimized in our small school environment. Advisors will work closely with students and their families to overcome obstacles and ensure high school graduation. In addition, when students understand the purpose of a high school diploma and are aware of the opportunities it brings for their future, they are motivated to finish school.

At the WASCS, our staff will assess each student upon entry to determine his or her particular learning style and academic strengths and weaknesses. For at-risk students, our staff members will also conduct student and parent interviews, and they will review records from previous schools and other relevant evaluations. Using this information, they will develop a Personalized Education Plan (PEP) for each student. The plan will include specific learning and social/emotional goals for each student that is based upon the Core Curriculum Standards established at each grade level. Details of how student progress will be monitored are discussed under the heading Advisory System. The Personalized Education Plan and the associated monitoring are one of the key features of the WASCS.

c. Focus on academic achievement of middle school student populations and preparation for transition to high school (if applicable);

To attain academic achievement in Middle School education, WASCS will utilize key elements listed in item (a) above.

WASCS will set the first year scores as the baseline for achievement goals which is expected to be around Yonkers School District average (YSD). The goal is to raise the percent of students at or above Level 3 on Grade-8 ELA and Grade-8 Math to 5 percentage points below the NYS levels in the third year of the charter operation, and to the NYS levels in the fourth year. Reflection of these numbers, based on 2010 statistics, are shown in Table 2 below



Considering 2010 Grade 8 ELA and Math scores of YSD, from 1st year to 4th year, WASCS is going to increase its goal approximately 5 percentage points in ELA and 6 percentage points in Math for each consecutive year.

	YONKERS	NYS	WASCS' goal at 3 rd year	WASCS' goal at 4 th year
Grade 8 ELA (2009-10)	51%	69%	64%	69%
Grade 8 Math (2009-10)	54%	80%	75%	80%

Table 3 Students in Level 3 and Level 4 in Yonkers NYS with respect to WASCS' achievement goal.

College preparatory program will be part of WASCS school culture. During middle school years, students will be strongly motivated (i.e., through college/university trips, collaborative programs with colleges/universities and so on) to get into a college. This motivation will help WASCS to prepare students for transition to high school.

For a middle school student, the criteria for transition from middle school to high school will be based on the meeting the following requirements:

- A student must pass all courses and receive a final grade of not lower than "D-" in the core subjects (math, science, language arts, and social studies). A student who does not meet this requirement may be recommended to attend summer school.
- A student must pass the Regents Exam in mathematics, science and language arts. A student who does not meet this requirement will be required to attend an appropriate summer school course.

d. Utilize a variety of high-quality assessments to measure understanding and critical application of concepts;

Assessment and instruction in all content areas will be organized around New York's State Standards and they will be ongoing. Regents tests will be administered as mandated by state. The tests will be given to the students on the date which state announces. In addition, the school will administer three mock regents exams in all content areas during the year that the students are expected to sit for each specific exam. Teachers will conduct item analysis of each exam and align instruction based on the results and analysis of each student's exam. In addition, the school will administer the Terra Nova, a nationwide test.

1. State Developed Assessments

- **Grade 7-8 State Developed Assessments**
 - NYS English Language Arts Test (Grades 7-8)
 - NYS Mathematics Test (Grades 7-8)



- NYS Grade 8 Intermediate-Level Science Test
- NYS Grade 8 Intermediate Social Studies Test
- Second Language Proficiency Examination
- NYS Alternate Assessments for Students with Severe Disabilities

➤ **Grade 9-12 State Developed Assessments**

Regents Examinations

- Regents Comprehensive Examination in English-Commencement Level
- Regents Examinations in Mathematics
 - Integrated Algebra (Grade 9)
 - Geometry (Grade 10)
 - Algebra 2 & Trigonometry (Grade 11)
- Regents Examinations in Science
 - Physical Setting/Earth Science (Grade 11)
 - Living Environment (Grade 9)
 - Physical Setting/Chemistry (Grade 10)
 - Physical Setting/Physics (Grade 11)
- Regents Examinations in Social Studies
 - Global History and Geography (Grade 10)
 - United States History and Government (Grade 11 or 12)
- Regents Examinations in Languages Other than English (Grade 10)
 - Spanish
 - German

2. Nationwide Assessments

- Terra Nova Standardized Test
- PSAT SAT Tests
- AP Examinations

3. School-Developed/Prescribed Assessments

- Grades 7-12:
 - Teacher observations
 - Teacher-prepared assessments
 - Portfolios and Associated Writing Pieces
 - Projects
 - Benchmark assessments(Unit, Mid-terms, Final exams)
 - Practice mock tests
 - Released state practice examinations
 - IEP referenced Alternate Assessments and diagnostic tools for students with disabilities (as developed in IEP team with the student's district of residence) such as student portfolio assessment.



- LAS assessments to determine proficiency in English (for identified students in registration packet)

e. Increase implementation of local instructional improvement systems to assess and inform instructional practice, decision-making, and effectiveness;

The core of our professional development will focus creating setting individual goals and creating action plans that meet the needs of the individual, while finding common ground as a faculty where we can grow as educators and professionals.

Before the start of the school year, teachers will attend a two-week summer institute. A significant portion of that institute will focus on professional development, both as individual educators and as a faculty, such as “Multiple Intelligences Learning Theory and Differentiation.” Teachers will set goals, which at minimum will include these areas: instruction, planning, and assessment; parent outreach; and professional development. They will then develop an action plan designed to meet those goals by year’s end. Throughout the year, teachers will build a portfolio, showcasing their achievements as an educator and their progress towards achieving their goals. The summer institute will also include time for teachers to write curriculum and create a standards-based classroom environment.

During the school year, once a month, students will be dismissed after a half-day. The faculty will spend the remainder of that day (three hours) participating in professional development. It may occur every other month as a full day. As a faculty, we will determine areas of overarching professional development, which will be addressed at these monthly sessions. These are possible areas of professional development:

September	Rituals and Routines
October	Planning for Student Achievement
November	Differentiating Instruction
December	Using Data to Drive Instruction
January	Effective Inclusion Strategies
February	Critical Thinking Questioning Techniques
March	Creating Authentic Assessments
April	Reading and Writing Across the Content Areas
May	Leading Meaningful Advisory Sessions
June	Cooperative Learning Strategies

Various faculties will be responsible for leading these professional development sessions, based on areas of expertise.

Teachers will also be encouraged to make visits to classrooms within our school, as well as to other schools. Teachers who make inter-classroom visitations within our school will complete a feedback form for the teacher whose classroom they visited, detailing a process they observed that they will attempt to utilize in their room. When visiting another school, teachers will prepare a brief written report to share with the faculty



recounting observations and suggestions for implementing successful strategies. Teachers will be released for these inter-school visitations several times every year.

Another component of the WASCS' professional development plan is the common planning period, which will be scheduled for teachers several times each week. Teachers will use this time to meet and write curriculum, create unit plans, write individual lesson plans, construct assessment tools, or develop projects.

Finally, teachers will be supported in their efforts to further their own education. Teachers who enroll in graduate classes that have a direct connection to their teaching responsibilities will be reimbursed for a portion of their tuition from WASCS. WASCS will actively pursue a partnership with a local university in order to provide our faculty with the opportunity to enroll in graduate classes at a reduced tuition rate.

At WASCS, we believe that professional development cannot be "one size fits all". As professionals, we hold ourselves to high standards. We are committed to growing as educators through participation in a variety of activities, including: the summer institute, monthly professional development sessions, inter-classroom and inter-school visitations, common planning periods, and graduate-level coursework. Through their willingness to learn, grow, and try new techniques, the faculty of WASCS will become a model of professional development.

On the other hand our Board of Trustees will attend some seminars and development days once a year to learn new techniques and will have brain storms to find productive methods for a better quality in education and management.

f. Partner with low-performing, local public schools to share best practices;

The charter school has a strong educational program, with innovations not found in the local district's traditional public schools. This program will be administered on less funding per student than the traditional public schools, and will operate in an educationally and fiscally sound manner. Thus, it is anticipated that charter school will have a positive programmatic impact on the local school district: its unique program fills a need of demonstrated demand; and the implementation of the program in a more cost efficient measure provides the district with a source of "best-practice" examples it is free to replicate.

The Board strongly believes the importance of partnership with the existing local public schools to share best practices with the shared goal of improving the student outcomes in Yonkers. We believe that WASCS' comprehensive educational design could serve as a prototype for whole school change. We will encourage the local public and non-public schools to visit and observe our school operations on a consistent basis. We expect to create and maintain a professional working relationship with other local public schools. The respectful competition to serve a similar student body should have a positive programmatic impact on the district's schools – and on area nonpublic schools, too –



causing the district to refocus on its mission, its programs, and how better to serve the children remaining in its school buildings. We will also seek to work with and learn from leaders and staff of the existing local public schools, and to be available to show district officials the programs and features of the charter school. We hope our close operation with the school district will foster a dialogue of effective reform initiatives in which both parties can benefit.

g. Demonstrate the ability to overcome start-up challenges to open a successful school through management and leadership techniques;

We are aware of the challenges for the start-up. However we are prepared for the start-up. We will implement the following:

Start-up timetable: We will prepare a timetable which will lead us to have a successful start-up.

Administration: We will hire the Lead Person, who will be in charge of management as well as the person who will follow the timetable and seek help from the BOT as needed.

Procedures, policies and handbooks: We will prepare the policies and procedures for management, students and staff. The student handbooks will be prepared with deans and counselors as well as other staff.

Building: We will search for possible buildings using real estate agencies and rent the most convenient one. Two of our board members are real estate brokers and they will help with the selection. We already have a candidate building for the school.

Hiring staff: The CEO will be responsible for finding the prospect staff and bringing it to BOT for hiring. A professional consultant may be used for finding the best alternatives and making the interviews with them.

Curriculum preparation: We will prepare the curriculum with teachers and curriculum experts. We have some contacts to improve the curriculum from Manhattan College and Lehman College education departments. The teachers will be active in curriculum preparation.

Finding students: We will advertise the school and use various techniques to find the students. We will purchase addresses of potential parents from vendors for our target area. We will use local newspaper advertisements, distribute flyers, use internet resources, and arrange open-house meetings to advertise the school and answer parent questions.

Food services: We will provide the food services using a properly licensed food company. We will seek for the best choice and make it ready for the year.

Support from School District: As it is mentioned on item H, we will contact the school district and request the services in advance.

h. Demonstrate the support of the school district and the intent to establish an ongoing relationship with such district;

Several of our board members are residents of Yonkers school district. With their lead, we have established strong relationships with non-profit organizations and businesses originated in Yonkers schools district and got support from almost all the organizations



we have contacted with. It is our intent to continue an ongoing relationship between local entities including non-profit organizations, local businesses, and most importantly parents. One of the first steps we took when we decided to propose a charter school in Yonkers was to reach out parents in Yonkers area. We conducted a survey among parents of children in Yonkers school district. After providing a brief overview of the school with its mission and key focus areas, we asked parents whether they will be willing to send their kids to the proposed charter school once it is opened. The results showed strong interest from parents in WASCS.

As part of 2010 application, we were able to reach out to approximately 300 parents in the month of May 2010. We met with them in public places in Yonkers. In these petitions, we identified that approximately 250 students which are attending 5th, 6th and 7th grades are eligible to attend WASCS in its first year of operation. Among those students, 89 students were attending 5th grade, 75 students were attending to 6th grade, and 89 students were attending 7th grade.

Overall, parents expressed their strong interest in sending their kids to WASCS. These students will be in grades 7 through 9 in the school year of 2011-12. The results of the survey suggest that parents show strong interest in an alternative education institution in Yonkers with science and college prep focus. These petitions are complementary to the petitions which were performed as part of our 2009 WASCS application. In 2009, more than 830 parents had signed our petition. We keep records of those students as well and plan to include these parent petitions as part of our main application.

We believe that a successful education requires the involvement of the whole community. We plan to continue our outreach to parents and make sure that they stay a vital part of their children's education.

A dynamic relationship will be continuous with WASCS serving as a laboratory for educational innovation, and the collegiate institutions serving as a source of training, evaluation, and ideas. Other private entities such as local colleges and universities located in and around Yonkers school district are identified and will be assisting in the project. Negotiations are in progress to develop working relationships with these entities. Some of them are Lehman College, City College of New York and Manhattan College. Formal partnerships, which will be developed once the Board of Trustees is in place, will expand as future needs become clear and opportunities to seek funding for joint projects are explored. The Board will create a policy framework within which the School will develop additional community public and private partnerships. A commitment to develop a broad coalition of support is part of the School's mission.

These partnerships have been also underway informally through the participation of the colleges' and universities' staff as providers of technical assistance in designing the school and preparing this application. The partnerships will expand as future needs become clear and opportunities to seek funding for joint projects are explored.

On the other hand a number of businessmen have supported the idea of a Charter School in the area and they have committed to make donation especially at the start-up time.



We will work to maintain good relations with other public schools as well as the school-district governing body. We will be working together to educate the next generations. We will requests services from the school district pursuant to laws and according to Handbook on Services to Pupils Attending Nonpublic Schools such as:

- I. Health Services
- II. Homebound Instruction
- III. Textbook Loan Program
- IV. Computer Software Loan Program
- V. School Library Materials Loan Program
- VI. Transportation for Students Enrolled in Nonpublic Schools
- VII. Special Education Services
- VIII. Dual Enrollment Programs

i. Provide access to viable education alternatives to students in regions where there are a lack of alternatives.

- As addressed in our mission statement, the ultimate goal of Westchester Academy of Science Charter School is to provide each student a diverse, quality innovative and relevant education in a safe, supportive environment that promotes self-discipline, motivation, critical thinking and excellence in lifelong learning, and to teach students the deep appreciation and understanding of Mathematics and Science. In order to achieve this goal, our key elements will be:
 - ✓ Individual attention
 - ✓ Personalized education plan and advisory system
 - ✓ Rigorous academic and social curriculum
 - ✓ Emphasis on mathematics and science
 - ✓ Individualized instruction and motivating students in small class size
 - ✓ Innovative teaching methods and instructional strategies
 - ✓ Tutoring center
 - ✓ Strong parent/student/school relationships
 - ✓ Enhanced Professional Development (PD)
- All services will be provided for the students in need such as Special Ed populations, ESL students, at-risk students. We will provide the best services to these populations.
- The program will enormously benefit students at risk of academic failure in a number of important ways as stated above, e.g.:
 - ✓ Extensive tutoring
 - ✓ Small class size
 - ✓ High quality teachers
 - ✓ Participation in non-classroom environment
 - ✓ Personalized Education Plans (PEP).



- One of the main goals of WASCS is to provide our students an education so that they will get admitted to top-quality colleges and be ready for enhanced learning opportunities in these colleges. Preparation for college is a process as well as a goal. This preparation will consist of advanced courses (honors, AP), college trips, college guidance, motivational workshops, community service, and leadership activities.
- At the secondary level, independent study programs add unique opportunities for our students to focus on areas that may truly interest them. Students design a project jointly with teachers and/or parents. Teachers then mentor and supervise the student's progress.
- Different teaching strategies will be used such as pre-existing knowledge, active learning, mental models, transfer, and learning for understanding.
- For WASCS, utilizing innovative teaching methods is a keystone of our program. Innovative methods mean incorporating recent research and developing new strategies and techniques to meet student and family needs and to benefit our community
- We will teach with multiple learning styles through creative hands-on projects, small-group activities, family events, symposiums, theme-based reenactments, presentations and lectures. It is our goal to reach multiple intelligences through a variety of methods, thereby meeting the needs of each student. We will be reaching outside of the classroom to incorporate projects and learning avenues through which a concept can be ingrained in the student. This makes learning exciting for all students. Assessments will also be an important part of our program.



FULL APPLICATION

WESTCHESTER ACADEMY OF SCIENCE CHARTER SCHOOL (WASCS)

SUBMITTED TO:
NYSED

SEPTEMBER 22, 2010



This full application of WESTCHESTER ACADEMY OF SCIENCE CHARTER SCHOOL (WASCS) is respectfully submitted to NYSED as a second phase of application process to establish a charter school in Yonkers School District, NY. The prospectus of proposed school is submitted in August, 2010 and the founders were invited to submit full application. WASCS Prospectus is incorporated into this full application. Most of the information that was submitted in prospectus is not duplicated in this full application such as mission statement, e.g.

I. EDUCATIONAL PLAN

A. CURRICULUM AND INSTRUCTION

The Westchester Academy of Science (WASCS) will use the College Preparatory Mathematics and Foundational Approaches in Science teaching curricula, which are proven to be effective, as part of our math and science curriculum program.

Based on these approaches, we have developed a curriculum that is aligned with NYS the New York State core curriculum standards and testing program. This curriculum will serve as a base and we will continue working to make it even better. The Manhattan College Teaching Program and the Lehman College Division of Education have committed to help us improve our curriculum. In addition, our own teachers will be involved in the process to shape the curriculum based on local needs and their experiences in the classroom. The WASCS general course schedule outline is provided in the Table below:

	Grade 7	Grade 8	Grade 9	Grade 10	Grade 11	Grade 12
Math	Math 7	Math 8 Pre-Algebra	Integrated Alg Algebra I Algebra I (H) Geometry	Geometry Geometry (H)	Algebra II Alg II & Trigonometry Algebra II (H) Pre-Calculus	Pre Calculus Calculus AP Calculus
Science	Science 7 (Phys. science)	Science 8 (Life Sci)	Biology Biology (H)	Chemistry Chemistry (H)	Physics Physics (H) Earth Science	AP Physics AP Chem. AP Biology
ELA	ELA 7	ELA 8	ELA 9 ELA 9 (H)	ELA 10 ELA 10 (H)	ELA 11 ELA 11 (H)	ELA 12 AP Lit& Comp
SS	Soc. Stud. 7	Soc. Stud. 8	Global Hist. & Geography I	Global Hist. & Geography II	US History & Govt. AP US Hist. & Govt. AP US Govt. & Pol.	Part. in Govt & Eco., AP Economics AP Psychology
PE	Phys Ed 7 + Health	Phys Ed 8+ Health	Alternate Games 1	Alternate Games 2	Golf, Health	Alternate Games 3
Tech	Exp Tech	Applied Tech	Computer Technology			AP Comp. Prog. AP Comp. Sci.
FL	Spanish 7 th	Spanish 8 th	Spanish Beg German Beg	Spanish Int. German Int.	Spanish Adv German Adv	
Art	Music, Art		Music, Dance, Theatre, Art (Wheels)			
Others	Home and Career, Family electives		Creative Writing, Public Speaking, Journalism & Desktop publishing			
			Economics, Psychology, Child Psychology, Political Science with Law and Justice,			
			Principles of Engineering, Robotics (incl. Electricity/Electronics), Fundamentals of Web Design, Computer Programming			
			Career Development, Leadership			
			Foods & Nutrition, Personal and Family Devlp., Personal and Family Bus. Mng.			

Note: Following courses are half credit courses which will be thought half year each: Child Psychology, Political Science with Law and Justice, Golf, Health ,Computer Programming, Career Development



Table 1: WASCs General Course Schedule Outline with all courses in WASCs Curriculum

SAMPLE EXIT STANDARDS

EIGHTH GRADE

Math: Eight grade students who do not meet district’s requirement of a cumulative grade of 60% or higher in math successfully complete an appropriate summer school math course.

English: Eight grade students who do not meet district’s requirement of a cumulative grade of 60% or higher in math successfully complete an appropriate summer school math course.

TENTH GRADE (Sophomores)

Math: Tenth grade students who do not meet district’s requirement of a cumulative grade of 60% or higher in math successfully complete an appropriate summer school math course.

English: Tenth grade students who do not meet district’s requirement of a cumulative grade of 60% or higher in math successfully complete an appropriate summer school math course.

Alignment with New York State’s Learning Standards:

The school’s program rests upon a rigorous curriculum particularly focused on mathematics and science. State guidelines and other successful college prep programs including Syracuse Academy of Science are used to establish specific, rigorous, manageable and measurable academic standards that clearly define what each student should know and be able to do upon completion of each grade level and/or grade cluster (junior high level for grades 7-8, and senior high-level for grades 9-12). All courses align with New York State’s Learning Standards; every unit addresses State standards and every State standard receives sufficient attention during the year. WASCs outcomes exceed State standards as demonstrated below in each subject matter using a curriculum alignment system.

Table 2: Alignment with New York State’s Learning Standards

STANDARDS	SUBJECTS										
	Math	Science	SS	ELA	Arts	Lang.	PE	Health	CS	Elect.	
Mathematics, Science & Technology											
1. Analysis Inquiry and Design											
2. Information Systems		√							√	√	
3. Mathematics	√										
4. Science		√									
5. Technology									√	√	
6. Interconnectedness	√	√								√	
7. Interdisciplinary Problem Solving	√	√								√	
Social Studies											
1. History of the United States and New York			√								
2. World History			√								
3. Geography			√								
4. Economics			√								
5. Civics			√								



English Language Arts										
1. Language for Information and Understanding				√						
2. Language for Literary Response and Expression				√						
3. Language for Critical Analysis and Evaluation				√						
4. Language for Social Interaction				√						
The Arts										
1. Creating, Performing and Participating in the Arts					√					
2. Knowing and Using Arts Materials and Resources					√					
3. Responding to and Analyzing Works of Art					√					
4. Understanding the Cultural Dimension and Contrib. of the Arts					√					
Languages Other Than English										
1. Communication Skills							√			
2. Cultural Understanding							√			
Health, Phys Ed, Family & Consumer Sciences										
1. Personal Health and Fitness							√	√		√
2. A Safe and Healthy Environment							√	√		√
3. Resource Management							√	√		√
Career Development & Occupational Studies										
1. Career Development										√
2. Integrated Learning									√	√
3a. Universal Foundation Skills										√
3b. Career Majors									√	√

Alignment with New York State Testing Program

Our teachers will ensure that students are ready for state tests by covering all of the learning standards and focusing on test solving strategies. We recognize one of the indicators of the school’s success will be based on our students’ performances on state tests.

Curriculum Support and Non-Academic Programs

Our plans to support our curriculum include, but are not limited to:

- University Collaboration Program: Organized trips to the universities so that students may interact with academicians, visit laboratories, and learn about student life in colleges. Additionally, the Lehman College Division of Education will send their education students to work with WASCS teachers and provide extra help to students.
- Lectures by Professionals: Professors and PhD students from area universities and corporate professionals from various companies will be organized to give lectures to students or to teachers on staff development days.
- Field Trips: Regular field trips to academic resources will supplement classroom instruction.
- Volunteer Work: Students will learn to appreciate volunteerism and the importance of the community.



- **School Project Fair:** Science projects for middle school students and completed senior projects for high school students will be presented to the community and the school. This will be a good opportunity for students to practice their public speaking and presenting skills.
- **Peer-tutoring and Mentorship Programs:** Successful students will be encouraged to be peer-tutors for their friends and mentors for younger students.
- **Athletic Program:** A successful athletic program (football, volleyball, basketball, and soccer) will help create a strong school spirit. This will also help with team building and keeping a high attendance rate. Students will learn the importance of being a team member.
- **Role Model Initiative:** WASCS will bring a distinguished member of the community to school every month for a lecture.
- **Character Education Program:** WASCS will use this program to teach students how to be productive and benevolent community citizens.
- **Student Clubs:** Student clubs (such as: drama, math club, science club, chess club, photo/film/art club, dance team, school newspaper and magazine, yearbook, and debate team) will be encouraged and supported by WASCS.
- **After-School Program:** WASCS believes that after-school programs are essential for student success. In addition, these types of programs (including club activities and the sports program) will keep students from acquiring bad habits, such as drug use, etc.
- **Awards and Prizes:** Students who demonstrate good citizenship (such as good work skills and ethics, leadership, and respect for others and their opinions) through the mentorship program, volunteer work, student clubs, athletic program, etc. will be recognized and given awards by the school administration.

Succeeding in the real world requires effective working habits such as meeting deadlines, sustaining a substantial workload, participating actively in teams, and demonstrating good social behaviors (i.e., respecting others). Therefore, our non-academic standards will be a very important part of student learning at WASCS.

WASCS will achieve these non-academic goals by teaching these behaviors through the programs mentioned previously. Our character education program will also help us to promote and teach the importance of these behaviors and habits to be successful in real life. We believe that achieving higher standards in non-academic goals will help our students to perform better in their academics as well.

Extra-Curricular Activities

WASCS will also encourage the following extra-curricular activities for students, for the purpose of increasing motivation and achievement:

- **Math Club:** Math Club is an after-school activity which will use a variety of games designed to promote skills and thinking strategies. Students with high interest in math and related areas can learn to make better use of their skills. Work will be directed toward local and national Math Club competitions.
- **Science Club:** Students with an interest in science will be given an opportunity to experience hands-on activities and experiments in the various areas of science.
- **Computer Club:** Students with an interest in computer technology will have the opportunity to learn new skills and practice those previously learned.
- **Robotics Club:** Students will prepare robots and participate in contests.
- **Chess Club:** The purpose of the Chess Club is to give students the opportunity to practice the strategy of chess. Students will take turns pairing with others during each session.
- **Art Club:** Students with an interest in art will have an opportunity to work with different ideas and materials not usually experienced in art class.



- **Drama Club:** Open to any student who wishes to develop acting skills. The students will be encouraged to express themselves in a variety of ways. They will build upon their existing flair for dramatics and have a lot of fun in the process.
- **Soccer Club:** Open to any student who is interested in soccer. This club will cooperate with drug prevention units by encouraging students to enjoy sport activities.
- **Math Olympiad:** There will be two separate small Math Olympiads held at the school. Math Counts (grade 7 & 8), and Math Bowl (grades 7-9) encourage students to develop an interest in and an enthusiasm for math and problem-solving and contribute to intellectual development. They will provide opportunities for math enrichment, along with academic competitions.
- **Science Olympiad:** Science Olympiad participation is another important goal for the WASCS. It is aimed to encourage students to join international science, biology and environmental Olympiads.
- **Student Council:** An organization of student representatives whose main purpose is to make students' interests known while providing opportunities for leadership and service within the school and community.
- **National Honor Society (NHS):** NHS members will be selected by their academic standing, teacher recommendation, behavioral and leadership skills. These students will be required to make a project throughout the year and the best projects will also compete in the national platform.

Instruction Strategies and Professional Development

WASCS will provide meaningful and sustained professional development opportunities for all staff in the areas of curriculum, assessment, instruction and classroom management. To deliver a comprehensive model of education that is fully devoted to fostering high academic achievement, the pedagogy of the curriculum, which is defined by the NYS Core Curriculum Standards, must be purposeful and thoughtful. As referenced by Grant Wiggins and Jay McTighe, in their Understanding by Design conceptual framework, An “Essential Question” would be: How can WASCS support teacher effectiveness that will promote higher levels of student achievement?

Realizing that it is important to build a culture of professionalism within and among staff, emphasis will be placed on developing a culture focused on “one’s own learning” which is essential to student achievement. This process will be initiated with sessions planned around the conceptual curriculum framework of Understanding by Design (UbD) (Grant Wiggins & Jay McTighe). Using the NYS Core Curriculum Standards along with the UbD conceptual framework, curriculum planning, assessment development and instructional strategies will be aligned to the teaching and learning process, which will be specific to this concept school. To achieve this end, WASCS will develop a Professional Development Plan that will not only provide staff with information and support in curriculum, assessment and pedagogy but will also make assurances that carefully-designed offerings are reflective of the stated school goals and pedagogy expectations.

Professional development will start in August with Summer Institute and continue throughout the year. There will be grade-level and subject meetings every week alternately. There will be also professional development days which are shown on school calendar.

WASCS will develop a continual cycle of inquiry with staff to support their pedagogy and knowledge in their practice. Some of the daily work will be evidenced in:

- Classroom walk-throughs, observations, and teacher evaluations linked to professional development plans and offerings.



- Supporting the interdisciplinary curriculum development and implementation through individual and team meetings/conversations to assess the needs of individual teachers
- Working closely with staff through coaching and modeling of lessons
- Developing appropriate formative and performance assessments
- Discussing the use of multiple measures of assessment
- Dialogues to facilitate the foundation of a positive school culture

There will be a continual reference to the importance of providing a secure, structured and stimulating environment to enhance classroom management skills. Stressing the importance of applying the NYS Core Curriculum Standards to their personal work, classroom management will be included in conversations regarding best practices. With pedagogy as an emphasis, these conversations will include: time management, rigor, relevancy, the development of classroom rituals/routines and the use of appropriate learning protocols. These conversations will also revolve around teachers seeing themselves as “critical friends” in planning curriculum, examining assessments, and providing honest and specific feedback to and with colleagues. These” best practices” conversations will assist in the development of a common language and will reflect on:

- Using multiple and frequent formative assessments in classrooms.
- Target the need for consistency in instructional practice.
- Modeling of instructional strategies connected to the pedagogy of content
- Encouraging teachers to use inquiry –based activities in all content areas for all student populations.
- Providing opportunities for collaborative assignments which model explain and practice social skills, such as listening to others, expressing ideas, and negotiating differences.
- Encouraging the use of participatory and authentic learning to enhance student interest and motivation.
- Promoting and encouraging the effective integration of technology to improve teaching and learning.

WASCS’s professional development program will provide practical and flexible educator learning opportunities aimed at successfully improving/enhancing teacher effectiveness and promoting higher levels of student achievement.

B. SCHOOL CALENDAR AND WEEKLY SCHEDULE

The following Tables give the sample middle and high school weekly schedule and annual calendar for WASCS respectively in Attachment 1 and Attachment 2

C. TARGET POPULATION

Anticipated Enrollment Table:

In the first year, we will have 72 students each in grades 7, 8 and 9, with 216 students in total. In the second year 24 students will be accepted into the 7th grade. In the third year, 72 new students will be accepted into 7th grade and 48 students into the 8th grade. The following year, 72 students will be added with the opening of one higher grade. By the year 2014, we are planning to reach a total population of 432 students. Each classroom will have at most 24 students.



By the first year, there will be 15 faculty members, and as the number of students increases each year, the number of faculty members will increase proportionally to keep the teacher-student ratio as [1:14]. The following table shows the steady increase in the number of students by year.

GRADES	2011-12	2012-13	2013-14	2014-15	2015-16
7	72	24	72	72	72
8	72	72	72	72	72
9	72	72	72	72	72
10		72	72	72	72
11			72	72	72
12				72	72
Total:	216	240	360	432	432

Table 3: Growth Plan

WASCS will accept transfer students for grades 9 and 10 but will not accept students for grades 11 and 12 if any seat becomes available due to reasons such as moving or withdrawal. We are aware of the fact that there will be a decrease in the total enrollment in grades 11 and 12 and it will be taken into account when the budget is prepared.

WASCS will enroll all eligible students who submit a timely application by the first day of April of each year.

WASCS will be open to all students in our particular grade range on a space available basis and will not discriminate on the basis of ethnicity, national origin, gender, disability, intellectual ability, measures of achievement or aptitude, athletic ability, disability, race, creed, gender, national origin, religion, ancestry, or any other ground that would be unlawful if done by a school. ;

Students who are applying from different districts will be accepted. Students who use English as a second language and students who are classified as eligible for special education will be welcomed as well. A broad approach to outreach will be utilized to seek the initial enrollment, including distributing flyers throughout the district. This effort will cross all areas of socio-economic status as well as racial and ethnic background.

Because WASCS envisions a different type of learning environment from the traditional classroom, admissions in the early years of the school will be skewed toward the younger ages (grades 7-9). This will help provide a younger cohort of students who can more easily adapt to this school's style. We plan to add one grade each year at the upper end, eventually reaching grades 7-12, as the older members of the learning community move up. The expected ages of the students in WASCS will be 12 through 18.

WASCS will be located in the Yonkers City School District, which resides in Westchester County. One of the main motivations for the Founders to start the WSACS project is the need for improved education in Yonkers school district. Although discussions with parents in the district revealed the need, an analysis of the school and district report card databases provides concrete evidence for the need. State assessment test results for 2009 reveal that students in Yonkers are on average lagging their peers in Westchester County, in charter schools across the state, and in all public schools in New York State. Westchester County students are performing better than the large cities school district group, which includes Yonkers,



Rochester, Buffalo and Syracuse – districts that are similar to each other according to the Department of Education’s categorization of the districts in the state.

Families in Yonkers are also economically disadvantaged compared to neighboring cities in Westchester County. According to the Census Bureau, the median household income in the Yonkers City School District was \$54,400 between 2006 and 2008, versus \$80,300 for the county during that same time period. The poverty rate is also higher in Yonkers. More than 10% of families are below the poverty line. In Westchester County this share is 5%. The share of students eligible for free and reduced price lunch also reveals similar comparisons. There are 23,000 students in grades K through 12 in Yonkers and 74% of them are eligible for free and reduced-price lunch vs. 28% in Westchester County and 46% across the state. The majority of those Yonkers students (66%) are eligible for free lunch, while only 8% are eligible for reduced lunch.

In addition to being economically disadvantaged, a large share of the Yonkers population is comprised of minorities. About 51% of students are Hispanic, 26% are African-American, and 6% are Asian. Only 17% of students in Yonkers are White. Across the state, the share of minorities is much lower: 24% of students are Hispanic, 16% are African-American, 6% are Asian, and 53% are White. The distribution in Westchester County is similar to state averages. As a result of the large Hispanic and Asian community, a larger share of the student population in Yonkers is comprised of English language learners, relative to the state and county. The percentage of Limited English Proficiency students is 15% in Yonkers, vs. 8% in the state and 7% in the county. The share of students with disabilities in Yonkers is 13%, about the same as the ratio for the state.

WASCS will not discriminate in admission based on a student’s disability. Brochures, pamphlets, and fliers will be readily available for interested families and, when possible, printed in Spanish or other languages as well as English. Additionally, the distributed materials will state that WASCS will be open to a full array of students and that children of all needs; will be welcomed into the school.

In this school, there will be total commitment to the well being of each and every child, recognizing that academic abilities range from the intellectually gifted to the academically challenged. Every child will be encouraged to strive to meet his and her potential, with adaptations or additions to programs made to accommodate individual needs, and with program components tailored to individual needs and offering individual attention.

WASCS will seek a diverse student body and offer those students both excellence and equity in education. The school will be open to all students and not specifically target students at risk of academic failure, nor will it have an admission preference for such students. However, the program will enormously benefit students at risk of academic failure in a number of important ways, e.g.: individual attention, extensive tutoring, small class size, quality of teachers, participation in non-classroom environment, and personal education plans (PEP).

Ethnic, racial, cultural, and language differences will be recognized, addressed, and accommodated as is appropriate. This accommodation will include a focus on integrating into classroom activities the history and culture of local immigrant groups as well as specific identified groups such as African-Americans, as well as addressing language issues with English as a Second Language (ESL) components.

WASCS will recruit a student body that reflects the demographics of all students in Yonkers. It is anticipated that our student body will be 25 % African American, 51% Hispanic, 18% White, and 6% other ethnicities. Based upon current district demographics, WASCS anticipate that 72% of our students



will qualify for free or reduced-priced lunch, 14% will be identified as students with special needs, and 16% will have limited English proficiency. We will implement recruitment strategies to ensure that a diverse group of students will enter the lottery for admission.

There are no tests or academic requirements for entrance to our school because it is founded on the principle that a safe, nurturing, and stimulating environment will encourage all students to develop to their own potential.

WASCS will conduct a broad program of outreach in the school district and neighbor municipalities of the district. We have resources set aside in our budget to ensure that families of all racial, ethnic, and economic backgrounds have an equal opportunity to learn about the School and to register their children.

D. ASSESSMENT

Assessment and instruction in all content areas will be organized around New York's State Standards and they will be ongoing. Regent Tests will be administered as mandated by the State. The tests will be given to the students on the date previously determined by the state. In addition, the school will administer two Practice Regents Exams and two Benchmark Tests in all content areas during the year that the students are expected to sit for each specific exam. Teachers will conduct an item analysis of each exam and align instruction based on the results and analysis of each student's exam. In addition, the school will administer a nationwide norm-reference test such as Terra Nova which will allow us to compare each child's performance with national norms based on grade equivalents and percentiles., eg.

1. State Developed Assessments

Grade 7-8 State Developed Assessments

NYS English Language Arts Test (Grades 7-8), NYS Mathematics Test (Grades 7-8), NYS Grade 8 Intermediate-Level Science Test, NYS Grade 8 Intermediate Social Studies Test, Second Language Proficiency Examination, NYS Alternate Assessments for Students with Severe Disabilities

Grade 9-12 State Developed Assessments (Regents Examinations)

Regents Comprehensive Examination in English-Commencement Level

Regents Examinations in Mathematics: Integrated Algebra (Gr. 9), Geometry (Gr. 10), Algebra 2 & Trigonometry (Gr. 11)

Regents Examinations in Science: Physical Setting/Earth Science (Gr. 11), Living Env. (Gr. 9), Physical Setting/Chemistry (Gr. 10), Physical Setting/Physics (Gr. 11)

Regents Examinations in Social Studies: Global History and Geography (Gr. 10), United States History and Government (Gr. 11 or 12)

Regents Examinations in Languages Other than English (Gr. 10): Spanish, German

2. Nationwide Assessments

Terra Nova Standardized Test or , PSAT & SAT Tests, AP Examinations

3. Practice Tests

Practice tests will be provided by an independent outside source (Assessment Company) to take a snapshot and develop an intervention plan.

4. School-Developed/Prescribed Assessments

Teacher observations, Teacher-prepared assessments, Portfolios and associated writing pieces, Projects, Benchmark assessments (Unit, Mid-terms, Final exams), Released state practice examinations or equivalent tests and assessment tools, IEP-referenced alternate assessments and diagnostic tools for students with disabilities (as developed in an IEP team with the student's district of residence) such as student portfolio assessment, LAS assessments to determine proficiency in English (for identified students)



STUDENTS WITH IEP's

Students with disabilities who are to be assessed on the New York State Alternate Assessment (NYSAA), as per the student's IEP, will be assessed using the State's data folio-style assessment and in the required content areas. NYSAA is a data folio-style assessment measuring the achievement of students with severe cognitive disabilities toward meeting the New York State learning standards at alternate achievement levels. All students, including those with severe cognitive disabilities, are required by federal law to have access to the general education curriculum. The State Education Department (the Department) has aligned Alternate Grade Level Indicators (AGLIs) with the core curriculum in English language arts (ELA), mathematics, science, and social studies for the administration of NYSAA. The content area subject matter assessed by NYSAA is clearly related to the grade level content. While the content is reduced in scope and complexity, students with severe cognitive disabilities are held to high expectations in order to achieve the New York State learning standards. AGLIs afford students the opportunity to experience a richer learning experience.

ELL

Students at WASCS with limited proficiency in English will achieve proficiency in the language through the use of the school's services and teaching methods. WASCS will ensure that ELL (English Language Learner) or LEP (Limited English Proficient) students not be excluded from curricular or extracurricular activities based on an inability to speak and understand the language of instruction, and also that ELL students will not be assigned to special education because of their lack of English proficiency. WASCS will directly provide or make referrals to the appropriate support services that may be needed by ELL students, in order to achieve and maintain a satisfactory level of academic performance. Such services may include individual counseling, group counseling, home visits, and parental counseling. Parents whose English proficiency is limited will receive notices and information from the school in their native language, so that we will be able to encourage the participation of all parents in the WASCS community, regardless of their home language. Parents of ELL students will also be kept abreast of their child's progress in English language acquisition.

WASCS will hire a teacher with ESOL certification, who will be the school's ESL (English as a Second Language) coordinator as well as overseer of the education of ELL students. The ESL coordinator's duties include: assessing the need for ESL classes; training teachers to meet the needs of ELL students; training and assigning tutors to help ELL students reinforce their English language skills; and collaborating with the Special Education Coordinator to meet the needs of ELL special education students, who will receive ESL services in accordance with their IEPs.

ASSESSMENTS: DATA DRIVEN SOURCE

Assessments will be a key way to gauge the effectiveness of the academic program at WASCS. Frequent monitoring of student progress and use of assessment data to set specific learning goals for individual students are characteristics of high performing schools. Toward this end, the school implements a comprehensive assessment system that gives the students, teachers, parents, administrators, and the state important information regarding the school's success in preparing its students academically. The school's use of assessment supports the students and teachers in their academic pursuits. Students receive periodic feedback regarding their progress, in addition to the feedback they receive on homework assignments or verbally during class. Teachers also receive information that they use daily, weekly and yearly to inform how they teach and what they teach. Close attention to trends in scores identifies possible gaps in the curriculum or needed modifications regarding the timing in which certain standards are covered. Frequent assessments will allow teachers to identify quickly and accurately those students who need additional help. These assessments may also identify students who may have special needs and be in need of a Special Education Services.



This well-rounded assessment program allows for parents, students, teachers, administrators and the public to accurately see whether WASCs is meeting its mission of academic success. WASCs will report the overall success of students with statistical data to the public. This data, in turn, informs the decision-making process at the school. Just as teachers use the information to gauge their students' progress and identify areas of strength and areas for improvement, the school uses this information in the aggregate to do the same. The results from the Practice Regents Exams and the Regents Exams, for instance, serve as one important measure of the instruction and curriculum at the school. Each year, the administration and teams of teachers will spend time looking at the student results of the Regents to evaluate a variety of aspects of the program. Teams of teachers will perform an item analysis for every individual student in their team, each cohort, and each class, looking for trends in the data that show a particular area or standard that was not covered or mastered sufficiently.

Teacher teams double-check to see when and how their curriculum covers that standard and investigates why students did not perform well in that area. Each teacher compares the varying level of mastery of standards to his/her record of what standards were covered when. Grade level teachers will also work together to devise new ways to cover this material to increase the level of mastery. This material may be covered in the class if it was a gap for the majority of the group or may be covered with the tutoring to individual or small group of students. The school will do this throughout the year because this practice serves as a topic of professional development time. Grade level teams and/or content area teams are in charge of coming up with realistic strategies for the year.

School Evaluation

In compliance with Charter School Legislation, an Annual Report will be submitted to the State of New York no later than August 1 of each year. WASCs will establish a thorough and efficient record-keeping system to facilitate this reporting and will ensure that all federal and state requirements are fulfilled. The student information system will use the appropriate computer software that is consistent with that used by the New York State Public Schools.

Standards for Teacher Performance and Evaluation Methods

Teachers will be evaluated by the CEO semi-annually, based upon documented visits by the CEO or Dean of Academics throughout the semester. Cumulative reports will be written and discussed in conferences by November 1 and April 1. The purpose of this routine evaluation is to promote professional growth and teacher excellence. Furthermore, this evaluation will provide constructive feedback to teachers to guide their professional development.

Annual Measurable Goals & Accountability

WASCs will strive to lead every student to continuous accomplishments essential to future success in life and to fulfill the responsibilities of citizenship. The school will focus on core knowledge and essential skills so that students can achieve the mastery upon which further learning will be built.

The most important measure of WASCs' success will be the success of its students. WASCs will administer several performance evaluation exams to ensure students that the school is meeting its annual measurable goals.

The core WASCs grade-level outcomes will exceed New York State's Learning Standards and are defined in part by referring to existing state standards. Adequate Yearly Progress (AYP) goals in core subjects will be achieved starting from the first year of instruction. These goals will be achieved not only



by the school as a whole, but by the following subgroups as well: racial/ethnic groups; students with disabilities; English Language Learners (ELL); and economically disadvantaged students.

WASCS will administer all required State examinations to measure student progress toward meeting state learning standards and NCLB Act requirements. The timing of the administration of these exams shall be the same as that dictated by the State Education Department for other public schools.

GRADUATION REQUIREMENTS AND PROMOTION POLICY

High school diploma requirements in WASCS will be based on the Commission of Education Regulations, Section 100.1-100.9, relating to general education and diploma requirements. The following are the requirements students will have to meet in order to receive a diploma:

HIGH SCHOOL

- Students must earn 23 credits in grades 9-12 in order to graduate.
- Students must pass the Regent’s mandatory tests in English, Mathematics, Global History and Geography, and Science. Students may take the Regent’s exam for languages other than English.
- The minimum student load is five credits per year.
- Credit will only be granted once. When a course is repeated for credit, the grade earned upon repeating the subject will become a part of student's record as well as the original grade.
- A student in Grade 9 who has not passed the required Regents Exams will be required to enroll in mandatory tutoring prior to or concurrent with enrollment in core-tested subjects.
- Social Studies: Four credits required, including 1 unit in American History and 1/2 unit each in Participation in Government and Economics.
- Students may meet the learning standards in technology either with a course in technology education or through an integrated course combining technology with mathematics and/or science.
- The Arts are defined as dance, music, theatre, and visual arts while counting for required art credit.

Required courses and credit units for graduation are as follows:

ENGLISH LANGUAGE ARTS	4 Credits	SOCIAL STUDIES	4 Credits
English 9	1 Credit	Global studies and Geography I	1 Credit
English 10	1 Credit	Global studies and Geography II	1 Credit
English 11	1 Credit	U.S. History and Government	1 Credit
English 12	1 Credit	Participation in Government	1/2 Credit
MATHEMATICS	4 Credits	Economics	1/2 Credit
Algebra I	1 Credit	ARTS	1 Credit
Geometry	1 Credit	LOTE	1 Credits
Algebra II	1 Credit	PHYSICAL EDUCATION	2 Credits
Pre-Calculus	1 Credit	HEALTH EDUCATION	1/2 Credit
SCIENCE	3 Credits	CAREER & TECHNOLOGY ELC	3.5 Credits
Biology	1 Credit		
Chemistry	1 Credit		
Physics	1 Credit		
TOTAL: 23 CREDITS			

Table 4: High School Graduation Requirements



MIDDLE SCHOOL

For students in grade 7 and 8, students must meet the following requirements or automatically be considered for retention:

- Grade 7 to 8: A student must pass all courses and receive a final grade of not lower than "D-" in the core subjects (math, science, language arts, and social studies).
- Grade 8 to 9: A student must pass all courses and receive a final grade of not lower than "D-" in the core subjects (math, science, language arts, and social studies). A student who does not meet this requirement may be recommended to attend summer school.
- A student must pass the Regents Exam in mathematics, science and language arts. A student who does not meet this requirement will be required to attend an appropriate summer school course.

GRADING POLICY

The following illustrates a sample grading policy in WASCS:

Grade	Pass/ Fail	Grade point Value	Quality Point Value	Grade	Pass/ Fail	Grade point Value	Quality Point Value
A+	Pass	4	98-100	C	Pass	2	73-76
A	Pass	3.9	93-97	C-	Pass	1.66	70-72
A-	Pass	3.66	90-92	D+	Pass	1.33	67-69
B+	Pass	3.33	87-89	D	Pass	1	64-66
B	Pass	3	83-86	D-	Pass	0.66	60-63
B-	Pass	2.66	80-82	F	Fail	0	0-59
C+	Pass	2.33	77-79	P	Pass	0	N/A

Table 5: Grading Policy

E. SCHOOL CLIMATE AND DISCIPLINE

WASCS Discipline Approach for a safe and orderly learning environment;

To create an environment where teaching and learning can flourish, WASCS has developed a series of rules that address proper student behavior, maintenance of order within the school and during school activities, and a statement of student rights and responsibilities.

School staff will ensure that parents and students are well informed of these policies both before enrollment and at the time students’ sign up for entry into the charter school. Accordingly, students will not be surprised about the standards of behavior expected from them, and parents will be reassured about the type of classroom environment that will be maintained in the Charter School.

The discipline and order policies of WASCS include the following components:

- Student Disciplinary Code,
- Maintenance of Public Order on School Property,
- Student Rights & Responsibilities.

Existing student discipline policies from many public school districts were examined in developing this code, and components of those district policies are evident throughout the discipline code of WASCS.



Parents and Guardians Engagement in the governance, life and culture of the school

We believe that high levels of parental involvement will lead to both high parental satisfaction and higher student achievement. Thus, the school's parents will be surveyed annually for their opinion of the school and how well it is serving their children.

Each spring, a parent survey and a student survey will be conducted. The results will be compiled, recorded and retained, and they will be presented as part of the overall evaluation information that we provide to the Yonkers School District. The goals of the survey are to discern any areas that the parents and students feel should be addressed more thoroughly, areas that the parents and students feel are being adequately addressed, and those areas that the parents and students feel might make a more complete program if instituted. The overall goal of the survey is to ensure both student and parent satisfaction with the WASCS program, through open communication with and responsiveness of the school.

Parents will be an integral part of the school. Every effort will be made to encourage parents to:

- Serve as school volunteers,
- Promote and strengthen parental responsibility and involvement,
- Serve on the School Council and other committees,
- Involve themselves with the subcommittees developed by the Board of Trustees.

Additionally, the following policy for parent involvement in school governance will be employed:

- Involving parents in the design and implementation of WASCS.
- Providing orientation and other training for parents to ensure their knowledge and participation in the school, and ensuring they understand the school's mission and policies, and outlining a process for parental feedback to school leaders.
- Requiring pre-set times that teachers and the school CEO are available to parents and a process for effective, regular communication, including quarterly parent teacher conferences and school-wide parent open houses.
- Systematically providing updates to parents on their child's academic progress, attendance, and behavior in the school.
- Providing an institutional structure and culture of parental involvement, for example: establishing a parent association; forming parent/Trustee subcommittees on various issue areas; instituting a formal process of communication with the Board; and assigning parental responsibilities for and participation in school events and field trips, etc.
- Allowing parents to sign voluntary "contracts," pledging to be involved in their child's education, responsive and helpful to the school for various needs (fund-raising, clean-up, social events), or other expectations (though such contracts cannot be binding or at all viewed as a condition for a child's admission to or retention at the school).
- Requiring parents to sign homework sent home with and returned by their children.
- Making parents aware of all meetings of the Board of Trustees and other school meetings.

The discipline rules and due processes are explained in detail in Attachment 13.



II. ORGANIZATIONAL PLAN

A. GOVERNING BODY

A copy of the proposed by-laws and code of ethics are provided in Attachment 3 and Attachment 4, respectively.

A primary strength of WASCS is the outstanding capacity of the founding group to effectively launch, oversee and govern the school. All of the founders have strong credentials. The founding group is comprised of 11 members with six PhD's and five Master's degrees. Among them are parents, educators, professors, professionals, school principals, real estate brokers and Yonkers residents. Upon charter approval, the Board of Trustees will be comprised of the founding members of WASCS. The Trustees each have a personal fiduciary duty to look out for the long-term well being of the school. The Board is responsible for addressing major matters such as:

- *Determine the mission and purpose of WASCS and keep it clearly in focus.*
- *Create and periodically review the mission statement which:*
 - Serves as a guide to organizational planning, Board and staff decision-making, volunteer initiatives, and setting priorities among competing demands for scarce resources.
 - Is used as the vehicle for assessing program activities to ensure that the organization is not drifting away from its original purpose.
- *Understand and support the mission statement.*
- *Ensure effective organizational planning*
 - Approve an annual organizational plan that includes concrete, measurable goals consistent with the charter and accountability plan
- *Ensure adequate resources*
 - Approve fundraising targets and goals.
 - Assist in carrying out development plan.
 - Make an annual gift at a level that is personally meaningful.
- *Manage resources effectively*
 - Approve the annual budget.
 - Monitor budget implementation through periodic financial reports.
 - Approve accounting and personnel policies.
 - Provide for an independent annual audit by a qualified CPA.
 - Ensure adequate insurance is in force to cover students, staff, visitors, the Board and the assets of the school.
- *Ensure legal and ethical integrity and maintain accountability*
 - Establish policies to guide the school's Board members and staff.
 - Develop and maintain adequate personnel policies and procedures (including grievance mechanisms).
 - Adhere to the provisions of the school's bylaws and articles of incorporation.
 - Adhere to local, state and federal laws and regulations that apply to the school.
 - Ensure compliance with all federal state and local government regulations.
- *Select the Chief Educational Officer*



- Describe the CEO's responsibilities.
- Search carefully to find the most qualified individual.
- Oversee and approve contract negotiation and renewal.
- *Support and review the performance of the CEO*
 - Ensure regular evaluations of the school CEO against agreed upon, clearly-defined performance criteria.
 - Assist when Board members overstep prerogatives or misunderstand their roles.
 - Provide for an annual written performance review with a process agreed upon with the CEO well in advance.
 - Make CEO's compensation decisions annually; commend, reprimand or, if necessary, dismiss the CEO based on success against performance criteria.
- *Be accountable to the community and other stakeholders*
 - Commit to making decisions in the best interest of the school, its personnel, students, parents, and the community.
 - Accept responsibility for all conditions and policies attached to existing or new programs.
 - Be responsive to the concerns of community members and major stakeholders.
 - Expand the school community and network.
 - Actively participate in the Westchester community.
 - Seek external partnerships to broaden the School network with educational and non-educational institutions.
 - Promote the School's culture of leadership and academic excellence
 - Review performance of the Board against founding principles and by-laws.

B. FOUNDING GROUP COMPOSITION

Prospective founding group members' resumes are provided in Attachment 5 and completed Statement of Assurances is provided in Form 3. Completed Request for Information from Prospective Charter School Board Members is provided in Form 4 and a completed fingerprint card from the Lead Applicant is provided in separately.

Biographical sketches of the proposed founding group members (including the lead applicant) are provided below. All founding group members intend to serve on the WASCS board, once the charter is granted.

Board Member 1 (Lead Applicant): Mehmet Ozhabes

Mr. Ozhabes is an economist and vice president at JPMorgan Chase in the office of the Chief Investment Officer. His duties include analyzing proprietary data to conduct economic research, and developing statistical models to forecast economic conditions. Specifically, he conducts research on various economic topics including consumer credit, consumer spending, and the housing market. He also forecasts home prices and the unemployment rate.

Prior to his current position, he worked as an economist at Moody's Economy.com in Philadelphia. His duties included developing forecasting models, conducting economic research, publishing regular commentary, presenting to clients, and working on consulting projects. He had prior experience in business consulting for the homebuilding materials and pharmaceuticals industries.

He holds a Masters degree in economics from the University of Minnesota and has completed all but the dissertation requirement of the Ph.D. in economics at the same university.



He has a personal passion for education. For over eight years he has taught many economics courses to more than 500 college-level students, most of them freshmen. Moreover, he was a founding and board member of another charter school in Philadelphia. His prior charter school experience and his experience in teaching will be valuable to Westchester Academy of Science Charter School. Mr. Ozhabes currently resides in Yonkers and his expertise in databases and data analysis has helped the founders assess the need for improved education in Yonkers. His expertise will also help evaluate the success of WASCS' students through analysis of test-score data and other measures.

Board Member 2: Hasan Erkan, Ph.D.

Hasan Erkan currently works as a Researcher/System Engineer at AT&T Research & Development Center, Middletown, NJ. Previously, he served as a full-time faculty member at SUNY Maritime College, Bronx, NY (2008). He also worked as a part-time faculty member at various CUNY Colleges (2000-2007). He has a Bachelor of Science degree in Electronics Engineering, Master of Philosophy degree in Electrical Engineering (City College of New York, CUNY), and a Ph.D. degree from The Graduate Center, CUNY. His research interests are in the area of High-Speed Networks, Optical Access Networks, Wide Area and Metropolitan Area Networks.

Dr. Erkan has vast experience in teaching courses from the community college level to the graduate level at the departments of Electrical Engineering/Computer Engineering/Physics of various colleges such as SUNY Maritime College, Brooklyn College, City College of New York, La Guardia Community College, Bronx Community College, and Borough of Manhattan Community College.

Dr. Erkan has connections with many colleges in the New York area. His experience and connections in academia will be crucial in creating strategic partnerships with universities and maintaining university relations for WASCS. These relations with universities and colleges are essential to achieve the goals of WASCS. Moreover, Dr. Erkan will have an important role in helping the students prepare to enter into and become successful in college. Dr. Erkan is a married father to three sons and a Yonkers resident. He is very familiar with public education in Yonkers where two of his sons attend Yonkers public schools.

Board Member 3: R. Gul Tiryaki Sonmez, Ph.D.

R. Gul Tiryaki Sonmez is an Associate Professor in the Department of Health Sciences and the Director of the Exercise Science program and Human Performance Lab in the Department of Health Sciences at Lehman College, The City University of New York. She has a Ph.D. from the University of New Mexico, an M.S. from Oklahoma State University and a B.S. from Sports Academy, Ankara, Turkey.

Her research focuses on ergogenic aids in performance and limitations to performance in sports and athletics. Specifically, her work has focused on how the body functions under high stress and how metabolism changes and adapts to cope with elevated work load without damaging a person's health; and also how one can improve these capabilities. Because movement and physical activity have a very powerful effect on health, wellness, healthy aging and disease prevention, she is also interested in developing the fitness level of non-athletes as well as the prevention of childhood obesity.

She taught in Turkey for 17 years and developed undergraduate and graduate programs in the areas of Physical Education and Sport and Exercise Sciences. She has developed and taught many courses. She developed the undergraduate Bachelor of Science degree program for the Exercise Science program at Lehman College, The City University of New York. She has also developed many online courses.. She has served at different administrative levels as the Vice President of Academic Affairs, Director of The



School of Physical Education, and the Department Head of Training Science and Physical Education. She has written two books which are still being taught as textbooks in Exercise Physiology in Turkey. Her other publications include four book chapters internationally published, 14 peer-reviewed articles and 17 presentations, which are published as full articles in Congress Proceedings, among other publications. She has chaired 18 theses evaluations and co-chaired many others. She is currently a reviewer with seven different scientific journals and she is a board member of many sports federations in Turkey.

Currently, she is volunteering as a learning leader in an elementary school in Riverdale, Bronx, NY (a neighboring district of YSD) and actively participating in the parents association's activities by taking part in different committees.

Dr. Sonmez will help WASCS and its Board establish key collaborations with university education departments. She will have a vital role in WASCS establishing effective communications with the parents. She will also oversee the health programs of the school. Dr. Sonmez is married and has a daughter and a son.

Board Member 4: Serigne Gningue, Ph.D.

Dr. Serigne Gningue is currently an Associate Professor at Lehman College, where he coordinates the Teacher Opportunity Program and co-coordinates the Master's of Mathematics Education Program. He holds an undergraduate degree in mathematics from the University of Dakar, Senegal, a Master's of Arts in Mathematics Education from Lehman College/CUNY, and M.Phil and Ph.D. degrees in Mathematics Education from Columbia University. A former New York City public school teacher, his scholarship and teaching can best be summarized by a search for equity in mathematics leaning, through the teaching of mathematics content and methods, especially algebra and problem-solving in grades 6-12 in urban and minority settings. Through the use of technology to enhance mathematics instruction, and professional development beginning with pre-service teacher preparation and extending to the development of experienced teachers, he is constantly developing and refining teacher education programs that directly impact urban children. He is recently the recipient as a Co-Pi of two major research grants from the National Science Foundation (NSF).

As an educator and a resident of Westchester (i.e., Mount Vernon), Dr. Serigne feels responsible for the appropriate and effective education of all students wherever they are, especially those in the New York City and Westchester vicinity (including Yonkers) with whom he has worked and maintained professional relationships for over 20 years. Moreover, the institution where he is currently employed, Lehman College, has been working with schools in the New York City and Westchester areas for years placing student teachers and interns and doing professional development for teachers in these areas.

Board Member 5: Genevieve Yarrell-Harris, Ph.D.

Dr. Yarrell-Harris is presently working at the College of New Rochelle and Lehman College in New York City as an adjunct professor teaching courses on Education Psychology and Counseling Psychology. Her background experiences include regular education counseling and guidance responsibilities as well at the N.Y.C. Board of Education. Her company, Enhancing Minds Services, LLC, conducts educational and psychological research in the U.S. and abroad, particularly focusing on cultural, diversity and gender issues. Professional experience and knowledge and understanding of academic life and school culture make her a particularly suitable candidate for working at any level with diverse populations.

Dr. Yarrell-Harris received her M.S. in Counseling Education and Ph.D. in Counseling Psychology from Fordham University, New York. Her professional experience includes involvement with adults and youth



working within culturally diverse settings as well as multiple challenging populations in agencies, inner city colleges/schools, and private practice. She has worked in many different functions including administrative, advisory, consulting and counseling functions, advocacy, leadership, peer mediation, college-bound services, emotional and psycho-social performance of student populations, crisis involvement, and designing and implementing intervention/prevention programs to enhance academic performance. Her rich background in counseling diverse student bodies makes her an important asset for WASCS. Dr. Yarrell-Harris currently resides in Yonkers.

Board Member 6: Mithat Gashi

Mithat Gashi is an Assistant Principal at New World High School in the Bronx. Based on the New York City School Progress Reports, New World High School ranked in the top 2% among New York City's high schools. The progress report is based on school environment, student progress and student performance data. Mr. Gashi has worked for the New York City Department of Education as a teacher and as an administrator for 15 years. In addition, he has been teaching part-time undergraduate and graduate courses on the social, historical and philosophical foundations of education and psychology applied to teaching at Lehman College's Department of Middle and High School Education since 2003.

He served as a consultant to the Soros Foundation in promoting civics education to Albania's schools in 1996. He is a member of numerous international organizations that promote peace and human rights education. He has organized and facilitated many workshops for teachers, journalists, and diplomats on human rights education and conflict transformation by peaceful means throughout the United States as well as abroad. He is also a member of Transcend, a network of invited scholar-practitioners working for peace and development through action, training, dissemination, and research. He holds postgraduate degrees from Pace University and Columbia University School of International Affairs. Mithat lives with his wife and their four children in Nanuet, New York. His oldest son will be entering fourth grade in September 2010 in the Pearl River Public School District.

Board Member 7: Madeline Gomez

Ms. Madeline Gomez has been serving in public education for 17 years. She currently works for Yonkers City Board of Education as a special education instructor where she teaches students who are not able to attend regular classroom instruction due to special circumstances. Prior to her current job, she held two positions at Yonkers Board of Education. First, she worked as a Substitute Teacher where she instructed students throughout Yonkers School District with classroom instruction using homeroom teacher lesson plans. Then she continued working as a Guidance and Counseling Practicum where she facilitated group/individual personal, social, and vocational counseling and assisted homeroom teachers with classroom management, utilizing Boys Town Social Skills techniques.

During her career, Ms. Gomez worked for CUNY Research Foundation as Assist Cohort Coordinator where she developed Cohort participation through collaboration with school administrators as well as ensuring parent and student commitment to the program's objectives. She also worked as Program Director at All Aboard Tours & Travel where she created early college awareness for a private bus-tour company. She organized and presented program objectives to school administrators, teachers, counselors, and agencies. She also worked as the Academic Talent Search Counselor for Fordham University's TRIO Programs. At TRIO Programs, she worked at Mt. Vernon High School. Her responsibilities included: counseling and advising academic talent search students on selecting a college or university; assisting juniors and seniors on the admissions and financial aid application process for college, including coordinating standardized exams, wiring letters of recommendation, and assembling for transmittal; advising students on completing FAFSA, CSS Profile and scholarships; participating in the



implementation of the academic-year activities of student recruitment, admissions and retention; and participating in an annual program of college visits.

After being a long-time member of NAACP, most recently, Ms. Gomez was assigned to be the President of the Education Committee of NAACP Yonkers Chapter. Ms. Gomez is the mother of two children and has been an active parent at her children's school as a member of the PTA, Book Publishing Center Volunteer, and BOCES Spanish Enrichment Instructor.

Board Member 8: Muhammed Ozdemir

Mr. Muhammed Ozdemir currently works as a Guidance Counselor at Central Jersey College Prep Charter School. CJCP has proven itself with a constant increase in students' success. Mr. Ozdemir specifically works with low-achieving students to help them reach their fullest potential. At CJCP, Mr. Ozdemir mainly focuses on the college entry process. This year he experienced great success with all of his senior students getting accepted to senior colleges. He gave his students broad perspective by approaching them individually as well as a group and by organizing group activities such as field trips to universities and colleges.

Mr. Ozdemir completed his Bachelor's Degree in Industrial Engineering in 2003 and his Master of Arts degree as a guidance counselor from Manhattan College in 2008. After receiving his B.A. degree, he worked as a Vice Principal and then Principal (one year of each) at a dormitory that serves middle and high school students in Turkey. He created a wonderful synergy among students and that experience was the main reason he switched his major to the field of education.

Mr. Ozdemir has voluntarily tutored students for nine years in Math and Science subjects. He also volunteered at Brooklyn Amity School as an education consultant for the after-school and weekend-school programs. In addition, he voluntarily helped immigrant families by working with their children to adapt to the middle school and high school environment.

Mr. Ozdemir believes that improvement of social skills is very important for a student's academic growth. To prove this, he conducted an experimental study with middle school students and presented his valuable findings as a Master's thesis.

Mr. Ozdemir's unique experience in education will be invaluable for WASCS. A great motivator, his diverse techniques will put WASCS' students one step ahead of their peers for college entry. Hence, Mr. Ozdemir's experience and motivational techniques are critical for WASCS. Mr. Ozdemir is married and has a daughter. Prior to moving to New Jersey, Mr. Ozdemir resided in Yonkers for three years. During his Yonkers residency, he tutored and assisted Yonkers high school students with their college applications.

Board Member 9: Mustafa E. Ozbudak, Ph.D.

Dr. Ozbudak works as an Assistant Professor in the Department of Genetics at Albert Einstein College of Medicine of Yeshiva University. Dr. Ozbudak's lab currently conducts research on vertebrae development, stem cell proliferation and skeletal muscle differentiation.

Dr. Ozbudak obtained his Ph.D. from the Physics Department of the Massachusetts Institute of Technology (MIT) in Cambridge, Massachusetts in 2004. He then joined Cancer Research UK in London. He worked as a Postdoctoral Research Fellow between August 2004 and February 2007. Later on, he moved to Kansas City, Missouri and worked as a Senior Research Associate at the Stowers Institute for Medical Research for two and a half years. Dr. Ozbudak had teaching experience as a



Teaching Assistant at MIT, while studying for his doctoral degree. He has given lectures at different institutes around the globe, including the United States, United Kingdom, Germany, Romania, Turkey and Singapore. He frequently reviews manuscripts that are submitted to peer-reviewed scientific journals. Dr. Ozbudak also served as a board member in a charter school in Kansas City, Missouri for two years.

His past experience in science, education and charter school operation will be beneficial for the WASCS. He is married and the father of three young children.

Board Member 10: Selcuk Eren, Ph.D.

Dr. Eren currently works as a Research Scholar at Levy Economics Institute of Bard College. He conducts research on economic well-being in the United States and other developed countries. Specifically, he works with a group of scholars on developing and updating measures of economic well-being and distribution of wealth and income in the United States and other developed countries. This is achieved by combining macroeconomic statistics with survey data with a focus on the effects of government programs on economic well-being.

Previously, he worked as an Assistant Professor of Economics at Hamilton College, New York where he taught Microeconomics, Macroeconomics, Health Economics and Economics of Immigration.

Dr. Eren received his Ph.D. in Economics from Stony Brook University, New York. During his stay, besides teaching several courses in Economics to undergraduate students, he volunteered as a Math and Economics tutor to middle school students.

Conducting extensive research on economic well-being across generations and demographic groups, Dr. Eren strongly believes that the quality of elementary and secondary education during childhood is the single most crucial determinant in lifetime success, especially for underprivileged children. Dr. Eren believes that his expertise in budget analysis will be an asset for WASCS. He is currently in charge of the school budget's preparation for our proposal and will oversee the budget once WASCS commences operations. Dr. Eren is married and has a four month old son.

Board Member 11: Joseph Viggiani

Joseph Viggiani has a Master's Degree in Special Education, and a Master's degree in School District Administration along with a Certificate in TESOL (ESL). He also has an Associate Broker license in Real Estate and is presently working for ERA Double C in Yonkers. Mr. Viggiani was featured in Cambridge's Who's Who in America in the 2007 and 2008 editions and is the 2009/10 recipient of the "We Are One" award given by the New Rochelle SEPTA (Special Education Parent Teacher Association) for excellence in bridging the gap between special education and general education. Mr. Viggiani has been actively teaching for 12 years. He started his teaching career at the Margaret Chapman School as a teaching assistant while attending graduate school. Upon receiving a NYS teaching license he obtained a teaching position at the school. Currently Mr. Viggiani is working as an inclusion teacher at George M. Davis elementary school in New Rochelle. He has held a variety of special education teaching positions over the years. He served as a member of the child study team and Pupil Personnel team in New Rochelle for seven of the last 10 years and has also served on the alternative assessment committee.

Up until last year, Mr. Viggiani was a lifelong resident of Yonkers. Having grown up and spent most of his childhood and adult life in Yonkers, he has a first-hand understanding of the needs of the city. He attended PS. 17 from Pre-K to sixth grade, Mark Twain middle school and Lincoln high school, all of which are in Yonkers.



Mr. Viggiani still works in Yonkers as an Associate Real Estate Broker. His expertise and friendliness in this field have helped him and his clients achieve their goals of owning homes and businesses throughout various market conditions. He is married and the father of two young daughters.

WASCS initial board members' qualifications are summarized in the table below.

FOUNDING BOARD MEMBERS	ESSENTIAL SKILLS													
	School Leadership	Teaching	Fundraising	Media, Marketing & PR	Planning & Evaluation	Grassroots Organizing	Accounting & Financial	Curriculum Development	Knowledge of Community	ESL & Bilingual	K-12 Education	Non-profit Foundations	Higher Education	Corporate Leadership
Mr. Mehmet Ozhabes			X	X	X	X	X		X					X
Dr. Hasan Erkan		X		X		X			X			X	X	
Dr. Gul Tiryaki-Sonmez		X					X	X	X	X	X		X	
Dr. Serigne Gningue	X	X	X		X	X	X	X	X	X	X	X	X	X
Mr. Mithat Gashi	X	X	X	X	X		X	X	X	X	X	X	X	
Mr. Muhammed Ozdemir		X		X	X			X	X		X			
Madeline Gomez		X	X						X	X	X	X		
Dr. Genevieve Yarrell-Harris		X							X		X	X	X	
Dr. Selcuk Eren		X	X		X		X						X	
Dr. M. Ertugrul Ozbudak		X		X								X	X	
Joseph Viggiani		X						X	X		X			

Table 9: Essential Skills of WASCS' Initial Board of Trustees

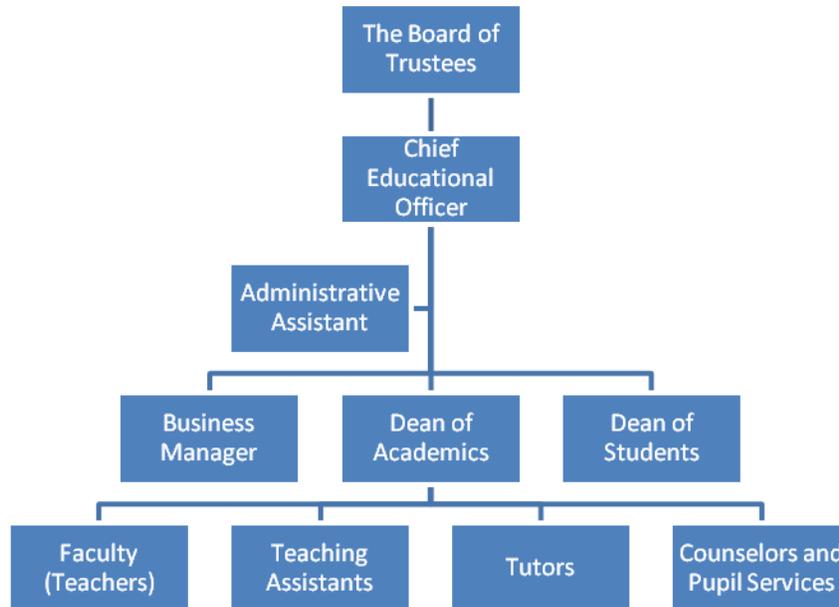
WASCS founding group is not seeking any additional founding members initially. In case any seat becomes vacant for any reasons such as resignation, moving, e.g., all board members are encouraged to propose candidates. Candidates resume will be reviewed and discussed in a board meeting followed by an interview. It is essential that the candidate establishes strong commitment to the mission of the school, reflects diversity of board and ready to volunteer his/her time and expertise to students' education. By votes of majority of board members, the candidate becomes a board member.

C. MANAGEMENT AND OPERATION

In order to successfully undertake all of its responsibilities, the WASCS will organize, manage and assess itself in an efficient, business-like manner as shown below. Effectiveness of the Board will be strictly maintained by subcommittees such as, Education, Finance, Community Outreach & PR, Facility, Hiring subcommittees. One of the major roles and responsibilities of the board is recruiting and hiring of the CEO. The hiring subcommittee will undergo a comprehensive search through electronic and written media, community and education organizations, local and national human resources pools. The best



credentials and a minimum time of charter school administrative experience will be required. The subcommittee brings the best candidates to the board meeting.



- Dean of Students
1. Attendance
 2. Discipline
 3. Student Services and Operations
 4. Parental Involvement
 5. Monitoring Supervisor

- Dean of Academics
1. Instructional Programs
 2. Faculty
 3. Curriculum
 4. Teacher Evaluation
 5. Implementation of Educational Program

Table 10: Organizational Structure of WASCS

Please find the job descriptions in Attachment 7.

ORGANIZATIONAL DECISION

Organizational Decision Area	Final Decision	Recommendations	Assessment and Evaluation	Forums
Curriculum and Teaching; Student Achievement	BOT	CEO DA Teachers	Student Assessment Data Prof.Development Needs Student Assessment Data	Full Faculty Meetings Partial Faculty Meetings Administrative Level Meetings



Student Services	BOT	CEO DS Teachers	Student Services	Full Faculty Meetings Partial Faculty Meetings Administrative Level Meetings
Fiscal Planning	BOT	CEO BM DA DS	Curriculum and Program Needs Student Services Needs	Administrative Level Meetings
Operations	BOT	CEO BM DA DS	Curriculum and Program Needs Student Services Needs	Administrative Level Meetings

(BOT: Board of Trustees, CEO: Chief Educational Officer, DA: Dean of Academics, DS: Dean of Students, BM: Business Manager)

Table 11: Organizational Decision Chart and Evaluations

While hiring personnel (e.g., school leaders, administrative staff, and teachers/teaching assistants) WASCS will conduct background checks and require child abuse registry for every employee in accordance with the law.

Parental Involvement

We believe that high levels of parental involvement will lead to both increased parental satisfaction and higher student achievement. Thus, the school’s parents will be surveyed annually for their opinion of the school and how well it is serving their children.

Each spring, a parent survey and a student survey will be conducted. The results will be compiled, recorded and retained, and they will be presented as part of the overall evaluation information that we provide to the Yonkers School District. The goals of the survey are to discern any areas that the parents and students feel should be addressed more thoroughly, areas that the parents and students feel are being adequately addressed, and those areas that the parents and students feel might make a more complete program if instituted. The overall goal of the survey is to ensure both student and parent satisfaction with the charter school program, through open communication with and responsiveness of the school.

Parents will be an integral part of the school. Every effort will be made to encourage parents to:

- Serve as school volunteers.
- Promote and strengthen parental responsibility and involvement.
- Serve on the School Council and other committees.
- Involve themselves with the subcommittees developed by the Board of Trustees.

Additionally the following policy for parental involvement in school governance will be employed:

- Involving parents in the design and implementation of the proposed school.
- Providing orientation and other training for parents to ensure their knowledge and participation in the school, and ensuring that they understand the school’s mission and policies, and outlining a process for parental feedback to school leaders.
- Requiring pre-set times that teachers and the school CEO are available to parents and a process for effective, regular communication, including quarterly parent-teacher conferences and school-wide parent open houses.



- Systematically providing updates to parents on their child’s academic progress, attendance, and behavior in the school.
- Providing an institutional structure and culture of parental involvement; e.g., establishing a parent association, forming parent/Trustee subcommittees on various issue areas, instituting a formal process of communication with the Board, assigning parental responsibilities for and participation in school events and field trips, etc.
- Allowing parents to sign voluntary “contracts,” pledging to be involved in their child’s education, responsive and helpful to the school for various needs (fund-raising, clean-up, social events), or other expectations (though such contracts cannot be binding or at all viewed as a condition for a child’s admission to or retention at the school).
- Requiring parents to sign homework sent home with and returned by their children.
- Making parents aware of all meetings of the Board of Trustees and other school meetings.

Staff Involvement

One of the objectives of the New York Charter Schools Act is to “create new professional opportunities” for staff, as stipulated in Education Law § 2850(2)(d). Through the school CEO, the staff of WASCS will have the opportunity play a role in the school’s governance and administration. Staff will be formally represented on the Board of Trustees through the school CEO. In addition, staff members will: be free to attend the public meetings of the Board; may be requested to serve on *ad hoc* committees; and/or may meet with or make recommendations to the Board of Trustees or administration individually.

As a small school enjoying the statutory freedom given to charter schools in New York, there exists a unique opportunity for staff to influence the direction of the school’s program and achievement of its students. School leadership will be accessible; bureaucratic impediments will be minimized; and program or schedule adjustments can be accomplished to achieve better results for students (within the confines of the approved charter).

D. STAFFING AND HUMAN RESOURCES

Teacher Recruitment

To live up to its mission, WASCS will keep the student-teacher ratio as equal to or less than fourteen to one. For the first year, one CEO, one dean of students, one dean of academics, one business manager, 15 full-time teachers including three subject teachers (art, music, and physical education), two special education teachers, four classroom aides, and one counselor will be hired. By year four, the school will reach its full capacity and hire 31 full-time teachers, four special education teachers, eight classroom aides, one social worker, a librarian and two counselors. Their salaries are determined according to market rates and are added in salary projections as a part of the budget in the next chapter. We plan to spend \$20,000 for staff recruitment for the first year and \$12,000 annually in the subsequent years for continuous recruitment of new faculty. WASCS will prefer to employ certified teachers. If this is not possible for some reason, such as due to the shortage of subject-area teachers, WASCS may consider to employing non-certified teachers. These teachers could represent a number not to exceed 30 percent of the teaching staff, or five teachers, whichever is less. Any such non-certified teachers shall fulfill the requirements set forth in Education Law 2854(3)(a-1) and shall be “subject-based competent” in accordance with the federal No Child Left Behind law.

Evaluation of the Staff



According to research, the single most important factor in student learning improvement is teacher quality. William Sanders (University of Tennessee) has found that teacher quality can add as many as 50 percentile points to student test scores. Performance-based accountability is linked closely with clear expectations. There is a clearly articulated mission for the school to which the staff will be committed. The staff will share an understanding of a commitment to instructional goals, priorities, assessment procedures, and accountability. The CEO will act as the instructional leader who effectively communicates the mission of the school to the staff, parents, and students. The CEO will understand and apply the characteristics of effective schools in the management of the instructional program. The school staff will demonstrate an attitude of high expectations. The staff's behavior will demonstrate that students can attain a mastery of basic skills and that they have the capability to help students achieve such mastery. Teachers will allocate a significant amount of classroom time to instruction in basic skills. For a high percentage of that allocated time, students will be engaged in planned learning activities directly related to identified objectives. Feedback on student academic progress will be frequently obtained. Multiple assessment methods such as teacher-created tests, samples of students' work, skill mastery checklists, criterion-referenced tests, and norm-referenced tests will be used. The results of testing will be used to improve individual student performance and also to improve the overall instructional program. Parents will understand and support the school's basic mission and will be given the opportunity to play an important role in helping the school achieve this mission. We believe this is the best model to implement school culture as the model involves a collaborative effort by the CEO, teachers, staff and school community. The focal point is creating the total quality effective school, with an emphasis on analyzing results to refocus instruction based on feedback.

Our school will implement programs that allow teachers to continue teaching while assuming entrepreneurial and administrative roles. In more traditional arrangements teachers must give up classroom duties if they want to move up in the field of education. Not all teachers want to move up existing hierarchical tiers, yet many want to expand their roles. The work of the staff members will focus on teaching, learning and the development of our students. Teachers will play a crucial role in working together with the leadership team to make decisions on maintaining and improving the school culture. Focused on the goals of the school, teachers will work together to create student assessments and identify and order instructional material.

Professional Development

The core of our professional development will focus on setting individual goals and creating action plans that meet the needs of the individual, while finding common ground as a faculty where we can grow as educators and professionals. Before the start of the school year, teachers will attend a two-week summer institute. A significant portion of that institute will focus on professional development, both as individual educators and as a faculty, such as "Multiple Intelligences Learning Theory and Differentiation." Teachers will set goals, which at a minimum will include these areas: instruction, planning, and assessment; parent outreach; and professional development. They will then develop an action plan designed to meet those goals by year's end. Throughout the year, teachers will build a portfolio, showcasing their achievements as an educator and their progress towards achieving their goals. The summer institute will also include time for teachers to write curriculum and create a standards-based classroom environment.

During the school year, once per month, students will be dismissed half-day. The faculty will spend the remainder of that day (three hours) participating in professional development. It may occur every other month as a full day. As a faculty, we will determine areas of overarching professional development, which will be addressed at these monthly sessions. These are possible areas of professional development:



September	Rituals and Routines
October	Planning for Student Achievement
November	Differentiating Instruction
December	Using Data to Drive Instruction
January	Effective Inclusion Strategies
February	Critical Thinking Questioning Techniques
March	Creating Authentic Assessments
April	Reading and Writing Across the Content Areas
May	Leading Meaningful Advisory Sessions
June	Cooperative Learning Strategies

Various faculties will be responsible for leading these professional development sessions, based on areas of expertise.

Teachers will also be encouraged to make visits to classrooms within our school, as well as to other schools. Teachers who make inter-classroom visitations within our school will complete a feedback form for the teacher whose classroom they visited, detailing a process they observed that they will attempt to utilize in their room. When visiting another school, teachers will prepare a brief written report to share with the faculty recounting observations and suggestions for implementing successful strategies. Teachers will be released for these inter-school visitations several times every year.

Another component of the WASCS professional development plan is the common planning period, which will be scheduled for teachers several times each week. Teachers will use this time to meet and write curriculum, create unit plans, write individual lesson plans, construct assessment tools, or develop projects.

Finally, teachers will be supported in their efforts to further their own education. Teachers who enroll in graduate classes that have a direct connection to their teaching responsibilities will be reimbursed for a portion of their tuition. WASCS will actively pursue a partnership with a local university in order to provide our faculty with the opportunity to enroll in graduate classes at a reduced tuition rate.

At WASCS, we believe that professional development cannot be “one size fits all”. As professionals, we hold ourselves to high standards. We are committed to growing as educators through participation in a variety of activities, including: the summer institute, monthly professional development sessions, inter-classroom and inter-school visitations, common planning periods, and graduate-level coursework. Through their willingness to learn, grow, and try new techniques, the faculty of WASCS will become a model of professional development.

In an effort to support these professional development efforts, our Board of Trustees will attend some seminars and development days once per year to learn new techniques. They will meet and share ideas to find more productive methods for a better quality of education and management.

Special Education

WASCS will design and designate a classroom for special education services and will hire on staff, highly qualified and appropriately certified special education teacher(s). These teachers will instruct in the



designated classroom for special education students if reflected in their Individualized Educational Plans (IEPs). All special education teachers will be highly qualified, as defined in 34 CFR 300.18 with regard to core academic subjects, multiple subjects, etc. The special education teacher (or one of the special education teachers in the case of more than one special education teacher) will be assigned as our Special Education Coordinator in addition to his/her teaching responsibilities. The Special Education Coordinator will have the responsibility to interact with the school district. The Special Education Coordinator will contact the students' home school district's special education department before the beginning of the school year to make sure the school has received each student's IEP on time. He/She will also be responsible for attending necessary Committee on Special Education (CSE) meetings and preparing necessary reports in a timely manner.

Based on each student's IEP, WASCS will also contract with appropriately certified or licensed individuals to provide special education programs and services. Where necessary, WASCS will hire staff to meet the needs of our special education students and continue to contract special service providers. In pursuant to the requirements of the *No Child Left Behind* Act, all special education teachers will be certified and qualified.

As indicated on students' Individualized Educational Plans provided by their home districts, WASCS will provide resource and related services in accordance with Federal IDEA regulation (section 300.114) "to the maximum extent appropriate, children with disabilities are educated with children who are non-disabled, and that special classes, separate schooling, or other removal of children from regular educational environment occurs only if the nature or severity of the disability is such that education in regular classes with supplementary aids and services cannot be achieved satisfactorily."

As found in the WASCS district of location, the majority of our special education students will be likely to receive resource services as stated in their IEP. These services will be made available from our full-time special education teacher(s) on staff at WASCS. In the likely event that some of our students will require speech services, these services will be contracted from an outside source. The speech therapist will provide speech therapy services in a designated WASCS classroom. Any students with a 504 plan will also be served as necessary.

WASCS will work in conjunction with the students' home school's CSE department. Both the student's special education teacher and their regular education teacher will be required to attend our student's CSE meeting(s), to work together, and to develop a suitable IEP to meet the individual needs of our students. In accordance with Education Law 2854 (2)(b), we will serve all students, successful or at-risk, and in accordance with Federal IDEA regulation (section 300.114) "to the maximum extent appropriate, children with disabilities are educated with children who are non disabled and that special classes, separate schooling or other removal of children such that education in regular classes with supplementary aids and services cannot be achieved satisfactorily".

If in the future, a student should be enrolled at WASCS with needs classified as severe, all available pathways and possibilities will be investigated in order to provide the necessary services and fully implement the student's IEP working in cooperation with the Yonkers City School District Committee on special education. Such services may be provided by the charter school directly, by the school district of student's residence, or by contract with another provider.

ELL

Upon acceptance of students with limited English proficiency, retention of these accepted students will become an effort and responsibility of the entire WASCS staff. During staff orientation and prior to the first day of classes, the administration and staff will discuss the diversity of the student body and cover all



cultures in attendance. Student empathy will be the focus. Whether directly in connection with the students as their instructor or merely a support staff member, every effort will be made to develop an understanding of the various cultures and languages in attendance at WASCS. We believe a mere understanding of the various languages and cultures in attendance will go a long way toward retention. Those students and families in attendance will feel comfortable knowing their teachers and administrators have made a good-faith effort to understand their native culture and spoken language, and choose to not only retain their admission but also share their positive experience at WASCS with their friends and family.

WASCS will create an ESL department to serve students with Limited English Proficiency (LEP) status exclusively. One of our teachers will be the director of the department and will assist the students with their needs, as well as control the quality of service given to the students. The ESL Department Director will have special meetings with the Dean of Academics monthly and with the CEO when needed. Both the ESL Department Director and the teachers under this department will be responsible for identifying these students as the initial step of this service

Students at WASCS with limited proficiency in English (“English Language Learners,” or “ELLs”) will achieve proficiency in the English language as quickly as possible through the use of the school’s services and teaching methods. WASCS will ensure that ELL students will not be excluded from curricular and extra-curricular activities based on an inability to speak and understand the language of instruction, and also that ELL students will not be assigned to special education because of their lack of English proficiency.

WASCS will follow the freestanding ESL program as described in the Guidelines for Programs under Part 154 of Commissioner’s Regulations for pupils with Limited English Proficiency, and the Addendum to the Regulations of the Commissioner Relating to the Education of Students with Limited English Proficiency. The goal of this program is acquisition of English language skills, so that the ELL student can succeed in an English mainstream classroom. We will build the required minutes of ESL into the schedule.

(Freestanding English as a Second Language Program)

English Proficiency Level (as determined by the LAB-R or NYSESLAT)	Grade K-8		Grade 9-12	
	Number of Units/Minutes		Number of Units/Minutes	
	ESL	ELA	ESL	ELA
Beginning	2 Units 360 min/wk		3 units 540 min/wk-	
Intermediate	2 Units 360 min/wk		2 Units 360 min/wk	
Advanced	1 Unit 180 min/wk	1 Unit 180 min/wk	1 Unit 180 min/wk	1 Unit 180 min/wk

Table 12: Instructional Components of ESL and Required Units of Study in Language Arts Under CR Part 154

All content area teachers will have specialized training in meeting the needs of ELL students. The ESOL teacher will have English as a Second Language (TESOL) certification. NYSED publications, “The Teaching of Language Arts to Limited English Proficient/English Language Learners: Learning Standards for ESL and A Resource Guide for All Teachers,” will be extensively used in the school’s ESL program as well. ELL students will receive the same academic content as those students who are non-ELL



students. All instruction will be in English; however, the level of English used for instruction--both verbal and written--will be modified for any ELL student. Teachers will use ESL methodology to teach vocabulary and concept development in mathematics, science, social studies and other subjects. High-interest grade-level and appropriate-level reading materials will also be provided to ELL students. Access to native language materials will also be a goal of our program.

All WASCS teachers will receive ongoing professional development training in working with ELL students under the guidance of the Dean of the Academics. Professors from local universities and individual professionals will be invited for onsite workshops during the school professional development days, and ESL teachers will attend the Bilingual/ESL Technical Assistance Center (BETAC) workshops at BOCES. Within the school's daily schedule are blocks of time that can and will be used for more intensive English language instruction for ELL students. The Freestanding English As a Second Language Program will be implemented.

WASCS is committed to implementing its program for English Language Learners in compliance with the evaluative standards set forth by the federal *No Child Left Behind* Act, as provided by the U.S. Department of Education's Office for Civil Rights. For example, evaluating student performance outcomes shall include student performance on State and standardized tests, overall grades, the extent of participation in extra-curricular programs, and dropout rates. In addition, program implementation will be evaluated by examining on an ongoing basis the following factors:

- How students are identified as ELL.
- The resources provided for ELL programs to ensure they are consistent with program design and student needs.
- Information collection practices (e.g., observation of students, appropriate data collection, staff and parent interviews).
- The student assessment process itself.
- Sufficient staff and resources are consistently provided to all students with identified needs.
- Monitoring staff adherence to applicable procedural and service requirements.
- Monitoring of students that transitioned from ELL services.

E. STUDENT RECRUITMENT, ENROLLMENT, AND EVIDENCE OF DEMAND

WASCS will conduct a broad program of outreach in the school district and neighboring municipalities of the district. We have resources set aside in our budget to ensure that families of all racial, ethnic, and economic backgrounds have an equal opportunity to learn about the school and to register their children.

We will publicize the school through flyers in two languages and deliver it to public places and community settings, such as: public schools in neighboring municipalities; libraries; recreation centers; laundromats; local shops and bodegas; community events; nursery schools; public housing developments; and other appropriate places. All flyers and enrollment and registration materials will be produced in both English and Spanish.

We will also place op-ed pieces and articles in local newspapers, as well as participate in radio and cable TV interviews. We will use a variety of community settings including public libraries, youth and community centers, public and private elementary schools, neighborhood organizations, and public housing community rooms to conduct meetings for information about the school and its policies pertaining to enrollment and registration sessions.



Due to the community's dual language need, bilingual members of WASCS staff will conduct these meetings in English and Spanish, when available. If they are not available, translators will accompany committee people to meetings on an as-needed basis. There will be no less than two enrollment sessions held. In addition, meetings will be held on different days at a variety of times, and children's activities will be provided so that all parents can attend, despite conflicting work hours or lack of child care. There may be more methods use to reach community such as:

- Post notices in local libraries, stores, public places, doctors' offices, and dentists' offices frequented by the parents of prospective students.
- Organize a press conference to announce the charter school award, the dates for the lottery, and enrollment procedures.
- Attend and speak at local school board meetings, PTA meetings, and at school open houses.
- Mail or deliver flyers with information to community-based organizations, clubs, and social organizations.
- Post notices in condominiums, apartment buildings, public housing (housing projects), day care centers, Head Start Programs, etc.
- Develop an information packet with information about WASCS and its mission, admission procedures, etc.
- Develop mailing lists.
- Recruit volunteers to distribute information door-to-door.
- Organize a speaker forum of at least three people who will be fully cognizant, organized and fluent in the language spoken in the community, to speak at meetings, schools, radio, television, etc.
- Use internet to reach out to internet users with the school's web address: www.westchesterscience.org.
- Advertise with some websites which the parents may be searching to find schools.

WASCS will recruit a student body that reflects the demographics of all students in Yonkers. It is anticipated that our student body will be 25% African American, 51% Hispanic, 18% White, and 6% other ethnicities. Based upon current district demographics, WASCS anticipates that 72% of our students will qualify for free or reduced-priced lunch, 14% will be identified as students with special needs, and 16% will have limited English proficiency. We will implement recruitment strategies to ensure that a diverse group of students will enter the lottery for admission.

One of the first steps we took when we decided to propose a charter school in Yonkers was to reach out to parents in the Yonkers area. We conducted a survey among parents of children in the Yonkers school district. After providing a brief overview of the school with its mission and key focus areas, we asked parents whether they would be willing to send their kids to the proposed charter school once it opened. The results showed strong parental interest in WASCS.

As part of the 2010 application, we were able to reach out to approximately 300 parents in May 2010. We met with them in public places in Yonkers. In these petitions, we identified approximately 250 5th, 6th, and 7th grade students who are eligible to attend WASCS in its first year of operation. Among those students, 89 students were attending 5th grade, 75 students were attending 6th grade, and 89 students were attending 7th grade.

Overall, parents expressed their strong interest in sending their children to WASCS. These students will be in grades 7 through 9 in the school year of 2011-12. The results of the survey suggest that parents are very interested in an alternative education institution in Yonkers with a science and college prep focus.



These petitions are complementary to the petitions which were performed as part of our 2009 WASCS application. In 2009, more than 830 parents had signed our petition. Parent petitions are available upon request.

F. COMMUNITY INVOLVEMENT

The mission of Westchester Academy of Science (WASCS) is to provide each student with a diverse, quality, innovative and relevant education in a safe, supportive environment that promotes self-discipline, motivation, critical thinking and excellence in lifelong learning. The WASCS team joins the parents and community to assist the students in developing skills to become independent, happy, healthy, self-sufficient adults and productive citizens who will succeed and contribute responsibly in a global community.

Several of our board members are residents of the Yonkers school district. With their lead, we have established strong relationships with non-profit organizations and businesses around Yonkers. It is our intent to continue ongoing relationships with local entities including non-profit organizations, local businesses, and most importantly, parents.

A dynamic relationship will be continuous with WASCS serving as a laboratory for educational innovation, and with collegiate institutions serving as a source of training, evaluation, and ideas. Local colleges and universities located in and around the Yonkers school district have been identified and will be assisting with this project. Negotiations are in progress to develop working relationships with these entities, including Lehman College, City College of New York and Manhattan College. Formal partnerships, which will be developed once the Board of Trustees is in place, will expand as future needs become clear and opportunities to seek funding for joint projects are explored. The Board will create a policy framework within which the school will develop additional community public and private partnerships. A commitment to develop a broad coalition of support is part of the school's mission.

These partnerships have also been underway informally through the participation of the colleges' and universities' staff as providers of technical assistance in designing the school and preparing this application. These partnerships will expand as future needs become clear and opportunities to seek funding for joint projects are explored.

On the other hand, a number of businessmen have supported the idea of a charter school in the area and they have committed to make donations, especially during the start-up phase. Letters of support from community members are available and can be provided upon request.

III. FINANCIAL PLAN

A. Budget

Please see Form 5 for detailed budget and cash flow projections for the start-up period and the initial charter period. Key assumptions are provided next to line items and are not repeated here.

The budget is prepared very conservatively. The only revenue sources assumed are a Charter School Program Planning and Implementation grant of \$200,000 during the start-up period and a per student revenue of \$14,520 during the five year charter period. No other grant or revenue sources are assumed.



Per student revenue is assumed to be constant throughout the five-year initial charter period. All teacher and other staff salaries, on the other hand, are assumed to increase by 2.5% per year, consistent with the long term inflation trends in the U.S.

Despite the conservatism, the budget is projected to produce a surplus every year. The cash balance at the end of the fifth year is projected to be \$760,000. The projected surplus will be used as a buffer against unexpected costs and shortfalls in enrollment targets. The budget is prepared on the assumption that enrollment targets will be achieved. The challenges to this assumption are that the initial enrollment can be below targets at the beginning of any school year and dropouts during a school year can lower student counts below full capacity. The projected surplus will serve as a buffer against these possibilities.

The founding committee fully recognizes the substantial start-up expenses related to the implementation of a new school. Against the possibility that initial expenses will surpass the start-up grant, the school will borrow an amount of \$50,000. This loan will be fully repaid in the second year of operations. With this loan, the cash balance will be strictly positive every month during the start-up period and the first year of the school. Should there be an unexpected circumstance with extra need of financial resources, the founding committee has the financial strength to raise additional funds among themselves, or from the supporting public as loans or donations. For further budgetary challenges, the School will seek loans from financial institutions. Furthermore, the School will seek funding from state, federal and private competitive grants; corporations; community-wide fundraising; and organizations sponsoring special funding for educational programs.

B. Financial Management

The Charter School shall employ a Business Manager to administer the daily fiscal and accounting functions of the School. The Board of Trustees and the Director will provide fiscal oversight. They will perform monthly analyzing, reconciling and adjusting of account balances to ensure the records are maintained in accordance with generally accepted accounting principles (GAAP). WASCs will work with a Certified Public Account (CPA), such as ERE, for yearend financial audits. WASCs may also consider contracting with an independent certified public accountant, for periodic accounting support services such as development and implementation of an accounting software system. Both the Business Manager and the Director will be responsible for the protection of student and financial records.

The financial control, policies, and procedures of WASCs are listed in Form 5.

WASCs will submit an annual report to the State Board of Regents, which will include:

- A certified financial statement setting forth, by appropriate categories, the school's revenues and expenditures for the preceding school year, including a copy of the most recent independent fiscal audit of the school, which will be conducted by a certified public accounting firm, such as ERE LLP (see the letter enclosed in Attachment of Form 5).
- A report card that measures the comparative academic and fiscal performance of the school, as prescribed by the State Commissioner of Education, including graduation rates, performance of students on standardized tests, college entry rates, the total spending per pupil and administrative spending per pupil.

The WASCs will conduct fiscal and programmatic audits in accordance with the requirements of law and as additionally directed by the Board of Trustees.

Programmatic Audit



WASCS' programmatic audit shall consist of annual submission of an Annual Report to the SUNY Charter Schools Institute and the New York Board of Regents, in accordance with Education Law § 2857(2). This Report will include the state-mandated School Report Card, in accordance with regulations [8 NYCRR 119.3] of the Commissioner of Education, which is required of every New York public school. This Report Card will show the comparative academic and fiscal performance of the School and will also list: the School's federal and state revenue sources, expenditures for salaries, capital expenses, student services, drop-out rates, student suspensions, standardized test performance, student enrollment, students with limited English proficiency (LEP) data and other relevant information. The Annual Report will further include a discussion of the progress made toward the School's achievement goals.

WASCS administration and faculty throughout the school year will assess the programmatic effectiveness and the academic needs of the students to determine the extent, if any, that changes are warranted in the school's education program or its implementation. The charter entity shall be informed of any significant changes made, or pending to be made, that are deemed necessary to fulfill the achievement goals of the School.

Finally, WASCS shall consider contracting with an outside professional to conduct a programmatic audit of the school's academic program and to recommend changes for improvement. Factors affecting the Board's decision will include the progress (or lack thereof) made toward achievement of the School's educational goals, the affordability of such a contractual arrangement, and other factors.

Fiscal Audit

WASCS will hire an independent certified public accountant (such as ERE LLP) to conduct an annual fiscal audit of all financial records including the balance sheet, cash flow statement and income statement, pursuant to Education Law § 2854(1)(c). This audit shall be included in the School's Annual Report. See Attachment of Form 5 for Audit quote letter. Additionally, the CPA will audit the School's journal entries, payroll and record/receipt filing systems. All transactions and documents will adhere to generally accepted accounting procedures (GAAP) and be in compliance with applicable standards set forth by the U.S. Comptroller General. Funding for auditing services is included in the School's financial plan.

The financial control, policies and procedures of WASCS are detailed in Attachment of Form 5.

Purchasing Practices

The following factors will guide the purchase of all goods and services of the Charter School: price, quality, and dependability:

1. Staff members will pick-up a purchase requisition form from the business manager, complete, and sign it. Purchase requisition forms will include a full description of the item, required use or charge code, the suggested vender, quantity desired, price, and the deadline for delivery.
2. For final approval, the purchase requisition will be submitted to the Business manager for items under \$250 or to the School Director for items \$250 or higher in value. Additionally, all purchases in excess of \$5,000 shall be approved by the Board of Trustees. The Business Manager/School Director will verify the availability of funds for the purchase and confirm that the School's cash flow is sufficient to cover the proposed purchase.
3. If approved, the Business Manager will secure 3 quotes, seek the best possible price and terms, prepare an official local purchase order, and purchase the item.



4. The Business Manager and the School Director are the only individuals authorized to sign purchase orders. Any purchases made without the authorization of the Business Manager or School Director will not be considered a legitimate school expense, and will be a personal expense of the person making the purchase, and deducted from his next paycheck. Professional service contracts are excluded from the requirement to seek multiple bids; however, nothing shall preclude the School Director from seeking such multiple bids for these contracts.

The Board of Trustees must approve all contracts of the charter school. If the School Director deems approval of a contract urgent, such contract may be approved by the Chair of the Board who shall present such contract to the full Board of Trustees at the next meeting of the Board.

C. Facility

After some research into possible buildings and found this one as the best. This facility was formerly a public school and the fact that it is available for a flexible partial rental makes it convenient for us. The location for this possible school building is **1061 North Broadway Yonkers, NY 10601**. More information about the building and rental availability of the facility is attached as Attachment of Form 5. We are currently working towards a preliminary agreement through our real estate agent, Carl D. Silbergleit of Friedlands Realty Inc., A letter of intent can be provided upon request.

The entire building is 55,000 sq. ft and we may rent a part of the building for the first two years and we will increase it up to the whole facility by the time. This flexibility helps us to start with a part of the building and expand it to the whole building without interrupting the education.

On the other hand, we have been in contact with Charter School Development Corp., a DC based non-profit organization of facility and finance institutions; Civic Builders, a non-profit organization, and some local organizations. Once we identify the building we want, we will ask for quotes from these organizations and we will make a decision on the best bid, for the investment and development of the building. The founders of WASC and potential developers are aware of the requirement that before final CO for the building, a CO must be issued by NYSED as well.

Immediately upon receipt of a —letter of approval from the State, we will finalize the preliminary confidential negotiations. The school's location will be in compliance with all State and federal regulations. Once WASC has received its charter and has a signed contract in hand, it will forward the address of the facility to the State Education Department. All requirements regarding access per the *Americans with Disabilities Act (ADA)* will be met. Since the building used to be a school, it should already meet the requirements, but in case of any shortcomings, we will ensure that all of the requirements are met.

We anticipate that 1061 North Broadway Yonkers, NY 10601 (on school premises) will be the director's address of the education corporation. No residential facilities are planned at this time.

D. Transportation

Transportation of the students who resides within two and fifteen miles will be taken care of Yonkers School District as district serves the other public schools transportation needs currently. The students attending the Charter School who doesn't qualify for transportation services, pursuant to Education Law section 2853(4)(b) shall qualify to receive monthly passes in accordance with the Yonkers City School district's provision of such passes to students attending nonpublic schools.



Families will be responsible for transportation if they reside within two miles from the school. According to the current law, it is the district’s responsibility to provide transportation for students located more than two and less than fifteen miles from the school. If a student with disabilities requires transportation, the school will notify the district in which the student resides to provide the transportation.

E. Food Service

In WASCS, breakfast and lunch will be available to all students for the full purchase price or less, without any service charges. In addition, students may bring their lunch and/or breakfast to school. WASCS will restrict sweetened food prior to last scheduled meal (lunch).

WASCS will also participate in the Federal Free- and Reduced-Priced breakfast, lunch and snack programs administered by the U.S. Department of Agriculture, and will adhere to all applicable requirements including, but not limited to: meal pricing; determination of eligibility for reduced price meals; nutritional value; and reporting requirements. Any and all food service subsidy revenues received from the Federal and State meal programs shall be used exclusively for the purpose of providing meals to eligible students, and for no prohibited purpose.

WASCS has contacted Preferred, a prominent food service provider, to explore possible arrangements. (A letter of intent can be provided upon request) Food will be prepared and brought to the school by Preferred or and equivalent licensed company. WASCS intends to have its own food service facilities, including kitchen and cafeteria accommodations. Absent these facilities, however, the school will ensure that contractual arrangements provide food services to students directly in the classroom or in other suitable common areas.

F. Insurance

We will work with Austin & Co, Inc if we don’t find another company that will be more convenient regarding the price and the quality of customer service for all our insurance needs including general and professional liability, property, personal injury, employment practices, sexual abuse, school’s CFO liability, and in case the landlord doesn’t provide, building insurance. The letter from Austin & Co, Inc is available upon request. Below table lists the insurance coverage to be attained by WASCS

<u>Insurance Type</u>	<u>Coverage Amount</u>
General Liability	\$1 million for each occurrence
Property	\$250,000
Crime	\$200,000
Umbrella Liability	\$5 million
Workers Compensation& employers’ Liability	Statutory
Directors and Officers Liability	\$1 million
Automobile Liability`	\$1 million
Student Accident and Medical Expense	\$1 million

G. Pre-Opening Plan

Upon Approval of the application, founders of WASC shall implement a pre-opening timeline and action plan in coordination with NYSED. Below is a tentative timeline and a list of action items. In many of the items below the founders have already finished planning and revisit them to make sure everything is in place completely, accurately and on time. Two key items are building and hiring of the CEO and CFO. Pre-opening action items will be CEO’s responsibility in coordination with the Board and admin staff members as they are hired.



Deliverables	2011								
	Jan	Feb	Mar	Apr	May	Jun	Jul	Aug	Sep
Community Meetings and Support Activities	X	X	X	X	X				
Budget Revisions	X	X	X	X					
Developer	X	X	X						
Obtain Facility Financing	X	X	X						
Site Selected	X	X							
Health & Safety Policies	X	X	X	X					
Mission/Purpose	X								
Education Program/Curriculum	X								
Goals/Objectives	X								
Admission Policy	X								
Employment Policy	X								
Tax Exemption Status	X								
Update School Web-Site	X	X	X	X	X				
Recruitment of Students		X	X	X	X	X	X	X	
Prepare Brochure & Flyer	X	X	X						
Obtain Building Permits					X	X	X		
Order Furniture					X	X			
Order Textbooks					X	X			
Order Phone System					X	X	X		
Ground Maintenance Vendor							X		
Finalize School Calendar					X				
Uniform Style & Color					X				
Administration Hired		X	X	X	X				
Open Bank Accounts		X							
Student Registration & Lottery				X	X	X	X	X	
Assemble Student Records					X	X	X	X	
Obtain Food Service Vendor							X	X	
Waste Management Vendor						X	X	X	
Teacher's Hired				X	X	X	X		
Identify Custodial Services						X	X		
Complete Background Check on Personnel				X	X	X	X		
Teacher Training and Planning								X	
School Begins									X



Westchester Academy of Science Charter School is looking forward to strengthening the public education system in the Yonkers area, and the opportunity to continue to share more with you about our school.



**REQUEST FOR INFORMATION FROM
SCHOOL TRUSTEE BACKGROUND INFORMATION
INITIAL BOARD OF TRUSTEES**

Name: MEHMET OZHABES

(Include preferred honorific.)

Daytime Telephone: [REDACTED]

Home Mailing Address: [REDACTED]

Personal E-Mail/Fax: [REDACTED]

Business Address: [REDACTED]

Business E-Mail/Fax: [REDACTED]

Charter School Name: Westchester Academy of Science Charter School

Charter School Address: Yonkers, NY

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

I plan to be the Board President as well as in a position that is involved with financial monitoring of the school and its budget.

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 (Refer to Appendix E)
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 moved to Yonkers at the end of 2007. Before moving to Yonkers, I lived in West Chester, PA, a suburb of Philadelphia. Over there, I was involved with a charter school project in Philadelphia. We formed a group of idealists and submitted a proposal to start a charter school in the Philadelphia School District. Our application was approved and we started the school. This school just finished its third year of operations and has already established itself as a successful school in the neighborhood. I noticed that the Yonkers school district is very similar to the Philadelphia school district. Hence, I proposed to start a charter school in Yonkers to a few friends of mine. Some of my friends, including Mr. Erkan, were sympathetic to the idea. They then broached the idea to their friends, and we gathered a strong team of founders. I look forward to contributing to the education in Yonkers, very much like I did in Philadelphia.



4. Please explain why you wish to serve on the board.
I would like to contribute to the education of students in Yonkers. WASCS will be an opportunity for me to achieve this goal. Serving on the board will allow me to be active in the decision-making process, have a say in school operations, help with conflict resolution, and monitor the progress of the students and the school in general.

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

I have not served on any board of a school district previously. I served on the board of another charter school in Philadelphia. I was a founding member and an active board member for three years after the school started. The Philadelphia school district, and in particular, the neighborhood where we opened the school, is very similar to the Yonkers City school district in education level, the demographics of the students and socioeconomic levels of the families. The experiences I had with starting a new charter school, reaching out to families and convincing them to send their kids to our school, hiring new teachers and staff, and starting the operations of the school were among the most enjoyable times of my life. I look forward to repeating the same in Yonkers.

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 knew Mr. Erkan through a friend. I met with other prospective board members, as listed in this application, over time.

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.
The WASCS project is a voluntary project and is conducted for the benefit of Yonkers students only. The board members are all financially well-off and have their own professional careers. However, if I do encounter a situation where one or more members of the board are involved in working for their own or a close person's benefit, I would kindly warn the member to forgo the benefit or leave the board, and I would initiate a disciplinary action against the board member.

Educational Philosophy

17. Please explain your understanding of the charter school's mission and/or philosophy.
In sum, the mission of WASCS is to provide quality education in a safe environment that promotes self-discipline, motivation, critical thinking and excellence in lifelong learning. The



WASCS will teach the students the necessary skills to enter and be successful in college and in life afterwards.

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

WASCS educational program is aligned with state standards with an extra focus on Math and Science subjects to fulfill the mission.

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 will have motivated and hard working students, teachers and staff. The board needs to monitor measurable outcomes of student success such as test scores, graduation rates, attendance, etc. If there are problems, or if the trends do not show improvement, the board needs to work with the Principal to identify the roots of the problems. The board needs to follow up on any identified issues. The board has to work very closely with the Principal to understand the steps taken to improve education in the school.

Other

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

A board member should make sure that school is running properly for the benefit of its students, is following the laws, and is adhering to its mission. He/she should monitor the school closely, including the finances, discipline, and students' success in coordination with the Principal. The board member should be aware of any problems in the school and must make sure the problems are being handled properly and solutions are found to avoid similar issues in the future.

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

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

The founding members of WASCS are very motivated to contribute to the society they live in. They are all idealist people whose only goal in this project is to improve the education of the students in their neighborhood.



***REQUEST FOR INFORMATION FROM
SCHOOL TRUSTEE BACKGROUND INFORMATION
INITIAL BOARD OF TRUSTEES***

Name: Hasan Erkan
(Include preferred honorific.)

Daytime Telephone:

Home Mailing Address:

Personal E-Mail/Fax:

Business Address:

Business E-Mail/Fax:

Charter School Name: Westchester Academy of Science Charter School

Charter School Address: Yonkers School District (Exact address to be determined)

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

I would like to serve as vice-president and be in the sub-committee of Science and Technology.

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 (Refer to Appendix E)
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.



As a profound believer in education and a passionate educator myself, I was always interested in the idea of improving the quality of learning and teaching. In one way or another, I wanted to see myself in the process especially after I encountered several situations where I realized that my students in college needed a stronger and more reliable infrastructure for their previous educational background.

The first time I started developing the idea of a charter school was three years ago while I was teaching at the Physics and Technology Department, Bronx Community College (BCC). I observed at BCC and other colleges, where I taught engineering classes, that my students lacked the knowledge of the basic foundations of both mathematics and science. I felt that the emphasis in teaching should be on seeing these youngsters' strengths, not just their problems. Then I felt an urge to take a step to realize the development of a school, which would equip the students with very strong math and science knowledge. Then, I met with Mr Ozhaves through a common friend. After getting to know each other, he proposed the charter school idea that he had in mind. The charter school criterion in his mind was an exact match with what I have in my mind. I accepted without any hesitation. I realized that the time is just right to give a start to such a project. I realized that the more I spoke of the charter school concept to my circle of friends, and colleagues, and parents, the more I realized the need. Many people want an alternative school for their children.

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

By serving as a board member, I would make sure that the school is run according to the original mission and achieves the pre-set goals. Simply, I believe that by being a board member, I would contribute to the mission and vision of the WASCS at the highest level. I want to make sure that our Board creates another exceptionally high performing charter 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):

I did not serve on any board of a school district previously.

Being an instructor in CUNY/SUNY for 8 years, and a research scientist at AT&T for 1 year, I am confident I would have an invaluable contribution to WASCS. As a person who contributed in shaping the mission and vision of WASCS, I would make sure our ideas are implemented in practice. I could be an academic liaison for WASCS. My experience and connections in academia will be crucial in creating strategic partnerships with and maintaining university relations for the WASCS. These relations with universities and colleges are essential to achieve the goals of WASCS. Moreover, I would ensure that the students are prepared to not only enter into, but also become successful in college.

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:

Among the board members, I met with Mr. Ozhabes through a common friend. I met with Mrs. Gul while I was an instructor at CUNY. We lived in the same building with Mr. Ozdemir. I met with Mr. Gashi by a common friend in a social gathering. Mr. Viginai is my current landlord, and Mrs. Gomez is the home-instructor of my eldest son.

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.

If I see a situation where one of the WASCS's board members is involved in working for his/her own benefit or the benefit of their friends and family, I will approach that person and ask him to be free of that behavior ASAP. If that still continues, then I will bring that issue to an immediate board meeting and ask that person to explain the situation. Based on the extent of the crime, I might request that person's removal from the board immediately. On the other hand, I believe these kind of issues need to be resolved and kept among board members only due to the potential impact to the school's prestige if it is publicized.

Educational Philosophy

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

In sum, the mission of WASCS is to provide quality education in a safe environment that promotes self-discipline, motivation, critical thinking and excellence in lifelong learning.

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

The WASCS educational program is aligned with state standards with extra focus on Math and Science subjects to fulfill the mission.



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

I believe a school can be a successful one by having a strong curriculum, a dedicated staff that implements the curriculum to the fullest, and a very professional board whose capacity will encompass every need of the school.

Other

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

A board member should make sure that the school runs according to its mission and fulfills its goals. The board of trustees who assign the Principal should follow him/her very closely so that any deviation from the school mission and goals is brought to his/her attention proactively.

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 school board's by-laws and all proposed policies.

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

I would like to point out two important things pertinent to this application:

One, among other strong characteristics, one of the most powerful characteristics of the WASCS is the capacity of its Initial Board of Trustees. I am very delighted to work with such professionals. The second point is, on top of collecting petitions from more than 800 parents in last year's application; this year, we collected another 200 petitions specifically from target parents. This proves that parents are very well aware of the need for such quality schools, hence strongly welcoming WASCS.



**REQUEST FOR INFORMATION FROM
SCHOOL TRUSTEE BACKGROUND INFORMATION
INITIAL BOARD OF TRUSTEES**

Name: R. Gul Tiryaki_Sonmez
(Include preferred honorific.)

Daytime Telephone: [REDACTED]

Home Mailing Address: [REDACTED]

Personal E-Mail/Fax: [REDACTED]

Business Address: R. Gul Tiryaki Sonmez, Assoc. Prof. Dr.
Lehman College, CUNY
Department of Health Sciences
Program of Exercise Science
APEX Building, Room # 265
250 Bedford Park Blv. West
Bronx, NY 10468

Business E-Mail/Fax: gul.sonmez@lehman.cuny.edu

Charter School Name: Westchester Academy of Science Charter School

Charter School Address: Yonkers School District (exact address is to be determined)

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

Parent Representative and Academic Liaison.

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 (Refer to Appendix E)
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.

Mr. Erkan and my husband are friends and also we know each other from the City University of New York where we both worked. During one visit to our house, he mentioned his project. He told us about his idea of opening a charter school. As a profound believer in education, and as a mother of two young children, I wanted to be involved. I thought it was a great idea, and we started working on the proposal. We decided that with my skills, background and enthusiasm in education, I'd be valuable as a board member.

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

I believe WASCS will be extremely helpful in shaping the lives of the students. WASCS would be a good place to get an education to prepare for college and real life. I see serving on the Board as an opportunity to help these students develop better, and have a positive impact on their lives. With my background and experience, I believe I would be a valuable addition to the school board to oversee the education given to the students.

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).

No I have not previously served on a board of a school district, a non-public school or any not-for-profit corporation..

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):

Since I have a strong background in education, and teaching at the College level more than 20 years, I believe that I can help by giving educational consulting, and also guide the graduating high school students to their college education. Also, my experience as a volunteer in the parent association of my children's schools and working as a fund raiser would be invaluable to convey our message to and get support from the community.

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 Mr. Erkan as a friend of our family. Mr. Erkan and my husband are friends and also we know each other from the City University of New York where we both worked.

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 stop their action immediately by the dismissal of the members involved, and take the necessary actions and precautions to prevent recurrence of similar events.

Educational Philosophy

17. Please explain your understanding of the charter school's mission and/or philosophy.
- The mission of Westchester Academy of Science Charter School (WASCS) is to provide each student a diverse, quality innovative and relevant education in a safe, supportive environment that promotes self-discipline, motivation, critical thinking and excellence in lifelong learning. The WASCS Charter School team would aim to join the parents and community to assist the students in developing skills to become independent, happy, healthy, self-sufficient adults and productive citizens who will succeed and contribute responsibly in a global community.**
18. Please explain your understanding of the educational program of the charter school.
The educational program of Westchester Academy of Science Charter School (WASCS) is very carefully planned to ensure the charter school's mission and/or philosophy that is to provide each student a diverse, quality innovative and relevant education in a safe, supportive environment that promotes self-discipline, motivation, critical thinking and excellence in lifelong learning.
19. Please indicate what you believe to be the characteristics of a successful charter school. In particular, please provide the specific steps you think the board of the charter school will need to take to ensure that this charter school is and remains successful.



I think the charter school movement is an enormous positive for American Education. Therefore the founding board members came together around a shared belief that all students are entitled to their choice of a high quality public school. The board is committed to the mission of preparing all students for success in college and citizenship. I and the board believe that all students deserve:

- a) The rigorous academic standards and frequent assessment found in excellent charter schools,**
- b) An engaging curriculum, taught by excellent teachers, focused on preparation for college,**
- c) civic, character and leadership education as an essential part of public schooling, and**
- d) a highly structured, disciplined and supportive academic environment.**

The board will take all the necessary steps to ensure these qualities.

Other

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

I believe that a charter school board member is responsible for overseeing whether a proper education is given to the students, and the school management is doing an adequate job. In cooperation with the management, the board would determine how to monitor the development of the students, and would work on finding ways to improve the education quality. The board is pivotal in giving feedback and guidance to the school management which may sometimes lose the overall vision because of day-to-day struggles in the school.

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

Yes

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

I am an educator and teaching at the College level, advising and mentoring students for more than 20 years. I believe I can be very beneficial as a charter school board member to the students and the school management in providing proper education and improving the education quality.



*REQUEST FOR INFORMATION FROM
SCHOOL TRUSTEE BACKGROUND INFORMATION
INITIAL BOARD OF TRUSTEES*

Name: Mithat Gashi
(Include preferred honorific.)

Daytime Telephone:

Home Mailing Address:

Personal E-Mail/Fax:

Business Address:

Business E-Mail/Fax:

Charter School Name: Westchester Academy of Science Charter School

Charter School Address: TBA

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

Education Committee (Academic Leadership)

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 (Refer to Appendix E)
2. Please affirm that you are or will be at least eighteen years old at the time of your appointment/election to the board. I affirm.
3. Please indicate how you became aware of the charter school and the opportunity to serve as a member of its board.



I became aware of the charter school from my friend Hasan Erkan. Since he knew that I am involved in the field of education in the capacity of school administrator, he invited me to join the board.

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

I have been working as an educator and school administrator for over fifteen years. I have a strong commitment to education and economic development. I wish to contribute my experience and knowledge on the educational elements of this project.

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 bring to this project over 15 years of experience in the field of education as a teacher and high school administrator. I have also been teaching at Lehman College since 2003.

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.



The role of a charter school board member is: to ensure that the school upholds the contract with the state and the city; to oversee the management and the financial oversights; to hire, provide support and evaluate school leaders; and to ensures that the school complies with state regulations. If I suspect that a member of a charter school is involved in working for his own benefit or the benefit of friends and family, I would request that the board conduct a through investigation to ensure that the school is in compliance with State regulations.

Educational Philosophy

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

The Westchester Academy of Science Charter School's mission and vision are consistent with my educational philosophy. WASCs believes that every child can and will learn. Its mission is to provide students the necessary skills that are aligned with the needs of 21st century. The world we live in is interconnected more so than ever before. The school will depend on most current pedagogical research to ensure the success of every child.

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

I have participated in the design of the educational program of the WASC.

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 should have the following characteristics:

- **Clear Vision: All members of the school should have a clear understanding of the vision and mission of the school.**
- **High Expectations for Everyone: When expectations are clear to all members of the community, including parents, students and staff, the school will be successful.**
- **Strong Leadership: The leaders guide the school and assist the stakeholders to reach its vision.**
- **High Standards for Everyone: All stakeholders (parents, staff and students) need to know what they should be able to do and how.**
- **Partnerships: Successful schools develop and maintain strong relations with the community.**
- **Professional Development: A successful school always seeks to build capacity and enhance the quality of its staff. Staff needs to continually engage in learning.**
- **Evidence on Learning: A successful school reflects. Measuring student performance, student progress and school environment is very important for a successful school.**

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 ensure that the school upholds the contract with the state and the city' to oversee the management and the financial oversights; to hire, provide support and evaluate school leaders; and to ensure that the school complies with state regulations.

21. Please affirm that you have read and understand the charter school application, the charter school



board's by-laws and all proposed policies.

I have read and understood the charter school application, the school board's by-laws and all proposed policies.

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

My 15 years experience as an educator and school administrator coupled with my civic engagement will increase the capacity of the board. I would also like to note that I have assisted in the establishment of New World High School, an ESL immersion program, in the Bronx.

***REQUEST FOR INFORMATION FROM
SCHOOL TRUSTEE BACKGROUND INFORMATION
INITIAL BOARD OF TRUSTEES***

Name: Serigne Gningue
(Include preferred honorific.)

Daytime Telephone:

Home Mailing Addr

Personal E-Mail/Fax

Business Address:

Business E-Mail/Fax: serigne.gningue@lehman.cuny.edu

Charter School Name: Westchester Academy of Science Charter School

Charter School Address: TBA

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

Education Committee (Curriculum), Academic Liaison.

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 (Refer to Appendix E)
2. Please affirm that you are or will be at least eighteen years old at the time of your appointment/election to the board. I affirm.
3. Please indicate how you became aware of the charter school and the opportunity to serve as a member of its board.

I became aware of and involved with the Westchester Academy of Science Charter School project through Mr. Mithat Gashi, a colleague of mine, who has been teaching as an adjunct in our Department of Middle and High School Education at Lehman College since 2003. Mr. Gashi and I have known each other since 1994 when he joined me at Middle School 45 as a Social Studies, English and ELL teacher. Mr. Gashi, who can attest to my commitment and experience in working for children, approached me about six months ago and invited me to meet with Mr. Erkan. Together, they expressed to me the idea of creating a Charter School in Westchester. I immediately gave them my approval to include me in the Board, and in the planning and design. As an educator, I understand the importance of creating suitable educational structures that meet the needs of all children.

I believe in the concept of the Westchester Academy of Science Charter School for many reasons. Since 1980, many reports directed at the diverse audience of educational leaders and policymakers at all levels in the United States have almost unanimously recognized the crisis in preparing students for the global economy. What makes the situation even more pressing for the United States is that education has become essential to economic and political survival. The importance of education to individual and societal success has increased at a breathtaking pace as a new knowledge-based economy has emerged, leading other industrialized nations around the world to be engaged in intensive reforms of their education systems by investing more of their resources in supporting the work of teachers to make it possible for them to effectively address the needs of their students.

Indeed, at a time when the globalization phenomenon has taken an almost irreversible turn on all aspects of our lives, education is the key to maintaining the United States at the top of the world hierarchy. Making sure that all our children become literate and possess the knowledge and skills necessary to compete in a global economy and to exercise the rights and responsibilities of citizenship should be a priority. Such goal has however become more difficult and challenging because of the large influx of immigrants whose first language is not English. The cultural diversity of the Immigrants is such that public schools across the nation are now facing students whose backgrounds they do not know, whose languages they do not speak, and whose habits are different from the mainstream. Addressing the needs of these students could be the key to ensuring and



maintaining the United States place in this 21st Century world.

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

I wish to serve as a board member because it is a service through which I believe I can make a difference in the lives of children. As a faculty in education, it is my belief that the search for equity and excellence in education can be obtained not only through the teaching of mathematics content and methods and professional development with pre-service and experienced teachers which I have been doing the past 15 years, but also through the creation of adequate educational structures for children. I wish to serve to make sure that the school is well designed and implemented.

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

I have not served on any board of a school district previously. Additionally, I have had multifaceted roles throughout my career that have without a doubt enhanced my understanding of the importance of productive leadership, relationships, interactions, and effective collaboration without derailing my commitment to excellence in scholarship and research, and to preparing prospective and in-service urban teachers with a strong mathematics background in both content and pedagogy for the well-being and learning of all students.

My teaching career began more than 20 years ago, teaching mathematics to middle school students. I participated in the design of programs meant to address the needs of gifted students. However, my belief that all children can learn when given the opportunity through adequate methods, led me to develop a program that created avenues for average and below average students to further develop their talents, by enabling, every year for more than six years, an average of 90 students to successfully take the New York State Mathematics Regents exam in eighth grade. In the United States, in most urban public school districts, only above average students are given such opportunity. In contrast, the more affluent suburban districts usually offer an algebra course in eighth grade to all its students. Such difference in practices has for consequence the widening of the gap that favors racial/ethnic groups other than Blacks/Hispanics who are mostly schooled in the large cities. The dedication and passion I brought to that issue by helping the children of the school and community overcome such barriers, was the reason the school named the Medal that recognizes the top math student of each year's graduating class the Dr. Serigne Mbaye Gningue Mathematics Medal.

Such success in my search for equity and excellence in teaching and learning set the stage for another phase of my career that began a few years prior to my Ph.D. degree and my appointment at Lehman College in 1999. The success of the implementation of the program at the middle school I was teaching prompted my school district to have me lead an Advanced Mathematics/Science Summer Institute (1996-1998). My role as the curriculum planner and staff developer (training, working, and sharing with teachers of the Institute) set the foundations of my belief that the work we do as educators has far reaching implications on the performance and success of school children, even more so than most people believe.

The work I have been doing through Lehman College Division of Education represents just a continuation of what I started at the school and district levels. Along with my role as the



coordinator of the graduate program in Mathematics Education, admitting, advising, and teaching in-service and pre-service students, I have been coordinating, since its inception, the recruitment of mathematics teachers through the Teaching Opportunity Program (TOP), a CUNY scholarship program that trains change of career people to teach mathematics and science in New York City. Through coursework in the Master's program or professional development activities, as a New York City Mathematics Project (NYCMP) or District consultant, as the coordinator of the New York Collaborative for Excellence in Teacher Preparation (NYCETP), and as a Professional Development School (PDS) liaison, I have mentored and supervised hundreds of new and experienced teachers in New York City, by helping them develop classroom management skills and design activities and lesson plans that use manipulatives and technology to suit children's needs. Additionally, I have supervised and advised, since 2001, over one hundred students design and implement research ideas, monitor and evaluate their own instructional practices, and publish results of their investigations through their master's theses.

My experiences also involves working as an Associate and Acting Chair of the Department of Middle and High School Education, as a member of the New York City Department of Education Mathematics Advisory Panel chaired by Dr. Uri Treisman (Professor of Mathematics at the University of Texas and Director of the Charles A. Dana Center appointed by Chancellor Klein), as a MetroMath research team member at CUNY's graduate center in urban education (MetroMath at CUNY is an NSF funded Center for Learning and Teaching [CLT] to study mathematics teaching and learning for classrooms in urban settings). I have also written Lehman College's Mathematics Education Accreditation report for the National Council for Accreditation of Teacher Education (NCATE), the largest accreditation agency in the US, and participated in the design and implementation of the CUNY Mathematics and Science Partnership (MSPinNYC), a \$12,000,000 NSF-funded program designed to enable mathematics and science CUNY faculty to work with high school teachers to help underperforming NYC students, and have been recently the recipient of two NSF awards as a Co-PI totaling over \$6,000,000.

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.

Educational Philosophy

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

The Westchester Academy of Science Charter School’s mission and philosophy are aligned with my belief in the search for excellence in education at a time when because of the globalization phenomenon, bettering education is the key to maintaining the United States at the top of the world hierarchy. They are also aligned with our mission and philosophy at Lehman College, a Hispanic Serving Institution located in the Bronx that has articulated a special commitment to improve the education of all students in middle and high school classrooms throughout the New York City metropolitan area, especially in the Bronx and Westchester. We advocate for instance that our students become social activists who know how to advocate for urban children, urban schools, and the urban communities in which they are embedded.

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

I am a participant in the design of the educational program of the Westchester Academy of Science Charter School.

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

I believe that a successful school must be a school that has faculty and administrators who are dedicated to servicing all children by addressing their needs, regardless of their levels, background, race, ethnicity, and/or gender. The Westchester Academy of Science Charter School intent is certainly designed to have these characteristics since its goals are to:

Close the academic performance gap between urban school students and the average state student.

Prepare students for academic success in their further education.

Enable students to keep open a broad spectrum of options for their future endeavors, and to prepare them to be responsible and productive citizens.

Use a variety of teaching methods to ensure mastery of appropriate skills, ideas, and knowledge for all students, regardless of race, gender, or the family's socioeconomic background.

Meet the educational needs of every student without parents/guardians having to resort to outside tutoring.

Provide parents/guardians with support that will ensure home study sessions and homework



completion.

Provide children with positive educational and social experiences in a structured, challenging, yet nurturing environment.

Maintain a Personal Educational Plan (PEP) for each student that will help customize the needs of each student.

Offer extracurricular activities and programs in the form of honors, advanced placement classes and extra science math and technology classes tailored to the needs of every student.

Offer well organized tutoring services in conjunction with area colleges that will send college students to tutor WASCS students.

Other

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

The role of a board member of a public charter school is to ensure the respect of the “contract” between the charter school and the state or city; to protect assets; to provide management and financial oversights, by making sure that the school’s organization’s financial systems and practices meet accepted standards; to hire, support and evaluate school administrators; to design, monitor and strengthen the school mission; and to ensure legal and ethical integrity by ensuring compliance, transparency and accountability.

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

I have read and understood the charter school application, the school board’s by-laws and all proposed policies.

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

None



*REQUEST FOR INFORMATION FROM
SCHOOL TRUSTEE BACKGROUND INFORMATION
INITIAL BOARD OF TRUSTEES*

Name: Muhammed Ozdemir

Daytime Telephone:

Home Mailing Address:

Personal E-Mail/Fax:



Business Address: Central Jersey College Prep Charter School

17 School House Rd Somerset, NJ 08873

Business E-Mail/Fax: (732) 302 9992

Charter School Name: Westchester Academy of Science Charter School

Charter School Address:

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

Education committee, College Advisory Sub-Committee

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 (Refer to Appendix E)
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 know Dr. Erkan. We used to live in the same building in the Bronx. I was very impressed with the WASCS project when he mentioned it for the first time. Dr. Erkan informed me about this project and asked me whether I would be interested to serve as a board member, which I accepted happily wishing to be helpful and active in such a noble mission.

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

I believe in the mission and vision of the WASCS, and I think this school will help many students have a better life and become good citizens. Education is important and as an educator I want to be involved in projects which help improve our children's education and ensure that the future is in good hands. I am excited to be involved in such an important project, and I would do my best to help as much as I can.

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

I have not previously served on the board of a school district or a nonprofit corporation. I am a certified School Counselor and my master's degree in my field will help me serving as a Board member. I also have experience as a tutor and education consultant in some organizations. I have assisted low- achieving students. My students improved from 1.20 GPA's to 3.00+GPA's in months through motivation. Some others fixed five or six failing grades in a short time. This was a good example and experience for me to see the results of motivation. I believe so many low-achieving students are missing their goals in their academic and social life. I believe a little dedication from adults helps so much for their life. I have experienced this first-hand, as all of my students last year and 31 out of 33 of my senior students this year have been accepted to colleges. I believe it came true because of motivation and follow-up. Dedication is the key word here. Everyone knows to follow-up with their students, but just a few succeed here. I have visited their families; I brought them to college fairs and field trips; and I made workshops. I had strong relations with the students and it brought success.

I worked with immigrant families and I realized that most of them were far from their children's education. They were not aware of the opportunities here in the United States. They were so busy trying to make money with low income jobs. Frequent family visits over and over and the workshops that followed them helped so much for those parents and the children.

My master's degree thesis was about social skills. I developed an experimental study for ways to improve students' social skills, which I believe to be very important for a student's growth. I discovered social activities are very efficient to socialize students. I believe this study also helped me structure my educational approach.

I used to live in Yonkers during my graduate education years, which gave me a big opportunity to become familiar with the environment and the student body.



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 talk to any member with this kind of intention or action and ask him/her to be aware of ethical considerations. The second step would definitely be bringing it to a board meeting and solving it. This kind of situation is written in the code of ethics and board rules that the member may no longer serve as a board member if he/she doesn't fix his approach (with few exceptions).

Educational Philosophy

17. Please explain your understanding of the charter school's mission and/or philosophy.
The mission of Westchester Academy of Science Charter School (WASCS) is to provide each student a diverse, quality innovative and relevant education in a safe, supportive environment that promotes self-discipline, motivation, critical thinking and excellence in lifelong learning.
18. Please explain your understanding of the educational program of the charter school.
WASCS will ensure that every student will get a good quality of education as it is a part of our mission. All of the staff members will work hard for the highest achievement. WASCS will prepare the students for college and for real life with dedication.
19. Please indicate what you believe to be the characteristics of a successful charter school. In particular, please provide the specific steps you think the board of the charter school will need to take to ensure that this charter school is and remains successful.
I believe a hardworking school staff which starts with great team work and will go the extra mile for the student will bring success to the school. The biggest part of success, no



matter what problems are leading the circumstances. would be motivation. If the teachers and the direct services motivate the students for their academic and social life, students will do their duties and become productive citizens instead of being problems to society.

Other

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

The role of the board member is to oversee the school’s operation and check whether the school’s mission is implemented. If there are problems in the operations or any other thing, it is the board’s duty to solve the problem, and make sure it will not happen again.

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

I have read and understand the charter school application, the school board’s by-laws and all proposed policies

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

**REQUEST FOR INFORMATION FROM
SCHOOL TRUSTEE BACKGROUND INFORMATION
INITIAL BOARD OF TRUSTEES**

Name: *Ms. Madeline Gomez*

(Include preferred honorific.)

Daytime Telephone: [REDACTED]

Home Mailing Add [REDACTED]

Personal E-Mail/Fa [REDACTED]

Business Address: 1 [REDACTED]

Business E-Mail/Fax: *mgomez@mhacy.org*

Charter School Name: Westchester Academy of Science Charter School

Charter School Address: TBD

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

Parent Representative, Real Estate, Special Education Subcommittee



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 (Refer to Appendix E)
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 home tutor Mr. Hasan Erkan’s son. One day, Mr. Erkan informed me of the WASCS. I asked him about the charter school and he informed me of the specifics. I became interested in the charter school and its mission. He invited me to attend a board meeting. It was at this time that the opportunity to serve as a board member was presented to me.
4. Please explain why you wish to serve on the board.
I wish to serve on the board because I look forward to actively participating with other board members that are committed to overseeing, administering and applying successful educational methods that will prove the charter schools success, with higher test scores and graduation rates.
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.

Working for your own benefit is clearly not part of the mission or philosophy of school, I would give individuals the opportunity to discuss conflicting situation with the rest of the board members and proceed based on facts. If individuals are discovered to be working for their own benefit or others, I would suggest that the board support the mission of the school by requesting these members to resign and proceed with disciplinary measures thereafter if necessary.

Educational Philosophy

17. Please explain your understanding of the charter school's mission and/or philosophy. 17.
My understanding of the WASCS mission is to provide students of many different backgrounds with a high quality of education. Providing a safe and supportive environment that empowers students to become motivated to learn, think critically, and to assist students to acquire a love for learning that will take them beyond the classroom.
18. Please explain your understanding of the educational program of the charter school.
My understanding of the educational program of the charter school is to apply innovative teaching methods that will improve students performance overall. The educational program at WASCS prepares students to take on leadership roles in math, science, and technology. On the same token the program offers parent involvement and community engagement to address the student as a whole.
19. Please indicate what you believe to be the characteristics of a successful charter school. In particular, please provide the specific steps you think the board of the charter school will need to take to ensure that this charter school is and remains successful.
I believe that the dedication, commitment, and organization of staff, administration, teachers and parent involvement, along with community agencies or members, will ensure the success of WASCS. WASCS is setting high standards for its students, enriching them with opportunities to develop leadership skills and academic success; ingredients that will allow students to achieve higher education.

Other

20. Please explain your understanding of the appropriate role of a public charter school board member.
The appropriate role of a public charter school board member has a fiduciary responsibility to work to ensure that the school is academically and organizationally performing as projected to the public, charter school students and employees. The role of a public charter school board member also includes conducting the business of setting policy, reviewing budgets & submitting financial reports.



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 understood the Westchester Academy of Science Charter School application, school board bylaws and all of its proposed policies.

22. Please provide any other information that you feel is pertinent to the Department’s review.
None.

*REQUEST FOR INFORMATION FROM
SCHOOL TRUSTEE BACKGROUND INFORMATION
INITIAL BOARD OF TRUSTEES*

Name: Dr. Genevieve Yarrell-Harris
(Include preferred honorific.)

Daytime Telephone: [REDACTED]

Home Mailing Address: [REDACTED]

Personal E-Mail/Fax: [REDACTED]

Business Address: Enhancing Minds Services, LLC_ same as above

Business EMail/Fax: info@enhancingminds.com

Charter School Name: Westchester Academy of Science Charter School

Charter School Address: TBD

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

Board Member

Education Committee

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 (Refer to Appendix E)
2. Please affirm that you are or will be at least eighteen years old at the time of your appointment/election to the board. I affirm.
3. Please indicate how you became aware of the charter school and the opportunity to serve as a member of its board.

I became aware of and involved with the Westchester Academy of Science Charter School project through Mr. Serigne M. Gningue.

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

I wish to serve as a board member because of my commitment and passion to make a significant difference in the lives of children.

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

I have not served on any board of a school district previously. My experiences in the fields of education, counseling and consulting/psychotherapy (adjunct instructor at Lehman and College of New Rochelle, employee for approximately 23 years at N.Y.C. Board of Education and private work for my company – Enhancing Minds Services, LLC) has given me the expertise, knowledge and skills relevant to give service on this charter school board.

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.

Educational Philosophy

17. Please explain your understanding of the charter school's mission and/or philosophy.
The Westchester Academy of Science Charter School's mission and philosophy are aligned with my belief to help provide the best education possible for our children. Excellence is a mandate and helping each child, regardless of race, color or creed to excel to his or her highest potential is the ultimate objective.

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

My understanding of the educational program of the charter school is to ensure that administration and faculty are dedicated to serving the needs of children. Students must be prepared for academic, emotional and social success. Parents are to be involved and given support as well. The school will work in collaboration with the community. Preparing students to become leaders and model citizens is a primary goal 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.

The characteristics of a successful charter school include, but are not limited to, commitment to learning and teaching, total regard for students' overall welfare, and implementation of a curriculum designed to lessen the achievement gap particularly amongst underserved student populations. In order to ensure success the charter school will need to remain dedicated while continuing to assess the changing needs (learning styles, motivation) of all students.



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 ensure that the school advocate the contract with the state; have financial oversights; hire, provide support and evaluate school leaders; and ensures that the school complies with state regulations.

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

I have read and understood the charter school application, the school board’s by-laws and all proposed policies.

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

None

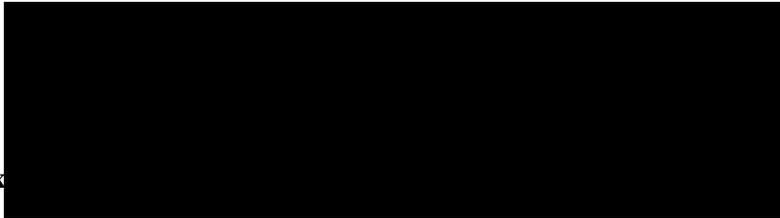
***REQUEST FOR INFORMATION FROM
SCHOOL TRUSTEE BACKGROUND INFORMATION
INITIAL BOARD OF TRUSTEES***

Name: Selcuk Eren
(Include preferred honorific.)

Daytime Telephone:

Home Mailing Address:

Personal E-Mail/Fax:



Business Address: Levy Economics Institute of Bard College
Blithewood, Annandale on Hudson, NY 12504

Business E-Mail/Fax: eren@levy.org

Charter School Name: Westchester Academy of Science Charter School

Charter School Address: Yonkers, NY

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



Finance Subcommittee

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 (Refer to Appendix E)
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.

Mr. Ozhabes brought his efforts on opening a charter school in Yonkers to my attention. Having read a lot of research on charter schools, I became interested in this opportunity to become a part of this excellent board.

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

I believe that the Yonkers area, whose underprivileged students perform below their counterparts in the Westchester area, needs a strong alternative. WASCs aims to provide an excellent alternative with its college preparatory program. It would be an honor for me to provide my experience and skills to better the quality of education and have a positive impact on the students’ lives.

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 have known Mr. Ozhabes as a friend for over a year.

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

I would bring this to the board's attention and demand these members to be suspended immediately. The next step would be an investigation held by the school board. If the investigation concludes that these member(s) indeed are involved for their own benefits or the benefit of their friends and family, I would seek removal of these individuals from the board as well as legal action against them.

Educational Philosophy

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

WASCS's mission is to bring quality education in a safe environment to an underprivileged community that lacks in educational outcomes compared to the rest of the state. WASCS promotes self-discipline, motivation, critical thinking and excellence in lifelong learning.

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

WASCS is a college preparatory school that focuses on Math and Science. The educational program aims to meet and exceed the state standards.



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

It takes a village to raise a child. I believe in strong parental and community involvement on top of dedicated teachers and a well-designed curriculum for a program to be successful. WASCS staff, as well as board members, will take all necessary steps to form a strong bond between the school, the community, and parents for the success of its students.

Other

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

A board member’s role is to assure that the school’s operations are consistent with its mission and philosophy. It is the board member’s duty to monitor that the school operates towards its goals and take action when necessary if the goals are not met.

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

I have read and understand the charter school application, the school board’s by-laws and all proposed policies.

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

I believe that the mission and the philosophy that we propose for WASCS will have tremendous positive effects to the underprivileged community in the Yonkers area if implemented as proposed. I have strong confidence that this board is more than capable to implement these missions.

*REQUEST FOR INFORMATION FROM
SCHOOL TRUSTEE BACKGROUND INFORMATION
INITIAL BOARD OF TRUSTEES*

Name: Dr. Ertugrul M. Ozbudak
(Include preferred honorific.)

Daytime Telephone: [REDACTED]

Home Mailing Address: [REDACTED]

Personal E-Mail/Fax: [REDACTED]

Business Address: Albert Einstein College of Medicine



1300 Morris Park Avenue, Bronx, NY, 10461

Business E-Mail/Fax: ertugrul.ozbudak@einstein.yu.edu

Charter School Name: Westchester Academy of Science Charter School

Charter School Address:

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

Academic Liaison, Math and Science Sub-committee

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 (Refer to Appendix E)
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.
When I moved to NY last November, I met with Mr. Ozhabes, the lead applicant for this project through one of our common friends. Once he became aware of my scientific background and my past service as a board member in a charter school in Missouri before I moved to NY, Mr. Ozhabes invited me to join to the board of Westchester Academy of Science Charter School.
4. Please explain why you wish to serve on the board.
I am a scientist. I aspire to pass the passion of scientific curiosity to the younger generations. I hope that the next generations, including my own children, will have access to better education than our own generation had. I believe that this wish/goal should be shared by everyone. I am trying to perform my own responsibility by serving as a board member in a Charter School that emphasizes better and more focused science education.
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):
Please see the Resume in Item 1 above.

- 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:

Before accepting to join the board of the Westchester Academy of Science Charter School, I only met with Mr. Ozhabes. However, after I have joined the board, we had one meeting to introduce the board members to each other. In that meeting, I have met with the rest of the members. However, I do not have any business or personal relationship with the rest of the board members.

- 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 bring the issue to the attention of the rest of the board members. Discuss this issue within the board. If the defense of the particular member does not satisfy the rest of the board, a disciplinary action will become inevitable and the board member with conflict of interest has to leave the board.

Educational Philosophy

17. Please explain your understanding of the charter school's mission and/or philosophy.
WASCS will provide contemporary education that will not only prepare all of the students for college but also train them to become responsible members of our society.



18. Please explain your understanding of the educational program of the charter school.
WASCS Educational program is aligned with state standards. The differentiating mission of the school is to put extra emphasis on Math and Science subjects. I believe that this is very important for the continuation of the United States being the top country around the globe in postgraduate science education (i.e. Ph.D. level).
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 characteristic features of a successful charter school are: (i) having motivated and hard working students, teachers, parents and board members. (ii) the close dialog and cooperation among the school staff and the parents.
The board will meet regularly to monitor the happiness and motivation of the students, the satisfaction of the parents, and the accomplishment of state requirements.
If there exists any problem or a necessity of improvement in any aspects of the school education, the board will discuss the relevant issue with the Principal and, if necessary, with the parents and take the necessary measurement to assure the school remains successful.
Other
20. Please explain your understanding of the appropriate role of a public charter school board member.
Every board member should follow the progress of the Charter School in accomplishing its mission and meeting the State and City educational requirements. Naturally, each board member will have a different education and business background. Each member should provide its own ideas in the board meetings. This type of brain-storming will be beneficial for the progress of the education in the school and future innovative developments in education.
21. Please affirm that you have read and understand the charter school application, the charter school board's by-laws and all proposed policies.
I have read and understand the charter school application, the charter school board's by-laws and all proposed policies.
22. Please provide any other information that you feel is pertinent to the Department's review.
None.



**REQUEST FOR INFORMATION FROM
SCHOOL TRUSTEE BACKGROUND INFORMATION
INITIAL BOARD OF TRUSTEES**

Name: Mr. JOSEPH VIGGIANI
(Include preferred honorific.)

Daytime Telephone:

Home Mailing Address:

Personal E-Mail/Fax:

Business Address: 515 North Ave, New Rochelle, NY 10801

Business E-Mail/Fax:

Charter School Name: WESTCHESTER ACADEMY OF SCIENCE CHARTER SCHOOL

Charter School Address: Yonkers, NY

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

Education Committee, Special Education Subcommittee

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 (Refer to Appendix E)
2. Please affirm that you are or will be at least eighteen years old at the time of your appointment/election to the board. I affirm.
3. Please indicate how you became aware of the charter school and the opportunity to serve as a member of its board.

I became aware of the charter school through Hasan Erkan. I own properties in Yonkers and have lived and educated there.



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

I feel that my experience as a special education teacher can help the school deal with issues regarding children with IEP's. Also as a resident of Yonkers I understand the benefits such a school can have on the students in the city.

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: **I am a real estate broker and can help the school locate a property to house the school or office.**

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 warn the member of the board. If that did not work I would bring it up to the other board members and decide on the appropriate action to follow.



Educational Philosophy

17. Please explain your understanding of the charter school's mission and/or philosophy.
The mission of WASCs is to provide students from all walks of life a deserving and quality education. The schools philosophy and my educational philosophy are one in the same in that all children can, want, and deserve to learn. We currently live in a new technological advanced millennium and schools need to be focused on this along with improving a child's education experience.
18. Please explain your understanding of the educational program of the charter school.
The educational programs of the charter school are aligned with the NYS standards (as are most other schools) with a focus on math and science and technology which are lacking in some schools. I have worked in schools for many years and have noticed that science is sometimes skipped or not fully taught. Math is taught but is sometimes overshadowed by language arts.
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 characteristic of a successful charter school is one that takes the needs of the students and the community into consideration. The school will be able to not only accomplish this but also align itself with the state standards and the special needs of its students. Based on most of the members of the charter schools board (whom are in the academic field), the board would have the knowledge of the educational system to make more educational-based decisions on how to appropriately run a school.

Other

20. Please explain your understanding of the appropriate role of a public charter school board member.
A public charter school board member's role should be one that incorporates their understanding of the educational system and the community's needs. They should oversee and take an active role in running the school. All the while allowing the faculty they hired to do their jobs effectively.
21. Please affirm that you have read and understand the charter school application, the charter school board's by-laws and all proposed policies.
Yes, I affirm
22. Please provide any other information that you feel is pertinent to the Department's review.
Having lived and been educated in Yonkers I know that the school would be greatly accepted by parents and students living in the city. Being in the educational field I believe that my experience along with the experience of others on the board who are also very dedicated toward the cause of creating a successful charter school are a good combination for the students and the city.

Form 1	Certification Statement	
Form 2	Roster of Key Contacts	
Attachment 1	Sample Daily Schedule	
Attachment 2	Proposed Annual Calendar	
Attachment 3	Proposed Corporate By-laws	
Attachment 4	Proposed Code of Ethics	
Attachment 5	Resumes of Prospective Founding Group Members	
Form 3	Statement of Assurances	
Form 4	Requests for Information from Prospective Charter School Board Members	
Attachment 6	Organizational Chart	
Attachment 7	Key Position Descriptions	
Attachment 8	CMO Background Information	N/A
Attachment 9	Schools Managed by CMO	N/A
Attachment 10	Academic Performance Data from Schools Managed by CMO	N/A
Attachment 11	Summary of CMO's Fiscal Performance for Past Three Years	N/A
Attachment 12	Template Service Agreement with CMO	N/A
Form 5	Budget and Cash Flow Template	

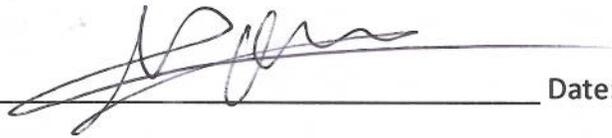
FORM 1

Form 1: Certification Statement

Proposed Charter School Name: Westchester Academy of Science Charter School

Proposed School Location (District): Yonkers City School District

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: September 22, 2010

(Please label the copy that has original signatures.)

Print/Type Name: MEHMET OZHABES

Address: 

Daytime Phone 

Fax: (212) 834 6004

Form 2: Roster of Key Contacts

Name	Role (Founding Group Member, Proposed Board Member, Proposed School Employee)
Mr. Mehmet Ozhabes	Lead Applicant, Board President
Dr. Hasan Erkan	Proposed Board Member
Dr. Gul Tiryaki-Sonmez	Proposed Board Member
Dr. Serigne Gningue	Proposed Board Member
Mr. Mithat Gashi	Proposed Board Member
Mr. Muhammed Ozdemir	Proposed Board Member
Madeline Gomez	Proposed Board Member
Dr. Genevieve Yarrell-Harris	Proposed Board Member
Dr. Selcuk Eren	Proposed Board Member
Dr. M. Ertugrul Ozbudak	Proposed Board Member
Joseph Viggiani	Proposed Board Member

ATTACHMENT 1: SAMPLE DAILY SCHEDULE

SAMPLE SCHEDULE								
		Grade Levels						
		7	8	9	10	11	12	
#	7:30 - 8:00	Breakfast	Breakfast	Breakfast	Breakfast	Breakfast	Breakfast	
1	08:00-08:47	Math 7	Math 8	ELA 9	Alternate Games 2	ELA 11	Participation in Govt	
2	08:50 - 09:35	Math 7	Math 8	Global & Geog I	Chem	Golf** Health**	ELA 12	
3	9:38 - 10:23	ELA 7	ELA 8	Alg1	Geo	USHis & Gov	Alternate Games 3	
4	10:26 - 11:11	ELA 7	ELA 8	Bio	Global & Geog II	Alg2	PreCal	
5	11:14 - 11:59	Lunch	Lunch	Lunch	ELA 10	Earth Science	Phy	
6	12:02 - 12:47	Exploring Tech + V. Arts *	Span 7**	Span 8**	Home and Career + Family & Cons Sci *	Mon Bio-Lab / T-F Arts Wheel 9	Lunch	Lunch
7	12:50 - 01:35	Soc.7	Sci8	Alternate Games 1	Mon Chem-Lab/ T-F Arts Wheel 10	Spanish 3	Elective	
8	01:38 - 02:23	Sci.7	PE + Health	Spanish 1	Fundamentals of Web Ds	Mon E.Sci -Lab / T-F Arts Wheel 11	Principles of Engineering	
9	02:26 - 03:11	PE + Health	Soc.8	Computer Tech	Spanish 2	Career Development	Mon Phy-Lab / T-F Creative Writing	
10	03:15 - 04:00	AFTER SCHOOL: TUTORING, EXTRACURRICULAR ACTIVITIES AND CLUBS						

* This Course will be offered half of the week with rotations.

**This course will be offered half year with rotations.

The after-school program is not mandatory, but is highly recommended for at-risk students

Table 1: Middle and High School Sample Daily Schedules

- As it can be seen in Table 5, core courses are scheduled for morning class periods and elective courses are scheduled for afternoon class periods. This action was taken to achieve high student motivation in core courses. Although it is our intention to prepare the schedule as described, there can be exceptions due to limitations such as restrictions in teacher schedules.
- Elective courses will be scheduled by student request. However, we will guide the students to elect courses so that they can complete graduation requirements by the second or third year of high school.
- Every year all high school science students, will take one day (Mondays) of an elective course as a lab course (45 minutes x 36 weeks), which is over 1200 minutes. As an example, 9th grade 6th period is scheduled as a Lab+Arts wheel on table 5. Students will take Biology lab on Monday and Arts wheel Tuesday through Friday.

Attachment 2 Proposed Annual Calendar

<i>2011 – 2012 School Year Calendar</i>			
Aug. 15-26	Staff summer institute	Jan 02	Professional Development Day (Full day)*
Aug 31- Sept 2	Orientation for students by grade	Jan 16	Martin L. King Jr Day Observed (No School)
Sept 08	School sessions begin	Jan 20	Report Cards - Professional Development Day- Early Dismissal
Sept 16	Yom Kippur (No School)	Feb 17	Professional Development Day– Early Dismissal
Sept 23	Professional Development Day– Early Dismissal	Feb 20-Feb 24	Midwinter Recess (No School)
Oct 10	Columbus Day-Observed (No School)	Mar 31	Report Cards - Professional Development Day- Early Dismissal
Oct 19	Professional Development Day– Early Dismissal	Apr 16 - Apr 21	Spring Recess (No School)
Nov 9	Report Cards - Professional Development Day- Early Dis.	Apr. 28	Professional Development Day– Early dis.
Nov 10	Veterans Day (No School)	May 26	Professional Development Day– Early Dis.
Nov 24-Nov 24	Thanksgiving Recess (No School)	May 29	Memorial Day (No School)
Dec 25-Jan 01	Winter Recess (No School)	Jun 16	Last Day of School (Early Dismissal) Report Cards

*Equal to two half day staff development

Table 2: 2011 – 2012 School Year Calendar with 183 days

Attachment 3. Proposed Corporate By-Laws

BY-LAWS

ARTICLE I - STRUCTURE

Section 1.1: Structure. Westchester Academy of Science Charter School, Inc. (the “Corporation”) is a non-stock, non-profit corporation organized under the laws of the State of New York. The Articles of Incorporation of the Corporation will be filed upon approval of the Corporation’s charter application to the Board of Trustees of the State University of New York.

Section 1.2: Purposes. The Corporation is organized and is to be operated exclusively to carry out charitable and educational purposes, within the meaning of Section 501(c) (3) of the Internal Revenue Code of 1986, as now in effect or as many hereafter be amended (the “Code”), including, but without limitation thereon: (a) to operate a public charter school in Yonkers, New York pursuant to a charter agreement between the Corporation, and the Board of Regents; (b) to exercise all rights and powers conferred by the laws of the State of New York upon non-stock corporations, including, but without limitation thereon, to raise funds, to receive gifts, devises, bequests and contributions, in any form, and use apply, invest, and reinvest the principal and/or income there from or distribute the same for the above purposes; and (c) to engage in any other activity that is incidental to, connected with or in advancement of the foregoing purposes and that is within the definition of charitable and educational for purposes of Section 501 (c)(3) of the Code, provided, the powers of the Corporation shall never be inconsistent with purposes of the Corporation stated above or the Constitution of the United States or the State of New York.

ARTICLE II - OFFICES

Section 2.1: Principal Place of Business. The principal place of business of the Corporation shall be located in Yonkers, New York. The Corporation may have such other offices, either within or out the State of New York, as the Board of Trustees may determine or as affairs of the Corporation may require from time to time.

Section 2.2: Registered Office and Registered Agent. The Corporation shall have and continuously maintain in the State of New York a registered office and a registered agent whose office is the Corporation’s registered office.

ARTICLE III – BOARD OF TRUSTEES

Section 3.1: Powers. The business, affairs and property of the Corporation shall be managed and controlled by the Board of Trustees, and all corporate powers shall be vested in and exercised by the Board, except as otherwise provided by law, the Articles of Incorporation or these Bylaws.

Section 3.2: Performance of Duties. Each trustee shall perform all duties of a Trustee, including duties on a board committee, in good faith and with that degree of diligence, care and skill, including reasonable inquiry, as an ordinary prudent person in a like position would use under similar circumstances.

Section 3.3: Number. The number of Trustees constituting the initial Board of Trustees shall be eleven (11). Thereafter the number of Trustees may be increased or decreased from time to time by amendment of these By-laws in accordance with the provisions of Article V. provided that no decrease in the number of Trustees shall have the effect of shortening the term of any incumbent Trustee and provided further that number of Trustees shall never be less than five (5) and shall not exceed eleven (11).

Section 3.4: Election and Term of Office. At every other annual meeting, a class of the Trustees shall be elected by a majority vote of the Trustees then in office. The Trustees shall be divided into two classes for the purpose of staggering the terms of office. Each class shall hold office for terms of two (2) years and until their earlier death, resignation or removal. The first class of Trustees shall consist of Trustee

positions 1, 2, and 3 and the second class of Trustees shall consist of Trustee positions 4, 5. The initial Trustees in the first class shall serve until the first annual meeting. After each initial classification, the Trustees to replace those whose terms expire shall be elected or appointed at such meeting to office for a full term.

Section 3.5: Removal. Any or all of the Trustees may be removed with cause by a majority vote of the entire Board. If a special meeting is called to remove any or all of the Trustees, the notice for such special meeting shall state that it is called for the purpose of removing any or all of the Trustees.

Section 3.6: Resignation. Any Trustee may resign at any time by delivering written notice of his or her resignation to the Administrative Assistant or CEO of the Corporation. Such resignation shall become effective upon receipt thereof by the Administrative Assistant or CEO but the acceptance of such resignation shall not be necessary to make it effective.

Section 3.7: Vacancies. Any newly created Trusteeship and any vacancies on the Board of Trustees, arising at any time and from any cause, may be filled at any meeting of the Board by a majority of the Trustees regardless of their number. Trustees so elected shall serve for the balance of an expired term in the case of a vacancy created because of resignation, removal, or death of a Trustee, or for the term specified by the Board in the case of a vacancy resulting from the increase of the number of Trustees authorized. Any Trustee that shall fail to attend three (3) consecutive meetings without an excuse accepted as satisfactory by the Board shall be deemed to have resigned, and the vacancy shall be filled.

Section 3.8: Meetings. The Board of Trustees and the Corporation are subject to the New York Open Meetings Law, N.Y. Public Officers Law 101, and all meetings of the Board of Trustees shall be held in the month of January in each year, at a date, time and place fixed by the board, for the election of officers and Trustees and for the transaction of such business as may properly come before the meeting. Regular meetings of the Trustees may be held bi-monthly at such time and place as shall from time to time be determined by the Board. Special meetings may be called at any time by the CEO or by any Administrative Assistant or Trustee upon written request of one-fifth of the entire Board. A majority of the Trustees present, whether or not a quorum is present, may adjourn any meeting to another time and place.

Section 3.9: Notice of Meetings. Notice of the time and place of each regular, special or annual meeting of the Board, and, to the extent possible, a written agenda stating all matters upon which action is proposed to be taken shall be given to each Trustee by personal delivery, facsimile or regular mail, postage prepaid, at least 72 hours before the day on which the meeting is to be held; provided however, that notice of special meetings to discuss matters requiring prompt action may be given to him or her by telephone, confirmed in writing by facsimile, electronic mail, personal or overnight delivery, no less than 24 hours before the time at which such meeting is to be held. Notice of a meeting need not be given to any Trustee who submits a signed waiver of notice whether before or after the meeting, or who attends the meeting without protesting prior thereto or at its commencement, the lack of notice to him or her. Pursuant to N.Y. Public Officers Law 104, public notice of the time and place of a meeting scheduled at least one week prior thereto shall be given to the news media and shall be conspicuously posted in one or more designated public locations at least seventy-two hours before such meeting. In addition, if at least a one week notice is not given, then the public notice of the time and place shall be given to the news media and shall be conspicuously posted in one or more designated public locations at a reasonable time prior thereto.

Section 3.10: Executive Session. Notwithstanding the other sections, upon a majority vote of the entire Board of Trustees in an open meeting on a motion which identifies the general area or areas of the subject or subjects to be considered, the Corporation may conduct a meeting that is not open to the public, an executive session, for the following reasons: (a) matters which will imperil 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, pending or current litigation, (e) collective negotiations pursuant to article 14 of the New York 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 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 thereof. At an executive session, the Board of Trustees shall take no action by formal vote to appropriate public moneys.

Section 3.11: Videoconferencing. If videoconferencing is used to conduct a meeting, the Corporation shall provide an opportunity for the public to attend, listen and observe at any site at which a Trustee participates, and the notice for the meeting shall inform the public that videoconferencing will be used, identify the locations for the meeting, and state that the public has a right to attend the meeting at any of the locations. To the extent permitted by Article 7 of the Public Officers Law, Trustees participating by means of videoconferencing may be counted toward achieving a quorum.

Section 3.12: Quorum and Voting. A majority of the entire Board of Trustees shall constitute a quorum for the transaction of business or any specified item of business. Except as otherwise provided by these Bylaws, the vote of majority of the Board of Trustees present at the time of a vote, if quorum is present, at such time shall be act of the Board.

Section 3.13: Minutes. The minutes taken at all open meetings of the Corporation shall consist of a record or summary of all motions, proposals, resolutions and any other matter formally voted upon and the vote thereon, and shall be available to the public within two weeks from the date of such meeting. The minutes taken at executive sessions shall include any action that is taken by formal vote and provide a record or summary of the final determination of such action, and the date and vote thereon; provided, however, that such summary need not include any matter which is not required to be made public by the New York Freedom of Information Law, N.Y. Public Officers Law 85. The minutes of open meetings shall be available to the public within two weeks from the date of such meeting, and the minutes of executive sessions shall be available to the public within one week from the date of executive session.

Section 3.13: Committees. The Board of Trustees, by resolution adopted by a majority of the entire Board, may designate from among its members an executive committee and other standing committees, each consisting of at least three Trustees, with the exception of the executive committee, which shall consist of at least five Trustees. Proposed standing committees include but are not limited to: a Finance Committee and an Audit committee. The Board may designate one or more Trustees as an alternate member of any committee, who may replace any absent or disqualified member at any meeting of the committee. The CEO shall appoint the chairperson of each committee. Any one or more members of such committee may participate in a meeting of the committee by means of a conference telephone or similar communications equipment by means of which all persons participating in the meeting can hear each other, provided such meeting and notice thereof comply with Article III, Section 3.8, 3.9, and 3.10 and any other requirements under the New York State Open Meeting Law. Committee members shall maintain minutes of each meeting and shall have all the powers delegated by the Board except that no committee shall have the power (a) to change the membership of, or to fill vacancies in, the Board or any committee of the Board, (b) to fix the compensation of Trustees for serving on the Board or any committee of the Board, (c) to amend or repeal these Bylaws or adopt any new Bylaws, (d) to amend or repeal any resolution of the Board which by its terms shall not be so amendable or repealable, or (e) to exercise other powers specifically denied the committee by resolution of the Board of Trustees or by law. Each committee and each member of each committee shall serve at the pleasure of the Board of Trustees.

Section 3.15: Compensation. Persons serving as Trustees or members of a committee shall not receive any salary or compensation for their services as Trustees or committee members; provided, however, that

nothing contained herein shall be construed as precluding any Trustee or committee member from receiving compensation in a reasonable amount for personal services rendered (other than services rendered as a Trustee or committee member) that are reasonable and necessary in carrying out the Corporation's purposes as the Board of Trustees may from time to time determine. A Trustee or committee member shall be entitled to reimbursement for reasonable expenses incurred by him or her in carrying out his or her duties as a Trustee.

Section 3.16: Right of Inspection. Every Trustee has the right to inspect and copy all books, records and documents of every kind and to inspect the physical properties of the Corporation, provided that such inspection is conducted at a reasonable time 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 law.

ARTICLE IV - OFFICERS

Section 4.1: Number. The officers of the Corporation shall be a CEO, Academic Supervisor, Administrative Assistant and Business Manager, and such other officers, if any, as the Board of Trustees may from time to time appoint. The same person, with the exception of the offices of CEO and Administrative Assistant, may hold any two or more offices provided that no individual may act in more than one capacity where action of two or more officers is required.

Section 4.2: Election and Term. All officers shall be elected by the Trustees at their annual meeting and shall hold office for the term of one year. Each officer shall continue in office until his or her successor shall have been elected and qualified, or until his or her death, resignation or removal.

Section 4.3: Resignation and Removal. An officer may resign by giving written notice of his or her resignation to the CEO or Administrative Assistant. Any officer may be removed, with or without cause, by a majority vote of the Board of Trustees. A vacancy in any of such remaining offices shall be filled for the expired term by a majority vote of the board.

Section 4.4: Employees and Other Agents. The Board of Trustees may from time to time appoint such employees and other agents as it shall deem necessary, each of whom shall hold office during the pleasure of the Board, and shall have such authority, perform such duties and receive such reasonable compensation, if any, as the Board of Trustees may from time to time determine.

Section 4.5: Chief Educational Officer (CEO). The CEO shall be the chief executive officer of the Corporation, shall preside at all meetings of the Board of Trustees, and shall have general charge and supervision of the administration of the affairs and business of the Corporation. He or she shall have the power to sign alone in the name of the Corporation all contracts authorized either generally or specifically by the Board of Trustees and to execute and deliver other documents and instruments. The CEO shall also have such other powers and perform such other duties as the Board of Trustees may from time to time prescribe.

Section 4.6: Academic Supervisor. The Academic Supervisor shall, in the absence or disability of the CEO, perform the duties and exercise the powers of the CEO. The Academic Supervisor may have such powers and perform such duties as may be delegated thereunto by the CEO or prescribed by the Board of Trustees.

Section 4.7: Administrative Assistant. The Administrative Assistant shall be responsible for the maintenance of the accurate record of all the minutes of all meetings of the Board of Trustees in books to be kept for that purpose and serve any committees of which an Administrative Assistant shall not have been appointed by the Board. \ The Administrative Assistant shall serve or cause to be served all notices of the Corporation; be custodian of the records (other than financial); and perform all duties incident to the office of Administrative Assistant and such other duties as from time to time may be assigned to him or her by the Board.

Section 4.8: Business Manager. The Business Manager shall keep or cause to be kept complete and accurate accounts of receipts and disbursements of the Corporation, and shall deposit all moneys and other valuable effects of the Corporation in the name and to credit of the Corporation in such banks or depositories as the Board of Trustees may designate. The Business Manager shall keep proper books of accounts and other books showing at all times the amount of the funds and other property of the Corporation, all of which books shall be open at all times to the inspection of the Board of Trustees. The Business Manager shall submit a report of the accounts and financial condition of the Corporation at each annual meeting. He or she shall perform all duties incident to the office of Business Manager, and such other duties as shall from time to time be assigned by the Board. If required by the Board, the Business Manager shall give such security for the faithful performance of his or her duties as the Board may require.

Section 4.9: Compensation. Persons serving as officers shall not receive any salary or compensation for their services; provided, however, that nothing contained herein shall be construed as precluding any officer from receiving compensation reasonable and necessary in carrying out the Corporation's purposes as the Board of Trustees may from time to time determine. An officer shall be entitled to reimbursement for reasonable expenses incurred by him or her in carrying out his or her duties as an officer.

ARTICLE V - MISCELLANEOUS

Section 5.1: Checks, Notes and Contracts. The Board of Trustees is authorized to select such depositories as it shall deem proper for the funds of the Corporation. One officer shall sign all bills, notes, receipts, acceptances, endorsements and checks of the Corporation in an amount up to, and including, \$5,000.00. Two officers shall cosign all bills, notes, receipts, acceptances, endorsements and checks of the Corporation in an amount over \$5,000.00.

Section 5.2: Office. The office of the Corporation shall be located at such place as the Board of Trustees may from time to time determine.

Section 5.3: Indemnification. The Corporation may, to the fullest extent now or hereafter permitted by law, indemnify against judgments, fines, amounts paid in settlement and reasonable expenses, including attorney's fees, any person made, or threatened to be made, a party to any action or proceeding by reason of the fact that he or she, his or her testator or intestate was a Trustee, officer, employee or agent of the Corporation.

Section 5.4: Amendments. These Bylaws may be amended at any meeting of the Board of Trustees by a vote of the majority of the entire Board of Trustees.

Section 5.5: Interpretation of Charter. Whether any provision of these Bylaws is in conflict with the provisions of the Charter, the Provisions of the Charter shall control.

ARTICLE VI - CONFLICTS OF INTEREST

Section 6.1: Purpose. The purpose of the conflicts of interest policy is to protect the Corporation's interest when it is contemplating entering into transaction or arrangement that might benefit the private interest of an officer or Trustee of the Corporation. This policy is intended to supplement but not replace the Code of Ethics of the Corporation and any applicable state laws governing conflicts of interest applicable to nonprofit and charitable corporations.

Section 6.2: Definitions.

Interested Person. Any Trustee, principal officer, or member of a committee with Board-delegated powers, who has a direct or indirect financial interest, as defined below, is an interested person.

Financial Interest. A person has financial interest if the person has directly or indirectly, through business, investment or family—

- an ownership or investment interest in any entity with which the Corporation has a transaction or arrangement, or
- a compensation arrangement with the Corporation or with any entity or individual with which the Corporation has a transaction or arrangement, or
- a potential ownership or investment interest in, or compensation arrangement with, any entity or individual with which the Corporation is negotiating a transaction or arrangement.

Compensation includes direct and indirect remuneration as well as gifts or favors that are substantial in nature.

Section 6.3: Procedures.

Duty to Disclose. In connection with any actual or possible conflicts of interest, an interested person must make a prompt, full and frank disclosure of the existence of his or her financial interest and all relevant and material facts relating thereto to the Board of Trustees and members of committees with Board-delegated powers considering the proposed transaction or arrangement.

Determining Whether a Conflict of Interest Exists. After disclosure of the financial interest and all material facts relating thereto, and after any discussion thereof, the interested person shall leave the Board of Trustees committee meeting while the financial interest is discussed and voted upon. The remaining Board of Trustees or committee members shall decide if a conflict of interest exists.

Procedures for Addressing the Conflict of Interest.

An interested person may make a presentation at the Board of Trustees or committee, but after such presentation, he or she shall leave the meeting during the discussion of, and the vote on, the transaction or arrangement that result in the conflict of interest.

The Chairman of the Board of the committee shall, when appropriate, appoint a disinterested person or committee to investigate alternatives to the proposed transaction or arrangement.

After exercising due diligence, the Board of Trustees or committee shall determine whether the Corporation can obtain a more advantageous transaction or arrangement with reasonable efforts from a person or entity that would not give rise to a conflict of interest.

If a more advantageous transaction or arrangement is not reasonably attainable under circumstances that would not give rise to a conflict of interest, the Board of Trustees or committee shall determine by a majority vote of the disinterested Trustees whether the transaction or arrangement is in the Corporation's best interest and for its own benefit and whether the transaction is fair and reasonable to the corporation and shall make its decision as to whether to enter into transaction or arrangement in conformity with such determination.

Violations of the Conflicts of Interest Policy

If the Board of Trustees or a committee has reasonable cause to believe that a member has failed to disclose actual or possible conflicts of interest, it shall inform the member of the basis for such belief and afford the member an opportunity to explain the alleged failure to disclose.

If, after hearing the response of the member and making such further investigation as may be warranted in the circumstances, the Board of Trustees or committee determines that the member has in fact failed to disclose an actual or possible conflict of interest, it shall take appropriate disciplinary and corrective action.

Section 6.4: Records of Proceedings. The minutes of the Board of Trustees and all committees with Board-delegated powers shall contain—

Names of Person with Financial Interest. The minutes of the persons who disclosed or otherwise were found to have financial interest in connection with an actual or possible conflict of interest, the nature of the financial interest, any action taken to determine whether a conflict of interest was present, and The Board of Trustees' or committee's decision as to whether a conflict of interest in fact existed.

Names of Persons Present. The names of persons who were present for discussions and votes relating to the transaction or arrangement, the content of the discussion, including any alternatives to the proposed transaction or arrangement, and a record of any votes taken in connection therewith.

Section 6.5: Compensation Committees. A voting member of any committee whose jurisdiction includes compensation matters and who receives compensation, directly or indirectly, from the Corporation for services is precluded from voting on matters pertaining to that member's compensation.

Section 6.6: Annual Statements. Each Trustee, principal officer and member of a committee with Board-delegated powers shall annually sign a statement which affirms that such person—

Receipt. Has received a copy of the conflicts of interest policy.

Read and Understands. Has read and understands the policy.

Agrees to Comply. Has agreed to comply with the policy.

Tax Exemption. Understands that the Corporation is a charitable organization and that, in order to maintain its federal tax exemption, must engage primarily in activities which accomplish one or more of its tax-exempt purposes.

Section 6.7: Periodic Reviews. To ensure that the Corporation operates in a manner consistent with its charitable purposes and that it does not engage in activities that could jeopardize its status as an organization exempt from federal income tax, the Corporation may conduct periodic reviews.

ByLaws are adopted from the New York State Charter School Resource Center

Attachment 4: Proposed Code of Ethics

Code of Ethics for School Board Members

The NSBA Board endorses the following code for local school board members.

As a member of my local Board of Education I will strive to improve public education, and to that end I will:

- attend all regularly scheduled board meetings insofar as possible, and become informed concerning the issues to be considered at those meetings;
- recognize that I should endeavor to make policy decisions only after full discussion at publicly held board meetings;
- render all decisions based on the available facts and my independent judgment, and refuse to surrender that judgment to individuals or special interest groups;
- encourage the free expression of opinion by all board members, and seek systematic communications between the board and students, staff, and all elements of the community;
- work with other board members to establish effective board policies and to delegate authority for the administration of the schools to the superintendent;
- communicate to other board members and the superintendent expression of public reaction to board policies and school programs;
- inform myself about current educational issues by individual study and through participation in programs providing needed information, such as those sponsored by my state and national school boards association;
- support the employment of those persons best qualified to serve as school staff, and insist on a regular and impartial evaluation of all staff;
- avoid being placed in a position of conflict of interest;
- take no private action that will compromise the board or administration, and respect the confidentiality of information that is privileged under applicable law; and
- remember always that my first and greatest concern must be the educational welfare of the students attending the public schools

Policy History: Approved by the Board April 19, 1979
 Reviewed and Approved by the Board February 2, 1996
 Reviewed and Approved by the Board November 10, 1999

Code of Ethics is adopted from National School Boards Association

Attachment 5: Resumes of Prospective Founding Group Members

Selcuk Eren

Education:

- **Ph.D.** Economics, State University of New York at Stony Brook, December 2006
- **M.A.** Economics, State University of New York at Stony Brook, May 2002
- **B.A.** Economics, Istanbul Bilgi University, Istanbul, Turkey, June 2000

Current Employment:

- **Research Scholar**, Levy Economics Institute of Bard College, Annandale-on-Hudson, NY, November 2008 to present

Past Employment:

- **Visiting Assistant Professor**, Hamilton College, Clinton, NY, July 2006-July 2008
- **Instructor**, State University of New York at Stony Brook, Stony Brook, NY, July 2003-May 2006
- **Teaching Assistant**, State University of New York at Stony Brook, Stony Brook, NY, August 2000 –July 2003

Awards and Grants:

- Alfred P. Sloan Foundation Research Grant, “Comparisons of Economic Well-Being in the 1990s and 2000s, Canada, Germany, and the United States,” with Edward N. Wolff, Ajit Zacharias, Thomas Masterson, Andrew Sharpe, Ronald Schettkat and Daniel Wiens, 2008/2010.
- Levitt Research Grant, Hamilton College, “The Causal Relationship of Access to Insurance Coverage and Utilization of Emergency Departments for Asthma Patients”, with Tamar Nobel, Summer 2006.
- Economics Department Award for Outstanding Teaching by a Graduate Student Instructor, 2004/2005.
- Full Graduate Assistantship, Department of Economics, State University of New York at Stony Brook, Fall 2000 to Spring 2006.
- Full Scholarship, Department of Economics, State University of New York at Stony Brook, Fall 2000 to Spring 2006.
- Full Scholarship, Department of Economics, Istanbul Bilgi University, Turkey, Fall 1997 to Spring 2000.

Fields of Interest:

Applied Microeconomics, Labor Economics, Demographic Economics, Health Economics, Applied Econometrics

Dissertation:

- Title: *Essays on Household Migration in the United States*
- Committee: Hugo Benítez-Silva (Chair), Warren C. Sanderson, and Mark R. Montgomery
- Completion Date: December 2006

Research Papers:

- “Using the Health and Retirement Study to Analyze Housing Decisions, Housing Values, and Housing Prices” with Hugo Benítez-Silva, Frank Heiland, and Sergi Jiménez-Martin, (2010) Forthcoming at *Cityscape: A Journal of Policy Development and Research*.
- “How Well Do Individuals Predict the Selling Prices of Their Homes?” with Hugo Benítez-Silva, Frank Heiland, and Sergi Jiménez-Martin, (2009) Revise and Resubmit to *Journal of Applied Econometrics*.
- “Income Expectations and Migration Decisions of Households in the United States,” (2008) Manuscript.
- “The Effects of Family Networks on Internal Migration of U.S. Households,” (2006) Manuscript.
- “Joint Decisions of Female Labor Force Participation and Family Migration in Turkey,” (2002) Manuscript.

Work in Progress

- “Comparisons of Economic Well-Being in the 1990s and 2000s, Canada, Germany, and the United States,” with Edward N. Wolff, Ajit Zacharias, Thomas Masterson, Andrew Sharpe, Ronald Schettkat and Daniel Wiens
- “Housing Values, Capital Gains, and Retirement,” with Hugo Benítez-Silva and Frank Heiland.

- “Immigrants’ Internal Migration Decisions: Refugees as A Natural Experiment,” with Paul Hagstrom.

Teaching Experience:

- Microeconomics: Fall 2006, Spring 2007, Fall 2007, and Spring 2008 (Hamilton College)
- Macroeconomics: Spring 2008 (Hamilton College)
- Economics of Immigration (Topics in Economics): Spring 2005 (SUNY at Stony Brook), Spring 2007 and Fall 2007 (Hamilton College)
- Health Economics: Spring 2007 and Spring 2008 (Hamilton College)
- Managerial Decision Making: Summer 2003, Summer 2004, Fall 2004 and Falls 2005 (SUNY at Stony Brook)

Conferences and Workshops:

- “Cohort Analysis of Economic Well-being in the United States, 1972-2001”
American Economic Association Annual Conference (AEA), Atlanta, January 2010
- “How Well Do Individuals Predict the Selling Prices of Their Homes?”
Econometric Society North American Summer Meeting, Pittsburgh, June 2008
- “The Effects of Family Networks on Internal Migration of U.S. Households”
Southern Economics Association Annual Conference (SEA), New Orleans, November 2007
- “How Well Do Individuals Predict the Selling Prices of Their Homes?”
American Economic Association Annual Conference (AEA), Chicago, January 2007
- “Regional Migration of Households in the United States”
Society of Labor Economists Annual Conference (SOLE), San Francisco, June 2005
Eastern Economics Association Annual Conference (EEA), New York City, February 2005
- “Children’s Work and Mother’s Work – What is the Connection?” by Deborah S. DeGraff.
Discussant, *Eastern Economics Association Annual Conference (EEA)*, New York City, February 2005

Professional Memberships:

- American Economics Association, Econometrics Society, Eastern Economics Association, Southern Economics Association, Society of Labor Economists

References:

Hugo Benítez-Silva

Warren C. Sanderson



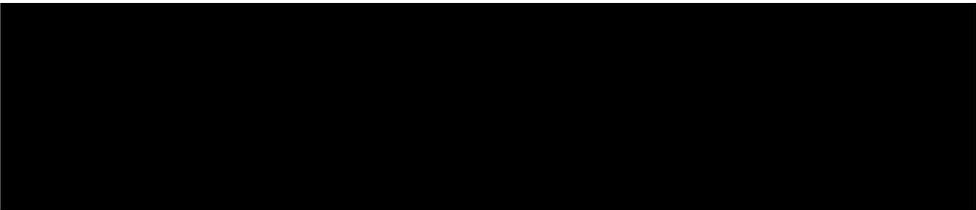
Mark R. Montgomery



Teaching References:

William Dawes

Erol Balkan





WORK EXPERIENCE

Central J. College Prep Charter School, Somerset, New Jersey **September 2009 – Present**

School Counselor and College Advisor

- Chair of College Advisory
- Academic and social support to students
- Test Coordinator

Brooklyn Amity School, Brooklyn, New York **September 2008 – July 2009**

School Counselor as Internship

- Individual and Group Counseling
- Academic and social support to students

Manhattan College, Riverdale, New York **September 2006 – June 2008**

Jasper Educational Technologies

- On Campus Work during masters
- Training Faculty Specialist on Education Technologies

Nema Education Inc., Istanbul, Turkey **March 2004 – February 2005**

Director, High School Dormitory

- Managing the Dormitory with 130 students.

Nema Education Inc., Istanbul, Turkey **August 2003 – March 2004**

Vice Principle

- High school students' *guidance* towards college preparation.
- Coordinating complementary courses.

EDUCATION

Manhattan College, Riverdale, New York **September 2009 – Present**

Counseling, School of Arts

- Professional Degree on School Counseling
- GPA 4.00/4.00

Manhattan College, Riverdale, New York **September 2006 – August 2008**

Counseling, Master of Arts degree 2008

- Master's on Counseling
- GPA 3.47/4.00

Sakarya University, Sakarya, Turkey **September 1999– August 2003**

Bachelor of Enginnering, Industrial Engineering, August 2003

- GPA 3.26/4.00.

COMMUNITY SERVICE

Turkish Cultural Center, Westchester and Brooklyn Branches, NY **November 2005– August 2008**

Education Consultant

- Educational Services, coordinating tutoring services to the High School and Middle School Student.
- College Guidance for Seniors.
- Director of Youth Club; Organizing field trips, picnics as well as sport activities.

CERTIFICATES

New Jersey Education Department School Counselor Certificate

September 2010

New York State DOE School Counselor Certificate

September 2009



Mithat Gashi



Curriculum Vitae

Licenses and Certificates

- New York State Permanent School District Administrator (SDA) Certificate
- New York State School Administrator and Supervisor (SAS) Certificate
- New York State Permanent Social Studies Teaching Certificate –Secondary Education

Employment

- ***Adjunct Professor, Lehman College, Bronx, NY, '02-present***
 - Teach graduate and undergraduate level courses
 - Provide advice to students engaged in academic research
- ***Assistant Principal, New World High School, Bronx, NY, '07- present***
 - Supervise English, ESL, Social Studies, Music, Spanish and Art teachers
 - Lead the Professional Development Committee
 - Supervise the Inquiry Team
 - Instituted and continue to monitor Classroom Action Research
 - Established partnerships with Hostos Community College, Lehman College and Columbia University
 - Arrange for high school students to take college courses
- ***Assistant Principal of Social Studies, Christopher Columbus High School, NY, '03-07***
 - Supervised of 37 teachers
 - Conducted ongoing professional development workshops
 - Observed and evaluate all social studies teachers
 - Served as a liaison between the community and the school district
 - Led the curriculum development team
 - Provided recommendations to implement peace/human rights education across the curriculum
- ***Director, Middle School 45 Academy, Bronx, NY, '00-'02***
 - In charge of the Annex from the time the school opens until dismissal
 - Communicated with the principal, the staff members of SBST, and custodial staff
 - Addressed parental concerns and the community at large
 - Implemented the "One Parent a Week Strategy" to cultivate a school-community partnership
 - Established goals to achieve higher scores in standardized tests through assessment and analysis
 - Maintained a safety environment for each child
- ***Director of Salvadori Mini School. Thomas C. Giordano M.S. 45, Bronx, NY, '99-'02***
 - Assist the principal and the assistant principal in daily tasks and supervise 180 students
 - Maintain safety of school environment
 - Communicate information to staff, principal and the public
 - Maintain excellent relations with students, parents, faculty and administrators
 - Assist students to modify inappropriate behavior and to develop successful interpersonal skills
- ***Social Studies Teacher, Thomas C. Giordano M.S. 45, Bronx, NY, '94-'03***
- ***Teacher of Social Studies, George Washington High School, New York City, 98 – 99***
- ***Test Prep Teacher, Math and Science Institute at The Bronx High School of Science, 2000-2003***
- ***Education Consultant to the Albanian Education Development Project, sponsored by the Soros Foundation, 4/'95 - 8/'96***
- ***Assistant Director, Indiana-Albania Project on civics education curriculum development, Saint Francis University, Fort Wayne, Indiana***



- assisted in developing K1-12 curricula in the area of civics education for the schools of Albania, 3/'96 - 8/'96
- Editor and columnist of *New Morning*, the student newspaper of **Pace University**, Pleasantville Campus from '91 –'94

Education

- **M.I.A. *Columbia University School of International and Public Affairs*, May 2002**
 - **Concentration:** *International Conflict Resolution/Human Rights*
- **M.S. Ed. *Pace University*, New York, New York, January 1996**
 - **Major:** *Curriculum and Instruction/School Administration*
 - **Concentration:** *Computer Education*
- **B.A. *Pace University*, Pleasantville, New York, June 1994**
 - **Majors:** Political and Social Science.
 - **Minors:** Education and History

Honors

- Pforzheimer Fellow: Received a full scholarship by the Carl and Lily Pforzheimer Fund to pursue a Master of Science degree in Education at Pace University, New York
- Certificate of Recognition by Saint Francis College, Fort Wayne, Indiana
- Finished Master's Degree in Education at Pace University with honors distinction.
- Model United Nations: Attended 9 conferences and received outstanding awards
- Pi Gamma Mu – International Honor Society in Social Science
- Phi Delta Kappa –Professional Fraternity in Education

Leadership Positions

- **Founder and President**, Foundation For Global Education (5/08 – present)
- **Founder and President** – Albanian-American Teachers Committee, an affiliate of the United Federation of Teachers of New York City (10/97 – 10/03)
- **Board Member of *Vatra*** – The Pan-Albanian Federation of America (7/92 – present)
- **Board Member** – Irish-American Teachers Committee (2/97 – present)
- **Columns Editor**, *New Morning*, student newspaper of Pace University (9/92 – 5/94)
- **Vice President** –International Students Organization at Pace University (9/92 –10/93)
- **Vice President** –Model United Nations (12/92 – 5/93)
- **President** – International Students Organization (11/92 – 3/93)
- **Founder and President** –Albanian Society of Pace University (4/91 – 9/92)

Other Activities

- Member of Transcend, a network of invited scholars- practitioners working for peace and development through action, training, dissemination, and research.
- Organized numerous seminars on Kosova from 1991- present.
- Gave over 20 speeches on Yugoslavia, Albania, and Macedonia.
- Co-Chaired the United Federation of Teachers Kosova Relief Fund.
- Member of the Foreign Policy Association.
- Alpha Phi Delta Italian American Heritage Fraternity.

Publications

- Published over 100 newspaper articles on topics relating to education, ethnic conflicts, peace studies, conflict transformation by peaceful means, and democratic institutions.
- Featured in the *New York Magazine* on January 4th, 1999.



SERIGNE MBAYE GNINGUE
Lehman College
Department of Middle and High School Education
Coordinator of the Master's of mathematics Education
Coordinator of the TOPS program

I. HIGHER EDUCATION

A. Degrees

Institution	Dates Attended	Degree & Major	Date Conferred
Columbia University	1993-2000	Ph.D. Mathematics Education	February 2000
Columbia University	1993-1999	Master of Philosophy Mathematics Education	October 1999
Lehman College -The City University of New York	1989-1991	Master's of Art Mathematics Education	January 1992
University of Dakar Senegal	1984-1986	Bachelor Degree in Mathematics	June 1986
University of Dakar Senegal	1981-1984	Academic Degree in Science Mathematics & Physics I and II	June 1984

B. Additional Higher Education and/or Education in Progress

Institution	Dates Attended	Degree & Major	Date Conferred
University of Dakar Senegal	1986 -1987	Master in Applied Mathematics	No Degree

II. EXPERIENCE

A. Teaching

Institution	Dates	Rank	Department
Lehman College	2008- Present	Associate Professor of Mathematics Education	Department of MHSE
Lehman College	2000-2007	Assistant Professor of Mathematics Education	Department of MHSE
Lehman College	1999-2000	Instructor	Department of MHSE
Middle School 45	1989 -1999	Mathematics Teacher	District 10 Bronx, NY
Mercy College	Spring 1998	Adjunct	Mathematics
Mercy College	Spring 1997	Adjunct	Mathematics
Mercy College	Fall 1996	Adjunct	Mathematics

B. Other

Institution	Dates	Rank
MetroMath	2004-Present	MetroMath Researcher and Associate
Brown University and Region 10	2004-2006	TESOL Consultant. Worked with groups of teachers on Mathematics for English Language Learners
New York City Mathematics Project District 10 Bronx	1999-2003 Summer 1998	Consultant Summer Program Staff Developer. Developed Curriculum for the Mathematics Institute Summer Success Program.
District 10 Bronx	Summer 1997	Summer Program Staff Developer. Developed Curriculum for the Mathematics Institute Summer Success Program
District 10 Bronx	Summer 1996	Summer Program Staff Developer. Developed Curriculum for the Mathematics Advanced Institute Summer Program.
New York City Mathematics Project	1989-1994	Associate and lecturer



III. ACADEMIC AND PROFESSIONAL HONORS

- 1995 Greenwall Exemplary Teaching Practices Awards for Exemplary Teaching in Mathematics and Science. New York Mathematics Project, Lehman College.
- 2004 Invited to be a Member of the New York City Chancellor's Mathematics Advisory Panel for the Department of Education: 2004 –
- 2004 Dr. Serigne M. Gningue Mathematics Medal: Given to the most outstanding mathematics student(s) of Thomas C. Giordano Middle School (MS45) as an honor for my contribution to the school community.

IV. PUBLICATIONS

Schroeder, B. & Gningue, S. (2007). Into the fray: Novice teachers tackle standards-based mathematics instruction. *Journal of Mathematics and Science: Collaborative Explorations*, 9, 135-154.

Gningue, S. M. (2006). How students of different ages accept and work within and between representations: An application of Dienes's variability principles. *For the Learning of Mathematics: An International Journal of Mathematics Education* 26(2), pp. 41- 47.

Gningue, S. M. (2005). Understanding Integers - PART I. *New York State Mathematics Teachers' Journal*. 55 (1), 10-13.

Gningue, S. M. (2003). The effectiveness of long term vs. short term training in selected computing technologies on middle and high school mathematics teachers' attitude and beliefs. *Journal of Computers in Mathematics and Science Teaching*, 22, (3), 207-224.

Dubetz, N., Lawrence, A., & Gningue, S. M. (2002). Formalizing a process for identifying urban PDS partnerships. *Issues in Teacher Education*, 11(2), 17-30.

Evered, L. J. & Gningue, S.M. (2001). Developing mathematical thinking using codes and ciphers. *Teaching Children Mathematics*. 8(1), 8-15.

a. Works accepted for publication

Accepted for Publication in the *New York State Mathematics Teachers' Journal*).

Article 2: Understanding Integers - PART II

Article 3: Operations on Integers - PART I

Article 4: Operations on Integers - PART II

Article 5: **Applying Dienes' and Bruner's Theories to Teach the Simplification of Algebraic Expressions. Part I - Using Lab Gear Blocks**

Article 6: Applying Dienes' and Bruner's Theories to Teach the Simplification of Algebraic Expressions. PART II - Using Base Ten Blocks

Article 7: Applying Dienes' and Bruner's Theories to Teach Equation Solving. PART I - Using the Scale Model.

Article 8: Applying Dienes' and Bruner's Theories to Teach Equation Solving. PART II -Using the Base Ten Blocks

b. Work in progress

Gningue, S. (November 2006). Examining the Performance of Accelerated Eighth Grade Students throughout Their High School Years (23 pages).

Gningue, S. M. "A Study of the Short and Long Term Effects of Offering an Accelerated algebra Course on Average Seventh Grade Students' Ability to Perform in Mathematics." Funded by PSC-CUNY in 2006

Smith, Beverly (City College) & Gningue, Serigne (Lehman College). *The New York City Mathematics Teacher Coaching Program: A Portrait of Two Regional Implementations.* Funded by MetroMath in 2006



V. **GRANTS RECEIVED**

a. **Multiple**

FALL 2008- 2012

National Science Foundation: - SBIR Phase I - Mathematics and Science Teacher Education Recruitment (MASTER) - \$760,000.

FALL 2008- 2010

National Science Foundation: – Mathematics Teacher transformation Institute (MTTI). \$5,000,000

SUMMER 2008-2009

CUNY STEM-EDU Grant – 2008- 2009 – (92615-01) - \$65,000.

SPRING 2006

Smith, Beverly (City College) & Gningue, Serigne (Lehman College). *The New York City Mathematics Teacher Coaching Program: A Portrait of Two Regional Implementations*. 3 credits reassigned time from MetroMath.

FALL 2003

\$64,000 grant to support the use of technology in mathematics and science classrooms in District 11. This grant was a part of the FIPSE grant developed by Jim Bruni as PI.

SPRING 2001

Shuster Fellowship: “A Study of the First Year of a Professional Development Site Partnership Between Three Public Schools and Lehman’s Division of Education.” Nancy Dubetz, Alexandria Lawrence, and Serigne M. Gningue. Award: \$1200.

b. **Individual**

Spring 2005

PSC-CUNY AWARD # 67395-00 36 Amount: \$3175

Research Project Title: “A Study of the Short and Long Term Effects of Offering an Accelerated algebra Course on Average Seventh Grade Students’ Ability to Perform in Mathematics.”

FALL 2003

PSC-CUNY AWARD Amount: \$4125

Research Project Title: “A Study of the Relationship Between the “Mathematically Promising” Middle School Student’s Performance on the New York State Regents Examination and the Student’s Mathematics Career in High School.”

SPRING 2003

New Faculty Development Program Award for the research project: A Study of the Relationship Between the “Mathematically Promising” Middle School Student’s Performance on the New York State Regents Examination and the Student’s Mathematics Career in High School.” 3 credits release time for the Spring of 2004.

SPRING 2002

Shuster Fellowship for research on mathematically talented students. Awarded \$1200.

FALL 2000

New York Collaborative for Excellence in Teacher Preparation (NYCETP): Awarded \$5375.

Research Topic: Using Technology to Enhance Mathematics Teaching and Learning

VI. **PRESENTATIONS**

American Association of Colleges for Teacher Education (AACTE),

The New York City Mathematics Teacher Coaching Program: A Model of Implementation

Co-Presented with Beverly Smith (City College-CUNY), Annual Conference New Orleans, Louisiana, 2008

Association of Mathematics Teacher Educators (AMTE)

The Lost Variable – Induction of Urban Mathematics Teachers, Co-Presented with Beverly Smith (City College-CUNY), Tulsa, Oklahoma, 2008

National Council of Teachers of Mathematics (NCTM),

Annual Conference, Research Pre Session, NYC Math Teaching Fellows: Alternative Certification Meets Urban Education. *Research Symposium*, Atlanta, Georgia, 2007



American Association of Colleges for Teacher Education (AACTE),

Researching and Examining the Preparation of Alternatively Certified Urban Teachers of Mathematics, New York City, 2007

Lehman College, New York City Mathematics Project Annual Conference, 2006. *The Variable Meanings of an Algebraic Variable.*

Graduate Center, City University of New York,

MetroMath, the PhD Program in Urban Education, and the CUNY Mathematics Education Council, 2005: "The Relationship between the Mathematics Performance of Accelerated Middle School Students on the New York State Regents Examination and their Mathematics Achievement in High School Classes."

Observing Lehman College's Teacher Candidates: Common Trends. Paper presented at the teacher Preparation PI Conference for the NSF, CETP, STEMTP, and ATE Programs in Arlington, Virginia, March 2004.

Partnering to Improve Teacher Quality in Urban Professional Development Schools (PDS). Presented at the 54th Annual Meeting of the American Association of Colleges for Teacher Education (AACTE), in New York City, February 2002.

Promoting the Use of Technology to Enhance the Mathematics Curriculum in a Professional Development School (PDS). Presented at the 82nd Annual Meeting of the Association for Teacher Educators (ATE), Denver, CO, February 2002.

Using Technology to Enhance Mathematics Teaching and Learning: Presented at the National Science Foundation (NSF) for the NYCETP, Arlington, VA, April 2000.

VII. MEMBERSHIP IN PROFESSIONAL SOCIETIES

- National Council of Teachers of mathematics (NCTM)
- Association of Teachers of Mathematics of New York State (ATMNYS)
- New York State Association of Mathematics Supervisors (NYSAMS)
- American Association of Colleges for Teacher Education (AACTE)
- Association for the Advancement of Computers in Education (AACE)

VIII. SYNERGISTIC ACTIVITIES

Lehman College, Department of Middle and High School Education

- Department Acting Chair, Spring 2009
- Department Senator: 2004-2007.
- Associate Chair – 2006-2007.
- Chair of Search Committee for Science Education Position - 2007
- Search Committee for Science Education Position - 2005
- Search Committee for TESOL Position (2004)

Lehman College, Division of Education

- Participated in the design and writing of three NSF proposals: NOYCE scholarship program, MSP Targeted and MSP Starter program: Spring 2008.
- Prepared the NCATE 5-Year Accreditation Review Report for the program of Masters' of Mathematics Education which was conditionally accepted 2006-2007.
- Search Committee Education Leadership (2008)
- Search Committee Education Leadership (2004)
- NCATE Committee Member

City University of New York, Teaching Opportunity Program Scholarship (TOPS): Lehman College Coordinator.

This program offers change of career candidates a scholarship to teach in New York City public schools: 2001-present.

Member of the Teaching Fellows Work Forum under the direction of the University Dean for Academic Affairs - 2006

New York City Department of Education,

Member of the Chancellor's Mathematics Advisory Panel for the New York City Department of Education 2004 –present.

Lesson Lab Consultant for District 10. Led a group of high school teachers to do action research on algebra misconceptions: 2005-2006.

Graduate Center, City University of New York,

MetroMath Researcher and Associate, 2004-present

Brown University and Region 10,

TESOL Consultant: Directed a teacher research group on English Language Learners (ELL) issues: 2004-2006

Lehman College, New York City Mathematics Project,

Consultant, 1999-2003. Supervised and mentored groups of teachers. Continue to collaborate with the Project on a daily basis.

MSPinNYC at City University of New York (CUNY),

Campus Coordinator, supervised summer program at Lehman College, worked with teachers, co-taught high school students in the program, 2006-2007. Participated in the design and implementation of this \$12,000,000 NSF grant.

MEHMET OZHABES

SUMMARY

Strong understanding of the U.S. and the global economy. Solid Econometrics and Time Series background. Expert forecaster. Expert computer programming skills. Ability to apply statistical knowledge to analyze, model and forecast real world data. Ability to handle and mine very large datasets. Strong written and verbal communication skills.

EXPERIENCE

VICE PRESIDENT, Chief Investment Office JP Morgan Chase

Jan 2008 - Present
New York, New York

- Working in a research position to analyze proprietary information with a goal to obtain valuable and timely insights into emerging trends, inflection points, and risks in the economy. Developing customized tools and products, based on proprietary information and informed by economic analysis, for enhancing risk management and other decision making processes within LOBs.
- Developed house-price forecasting model. Forecasting Case-Shiller index for nationwide, and all metropolitan areas and states in the U.S.
- Conducting extensive research on house-prices. Distributing findings to about 600 internal clients in the firm.
- Forecasting monthly retail sales using proprietary information ahead of the Census Bureau's Advance Monthly Retail Trade Report.
- Tracking consumer spending real time on goods and services by subcategories using proprietary data. Tracked holiday spending real time during Christmas shopping season.
- Forecasting regional unemployment rates which are used for portfolio loss forecasting analysis.
- Conducting extensive research on consumer credit using internal and external proprietary data.
- Responded to requests from senior management including the CEO, CIO of the firm.
- Forecasting labor income for loss forecasting purposes. The forecasts are distributed by the Corporate Planning and Strategy Team as a firm-wide view for the U.S. economy.
- Forecasting payment rates and sales for the credit cards division of the firm. Forecasts facilitate in identifying P&L risk and opportunities.

SENIOR ECONOMIST Moody's Economy.com

2005 –2007
West Chester, Pennsylvania

- Worked on Moody's Market Implied Ratings. Calculated ratings implied by the market using daily data for CDS and bonds. Using the platform to identify differences in opinion about a company's credit risk.
- Created, forecasted and performed economic analysis on the company's regional U.S. consumer credit database. Developing a consumer credit database for the U.K. Conducting extensive research on U.S. household credit. Writing regularly on the subject in the company's publications.
- Presented key research findings at the company's semi-annual Outlook Conferences on household wealth, population demographics and consumer credit.
- Conducted extensive research on household balance sheets using the Federal Reserve's Survey of Consumer Finances. Published analytical reports on the personal savings rate, the mortgage equity withdrawal and household wealth.
- Created an econometric model to simulate and forecast the New York City economy. Designed the model to replicate the real-world economy. The model is used by the NYC Independent Budget Office to apply what-if scenarios for tax estimation purposes.
- Estimated and forecasted zip code level detailed merchandise demand for major retail chain client. Analyzed data from the Consumer Expenditure Survey.
- Provided expert advice to major bank on modeling mortgage delinquency rates. Analyzed currently used econometric model and suggested improvements.
- Managed and trained one associate.

SENIOR ANALYST 2003 – 2005
marketRx Inc. Bridgewater, New Jersey

- Conducted economic analysis for \$2 billion product. Communicated directly and regularly with senior management in top 5 pharmaceutical companies. Analyzed market trends and performed econometric modeling to meet the clients' needs.
- Created a predictive and explanatory model to identify potentially early adopter doctors for a launch product. Built a model that explains adopter classification among a sample of surveyed physicians and projected the model to the universe of half a million doctors. Project accepted to be presented in a national pharmaceutical conference (PMSA May 2005 Conference).
- Researched and identified attributes associated with increased sales representative effectiveness. Attributes sought include education field, education level, prior experience, training participation, training year.

ECONOMIC CONSULTANT 2001 – 2002
3M Corporation St. Paul, Minnesota

- Created and tested an econometric model to forecast national and regional housing product demand.
- Developed a user-friendly, stand-alone Excel application to implement the forecasting model.

INSTRUCTOR 1997 – 2003
Department of Economics, University of Minnesota Minneapolis, Minnesota

- Led recitation sections for graduate level *Econometrics* and *Time Series Analysis* for seven semesters.

RESEARCH ASSISTANT 1998 – 1999
Department of Economics, University of Minnesota Minneapolis, Minnesota

- Research Assistant for Professor John F. Geweke. Worked on Bayesian econometrics.
- Joined a team project to develop software application to apply Bayesian econometric methods.

EDUCATION **UNIVERSITY OF MINNESOTA** Minneapolis, Minnesota
Completed all but the dissertation requirement of the Ph.D. in Economics
Fields of Study: Time Series, Econometrics, Macroeconomics

Master of Arts in Economics 2002

BILKENT UNIVERSITY Ankara, Turkey
Bachelor of Science in Industrial Engineering 1993

DISSERTATION ABSTRACT *A Generalized Method for Business Cycle Measurement*
Business cycles in the industrialized economies are the fluctuations of aggregate economic variables around their long-term growth paths. Measurements of business cycles involve decomposing an observed series into a trend and a cyclical series. The dissertation documents key facts of economic variables such as volatility and contemporaneous correlations with GNP and identifies leading economic indicators. We also use detrending to determine current output gap. Furthermore, we develop a new generalized method for business cycle measurements that delivers the commonly employed methods as special cases. Finally, we use our method to test the robustness of business cycle properties of the US macro variables to alternative detrending methods based on a commonly used concept of business cycles.

AWARDS Honors Award, XXX International Mathematical Olympiad, Braunschweig, Germany 1989

COMPUTER SKILLS SAS (Base, Stat, ETS, IML), Matlab, SQL, Fame, Mathematica, Eviews, Stata, Gauss, C, Excel, Access, Visual Basic for Applications (Excel and Access)

MADELINE GOMEZ

OBJECTIVE

Assist students to realize their academic and career goals.

EMPLOYMENT

Municipal Housing Authority City of Yonkers – Yonkers, NY

04/2009-Present **Housing Assistant I**– Section 8 client case management; schedule appointments, conduct interviews, assist clients in completion, submission and computation of required information and documents. Coordinate and manage clients' housing needs with DSS and other agencies.

City of Yonkers Board of Education – Yonkers, NY

12/1998-Present **Home & Hospital Tutor** – Independent tutor for special needs students.

09/1995-12/1994 **Practicum Counseling Intern** - Direct a first elementary school career exposition

Leake & Watts Family Services – Yonkers, NY

12/2007-03/2008 **Family Preservation Case Worker**– Provide foster aging out of foster care youths case management aftercare services. Monitor youths' progress through connections, team meetings, and weekly supervision. Prepare contact logs, home assessments, and conduct home visits. Maintain communication with families to provide optimal aftercare services.

03/2008-02/2009 **Housing Specialist** – Collaborate with NYC ACS to assist foster youths with NYCHA and Section 8 application process, housing appointments, locate and secure apartments, process housing/furniture subsidy grants. Conduct housing workshops.

All Aboard Tours & Travel – Ramsey, NJ

12/2000-04/2002 **Program Director** – Create early college awareness program for underserved students.

Introduce program objectives to school officials, teachers, counselors, and agencies for their students' participation in college tours and workshops.

Fordham University TRIO Programs – Bronx, NY

03/2000-04/2002 **Academic Talent Search Counselor** – Counsel students with college selection, admissions, and financial aid process. Participate in implementation of the academic-year activities of student recruitment, admissions and retention. Prepare annual program for college visits.

SER of Westchester- White Plains, NY

09/1999-03/2000 **Youth Bureau Program Service Coordinator** – Supervise, monitor and report data for after school tutoring program. Implement social skills curriculum for underserved students.

EDUCATION

Fordham Graduate School of Education –MS Ed. Counseling & Personnel Services, 2000

College of New Rochelle – BA Psychology, 1994

SKILLS

College and Career Counseling ,

Recruitment and Admissions

Computer

Bilingual: English/Spanish

CERTIFICATES & HONORS

NYS & NYC School Counselor 2001

Kappa Delta Pi 2000

Psi Chi 1993

VOLUNTARY

President of Education Committee for NAACP, Yonkers Chapter

REFERENCES AVAILABLE UPON REQUEST

HASAN ERKAN

EDUCATION

- **Ph.D.,** The Graduate Center, CUNY, New York, **Electrical Engineering**, 2008
- **M. Phil.,** The Graduate Center, CUNY, New York, **Electrical Engineering**, 2003
- **M.E.,** The City College of New York, New York, **Electrical Engineering**, 2001
- **BSc.,** Istanbul University, Turkey, **Electronics Engineering**, 1998

AWARDS AND PRIZES

- **Graduate Writing Fellows (GAA)**, City College, CUNY, 2006, 2007
- **Graduate Teaching Fellowship (GTF)**, Graduate Center, CUNY, 2005
- **Graduate Assistantship (GAB)**, City College, CUNY, 2003, 2004
- **Science Fellowship**, Graduate Center, CUNY, 2001, 2002

INDUSTRIAL EXPERIENCE

1) AT&T Research & Development Center, Middletown, NJ

1st Contract: Panzia.COM INC,

May-2009 thru Continuing

Address: 11 W. Spring Valley Road, Suite # 150, Richardson, TX 75081

Title: System Engineer, Global Fault Platform (GFP)

2nd Contract: INFO EXPERTS INC

Sept-2008 thru May-2009

Address: 11 W. Spring Valley Road, Suite # 150, Richardson, TX 75081

Title: System Engineer, Global Fault Platform (GFP)

- Member of Global Fault Platform (GFP) team which is responsible for monitoring AT&T's Domestic and Global Networks (AGN, OPENNET, CBB, sBC). GFP performs predictive, proactive and reactive fault management on abovementioned networks
- Responsible for developing High Level Design (HLD) to support AT&T's network surveillance software which process and correlates alarms provided by network elements/EMSs and performs root cause analysis and forward to corresponding Network Operation Center.
- Responsible for developing Interface Agreement Document (IAD) to support communications among AT&T's different applications.

2) **Delta Limited, Turkey,**

August 1998-August 1999

Technical Support Engineer (Wireless POS Systems)

- Provided on-site/off-site technical support for wireless POS devices; unresolved technical problems are carried to Manufacturing Company located in the Belgium.
- Provided sale support to Sale-Department concerning Wireless POS systems specifically I was responsible to train sale-staff about Wireless POS systems.
- Developed technical survey for customer satisfaction on Wireless POS Systems.

TEACHING EXPERIENCE

1) **SUNY Maritime College, New York,**

Dec-2007 thru Aug-2008

Address:

Title: Visiting Scholar/Lecturer (Full Time), Department of Engineering

Undergraduate Courses Taught:

Control Systems Lab. (ENGR-452), Digital Electronics Lab. (ENGR 388), and Information

Assurance (ENGR 432), Electric Circuits (ENGR 290), Electronics-I (ENGR 390)

Contributions:

- Actively involved in ABET accreditation for Electrical Engineering Department.
- Developed Laboratory Manual for Control System Laboratory
- Composed course outline for Communication Systems and Digital Signal Processing.

2) **City College of New York, New York,**

May-2001 thru Dec-2007

Instructor, Dept. of Electrical Engineering, & Mechanical Engineering, & Computer Science

Undergraduate Courses Taught:

Electric Circuits 1 (ENGR-204), EE Lab-1 (EE-221), Logic and Switching Network (EE210), Matlab (ENGR103), Fiber Optic Communications 1 (EE-452), Digital Clock Design (ME 102), Logic Design and Switching Network (CIS 340)

Contributions:

- Actively involved in EE Lab-1 (EE-221) Lab-Exercise development
- Introduced a new course to undergraduate curriculum, Fiber Optic Communications (EE-452)
- Coordinating instructor for Electric Circuits 1 (ENGR-204) and Digital Clock Design (ME 102)

3) Brooklyn College, CUNY, New York, 2002 - 2003

Instructor, Dept. of Computer Science

Graduate Courses Taught: Computer Organization, Combinatorial Mathematics

Undergraduate Course Taught: Logic and Pascal Programming Language (CIS 102)

4) City University of New York, New York 2001 - 2003

Instructor, various CUNY Community Colleges

Undergraduate Courses Taught:

Voice & Data Communication (Department of Physics & Technology at BxCC)

Assembly Language (Department of Computer Science at BMCC)

Telephony & Telephone Network (Department of Computer Science at LaGuardia CC)

RESEARCH EXPERIENCE

City College of New York, New York, 2001-2008

Research Assistant, Department of Electrical Engineering

Project: Ethernet Passive Optical Network (EPON)

Conducted extensive theoretical and experimental research on single-channel EPON.

Project: Wavelength-Division Multiplexed Passive Optical Network (WDM-PON)

Devised and implemented a novel, simple and cost effective WDM-PON. The proposed architecture combines the salient features of both traditional static WDM-PON (i.e., dedicated connectivity to all subscribers with bit rate and protocol transparencies, guaranteed QoS, and increased security) and dynamic WDM-PON (i.e., efficiently utilizing network resources via dynamic wavelength allocation/sharing among end users).

Project: Coarse Wavelength Division Multiplexed Passive Optical Network (CWDM-PON)

Devised a cost effective open access CWDM-PON architecture which operates over low-water peak fiber. A Quality of Service (QoS) embedded fairness (Deficit Round Robin) algorithm is developed over proposed architecture.

OTHER PROJECTS

- Built Optical Communication Lab. Total for \$175,000. Some of the equipments purchased are High Speed Data Generator, Data/Network Analyzer, Photonic lab equipments (i.e., DFB/FP Lasers (Tunable/Fixed), Photodetectors, DWDM/CWDM, High Speed Oscilloscope, Variable/fixed Optical Attenuator, Circulator, Isolators, Fiber Splicers and other basic photonic Lab. equipments). Accomplished experimental research work in the same Lab. which eventually led to scientific publications in the prestigious conferences.
- Conducted extensive theoretical and experimental research on real-time provisioning, routing and signaling of survivable next-generation IP/MPLS optical Networks.

SELECTED PUBLICATIONS

1. H. Erkan, et all, "Native Ethernet-Based Self-Healing WDM-PON Local Access Ring Architecture: A New Direction for Supporting Simple and Efficient Resilience Capabilities" The IEEE International Conference on Communications (ICC-2010), Cape Town, South Africa

2. Ali, M. Ellinas, G. Erkan, H. Hadjiantonis, A. Dorsinville, R. "On the Vision of Complete Fixed Mobile Convergence". Jpurnal of Lightwave Technology (JLT), Volume 28, Issue 3, 2010
Digital Object Identifier : 10.1109/JLT.2010.2050861

3. ASM Delowar Hossain, **H. Erkan**, A. Hadjiantonis, R. Dorsinville, G. Ellinas, M. A. Ali, “A Survivable Broadband Local Access PON Architecture: A New Direction for Supporting Simple and Efficient Resilience Capabilities”, Journal of Optical Networks, 2008 (JON)
4. **H. Erkan**, ASM D. Hossain, R. Dorsinville, Antonis Hadjiantonis, Georgios Ellinas and M.A.Ali, “A Novel Ring-Based WDM-PON Access Architecture for the Efficient Utilization of Network Resources”. The IEEE International Conference on Communications (ICC-2008), Beijing, China,
5. **H. Erkan**, Rashid Zaidi, R. Dorsinville, and M. A. Ali “A simple and Cost Effective Ring-Based Local Access C/DWDM-PON Architecture for Supporting A Truly Shared LAN Capability” IEEE Military Communication Conference, (Milcom), Orlando, Florida, 29-31 Oct. 2007 Page(s):1- 8
6. **H. Erkan**, A. D. Hossain, M. F. Arend, R. Dorsinville, and, M. A. Ali, “On the Merits of Implementing a Novel Decentralized Ethernet-based PON Architecture for Next-Generation Broadband Access Networks,” Proc. SPIE Vol. 6012, 601206 (Oct. 25, 2005)
7. Hossain, D.; **Erkan, H.**; Dorsinville, R.; Ali, M.; Shami, A. “A novel ring-based EPON architecture”, IEEE Broadband Networks, Oct. 2005 Page(s):1535 - 1540 Vol. 2 .
8. Hossain, D.; **Erkan, H.**; Dorsinville, R.; Ali, M.; Shami, S.; Assi, C., “Protection for a ring-based EPON architecture”, IEEE Broadband Networks, Oct. 2005 Page(s):1548 - 1553 Vol. 2

SKILLS

Experimental Skills: Good experience in building electrical/optical lab test-bed

Simulation Tools Implementation: Excellent experience in developing simulation tools for telecom networks using Discrete Event Simulation technique (WDM networks, EPON, Metro, wireless networks).

Programming Languages: C, C++, Java, Matlab, Pascal, and Assembly

Simulation Programs: Opnet, Promela (Network Simulation Program), Multisim

Operating Systems: UNIX, Linux, Windows

EDUCATIONAL WORKSHOPS

- Participated to the workshop entitled “Promoting Critical Thinking in the Classroom” offered by Center for Excellence in Teaching and Learning, City College of New York, CUNY. 2007
- Participated to the workshop entitled “Motivating Students to Learn” offered by Center for Excellence in Teaching and Learning, City College of New York, CUNY. 2008
- Participated to the workshop entitled “Meeting the Needs of Foreign Students” offered by Center for Excellence in Teaching and Learning, City College of New York, CUNY. 2008

MEMBERSHIPS

- Institute of Electrical and Electronics Engineers (IEEE)
- Turkish-American Scientists and Scholars Association (TASSA)

REFEREE

- IEEE Journal of Light wave Technology (JLT),
- IEEE International Conference on Communications (ICC)

PROFESSIONAL & CURRICULUM VITAE

R. Gul Tiryaki Sonmez, Ph.D.

Assoc. Prof. Dr.

Lehman College, The City University of New York

Department of Health Sciences

Apex Building, Room # 265



PROFESSIONAL INTERESTS & EXPERTISE

- I. **Physiology of Exercise and Sports**; teaching, research and clinical applications of:
Athletic performance: analysis & conditioning
Fitness test validation
Cardiac rehabilitation
Exercise at altitude
- II. **Exercise Testing/Interpretation/Prescription**
- III. **Kinesiology and Biomechanic**
- IV. **International Education**
Language Fluency U.S. State Department Classification:
1=Few words only; 2=Conversation with errors. Understandable. Technical vocabulary weak; 3=Good grammar. Technical vocabulary good in own area; 4=Almost perfect grammar. Technical vocabulary good in areas outside expertise; 5=Native ability.
Turkish (5); English (4); German (2)

EDUCATION

- Doctor of Philosophy, Exercise Physiology (1990)**
The University of New Mexico, Albuquerque, New Mexico, USA.
- Master of Science, Exercise Physiology (1986)**
Oklahoma State University, Stillwater, Oklahoma, USA.
- Bachelor of Science, Physical Education & Sport (1981)**
Youth & Sport Academy, Ankara, Turkey.

EMPLOYMENT HISTORY

Academic ranks

- | | |
|---|---------------|
| Associate Professor, Department of Health Sciences,
Lehman College, The City University of New York, NY, USA | 2007- present |
| Visiting Professor, Program of Physical Education and Sport,
Edward Waters College, Jacksonville, FL, USA. | 2006-2007 |
| Professor, School of Physical Education and Sport
Abant Izzet Baysal University, Bolu, Turkey. | 1999- 2007 |
| Associate Professor, School of Physical Education and Sport,
Sakarya University, Sakarya, Turkey. | 1997-1999 |
| Associate Professor, Department of Physical Education and Sport,
Dicle University, Diyarbakır, Turkey. | 1996-1997 |

Associate Professor, Department of Physical Education and Sport, Middle East Technical University, Ankara.	1993-1996
Assistant Professor, Department of Physical Education and Sport, Middle East Technical University, Ankara, Turkey.	1990-1993
Graduate Assistant (teaching & laboratory supervision) The University of New Mexico, Albuquerque, New Mexico, USA.	1988-1990

Administrative positions

Coordinator of Exercise Science Program in Department of Health Sciences, Lehman College, The City University of New York, NY, USA.	2007- present
Director of Program of Physical Education and Sport, Edward Waters College, Jacksonville, FL, USA.	2006-2007
Head & Graduate Coordinator of Department of Education in Training Science, Abant Izzet Baysal University, Bolu, Turkey.	1999-2007
Vice President of Academic Affairs, Abant Izzet Baysal University, Bolu, Turkey.	2004-2006
Coordinator of Computerized Match Analyses, Fenerbahce Sports Club, Istanbul, Turkey.	1997-1999
Assistant Director of Foreign Relations, Fenerbahce Sports Club, Istanbul, Turkey.	1997-1999
Director, School of Higher Education in Physical Education and Sport, Sakarya University, Sakarya, Turkey.	1998-1999
Head, Department of Physical Education and Sport, Sakarya University, Sakarya, Turkey.	1997-1999
Head, Department of Physical Education and Sport, Dicle University, Diyarbakır, Turkey.	1996-1997
Project Director of Funded Research, “Physiological Effects of Altitude Training”, Middle East Technical University, Ankara, Turkey.	1992-1994

Professional Memberships

- American College of Sports Medicine
- Turkish Sports Science Association, Fellow
- International Council of Health, Physical Education, Recreation, Sport & Dance
- International Society of Performance Analysis of Sport (ISPAS)

Awards

- National Folk Dance Team, Turkey, 1974-1981
- Premier Student of the Sports Academy, Youth and Sports Academy, Ankara, Turkey, 1981
- National Athlete, Track & Field, Turkey, 1979-1981
- Scholarship to pursue doctorate in Exercise Physiology in USA, Turkish Ministry of National Education, 1982
- Candidate for “Science Woman of Year”, nominated by the “Women’s Journal”, Turkey, 1996

RESEARCH/WRITING/SCHOLARSHIP

Books

- Tiryaki Sonmez, G.** Exercise and Sports Physiology. Bolu, Turkey: Ata Press, 2002.
- Tiryaki, G.** Sources of Energy, Training Methods and Nutrition. Ankara, Turkey: General Management of Youth and Sports Press. 1993.

Book Chapters

- Tiryaki, G.**, F. Yamaner, S.A. Agaoglu, H. Gumusdag, M.F. Acar. Comparison of the Physiological Characteristics of the First, Second and Third League Turkish Soccer Players. Science and Football III. Eds. T. Reilly, J. Bangsbo and M. Hughes. E & F Spon, London: p.32-36, 1997.
- Işlegen, C., M.F. Acar, A. Cecen, T. Erding, R. Varol, G. **Tiryaki**, O. Karamızrak. Effects of Different Pre-Season Preparations on Lactate Kinetics in Professional Soccer Players. Ibid. p.103-105, 1997.
- Tamer, K., M. Gunay, G. **Tiryaki**, I. Cicioglu, E. Erol. Physiological Characteristics of Turkish Female Soccer Players. Ibid. p.37-39, 1997.
- Tiryaki, G.**, S. Cicek, A.T. Erdogan, F. Kalay, A.T. Atalay. The Analysis of the Offensive Pattern of the Switzerland Soccer Team in the 1994 World Cup. Notational Analysis of Sport I & II (Ed. M. Hughes) E & F Spon, London: p. 91-98, 1995.

Publications (all in refereed journals)

- Yaman, H., **Tiryaki-Sonmez, G.**, Gurel, K. The Effects Of Oral L-Arginine Supplementation On Vasodilation And Max VO₂ Level of Male Soccer Players. *Biomedical Human Kinetics*, DOI:10.2478/v10101-010-0006-x, 2: 25-29, 2010.
- Ozen, S., **Tiryaki Sonmez, G.**, Yuktasir, B., Yalcin, B., Bugdayci, G., Willems, M. Effects Of Exercise On Leptin And Acylated Ghrelin Hormones In Trained Males. *Journal of Exercise Physiologyonline*, 12 (2): 20-30, 2010.
- Rising, R., Tiryaki-Sonmez, G.** Energy Expenditure and Physical Activity In Recovering Malnourished Infants. *Journal of Nutrition and Metabolism*, Article ID 171490, 7 pages, doi:10.1155/2010/171490, 2009.
- Tiryaki Sonmez, G.**, Ozen, S., Yuktasir, B., Yalcin, B., Ozen, G., Sonmez, S., Demirel, N.. The Effects Of High Altitude Climbing On Respiratory Parameters. *Medicine Sportiva*, 13 (1): 49-53, 2009.
- Bugdayci, G., Koc, O., Yuktasir, B., Ozen, S., Yalcin, HB., **Tiryaki-Sonmez, G.** Salivary Antioxidant Capacity During Exercise In Athletes. *Biochemistry & Molecular Biology; Cell Biology* IDS Number: 417PV ISSN: 1521-6543 IUBMB LIFE, 61 (3): 368-368, 2009.
- Ozen, S and **Tiryaki Sonmez, G.** Ghrelin Hormon And Exercise. *Journal of Physical Education & Sport Sciences, (Gazi BESBD)*, XIII, 3: 11 – 24, 2008.
- Inal Ince, D., **G. Tiryaki Sonmez**, M.L. Ince. Effects of Garlic on Aerobic Performance. *Turkish Journal of Medical Sciences*. 30(6):557-561, 2000.
- Sonmez, S., **G. Tiryaki Sonmez**, B. Yuktaşır, O. Şemşek, R. Çolak. Effects of Nose Strap Usage on Aerobic Capacity in Men. *Performance*. 4(3-4):69-74, 1998.
- Aşçı, F.H., H. Gokmen, **G. Tiryaki**. Self Concept and Body Image of Turkish High School Male Athletes and Non-Athletes. *Adolescence*. 32(128):960-968, 1997.

- Tiryaki, G.** and S. Muniroglu. Introducing the Use of Computer Analyses in Soccer. *Journal of Soccer Science and Technology*. 1996, p.18-19.
- Tiryaki, G.**, and H. Atterbom. The Effects of Sodium Bicarbonate and Sodium Citrate Administration on 600m Running Performances. *The Journal of Sports and Medicine and Physical Fitness* (Turin, Italy). 35:194-198, 1995.
- Tiryaki, G.** and F. Konukman. (Translators.) Thirty-Minute 12-Station Skill Improvement Training for Soccer. *Journal of Soccer Science and Technology*, 1995. p. 27-28
- Tiryaki, G.** Sexual Activity and Athletic Performance. *Journal of Science and Technic*. 335:101-102, 1995.
- Tiryaki, G.**, D. Inal, L. Ince. (Translators.) Theory and Practice of Endurance Training. *Journal of Athletics Science and Technology*. 16:9-13, 1994.
- Ascı, F., H. Gokmen, **G Tiryaki**, A. Aşçı, E. Zorba. The Effects of Participation in Sports on Level of Satisfaction with Body Image of Male Students. *ibid*. 4(3):38-47, 1993.
- Ascı, F., H. Gokmen, **G. Tiryaki**, V. Oner. Self-Concept and Body Image of Turkish High School Male Athletes and Non-Athletes. *Journal of Sport Science*. 4(1):34-43, 1993.
- Tiryaki, G.** and S. Koçak. (Translators.) Stride Length in Sprint Running II: Analysis and Evaluation. *Journal of Athletics Science and Technology*. 9:5-10, 1993.
- Tiryaki, G.** and G. Dogu. Weight Reduction of Wrestlers. *Journal of Wrestling* (Turkish Wrestling Foundation). 2:17, 1993.
- Tiryaki, G.** and S. Koçak. (Translators.) Stride Length in Sprint Running I: Analysis and Evaluation. *Journal of Athletics Science and Technology*. 8:21-24, 1992.
- Tiryaki, G.** Participation of Women in Long Distance Running. *Journal of Onspor*. 7(II-IV):30-31, 1991.

Presentations Published in Proceedings

- Ozen, S., Demirel, N., Yalcin, H.B. , **Sonmez, G.T.**, The Overweight and Obesity prevalence in 7-14 years old elementary School Children living in Bolu, TURKEY. *International Sport Sciences Congress, October 23-25, Bolu, Turkey*, p.964-967, 2008.
- Sozbir Kerim, **Tiryaki Sonmez Gul**, Yuktasir Bekir, Yalcin Hasan Birol, Aydin Kutlu, Yildiz Nebil. The Effects of Two Different Stretching Exercises Together With Plyometric Training On EMG Values And Some Physiological Parameters. *12th Annual Congress of the European Conference of Sport Sciences (ECSS)*, p. 21, 2007
- Tiryaki Sonmez, G.**, Ozen, S., Ozen, G., Yuktasir, B., Sonmez, S., Stelzer, J. The Effects Of High Altitude Climbing On Respiratory Parameters. *7. World Congress of Performance Analysis of Sport, Szombathely, Hungary. Congress Proceedings*. p. 87, 2006.
- Guler, M., **Tiryaki Sonmez, G.**, Yalcin, B., Stelzer, J., Ozer, S., Aydın, K. The Personality Characteristics Of Competitive Gymnasts. *Ibid. Congress Proceedings*. p. 95, 2006.
- Gulseven, O., **Tiryaki Sonmez, G.**, Yuktasir, B., Yalcin, B., Stelzer, J., Ucan, Y. The Effects Of Sodium Bicarbonate Loading On Anaerobic Performance. *Ibid. Congress Proceedings*. p. 85, 2006.
- Ozen, S., Ozen, G., Sonmez, S., **Tiryaki Sonmez, G.**, Sozbir, K., Stelzer, J., Ventilatory Muscle Strength And Lung Volumes In Youth With Relation To Age. *Ibid. Congress Proceedings*. p. 82, 2006.
- Sozbir, K., Yuktasir, B., Yalcin, B., Aydın, K., Ozen, S., Stelzer, J., **Tiryaki Sonmez, G.** Investigation The Relationships Between Velocity, Agility And Vertical Jump To Performance Of Static Long Jump. *Ibid. Congress Proceedings*. p. 68, 2006.

- Vatansever, S., **G. Tiryaki Sonmez**, G. Ozen. Anthropometric and Physiological Characteristics of Turkish Elite and Non-Elite Sport Climbers. *10th ICHPER-SD Europe Congress and 8th TSSA International Sports Science Congress, Antalya, Turkey, Congress Proceedings*. p.63, 2004.
- Vatansever, S., G. Ozen, **G. Tiryaki Sonmez**. Effects of High Altitude Climbing on Some Physiological Parameters. *Ibid .Congress Proceedings*. p.66, 2004.
- Biçer, B., **G. Tiryaki Sonmez**, B. Yuktaşır, H.B. Yalçın, F. Kaya. The Effect on Leg Strength of Different Overloads with Therabands. *Ibid .Congress Proceedings*. p.117, 2004.
- Guzel, G., H. Gokmen,, **G. Tiryaki Sonmez**, B. Yuktaşır, F. Konukman. The Effects of Arousal Level on Reaction Time of 8-Year Old Children in Karate. *Ibid. Congress Proceedings*. p.111, 2004.
- Colak, R., Tiryaki Sonmez, G.** Performans Analysis and Periodization of Training in Long Distance Runners-I. www.atletik.org/ABTD-makaleler/makale-abtd0332-sayi43-sayfa23, 2001.
- Colak, R., Tiryaki Sonmez, G.** Performans Analysis and Periodization of Training in Long Distance Runners-II. www.atletik.org/ABTD-makaleler/makale-abtd0333-sayi44-sayfa5, 2001.
- Ince, M.L., **G. Tiryaki Sonmez**, N. Koşar, D. Inal. Blood Lactate, Ammonium, Phosphate Levels and Depletion Times in Distance Runners. A comparison between interval and endurance training. *V. International Sports Science Congress, Ankara, Turkey, Congress Proceedings*. p. 240-241, 1998.
- Tiryaki, G.** A.T. Atalay, A. Kin. Performance Analysis of the Turkish National Soccer Team during the European Cup Elimination and Final Matches. *III. World Congress of Notational Analysis of Sports, Antalya, Turkey, Congress Proceedings*. pp.30, 1996.
- Tiryaki, G.**, Talent Identification in Sports. *Education and Health Center for Athletes (SESAM), Academic Activity Book*, p.22-26, 1996.
- Tuncel, F., L. Ince, A. Kin, D. Inal, T. Atalay, **G. Tiryaki**. A Comparison of Physical and Physiological Parameters in Swimmers, Cyclists, Runners and Triathletes. *FISU/CESU Conference. Tokyo, Japan, Congress Proceedings*. p.420-421, 1995.
- Tiryaki, G.** Olympic Preparations: Identification of Talent and Scientific Training Methods. *Symposium: "Turkey in the Olympics " İTU Physical Education and Sports Department, Istanbul, Turkey, Proceedings*. p.163-169, 1994.
- Tiryaki, G.** Exercise and Activation of Insulin Hormone. *Second Congress on Altitude and Sports. University of Erciyes Press, Kayseri, Turkey: Congress Proceedings*. p.47-57, 1993.
- Tiryaki, G.** and M. Unal. The Relationship of Blood Phosphokinase and Lactate Dehydrogenase Enzyme Levels with Muscular Soreness in Female Gymnasts Following Isometric Contractions. *International Sports Science Conference, Singapore, Congress Proceedings*. p.259-269, 1993.
- Tiryaki, G.** Recent Approaches to Altitude Training. *First Congress on Altitude and Sports University of Erciyes Press, Kayseri, Turkey: Congress Proceedings*. p.71-87, 1991

Presentations at Scientific Meetings

- Bugdayci, G. Yuktaşır, B. Ozen, S., Yalçın, H.B. , **Sonmez, G.T.**, And Cakici, H. The Effect Of Physical Exercise On The Salivary Alpha-Amylase Activity In Athletes. Contemporary Paradigm of Sport Science , November 14-15, Hungary, 2008.
- Kirikoglu, O., **Tiryaki Sonmez, G.**, Uçan, Y. The Effects of Two Weeks Of Vitamin C Loading on Anaerobic Threshold Level. *IX. International Sports Science Congress, Mugla, Turkey, 2006.*

- Vatansever Ozen, S., **Tiryaki Sonmez, G.**, Ozen, G. Spirometric Reference Values For Turkish Adolescents With Relation To Anthropometric Characteristics. *IX. International Sports Science Congress, Mugla, Turkey, 2006.*
- Vatansever Ozen, S., Sozbir, K., **Tiryaki Sonmez, G.**, Ozen, G. The Effects Of Plyometric Exercise On Male Reproductive Hormones. *IX. International Sports Science Congress, Mugla, Turkey, 2006.*
- Cakir, B., Vatansever Ozen, S., **Tiryaki Sonmez, G.**, Ozen, G., Kiliç, E., Olkan, G.E., Seyhan, F. Body Composition And Physical Fitness Of Turkish Primary School Children. *IX. International Sports Science Congress, Mugla, Turkey, 2006.*
- Tiryaki Sonmez, G.** International Standards for Physical Education and Sport. 46th *ICHPER.SD World Congress, Istanbul, Turkey, 2005.*
- Colak, M., **G. Tiryaki Sonmez, S. Sonmez.** The Effects of Mint on Muscle Pain and Lactic Acid Level. *Science and Technology in Sports, World Congress at UWIC, Cardiff, Wales, 2001.*
- Okmen, S., **G. Tiryaki Sonmez, G. Doğu.** Cardio-Respiratory Effects of Isokinetic and Isotonic Training. *VI. International Sports Science Congress, Ankara, Turkey, 2000.*
- Çolak, R., **G. Tiryaki Sonmez, B. Yuktaşır, S. Sonmez, O. Kırıkoglu.** Effects on Anaerobic Threshold in Women of Training at Anaerobic Threshold and 10 % above. *VI. International Sports Science Congress, Ankara, Turkey, 2000.*
- Tiryaki Sonmez, G., R. Çolak, O. Şemşek, Y. Uçan, M. Çetinbaş.** Effects of Single-Dose Garlic Administration on the Anaerobic Threshold. *VI. International Sports Science Congress, Ankara, Turkey, 2000.*
- Tiryaki Sonmez, G., S. Sonmez.** Comparison of the Successes of National Teams of Countries Participating in 1998 World Cup in Relation to Having More Foreign Players in Their Leagues. *IV. World Congress of Notational Analysis of Sports, Porto, Portugal, 1998.*
- Gursel, F., **G. Tiryaki Sonmez, G. Doğu.** Comparison of Effects on Power of Isotonic and Isokinetic Training Programs. *V. International Sports Science Congress, Ankara, Turkey, 1998.*
- Ersoy, G. and **G. Tiryaki.** Body Composition and Diet of Turkish Dancers. *International Symposium on Dance and Medicine, Helsinki, Finland, 1995.*
- Tuncel, F., **Tiryaki, G., Tamer, K.** Assessment of Cardiovascular Disease Risk Factors and Max VO₂ of Adults. *International Rehabilitation Medicine Congress, Istanbul, Turkey, 1995.*
- Tiryaki, G., F. Tuncel, K. Tamer.** A Study on Lung Capacity and Body Composition of University Faculty Members. *International Rehabilitation Medicine Congress, Istanbul, Turkey, 1995.*
- Doğu, G., E. Zorba, **G. Tiryaki.** Development of a Skinfold Equation for Prediction of Body Fat in Turkish Wrestlers. *International Health, Physical Education and Recreation World Congress, Limerick, Ireland, 1991.*

Citations

1. [The effects of sodium bicarbonate and sodium citrate on 600 m running time of trained females](#)
GR **Tiryaki**, HA Atterbom - J Sports Med Phys Fitness, 1995 - ncbi.nlm.nih.gov
The effects of sodium bicarbonate and sodium citrate ingestion on 600 m running performance were assessed in 11 female track athletes and four trained ...
[Cited by 9 - Web Search](#)

2. [Self-Concept and Body Image of Turkish High School Male Athletes and Nonathletes.](#)
 FH Asci, H Gokmen, G **Tiryaki**, A Asci - Adolescence, 1997 - [questia.com](#)
 Self-concept is one of the psychological constructs that has been extensively researched in the field of sports. It has a prominent role in human ...
[Cited by 4 - Web Search - ncbi.nlm.nih.gov - eric.ed.gov](#)
3. Physiological characteristics of Turkish female soccer players.
 K Tamer, M Gunay, G **Tiryaki**, I Cicioolu, E Erol - Science and Football III
[Cited by 1 - Web Search](#)

Distance Learning & Online Teaching

- Stelzer, J., Mitas, J., **Tiryaki Sonmez, G.**, Mazal, F., and Kudlacek, M. /*Brown Bag Lunch Session.*/ Two hours workshop for Valdosta State University faculty members on IP video conferencing and communication devices available through the Internet. Valdosta State University, Valdosta, Georgia. March, 2006.
- Stelzer, J., Sizemore, J., Mitas, J., **Tiryaki Sonmez, G.** /*The Web, Teaching and Learning.*/ Presentation at the 13'th Annual Gulf South Adult and Career Education Conference. Valdosta State University, Valdosta, Georgia. March, 2006.

Seminar & Congress and Conference Organizations

As Organizer:

- Tiryaki Sonmez, G.** "Using Computerized Program for Soccer Game Analysis", University of Sakarya, Sakarya, Turkey, Temmuz 13-14,1998.
- Tiryaki Sonmez, G.** "III. World Congress of Notational Analysis of Sports", Antalya, Turkey, November 26-28,1996.
- Tiryaki Sonmez, G.** "Performans Analysis in Soccer", Middle East Technical University, Ankara, Turkey, June 4-6, 1994.
- Tiryaki Sonmez, G.** "Sports Sciences and Turkish Soccer", Middle East Technical University, Ankara, Turkey, November 9, 1993.

As Lecturer:

- Giving lectures** about Training Principles, Exercise Physiology, Anatomy and Kinesiology in Training Certification Programs and Workshops for variety of sports branches for the Sports Federations of Turkey (Track and Field, Soccer, Basketbol, Voleybol and etc.) Since 1990 to Present.
- Tiryaki Sonmez, G.** "Energy Systems and Relations to Training". University of Erciyes, Kayseri, Turkey, Mayıs 8, 2006.
- Tiryaki Sonmez, G.** "Nutrition and Sports in Health". Bolu Rotary Club Organization,
- Tiryaki Sonmez, G.** "Science and Sports". University of Karaelmas, Zonguldak, Turkey, April 20, 2001.
- Tiryaki Sonmez, G.** "Using Computerised Programs in Analyzing Soccer games". Abant Izzet Baysal University, Bolu, Turkey, September 20,1998.
- Tiryaki Sonmez, G.** "Using Computer Technology in Analyzing Soccer Games". University of Inonu, Malatya, Turkey, March 26,1996.
- Tiryaki Sonmez, G.** "Talent Identifications". Center for Education, Health, and Research for Athletes, Ankara, Turkey, Nisan 5, 1995.
- Tiryaki Sonmez, G.** "Training Principles for Youth". University of Istanbul, Istanbul, Turkey, March 25,1994.
- Tiryaki Sonmez, G.** "Training Principles for Children". Center for Education, Health, and Research for Athletes, Ankara, Turkey, February 24, 1994.

Theses & Dissertations

1. Effects of One Dose L-Arginine Supplementation on Vasodilatation and Exercise Performance (Hulya Yaman) 2006.
2. The Personality Structure of the Gymnasts of Apparatus Gymnastics (Mergul Guler) 2005.
3. Effects on Leg Strength of Different Loads with Therabands. (Bilal Bicer) 2004.
4. Anthropometric and Selected Physical Fitness Parameters of Elite and Non-elite Rock Climbers. (Serife Vatansever) 2004.
5. Effects of Sodium Bicarbonate Loading on Anaerobic Performance. (Orkun Gulseven) 2003.
6. Effects of Two Weeks Vitamin E Loading on the Anaerobic Threshold. (Yılmaz Ucan) 2002.
7. Effects of Two Weeks of Garlic Loading on the Anaerobic Threshold. (Melike Cetinbas) 2002.
8. Effects of Two Weeks Vitamin C Loading on the Anaerobic Threshold. (Orhan Kırıkoglu) 2002.
9. Effects of Peppermint Extract on Oxygen Consumption Capacity. (Celalettin Gulsever) 1999.
10. Effects of Peppermint Extract on Muscle Pain. (Mergul Colak) 1999.
11. Performance Analyses of a Turkish First League Soccer Team During the 1997-1998 Season. (Celalettin Dogan) 1998.
12. Effects of Motor Properties on Performance of Artistic Gymnasts. (Dilek Akca) 1998.
13. Effect of a Single-Dose Garlic Administration on Maximum Oxygen Consumption and Endurance Performance Time of College Endurance Athletes. (Deniz İnal) 1995.
14. Blood Lactate, Ammonia, Phosphate Levels and Exhaustion Times of Distance Runners After Two Different Exercise Modalities. (M. Levent İnce) 1995.
15. Effects of Isokinetic and Isotonic Training on Speed Performance. (Ferda Gursel) 1994.
16. Cardiorespiratory Effects of Isokinetic and Isotonic Training. (Ahmet Sadan Okmen) 1994.
17. Measurement and Evaluation of Physiological Components of Professional Soccer Players of the MKE Ankaragucu, Petrolofisi and Şekerspor Soccer Teams. (Hayrettin Gumusdag) 1994.
18. The Relationship of Blood Creatine Phosphokinase and Lactate Dehydrogenase Enzyme Levels with Muscular Soreness in Female Gymnasts Following an Isometric Contraction. (Manolya Akın) 1992.

TEACHING

Courses Developed and Taught

Graduate Courses

- Advanced Nutrition in Sport
- Biochemistry in Exercise Science
- Advanced Sport Analysis
- Current Issues in Sports Physiology
- Recent Developments in Training Science
- Exercise Testing/Interpretation/Prescription for Athletes
- Exercise Testing/Interpretation/Prescription for Healthy Individual

- Special Studies
- Thesis supervision

Undergraduate Courses

- Anatomy–Physiology with lab
- Anatomy-Kinesiology with lab
- Exercise Physiology I with lab
- Exercise Physiology II with lab
- Kinesiology
- Biomechanics
- Analysis of Sports
- Nutrition in Sports
- Introduction to Physical Education and Sport Sciences
- Track and Field I
- Track and Field II
- Specialization in Track and Field I, II, III, IV
- Outdoor Recreation
- Motor Learning
- Care and Prevention of Athletic Injuries
- Personal and Community Health
- Nutrition and Health
- Psychological Aspects of Exercise

Online Courses

- Health and Wellness For Life (Online Course as Distance Learning with Valdosta State University, Georgia, USA)
- Nutrition and Health (Online)
- Sports Nutrition (Online)
- Kinesiology and Biomechanics (Online)

Student Advisement

My usual advisement load annually at Abant Izzet Baysal University was 5-7 masters-doctoral students (program of study) and 3-5 theses chaired. I am currently advising about 10 students per semester in Lehman College, The City University of New York.

Curriculum Development

I have developed, and was and am ultimately responsible for the delivery of the following programs:

1. Undergraduate program in Training Science and Exercise Science
2. Undergraduate program in Physical Education (Teacher Education)
3. Graduate programs in Exercise Sciences
 - a. Masters
 - b. Doctoral

SERVICE & CONSULTATIONS

- Member of Editorial & Scientific Board (Presently):
 - Journal of Spormetre, University of Ankara, School of Physical Education & Sport.
 - Journal of Physical Education and Sport, University of Celal Bayar, School of Physical Education & Sport.
 - Journal of Theory and Practice in Education, Canakkale Onsekiz Mart University, Faculty of Education.
 - Journal of Sport Sciences, University of Istanbul, School of Physical Education & Sport.
 - Journal of Physical Education & Sport Sciences, Gazi University (Ankara), School of Physical Education & Sport.
 - Journal of Performance, University of Ege (Izmir), School of Physical Education & Sport.
 - Journal of Educational Sciences, Atatürk University (Erzincan), College of Education.
 - Journal of Social Sciences, Balikesir University (Balikesir), Institute of Social Sciences.
 - Journal of Performance Analysis (eJPAS), University of Wales in Cardiff, Centre for Performance Analysis (<http://cpa.uwic.ac.uk/ejpas/pages/editorialboard.htm>).
 - International Association of Notational Analysis in Sport, Scientific Committee, member, 1996-present. (<http://www.ispas.org/committee/>).

- International Council of Health & Physical Education & Recreation-Sport & Dance (ICHPER-SD) – Co - Director, Commission of Physical Education at the Primary, Secondary and College Level, and International Curriculum and Standards and Sports, 46th ICHPER.SD World Congress, Istanbul, Turkey, November 9-13, 2005.
- Turkish Swimming Team, Administrator, European Championship, Trieste, Italy, 2005.
- Turkish Federation of Swimming, Diving and Synchronise Swimming, Administrative Board Member, 2005- present.
- National Referee in Track & Field, Turkey, 1991-present.
- Turkish Federation of Track & Field, Head of Educational Board, 2000-2004.
- Party for a Democratic Turkey, Vice President, 2003.
- Turkish Federation of Varsity Sport, Administrative Board Member, 1996-1998.
- Turkish Ministry of Sport, Adviser to The Minister, 1996-1997.
- Turkish Cross Country Running Team of Women at University, Trainer, World Championship, Lyon, France, 1993.
- New Heart Cardiac Rehabilitation Program, Albuquerque, New Mexico, USA, Volunteer Instructor, 1990.
- Cardiac Rehabilitation, St. Joseph Hospital, Tulsa, Oklahoma, USA, Cardiac Rehabilitation Internship, 1984-1985.

Genevieve Yarrell-Harris, Ph.D



PROFILE

I am presently working at colleges in New York City as an adjunct professor. My background experiences include regular education counseling and guidance responsibilities as well as at the N.Y.C. Board of Education. My company-Enhancing Minds Services, LLC conducts educational and psychological research in the U.S. and abroad, particularly focusing on cultural, diversity and gender issues. Professional experience, knowledge and understanding of academic life and school culture make me a particularly suitable candidate for working at any level with diverse populations.

EDUCATION

- 2003 Doctor of Philosophy, Counseling Psychology – Fordham University, New York, New York
- 1983 Master of Science, Counseling Education – Fordham University, New York, New York

PROFESSIONAL EXPERIENCE

Background includes involvement with adults and youth working within culturally diverse settings as well as multiple challenging populations in agencies, inner city colleges/schools, homes and private practice. Experience includes, but is not limited to, the following: administrative, advisory, consulting and counseling functions, crisis involvement, designing and implementing intervention/prevention programs to enhance academic, emotional and psycho-social performance of student populations, advocacy, leadership, peer mediation and college bound services.

College Level

- 2004-Present Adjunct Instructor, Counseling Psychology Courses – Audit Instructor and Independent Studies, Instructional Support Staff, College of New Rochelle, Rosa Parks Campus – New York City
- 2007- Present Adjunct Professor, Educational Psychology, Lehman College – City (Summers) University of New York

Secondary Level

- 1987-1989 Middle School Teacher – N.Y.C. Board of Education

Adult Level

- 1998-2009 Consultant Instructor – Episcopal Social Services

CERTIFICATION/LICENSE

. Permanent Certification, New York State – Guidance Counselor

COUNSELING, EDUCATIONAL AND PSYCHOLOGICAL RESEARCH SERVICES

- 2003-Present Enhancing Minds Services, LLC (2006-Formal), C.E.O. and President
- 1982-1985 St. Vincent's Outpatient Clinic, Brooklyn, New York
- 1993-1995 The Institute of Applied Human Dynamics, Bronx, New York
- 1989-Present MS 45 Region 1, and N.Y.C. Board of Education, Bronx School

References are available upon request.

Ertuğrul M. Özbudak

Curriculum Vitae

Address

Assistant Professor, Department of Genetics, Albert Einstein College of Medicine of Yeshiva University. 1300 Morris Park Avenue, Ullmann Building, Room 711, Bronx, NY 10461.
ertugrul.ozbudak@einstein.yu.edu

Education

Bosphorus University Istanbul, Turkey

Bachelor of Science, June 1999. College of Arts & Sciences, Department of Physics.
Special Project: Quantum phase space distribution functions, F-oscillators and nonlinear coherent states.

Massachusetts Institute of Technology Cambridge, MA, USA

Ph.D. March 2004. Department of Physics.
Thesis title: Noise and multistability in gene regulatory networks.

Post-graduate training

Cancer Research UK, Vertebrate Developmental Biology, London, UK

Postdoctoral Research Fellow, August 2004 – February 2007

Marine Biological Laboratory, MA, USA

Embryology Summer Course, June-July, 2005.

Stowers Institute for Medical Research, MO, USA

Senior Research Associate, February 2007 – October 2009

Professional employment

Albert Einstein College of Medicine of Yeshiva University

Assistant Professor, Department of Genetics, November 2009 –

Teaching Experience

Bosphorus University Istanbul, Turkey

Physics 130, senior level lab course. Lab assistant (September 1998 - June 1999).

MIT, Department of Physics Cambridge, MA, USA

Electromagnetism, senior level course. Teaching Assistant (September 1999 - January 2000).

Awards and Honors

- Rank 1st (among more than one million students) at the OYS (university entrance examinations in Turkey) 1994.
- Dean's list for academic high honors at College of Arts & Sciences, Bosphorus University.
- Outstanding senior at College of Arts & Sciences, Bosphorus University 1999.
- Rank 1st among physics department graduates at Bosphorus University.
- Buvak (Bosphorus university foundation) scholarship (September 1994 - June 1999).
- Tubitak (Turkish science foundation) scholarship (September 1994 - June 1999).
- Merck/MIT computational biology fellowship (June 2000 - June 2002).
- MBL (Marine Biological Laboratory) Fellowship for Embryology Course 2005
- Cancer Research UK, Postdoctoral Fellowship (August 2004- Aug 2005)
- EMBO (European Molecular Biology Organization) Long-term Postdoctoral Fellow Sept 2005-August 2006)
- Marie Curie Postdoctoral Fellowship (September 2006-August 2008).

Other Professional Activities

- Refereeing Papers for the following journals: *Developmental Cell*, *Developmental Biology*, *Developmental Dynamics*, *Mechanisms of Development*, *Journal of Theoretical Biology*, *Nature*, *PNAS*, *PLoS One*, *Institute of Physics*, *Biophysical Journal*
- Refereeing Grants for: Swiss National Science Foundation.
- Judging at BFMAS K-12 science projects competition at Kansas City, Missouri on January 2008- January 2009.
- Judging at the I-SWEEP (International Sustainable World: Energy, Environment, Engineering Project Olympiad) at Houston, Texas on May 1-5, 2008.
- Board member of Millennium Education Foundation (for a K12 charter school) September, 2007-August, 2009.

Research & Invited talks

- Seminar on “Global analysis of the regulatory landscape controlling differentiation of muscle precursors” at the IMCB, A*STAR in Singapore on the 3rd of July, 2009.

- Talk on “Spatiotemporal compartmentalization of key physiological processes during muscle precursor differentiation” at DARPA Fundamental Laws of Biology (FunBio) Meeting, Duke University on April 2-3, 2009.
- Seminar at the Sloan-Kettering Institute at the Memorial Sloan-Kettering Cancer Center on the 26th of February, 2009.
- Seminar at the Department of Genetics at the Albert Einstein College of Medicine on the 25th of February, 2009.
- Seminar at the Division of Biology at Caltech on the 17th of February, 2009.
- Seminar at the Department of Molecular, Cellular and Developmental Biology at the University of Michigan, Ann Arbor on the 12th of February, 2009.
- Seminar at the Penn Genome Frontiers Institute Research Seminar Series at the University of Pennsylvania on the 4th of February, 2009.
- Seminar at the Department of Molecular Biology at Princeton University on the 2nd of February, 2009.
- “Spatio-temporal Compartmentalization of Key Physiological Processes during Muscle Precursors Differentiation” at the Center for Developmental Genetics and Center for Genomics and Systems Biology at the New York University on the 28th of January, 2009.
- Talk on “Spatiotemporal Profiling of Paraxial Mesoderm Differentiation” at DARPA Fundamental Laws of Biology (FunBio) Meeting, San Francisco on August 19-22, 2008.
- Seminar at Molecular Biology and Genetics Department at Bilkent University on 23rd of July, 2008.
- Talk on “Vertebrate Somitogenesis” in the Summer School in “Embryology and Embryonic Stem Cell Biology” at Timisoara, Romania on 7-21 July, 2008.
- American Physical Society “March Meeting” at New Orleans, Louisiana on March 10–14, 2008.
- Analyzing the Role of Notch Signaling in Vertebrate Somitogenesis at “The Biocomplexity Institute Spring Seminar Series” at UI-Bloomington on 5th of March, 2008.
- Symposium on Mathematical Systems Biology: “Spatial dynamics of Growth and Signaling” at UC-Irvine on February 27-28, 2008.
- Seminar at Nanotechnology and Materials Science Institute at Bilkent University, on September, 2006.

BIBLIOGRAPHY

A. Original Communications in Reviewed Journals:

- **Özbudak EM**, Thattai M, Kurtser I, Grossman AD, van Oudenaarden A. Regulation of noise in the expression of a single gene. *Nature Genetics*, 31(1):69-73, (2002).
- **Özbudak EM**, Thattai M, Lim HN, Shraiman BI, Van Oudenaarden A. Multistability in the lactose utilization network of *Escherichia coli*. *Nature*, 427(6976):737-740, (2004).
- **Özbudak EM**, Becskei A, van Oudenaarden A. A system of counteracting feedback loops regulates Cdc42p activity during spontaneous cell polarization. *Dev. Cell*. 9(4):565-571, (2005).
- Mettetal JT, Muzzey D, Pedraza JM, **Özbudak EM**, van Oudenaarden A. Predicting stochastic gene expression dynamics in single cells. *Proc Natl Acad Sci USA*, 103(19):7304-9, (2006).
- Giudicelli F, **Özbudak EM**, Lewis J. Setting the Tempo in Development: an Investigation of the Zebrafish Somite Clock Mechanism. *PLoS Biology*, 5(6):e150, . (2007).
- **Özbudak EM**, Lewis J. Notch signalling synchronises the zebrafish somite segmentation clock but is not needed to create somite boundaries. *PLoS Genetics*, 4(2):e15, (2008).
- Gomez C, **Özbudak EM**, Wunderlich J, Baumann D, Lewis J, Pourquié O. Control of segment Number in vertebrate embryos. *Nature*, 454(7202):335-339, (2008).
- **Özbudak EM**, Tassy O, Pourquié O. Spatiotemporal compartmentalization of key physiological processes during muscle precursor differentiation. *Proc Natl Acad Sci USA*. 2010 Feb 16. [Epub ahead of print].

B. Books, Chapters in Books, and Review Articles:

- Lewis J, **Özbudak EM**. Deciphering the somite segmentation clock: Beyond mutants and morphants. *Dev Dyn.*, 236(6):1410-1415, (2007).
- **Özbudak EM**, Pourquié O. The Vertebrate Segmentation Clock: the Tip of the Iceberg. *Current Opinion in Development and Genetics*, 18(4):317-23, (2008).

C. Abstracts:

- Poster presentation at the 45th Annual Meeting of Biophysical Society in Boston, Massachusetts on 17-21 February, 2001.
- Poster presentation at the 8th International Meeting on Zebrafish Development and Genetics in Wisconsin, Madison on June 2008.

D. Articles submitted or in preparation

Form 3: Statements of Assurances

Form 3: Statement of Assurances

I, Mehmet Ozhabes 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

September 15, 2010
Date

Form 3: Statement of Assurances

I, HASAN ERKAN (name of board member applicant) state that I am the applicant for board member approval and I have read the questionnaire and any supporting documents and know the contents thereof; that the same is true to my knowledge except as to the matters therein stated to be alleged upon information and belief, and as to those matters I believe it to be true and further acknowledge that I am aware of the fact that, pursuant to 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

09/15/2010
Date

Form 3: Statement of Assurances

I, SERIGNE M. GNINGUE (name of board member applicant) state that I am the applicant for board member approval and I have read the questionnaire and any supporting documents and know the contents thereof; that the same is true to my knowledge except as to the matters therein stated to be alleged upon information and belief, and as to those matters I believe it to be true and further acknowledge that I am aware of the fact that, pursuant to 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.

Serigne M. Gningue 9/7/2010
Signature Date

Form 3: Statement of Assurances

I, R. Gul Tiryaki Sonmez (name of board member applicant) state that I am the applicant for board member approval and I have read the questionnaire and any supporting documents and know the contents thereof; that the same is true to my knowledge except as to the matters therein stated to be alleged upon information and belief, and as to those matters I believe it to be true and further acknowledge that I am aware of the fact that, pursuant to 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.

R. Gul Tiryaki Sonmez 09-08-2010
Signature Date

Form 3: Statement of Assurances

I, Mithat GASHI (name of board member applicant) state that I am the applicant for board member approval and I have read the questionnaire and any supporting documents and know the contents thereof; that the same is true to my knowledge except as to the matters therein stated to be alleged upon information and belief, and as to those matters I believe it to be true and further acknowledge that I am aware of the fact that, pursuant to 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.

Mithat Gashi
Signature

SEPT 7, 2010
Date

Form 3: Statement of Assurances

I, Cyreneville Harris (name of board member applicant) state that I am the applicant for board member approval and I have read the questionnaire and any supporting documents and know the contents thereof; that the same is true to my knowledge except as to the matters therein stated to be alleged upon information and belief, and as to those matters I believe it to be true and further acknowledge that I am aware of the fact that, pursuant to 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.

Cyreneville Harris
Signature

09-09-10
Date

Form 3: Statement of Assurances

I, Muhammed Ozdenir (name of board member applicant) state that I am the applicant for board member approval and I have read the questionnaire and any supporting documents and know the contents thereof; that the same is true to my knowledge except as to the matters therein stated to be alleged upon information and belief, and as to those matters I believe it to be true and further acknowledge that I am aware of the fact that, pursuant to 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.

Muhammed Ozdenir Signature 09/08/2010 Date

Form 3: Statement of Assurances

I, Mustafa Ertugrul Ozbudak (name of board member applicant) state that I am the applicant for board member approval and I have read the questionnaire and any supporting documents and know the contents thereof; that the same is true to my knowledge except as to the matters therein stated to be alleged upon information and belief, and as to those matters I believe it to be true and further acknowledge that I am aware of the fact that, pursuant to 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.

Mustafa Ertugrul Ozbudak Signature 09-07-2010 Date

Form 3: Statement of Assurances

I, Joseph Viggiani (name of board member applicant) state that I am the applicant for board member approval and I have read the questionnaire and any supporting documents and know the contents thereof; that the same is true to my knowledge except as to the matters therein stated to be alleged upon information and belief, and as to those matters I believe it to be true and further acknowledge that I am aware of the fact that, pursuant to 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.

Joseph Viggiani Signature 9/17/10 Date

Form 3: Statement of Assurances

I, SELÇUK EREN (name of board member applicant) state that I am the applicant for board member approval and I have read the questionnaire and any supporting documents and know the contents thereof; that the same is true to my knowledge except as to the matters therein stated to be alleged upon information and belief, and as to those matters I believe it to be true and further acknowledge that I am aware of the fact that, pursuant to 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.

SELÇUK EREN Signature 09/15/10 Date

Form 3: Statement of Assurances

I, Madeline Gomez (name of board member applicant) state that I am the applicant for board member approval and I have read the questionnaire and any supporting documents and know the contents thereof; that the same is true to my knowledge except as to the matters therein stated to be alleged upon information and belief, and as to those matters I believe it to be true and further acknowledge that I am aware of the fact that, pursuant to 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.

Madeline Gomez 09/15/2010
Signature Date

Sample Schedules

Sample Middle School Schedule

6th Grade	Monday	Tuesday	Wednesday	Thursday	Friday
7:30-7:58	Breakfast	Breakfast	Breakfast	Breakfast	Breakfast
8:00-8:28	CREW	CREW	CREW	CREW	CREW
8:30-9:23	ELA	MATH	SS	ELA	MATH
9:25-10:18	ELA	MATH	SCI	ELA	MATH
10:20-11:13	SCI	SS	ELA	SCI	SS
11:15-12:08	SCI	SS	ELA	SCI	SS
12:10-1:03	Lunch/ Recess	Lunch/ Recess	Lunch/ Recess	Lunch/ Recess	Lunch/ Recess
1:05-1:58	MATH	GYM	MATH	MATH	GYM
2:00-2:53	MATH	ELA	Com Circ	MATH	ELA
2:55-3:48	ART	ELA	After-School	ART	ELA
3:50-5:30	After-School	After-School	After-School	After-School	After-School

Sample High School Schedule

9th Grade	Monday	Tuesday	Wednesday	Thursday	Friday
7:30-7:58	Breakfast	Breakfast	Breakfast	Breakfast	Breakfast
8:00-8:28	CREW	CREW	CREW	CREW	CREW
8:30-9:23	SCI	SS	ELA	SCI	SS
9:25-10:18	SCI	SS	ELA	SCI	SS
10:20-11:13	MATH	ELA	SS	MATH	ELA
11:15-12:08	MATH	ELA	MATH	MATH	ELA
12:10-1:03	GYM	Elective	SCI	Elective	MATH
1:05-1:58	Lunch	Lunch	Lunch	Lunch	Lunch
2:00-2:53	ELA	MATH	Com Circ	ELA	MATH
2:55-3:48	ELA	MATH	After-School	ELA	GYM
3:50-5:30	After-School	After-School	After-School	After-School	After-School

Sample Teacher Schedule

Math C/D	Monday	Tuesday	Wednesday	Thursday	Friday
7:45-8:00	Breakfast	Breakfast	Breakfast	Breakfast	Breakfast
8:00-8:30	CREW	CREW	CREW	CREW	CREW
8:30-9:25	C	C	C	C	C
9:25-10:20	C	C		C	C
10:20-11:15	D		D	D	
11:15-12:10	D			D	
12:10-1:05	Lunch	Lunch	Lunch	Lunch	Lunch
1:05-1:50		D			D
1:50-2:45		D	Comm. Circle		D
2:45-3:40	Comm Plan		Prof Dev	Comm Plan	
3:40-4:30	Comm Plan	Comm Plan	Prof Dev	Comm Plan	Comm Plan

Attachment 6: Organizational Chart: See main application

Attachment 7: Key Position Descriptions

Chief Educational Officer (CEO):

The Chief Educational Officer (CEO) is the executive, educational, and instructional leader of the school. The CEO, who serves as the lead administrator of the school, is hired and reports directly to the Board of Trustees.

Qualifications for the CEO include:

- *Education:* Bachelor's Degree in Education and/or Administration. Master's Degree in Education and/or Administration Certification in New York preferred.
- *Expertise:* Knowledge of State of NY Laws and Regulations for Public Schools, NY Charter School Laws and Regulations, budget development and management, implementation of standards-based curriculum and educational reform models.
- *Experience:*
 - Demonstrated successful leadership in an administrative position in a public or private school, preferably but not necessarily as head of the school.
 - Demonstrated successful teaching experience (preferably at least three years) in a charter school.
 - Agreement with the academic goals and philosophy of WASCS.
- *Capabilities:*
 - Works effectively with the Board of Trustees.
 - Develops and maintains positive and productive relationships with the Department of Education, staff, students, parents, and the community.
 - Effectively leads change.
 - Effectively leads a diverse staff and student population.
 - Implements data-driven decisions following the school's Accountability Plan.
- *Leadership:*
 - Communicates effectively with all stakeholders (students, parents, staff, DOE and broader community).
 - Provides leadership.
 - Coordinates the activities of the school and implements and follows policies and procedures in coordination with the Administrative Assistant, Business Manager, the Dean of Students and the Dean of Academics.
- *Governance:*
 - Assists the Board in developing the school's vision, overall direction, and short- and long-term goals; works with the Board President to establish the Board's role, annual calendar, meeting agenda, and accountability measures.
 - Informs the Board, fully and in a timely manner, of the condition of the school, including all material legal issues; regularly reports to the Board on school activities and relevant matters.
 - Recommends policy positions concerning mission and program, governance and management, and legislation; leads and follows the implementation of the policies of the Board; works with the Board to recruit, screen, and nominate new Trustees and is empowered to require a 2/3 vote of approval for new Trustees.
 - Helps the Board monitor and evaluate organizational effectiveness.
- *Personnel and Programs:*
 - Within the school community, inspires a culture of excellence that is centered on the school's vision.

- Manages and supervises all full- and part-time staff.
- Works with an open door policy.
- In consultation and with the permission of the Board, shall have the power to hire and/or fire any employee.
- Oversees annual evaluations of teachers and other administrative staff.
- Oversees the development and maintenance of job descriptions, personnel policies and procedures, and coordinates with the appropriate contracts.
- Ensure that all teachers are highly qualified, certified, and have Individual Professional Development Plans on file that are aligned with the school's Accountability Plan.
- Coordinates and oversees staff development and training that are aligned to the State Frameworks and School's Accountability Plan.
- Conducts regular staff meetings.
- Develops and maintains research-based educational programs in conjunction with State law, charter school laws and regulations, and New York State Frameworks.
- Assures programs meet charter goals and requirements, recognizing that faculty are responsible for designing standards-based curriculum that is aligned with New York State Frameworks.
- Oversees School data reporting systems; classroom, general school, and DOE required data.
- *Financial:*
 - Directs control of the budget upon its approval by the Board.
 - Oversees the development of the school's annual budget in coordination with the Board of Trustees Finance Committee and bookkeeper.
 - Presents the annual budget to the Board of Trustees for final approval, and is responsible for the implementation of the budget.
 - Oversees the preparation of monthly financial reports to the Finance Committee of the Board of Trustees.
 - Oversees the reporting of financial data to the State Department of Education.
 - Oversees all financial transactions, including payroll.
 - Tracks and assigns all purchases.
 - Responsible for the Annual Audit and Annual Report.
- *Legal:*
 - Leads the preparation of the annual report and charter renewal application.
 - Assures the filing of all legal and regulatory documents.
 - Monitors compliance with relevant laws and regulations.
- *Parents/Community:*
 - Maintains an open-door policy for parents.
 - Participates in parent-teacher conferences when appropriate.
 - Works with the Parent Advisory Council (or equivalent) to implement programs for parents and students.
 - Articulates the school's mission and vision to parents and the community.
 - Conducts annual parent surveys and recommends changes to the Board when appropriate.
 - Conducts community outreach programs in order to create a positive influence in the community at large.
- *Fund raising/Public Relations:*
 - Oversees the development, maintenance, and implementation of a public relations/community outreach plan.
 - Oversees the development of grants and other fundraising activities.
- *Relationship with State DOE, State Charter School Office and National Charter School Network:*
 - Supports and consults with the Board of Trustees on State-related issues.

- Oversees all necessary reporting to the DOE: Annual Report, Accountability Plans, Data management, grants, etc.
- Maintains relationship and membership to State and national charter school organizations.
- *Ethics and values*: Embodies the core values and ethics of the school at all times and leads by example.

Business Manager: (BM)

The Business Manager (BM) reports directly to the CEO. The Business Manager must possess an in-depth knowledge of the fiscal operations of school budgeting, accounting, facilities planning and management, and data processing. Responsibilities will include, but will not be limited to, the following:

- Manages and supervises all fiscal operations. (e.g. annual budget, financial reporting, monitoring and implementation).
- Prepares monthly reports that include accounts payable reconciliation, accounts receivable reconciliation, cash flow report, and balance sheet audits.
- Coordinates all financial records, keeps requirements across all programs operated by the school.
- Assists in the development and implementation of Board policies.
- Develops budgets for approval by the Board of Trustees.
- Monitors income and expenditures.
- Prepares financial statements.
- Oversees payroll and accounts payable.
- Assembles and analyzes financial data and makes appropriate, timely recommendations to the CEO and Board of Trustees for fiscal and budgetary action.
- Collaborates with staff in working for continuous improvement of the school.
- Supports programs and services to be produced in a cost-effective manner while maintaining quality; allocates supplies, equipment, and instructional materials; coordinates service operations, such as printing, duplicating, mail and messenger service, bindery, and plans; and directs building maintenance and negotiates with industry representatives on costs and materials for building construction.
- Embodies the core values and ethics of the school at all times.

Dean of Academics (DA):

The Dean of Academics, who will lead and supervise the affairs directly related to the educational staff, will have the following responsibilities:

- Provide leadership to the school educational staff, define and clarify educational objectives, and stimulate high levels of motivation and job performance.
- Assist with assigning, training, supervising, and evaluating staff.
- Study and initiate the use of new teaching methods and materials (and may also develop such methods and materials).
- Encourage and direct experimental and pilot programs of instruction.
- Assist teachers with programs and problems relating to pupils and instruction.
- Supervise and manage the teacher preparation program and prepare and submit reports to the CEO.
- Possess equal qualifications to that of the Dean of Students candidate.
- Embody the core values and ethics of the school at all times..

Dean of Students (DS):

The Dean of Students, who will lead and supervise the affairs directly related to the students, will have the following responsibilities:

- Develop and implement plans for control of student discipline and conduct, including initiating and attending hearings on these matters.
- Consult and counsel with parents, teachers, students, and other appropriate individuals and groups.
- Supervise development and follow-up of a Personal Education Plan for each student.
- Participate in screening and recommending pupils for programs;
- Prepare class schedules, cumulative records, and attendance reports.
- Prepare and submit reports to the CEO.
- Develop the school's relationship with parents and the community.
- Embody the core values and ethics of the school at all times.

As a “friend of the students,” the Dean of Students will be expecting the best for all students and will be committed to the long-term best interest and success of all students.

A Master's Degree in Counseling or Student Personnel Administration or a closely related field and/or a minimum of five years of appropriate administrative experience will be required. Additional consideration will be given to candidates who possess demonstrated knowledge and sensitivity to a multi-ethnic student community, as well as experience working in a high school environment.

Administrative Assistant:

The Administrative Assistant of WASCS will assist the CEO with daily tasks. Responsibilities of the Administrative Assistant will include:

- Maintaining attendance records and assisting in purchasing, transportation, travel arrangements, and field trips.
- Maintaining student records and collecting data required for the preparation of reports going to the chartering and/or other appropriate bodies.
- Answering phones; performing scheduling duties; and welcoming parents, children, and guests to the school.
- Coordinating mailings and copying and performing other duties as necessary and assigned.

Prospective candidates will be expected to have demonstrated organizational skills; prior experience in an administrative assistant position; and a demonstrated ability to relate well to adults and children.

Teachers:

Teachers will be the most important element that will enable WASCS to live up to its educational mission. The responsibilities of WASCS' teachers will include:

- Developing and implementing lesson plans that ensure the attainment of state learning standards and the additional specific grade-by-grade learning standards set forth in the charter.
- Maintaining and enriching their expertise in the subject area they will teach.
- Coordinating lesson plans with other teachers to maximize possibilities for teaching similar topics in the same general time frame, thus reinforcing student knowledge on an interdisciplinary basis.
- Providing direct and indirect instruction.
- Creating long and short-term plans that address the individual needs of students.
- Preparing students adequately for all required assessments.
- Evaluating students' progress.
- Preparing monthly individual student achievement reports for parents and school administration.
- Providing an inviting, exciting, and innovative learning environment.
- Engaging in effective and appropriate classroom management.
- Performing other duties, as deemed appropriate, by the CEO.

WASCS' teachers will have the following qualifications:

- Demonstrated expertise in the subject they will teach, as evidenced by personal skills and knowledge.
- An undergraduate major or minor or graduate degree in the subject they will teach, or direct subject-area teaching experience.
- If not covered by any of the exemptions provided under New York's charter-school law, required state teaching certification.
- Demonstrated experience working with young children (examples include, but are not limited to, parenting, babysitting, involvement with community youth organizations, supervisory roles in the Boy Scouts or Girl Scouts, and mentorship).
- Demonstrated communication skills.
- Demonstrated ability to engage the interest of young children, flexibility, and a sense of humor.
- Demonstrated ability to work with diverse children, including those with special needs.
- Teaching experience in a public or private school, preferably in an urban setting.
- Demonstrated ability to work well with parents.
- Demonstrated ability to work effectively as a team member.
- Demonstrated ability to evaluate tests and measurements of achievement.
- Demonstrated willingness to be held accountable for student results.

Teaching Assistants:

WASCS will employ Teaching Assistants to assist instructors in lectures and after school recitation sessions for the students. Teaching Assistants will:

- Work with small groups of students for remediation in specific topics of academic deficiencies to help them catch up with their peers.
- Assist instructors in lecture periods and with the use of equipment in laboratories and instructional classes, in addition to performing related duties as assigned.
- Work with teachers to address the individual needs of students.
- Provide an inviting, exciting, and innovative learning environment.
- Demonstrated ability to relate to young children.
- Use materials effectively and keep lesson focused on the objective.
- Keep students on task and provide feedback about performance.
- Serve as advisors to students.
- Other duties, as determined.

Teaching Assistants will be expected to meet the following qualifications:

- Possession of a high school diploma or equivalent with the completion of two years of study at an institution of higher education; possession of an Associate's or higher degree; or have met a rigorous standard of quality.
- They must be able to demonstrate, through a formal state or local academic assessment, knowledge of, and the ability to assist in, instructing reading, writing, and mathematics.

Tutors:

Recognizing and experiencing the fact that one-on-one and in-class tutoring greatly benefits students with deficiencies as well as those with better backgrounds, WASCS will enlist volunteer tutors who will cooperate with students and their parents to determine the students' needs and encourage students who have a fear of science. WASCS tutors will provide the highest quality one-on-one tutoring.

Tutors will make it clear to students what they can and cannot do for them: the tutors can help them work through a math problem, but not solve it for them; they can help them brainstorm a topic, but not write the paper for them.

School Counselors and Pupil Services:

School counselors will provide academic, career, college readiness, and personal/social competencies to all students.

School counselors will help the students with lesson selections and guide them through their academic requirements. They will counsel students on appropriately scheduling evenings and weekends to be sure that they balance study and socialization time. Counselors may talk to students if they need extra help and guide them for after-school and weekend tutoring. Counselors will also support the students' social and psychological needs.

Our counselors will be required to assist students during the college application process. The students' motivation and academic success will be greatly influenced by the college acceptance rate of the other students around them. In addition, a key indicator of the success of WASCS as a whole will be determined by how many of its students continue onto institutions of higher learning.

Qualifications:

- Master's Degree and counselor state certification will be required.
- Extra qualifications such as experience and others may be preferred.
- Other pupil support functions such as social worker, psychologist, attendance, college advisor and librarian may also be hired if the need arises.
- Standard requirements for the state will be asked as qualifications for the school psychologist and social worker. Experience in the field would be preferred. A bachelor's degree will be required for the college advisor position (s).

Special Education Coordinator & Special Education Teacher:

Responsibilities:

- Provide direct and indirect instruction
- Long and short-term planning addressing individual needs of students
- Evaluate students' progress
- Teach a multi-model approach
- Provide an inviting, exciting, innovative learning environment
- Establish and maintain classroom management procedures
- Report to the school CEO
- Prepare written reports accurately and submit in a timely manner
- Effectively communicate with teachers, parents, and administrators to facilitate the IEP process
- Effective consultation with parents, students, teachers, and administration
- Effective professional liaison between school and home when necessary
- Serve as supervisors to students
- Remain current on rules set forth in special education law and regulations
(Coordinator position only)
- Maintain privacy of student records and information (Coordinator position only)
- Serve as primary liaison with CSE of students' district of residence (Coordinator position only)

Qualifications:

- Appropriate state certification as a special education teacher and any other credentialing required and applicable
- Demonstrated ability to communicate and work effectively with parents
- Demonstrated ability to adapt to individual specific needs
- Demonstrated ability to adapt to differences and changes in the characteristics of students, programs, leadership, staff, and community
- Demonstrated ability to utilize varied teaching methodologies to accommodate students' unique learning styles
- Demonstrated ability to evaluate tests and measures of achievement
- Demonstrated ability to work effectively as a team member
- Demonstrated administrative or organizational ability (Coordinator position only)

Other Personnel:

- The college counselor, classroom aides, and librarian will report to the Dean of Academics, who will determine their responsibilities and qualifications.
- The custodian, hallway monitors and lunch aides will report to the Business Manager.
- The Administrative Assistant will primarily serve the CEO and will also assist the Deans and other faculty as needed.
- Other staff members' responsibilities and qualifications will be identified by the CEO. Their positions on the organizational chart will be determined by the CEO as well.

Form 5: Budget and Cash Flow Template

**Westchester Academy of Science Charter School
PROJECTED BUDGET / OPERATING PLAN FOR PRE-OPENING PERIOD
January 1, 2011 to June 30, 2011**

Total Revenue	250,000
Total Expenses	199,042
Net Income	50,958
Actual Student Enrollment	-
Total Paid Student Enrollment	-

DESCRIPTION OF ASSUMPTIONS

**START-UP
PERIOD**

REVENUE

REVENUES FROM STATE SOURCES

Per Pupil Revenue	CY Per Pupil Rate	
Yonkers	-	-
School District 2 (Enter Name)	-	-
School District 3 (Enter Name)	-	-
School District 4 (Enter Name)	-	-
School District 5 (Enter Name)	-	-
School District 6 (Enter Name)	-	-
School District 7 (Enter Name)	-	-
School District 8 (Enter Name)	-	-
School District 9 (Enter Name)	-	-
School District 10 (Enter Name)	-	-
School District 11 (Enter Name)	-	-
School District 12 (Enter Name)	-	-
School District 13 (Enter Name)	-	-
School District 14 (Enter Name)	-	-
School District 15 (Enter Name)	-	-
School District - ALL OTHER	-	-
TOTAL Per Pupil Revenue (Average Districts Per Pupil Funding)	-	-
Special Education Revenue	-	-
Grants		
Stimulus	-	-
DYCD (Department of Youth and Community Developmt.)	-	-
Other	-	-
Other	-	-
TOTAL REVENUE FROM STATE SOURCES	-	-

REVENUE FROM FEDERAL FUNDING

IDEA Special Needs	-
Title I	-
Title Funding - Other	-
School Food Service (Free Lunch)	-
Grants	
Charter School Program (CSP) Planning & Implementation	200,000
Other	-
Other	-
TOTAL REVENUE FROM FEDERAL SOURCES	200,000

LOCAL and OTHER REVENUE

Contributions and Donations	-
Fundraising	-
Erate Reimbursement	-
Earnings on Investments	-
Interest Income	-
Food Service (Income from meals)	-
Text Book	-
OTHER	50,000
TOTAL REVENUE FROM LOCAL and OTHER SOURCES	50,000

Private loans

TOTAL REVENUE	250,000
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**Westchester Academy of Science Charter School
PROJECTED BUDGET / OPERATING PLAN FOR PRE-OPENING PERIOD
January 1, 2011 to June 30, 2011**

Total Revenue	250,000
Total Expenses	199,042
Net Income	50,958
Actual Student Enrollment	-
Total Paid Student Enrollment	-

DESCRIPTION OF ASSUMPTIONS

**START-UP
PERIOD**

EXPENSES

ADMINISTRATIVE STAFF PERSONNEL COSTS

	No. of Positions		
Executive Management	1.00	30,000	Director starts in January and is employed half-time.
Instructional Management	-	-	
Deans, Directors & Coordinators	-	-	
CFO / Director of Finance	-	-	
Operation / Business Manager	1.00	12,500	Office manager starts in January and is employed 1/3 of full time.
Administrative Staff	1.00	11,667	Secretary starts in March and works full time.
TOTAL ADMINISTRATIVE STAFF	3.00	54,167	

INSTRUCTIONAL PERSONNEL COSTS

Teachers - Regular	-	-
Teachers - SPED	-	-
Substitute Teachers	-	-
Teaching Assistants	-	-
Specialty Teachers	-	-
Aides	-	-
Therapists & Counselors	-	-
Other	-	-
TOTAL INSTRUCTIONAL	-	-

NON-INSTRUCTIONAL PERSONNEL COSTS

Nurse	-	-
Librarian	-	-
Custodian	-	-
Security	-	-
Other	-	-
TOTAL NON-INSTRUCTIONAL	-	-

SUBTOTAL PERSONNEL SERVICE COSTS

3.00	54,167
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PAYROLL TAXES AND BENEFITS

Payroll Taxes	4,492	Payroll taxes: 7.65% (6.2% for Social Security and 1.45% for Medicare); State Unemployment Insurance Tax is 4.1% of \$8,500;
Fringe / Employee Benefits	8,125	Health benefits: 15%;
Retirement / Pension	3,358	Pension: 6.2%;
TOTAL PAYROLL TAXES AND BENEFITS	15,976	

TOTAL PERSONNEL SERVICE COSTS

3.00	70,142
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CONTRACTED SERVICES

Accounting / Audit	11,000	\$10,000 for legal expenses; \$1,000 for accounting set-up
Legal	-	
Management Company Fee	-	
Nurse Services	-	
Food Service / School Lunch	-	
Payroll Services	-	
Special Ed Services	-	
Titelment Services (i.e. Title I)	-	
Other Purchased / Professional / Consulting	-	
TOTAL CONTRACTED SERVICES	11,000	

SCHOOL OPERATIONS

Board Expenses	-	
Classroom / Teaching Supplies & Materials	-	
Special Ed Supplies & Materials	-	
Textbooks / Workbooks	-	
Supplies & Materials other	-	
Equipment / Furniture	40,000	
Telephone	900	Cost will be \$150 per month.
Technology	2,000	Computer network and internet set up
Student Testing & Assessment	-	
Field Trips	-	
Transportation (student)	-	
Student Services - other	-	
Office Expense	-	
Staff Development	-	
Staff Recruitment	20,000	Expenditures will be made from January through April. Hiring decisions will be finalized by May.
Student Recruitment / Marketing	15,000	Marketing expenditures start in February 2011.
School Meals / Lunch	-	
Travel (Staff)	-	
Fundraising	-	
Other	-	
TOTAL SCHOOL OPERATIONS	77,900	

FACILITY OPERATION & MAINTENANCE

Insurance	-	
Janitorial	-	
Building and Land Rent / Lease	15,000	Building lease starts in August. Office space will be rent at \$2,500 per month starting in January 2011.
Repairs & Maintenance	10,000	
Equipment / Furniture	15,000	
Security	-	
Utilities	-	
TOTAL FACILITY OPERATION & MAINTENANCE	40,000	

DEPRECIATION & AMORTIZATION

DISSOLUTION ESCROW & RESERVES / CONTINGENCY

-
-

TOTAL EXPENSES

199,042

NET INCOME

50,958

**Westchester Academy of Science Charter School
PROJECTED BUDGET / OPERATING PLAN FOR PRE-OPENING PERIOD
January 1, 2011 to June 30, 2011**

Total Revenue	250,000	DESCRIPTION OF ASSUMPTIONS
Total Expenses	199,042	
Net Income	50,958	
Actual Student Enrollment	-	
Total Paid Student Enrollment	-	

START-UP PERIOD

ENROLLMENT - *School Districts Are Linked To Above Entries*

Yonkers	-
School District 2 (Enter Name)	-
School District 3 (Enter Name)	-
School District 4 (Enter Name)	-
School District 5 (Enter Name)	-
School District 6 (Enter Name)	-
School District 7 (Enter Name)	-
School District 8 (Enter Name)	-
School District 9 (Enter Name)	-
School District 10 (Enter Name)	-
School District 11 (Enter Name)	-
School District 12 (Enter Name)	-
School District 13 (Enter Name)	-
School District 14 (Enter Name)	-
School District 15 (Enter Name)	-
School District - ALL OTHER	-
TOTAL ENROLLMENT	-

REVENUE PER PUPIL	-
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EXPENSES PER PUPIL	-
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**Westchester Academy of Science Charter School
PROJECTED CASH FLOW FOR PRE-OPENING PERIOD
January 1, 2011 to June 30, 2011**

	250,000	-	-	-	-	-	250,000
Total Revenue	250,000						
Total Expenses	16,717	19,717	23,450	23,450	18,450	96,450	198,233
Net Income	233,283	(19,717)	(23,450)	(23,450)	(18,450)	(96,450)	51,767
Cash Flow Adjustments							
Beginning Cash Balance		233,283	213,567	190,117	166,667	148,217	
Net Income		233,283	213,567	190,117	166,667	148,217	51,767
	January	February	March	April	May	June	TOTAL
EXPENSES							
ADMINISTRATIVE STAFF PERSONNEL COSTS							
	No. of Positions						
Executive Management	1.00	5,000	5,000	5,000	5,000	5,000	30,000
Instructional Management	-	-	-	-	-	-	-
Deans, Directors & Coordinators	-	-	-	-	-	-	-
CFO / Director of Finance	-	-	-	-	-	-	-
Operation / Business Manager	1.00	2,083	2,083	2,083	2,083	2,083	12,500
Administrative Staff	1.00	-	-	2,917	2,917	2,917	11,667
TOTAL ADMINISTRATIVE STAFF	3.00	7,083	7,083	10,000	10,000	10,000	54,167
INSTRUCTIONAL PERSONNEL COSTS							
Teachers - Regular	-	-	-	-	-	-	-
Teachers - SPED	-	-	-	-	-	-	-
Substitute Teachers	-	-	-	-	-	-	-
Teaching Assistants	-	-	-	-	-	-	-
Specialty Teachers	-	-	-	-	-	-	-
Aides	-	-	-	-	-	-	-
Therapists & Counselors	-	-	-	-	-	-	-
Other	-	-	-	-	-	-	-
TOTAL INSTRUCTIONAL	-	-	-	-	-	-	-
NON-INSTRUCTIONAL PERSONNEL COSTS							
Nurse	-	-	-	-	-	-	-
Librarian	-	-	-	-	-	-	-
Custodian	-	-	-	-	-	-	-
Security	-	-	-	-	-	-	-
Other	-	-	-	-	-	-	-
TOTAL NON-INSTRUCTIONAL	-	-	-	-	-	-	-
SUBTOTAL PERSONNEL SERVICE COSTS	3.00	7,083	7,083	10,000	10,000	10,000	54,167
PAYROLL TAXES AND BENEFITS							
Payroll Taxes		567	567	800	800	800	4,333
Fringe / Employee Benefits		1,063	1,063	1,500	1,500	1,500	8,125
Retirement / Pension		354	354	500	500	500	2,708
TOTAL PAYROLL TAXES AND BENEFITS		1,983	1,983	2,800	2,800	2,800	15,167
TOTAL PERSONNEL SERVICE COSTS	3.00	9,067	9,067	12,800	12,800	12,800	69,333
CONTRACTED SERVICES							
Accounting / Audit		-	-	-	-	11,000	11,000
Legal		-	-	-	-	-	-
Management Company Fee		-	-	-	-	-	-
Nurse Services		-	-	-	-	-	-
Food Service / School Lunch		-	-	-	-	-	-
Payroll Services		-	-	-	-	-	-
Special Ed Services		-	-	-	-	-	-
Tilement Services (i.e. Title I)		-	-	-	-	-	-
Other Purchased / Professional / Consulting		-	-	-	-	-	-
TOTAL CONTRACTED SERVICES		-	-	-	-	11,000	11,000
SCHOOL OPERATIONS							
Board Expenses		-	-	-	-	-	-
Classroom / Teaching Supplies & Materials		-	-	-	-	-	-
Special Ed Supplies & Materials		-	-	-	-	-	-
Textbooks / Workbooks		-	-	-	-	-	-
Supplies & Materials other		-	-	-	-	-	-
Equipment / Furniture		-	-	-	-	40,000	40,000
Telephone		150	150	150	150	150	900
Technology		-	-	-	-	2,000	2,000
Student Testing & Assessment		-	-	-	-	-	-
Field Trips		-	-	-	-	-	-
Transportation (student)		-	-	-	-	-	-
Student Services - other		-	-	-	-	-	-
Office Expense		-	-	-	-	-	-
Staff Development		-	-	-	-	-	-
Staff Recruitment		5,000	5,000	5,000	5,000	-	20,000
Student Recruitment / Marketing		-	3,000	3,000	3,000	3,000	15,000
School Meals / Lunch		-	-	-	-	-	-
Travel (Staff)		-	-	-	-	-	-
Fundraising		-	-	-	-	-	-
Other		-	-	-	-	-	-
TOTAL SCHOOL OPERATIONS		5,150	8,150	8,150	8,150	3,150	77,900
FACILITY OPERATION & MAINTENANCE							
Insurance		-	-	-	-	-	-
Janitorial		-	-	-	-	-	-
Building and Land Rent / Lease		2,500	2,500	2,500	2,500	2,500	15,000
Repairs & Maintenance		-	-	-	-	10,000	10,000
Equipment / Furniture		-	-	-	-	15,000	15,000
Security		-	-	-	-	-	-
Utilities		-	-	-	-	-	-
TOTAL FACILITY OPERATION & MAINTENANCE		2,500	2,500	2,500	2,500	27,500	40,000
DEPRECIATION & AMORTIZATION							
		-	-	-	-	-	-
DISSOLUTION ESCROW & RESERVES / CONTINGENCY							
		-	-	-	-	-	-
TOTAL EXPENSES		16,717	19,717	23,450	23,450	18,450	96,450
NET INCOME		233,283	(19,717)	(23,450)	(23,450)	(18,450)	(96,450)
51,767							
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		233,283	(19,717)	(23,450)	(23,450)	(18,450)	(96,450)
51,767							
Beginning Cash Balance		-	233,283	213,567	190,117	166,667	148,217
ENDING CASH BALANCE		233,283	213,567	190,117	166,667	148,217	51,767

**Westchester Academy of Science Charter School
PROJECTED BUDGET / OPERATING PLAN FOR YEAR ONE
July 1, 2011 to June 30, 2012**

DESCRIPTION OF ASSUMPTIONS

Total Revenue	3,136,320	162,000	-	-	-	-3,298,320
Total Expenses	3,136,301	158,688	-	-	-	-3,294,989
Net Income	20312	-	-	-	-	-3,332
Actual Student Enrollment	216	-	-	-	-	216
Total Paid Student Enrollment	-	-	-	-	-	-
	PROGRAM SERVICES			SUPPORT SERVICES		
	REGULAR EDUCATION	SPECIAL EDUCATION	OTHER	FUNDRAISING	MANAGEMENT & GENERAL	TOTAL
REVENUE						
REVENUES FROM STATE SOURCES						
Per Pupil Revenue	CY Per Pupil Rate					
Yonkers	14,520	3,136,320	-	-	-	3,136,320
School District 2 (Enter Name)	-	-	-	-	-	-
School District 3 (Enter Name)	-	-	-	-	-	-
School District 4 (Enter Name)	-	-	-	-	-	-
School District 5 (Enter Name)	-	-	-	-	-	-
School District 6 (Enter Name)	-	-	-	-	-	-
School District 7 (Enter Name)	-	-	-	-	-	-
School District 8 (Enter Name)	-	-	-	-	-	-
School District 9 (Enter Name)	-	-	-	-	-	-
School District 10 (Enter Name)	-	-	-	-	-	-
School District 11 (Enter Name)	-	-	-	-	-	-
School District 12 (Enter Name)	-	-	-	-	-	-
School District 13 (Enter Name)	-	-	-	-	-	-
School District 14 (Enter Name)	-	-	-	-	-	-
School District 15 (Enter Name)	-	-	-	-	-	-
School District - ALL OTHER	-	-	-	-	-	-
TOTAL Per Pupil Revenue (Average Districts Per Pupil Funding)	14,520	3,136,320	-	-	-	3,136,320
Special Education Revenue		162,000	-	-	-	162,000
Grants						
Stimulus						
DYCD (Department of Youth and Community Developm.)						
Other						
Other						
TOTAL REVENUE FROM STATE SOURCES		3,136,320	162,000	-	-	3,298,320
REVENUE FROM FEDERAL FUNDING						
IDEA Special Needs						
Title I						
Title Funding - Other						
School Food Service (Free Lunch)						
Grants						
Charter School Program (CSP) Planning & Implementation						
Other						
Other						
TOTAL REVENUE FROM FEDERAL SOURCES						
LOCAL and OTHER REVENUE						
Contributions and Donations						
Fundraising						
Erate Reimbursement						
Earnings on Investments						
Interest Income						
Food Service (Income from meals)						
Text Book						
OTHER						
TOTAL REVENUE FROM LOCAL and OTHER SOURCES						
TOTAL REVENUE		3,136,320	162,000	-	-	3,298,320

Westchester Academy of Science Charter School
PROJECTED BUDGET / OPERATING PLAN FOR YEAR ONE
 July 1, 2011 to June 30, 2012

DESCRIPTION OF ASSUMPTIONS

Total Revenue	3,136,320	162,000	-	-	-	-3,298,320
Total Expenses	3,136,301	158,688	-	-	-	-3,294,989
Net Income	20,019	-	-	-	-	-3,332
Actual Student Enrollment	216	-	-	-	-	216
Total Paid Student Enrollment	-	-	-	-	-	-
	PROGRAM SERVICES		SUPPORT SERVICES			
	REGULAR EDUCATION	SPECIAL EDUCATION	OTHER	FUNDRAISING	MANAGEMENT & GENERAL	TOTAL
EXPENSES						
ADMINISTRATIVE STAFF PERSONNEL COSTS	No. of Positions					
Executive Management	1.00	120,000	-	-	-	120,000
Instructional Management	-	-	-	-	-	-
Deans, Directors & Coordinators	2.00	200,000	-	-	-	200,000
CFO / Director of Finance	-	-	-	-	-	-
Operation / Business Manager	1.00	75,000	-	-	-	75,000
Administrative Staff	2.00	82,000	-	-	-	82,000
TOTAL ADMINISTRATIVE STAFF	6.00	477,000	-	-	-	477,000
INSTRUCTIONAL PERSONNEL COSTS						
Teachers - Regular	12.00	612,000	-	-	-	612,000
Teachers - SPED	2.00	108,000	-	-	-	108,000
Substitute Teachers	-	-	-	-	-	-
Teaching Assistants	-	-	-	-	-	-
Specialty Teachers	3.00	156,000	-	-	-	156,000
Aides	4.00	108,000	36,000	-	-	144,000
Therapists & Counselors	1.00	52,000	-	-	-	52,000
Other	-	-	-	-	-	-
TOTAL INSTRUCTIONAL	22.00	928,000	144,000	-	-	1,072,000
NON-INSTRUCTIONAL PERSONNEL COSTS						
Nurse	-	-	-	-	-	-
Librarian	-	-	-	-	-	-
Custodian	1.00	35,000	-	-	-	35,000
Security	2.00	66,000	-	-	-	66,000
Other	-	-	-	-	-	-
TOTAL NON-INSTRUCTIONAL	3.00	101,000	-	-	-	101,000
SUBTOTAL PERSONNEL SERVICE COSTS	31.00	1,506,000	144,000	-	-	1,650,000
PAYROLL TAXES AND BENEFITS						
Payroll Taxes		137,029	-	-	-	137,029
Fringe / Employee Benefits		247,500	-	-	-	247,500
Retirement / Pension		102,300	-	-	-	102,300
TOTAL PAYROLL TAXES AND BENEFITS		486,829	-	-	-	486,829
TOTAL PERSONNEL SERVICE COSTS	31.00	1,992,829	144,000	-	-	2,136,829
CONTRACTED SERVICES						
Accounting / Audit		15,120	-	-	-	15,120
Legal		1,000	-	-	-	1,000
Management Company Fee		-	-	-	-	-
Nurse Services		-	-	-	-	-
Food Service / School Lunch		-	-	-	-	-
Payroll Services		4,000	-	-	-	4,000
Special Ed Services		-	-	-	-	-
Titement Services (i.e. Title I)		-	-	-	-	-
Other Purchased / Professional / Consulting		-	-	-	-	-
TOTAL CONTRACTED SERVICES		20,120	-	-	-	20,120
SCHOOL OPERATIONS						
Board Expenses		1,000	-	-	-	1,000
Classroom / Teaching Supplies & Materials		21,600	-	-	-	21,600
Special Ed Supplies & Materials		-	8,640	-	-	8,640
Textbooks / Workbooks		54,432	6,048	-	-	60,480
Supplies & Materials other		54,000	-	-	-	54,000
Equipment / Furniture		40,000	-	-	-	40,000
Telephone		3,240	-	-	-	3,240
Technology		108,000	-	-	-	108,000
Student Testing & Assessment		43,200	-	-	-	43,200
Field Trips		10,800	-	-	-	10,800
Transportation (student)		-	-	-	-	-
Student Services - other		-	-	-	-	-
Office Expense		5,000	-	-	-	5,000
Staff Development		44,000	-	-	-	44,000
Staff Recruitment		-	-	-	-	-
Student Recruitment / Marketing		-	-	-	-	-
School Meals / Lunch		-	-	-	-	-
Travel (Staff)		22,000	-	-	-	22,000
Fundraising		-	-	-	-	-
Other		-	-	-	-	-
TOTAL SCHOOL OPERATIONS		407,272	14,688	-	-	421,960
FACILITY OPERATION & MAINTENANCE						
Insurance		27,000	-	-	-	27,000
Janitorial		4,320	-	-	-	4,320
Building and Land Rent / Lease		567,000	-	-	-	567,000
Repairs & Maintenance		16,200	-	-	-	16,200
Equipment / Furniture		27,960	-	-	-	27,960
Security		-	-	-	-	-
Utilities		48,600	-	-	-	48,600
TOTAL FACILITY OPERATION & MAINTENANCE		691,080	-	-	-	691,080
DEPRECIATION & AMORTIZATION		-	-	-	-	-
DISSOLUTION ESCROW & RESERVES / CONTINGENCY		25,000	-	-	-	25,000
TOTAL EXPENSES		3,136,301	158,688	-	-	3,294,989
NET INCOME		20	3,312	-	-	3,332

Westchester Academy of Science Charter School
PROJECTED BUDGET / OPERATING PLAN FOR YEAR ONE
 July 1, 2011 to June 30, 2012

DESCRIPTION OF ASSUMPTIONS

Total Revenue	3,136,320	162,000	-	-	-3,298,320
Total Expenses	3,136,301	158,688	-	-	-3,294,989
Net Income	20312	-	-	-	-3,332
Actual Student Enrollment	216	-	-	-	216
Total Paid Student Enrollment	-	-	-	-	-
	PROGRAM SERVICES			SUPPORT SERVICES	
	REGULAR EDUCATION	SPECIAL EDUCATION	OTHER	FUNDRAISING	MANAGEMENT & GENERAL
	TOTAL				
ENROLLMENT - *School Districts Are Linked To Above Entries*					
Yonkers	216	-	-	-	216
School District 2 (Enter Name)	-	-	-	-	-
School District 3 (Enter Name)	-	-	-	-	-
School District 4 (Enter Name)	-	-	-	-	-
School District 5 (Enter Name)	-	-	-	-	-
School District 6 (Enter Name)	-	-	-	-	-
School District 7 (Enter Name)	-	-	-	-	-
School District 8 (Enter Name)	-	-	-	-	-
School District 9 (Enter Name)	-	-	-	-	-
School District 10 (Enter Name)	-	-	-	-	-
School District 11 (Enter Name)	-	-	-	-	-
School District 12 (Enter Name)	-	-	-	-	-
School District 13 (Enter Name)	-	-	-	-	-
School District 14 (Enter Name)	-	-	-	-	-
School District 15 (Enter Name)	-	-	-	-	-
School District - ALL OTHER	-	-	-	-	-
TOTAL ENROLLMENT	216	-	-	-	216
REVENUE PER PUPIL	14,520	-	-	-	15,270
EXPENSES PER PUPIL	14,520	-	-	-	15,255

**Westchester Academy of Science 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.**

DESCRIPTION OF ASSUMPTIONS

	3,298,320	3,664,800	5,497,200	6,596,640	6,596,640
Total Revenue	3,298,320	3,664,800	5,497,200	6,596,640	6,596,640
Total Expenses	3,294,989	3,309,839	5,348,109	6,430,733	6,511,435
Net Income (Before Cash Flow Adjustments)	3,332	354,961	149,091	165,907	85,205
Actual Student Enrollment	216	240	360	432	432
Total Paid Student Enrollment	-	-	-	-	-

	Year 1 2011-12	Year 2 2012-13	Year 3 2013-14	Year 4 2014-15	Year 5 2015-16
*Year 1 should tie to Totals for Year 1 on Tabs 4 and 5					
Per Pupil Revenue Percentage Increase					
	0.0%	0.0%	0.0%	0.0%	0.0%

REVENUE						
REVENUES FROM STATE SOURCES						
Per Pupil Revenue		CY Per Pupil Rate				
Yonkers		14,520	3,136,320	3,484,800	5,227,200	6,272,640
School District 2 (Enter Name)		-	-	-	-	-
School District 3 (Enter Name)		-	-	-	-	-
School District 4 (Enter Name)		-	-	-	-	-
School District 5 (Enter Name)		-	-	-	-	-
School District 6 (Enter Name)		-	-	-	-	-
School District 7 (Enter Name)		-	-	-	-	-
School District 8 (Enter Name)		-	-	-	-	-
School District 9 (Enter Name)		-	-	-	-	-
School District 10 (Enter Name)		-	-	-	-	-
School District 11 (Enter Name)		-	-	-	-	-
School District 12 (Enter Name)		-	-	-	-	-
School District 13 (Enter Name)		-	-	-	-	-
School District 14 (Enter Name)		-	-	-	-	-
School District 15 (Enter Name)		-	-	-	-	-
School District - ALL OTHER		-	-	-	-	-
TOTAL Per Pupil Revenue (Average Districts Per Pupil Funding)		14,520	3,136,320	3,484,800	5,227,200	6,272,640
Special Education Revenue			162,000	180,000	270,000	324,000
Grants						
Stimulus			-	-	-	-
DYCD (Department of Youth and Community Developmt.)			-	-	-	-
Other			-	-	-	-
Other			-	-	-	-
TOTAL REVENUE FROM STATE SOURCES			3,298,320	3,664,800	5,497,200	6,596,640
REVENUE FROM FEDERAL FUNDING						
IDEA Special Needs			-	-	-	-
Title I			-	-	-	-
Title Funding - Other			-	-	-	-
School Food Service (Free Lunch)			-	-	-	-
Grants						
Charter School Program (CSP) Planning & Implementation			-	-	-	-
Other			-	-	-	-
Other			-	-	-	-
TOTAL REVENUE FROM FEDERAL SOURCES			-	-	-	-
LOCAL and OTHER REVENUE						
Contributions and Donations			-	-	-	-
Fundraising			-	-	-	-
Erate Reimbursement			-	-	-	-
Earnings on Investments			-	-	-	-
Interest Income			-	-	-	-
Food Service (Income from meals)			-	-	-	-
Text Book			-	-	-	-
OTHER			-	-	-	-
TOTAL REVENUE FROM LOCAL and OTHER SOURCES			-	-	-	-
TOTAL REVENUE			3,298,320	3,664,800	5,497,200	6,596,640

10% of students will be special ed. Revenue will be \$7,500 / student

**Westchester Academy of Science 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.**

DESCRIPTION OF ASSUMPTIONS

Total Revenue	3,298,320	3,664,800	5,497,200	6,596,640	6,596,640
Total Expenses	3,294,989	3,309,839	5,348,109	6,430,733	6,511,435
Net Income (Before Cash Flow Adjustments)	3,332	354,961	149,091	165,907	85,205
Actual Student Enrollment	216	240	360	432	432
Total Paid Student Enrollment	-	-	-	-	-

	Year 1	Year 2	Year 3	Year 4	Year 5
	2011-12	2012-13	2013-14	2014-15	2015-16

EXPENSES

	No. of Positions				
ADMINISTRATIVE STAFF PERSONNEL COSTS					
Executive Management	1.00	120,000	123,000	126,075	129,227
Instructional Management	-	-	-	-	-
Deans, Directors & Coordinators	2.00	200,000	205,000	256,125	370,217
CFO / Director of Finance	-	-	-	-	-
Operation / Business Manager	1.00	75,000	76,875	78,797	80,767
Administrative Staff	2.00	82,000	84,050	135,531	138,919
TOTAL ADMINISTRATIVE STAFF	6.00	477,000	488,925	596,528	719,130

A third dean will be hired in the fourth year. A college counselor will be hired in the third year with salary \$46,000.

One admin assistant with salary \$47,000 and one secretary with salary \$35,000. A second admin assistant will be hired in the third year.

INSTRUCTIONAL PERSONNEL COSTS					
Teachers - Regular	12.00	612,000	627,300	1,018,056	1,373,036
Teachers - SPED	2.00	108,000	110,700	170,201	232,608
Substitute Teachers	-	-	-	-	-
Teaching Assistants	-	-	-	-	-
Specialty Teachers	3.00	156,000	159,900	273,163	335,990
Aides	4.00	144,000	147,600	226,935	310,145
Therapists & Counselors	1.00	52,000	53,300	94,633	152,997
Other	-	-	-	-	-
TOTAL INSTRUCTIONAL	22.00	1,072,000	1,098,800	1,782,987	2,404,775

There will be 19 teachers in the third year and 25 in the fourth year.
There will be 3 SPED teachers in the third year and 4 in the fourth year.

There will be 5 spec. teachers in the third year and 6 in the fourth year.
Number of aides will be 6 in the third year and 8 in the fourth year.

A second counselor will be hired in the fourth year. A social worker will be hired in the third year.

NON-INSTRUCTIONAL PERSONNEL COSTS					
Nurse	-	-	-	-	-
Librarian	-	-	40,000	41,000	42,025
Custodian	1.00	35,000	35,875	73,544	75,382
Security	2.00	66,000	67,650	106,113	108,766
Other	-	-	-	-	-
TOTAL NON-INSTRUCTIONAL	3.00	101,000	103,525	219,657	230,777

Librarian will be hired in the third year.

A second custodian is hired in the third year.

One security guard with salary \$31,000 and one hallway monitor with salary \$35,000. A second hallway monitor is hired in third year.

SUBTOTAL PERSONNEL SERVICE COSTS	31.00	1,650,000	1,691,250	2,599,171	3,349,053
PAYROLL TAXES AND BENEFITS					
Payroll Taxes	-	137,029	140,184	215,913	277,461
Fringe / Employee Benefits	-	247,500	253,688	389,876	502,358
Retirement / Pension	-	102,300	104,858	161,149	207,641
TOTAL PAYROLL TAXES AND BENEFITS		486,829	498,729	766,937	1,011,615

Payroll taxes: 7.65% (6.2% for Social Security and 1.45% for Medicare); State Unemployment Insurance Tax is 4.1% of \$8,500;

Health benefits: 15%;

Pension: 6.2%;

TOTAL PERSONNEL SERVICE COSTS	31.00	2,136,829	2,189,979	3,366,109	4,360,668
CONTRACTED SERVICES					
Accounting / Audit	-	15,120	16,800	25,200	30,240
Legal	-	1,000	2,000	3,000	4,000
Management Company Fee	-	-	-	-	-
Nurse Services	-	-	-	-	-
Food Service / School Lunch	-	-	-	-	-
Payroll Services	-	4,000	5,000	6,000	7,000
Special Ed Services	-	-	-	-	-
Titlement Services (i.e. Title I)	-	-	-	-	-
Other Purchased / Professional / Consulting	-	-	10,000	15,000	20,000
TOTAL CONTRACTED SERVICES		20,120	33,800	49,200	68,240

\$70 per student

Contract with DOE for food services
\$4,000 initially and increases by \$1,000 each year

\$10,000 in the second year and increasing by \$5,000 every year.

SCHOOL OPERATIONS					
Board Expenses	-	1,000	1,000	1,000	1,000
Classroom / Teaching Supplies & Materials	-	21,600	24,000	36,000	43,200
Special Ed Supplies & Materials	-	8,640	9,600	14,400	17,280
Textbooks / Workbooks	-	60,480	36,960	67,200	70,560
Supplies & Materials other	-	54,000	60,000	90,000	108,000
Equipment / Furniture	-	40,000	11,700	27,000	24,300
Telephone	-	3,240	3,600	5,400	6,480
Technology	-	108,000	66,000	120,000	126,000
Student Testing & Assessment	-	43,200	48,000	72,000	86,400
Field Trips	-	10,800	12,000	18,000	21,600
Transportation (student)	-	-	-	-	-
Student Services - other	-	-	-	-	-
Office Expense	-	5,000	7,000	9,000	11,000
Staff Development	-	44,000	44,000	70,000	92,000
Staff Recruitment	-	-	12,000	12,000	12,000
Student Recruitment / Marketing	-	-	10,000	10,000	10,000
School Meals / Lunch	-	-	-	-	-
Travel (Staff)	-	22,000	22,000	35,000	46,000
Fundraising	-	-	-	-	-
Other	-	-	-	-	-
TOTAL SCHOOL OPERATIONS		421,960	367,860	587,000	675,820

\$1,000 per year

\$100 per student

\$400 per special ed student. 10% of students are assumed special-ed.

\$280 per student for new students, half of this for existing students

\$250 per student

\$80,000 initial cost, equally divided at start up and first year. Second year on,

\$150 per student for new, quarter of this for existing students

\$15 per student

\$500 per student for new students, half of this for existing students

\$200 per student

\$50 per student

\$5,000 in first year, increases by \$2,000 every year

\$2,000 per instructional personnel

\$20,000 at start-up, \$12,000 in second year and later

\$15,000 at start-up, \$10,000 in second year and later

\$1,000 per instructional personnel

FACILITY OPERATION & MAINTENANCE					
Insurance	-	27,000	30,000	45,000	54,000
Janitorial	-	4,320	4,800	7,200	8,640
Building and Land Rent / Lease	-	567,000	567,000	1,134,000	1,134,000
Repairs & Maintenance	-	16,200	18,000	27,000	32,400
Equipment / Furniture	-	27,960	19,400	26,600	30,920
Security	-	-	-	-	-
Utilities	-	48,600	54,000	81,000	97,200
TOTAL FACILITY OPERATION & MAINTENANCE		691,080	693,200	1,320,800	1,357,160

\$125 per student

\$20 per student

Rent is \$21 / sq. ft. Leased space will be 27,000 sq. ft. in first two years and 54,000 sq. ft. after the second year.

\$75 per student

Furniture: \$15,000 in first year, \$5,000 afterwards. Copying and printing: \$50 per student. Fax: \$10 / student.

In house security will be employed

Per student costs: electricity: \$80; gas: \$120; water/sewer: \$25

DEPRECIATION & AMORTIZATION					
DISSOLUTION ESCROW & RESERVES / CONTINGENCY	-	25,000	25,000	25,000	25,000
TOTAL EXPENSES		3,294,989	3,309,839	5,348,109	6,430,733
NET INCOME		3,332	354,961	149,091	165,907

Westchester Academy of Science Charter School						DESCRIPTION OF ASSUMPTIONS
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.						
	Year 1 2011-12	Year 2 2012-13	Year 3 2013-14	Year 4 2014-15	Year 5 2015-16	
Total Revenue	3,298,320	3,664,800	5,497,200	6,596,640	6,596,640	
Total Expenses	3,294,989	3,309,839	5,348,109	6,430,733	6,511,435	
Net Income (Before Cash Flow Adjustments)	3,332	354,961	149,091	165,907	85,205	
Actual Student Enrollment	216	240	360	432	432	
Total Paid Student Enrollment	-	-	-	-	-	
ENROLLMENT - *School Districts Are Linked To Above Entries*						
Yonkers	216	240	360	432	432	
School District 2 (Enter Name)	-	-	-	-	-	
School District 3 (Enter Name)	-	-	-	-	-	
School District 4 (Enter Name)	-	-	-	-	-	
School District 5 (Enter Name)	-	-	-	-	-	
School District 6 (Enter Name)	-	-	-	-	-	
School District 7 (Enter Name)	-	-	-	-	-	
School District 8 (Enter Name)	-	-	-	-	-	
School District 9 (Enter Name)	-	-	-	-	-	
School District 10 (Enter Name)	-	-	-	-	-	
School District 11 (Enter Name)	-	-	-	-	-	
School District 12 (Enter Name)	-	-	-	-	-	
School District 13 (Enter Name)	-	-	-	-	-	
School District 14 (Enter Name)	-	-	-	-	-	
School District 15 (Enter Name)	-	-	-	-	-	
School District - ALL OTHER	-	-	-	-	-	
TOTAL ENROLLMENT	216	240	360	432	432	
REVENUE PER PUPIL	15,270	15,270	15,270	15,270	15,270	
EXPENSES PER PUPIL	15,255	13,791	14,856	14,886	15,073	
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	-	(50,000)	-	-	-	Repayment of loan borrowed at start-up
Total Financing Activities	-	(50,000)	-	-	-	
Total Cash Flow Adjustments	-	(50,000)	-	-	-	
NET INCOME	3,332	304,961	149,091	165,907	85,205	
Beginning Cash Balance	51,767	55,098	360,059	509,150	675,057	
ENDING CASH BALANCE	55,098	360,059	509,150	675,057	760,263	

June 25, 2009

Mr. Muhammed Ozdemir
Mr. Mehmet Ozhabes
Westchester Academy of Science Charter School
P.O. Box 850
Yonkers, NY 10702

Dear Messrs. Ozdemir and Ozhabes:

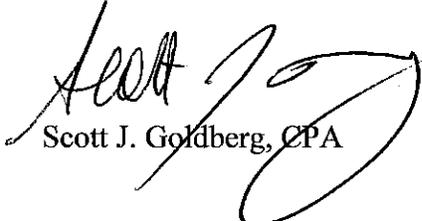
This letter is in response to your request for a written quote for audit services for the Westchester Academy of Science Charter School.

At present, the fee to audit a charter school including the preparation of the IRS Form 990 is \$19,500.

On behalf of Marc Taub, Partner-in-Charge of the ERE Not-for-Profit Group and the rest of our ERE Charter School team, we look forward to personally greeting you at our office sometime this summer and establishing what we hope to be a long-lasting professional relationship.

Sincerely,

ERE LLP


Scott J. Goldberg, CPA

Cc: Marc Taub, CPA

INSURANCE ESTIMATE - YEAR 1

Date: June 24, 2009

Westchester Academy of Science Charter School		Limits	Premium
1	Property 1061 North Broadway, Yonkers, NY 10701 Business Personal Property: Deductible: \$1,000 Replacement Cost, No Coinsurance Includes Equipment Breakdown	\$250,000	\$2,000
2	Business Income & Extra Expense	\$200,000	Included in 1
3	General Liability Each Occurrence: Aggregate Limit: Employee Benefits Liability: Rating Exposure: 216 Students (7-9 th Grade) Includes coverage for allegations of Abuse/ Molestation & Corporal Punishment	\$1,000,000 \$3,000,000 \$1,000,000	\$8,449 Yes
4	Auto Liability Hired and Non-Owned Auto:	\$1,000,000	Included in 1
5	Crime Employee Theft: Forgery or Alteration: Money & Securities – Inside: Money & Securities – Outside:	\$100,000 \$25,000 \$50,000 \$25,000	Included in 1
6	Umbrella Liability Aggregate Limit: Rating Exposure: 216 Students (7-9 th Grade) Includes coverage for allegations of Abuse/ Molestation/Corporal Punishment: Provides coverage over D&O Policy:	\$5,000,000	\$6,380 Yes Yes
7	Workers' Compensation & Employers' Liability Rating Exposure-Code # 8868 School Teachers/Clerical - Payroll \$1,478,000 Code #9106-School – all other - Payroll \$65,000	Statutory	\$13,750
8	Directors & Officers Liability Limit of Liability: Retention: \$5,000 Includes Educators Legal Liability and Employment Practices Liability:	\$1,000,000	\$3,000-5,000 Yes
9	Statutory Disability Insurance	\$170 Max Weekly Benefit	Annual Rates: 27.60-Male; 59.40 Female
10	Student Accident Basic Excess Coverage Catastrophic Student Accident	\$25,000 \$1,000,000	\$1,103 \$400
Total Annual Estimated Premium			*\$36,082

***This is a ballpark estimate BASED ON CURRENT RATES – ESTIMATED PREMIUM AND RATES ARE subject to underwriting review and completed applications.**



Agents • Brokers • Consultants

John M. Payne

Attachment 13: Discipline

DISCIPLINE POLICY

INTRODUCTION

To ensure that an environment is created where teaching and learning can flourish, the Syracuse Academy of Science Charter School has developed a series of rules that address proper student behavior, maintenance of order within the school and during school activities, and a statement of student rights and responsibilities.

School staff will ensure that parents and students are well-informed of these policies both before enrollment and at the time students sign up for entry into the charter school. Accordingly, students will not be surprised about what type of behavior is expected from them, and parents will be reassured about the type of classroom environment that will be maintained in the charter school.

The discipline and order policies of SASCS include the following components:

- Student Disciplinary Code;
- Maintenance of Public Order on School Property;
- Student Rights & Responsibilities

Existing student discipline policies from many public school districts were examined in developing this code, and components of those district policies are evident throughout the discipline code of SASCS.

I. STUDENT DISCIPLINARY CODE

This Code sets forth the charter school's policy regarding how students are expected to behave when participating in school activities, on and off school grounds, and how the school will respond when students fail to behave in accordance with these rules.

In all disciplinary matters, students will be given notice and will have the opportunity to present their version of the facts and circumstances leading to the imposition of disciplinary sanctions to the staff member imposing such sanctions. Depending on the severity of the infraction, disciplinary responses include suspension (short or long term), detention, exclusion from extracurricular activities, and expulsion. Where appropriate, school officials also will contact law enforcement agencies.

A. DEFINITIONS

For purposes of this Code:

- ***“short term suspension”*** shall refer to the removal of a student from school for disciplinary reasons for a period of five or fewer days;
- ***“long-term suspension”*** shall refer to the removal of a student from school for disciplinary reasons for a period of more than five days; and
- ***“expulsion”*** shall refer to the permanent removal of a student from school for disciplinary reasons.

B. SHORT-TERM SUSPENSIONS

A student who is determined to have committed any of the infractions listed below shall be subject minimally to a short term suspension, unless the Director determines that an exception should be made based on the individual circumstances of the incident and the student's disciplinary record. Such student also may be subject to any of the disciplinary measures set forth in Part D of this Code, and, depending on the severity of the infraction, a long-term suspension also may be imposed and referrals to law enforcement authorities may be made.

Disciplinary Infractions

- Attempt to assault any student or staff member.
- Vandalize school property causing minor damage.
- Endanger the physical safety of another by the use of force or threats of force which reasonably places the victim in fear of imminent bodily injury.
- Engage in conduct which disrupts school or classroom activity or endanger or threaten to endanger the health, safety, welfare, or morals of others.
- Engage in insubordination.

- Fail to complete assignments, carry out directions, or comply with disciplinary sanctions.
- Cheat on exams or quizzes, or commit plagiarism.
- Use forged notes or excuses.
- Steal, attempt to steal, or possess property known by the student to be stolen.
- Commit extortion.
- Engage in gambling.
- Drive recklessly on school property.
- Trespass on school property.
- Abuse school property or equipment.
- Use obscene or abusive language or gestures.
- Engage in acts of sexual harassment, including but not limited to sexually related physical contact or offensive sexual comments.
- Make a false bomb threat or pull a false emergency alarm.
- Possess tobacco or alcohol.
- Possess radios, *Walkmans*®, pagers, beepers or portable/cellular telephones not being used for instructional purposes.
- Wear inappropriate, insufficient, or disruptive clothing or attire, and/or violate the student dress code.
- Refuse to identify himself or herself to school personnel.
- Repeatedly commit minor behavioral infractions which, in the aggregate, may be considered an infraction subject to formal disciplinary action.
- Commit any other act which school officials reasonably conclude warrants a disciplinary response.

Procedures for Short Term Suspensions

The director may impose a short-term suspension. Before imposing a short term suspension, the director shall verbally inform the student of the suspension, the reason or reasons for it, and whether it will be served in school or out of school. The student shall be given an opportunity to deny or explain the charges.

The director also shall immediately notify the parent(s) or guardian(s) in writing that the student has been suspended from school. Written notice shall be provided by personal delivery, express mail delivery, or equivalent means reasonably calculated to assure receipt of such notice within 24 hours of suspension at the last known address. Where possible, notification also shall be provided by telephone if the school has been provided with a contact telephone number for the parent(s) or guardian(s). Such notice shall provide a description of the incident or incidents which resulted in the suspension and shall offer the opportunity for an immediate informal conference with whoever has imposed the suspension. The notification and informal conference shall be in the dominant language used by the parent(s) or guardian(s).

The director's decision to impose a short-term suspension or removal may be appealed first to the Board of Trustees of the charter school and next to the chartering entity.

C. LONG-TERM SUSPENSIONS

A student who is determined to have committed any of the infractions listed below shall be subject minimally to a long-term suspension, unless the director or Board of Trustees determines that an exception should be made based on the circumstances of the incident and the student's disciplinary record. Such student may also be subject to any of the disciplinary measures set forth in Part D, to referral to law enforcement authorities, and/or to expulsion.

Disciplinary Infractions

- Possess, use, attempt to use, or transfer any firearm, knife, razor blade, explosive, mace, tear gas, or other dangerous object of no reasonable use to the student at school.
- Commit or attempt to commit arson on school property.

- Possess, sell, distribute or use any alcoholic beverage, controlled substance, imitation controlled substance, or marijuana on school property or at school sponsored events.
- Assault any other student or staff member.
- Intentionally cause physical injury to another person, except when the student's actions are reasonably necessary to protect himself or herself from injury.
- Vandalize school property causing major damage.
- Commit any act which school officials reasonably conclude warrants a long term suspension.

In addition, a student who commits any of the acts listed in Part II which would ordinarily result in a short-term suspension may, instead or in addition, be subject to a long-term suspension at the director's discretion.

Federal and State law require the expulsion from school for a period of not less than one year a student who is determined to have brought a firearm to a school, or to have possessed a firearm at school, except that the school's chief administering officer may modify such expulsion requirement for a student on a case-by- basis if such modification is in writing.

Procedures for Long-Term Suspensions

The director may impose a long-term suspension. Such a suspension may be imposed only after the student has been found guilty at a formal suspension hearing. In extreme circumstances, the director may expel the student from school. Upon determining that a student's action warrants a possible long-term suspension, the director shall verbally inform the student that he or she is being suspended and is being considered for a long-term suspension (or expulsion) and state the reasons for such actions. The director also shall immediately notify the student's parent(s) or guardian(s) in writing. Written notice shall be provided by personal delivery, express mail delivery, or equivalent means reasonably calculated to assure receipt of such notice within 24 hours of suspension at the last known address. Where possible, notification also shall be provided by telephone if the school has been provided with a contact telephone number for the parent(s) or guardian(s). Such notice shall provide a description of the incident or incidents which resulted in the suspension and shall indicate that a formal hearing will be held on the matter which may result in a long-term suspension (or expulsion). The notification provided shall be in the dominant language used by the parent(s) or guardian(s). At the formal hearing, the student shall have the right to be represented by counsel, question witnesses, and present evidence.

If the suspension proceeding has been initiated by the director, the director shall personally hear and determine the proceeding or may, in his discretion, designate a hearing officer to conduct the hearing. The hearing officer's report shall be advisory only and the director may accept or reject all or part of it. The director's decision after the formal hearing to impose a long-term suspension or expulsion may be appealed first to the Board of Trustees and next to the chartering entity.

D. ADDITIONAL DISCIPLINARY MEASURES

The disciplinary measures listed below may be imposed in addition to short-term or long-term suspensions or, if an exception has been made by the director to the imposition of a minimum suspension, in place of such suspension. Behavior not listed in Part A or Part B of this Code but determined by appropriate school staff to warrant disciplinary action, including but not limited to missing classes without permission and arriving late to class without a reasonable excuse, also may be subject to these additional disciplinary measures.

In-school suspensions and suspensions of transportation may be imposed only by the director. All other disciplinary measures may be imposed by the director or a teacher, who must inform the director of such action within a reasonable time.

Behavioral Contract

School staff may design written agreements with students subject to punishment under this code to identify target behaviors, define expectations, and describe consequences, provided that the affected student and his or her parent(s) or guardian(s) are informed that the decision to enter into such a contract is voluntary.

Detention

After notice to the student and parent(s) or guardian(s), and provided that there is no objection from the parent(s) or guardian(s) and the student has appropriate transportation home, a student may be detained after school in detention.

Loss of School Privileges

After notice to the student and parent(s) or guardian(s), a student may be suspended from participation in any or all extracurricular activities. The student and parent(s) or guardian(s) shall be given an opportunity to meet informally with the director or teacher involved. If possible, the director or teacher involved shall hold any requested meeting prior to imposing the suspension from participation in extracurricular activities.

In-School Short-Term Suspension

Students may be temporarily removed from the classroom and placed in another area of the school where the student will receive substantially equivalent education. The student and his or her parent(s) or guardian(s) will be given a reasonable opportunity for an informal conference regarding such suspension with whomever was involved in imposing the suspension.

Suspension from School Transportation

As the result of misconduct occurring on a bus or other student transportation, and after notice to the student and his or her parent(s) or guardian(s), a student may be suspended from school transportation. When such action amounts to a suspension from attending school because of the distance between home and school and the unavailability of alternative public or private transportation, the school will make appropriate arrangements for the student's education.

E. PROVISION OF SERVICES DURING REMOVAL

The charter school will ensure that alternative educational services are provided to a child who has been suspended or removed to help that child progress in the school's general curriculum. For a student who has been suspended, alternative instruction will be provided during the period of suspension; for a student who has been expelled, alternative instruction will be provided until the student enrolls in another school or until the end of the school year, whichever comes first. Alternative educational services will be provided in a manner similar to that of the local school district.

F. DISCIPLINE PROCEDURES FOR SPECIAL EDUCATION STUDENTS

In addition to the discipline procedures applicable to all students, the following procedures are applicable to students with disabilities. The school will comply with 34 CFR §§ 300.519-300.529 of the Code of Federal Regulations and the following procedures, except that in the event that the following procedures are inconsistent with federal law and regulations, such federal law and regulations shall govern. A student not specifically identified as having a disability but whose school district of residence or charter school, prior to the behavior which is the subject of the disciplinary action, has a basis of knowledge (in accordance with 34 CFR 300.527(b)) that a disability exists may request to be disciplined in accordance with these provisions.

If there is any reason to believe that the Infraction is a result of the student's disability, the student will immediately be referred to the CSE of the student's district of residence. If a connection is found, no penalty may be imposed, and the school will work with the CSE to consider a possible program modification.

If a student identified as having a disability is suspended during the course of the school year for a total of eight days, such student will immediately be referred to the CSE of the student's district of residence for reconsideration of the student's educational placement. Such a student shall not be suspended for a total of more than 10 days during the school year without the specific involvement of the CSE of the student's district of residence prior to the 11th day of suspension, because such suspensions may be considered to be a change in placement.

In considering the placement of students referred because of disciplinary problems, the CSE of the student's district of residence is expected to follow its ordinary policies with respect to parental notification and involvement.

3. The school shall work with the district to ensure that the CSE of the student's district of residence meets within seven school days of notification of any of the following, for the purpose of considering a change in placement for the student involved:
- a. The commission of an infraction by a student with a disability who has previously been suspended for the maximum allowable number of days.
 - b. The commission of any act resulting from the student's disability.
 - c. The commission of any infraction by a disabled student, regardless of whether the student has previously been suspended during the school year if, had such infraction been committed by a non-disabled student, the School Administrator would seek to impose a suspension in excess of five days.

Provision of Services During Removal

We will, for those students removed for a period of less than 10 days, ensure that each affected student receives all classroom assignments and a schedule to complete such assignments during the time of his or her suspension. Provisions will be made to permit a suspended student to make up assignments or tests missed as a result of such suspension. The school will also provide additional alternative instruction with the reasonable promptness and by appropriate means to assist the student, so that the student is given full opportunity to complete assignments and master the curriculum, including additional instructions, phone assistance, computer instruction and/or home visits and one-on-one tutoring.

During any subsequent removal that, combined with previous removals, equals 10 or more school days, but does not constitute a change in placement, during the school year, services must be provided to the extent determined necessary to enable the child to appropriately progress in the general curriculum and in achieving the goals of his or her IEP. In these cases, school personnel, in consultation with the child's special education teacher, make the service determination. During any removal for drug and weapon offenses (pursuant to CFR 300.520(a)(2)) services will be provided to the extent necessary to enable the child to appropriately progress in the general curriculum and in achieving the goals of his or her IEP. These service determinations will be made by the CSE of the student's district of residence. The school will place students in interim alternative educational settings as appropriate and mandated by CFR 300.520(a)(2).

During any subsequent removal that does constitute a change in placement, but where the behavior is not a manifestation of its disability, the services must be provided to the extent necessary to enable the child to appropriately progress in the general curriculum and in achieving the goals of his or her IEP. The CSE of the student's district of residence will make the service determination.

CSE Meetings

Meetings of the CSE of the student's district of residence to either develop a behavioral assessment plan or, if the child has one, to review such plan are required when (1) the child is first removed from his or her current placement for more than 10 school days in a school year; and (2) when commencing a removal which constitutes a change in placement.

Subsequently, if other removals occur which do not constitute a change in placement, the school will work with the CSE of the student's district of residence to review the child's assessment plan and its implementation to determine if modifications are necessary. If one or more members of the CSE of the student's district of residence believe that modifications are needed, then the CSE is expected to meet to modify the plan and/or its implementation.

Due Process

If discipline which would constitute a change in placement is contemplated for any student, then (1) not later than the date on which the decision to take such action is made, the parents of the student with a disability shall be notified of that decision and provided the procedural safeguards notice described in 34 CFR §300.504, and (2) immediately if possible, but in no case later than 10 school days after the date on which such decision is made, the CSE of the student's district of residence and other qualified personnel shall meet and review the between the child's disability and the behavior subject to the disciplinary action.

If, upon review, it is determined that the child's behavior was not a manifestation of his or her disability then the child may be disciplined in the same manner as a child without a disability, except as provided in 34 CFR §300.121 (d) (which relates to the provision of services to students with disabilities during periods of removal).

Parents may request a hearing to challenge the manifestation determination. Except as provided below, the child will remain in his or her current educational placement during the pendency of the hearing. If a parent requests a hearing or an appeal regarding a disciplinary action relating to weapons or drugs to challenge the interim alternative educational setting or the manifestation determination, the child shall remain in the interim alternative educational setting pending the decision of the hearing officer or until the expiration of the time period provided for in the disciplinary action, whichever occurs first, unless the parent and charter school agree otherwise.

Records of Student Discipline

The charter school will maintain written records of all suspensions and expulsions including the name of the student, a description of the behavior engaged in, the disciplinary action taken, and a record of the number of days a student has been suspended or removed for disciplinary reasons.

II. MAINTENANCE OF PUBLIC ORDER ON SCHOOL PROPERTY

The following rules shall govern the conduct of students, teachers, staff, licensees, invitees, and other persons, whether or not their presence is authorized, on all property or facilities operated under the auspices of the charter school.

These rules and penalties are not to be considered exclusive or to preclude in any way the prosecution and conviction of any person for the violation of any federal, State or local law, rule, regulation or ordinance, or the imposition of a fine or penalty provided for therein. Additionally, these rules and regulations should not be construed to limit, but rather exist in conjunction with any other codes of conduct established for the school, such as a disciplinary code and/or a bill of student rights and responsibilities.

A. PROHIBITED CONDUCT

No person, either singly or in concert, shall:

1. Willfully cause physical injury to any other person, or threaten to use force which would result in such injury.
2. Physically restrain or detain any other person, nor remove such person from any place where he or she is authorized to remain, except as necessary to maintain the established educational process.
3. Willfully damage or destroy school property, nor remove or use such property without authorization.
4. Without permission, express or implied, enter into any private office or classroom of an administrative officer, teacher, or staff member.
5. Enter or remain in any building or facility for any purpose other than its authorized use or in such a manner as to obstruct its authorized use by others.
6. Without authorization, remain in any building or facility after it is normally closed, nor without permission enter any building or facility prior to its normal opening.
7. Refuse to leave any building or facility after being required to do so by the director or an authorized administrative officer or his or her designee.
8. Willfully obstruct or interfere with the free movement of persons and vehicles.
9. Deliberately disrupt or prevent the peaceful and orderly conduct of classes, lectures, and meetings or deliberately interfere with the freedom of any person to express his or her views, unless such disruption is necessary to maintain order of the educational process.
10. Possess on school property any rifle, shotgun, pistol, revolver, knife, chain, club or other weapon, whether or not the person has a license to possess such weapon. Further, it is the duty of the director to inform the police of the presence or use of any such weapon or implements used as weapons on school property.
11. Commit acts which threaten the safety and welfare of persons on school property.
12. Violate any federal or State statute or regulation, local ordinance or school policy.

13. Possess, use or distribute alcohol, drugs or drug paraphernalia.
14. Harass or coerce any person.
15. Refuse or fail to comply with a lawful order or direction of a school official in the performance of his or her duty.
16. Distribute or post on school property any written material, pamphlets or posters without the prior approval of the director.

B. PENALTIES AND ENFORCEMENT

Penalties for violations of these rules include, but are not limited to:

- the withdrawal of authorization to remain upon school property;
- ejection;
- arrest;
- for students, suspension or other disciplinary action; and
- for school employees, dismissal or other disciplinary action.

Staff members are required to report known violations of these rules to the director and to make reasonable efforts to stop the prohibited conduct. The director is responsible for the enforcement of these rules.

III. STUDENT RIGHTS AND RESPONSIBILITIES

A. PARTICIPATION IN SCHOOL ACTIVITIES

All students have the following rights:

1. To have the opportunity to take part in all school activities on an equal basis regardless of race, sex, national origin, creed, or disability.
2. To address the school on the same terms as any citizen.

Similarly, all students are bound by the same rules for exclusion from school activities and public address.

B. RECORDS

The school will not disclose any information from the student's permanent records except as authorized pursuant to The Family Education Rights and Privacy Act of 1974 (FERPA), or in response to a subpoena, as required by law. The parent(s) or guardian(s) of a student under 18 years of age, or a student 18 years of age or older, is entitled to access to the student's school records by submitting a written request to the director.

C. FREEDOM OF EXPRESSION

1. Students are entitled to express their personal opinions verbally, in writing, or by symbolic speech. The expression of such opinions, however, shall not interfere with the freedom of others to express themselves, and written expression of opinion must be signed by the author. Any form of expression that involves libel, slander, the use of obscenity, or personal attacks, or that otherwise disrupts the educational process, is prohibited. All forms of expression also must be in compliance with the Student Disciplinary Code and the school dress code, violations of which are punishable as stated in the Disciplinary Code.
2. Student participation in the publication of school sponsored student newsletters, yearbooks, literary magazines and similar publications is encouraged as a learning and educational experience. These publications, if any, shall be supervised by qualified faculty advisors and shall strive to meet high standards of journalism. In order to maintain consistency with the school's basic educational mission, the content of such publications is controlled by school authorities.
3. No person shall distribute any printed or written materials on school property without the prior permission of the director. The director may regulate the content of materials to be distributed on school property to the extent necessary to avoid material and substantial interference with the requirements of appropriate discipline in the operation of the school. The director may also regulate the time, place, manner and duration of such distribution.

D. SEARCH AND SEIZURE

1. A student and/or the student's belongings may be searched by a school official if the official has a reasonable suspicion to believe that a search of that student will result in evidence that the student violated the law or a school rule. Items which are prohibited on school property, or which may be used to disrupt or interfere with the educational process, may be removed from the student by school authorities.
2. Student lockers and desks remain the property of the school, though the school is not responsible for books, clothing, or valuables left in lockers or desks. A student shall not place or keep in a locker or desk any article or material which is of a non-school nature and may cause or tend to cause the disruption of the mission of the school.
3. The following rules shall apply to the search of school property assigned to a specific student and the seizure of illegal items found therein:
 - a. School authorities will make an individual search of a student's locker or desk only when there is reasonable suspicion to believe that a student is in the possession of an item which is prohibited on school property or which may be used to disrupt or interfere with the educational process.
 - b. Searches shall be conducted under the authorization of the school director or his/her designee.
 - c. Items which are prohibited on school property, or which may be used to disrupt or interfere with the educational process, may be removed from student lockers or desks by school authorities.

E. OFF-CAMPUS EVENTS

Students at school sponsored off-campus events shall be governed by all the guidelines of the school and are subject to the authority of school officials. Failure to obey the lawful instructions of school officials shall result in a loss of eligibility to attend school sponsored off-campus events and may result in additional disciplinary measures in accordance with the Student Disciplinary Code.

F. DISCIPLINE

1. Prohibited conduct and acceptable school responses to such conduct are set forth in the Student Disciplinary Code. In disciplinary matters, students shall have the opportunity to present their version of the facts and circumstances leading to the imposition of disciplinary sanctions to the professional staff member imposing such sanctions.
2. A student may be suspended from instruction only after his or her rights to due process have been observed.