

APPLICATION SUMMARY

Charter School Name	New American Leadership Academy Charter School (NALACS)
Applicant Name	Alan Cohen
Applicant Email Address	██████████
Applicant Contact Number	██████████
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Public Contact Number	347.585.7234
District of Location	Lawrence Union Free School District (District 15)
Opening Date	September, 2015
Proposed Charter Term	5 years
Proposed Management Company or Partners	While NALACS does not intend to contract with a charter management organization, we do intend to contract with a non-profit organization, New American Initiative (NAI), to provide professional development and support.
Proposed Replication	None
Projected Enrollment and Grade Span During Charter Term	Year 1: K-1, 120 Year 2: K-2, 180 Year 3: K-3, 240 Year 4: K-4, 300 Year 5: K-5, 360
Projected Maximum Enrollment and Grade Span	K-5, 360 students
Mission Statement	The New American Leadership Academy Charter School empowers learners and inspires leaders to make this a better world. Through our innovative model, we offer personalized rigorous instruction that enables our students to succeed in school, college, and their future lives.

Overview: Our passion and commitment to learning drew our founding team into conversations about the right for the students of our district to have an exceptional, free public education. We are committed to creating a learning environment that is nurturing and rich with knowledge. After much discussion we have decided to found the New American Leadership Academy

New American Leadership Academy Charter School



Proposal to the New York State Education Department

Submitted by: Alan Cohen

August 12, 2014

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CERTIFICATION AND ASSURANCES STATEMENT

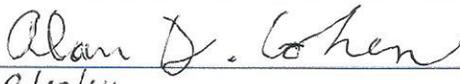
Proposed Charter School Name: New American Leadership Academy Charter School
Proposed School Location (District): Lawrence Union Free School District (District 15)

I hereby certify that the founding group/prospective Board of Trustees have all read Article 56 of the New York State Education Law, and understand the relationship between a charter school and the authorized chartering entity as defined in that statute. By submitting a charter school application to the Board of Regents, the founding group/prospective Board of Trustees understands that the Board of Regents is the authorized chartering entity with the authority to approve our application to establish the proposed charter school and enter into a charter agreement setting forth the terms and conditions under which the Board of Trustees will operate the charter school. The applicant founding group/prospective Board of Trustees also understands that this charter school application serves as the first component of an application for a federal Charter Schools Program (CSP) Planning and Implementation Grant. We understand that if the charter application is approved and a charter is issued by the Board of Regents, the school is qualified to receive a CSP grant, pending available funding and final approval of additional materials – including budget materials - by NYSED and by the New York State Office of the Comptroller. We agree to complete all required budget information and assurances according to forthcoming instructions and a revised timeframe to be issued by NYSED.

I hereby certify that the information submitted in this application is true to the best of my knowledge and belief; and further I understand that, if awarded a charter, the proposed school shall be open to all students on a space available basis, and shall not discriminate or limit the admission of any student on any unlawful basis, including on the basis of ethnicity, race, creed, national origin or ancestry, gender, sexual orientation, disability, intellectual ability, measures of achievement or aptitude, athletic ability, age, religion, proficiency in the English language or a foreign language, or academic achievement. I understand that the Charter Schools Act allows, to the extent consistent with Federal law, “the establishment of a single-sex charter school or a charter school designed to provide expanded learning opportunities for students at-risk of academic failure or students with disabilities and English language learners.”¹

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

- An assurance that the charter school will annually provide the Secretary of the U.S. Department of Education and the State Education Department such information as may be required to determine if the charter school is making satisfactory progress toward achieving the objectives described in this application ²
- An assurance that the charter school will cooperate with the Secretary of the U.S. Department of Education and the State Education Department in evaluating the program assisted under this subpart;³ and,
- That the charter school will provide such other information and assurances as the Secretary of the U.S. Department of Education and the State Education Department may require.⁴

Signature of Applicants:	
Date:	8/13/14
Print/Type Name:	Alan Cohen

¹ N.Y. Education Law § 2854(2)(a)

² ESEA § 5203(b)(3)(J)

³ ESEA § 5203(b)(3)(K)

⁴ ESEA § 5203(b)(3)(N)

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

A. Mission Statement and Objectives.

As residents of the Atlantic Beach Estates, we continuously spoke of the problems in our school district. We are deeply disappointed in the annual decline of our school district's reading and math scores, as well as the graduation rates. Based upon these facts, we questioned the reasons, looked at research and spoke to parents. We did this individually, and finally as a group in the Atlantic Beach Estates Association. It was there, at meetings, that we began dialogues that would lead us to the creation of a charter school. At that time, we also began engaging the community and invited additional members to join our Board.

As we continued to dialogue, a vision became to emerge: we would create a learning environment that is nurturing and rich with the knowledge and skills our children need to succeed academically and in their future lives. Our passion and our commitment to this project guided us as we worked to create the high quality school design our children so dearly need and deserve. In the course of our research, we discovered The New American Academy (TNAA) model and the Reggio Emilia approach to education and found them to be philosophically and educationally aligned to our vision.

We therefore propose to found the New American Leadership Academy Charter School (NALACS) based on the TNAA model (developed at Harvard's Urban Superintendents Program¹), charter school best practices, and the Reggio Emilia approach to education. Designed as a transformative alternative to the traditional schooling design, NALACS is engineered to create emotionally supportive and intellectually rigorous learning communities.

Mission Statement: The New American Leadership Academy Charter School empowers learners and inspires leaders to make this a better world. Through our collaborative teacher-teams, mastery-based career ladder, looping cycles, and Reggio Emilia, we offer personalized rigorous instruction that enables our students to succeed in high school, college, and their future lives.

Objectives: We intend to create a supportive relationship-based learning environment that will accelerate our students' learning far beyond what is expected within their SES bracket. By focusing on the quality of instruction and by refining the "input" our students are receiving, we will increase the "output" of student academic achievement. Moreover, it is our objective to maximize the relationship-based, collaborative nature of the TNAA model to ensure our students are developing critical thinking and good citizenship in addition to English Language Arts (ELA), science, social studies, and math skills that exceed the Common Core standards.

Furthering the Purpose of Education Law: NALACS will meet all six objectives of the New York State Charter School Law:

- a) **Improve student learning and achievement.** Our use of teacher teams, embedded Master Teachers, and six year looping cycles allows us to significantly improve the quality and rigor of instruction our students receive. This high quality teaching will lead to greater student achievement. As stated in our educational plan, we expect our students to succeed in ELA, math, science, social studies, and will be setting our own high standards in these areas, in addition to measuring student performance on state tests. (See Section II. A. for details.)

¹ <http://thenewamericanacademy.org/about/our-history/>

- b) **Expand learning opportunities for students at risk of academic failure.** We intend to be located within the Lawrence Union Free School District (LUSFD) District 15 in Nassau County, New York. LUFSD has the second highest per pupil expenditure², the sixth lowest graduation rate in Nassau County³ and the sixth lowest 4th grade NYS ELA test scores⁴. In 2013, LUFSD percentage of students on level 3 or 4 for ELA was only 36% in 3rd grade, 30% in 4th, and 32% in 5th⁵. LUFSD percentage of students on level 3 or 4 for Mathematics was only 21% in 3rd grade, 23% in 4th, and 24% in 5th.⁶ There is a stark discrepancy between how much funding the district receives and student academic progress based on the state test scores and graduation rates. LUFSD students are at risk for academic failure. In addition, LUFSD includes many minority students, students with disabilities (SWDs), and English Language Learners (ELLs) students who would otherwise be “at-risk,” with limited educational opportunity. All teacher teams have a Special Education and an ELL teacher when needed to support the needs of our students.
- c) **Innovative teaching methods.** NALACS will be based upon the TNAA model. The models’ teacher teams and six year learning cycles won Harvard’s Phi Delta Kappa Award for Innovation in Education in 2009. In addition, the Reggio Emilia approach was hailed by Newsweek magazine as the best approach to early childhood education in 1991⁷. Combining these two innovative models allows students to experience cutting-edge teaching methods.
- d) **Provide new professional opportunities for teachers and staff.** The four-step career ladder (Apprentice, Associate, Partner, Master) provides a continuum for teacher growth that is both supported and incentivized. Based on demonstrated ability, it offers new opportunities for pedagogues to grow professionally while remaining within the classroom. In addition, our team-based model allows for expanded opportunities in leadership, collaboration, and inquiry that are not available in traditional settings.
- e) **Expand parent and student opportunities.** NALACS’s use of Reggio Emilia, six year learning cycles and teacher-teams make it significantly different from the traditional public school model. It will offer parents and students a unique educational experience currently not available within LUFSD.
- f) **Shift to performance based accountability systems.** In exchange for the greater autonomy afforded to NALACS, the founders and Board of Trustees will hold the school leadership accountable for measurable student achievement as outlined in Section II E. and II. D.) In addition to the mandated benchmarks, we have set our own high standards for student achievement in ELA, science and math for which the board will hold the leadership of the school accountable.

² http://longisland.newsday.com/templates/simpleDB/?order=county&orderLast=per_pupil_total_spending&orderLast=county&orderLast=per_pupil_total_spending&orderLast=county&orderLast=per_pupil_total_spending&desc=no&descLast=yes&descLast=no&descLast=yes&descLast=no&descLast=yes&descLast=no&descLast=yes&descLast=no&descLast=yes&pid=516

³ <http://www.newsday.com/long-island/education/high-school-graduation-rates-up-statewide-1.8539776> - 2014

⁴ <http://schools.newsday.com/long-island/test-scores/English-grade-4/> - 2012

⁵ <http://data.nysed.gov/reportcard.ph>

⁶ <http://data.nysed.gov/reportcard.ph>

⁷ <http://www.reggiochildren.it/identita/awards-and-recognition/?lang=en>

B. Key Design Elements.

Overview and Rationale: NALACS is founded upon three key components: The New American Academy (TNAA) model, charter specific best practices developed at TNAACS in Brooklyn, NY as well as the U.S. Department of Education’s publication of Successful Charter Schools⁸, and a progressive Reggio Emilia inspired pedagogical approach. This combination of components meets the diverse needs of all students and is aligned to the core values of the founding group.

1) **The New American Academy model:** The TNAA model was developed at Harvard’s Urban Superintendents Program (USP) by a cohort of six high achieving principals from around the country.⁹ The model draws upon research-based best practices from across the globe, and has been successfully implemented at P.S. 770, a NYCDOE district school in Crown Heights, Brooklyn; P.S. 274, a NYCDOE school in Morris Heights, Bronx; and at TNAACS, a charter school in East Flatbush. The key components of The New American model are:

a) Teaching Teams with an Embedded Master Teacher: Our teacher teams work with a grade level cohort of 60 students. Research has shown that four-five person teams provide the optimal balance between too many and too few voices.¹⁰ Teams allow for transparency, positive peer-pressure, multiple perspectives, and a diverse range of skill sets. Team-based models are common across a diverse range of sectors from the military to healthcare, and are being used with great success in schools across Victoria, Australia. Education is a complex task deserving of the same professionalism that is now standard in other sectors. Each team includes a Master Teacher. These highly skilled professionals provide support to all students in their classroom and serve as mentors to the four other members of their team. Master Teachers provide minute-to-minute coaching, support, and feedback to ensure best practice and rigor. Integral members of each team, they are in the classroom all day, every day.

b) Looping Cycles: Students loop with the same teaching team and classmates for six years. Looping cycles allow for the development of trusting and meaningful relationships between students, parents, and their teaching team, and have been proven to improve student learning both nationally and internationally.¹¹ The relationships developed encourage greater parent involvement and enable targeted and differentiated teaching.¹² Moreover, looping allows each teacher team to begin instruction on the first day of school without having to spend the weeks usually required to get to know students and acculturate them to their classroom systems. Looping also provides a powerful and organic accountability system, as each teacher team is directly responsible for their students’ scores in the testing grades.

c) Mastery-based Career Ladder: Research has shown that in a school setting a quality teacher is the single greatest determinant of student academic success.¹³ Unfortunately, teacher ability and development is often not recognized or rewarded. A career ladder provides a continuum for teacher growth that is both supported and incentivized. Our four-step career ladder (Apprentice, Associate, Partner, Master) will be based on demonstrated

⁸ <http://www.ed.gov/admins/comm/choice/charter/>

⁹ Waronker, S., Walker, L., Narvaez, B. S., Guerrero, G., Garcia, R. Abevta, A. (2009). *The New American Academy*. Unpublished manuscript. Harvard Graduate School of Education. Cambridge, Massachusetts.

¹⁰ J. Richard Hackman and Neil Vidmar, “Effects of Size and Task Type on Group Performance and Member Reactions,” *Sociometry* 33, no. 1 (March 1970):

¹¹ <http://roomnine.org/a/about-us/Teacher-looping.pdf>

¹² http://www.eric.ed.gov/ERICWebPortal/search/detailmini.jsp?_nfpb=true&_ERICExtSearch_SearchValue_0=EJ479971&ERICExtSearch_SearchType_0=no&acno=EJ479971

¹³ Rockoff, J. E. (2004). The impact of individual teachers on student achievement: Evidence from panel data. *The American economic review*, 94(2), 247.

ability, culminating with the Master Teacher. This will attract and retain quality teachers and ensure that the most talented teachers can stay in the classroom directly supporting student learning.

d) Lower Teacher/Student Ratio: Each NALACS teacher team works with a group of 60 students. A 15:1 teacher-student ratio has been shown to increase student achievement .3-.45 standard deviation per year in grades K-2¹⁴, and allows for more personalized attention for every student.

e) Five Week Summer Training Program: Our five-week summer training program begins with a week-long seminar at Harvard. Created in collaboration with Professors' Barry Jentz¹⁵, Katherine Boles¹⁶, and Eileen McGowan¹⁷ of Harvard's Graduate School of Education (HGSE) and Professor Baruch Bush¹⁸ of Hofstra University, this seminar goes beyond standard professional development to focus on in depth communication, reflection, and listening skills. Critical for any team-based environment, these skills enable our teacher-teams to maximize their collective potential and to avoid the interpersonal pitfalls and misunderstandings that often hamper collaborative efforts.

2) Charter School Best Practices: The added autonomy afforded to us as a charter school will also allow NALACS to implement some of the lessons learned applying the model at TNAACS in Brooklyn. These include:

a) Extended school days: NALACS will extend the school day by 12.5%. This additional time in a safe and secure environment will enable us to offer breakfast and supervised play. This added time represents over four weeks of extra time students will spend on educational tasks each year.

b) More professional development time: Teacher development leads to higher quality instruction and greater student achievement. NALACS will provide over 600 hours of PD each year. (See Section III. E. Professional Development for more details.)

3) Reggio Emilia Approach: The Reggio Emilia philosophy underscores a constructivist approach to building a child-centered curriculum. This curriculum invokes students' natural curiosity in response to their natural environment as well as gives the students independent direction in self-learning. The following beliefs are at the core:

a) The image of the child: Children are strong, intelligent and capable from birth.

b) The role of the parents: Parents are considered to be an essential component of our programming.

c) The physical environment: We pay special attention to the design and aesthetics of the space. The life of the school and the work of the children are made visible through documentation displayed on the walls, which effectively communicates our values to children and adults.

d) Pedagogy: Educators work as partners in learning with the children. Curriculum is based on interests of the children within context of the New York State and Common Core State Standards. It values their capabilities, encourages creative thinking, inspires problem solving

¹⁴ http://www.eric.ed.gov/ERICWebPortal/search/detailmini.jsp?_nfpb=true&_ERICExtSearch_SearchValue_0=EJ422836&ERICExtSearch_SearchType_0=no&accno=EJ422836

¹⁵ <http://www.talksensebook-jentz.com/>

¹⁶ <http://www.gse.harvard.edu/directory/faculty/faculty-detail/?fc=240&flt=b&sub=all>; <http://thepowerofteacherteams.com/contact-us/>

¹⁷ <http://www.gse.harvard.edu/directory/faculty/faculty-detail/?fc=49455&flt=m&sub=all>

¹⁸ http://lawarchive.hofstra.edu/directory/faculty/fulltimefaculty/ftfac_bush.html

and provides space for children to express their thoughts and listen to the thoughts of others. Diverse materials support emergent literacy and numeracy.

e) Professional Development: Teachers are researchers and collaborators. They meet often to discuss their observations and interpretations of the children's work and growth. The results of these observations serve as catalysts to curriculum development and change. In addition, we will be participating in Harvard's Project Zero¹⁹ as well as attending the Wonderplay Conference²⁰ to continuously refine and improve our craft.

Evidence of Success: As stated, the NALACS founding group, after much research and due diligence, decided to combine these three key components: TNAA Model; charter specific best practices; and the Reggio Emilia pedagogical approach. Each of these components has been shown to be effective in raising student achievement and academic rigor.

1) TNAA model: All three schools currently operating using the TNAA model are showing results, while serving high needs urban communities:²¹

a) Quality Review: P.S. 770 received a score of Well Developed on its last quality review.

b) NYC School Survey: TNAA's relationship-based model also created an environment of trust and respect for students, teachers and parents. As evidenced by New York City's Learning Environment Survey Report, PS 770 far exceed the citywide average in all four metrics.²²

c) Enrollment: TNAA's high quality teaching teams attract high level of parent interest. For example, PS 274 replaced a failing school in the South Bronx (PS 230). In just one year, enrollment increased from PS 230's 249 students (K-2nd) in 2012-13 to our PS 274's 302 students (K-2nd) in 2013-14 -- an increase of 21%. In addition, TNAACS had over 488 applicants for 90 slots.

d) Reading Levels: Data shows evidence of a significant achievement gap among students educated in schools embedded in high poverty areas as compared to their more affluent neighbors. Fryer and Levitt (2004) highlight the differences among students as early as age two, and upon entering kindergarten, black students are behind their white peers by .401 standard deviations in reading.²³ The achievement gap continues to grow in every subject at every grade level.²⁴

Despite a high population of free and reduced meals, TNAA schools are bridging the achievement gap. For example, this past year TNAACS Kindergarten students went from 39% on grade level in September, to 69% on grade level by June. While in 1st grade, where 74% of students came in two years behind grade level, 34% of students moved 5 or more reading levels, which comes out to 1.5-2 years of growth in just one year.²⁵

¹⁹ <http://www.pz.harvard.edu/>

²⁰ <http://www.92y.org/Uptown/Wonderplay/About.aspx>

²¹ The demographics of these schools are as follows: PS 274- 95.4% Free and Reduced Meals (FARM), 11.4 % Special Education, 29.8% English Language Learners; PS 770- 94% Free and Reduced Meals (FARM), 18% Special Education; TNAACS- 80% Free and Reduced Meals (FARM), 20.5% Special Education.

²² http://schools.nyc.gov/OA/SchoolReports/2012-13/Survey_2013_K770.pdf

²³ 18 Francis, Shaywitz, Stuebing, Shaywitz, and Fletcher, 1996; Juel, 1988; Shaywitz et al., 1999; Torgesen and Burgess, 1998. (See 'Waiting Rarely Works'). for Education Statistics.

²⁴ Fryer, Roland, and Steven Levitt (2004) "Understanding the Black-White Test Score Gap in the First Two Years of School." *The Review of Economics and Statistics*, 86(2): 447-464 20 Campbell, Jay, Catherine Hombro, and John Mazzeo (2000) "NAEP 1999 Trends in Academic Progress: Three Decades of Student Performance." NCES 2000-469. Washington, DC: U.S. Department of Education. National enter

²⁵ TNAACS Headmaster Lisa Parquette Silva

2) Charter specific practices: The added flexibility afforded to charter schools is a key component of their success. Expanded time is among the many innovations that have been shown to improve student performance: As noted by the National Center on Time and Learning:

The evidence makes clear expanded time holds this potential because more time confers three distinct, though overlapping, and benefits for both students and teachers:

- a) More engaged time in academic classes, alongside broader and deeper coverage of curricula;
- b) More time devoted to enrichment classes and activities that enhance students' educational experiences and engagement in school; and
- c) More dedicated time for teacher collaboration and embedded professional development that together enable educators to strengthen instruction and develop a shared commitment to high expectations.²⁶

3) The Reggio Emilia philosophy is a renowned educational approach based on relationships. It was developed over 40 years ago and continues to evolve and shape the world of education. The Reggio approach deems that "children, from birth, are eager to learn and they seek to examine, experience, and connect with the people and phenomena surrounding them"²⁷. NALACS will utilize this successful philosophy to build relationships that lead to academic success.

- a) Schools that have operated using the Reggio Emilia approach have received many prestigious awards.²⁸
 - 1993 - Kohl Foundation Prize (Chicago, USA) awarded to the educational institutions for early childhood under management by the Municipality of Reggio Emilia
 - 1999-2007 - The educational experience of Reggio Emilia (representing Italy) is chosen to be part of the committee for organization and promotion of the World Forum on Early Care and Education, which each year sees the gathering of hundreds of people from around the world
 - 2010 - Friends of Children Award to Reggio Children from the Canadian Association for Young Children with appreciation for your support in the realization of CAYC's mission
- b) Numerous articles have documented Reggio Emilia's transformative approach including:
 - "One of the most successful stories in Early Childhood Education is the Reggio Emilia project, which, for years, has been forging its own path worthy of greater consideration among educators and parents."²⁹
 - In 2000, a group of 250 United States educators including then Secretary of Education Richard W. Riley visited Reggio Emilia, Italy this past winter to see the Reggio Emilia approach in action. When commenting about his trip Richard W. Riley stated, "'The rigor with which they train their teachers is rather breathtaking."³⁰
 - An exposé which documents our lead applicant, Alan Cohen's successful implementation of the Reggio Emilia approach at P.S. 69 in the Bronx.³¹

²⁶ http://www.timeandlearning.org/files/CaseforMoreTime_1.pdf

²⁷ <http://reggioalliance.org/narea/>

²⁸ <http://www.reggiochildren.it/identita/awards-and-recognition/?lang=en>

²⁹ http://www.newropeans-magazine.org/content/view/2663/309/lang_english/ - *The Reggio Emilia Approach in Early Childhood Education* by Francesco Bonavita

³⁰ http://www.educationworld.com/a_curr/curr256.shtml - *Pre-K-3 Educators Learn from the Reggio Emilia Approach* by Diane Weaver Dunne

³¹ <http://nypost.com/2011/04/15/soundview-public-school-becoming-one-of-citys-finest/> - *Soundview Public School Becoming One of City's Finest* by Vito Signorile

C. Enrollment, Recruitment, and Retention.

Projected Enrollment Table Over the Charter Term

	Ages	Year 1 2015-16	Year 2 2016-17	Year 3 2017-18	Year 4 2018-19	Year 5 2019-20
K	5-6	60	60	60	60	60
1	6-7	60	60	60	60	60
2	7-8		60	60	60	60
3	8-9			60	60	60
4	9-10				60	60
5	10-11					60
Total		120	180	240	320	360

Growth Plan: Our enrollment plan is a reflection of conversations we have had with existing charter school leaders, discussions with teachers, parents, and the founding team’s experiences successfully establishing charter schools. (See Attachment 5a for further details on Trustee Background.) It is based upon the following premises:

- A strong foundation in literacy and numeracy is essential to enable later academic success. Students struggle with these basic skills and find themselves falling farther and farther behind. Thus, we chose to begin with an elementary school.
- Research has shown four or five person teams provide the optimal balance between too many and too few voices. Each NALACS grade level cohort has a teaching team of five teachers serving 60 students.
- A 15:1 teacher student ratio is ideal for grades K-2 and allows us to offer more personal attention to each student. As the children grow older, the lower ratio will allow for more differentiation and more support as the work becomes more student directed.
- Establishing an innovative new school and creating a new academic culture requires dedicated targeted effort. Therefore, we have decided to begin with only two teams (a Kindergarten and a 1st grade) and to grow the school one grade each year. This will allow us to devote our resources and energy in a targeted and strategic way.

Recruitment and Enrollment Process: The founding group and proposed Board of Trustee’s experiences establishing and maintaining charter schools has led to many lessons learned about effective recruitment. The demographics in LUFSD are represented by three major groups: Caucasian, African American, and Hispanic. The focus of outreach will be to these major groups. In addition to maintaining an active website and web presence, disseminating flyers, meeting with community leaders, and organizing open houses and information sessions, we will partner with local daycare centers and Head Start programs in the community. We have found these partnerships to be the most effective and reliable way to host information sessions and to recruit students. Outreach and materials will be conducted in multiple languages, with an emphasis on Spanish to reach this important demographic. We will also network with the early intervention providers mentioned above to target students with IEPs.

As a choice school, parents must submit an application to indicate their desire to enroll their child at NALACS. Applications will be user friendly and will be available in English and Spanish via walk-in, email, fax, and on our website. In our first year we will enroll a Kindergarten and 1st Grade class (60 students each), after which we will enroll a new Kindergarten class each year. If there are more applicants than seats, we will conduct a random lottery to select the 60 students chosen for each class. NALACS will have an admission preference for students who have siblings in the school, and those who reside in the Lawrence Union Free School District. Students who are not selected will be waitlisted in the order in which they were drawn and offered a seat if any becomes available. If there is a vacancy during the school year, families will be contacted off of the waitlist. (See Attachment 1: Admissions and Enrollment.)

Enrollment and Retention Targets: NALACS seeks to serve students in the Lawrence Union Free School District, including English Language Learners (ELLs) and students with disabilities (SWDs). NALACS will retain the enrolled students by creating relationships with the families and the community. Information sessions will be held in English and Spanish, targeting current and prospective parents. In addition, parent forums will be held on a regular basis between the parents and the headmaster to strengthen the partnership and share information about community events and happenings.

Direct and continual support for SWD and ELL students has been intentionally engineered into the NALACS model and curriculum. (Please see Section II. C. Curriculum and Instruction for more detail.) Our team teaching model allows for one special education teacher per team, ensuring every classroom is able to provide an inclusion setting for SWDs. We will also ensure each team has an ESL or bilingual teacher, when needed, to confirm our ELL students' needs are fully met. Throughout our outreach efforts, we will demonstrate to parents how the flexibility of our teacher teams allows us to address individual students' needs in a targeted and sustained manner. In addition to the support embedded within each teacher team, there will be a Special Education Coordinator and a staff member who will take on the role as ESL coordinator to ensure all our students are receiving optimal support. For LUFSD, the 2012-2013 enrollment data is 9% ELLs in the district and 19% SWD in grades 3-8.³² Based on our outreach plan and model design, we are confident NALACS will be able to achieve both the reenrollment and retention targets in full compliance with Charter School Law of 1998 and its 2010 amendments. Moreover, we will monitor our enrollment data carefully and will amend our admissions policy if deemed necessary.

Demand: Based on initial and subsequent conversations with the residents, and the educational, religious, and community leaders, we are confident there is a strong need for a New American Leadership Academy Charter School in LUFSD. LUFSD is especially in need of higher achieving schools. The large portion of families that send their children to private schools along with the dismal test scores are what led us to begin researching a charter school option. The current school-aged population within LUFSD is 9,717. However, only 2,981 of this population attend the public schools.³³ While LUFSD has the second highest expenditure per pupil, \$31,845³⁴, they are one of the lowest performing districts in Nassau County and are below

³² <http://data.nysed.gov/reportcard.ph>

³³ <http://nces.ed.gov>

³⁴ <http://www.lawrence.org/Download.asp?L=1&LMID=333279&PN=DocumentUploads&DivisionID=8199&DepartmentID=&SubDepartmentID=&SubP=&Act=Download&T=1&I=358077>

the state graduation rate average of 77%. In 2013, LUFSD percentage of students on Level 3 or 4 for ELA was only 36% in 3rd grade, 30% in 4th, and 32% in 5th³⁵. LUFSD percentage of students on Level 3 or 4 for Mathematics was only 21% in 3rd grade, 23% in 4th, and 24% in 5th.³⁶ The vast majority of private schools in the district are Orthodox Jewish schools, leaving few non-religious options outside of the district public schools. We are confident the quality of the NALACS model will help to attract parent and community interest. For example, the TNAA model at TNAACS has attracted 488 applicants for approximately 90 spots for the 2014-2015 school year. In addition, we have presented to over 470 families and had conversations or contacted 1,200 other community members that have showed interest in NALACS. (See Section I. E.)

Evidence of Community Support: Our team has met with multiple stakeholders in LUFSD, including LUFSD Board of Education President Dr. David Sussman and Superintendent of Schools Dr. Gary Schall, both of whom continue to provide input. We have also engaged in dialogue with the president of the Lawrence Teachers Association, Lori Skonberg. Throughout the course of our outreach, we have shared our school model and are continuing to provide an opportunity for people to offer comments on our school design. Based on our conversations with the LUFSD, community leaders, and the local union we are confident a New American Leadership Academy Charter School will generate significant local interest.

We have also reached out to the leaders of the Five Towns Community Center, Bertha Pruitt, Peter Visconti, and Peter Sobol, to create a partnership to communicate with the community, as well as to receive feedback and input on community needs. In addition, there has been made to the Neighborhood Association in Inwood and several local religious and community leaders (Rev. Dr. Les Mullings, Pastor Wendy Steed, Pastor Wilbert Pharr, Gregory Nunn, Father Fasano, Father Fernando, and Reverend Gregory Stanislaus). Through these budding relationships we have received letters of support from Father Fasano of Our Lady of Good Counsel Church in Inwood and Anthony Ponte, Vice President of the Atlantic Beach Estates Association. Most importantly, parents in LUFSD have expressed interest in NALACS and their hope is it can be brought to their community. (Please see Section I E. Public Outreach and Attachment 2 for further evidence of support.)

D. Community to be Served.

After Hurricane Sandy we got together to help rebuild our community and the community around us. We felt it was our civic duty and at the core of who we were to improve our community in any way possible. At many meetings of our civic association, the Atlantic Beach Estates Association, the state of the education in LUFSD was a topic fervently and frequently discussed. Parents spoke to our Board members passionately about their concerns over test scores, lack of communication, and the lack of a good, free public school education. We began to reach out to community members that have education backgrounds and were introduced to the idea of charter schools. Through research and dialogue with local pedagogues, we were introduced to the TNAA model and the Reggio Emilia approach. As such, a diverse range of stakeholders have contributed to ensure NALACS can be even more successful.

³⁵ <http://data.nysed.gov/reportcard.ph>

³⁶ <http://data.nysed.gov/reportcard.ph>

Demographics: NALACS intends to be located in the Lawrence Union Free School District, District 15. This district currently has five public schools, including three elementary/primary level schools. The current school-aged population within LUFSD is 9,717. However, only 2,981 of this population attend the public schools.³⁷ Of the students attending public schools, 29.7% are students with disabilities and 9.7% are English Language Learners.³⁸ Although Census data indicates the population under 18 residing in the district is 80% Caucasian, 12% Hispanic or Latino, and 8% Black or African American, the enrollment in the public schools does not reflect these same demographics.³⁹ The population under 18 enrolled in the public schools is only 29% Caucasian, while the percentage of Hispanic or Latino students is 41%, Black or African American is 23%, and 7% various ethnicities.⁴⁰ 71% of the enrolled student population is minority students. NALACS intends to continue their outreach efforts in order to further assess student needs. The NALACS model includes innovative methods such as teacher teams, looping cycles, and lower teacher/student ratios. These methods will allow NALACS to address the student needs in the district.

LUFSD: The Lawrence Union Free School District serves a disproportionate number of “at-risk” students and nearly 40-percent are eligible for free or reduced lunch⁴¹. Unfortunately, it is also very much in need of higher performing schools. While LUFSD has the second highest expenditure per pupil, they are one of the lowest performing districts in Nassau County and are below the state graduation rate average of 77%. Lawrence UFSD has the sixth lowest graduation rate in Nassau County and has the sixth lowest 4th grade NYS ELA test scores⁴². As stated previously, in 2013, LUFSD percentage of students on Level 3 or 4 for ELA was only 36% in 3rd grade, 30% in 4th, and 32% in 5th⁴³ and LUFSD percentage of students on Level 3 or 4 for Mathematics was only 21% in 3rd grade, 23% in 4th, and 24% in 5th.⁴⁴ Our intention to locate with LUFSD is a reflection of the lead applicant’s desire to leverage his experience as a successful inner city principal⁴⁵ to help all students who are often underserved. As discussed in Section I. E. the applicant group has an extensive grassroots effort in LUFSD and has been able to assess the family and community support for NALACS. The NALACS model is innovative and enhances the educational program in LUFSD. The use of teacher teams with a master-based career ladder will provide students with every day support from a variety of educators including a Special Education teacher and allows the flexibility for grouping and intervention as needed. The model also enables students and teachers to develop strong relationships, while also giving students the opportunity to be educated with a diverse number of teaching styles.

37 <http://nces.ed.gov>

38 <https://reportcards.nysed.gov/>

39 <http://nces.ed.gov>

40 <https://reportcards.nysed.gov/>

41 <https://reportcards.nysed.gov/>

42 http://longisland.newsday.com/templates/simpleDB/?order=county&orderLast=per_pupil_total_spending&orderLast=county&orderLast=per_pupil_total_spending&orderLast=county&orderLast=per_pupil_total_spending&desc=no&descLast=yes&descLast=no&descLast=yes&descLast=no&descLast=yes&descLast=no&descLast=yes&descLast=no&descLast=yes&pid=516

43 <http://data.nysed.gov/reportcard.ph>

44 <http://data.nysed.gov/reportcard.ph>

45 http://wideworld.harvard.edu/en/reimpact/newsletter_ps69.html

E. Public Outreach.

Public Outreach: After our thorough investigation and discussion we began soliciting feedback from a community members to gain insight into the community's thoughts on creating a charter school in LUFSD. Understanding the needs of our community was vital to inform the NALACS model, mission, and vision. The following table summarizes our outreach:

Meetings to Date

- LUFSD Superintendent Dr. Gary Schall
- LUFSD BOE members Dr. David Sussman, Dr. Asher Mansdorf, Uri Kaufman, and Michael Hatten
- 7/3 - LUFSD Board of Education
- Lawrence Teachers Association President Lori Skonberg
- Todd Kaminsky, Assistant U.S. Attorney in the Eastern District
- Ongoing - Five Towns Community Center, Inc. Executive Director Bertha Pruitt, Assistant Executive Director Peter Visconti, and Board Member Peter Sobol
- Ongoing - Rev. Dr. Les Mullings local parent, CEO of Challenge Preparatory Charter Schools
- 7/24 – Sandra Orellana, President of the Hispanic Association
- 7/27 - Presentation to 200-250 prospective families at Our Lady of Good Counsel Church
- 7/7 and 7/30 - Presentation to prospective families at the 5-Towns Community Center- 30 families; 29 families.
- 7/5 - Presentation to prospective families at the Atlantic Beach Estates Beach Club – 159 members

Outreach

- Conversations with Greg Nunn, member of the Neighborhood Association in Inwood
- Ongoing - Notices posted in English and Spanish on business windows, train stations, telephones poles
- Conversations with Pastor Wilbert Pharr of the First Baptist Church – the Pastor will hand out flyers to congregation and mention the charter school during Sunday's sermon
- Conversation with Reverend Gregory Stanislaus of St. John's Baptist Church in Inwood- the Reverend will hand out flyers to congregation
- Conversations with Father Fasano of Our Lady of Good Counsel Church – the Father will post the English and Spanish flyers in their weekly newsletter
- Conversations with local private schools – Five Towns Community Center Day Care Center; JCC Day Care, Long Beach; Crossroads School for Child Development, Inwood– each has agreed to hand out flyers to the parents at their school
- Conversations with local religious and community organizations – St. John's Baptist Church; United Methodist Church; Our Lady of Good Counsel Church; First Baptist Church of Lawrence; Trinity-St. John's Episcopal Church; Inwood Civic Association; the Atlantic Beach Estates Association; the Hispanic Association for the Five Towns Community Center – each agreed to hand out Spanish/English flyers
- Conversations with Hillel Country Day School, Cedarhurst;
- Conversations with Mayor Pappas of Village of Atlantic Beach
- Conversation with Pastor Wendy Steed at the United Methodist Church

- Conversations with Nassau County Executive Ed Mangano
- Over 1,000 Flyers distributed to families around LUFSD
- Notices posted on our website - www.nalacs.org
- The Water Club Homeowners Association contacted 180-200 community members with information about NALACS and a chance to give input to the Board

Feedback has been solicited from:

1) Lawrence Union Free School District. Most importantly, we have engaged with parents, community members, educators, and elected officials throughout the Lawrence Union Free School District to inform them of our model and to solicit feedback. Feedback was solicited in person, via mail, on Facebook and other social-media sites, and through our website <http://www.nalacs.org>. We made an extra effort to incorporate bi-lingual outreach through Spanish presentations conducted by a Board member and translated flyers, allowing us to communicate with hundreds of residents and stakeholders in LUFSD. Some of the feedback shared by parents, teachers, and administrators that we have incorporated into the NALACS design includes:

- ‘children are not succeeding, because no one knows their needs’ - During two separate meetings with community leaders, they discussed this idea that the whole student was not being served. Childrens’ social and emotional needs as well as their cultural needs are not being met. The addition of the Reggio Emilia approach, which focuses on the image of the child and the role of the parents, speaks to NALACS core values of understanding and teaching the whole child as well as ensuring their parents, their families, and their cultures play a central role in the education of the child.
- ‘my child needs more time on task’; ‘there isn’t enough time in the day’ - During several of our community meetings, parents were concerned with the new Common Core Learning standards. They discussed how everything feels rushed and their children are not able to complete or delve deep into the content. NALACS has extended their day to include 12.5% more time in the school day. This will allow students to have more time on task and educators the opportunity to create activities and curriculum that allows children to question and find answers in order to understand a concept deeply.
- ‘there isn’t enough information given to us’; ‘I am unsure of what is going on at school’; ‘I don’t get to see my child’s work’; ‘it doesn’t seem like they are doing interesting, hands-on work’- Immediately following the July 27th presentation, we were approached by over a hundred families to discuss the option of a new school and how they felt the educational needs of their children were not being met. Many community members shared strong feelings of not being informed. NALACS has chosen to have an open door policy towards caregivers. They will have the opportunity to observe and/or participate during the school day. The parents are also invited to participate in Curriculum Celebrations every six weeks. During these celebrations students will teach their parents. It is an opportunity to empower our learners as well as give our parents the chance to see how their children work and learn from the front line. The Reggio Emilia approach views parents as partners and views this relationship as key to the students’ success. Keeping parents informed with a weekly newsletter as well as inviting them to volunteer in the classrooms will help to maintain this bond.
- ‘teachers are scared to try new ideas out in their classrooms’- At the July 7th Community Center meeting, parents expressed a desire for something new and engaging for their

children. NALACS believes not only in empowering students, but inspiring their teachers as well. Within the TNAA model, teacher teams are given the autonomy to create their own curriculum based on the values of the school. They are encouraged to research new ideas and to be innovators in the world of education. This, coupled with the Reggio Emilia approach where the curriculum is child-centered, allows both children and teachers to co-construct learning in a new way that meets their needs within the context of the New York State and Common Core State Standards.

- ‘we need better schools’; ‘I moved out of this district so my children could get a better education’ - Also at the July 27th presentation, many parents and families commented on the desire for an improved education as well as a relief there would finally be another option to address the dismal performance of their children. Delia Mensch went as far as moving out of LUFSD due to her dissatisfaction with the education her children were receiving. NALACS is dedicated to creating a standards based curriculum where children learn through inquiry. It is imperative to improve instruction. Children must have some control over the direction of their learning; they must be able to learn through experiences of touching, moving, listening, seeing, and hearing; they need to have a relationship with other children and with material items in the world; children must be allowed to explore; and children must have endless ways and opportunities to express themselves. NALACS has incorporated this educational philosophy into their everyday curriculum. We believe with this approach, coupled with the TNAA model of looping, a teaching team, and summer training, the quality of education will improve in this district.
- ‘we need more options’; ‘the kids need more face time with their teachers’; ‘the performance of the students in testing grades is terrible, how is this possible?’ - During the weekly soccer games in Inwood Park, we handed out 160 flyers and met with many of these families to hear about their concerns and answer questions about NALACS. There was great concern over the poor performance of the district schools. Parents were upset with the lack of academic success. As discussed above, NALACS is committed to academic excellence, as well as the social and emotional success of all students.

2) Lawrence Union Free School District Students. Throughout the process we have come across high school students who have expressed their excitement for the offer of another option to the students in this district. Based on their experiences, they feel dissatisfied by the education received in LUFSD.

- ‘the best teachers have been let go’ - While the students understand this is a contractual issue, they feel the *First In, First Out* policies have taken the best educators out of the classroom. Students expressed that many of these teachers were the ones who made education exciting and created a culture where students wanted to come to school and thrive.
- ‘I want to be a part of the change in this district’ - Several of the students expressed interest in being a part of this initiative. They, along with their parents, want to get the word out there are other options besides the current public schools. These students were very passionate about giving new opportunities to students in the district.

3) Members of the TNAA community. The implementation of the TNAA model experiences at P.S. 770, P.S. 274 and TNAACS have led to many lessons learned about effectively beginning a successful TNAA program. Some of the feedback by P.S. 770, P.S. 274 and

TNAACS parents, teachers, and administrators which we have incorporated into the NALACS design includes:

- Limiting the number of apprentice teachers to 1 per team
- Extending the school day
- Having student free days for professional development

4) Partners at the Harvard Graduate School of Education (HGSE). Harvard professors Barry Jentz⁴⁶ and Eileen McGowan⁴⁷ continue to provide input as TNAA moves towards scale. One specific idea we have now incorporated is the expansion of the reflective practice protocols for teachers, which will be further extended at NALACS. In addition, professors Katherine Boles and Vivian Troen⁴⁸ have provided training and support on building successful teacher teams and facilitating instructional rounds. We will be implementing portions of the instructional round protocols and teacher team protocols throughout the year. Additionally, staff will be attending Project Zero institutes at Harvard Graduate School of Education.

Key points that have helped inform our proposal include:

- The need for better education in the Lawrence Union Free School District
- A desire for lower teacher-student ratios.
- Early intervention is critical therefore NALACS will start with a K and 1st grade and at capacity will be a K-5 school
- The need to fully explain to parents how the TNAA model is executed in practice.
- The importance of the NALACS open door policy that encourages parents to observe instruction.
- The want for innovation and hands on activities.
- The desire for more time on task and for children to fully understand concepts and ideas.
- The importance of understanding the students' and their families' social, emotional, and cultural needs.

Moreover, the founding team of NALACS is committed to continuing to solicit feedback and to engage with the community as we work to establish the school. Families that have showed interest will be contacted once the proposal has been approved. At that time, registration will begin. The lottery process will afford equal opportunity for students to attend NALACS. Based on feedback, our intention is to locate within public building space, but private locations are being considered. Several more community meetings with parents are being organized in the following weeks and advertisements will be placed online and in local publications. (See Attachment 2 for evidence of outreach and support.) Most importantly, parents in LUFSD have expressed interest in NALACS and their hope that it can be brought to their community.

F. Programmatic and Fiscal Impact.

Programmatic Impact: We believe NALACS will have a positive impact on schools throughout LUFSD. Based on feedback from families in the district who are looking for quality options, the NALACS model will meet the needs of our students. (See Section I. E for more detail.) The TNAA schools in New York City (P.S. 770, P.S. 274, and TNAACS) have hosted hundreds of visitors and we expect NALACS will generate similar interest. It is our hope the

⁴⁶ <http://www.talksensebook-jentz.com/>

⁴⁷ <http://www.gse.harvard.edu/directory/faculty/faculty-detail/?fc=49455&flt=m&sub=all>

⁴⁸ <http://thepowerofteacherteams.com/contact-us/>

schools in LUFSD will be the first to benefit from the innovative practice at NALACS and will keep in touch with LUFSD to encourage and support intervisitation.

We hope to use NALACS as a lab school to share best practices around team teaching, teacher voice, differentiated instruction, and relationship-based learning.

We believe NALACS will not have a negative impact on the existing public schools within LUFSD. We will open with 120 students and will reach a maximum of 360 students by the end of our fifth year. Considering there are currently 2,981 students enrolled within the LUFSD public school system, this accounts for 12.08% of all students. While we will be enrolling a larger percentage of students within the lowers grades, we believe the addition of a quality educational option will only increase LUFSD’s overall academic programming.

Fiscal Impact: LUFSD has an annual budget of \$95,615,672⁴⁹. Even at full growth, NALACS per-pupil will not exceed 8.75 percent of the annual budget. Moreover, LUFSD has a per-pupil cost of \$31,845⁵⁰. As determined by the charter funding formula NALACS will receive \$23,252 per-pupil⁵¹. Although LUFSD will also be required to provide supplementary services such as transportation and CSE support, we anticipate the funds required for these additional supports will be less than what LUFSD currently spends per pupil. When the school is at full capacity in year five, 360 of the 2,981 students will represent 12.08% of the student body in the public school. The fiscal impact will be less on the district, as the charter budget in year five, (\$8.37M out of a budget of \$95.62M), will represent 8.75% of the district budget.

Calendar year	Charter year	Estimated charter per-pupil	LUFSD budget	Percent impact
2015-2016	1	\$2,790,240.00	\$92,825,432.00	2.92%
2015-17	2	\$4,185,360.00	\$91,430,312.00	4.38%
2015-18	3	\$5,580,480.00	\$90,035,192.00	5.84%
2015-19	4	\$6,975,600.00	\$88,640,072.00	7.30%
2015-20	5	\$8,370,720.00	\$87,244,952.00	8.75%

⁴⁹ <http://www.lawrence.org/Download.asp?L=1&LMID=333279&PN=DocumentUploads&DivisionID=8199&DepartmentID=&SubDepartmentID=&SubP=&Act=Download&T=1&I=358077>

⁵⁰ <http://www.lawrence.org/Download.asp?L=1&LMID=333279&PN=DocumentUploads&DivisionID=8199&DepartmentID=&SubDepartmentID=&SubP=&Act=Download&T=1&I=358077>

⁵¹ https://stateaid.nysed.gov/charter/html_docs/charter_1415_rates.htm

II: Education Plan

A. Achievement Goals.

Rigorous benchmarks are a critical part of our mission. Our achievement goals will hold us to a high standard of academic excellence and will help ensure our students receive a stellar education.

Goal I: Students will demonstrate proficiency in English Language Arts.

K-2nd Grade

- Absolute Metric: A minimum of 50% of students who have attended NALACS for at least two full years will meet or exceed their minimum grade level reading standard as measured by the reading test of the Fountas and Pinnell Benchmark Assessment System
- Growth Metric: Each grade-level cohort will improve its percentage of students meeting or exceeding grade level reading standards as measured by the reading test of the Fountas and Pinnell Benchmark Assessment System by a minimum of 5% percent each year.
- Comparative Metric: NALACS will create a comparative metric as soon as there is K-2nd grade data available for LUFSD.

3-5th Grade

- Absolute Metric: 50% of students, who have attended NALACS for at least two full school years will achieve a Level 3 or 4 on the New York State ELA assessment.⁵²⁵³
- Growth Metric: Each grade level cohort will improve its percentage of students meeting or exceeding grade level reading standards as measured by the reading test of the Fountas and Pinnell Benchmark Assessment System by a minimum of 5% percent each year.
- Comparative Metric: NALACS students will outperform LUFSD students, as measured by the percentage at Levels 3 and 4 in the same grades on the state ELA exam.

Goal II: Students will demonstrate proficiency in Mathematics.

K-2nd Grade

- Absolute Metrics: 50% of students who have attended NALACS for at least two full years will meet or exceed their minimum grade level math standard as measured by a CCLS aligned assessments.
- Growth Metric: Each grade level cohort will improve its percentage of students meeting or exceeding grade level math standards as measured by CCLS aligned assessments by a minimum of 5% percent each year.
- Comparative Metric: NALACS will create a comparative metric as soon as there is K-2nd grade data available for LUFSD.

3-5th Grade

- Absolute Metric: 50% of students who have attended NALACS for at least two full school years will achieve a Level 3 or 4 on the New York State Math Assessment.⁵⁴⁵⁵

⁵² Note: This is significantly greater than the district. In 2013, LUFSD percentage of students on level 3 or 4 for ELA was only 36% in 3rd grade, 30% in 4th, and 32% in 5th.

⁵³ <http://data.nysed.gov/reportcard.php>

⁵³ Note: This is also significantly greater than the NY State average. In 2013 the percentage of students on level 3 or 4 for ELA was only 31 % of grade 3-8 students across the state. <https://www.engageny.org/resource/interpreting-3-8-ela-mathematics-tests-results-score-reports>

⁵⁴ Note: This is significantly higher than the district. In 2013, LUFSD percentage of students on level 3 or 4 for Mathematics was only 21% in 3rd grade, 23% in 4th, and 24% in 5th. <http://data.nysed.gov/reportcard.php>

⁵⁵ Note: This is also significantly greater than the NY State average. In 2013 the percentage of students on level 3 or 4 for mathematics was only 31.1% of grade 3-8 students across the state. <https://www.engageny.org/resource/interpreting-3-8-ela-mathematics-tests-results-score-reports>

- Growth Metric: Each grade level cohort will improve its percentage of students meeting or exceeding grade level math standards as measured by New York State Math Assessment by a minimum of 5% percent each year.
- Comparative Metric: NALACS students will outperform local school district students as measured by the percentage at Levels 3 and 4 in the same grades on the state math exam.

Goal III: Students will demonstrate proficiency in Science.

- Absolute Metric: 75% of fourth grade students who have attended NALACS for at least two full school years will achieve a Level 3 or 4 on the New York State Science assessment.
- Comparative Metric: NALACS students will outperform local school district students as measured by the percentage at Levels 3 and 4 in the same grades on the state science exam.

B. School Schedule and Calendar.

NALACS students and teachers will be organized into grade level cohorts of 60 students with a teacher team of 5. This configuration allows for differentiation, grouping flexibility, and intervention. The following table provides an overview of a typical daily schedule.

Time	Teacher	Student	Notes
7:30-8:30	Team meeting	N/A	
8:00-9:00	Team meeting	Breakfast/Exercise	Students will be supervised by administrative staff
9:00-12:30	Morning academic block	Morning academic block (flexible)	ELA & Math focused
12:30 -1:00	Recess with students/ teacher break	Recess	Teacher teams will alternate time with students so teachers may have a 30 minute break
1:00-1:30	Lunch with students/ teacher break	Lunch	Teacher teams will alternate time with students so teachers may have a 30 minute break
1:30-3:30	Afternoon academic block	Afternoon academic block	STEAM based Interdisciplinary studies with a science and social studies focus (electives embedded)
3:30	Dismissal	Dismissal	

Sample weekly schedules for students and teachers are included in Attachment 3a. Note: an additional 90 minutes has been set aside each week for teacher reflection.

The calendar for 2015-16 (year 1) is provided in Attachment 3b. Some salient features of our yearly calendar are:

- We will have a total of 182 days of instruction.

- In July, teachers will begin with three weeks of the summer training program. The first week of training in July is curriculum mapping. The second week will take place at Harvard, while the following weeks will take place in New York City.
- The two final weeks of summer training conclude in August.
- Each six week interdisciplinary unit will culminate in a curriculum celebration during which students will showcase what they have learned. All members of the NALACS community will be invited to participate in celebrating and acknowledging our students' learning.
- NALACS will only recognize federal holidays and breaks that align with the NYSED.
- Every fifth week, NALACS will have a professional development day for curriculum work and team reflection. Students will not be in attendance on those days.
- The flexible scheduling blocks along with the 60:5 student ratio allow for several configurations of instruction allowing support for struggling students. (See Section II. C., Instructional Strategies, for more detail)

The NALACS schedule reflects our values and philosophy:

1) **Emphasis on the quality as well as the quantity of instruction.** Extended instruction alone does not necessarily improve student achievement. In order for instruction to be meaningful, it must be appropriate, rigorous, and engaging. Our schedule balances a longer day with a robust teacher support system. This helps maintain teacher wellness and ensures high-level teaching throughout the day so the time spent working with students is maximized for learning.

2) **Commitment to substantial daily teacher-team meetings.** Common meeting time is the lifeblood of effective teams. For teams to be successful, adequate meeting time must be incorporated into the workday to increase successful outcomes⁵⁶. NALACS teacher teams will meet for 90-minutes each day from 7:30 AM to 9:00 AM. This time is dedicated to discussing students, data, content and pedagogy and will not to be used for setup or logistics. This provides a structure for ongoing and timely planning and professional development that directly impacts the instruction taking place later that day. In addition, teachers will have 1.5 hours to reflect on their practice as a team each week. The added time will allow our teachers to “think about their thinking” and will support the introspective inquiry necessary for real growth⁵⁷. (See Attachment 3a and Section III. E. for further details)

3) **Teacher empowerment, actualized through flexible learning blocks.** Rigid minute-to-minute schedules do not allow for teacher creativity or ownership. NALACS instructional time is divided into two blocks, morning and afternoon. It is up to each teacher-team to decide how to use each block. This allows each team (under the direction of their Master Teacher) to tailor the schedule to the specific needs and requirements of their students every day.

4) **A progressive Reggio Emilia and Project Zero inspired pedagogical approach.** Interdisciplinary study leads to deeper knowledge, higher order thinking skills, and cross-disciplinary understandings, all of which are necessary for 21st century academic and business success. At NALACS, each afternoon is dedicated to interdisciplinary studies based upon thematic units, which may include, but are not limited to, the following: engineering, agriculture/husbandry, energy, communication, transportation, and medicine. Our interdisciplinary units are primarily focused on science and social studies, incorporating math

⁵⁶ Troen, V. (2012). *The power of teacher teams : with cases, analyses, and strategies for success*. Thousand Oaks, Calif: Corwin Press.

⁵⁷ Argyris, C. (2002). Double-loop learning, teaching, and research. *Academy of Management learning & education*, 1(2), 206.

and ELA. We will collaborate with colleges and universities to incorporate the most current STEAM initiatives.

NALACS's use of flexible learning blocks (See Attachment 3a), daily 90-minute meetings, and interdisciplinary units is primarily based on TNAA's implementation at P.S. 770, P.S. 274, and TNAACS, where they are currently in practice. In addition, NALACS' schedule has been upgraded to maximize the potential afforded by the flexibility of a charter school model. These improvements include:

1) **Extended school days:** At NALACS, students will arrive at 8:00AM and dismiss at 3:30PM. Students will have an extended day with 12.5% more time spent in school each day. This added time represents over four weeks of extra time students will spend on educational tasks at school each year.

2) **More professional development time.** We will have more than 627 hours of professional development. In addition to the daily 90-minute teacher team meetings and 5-week summer training program, our schedule embeds 255 hours of professional development. This time is distributed throughout the year and includes 90-minutes of reflective practice each week, teacher development days every 5th week and a full week of curricula planning at the end of the school year. In addition, teachers will participate in professional development days focused on Reggio Emilia, Project Zero and collaboration with literacy consultants. (See Preparation of Teacher in Section III for more information.)

C. Curriculum and Instruction.

“The New American Leadership Academy empowers learners and inspires leaders to make this a better world.”

Educational Philosophy: As our mission statement indicates, our goal is to develop students who are empowered and inspired to create systemic change as well as to become lifelong learners. Our commitment is also to empower students with the skills and scholarly habits they will need in the 21st century workplace. American companies require creative, solution-oriented critical thinkers. In today's increasingly interconnected and competitive global market-place, algorithmic and routine work is being automated or outsourced⁵⁸. In order to stay competitive, graduates must learn to be collaborative, creative, and empathic. The Prussian-industrial education of memorization and rote learning does not teach these skills⁵⁹.

We, therefore, believe the focus in the 21st century should be innovation. Our students are future citizens who must be able to synthesize and create new knowledge in order to help overcome the myriad of challenges our nation and world face. They will require a deep understanding and familiarity with the scientific process, broad interdisciplinary thinking, and collaborative skills in order to challenge current thinking and create new realities. As a result, our primary academic goal is to raise student achievement to a level that puts them on this trajectory and places them firmly on a path toward lifelong success.

Curriculum: The New American Leadership Academy Charter School's academic program includes a curriculum aligned with the Common Core Learning Standards, New York State

⁵⁸ Pink, 2005

⁵⁹ Godin, 2012

Science and Social Studies Standards, the expanded opportunities available to a five person teacher team led by a Master Teacher, and a pedagogical philosophy based on Balanced Literacy, Reggio Emilia, and the Project Zero Frameworks.

- **Balanced Literacy including the Workshop Model:** This is a curricular approach which integrates various kinds of literacy instruction. It is assessment driven and the lessons taught are written or modified based on assessment data. One strong piece of this model is explicit skill instruction and the use of authentic texts. A highlight of this model is a gradual release of control where responsibility shifts from the teacher to the student.
- **Reggio Emilia:** Reggio Emilia inspired approach to early education reflects a theoretical kinship with John Dewey, Jean Piaget, Vygotsky and Brunner. Much of what occurs in the class reflects a constructivist approach to education. It is a system which lends itself to: the role of collaboration among children, teachers and parents, the co-construction of knowledge, the interdependence of individual and social learning and the role of culture in understanding this interdependence⁶⁰.
- **Project Zero:** This is an educational research group at the Harvard Graduate School of Education composed of multiple, independently-sponsored research projects. Since 1967, Project Zero has examined the development of learning processes in children, adults, and organizations. Today, Project Zero's work includes investigations into the nature of intelligence, understanding, thinking, creativity, ethics, and other essential aspects of human learning. It's mission is to understand and enhance high-level thinking and learning across disciplines and cultures, and in a range of contexts, including schools, businesses, museums, and digital environments.

Our program also draws upon many of the lessons learned at P.S. 770, P.S. 274, and TNAACS in New York City where the TNAA model has been applied and where most of the components of our proposed academic program have already been successfully implemented. Thus, the philosophies which will drive our instructional practices and raise student achievement to insure their optimal success are:

- Students learn best when they are actively engaged in authentic learning experiences.
- Students must be able to synthesize and create new knowledge.
- Direct teaching needs to be balanced with experiential learning.
- The teacher's role is to facilitate higher order student thinking and the acquisition of the content and skills students need to succeed in the future.
- Students do not all learn at the same rate or in the same way. Differentiated, high quality curriculum and instruction must be targeted to the individual needs of the student, small groups of students and the needs of the class respectively.
- Students who work hard and are supported through effective curriculum and instruction, as well as high quality teaching in an environment designed to meet their needs, will achieve academic excellence.
- Students need a deep understanding of science, technology, engineering and math.
- School must be a positive experience for all of the stakeholders; students, teachers and parents alike.
- The role of the parents is a partnership with the student as well as the staff.

⁶⁰ Baji Rankin, 2004

- Students who work collaboratively with other students develop the skills needed to work together in personal relationships, school, and in the workplace.

Curricular Programs and Instructional Practices: At the heart of a NALACS education is the concept that our students, as future leaders in our world, need a comprehensive education in order to effectively participate and contribute to society. To achieve this end we have drawn extensively from the experiences of P.S. 770, P.S. 274, TNAACS, and from best practices worldwide, such as Reggio Emilia.

We believe it is critical that every child be able to effectively understand the world around him/her and communicate effectively with others. Our students will achieve this goal through the utilization of the workshop model of literacy instruction. This model of reading and writing instruction, as a result of its assessment driven focus, will help build literacy competencies for all our students. It is also vital for students to master the essential elements of mathematics and how and when to apply this knowledge in real-world situations. Moreover, research has shown that teaching skills in isolation is simply not sufficient. To that end, our unique interdisciplinary units of study of science and social studies will be taught, not only to gain content knowledge, but also through the lens of how and why things work, in order to facilitate the attainment of critical thinking skills. In the three TNAA schools, the combination of skill building in the morning and interdisciplinary studies in the afternoon has been particularly successful and we look forward to building upon that success at NALACS.

Reading: The guided reading approach to literacy instruction was selected due to its track record of success, particularly with the types of students we intend to serve. As reported by Anita Iaquina:

Guided reading provides the necessary opportunity for teachers to explicitly teach reading strategies at the students' individual levels. Guided reading reinforces problem-solving, comprehension, and decoding. And, it provides opportunities for establishing good reading habits and strategies. The critical element, however, is the skillful teaching that helps young readers learn the effective strategies they need to become independent.⁶¹

The structure of the reading workshop provides students with the tools needed to be successful lifelong readers. In this model of instruction, students are taught the attributes of effective readers. During Reader's Workshop, our students will receive explicit teaching through a series of units of instruction using a workshop model. These units address the CCLS mandate for the reading of texts with increasing complexity and focus on nonfiction reading. This model of instruction facilitates the interaction between readers and text. In addition, students will learn to ask effective questions and to make connections with prior knowledge, previously read texts and the world at large. It leads to mastery of the higher order thinking skills students need to be effective readers and thinkers in the 21st century. Embedded in the model are peer conferences and teacher conferences with students which lead to assessment, as well as students becoming facilitators of their own learning. Components of our reading program include:

- ***Fountas and Pinnell Guided Reading (K-5):*** Guided reading is small-group instruction for students who share the same needs. The students read at about the same level, show

⁶¹ Guided Reading: A Research-Based Response to the Challenges of Early Reading Instruction 2006

similar reading behaviors, and share instructional needs. The small groups will change as we assess students' growth and needs. This model of reading instruction will enable our teachers to provide targeted reading instruction based on student needs and enable our students to gain mastery of reading levels as well as skills and strategies. In addition, our readers will attain a high level of reading accuracy and effective mastery of higher order reading skills such as synthesis inference.

- ***Fountas and Pinnell Leveled Literacy Intervention:*** LLI is designed to be used with small groups of students who need intensive support to achieve grade-level competency. Participants are under performing students who are not receiving another intervention. English Language Learners can also benefit from LLI because each LLI lesson provides specific suggestions for supporting English Language Learners.
- ***Reading Recovery:*** Reading Recovery is a research-based approach to helping children who are the lowest achievers. It is an early intervention designed to assist the lowest achieving children in first grade that are having difficulty learning to read and write. Evaluation data are collected on the implementation of the program for every child. The key to the successful implementation of the program resides in the training model. Teachers learn to observe and describe student and teacher behaviors and develop skills in making moment-to-moment decisions to inform instruction.
- ***Word Matters and Choice Words:*** Teachers will use these books as guides to incorporating a rigorous word study program. Word work is incorporated into our balanced literacy program.
- ***Super Kids Reading Program:*** A core reading program designed for K-2. It is based on pedagogy of compelling brain research.

Intervention programs coupled with RTI will occur during small group instruction facilitated by the teaching team (See Instructional Strategies for sample instructional groupings.)

Writing: Writers Workshop and *Tony Stead Explorations Non-Fiction Writing* has been selected for NALACS because of its high rate of success and curriculum validity. As stated in Units of Study for Teaching Writing⁶²:

Research based trait-based writing instruction has been shown to raise student performance on standardized writing tests⁶³. Most states have adopted some form of writing assessment on their annual tests⁶⁴. By teaching students ways to clearly reveal their meaning, to structure their writing in accordance with the genre and in ways that affect their reader, to elaborate using a wide repertoire of techniques, to use literary language and devices to make artful pieces of writing, and to use the conventions of written language, Units of Study strengthens the skills of young, apprentice writers and prepares them for academic success. As writers build their knowledge of each trait of writing, they become critical readers of their writing and set an agenda for themselves in conjunction with their teacher⁶⁵.

- **Writing Workshop:** The structure of the writing workshop provides students with the tools needed to be effective writers across a variety of genres and for a variety of purposes. In this model of instruction, students are taught the attributes of effective

⁶² <http://www.heinemann.com/shared/onlineresources/E00871/UoS85x11Researchbase.pdf>

⁶³ Jamer, Kozol, Nelson, Salsberry, 2000

⁶⁴ Spandel, 2001

⁶⁵ Anderson, 2005; Graves, 1994

writers. During Writer’s Workshop, our students will receive explicit teaching through a series of units of instruction. These units address the CCLS mandate for the production of writing in three key areas: narrative, persuasive and informational. It also addresses the CCLS mandate of the production of texts with increasing complexity and increasing focus on nonfiction writing. This model of instruction leads to mastery of the higher order thinking skills students need to be effective communicators in the 21st century. As in Reader’s Workshop, students will learn to ask effective questions and to make connections with prior knowledge, their own writing and the world at large. Embedded in the model are peer conferences and teacher conferences with students which lead to assessment, as well as students becoming facilitators of their own learning.

- **Tony Stead:** Nonfiction text governs as much as 90% of reading and writing done by literate adults and comprises more than 70% of standardized assessments. For our children to succeed in school and beyond, they need to be fluent in the different purposes of non-fiction writing. We will incorporate the *Tony Stead Explorations Non-Fiction Writing*⁶⁶ new writing series to teach research and writing skills. In addition to learning how to access, interpret, and publish informational texts, students also learn ways to activate their voice and make their nonfiction writing clearer, more authoritative, and better organized.

Mathematics: We have selected *Envisions Math*⁶⁷, a program developed by Pearson. The program seeks to help students develop an understanding of math concepts through problem-based instruction, small-group interaction, and visual learning with a focus on reasoning and modeling. Differentiated instruction and ongoing assessments are used to meet the needs of students at all ability levels. This program is aligned to Common Core Standards and incorporates technology in its daily lessons. Additionally, we have selected Mind Research, ST Math Program⁶⁸. This program incorporated the latest research in neuroscience and learning and will supplement our core program.

Science, Social Studies and Arts: Our interdisciplinary units of study are not only aligned to state standards, but also embrace the concepts of STEAM (science, technology, engineering, arts and mathematics) curriculum. We will collaborate with the Tilles Center to incorporate a comprehensive arts program. This interdisciplinary project based model offers students the opportunity to make sense of the world holistically, rather than fragmentally. As articulated by Tsupros (2009):

STEM education is an interdisciplinary approach to learning where rigorous academic concepts are coupled with real-world lessons as students apply science, technology, engineering, and mathematics in contexts that make connections between school, community, work, and the global enterprise enabling the development of STEM literacy and with it the ability to compete in the new economy.

Our school will teach six distinct interdisciplinary units of study each year, such as (but not limited to): engineering, agriculture/husbandry, energy, communication, transportation, and medicine. With the later addition of Arts to the STEM platform, we have decided these units will have a STEAM focus and be designed by our teachers with the facilitation of the Master Teacher. P.S.770, P.S. 274, and TNAACS have found that having each teacher team design their

⁶⁶ <http://www.heinemann.com/explorationsInNonfictionWriting/>

⁶⁷ <http://www.pearsonschool.com>

⁶⁸ <http://www.mindresearch.net/programs/>

own units has led to a higher level of rigor and targeted instruction, as each lesson is tailor made to best meet the needs of their 60 students. These units will be aligned to New York State Science and Social Studies Standards. The hours devoted to these units each day will insure in depth knowledge and project-based learning.

Social and Emotional Learning: NALACS believes in educating the whole child and giving students the skills to build and maintain relationships, collaborate on projects, and self-regulate emotion. The following social and emotional development program will be woven into everyday life at NALACS:

a) H.E.A.R.T.-Based Character Education: Character development will focus on three areas: self-awareness, efficacy and agency, and developing and maintaining healthy relationships with others. With both intellectual and social character, our students will be empowered to serve as catalysts for change in the world. Our H.E.A.R.T values of Humility, Empowerment, Aspiration, Responsibility and Teamwork will be at the center of this curriculum and connect nicely with the Caring School Community program.

b) Caring School Community (CSC): CSC is a nationally recognized, research-based K–6 program that builds classroom and school wide community while developing students’ social and emotional skills and competencies.

CSC focuses on strengthening students’ connectedness to school—an important element for increasing academic motivation and achievement and for reducing violence and delinquency. The What Works Clearinghouse, the Collaborative for Academic, Social, and Emotional Learning), and the U.S. Department of Education have highlighted the Caring School Community program’s research base and effectiveness.

c) Mindfulness: Mindfulness in Education is cultivating well-being in teachers and students. With attention spans waning and stress on the rise, many teachers are looking for new ways to help students concentrate, learn and thrive. Mindfulness education cultivates attention, compassion and well-being not only for students, but also for teachers. This program is K-5, which includes lesson plans, exercises, considerations for specific age groups and students with special needs.

d) Bal-A-Vis-X: A series of some 300 exercises, most of which are done with sand-filled bags and/or racquetballs, often while standing on a Bal-A-Vis-X balance board. Requiring thousands of mid-line crossings in three dimensions, these exercises are steadily rhythmic, with a pronounced auditory foundation, executed at a pace that naturally results from proper physical techniques. Bal-A-Vis-X enables the whole mind-body system to experience the symmetrical flow of a pendulum. This carefully modulated system of exercises can become increasingly complex OR increasingly simplified/modified for those with severe special needs. The program demands cooperation, promotes self-challenge, and fosters peer teaching.

Instructional Materials

Reading and Writing Workshop: Materials needed to implement the Reading and Writing workshop include:

- Leveled classroom libraries.
- Books for literature study--either read by the teacher or read by the students.
- Poetry anthologies.

- Picture books that offer students the opportunity to experience a piece of work with aesthetic unity--text, illustrations, layout.
- Books for reference and information, such as dictionaries, atlases, and thesauruses.
- Books which are a part of a series.
- Books introduced in book talks that are available for independent reading.
- Books recommended by the students in the class.
- Books that have received awards--Caldecott, Newbery, Coretta Scott King, and others.
- Short stories.
- Nonfiction materials, such as journals, magazines, newspapers.
- Tony Stead Explorations K-5 and additional libraries
- Super Kids Reading Program to supplement and enrich our formal program.

Fountas and Pinnell Guided Reading: Materials needed to implement the Fountas and Pinnell Guided Reading program include:

- Teachers Resource Book “ Guided Reading Good First Teaching for All” by Fountas and Pinnell
- Teachers Resource Book “Guiding Readers and Writers (3-6) Teaching Comprehension, Genre and Content Literacy” by Fountas and Pinnell
- Guided Reading Grade Level Text sets

Fountas and Pinnell Leveled Literacy Intervention: Materials for LLI include

- Orange System Kit Kindergarten (Levels A-C)
- Green System Kit Grade 1(Levels A-J)
- Red System Kit Grade 2(Levels C-N)

Envisions Math: Materials to implement the Envisions math curriculum include:

- Teacher Resource Book
- Teacher Manual
- Introductory Unit
- Student workbook

Mind Research ST Math: ST Math was created by Mind Research Institute. It is game-based instructional software for K-5 and is designed to boost math comprehension and proficiency through visual learning integrated with classroom instruction. This program incorporates the latest research in brain learning. It promotes mastery-based learning.

Interdisciplinary Units of Study: Since these units of study are not aligned to one prescribed curriculum, there is not a specific set of curriculum materials to be used. Rather the teacher teams, as they design their NYS aligned social studies/science units, will use part of their planning time to research the books, materials, experience trips and technology that will best serve each unit and group of students based on content to be taught. Teachers will utilize student assessments to select materials that are developmentally and academically appropriate.

Curriculum Design: Teaching teams will work together to collaboratively design curriculum. All Master Teachers, as part of the Educational Leadership Team (ELT), will work together to design the process, the frameworks and design templates used in the planning process. This will ensure cohesiveness between the classes. Cross-grade design will be employed when appropriate. The standards for curriculum design at NALACS will be as follows:

- 1) ***Standards-Based Curriculum:*** The Common Core Learning Standards for New York State in English Language Arts and Mathematics as well as the New York State Standards for Science and Social Studies, will be used as a foundation to design curriculum at NALACS for

the areas of reading, writing, mathematics and interdisciplinary units of study. The units for each discipline will be determined based on the curriculum being taught.

2) **Pacing Calendars:** Pacing calendars will reflect the units of study for each discipline and their timeframes.

3) **Curriculum Maps:** A curriculum map will be generated for each unit of study. Each curriculum map will include the following dimensions: unit title and timeframe, essential questions, CCL Standards, curriculum objectives and skills, instructional strategies, resources and materials, vocabulary, assessment data such as a final task or Webb’s Depth of Knowledge.

4) **Unit Plans:** Unit plans will be generated for each unit of study to be taught across the content disciplines. These unit plans will include the strings or lists of mini lessons to be taught for each learning objective.

5) **Lesson Development and Analysis:** Lessons will be vetted by each teaching team, before and after they are taught, facilitated by the Master Teacher.

Flexible Grouping Strategies: At the heart of the NALACS instructional model is our 60:5 student-to-teacher ratio which allows for unique structures that balance the flexibility of exploratory learning with standards-based instruction. The model also enables a high level of support for differentiation to ensure every student will have his or her individual needs met. The teaching team, led by the Master Teacher, will have the freedom to select the student/teacher ratio of the instructional group that is most appropriate for any given lesson. This decision will be made while considering the needs of the learners and the objective of the lesson. As is the case at P.S. 770, P.S. 274, and TNAACS, we expect the teacher/student permutation will be flexible and multiple combinations will be used.

Some sample teacher/student permutations for instruction with a cohort of sixty students include:

Master Teacher	Partner Teacher	Partner Teacher	Associate Teacher	Apprentice Teacher
20 students • models or team teaches with Partner or Associate/ Apprentice Teacher	20 students • models or team teaches with Partner or Associate/ Apprentice Teacher	20 students • models or team teaches with Partner or Associate /Apprentice Teacher	0 students • team teaching or observing with Master or Partner Teacher	0 students • team teaching or observing with Master or Partner Teacher
15 students • targeted instruction	15 students • targeted instruction	10 students • targeted instruction	10 students • targeted instruction	10 students • targeted instruction
0 students observe or support team	15 students targeted instruction	15 students targeted instruction	20 students targeted instruction	20 students targeted instruction
10 students • working independently 10 Students • small group instruction or	10 students • small group instruction or additional support	10 students • small group instruction or additional support	10 students • small group instruction or additional support	10 students • small group instruction or additional support

additional support				
16 students • targeted instruction	16 students • targeted instruction	16 students • targeted instruction	6 students • small group instruction, guided reading or intervention	6 students • small group instruction, guided reading or intervention
Allows the Master Teacher to support the Apprentice	20 students • targeted instruction	20 students • targeted instruction	10 students • targeted instruction	10 students • small group instruction
16 students • targeted instruction	6 ELL students • mandated services	6 IEP students • mandated services	16 students • targeted instruction	16 students • targeted instruction
16 students • targeted instruction	15 students • targeted instruction	15 students • targeted instruction	6 IEP students • mandated services	8 students • small group instruction

The flexibility of grouping within the model makes it possible for one student to interact with all four teachers on a regular basis. As such, the teacher will not necessarily be responsible for direct instruction at every point throughout the day. However, the assigned teacher will facilitate and track the learning of the students during the data-driven instructional cycle. (See Attachment 8a: for outlined responsibilities for each teacher level.)

Instructional Planning: The instructional model of NALACS is truly unique. It is a team-based approach with a career ladder and a Master Teacher embedded in every classroom. Moreover, each child who enters in kindergarten will participate in a six-year learning cycle, staying with the same teaching team for their entire career at NALACS. This allows each team to truly get to know their students. This knowledge and the structure of a 60:5 student-to-teacher model, supports differentiation in an unprecedented manner to ensure every student will have their individual learning needs met.

- **Teaching Teams:** The centerpiece of our instructional planning at NALACS is the five person teaching team. A teaching team will be present in every classroom, led by a Master Teacher. Master Teachers will be experienced teachers who are at the pinnacle of the teaching profession. They not only have a strong knowledge of pedagogy but strong leadership ability as well. They will be experienced educators who have mastered classroom management, instructional planning and delivery, and assessment with a track record of raising student achievement. Each team will be composed of teachers at different stages of the career ladder, including Apprentice, Associate and Partner Teachers. It will be the role of the Partner teacher to act as a support for the Master Teacher and a mentor for the Apprentice and Associate. Each team will also include a member with a special education certification, and a certified ELL teacher when appropriate, who will insure students with special needs are served in the classroom on an ongoing daily basis, and serve as an added resource to the entire team.
- **90 Minute Morning Meeting:** Each team has 90 minutes of planning time at the start of each instructional day. These 90 minute meetings are devoted to a variety of tasks, including lesson development, curriculum planning, analysis of student work, review of student performance data, selection of effective instructional materials and strategies and

professional development led by the Master Teacher. Teachers are expected to present their lessons during this time, where they are discussed and vetted by the team as a whole. Lesson plans include objectives, activities for whole-class, small group and one-on-one instruction. In addition, they will include needed materials, formative assessments, and any modifications needed by special needs students. The teaching team will provide critical feedback during the morning meeting, supporting the teacher to make any revisions or changes necessary for optimal success. After lessons have been taught, teams will reflect on the lesson, determining what went well and the next steps for both the teacher and the student.

- **Professional Development:** With a Master Teacher embedded in each team, staff development will be on-going. Moreover, our staff will also receive formal professional development to reinforce and deepen the training. (See Section III, Teacher Preparation, for more details.)

D. Assessment Systems.

The New American Leadership Academy is strongly committed to ensuring all our students achieve optimal academic success. Our achievement goals will hold us to a high standard of academic excellence and will help ensure our students receive a stellar education. We know our charter agreement will be a performance contract and fully understand we will be held accountable for achieving high, measurable goals for all our students. This will allow us to measure our progress and will help ensure we are on track toward meeting the important goals we have set for our students and ourselves.

NALACS is designed with a commitment to parents, students and the community in mind. We are committed to empowering students with the skills and scholarly habits they will need in the 21st century workplace. We have, therefore, selected assessment systems that will provide informative and timely data for all our stakeholders. In addition, we are committed to including all relevant policies pertaining to the NYS Testing Program and the Board of Regents, consistent with state law. Moreover, much of our assessment plan will be based on experiences where the TNAA model has been implemented. Thus, many of these formative, diagnostic, benchmark and summative assessments have already been integrated into a TNAA classroom and have proven to be effective and efficient. Our team-based teaching approach and daily 90-minute meetings enable us to facilitate ongoing and rigorous analysis of data. This will insure our results are both valid and reliable. We will also establish procedures for using these results to inform our instructional planning, to evaluate our programs and as a means of accountability.

We will use a combination of standardized and teacher-developed assessments. These include Fountas and Pinnell Literacy Assessments in grades K through 5, New York State ELA and Math assessments in grades 3 through 5 and the NYS Science assessment in grade 4. Teachers will also use state standards and the CCLS to design high quality assessments and CCLS based rubrics that are aligned to our instructional curriculum in the areas of literacy, math, science and social studies. These teacher created assessments will include both project-based and on-demand tasks to insure all aspects of the learner are being evaluated.

Diagnostic/Benchmark Assessments: We will use diagnostic assessments to determine our incoming students' knowledge, skill levels and interests and to identify students who might have special needs. In addition, we will use benchmark assessments with our current students at the

beginning of each school year to provide a baseline from which we can measure a student's academic progress across the year. Some of the diagnostic/baseline assessments to be used at NALACS include:

- **Intake Assessment:** Each summer our school staff will meet with newly enrolled students and their families to interview them to get to know them, share school policies and procedures, and conduct informal diagnostic assessments. Staff members will evaluate such topics as concepts about print and alphabet knowledge. In addition, basic math competencies will be assessed including counting and computation.
- **Reading Inventory Grades K through 5:** Incoming students will be administered the Fountas and Pinnell Literacy Assessments which include concepts about print, letter and word recognition and the Fountas and Pinnell Benchmark Assessment System. These assessments will provide a literacy benchmark and enable teachers to track student reading progress across time. These assessments will be used to inform reading instruction, as well as a tool to select students who might need intervention services.
- **On-Demand Writing Assessment Grades K through 5:** An on demand writing assessment will be administered to incoming students to provide a writing benchmark for them on a developmental writing continuum such as the Teachers College Reading and Writing Continuum. These assessments will be used to inform instruction, as well as a tool to select students who might need intervention services.
- **Rally Education Online Assessments in ELA and Mathematics Grades 3-5**

Formative Assessments: Teachers will be expected to plan for and identify formative assessments in their lesson plans and conduct regular checks for content/curriculum understanding. Students will also be taught how to use formative feedback to maximize their own learning. Some formative assessments to be used at NALACS include:

- **Reading Inventory Grades K through 5:** Individualized Running Record Reading Assessments will be administered three times per year to track student reading progress across time. These assessments will be used to inform reading instruction, as well as a tool to select students who might need intervention services. Students' reading progress will be evaluated utilizing the Reading Level Benchmarks. Teachers and students will use this data to set goals for increasing reading levels throughout the year. This data will also be used to provide progress information to parents.
- **On-Demand Writing Assessment Grades K through 5:** An on-demand writing assessment will be administered several times per year to provide a writing benchmark for students and to track writing progress across time. These assessments will be both narrative and informative and be graded based on a writing continuum such as the Teachers College Reading and Writing Project Writing Continuum.
- **Common Core Aligned Performance Assessments:** These on demand literacy assessments can be administered before a reading/writing unit of study to assess current knowledge and understandings, as well as to plan for instruction. These assessments are aligned to CCLS and designed to engage students in authentic, high-level work that is aligned to curricular standards and enables teachers to carefully plan for instruction that meets students where they are and enables the teacher to move them forward.
- **Questioning:** Teachers will be trained to use levels of questioning based on Bloom's Taxonomy and Webb's Depth of Knowledge to ascertain students' content knowledge and conceptual understanding.

- **Observation:** Teachers will be expected to document anecdotal evidence of student learning, especially through student observation, small group instruction, teacher-to-student interactions and student-to-student interactions.
- **Conferences:** Teachers will be expected to confer with students, both one-on-one and in small groups, to determine strengths and needs, as well as assisting students in goal setting and planning for next steps.
- **State Standard/CCLS Aligned Rubrics:** With guidance from the Master Teacher, teachers will develop rubrics to evaluate student work, especially writing and projects. These rubrics will be “normed” by the teacher teams during their 90-minute morning meetings. This “norming” will be facilitated by the Master Teacher.
- **Benchmark Assessments:** Teachers will administer benchmark assessments to measure student progress towards goals. Teachers will create benchmark assessments to evaluate student mastery of content in each subject, including familiarity with grade specific science, mathematics and social studies concepts.

Summative Assessments: Students will be regularly evaluated on their mastery of skills and knowledge as defined by state standards and the Common Core Learning Standards. Some summative assessments to be used at NALACS include:

- **New York State Exams Grades 3 through 5:** Beginning in third grade, all eligible students will take the state’s English language arts and mathematics exams annually, as well as the state’s science exam in fourth grade. We will administer all assessments required by the state.
- **New York State English as a Second Language Achievement Test (NYSESLAT):** All limited English proficient students will take this exam annually to determine academic progress and eligibility for services.
- **New York State Alternate Assessment (NYSAA):** Students specified by their Individualized Education Program (IEP) will take an annual data folio assessment that measures their progress in achieving learning standards through alternate grade-level indicators. Eligibility is determined by the Committee on Special Education (CSE).
- **Common Core Aligned Performance Assessments:** These on demand literacy assessments can be administered after a reading/writing unit of study. These Performance Assessments are aligned to CCLS and are designed to engage students in authentic, high-level work that is aligned to curricular standards and enables teachers to assess if students have achieved mastery of the content in a particular unit of study.
- **Math Unit Tests Grades K - 5:** Teachers will use assessments provided with curriculum programs and/or develop their own assessments to determine mastery of unit objectives. Emphasis will be placed on performance-based assessments that require students to demonstrate mastery of skills and content knowledge.
- **Teacher Created Rubrics:** Teachers will create rubrics based on interdisciplinary projects and aligned with the CCLS, the New York State Science and Social Studies scope and sequence, and STEAM. These assessments are designed to authentically capture student learning and to assess strengths and weaknesses within a particular unit of study.

Data Collection and Analysis: The Master Teachers will be responsible for coordinating the administration of assessments, with most of the implementation and learning support to be provided by the Apprentice, Associate and Partner teachers. Training will be provided, as needed, to teachers by the Master Teachers on how to properly administer these assessments,

collect data, analyze results and develop action plans based on the data collected. The 90-minute morning team meetings will be used to facilitate the analysis and evaluation of the data collected and to develop concrete action plans for our students to insure students are provided with the instruction necessary to empower them with the skills and scholarly habits they will need in the 21st century workplace for optimal success. In the TNAA schools, they have found the immediacy of the daily morning meetings allows data to drive instruction in a meaningful practical way.

External assessments will be selected based on their validity and reliability. One such assessment is The Fountas and Pinnell Benchmark Assessments System. Research from the report “Field Study of Reliability and Validity of the Fountas and Pinnell Benchmark Assessment Systems 1 and 2” published by Heinemann in May 2010 states:

Reliability addresses the consistency of scores of an assessment, in this case the Fountas & Pinnell Benchmark Assessment System. Test-retest reliability refers to the consistency and stability of scores obtained by the same person when examined with the same test on different occasions or with different sets of equivalent test items. To measure the test-retest reliability of the Fountas & Pinnell Benchmark Assessment System, the students’ reading scores on the fiction series were correlated with their scores on the nonfiction series. An assumption underlying this study is that students who attain a given level on the fiction texts will perform similarly when reading the nonfiction texts. In general, test-retest results should exhibit a reliability coefficient of at least .85 for the assessment’s information to be considered stable, consistent, and dependable.⁶⁹

As the test-retest results depicted in the chart below demonstrate, the Fountas & Pinnell Benchmark Assessment System is a reliable reading assessment:

TEST-RETEST RELIABILITY BETWEEN FICTION AND NONFICTION BOOKS	
Book Series A-N	.93
Book Series L-Z	.94
All Books A-Z	.97

The data from our diagnostic, benchmark, formative and summative assessments will be collected and analyzed to inform instruction and assess student growth across a variety of content areas. The data collected from these assessments will be used to:

- a) Establish benchmarks for all our students
- b) Track student progress across time
- c) Determine current academic performance levels
- d) Identify topics students have not mastered and will need to be re-taught
- e) Identify struggling students who need remediation or advanced students who need enrichment
- f) Evaluate overall program elements, such as the curriculum and professional development

Use of Results: As many studies have shown, assessment must be linked to appropriate intervention. As described by Armstrong and Anthes (2001) “The challenge is not to provide

⁶⁹ www.heinemann.com/fountasandpinnell/.../basfieldstudyfullreport.pdf

more of the same, but instead to provide different instructional strategies⁷⁰.” Assessments will be used throughout our community for different purposes:

Teachers

- Determine students’ specific learning challenges early by assessing their mastery of specific standards and objectives.
- Design lesson plans utilizing student data and accelerate learning.
- Organize and rearrange flexible small group instruction, including RTI, on an ongoing basis to meet students’ needs.
- Enhance collaboration and facilitate effective communication between the members of teacher teams around student performance.
- Enhance collaboration and facilitate effective planning for student instruction in teacher teams.
- Facilitate communication between teachers and parents.
- Identify and monitor progress of struggling students to develop and revise intervention plans, including RTI, IEPs, and ELLs data.

School Leaders

- Evaluate and hold accountable teachers and other staff.
- Evaluate and improve programs, e.g., curriculum, instruction and assessment.
- Facilitate communication between teachers, administrators and parents.
- Monitor the RTI process, SWD, and ELLS mandated instruction, and ensure students are placed in appropriate interventions.
- Enable teacher teams to identify students for referral to CSE for evaluation, change of IEP or decertification.
- Monitor efficacy of services and interventions for students with disabilities.
- Identify school and individual teacher’s needs and guide implementation of staff development program.
- Facilitate communication with parents, the board and the public.
- Monitor and report on progress towards meeting accountability goals.

Board of Trustees

- Evaluate the performance of the school leader.
- Monitor and report on progress towards meeting accountability goals.
- Monitor effective implementation of key design elements.
- Review and approve budget to determine optimum allocation of resources.
- Evaluate school policies and procedures and revise to ensure achievement of mission and accountability goals.

Parents

- Monitor child’s performance using progress reports that are at least quarterly, if not monthly or weekly, standards-based report cards and conferences.
- Identify areas in which they can help their child learn.
- Make decisions about whether to keep child enrolled in the school.
- Contact teaching teams with concerns or questions.

Students

⁷⁰ <http://datause.cse.ucla.edu/docs/HowDataCanHelp.pdf>

- Use teacher feedback to identify strengths and weaknesses and develop plans for improvement.
- Identify appropriate levels of challenge, e.g., “just right books” for independent reading.
- Demonstrate growth over time.

Reporting: Our long-term goal is to have assessment data provided online to all stakeholders, including administrators, the board of trustees, teachers, parents and students. Development of this online system will be a focus during our first two years of operation at NALACS. This online system will be used to provide effective data collection, analysis and reporting capabilities to a variety of stakeholders to support action. It will have the capability to aggregate data from various sources. It will provide parents with regular online access to their child’s academic performance and progress. It will also allow students to see their own assessments and track their own progress. Current programs exist and will be researched to find the best fit.

In addition, teachers, administrators, the school’s board of trustees, and parents will have access to student data through the master teacher or head master. Report cards will be distributed three times a year to parents or guardians. Formal parent conferences will occur twice a year, at which time parents or guardians will be informed of their child’s progress, as well as any needs or concerns the teacher teams see as pertinent to the child at that time. Furthermore, in our model, based on transparency, parents will be welcome to visit in the classroom at any time to observe firsthand the curriculum and instruction being provided to their child.

Additionally, the parents of special education students will be kept informed in writing, (and in their home language if needed), of their child’s progress in meeting both their long-term IEP goals and their short-term objectives. IEP progress reports will be distributed to parents with their report cards as well as during IEP conference meetings. Finally, the school will issue an annual report to the board of trustees and its authorizer.

E. Performance, Promotion, and Graduation Standards.

NALACS believes high expectations are essential for all students. Therefore, our expectation is that students will demonstrate a mastery of skills and knowledge in core content subjects, using state standards and the Common Core Learning Standards as a framework. Students should also show evidence of NALACS’ HEART values: Humility, Empowerment, Aspiration, Responsibility, and Teamwork. More information about HEART values are found in Section II.F, under “values education.”

We recognize students can have difficulty in meeting these expectations, which is why we have put systems in place to provide support. As previously described, these systems include an organized and structured day, 15:1 teacher/student ratio, data collection that drives instruction, flexible grouping, embedded professional development, time for teachers to think about their students, relationships with all stakeholders and systematic interventions. In addition, struggling students will be identified, monitored and deemed “high priority” during their teachers’ daily ninety minute planning time.

Students are not widgets in an assembly line and learning is not linear; therefore, we reserve the right to decide promotion/retention for students at-risk of retention on a case-by-case basis. The promotional process for these students includes a comprehensive meeting (using data) with parents, administration, teacher specialists and classroom teachers to determine the readiness or

challenge to a particular student. These meetings will be formally conducted in March, and then revisited in June. Students who are identified at the March meeting will have an individual action plan designed for them. Students in third through fifth grade will take part in goal articulation and action plan design as a means developing buy in and empowerment.

For students whose promotion remains in doubt in June, teachers will employ a protocol to holistically analyze a number of factors, including student performance data from standardized and state tests as well teacher developed assessments, including achievement levels and the magnitude of progress made over the course of the year; grades; academic interventions; attendance; and behavior and discipline. Master Teachers will use the results to generate a recommendation based on the best interests of the student that will be shared with parents and the Headmaster. The Headmaster will be ultimately responsible for the decision to retain or promote a child. If promotion is recommended, another individual action plan will be created for the following school year to ensure the student and his/her family understands the expectations for further promotion.

Exit Standards: In order to complete elementary school at NALACS and move on to middle school, a student must demonstrate mastery of skills, content and character in all subjects at the fifth grade level or above. Our exit standards below will be based on the Common Core Learning Standards. Student mastery of these standards will be evaluated using results from state exams, and internal school assessments and grades.

Sample Fifth Grade Exit Standards: NALACS exit standards will be based on the Common Core Learning Standards (CCLS). To view samples of the CCLS 5th grade requirement visit <http://www.corestandards.org/the-standards/>

F. School Culture and Climate.

H.E.A.R.T Values: The New American Academy exists to inspire leaders and empower learners to help create a better world. It is through the development and nurturing of a unique culture that we intend to achieve our goal. NALACS culture will be based upon our H.E.A.R.T values. (See Attachment 5: Student Discipline Policy for further information.)

These will not be mere slogans to be published in documents or placed on t-shirts, but rather these values will serve as the DNA of our school. From hiring and professional development to our discipline policy, we will use H.E.A.R.T as a framework to ensure our actions remain aligned with our values. We believe it is by implementing and adhering to H.E.A.R.T ourselves that we will be able to successfully teach it to our students. By authentically modeling H.E.A.R.T throughout the school, we will set the cultural tone of the school that will provide a strong foundation for the H.E.A.R.T lessons that will be embedded into the curriculum.

Based upon the experience of TNAA, a several step process has been created to accomplish this goal. First, throughout each step of our six-step hiring process our rubrics will include H.E.A.R.T criteria. Regardless of how talented or accomplished a candidate may be, he or she must also reflect the values we are seeking to model for our students. As part of our summer training, each teacher team will create a H.E.A.R.T.-based classroom management plan. As we are seeking to live the value of empowerment we espouse, the management plan is not dictated by administration but produced by the individual teams. Each team will also prepare H.E.A.R.T lessons that will be covered during the first few weeks of school. These lessons will help set the

tone of the classroom and will introduce our values to the new students joining our community. One of the many advantages of our team-teaching model is that students will get to see adults working collaboratively for their benefit every day. For many students this may be the first time they have an opportunity to observe adults navigating disagreements peacefully and productively. The benefits of this continual modeling are tremendous. It is the teacher living H.E.A.R.T who will ultimately impart these values to our students. Moreover, as each team will be looping with their students, the culture they set will grow exponentially each year as the H.E.A.R.T.-based norms of the environment solidify over time. H.E.A.R.T messages will be woven into the academic curriculum throughout the year. Integrating H.E.A.R.T into our reading, writing, and interdisciplinary units will teach our students these values should be demonstrated and are not reserved for a character education period. Finally, students will repeat the TNAA credo at each meal. Based upon our values, our credo reinforces H.E.A.R.T messaging in a simple, child friendly way.

NALACS Credo

“I am unique and special

I have a purpose in life

Together we will make this a better world”

Community: As the famous adage states “It takes a community to raise a child.” NALACS intends to become such a community. To that end, we have taken a number of steps to ensure our caregivers, teachers, administrator, and students all become proud active members.

- Each teacher-team will loop with their students from K-5th grade. This allows for the development of deep meaningful relationships between students, teachers, and caregivers.
- Caregivers will be welcome to observe NALACS classrooms at any time.
- All students will wear a uniform. This creates a feeling of togetherness and will help simplify parents’ preparation each morning.
- Each day will begin with a school-wide morning meeting, which will include the Pledge of Allegiance and a moment of silence.
- Each interdisciplinary unit will conclude with a curriculum celebration during which students will showcase their work and will teach their parents what they have been learning.

Discipline: While we believe a positive school culture and engaging academic program help minimize negative behavior, at times when it is not enough, a disciplinary process is needed. In particular, behaviors that disrupt learning or students harming themselves or others, will not be allowed. Our guiding policy is to be fair, firm and consistent in the application of discipline for inappropriate behavior. To be fair, consequences will “fit the crime” and be developmentally appropriate. At all times we will follow due process and caregivers will have the option of appeal as discussed in our Student Discipline Policy (Attachment 4).

As articulated in our Student Discipline Policy we will have several tiers of disciplinary action.

1) Teacher directed. As mentioned above each teacher-team creates as part of the summer training a classroom management system. While open for refinement, this system will be used throughout the six year looping cycle to ensure consistency. While they may differ from team to team, each system will include a series of consequences a teacher may employ if a student misbehaves. Examples of a teacher directed consequence include:

- Moving a student’s pin/name down to a lower color on a chart.

- Verbal warning
 - Removal from group activities
 - Silent meal
- 2) Master Teacher directed. If a more severe consequence is needed, the matter can be referred to the Master Teacher. Examples of a Master Teacher directed consequence include:
- Detention
 - Communication with parent/guardian
 - Removal from class
 - Parent/guardian conferences
- 3) Headmaster directed. For the most severe cases, the matter may be referred to the Headmaster. Examples of a Headmaster directed consequence include:
- Parent/guardian conferences
 - Suspension
 - Expulsion

The ultimate purpose of each consequence is that students learn and grow from their mistakes. Care will, therefore, be taken to ensure students have time to reflect and process, either during or after each consequence. These reflections will be shared either verbally or in writing and will form an important part of the disciplinary process.

Students with Disabilities: The Student Discipline Policy (Attachment 4) for students with disabilities is in accordance with the Individuals with Disabilities Education Act (IDEA) and school staff will work closely with the Committee on Special Education (CSE) to ensure all students are treated justly.

Evaluating School Culture and Climate: We will create a Learning Survey, which includes school culture to monitor implementation of practices and procedures and make continuous improvements. Parents will be surveyed regularly to gauge their perceptions about school safety and climate. We are committed to creating a school environment that is safe and conducive to learning and free from discrimination and harassment, and this will align with the requirements of the Dignity for All Students Act. Therefore, analysis of our culture will mirror these values. Discipline data will be analyzed to determine consistency across teachers and grades and identify topics for staff development. Data from recognition activities, class competitions and individual student's behavior and performance will be used to evaluate the efficacy of character development initiatives.

G. Special Student Population and Related Services.

NALACS acknowledges and celebrates that students have a range of abilities and talents. In order to meet various student needs, every class has a team of five teachers. Each team will include at least one Special Education (SpEd) teacher and an English as a Second Language (ESL) teacher when appropriate. A student's IEP needs, including speech therapy, physical therapy, and occupational therapy, will be met by specialists who will push into the classroom whenever allowable under a student's IEP, while recognizing some services (e.g., counseling, most speech therapy) will require pull-out services. During the initial registration of students at NALACS, parents will have the opportunity to provide the school with IEP documentation. However, if the IEP is in a jurisdiction outside of New York, we will provide interim services

consistent with that IEP to the extent possible. That student will be referred to the CSE for reevaluation to be completed within 30 days.

This “constellation” of professional talent is classroom-based and serves the general education, ELL, Gifted and Talented and Special Education students both academically and socio-emotionally. Teaching teams working with classes of sixty students are afforded the opportunity for unprecedented levels of differentiation, as described in Section II.C. These differentiated groupings allow students who are academically advanced or gifted to proceed at their fastest pace with students of similar ability, while students at-risk of academic failure can be given the attention and support they need to succeed.

Prevention Services: We believe the most direct student contact with knowledgeable professionals provides a proactive approach that helps prevent academic failure by embedding intervention practices daily. Since teacher teams have a SpEd teacher and may have an ESL teacher, early identification and intervention occurs swiftly. The Special Education teacher is the lead teacher who is responsible for overseeing the education of students with disabilities and the ESL teacher is responsible for ELL students.

Response to Intervention (RTI) will be used as a guiding procedural framework for pre-ferral intervention. The Special Education Coordinator will oversee the process and coordinate with the Master Teachers whom are responsible for data and monitoring of individual students. The RTI approach has its roots in prevention science, which aligns with our school’s philosophy, values and organizational procedures. Essential components of RTI at NALACS include:

- Standards/Evidence-Based Core Curriculum and Instruction
- Ongoing Assessment
- Collaborative Team Teaching
- Data-Based Decision Making
- Fidelity of Implementation: Three Tiered Instruction
- Ongoing Training and Professional Development
- Community and Family Involvement
- Differentiated Instruction
- Reggio Emilia’s approach to the whole child
- Documentation on growths and struggles

A range of interventions at NALACS will include:

- **Small group instruction:** While all students at NALACS will participate in small group instruction, at-risk students may be placed in specialized groups smaller than that of their peers
- **One to one instruction:** Thanks to NALACSs teaching teams, one-to-one instruction by a Master Teacher (or other teacher) is far more manageable than in other classrooms.
- **Standards/Evidence based instruction:** NALACS will use intervention programs based on standards, such as Reading Recovery, F&P’s Leveled Literacy Intervention, and ST Math.
- **Student action plan:** Teaching teams will analyze student profiles with multi-dimensional formal assessments to identify the student’s strengths and weaknesses to inform instruction and create an action plan.
- **Afterschool and summer instructional opportunities:** NALACS will work with parents to find affordable and convenient support.

NALACS' RTI Three Tier Structure of Support will include:

- **Tier One:** provides a foundation of high quality instruction to all students. Elements include a comprehensive curriculum and intentional teaching. Assessments are used to obtain baseline information about every child and to determine whether a student would benefit from additional support, i.e., small group instruction in like-ability groups for specific skills employing different learning modifications.
- **Tier Two:** consists of more intensive learning opportunities provided to large or small groups of students who have been found to need additional support. Assessments are conducted more frequently and used in conjunction with collaborative teacher teams to guide and refine interventions. Parents and families will play an integral role in setting and meeting goals.
- **Tier Three:** will focus on students who do not make expected progress through the support of Tier Two interventions. In Tier Three, the interventions are more intensive and individualized and may be conducted one-on-one with the student. Assessments and team meetings are used to guide decisions about creating and implementing the student's learning program.

The RTI data will be reviewed during team meetings and the teachers will determine a schedule for the review of data to drive decisions and consider frequency, intensity and duration when creating the plan.

Special Education Identification and Services: Since teacher teams have a Special Education (SpEd) teacher, early identification and intervention occurs systematically using the above-described process. It is our belief that in using this three-tier structure, many students will avoid being identified as needing special education services. If the teacher teams have implemented student action plans and teaching strategies in the three-tier process are not successful in promoting student achievement, a student will be considered for special education evaluation, with parental consent. The student's teacher team, headed by the special education teacher in that team, will share all pertinent data, actions and interventions with administration, parents, and other involved school staff. It must be ruled out that the student's struggle is due to inadequacies in instruction or in the curriculum. At the above meeting, a decision will be made whether to recommend the student to the Committee on Special Education (CSE) or try a different approach/intervention.

If a determination is made that a student should be referred for special education evaluation, the SpEd teacher will provide the CSE with all data and information to support its evaluation. We recognize the school itself cannot make a determination, and will work closely with the CSE to provide all necessary information to support its evaluation and IEP development processes. The SpEd teacher will be the student's advocate and act as a liaison between the CSE, school and parents to ensure open two-way communication. To ensure informed consent from parents, NALACS will provide information, explanations and resources to parents to establish understandings around the evaluation process and subsequent services. We understand they may be reticent and apprehensive while wanting what is best for their child. The Special Ed Coordinator will securely lock away all documentation in their office. The SpEd teacher will share all information and recommendations with the team teachers, service providers and appropriate staff members and monitor subsequent student growth and actions that were decided upon in regular IEP reviews. The benefit of teacher teams and our space also allows for testing accommodations outlined in the IEP to be met easily. If NALACS cannot provide a service for

a student, it will work with CSE and CBOs to contract service providers, including but not limited, to providers for: speech therapy, occupational therapy, physical therapy, and counseling.

SpEd teachers will provide professional development to their teams by suggesting appropriate interventions/strategies during the vetting of lessons. If that is insufficient to educate teachers, the SpEd teacher will suggest professional development topics to the Master Teacher and Headmaster for more formal learning opportunities, such as workshops, study groups or book clubs. They will also ensure conversations with their team about monitoring of progress toward IEP goals during team meetings. Finally, SpEd teachers will meet at least once every other month (starting in September) to coordinate communication with the CSE, compare notes, and share strategies.

NALACS Special Education Program Evaluation: A team of school leaders comprised of the Headmaster, all Master Teachers, and all SpEd teachers will use assessments to disaggregate data in order to assess the efficacy of the special needs program and monitor progress towards achievement of IEP goals. Data will be viewed at a minimum of three times a year by this team and individual results shared with parents and aggregate results with the Board of Trustees. Data sources used are multidimensional, as listed above in the Assessment and RTI sections. In addition, authentic, diagnostic and formative assessments are regularly analyzed in teacher teams.

English Language Students Identification: All students are given the Home Language Questionnaire (HLQ) as part of enrollment process. If the HLQ reveals the student's home language is not English or the student's native language is not English, the staff will reach out to interview the student and the family in their native language by coordinating and collaborating with the district for resources and/or referrals for interpreters as well as utilize vetted community resources. Based on the results of the interview the NYSITELL will be administered (by trained staff) to determine eligibility for services. The completed HQL, signed by the parent, and the results of the NYSITELL become part of the student's cumulative file, which is stored in a secure location by Master Teacher. ELL students will be assessed annually to determine a student's Limited English Proficiency (LEP) status and whether the student continues to need ELL services and/or additional instructional strategies.

Support Services: Our teacher teams will meet the challenge of teaching linguistically diverse and/or academically challenged students. With summer and continued professional development opportunities throughout the year, our teachers will be prepared to instruct ELLs who have a wide range of abilities and talents and instructional needs. In addition, NALACS is organizationally designed to support all students as described already (15:1 ratio, ESL teacher when appropriate, built in planning time). More specifically, these structures will facilitate and enhance the English immersion environment. All ELLs will learn in the same classrooms as English speaking students.

During morning teacher meetings, teams will examine and plan application of Language Acquisition Stages. This approach will help teachers teach to the individual ESL student by making instructional adjustments to content, providing activities that address how a particular ELL student may learn best, and offering a variety of ways for students to demonstrate what they've learned. ELL students who so qualify will get extended time and appropriate administration accommodations on State tests. The team will use these meetings to plan communication with parents in their native language, via translators when needed, in order to strengthen the partnership of educational planning. No ELL student will be recommended for

Special Education only because of their language proficiency, students will be referred if a special education need is identified.

The ESL teacher will be responsible for ELL student identification and support services. He/she will take the lead in team professional development and advise teacher team members on how to support English language learning in content areas. NALACS is comfortable doing so because the ESL teacher will be hired for their fluent bilingual abilities, an understanding of more than one culture, knowledge of ESL pedagogy and immersion and language acquisition techniques. We will assure parents the ESL teacher will make sure all documents are securely locked away and all discussions are confidential and consistent with FERPA regulations.⁷¹ The ESL teacher will share all information and recommendations with the team teachers and appropriate staff members and monitor subsequent actions that were decided upon. If this is insufficient to educate teachers, the ESL teacher will suggest professional development topics to the Master Teacher and/or headmaster for more formal learning opportunities, such as workshops, study groups or book clubs.

Finally, all ESL teachers will meet at least once every other month (starting in September) to compare notes, and share strategies. The ELT team will find and add intervention programs as needed.

NALACS ELL Program Evaluation: A team of school leaders comprised of the head master, all Master Teachers, and all ESL teachers will use assessments to disaggregate data in order to assess the efficacy of the ELL program. Data will be viewed at a minimum of three times a year by this team and results shared with parents and Board of Directors. Data sources used are multidimensional as listed in the above Assessment and RTI sections. In addition, authentic diagnostic and formative assessments are regularly analyzed in teacher teams and led by the ESL Teacher.

III. ORGANIZATIONAL AND FISCAL PLAN.

A. Applicant(s)/Founding Group Capacity.

Name	Current Employment	Relevant Experience/Skills	Prospective Role at NALACS
Alan Cohen	Lower School Head, Portledge	Experienced school leader; Board member of The New American Academy Charter School in Brooklyn	Headmaster
Seymour Fliegel	President CEI-PEA	President CEI-PEA; experienced educator and administrator	Pre-opening planning/operations
Margaret Foley, LMSW	Senior United States Probation Officer	President of the Atlantic Beach Estates Association; experienced educator, assistant dean, and social worker; mental health and drug treatment; law enforcement with over 20 years of experience	Serve as a member of the Board of Trustees
Evelyn Gargano	Individual Investor	Co-Vice President of the Atlantic Beach Estates Association; experienced trader in derivative products	Serve as a member of the Board of Trustees; Facilities Committee

⁷¹ <http://www2.ed.gov/policy/gen/reg/ferpa/index.html>

Yehudi Meshchaninov	Director of TNAA	Helped develop TNAA model at PS 770; spearheaded efforts to establish The New American Academy Charter School in Brooklyn	Pre-opening planning/operations
Colleen O'Brien	Master Teacher at P.S. 770	Master Teacher at PS 770 (TNAA public school), 7 years education experience; 12 years finance experience; SBL and SDL licensed	Pre-opening planning/operations
Ellen Robbins	Per Diem Educator	Experienced educator and curriculum developer; experience developing PTAs and community collaboration; licensed in Early Childhood Development	Serve as a member of the Board of Trustees; Facilities Committee
Burton Sacks	Deputy Chief Operating Officer CUNY	Member of two charter boards; Deputy Chief Operating Officer for Management Services of CUNY; former senior advisor to Randi Weingarten, UFT; Former chief executive of the Board of Education of the City of New York	Serve as a member of the Board of Trustees

Charter Exploration and Application History: As residents of the Atlantic Beach Estates, we continuously spoke of the problems in our school district. We are deeply disappointed in the annual decline of our school district's reading and math scores, as well as the graduation rates. Based upon these facts, we questioned the reasons, looked at research and spoke to parents. We did this individually, and finally as a group. It was there, at meetings, that we began dialogues that would lead us to a creation of a charter school. At that time, we also began engaging the community and invited additional members to join our Board.

As we continued to dialogue, a vision became to emerge-- We would create a learning environment that is nurturing and rich with the knowledge and skills our children need to succeed academically and in their future lives. Our passion and our commitment to this project guided us as we worked to create the high quality school design our children so dearly need and deserve. In the course of our research, we discovered The New American Academy (TNAA) and Reggio Emilia and found them to be philosophically and educationally aligned to our vision. The New American Academy model was designed to be scaled. After the successful implementation of the model at P.S. 770, the United Federation of Teachers and the New York City Department of Education encouraged Mr. Waronker and his staff to explore expansion opportunities in both district and charter schools. At that time, P.S. 274 in the Bronx and TNAACS in Brooklyn were established. The Atlantic Beach Estates Association invited NAI to answer questions about the TNAA model and how it could be implemented in the Lawrence UFSD. The founding team began exploring the charter school application in spring 2014 with conversations with the Department of Education Charter School Office and visits to TNAACS.

Starting in April 2014, the founding group met at least weekly to coordinate the application process. The founding members themselves wrote the text of the application. Mr. Cohen is the primary author of the final application, though work from several of the founding group members went into the document.

B. Board of Trustees and Governance.

Proposed Founding Board of Trustees

Trustee Name	Voting (Y/N)	Position on the Board	Skills/Qualifications	Length of Initial Term
Burton Sacks	Y	Chair	Member of two charter boards; Deputy Chief Operating Officer for Management Services of CUNY; former senior advisor to Randi Weingarten, UFT; Former chief executive of the Board of Education of the City of New York; LUFSD resident	2
Evelyn Gargano	Y	Treasurer	Co-Vice President of the Atlantic Beach Estates Association; experienced trader in derivative products; parent; Columbia University graduate; LUFSD Resident	3
Ellen Robbins	Y	Secretary	Dedicated, experienced educator and curriculum developer; experience developing PTAs and community collaboration; licensed in Early Childhood Development; parent; LUFSD resident	2
Judy Bertraum	Y	Trustee	Deputy Vice Chancellor for Facilities Planning; Lawyer; Member of Fedcap Board of Trustees; Construction and Management; former NYCDOT First Deputy Commissioner; former NYCCAS Deputy Commissioner; former educator and NYCDOE Director of CAP	2
Dr. Evelyn W. Castro	Y	Trustee	Associate Dean/Strategic Education Initiatives at Medgar Evers College; NYC DOE Quality Reviewer; Director NYC Parent Academy; LIU Adjunct Professor; LIU Director of Regional Bilingual Technical Assistance Center; Member of TNAACS Charter Board	1
Margaret Foley, LMSW	Y	Trustee	President of the Atlantic Beach Estates Association; experienced educator; Assistant Dean; Social Worker; mental health and drug treatment; law enforcement with over 20 years of experience; LUFSD resident	3
Rev. Dr. Leslie Mullings	Y	Trustee	Senior Pastor of the Community Church of the Nazarene in Far Rockaway; founder and CEO of Challenge Preparatory Charter School; School Counselor; Substance Abuse Specialist; LUFSD resident	1

Governance Practices and Procedures: Our founding board understands the responsibility of governing a public charter school. The Board will have a performance contract with the Board of Regents that provides the school with the autonomy to design and operate its programs in exchange for accountability and results, namely academic performance, organizational viability and fiscal soundness. The board’s roles and responsibilities include:

- Establishing the school’s mission and school design.
- Ensuring adequate resources for implementation of the school program.
- Recruiting, hiring and evaluating the Headmaster.
- Approving major policies and regularly reviewing and revising them as necessary.
- Preparing for and attending board and committee meetings.

- Making informed decisions to support the success of the school.
- Monitoring program implementation and compliance with the charter agreement and relevant laws and regulations.
- Facilitating long-term strategic planning.
- Recruiting and orienting new board members and assessing board performance.
- Participating, as appropriate, in the grievance process.
- Enhancing the school's public standing.
- Meeting the performance commitments made in the schools charter agreement.
- Fundraising.

The qualifications to serve on the NALACS board of trustees will include:

- Belief in and support of the mission and design of the school.
- The expectation all children can and will achieve academic excellence.
- Demonstrated understanding of board duties.
- Willingness to attend board and committee meetings and volunteer for board work.
- Experience and expertise in a relevant field, such as: education, business, management, finance/accounting, law, government, personnel, marketing/public relations, fundraising, and/or community relations or organizing.
- The capacity to examine performance data, financial documents and management reports and make informed decisions in the best interest of the school.
- Be at least 18 years of age.

As noted in our by-laws, the board will have at least five members and include the following officer positions: Chair, Secretary and Treasurer. After the initial terms, the board members will serve staggered three-year terms. In accordance with our by-laws, trustees will be elected when current terms have ceased. The board will meet monthly at the school; the agenda will be developed by the Chair in consultation with the Headmaster and will include a written or oral report by the Headmaster, a financial report and opportunity for public comments. The board will operate as a whole and may appoint sub-committees as needed to carry out the work of the board. For example, a committee led by the Treasurer will regularly scrutinize the school's budget and financial management practices and report on fiscal soundness to the board. Committees will have a job description clearly describing any delegation of authority by the full Board and a committee chair appointed by the Board Chair. Minutes will be taken at all board and committee meetings, copies of which will be posted on our website and archived in the school office.

The Board will delegate authority for the day-to-day operations of the school to the Headmaster, who will oversee all operations of the school and report directly to the Board. NALACS will have a flattened organizational structure as outlined in Section III. C. The board will establish measurable annual performance goals, conduct mid-year and end-of-year evaluations of the Headmaster, and ultimately hold him or her accountable. The Board will clearly communicate its reporting requirements to the Headmaster, including content, format and frequency of data. At minimum, the Headmaster will present a dashboard at each board meeting, including enrollment, attendance, financial, compliance and student performance data.

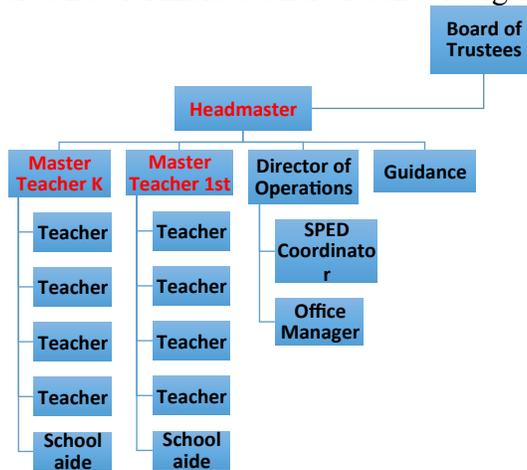
Parent and Staff Involvement: The board will encourage parent and staff input into the governance of the school. Board meetings will adhere to the Open Meeting Law and include an opportunity for public comment, and surveys of parents and staff will be used as part of school

oversight and the Headmaster’s evaluation. The board will enact and publicize a complaint policy that contains a clear process for bringing issues to the attention of the board and for the board to respond in a timely fashion. Board members will also regularly visit the school and attend school community events.

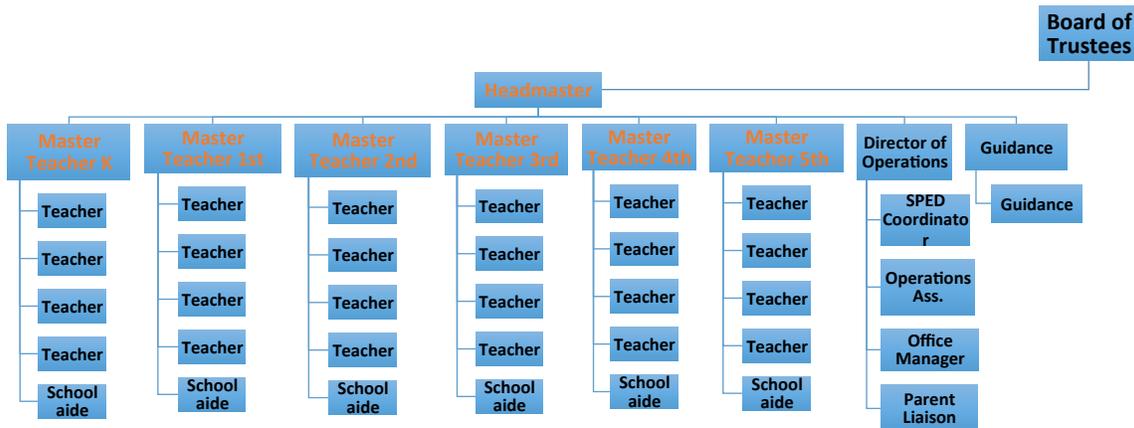
Recruitment, Orientation and Training: The board will not have any representative or ex-officio positions that need to be filled once the charter is approved. As needed, the board will recruit and vote on the appointment of new members who demonstrate adequate qualifications and commitment. All new trustees will receive orientation materials, including a copy of the charter, board member job description and committee descriptions, previous board meeting minutes and dashboards, and major polices. The board will undertake ongoing governance training to ensure all members have a common vision of the board’s roles and responsibilities and best practices.

C. Management and Staffing.

Organizational Chart: Year One - NALACS Charter School Organizational Chart Year 1



Organizational Chart: Year Five - NALACS Charter School Organizational Chart Year 5



Notes:

- “Teachers” refers to the four Partner, Associate, and/or Apprentice teachers in each teaching team.
- Roles in red are part of the Education Leadership Team.

Organizational Structure Description

The New American Academy model aims to provide a flattened organizational structure, with most student resources inside the classroom. As such, roles such as assistant principal, coach, intervention teacher, push-in ELL teacher, etc. are instead primarily the responsibilities of the grade level teaching team, each of which will include a certified special education teacher and an ESL teacher when appropriate. All major instructional decisions are made collaboratively by the Education Leadership Team, which consists of the Headmaster and all Master Teachers.

Headmaster: The Headmaster is the primary instructional leader of the school and serves as the leader of the Education Leadership Team. The Headmaster reports to the Board of Trustees, evaluates administrative roles, and plays a primary role in teacher evaluations (see section III.D for more details on teacher evaluation). The Headmaster will use student assessment data to drive key decisions in reference to recruitment, and evaluation as outlined in Section II. A. and II. D. Alan Cohen has been selected as the Headmaster of NALACS. His qualifications include success as principal of P.S. 69 in the South Bronx, Co-Chair Harvard Principals' Center Advisory Board, and successful implementation of the Reggio Emilia approach at PS 69 as well as Portledge School. His full resume can be found in Attachment 8b.

Director of Operations: The Director of Operations responsibilities include managing student records, student enrollment, food services, health services, transportation, facilities, scheduling, and planning. The Director will report to the Headmaster. In year three, we will hire an Operations Associate to help with these tasks.

Master Teacher: Each teaching team is led by a Master Teacher. The Master Teacher has the ultimate responsibility for ensuring quality of instruction, ensuring appropriate division of teaching duties, monitoring student learning, developing curriculum, and actively participating as a member of the Education Leadership Team. The Master Teacher also mentors and develops the other members of his/her team and ensures ongoing parental involvement and communication. Master Teachers embody and maintain the school's mission, purpose, and core values, and carry the highest burdens of responsibility for student, teacher, and school success. In addition, as the school model replicates into other communities, Master Teachers will be the primary ambassadors for transferring the replication of the school's tenets and instructional program. To qualify as a Master Teacher, a candidate must demonstrate a high level of pedagogical expertise, as well as the ability to promote teacher development.

For other staff roles and responsibilities as well as reference to recruitment please see Attachment 8a: Hiring and Personnel Policy and Procedures. Retainment of quality educators is embedded in the model through the master-based career ladder and extensive professional development.

Financial Management: As described in Section III.J, Financial Management, we will be contracting with Charter School Business Management (CSBM) to provide business and financial support.

Detailed information about our staffing plans, salary determination, can be found in Attachment 8a, Hiring and Personnel Policies and Procedures.

Staffing Plan

	Year One 2015-16	Year Two 2016-17	Year Three 2017-18	Year Four 2018-19	Year Five 2019-20
Headmaster	1	1	1	1	1
Director of Operations	1	1	1	1	1
Office Manager	1	1	1	1	1
Operations Assistant	-	-	1	1	1
Parent Liaison	-	-	1	1	1
Special Ed Coordinator	1	1	1	1	1
Master Teacher	2	3	4	5	6
Partner Teacher	4	6	10	13	16
Associate Teacher	2	5	5	6	7
Apprentice Teacher	2	1	1	1	1
Teacher's Aid	2	3	4	5	6
Guidance Counselor	1	1	2	2	2
TOTAL	13	19	26	32	38
Nurse FTEs (Contracted)	.5	.5	.5	1	1
Custodial FTEs (Contracted)	1	1	1	2	2

Note: There will be at least one Special Education teacher per teaching team and an ESL teacher when appropriate.

i. Charter Management Organization.

The New American Leadership Academy Charter School does not intend to contract with a charter management organization.

ii. Partner Organization.

While NALACS does not intend to contract with a charter management organization, we do intend to contract with The New American Initiative (NAI) to provide professional development and support. NAI is a nonprofit educational support organization dedicated to transforming the fundamental structures of schooling to promote a culture of learning and innovation for students and teachers. Currently serving low-income, elementary school students in East Flatbush, Crown Heights, and the South Bronx, NAI supports two NYCDOE New American schools (P.S. 770, P.S. 274), as well as one New American charter school (TNAACS). Through high-quality instruction and long-term student-teacher relationships, NAI schools instill a love of learning and innovation to build an American citizenry fit for the 21st Century.

D. Evaluation.

Programmatic Audit: NALACS will conduct an annual programmatic audit, as per N.Y.S. Education Law §2851(2) (f). The audit will include evaluations of teachers, administrators, the Board of Trustees, overall operational effectiveness and fiscal soundness, and family and student satisfaction with the program. This audit will include analyzing the assessment data in Section II. A and II. D. NALACS will submit an Annual Report to its authorizer detailing its performance and progress toward accountability goals.

Teachers: NALACS’s founding team has created an Annual Professional Performance Review system for our teachers and headmaster that is compliant with N.Y.S. Law §3012-c to enhance our opportunity to qualify for Race to the Top funding. Per the New York State Education Department’s guidance on APPRs for charter schools⁷², our evaluation system is consistent with the following elements of Education Law §3012-c:

- 1) is based on multiple measures of effectiveness, including 40% student achievement measures, which would result in a single composite effectiveness score for every teacher;
- 2) differentiates effectiveness for teachers and principals using the following four rating categories: Highly Effective, Effective, Developing, and Ineffective; and use such annual evaluations as a significant factor for employment decisions including promotion, retention, supplemental compensation, and professional development; and
- 3) provides for the development and implementation of improvement plans for teachers or principals rated Developing or Ineffective.

Sixty percent (60%) of a teacher’s rating shall be based on:

- All Teachers: Professional observations and evaluations of teaching and teacher performance by the Headmaster using Charlotte Danielson’s Framework for Teaching (2011 revised edition)
- For Apprentice, Associate, and Partner Teachers: Observations of teaching and teacher performance by their Master Teacher using Charlotte Danielson’s Framework for Teaching (2011 Revised Edition)
- For Master Teachers: Observations of teaching and teacher performance by peer Master Teachers using Charlotte Danielson’s Framework for Teaching (2011 Revised Edition)
- Family and student satisfaction surveys

Forty percent (40%) of a teacher’s rating shall be based on student achievement measures:

- Student growth on state assessments (in testing grades) or on a CCLS aligned assessment (in non-testing grades)
- Authentic artifacts in student learning, graded using rubrics developed by NALACS.
-

Teachers rated as “Developing” or “Ineffective” on this rubric would be placed on a Teacher Improvement Plan for the following school year. Details regarding the Teacher Improvement Plan are found in III.E, Professional Development, and Attachment 8a, Hiring and Personnel Planning and Procedures.

Headmaster: As with our teacher evaluation system, headmaster evaluation will be §3012-c compliant and NALACS’s headmaster will be rated on a rubric by the Board of Trustees into one

⁷² <http://engageny.org/wp-content/uploads/2012/05/APPR-Field-Guidance.pdf>

of the following four rating categories: “highly effective,” “effective,” “developing,” and “ineffective.”

Sixty percent (60%) of the Headmaster’s rating shall be based on:

- Organizational and financial stability of the school
- Measurable goals set at the start of the school year in consultation with the Board of Trustees based on data sources, including but not limited to audit results, teacher evaluation results, student and teacher attendance rates, family and student satisfaction surveys, school environment, and grievance records

Forty percent (40%) of the Headmaster’s rating shall be based on student achievement measures:

- Student growth on state assessments or on a CCLS aligned assessment (in non-testing grades)
- Authentic artifacts in student learning, graded on a rubric to be developed by NALACS

A Headmaster rated as “Developing” or “Ineffective” on this rubric would be placed on a Headmaster Improvement Plan for the following school year. Details regarding the Headmaster Improvement Plan are found in Attachment 8a, Hiring and Personnel Planning and Procedures.

Board of Trustees: The Board will develop an evaluation instrument to assess its performance annually and identify priorities for the following year to maximize effectiveness. In addition to self-evaluation by Trustees, the measure will include informal evaluations from the parent association and the Headmaster. A central part of the Board of Trustees evaluation process will be a review of objectives for the previous school year, and the efficacy of the Board’s plan to fulfill them.

Operational Effectiveness and Fiscal Soundness: As detailed in Section C, “Management and Staffing,” the staff members besides the Headmaster who are responsible for operational effectiveness and fiscal soundness, include the Director of Operations and Operations Assistant (starting Year Two). In addition, NALACS will outsource the responsibilities of a Chief Financial Officer to Charter School Business Management. Finally, the finances of the school will be independently audited by a Certified Public Accountant each year.

At the start of each year, the headmaster will meet with the Director of Operations, Operations Assistant, and CSBM to review the Board’s operational and fiscal objectives for the school year. This Operations/Finance team will meet weekly to monitor progress. The Headmaster will evaluate the Directors of Operations, while the Director of Operations will evaluate the Operations Assistant.

Family and Student Satisfaction: As a proposed Charter School, NALACS families and teachers will complete confidential Learning Environment Surveys customized to NALACS. The form allows them to voice their opinions about the school, from satisfaction with the school’s safety record to confidence in the school’s leadership. The survey will be administered and collected by the Board or a representative. These satisfaction surveys will be used in Teacher, Headmaster, and Board evaluations.

E. Professional Development.

The New American Leadership Academy model was designed to continually improve teacher practice in a professional climate. Key elements include an interdisciplinary curriculum mapping week, summer institute, daily planning meetings, reflective practice, professional development

days, and headmaster support in classroom. Teachers will have 627.5 hours of “formal” professional development annually: that is, time spent solely on improving practice, with students not present. The informal professional development teachers will receive, on a daily basis in their classroom, will be organic and continuous, contributing to teacher growth.

Preparation of Teachers:

Interdisciplinary Curriculum Mapping: Teacher preparation begins at the start of the summer. For one week, teachers will work with their teams to create interdisciplinary curriculum maps they will implement in the following year. This process also allows for team members to be acquainted and begin to work on understanding their team’s unique dynamics before the five-week summer institute, which has specific exercises and seminars that will further this understanding. This week represents 40-hours of professional development.

Summer Institute: NALACS staff will participate in a five-week summer institute. The five-week program is designed to familiarize the teachers with our instructional model and provide them with tools to be successful. This training has successfully been implemented at P.S. 770, P.S. 274, and TNAACS as demonstrated by well-performing classrooms and teachers who, when surveyed, name the summer training as one of the most important support mechanisms they received. The first week of summer training is held in Cambridge, Massachusetts at the Harvard Graduate School of Education (HGSE) to allow for seminars from professors whose ideas and theories influenced the model, while the other four weeks will take place at the school. Summer training focuses include team building, team communication, setting clear classroom rules and regulations, designing the classroom space, creating lesson plans for the first month of school, and creating curriculum maps for the year. These five weeks represent 200-hours of professional development time.

Daily Planning Meetings: During the school year, by working as a team, all teachers participate in constant peer observation and provide each other with critical feedback during daily planning meetings. As noted, the Master Teacher is responsible for developing other members of the team and provides targeted support tailored to the individual needs of each team member. Each team member will set individual professional development goals that will be regularly reviewed and revised. The school will use the Charlotte Danielson’s Framework for Teaching to focus observation and feedback on critical aspects of instruction, including planning, delivery, classroom environment and professional responsibilities. In addition, each team includes a special education teacher and, when appropriate, an ESL teacher who support their counterparts in developing their skills in working with students with special needs. While this professional development will occur throughout the day, formal meetings take place in the morning for an hour and a half each day of the school year. These 90 minutes over 182 school days represent 273 hours of professional development time.

Reflective Practice: As described in Section I, a weekly 90-minute reflective practice session for each team is vital to allow teachers to reflect on their pedagogy and relationships. These 90 minutes per week, over 39 weeks of the school year, represent 58.5 hours of professional development time.

Professional Development Days: As described in Section I, during every fifth week, teachers will have a professional development day, in which half the day is devoted to unpacking the weekly reflective practice sessions (a practice found invaluable by teachers at P.S. 770, P.S. 274, and TNAACS), and the other half is spent revising and updating curriculum maps. There are seven of these professional development days throughout the year, which represent 56 hours of

professional development. This time will include two full-day professional development days for the Wonderplay Conference⁷³ and one for Project Zero⁷⁴ based activities.

Headmaster: Finally, the Headmaster will be a regular presence in the classroom, providing feedback to Master Teachers as well as teachers under their charge. In addition, he will focus on the efficacy of teams as a whole to ensure the skills and strengths of their members are maximized.

	Days	Minutes per day	Total Hours
Curriculum Mapping	5	480	40
Summer Training	25	480	200
Daily Planning	182	90	273
Reflective Practice	195	18	58.5
Professional Dev.	7	480	56
		Total	627.5

Organizational Capacity: While we have many structures in place designed to increase the strength and efficacy of individual teams and teachers, we recognize the importance of teachers sharing resources and best practices across classrooms. Master Teachers meet with the Headmaster in weekly Education Leadership Team meetings to provide updates on classroom progress and use this information to focus professional development on critical areas.

Additionally, NALACS will share summer training and conduct teacher visits with staff from TNAA model schools where training is already in place.

Evaluation and Review: The professional development and summer training programs will be reviewed as part of the school's annual audit by the Board of Trustees. Data to be reviewed will include though is not limited to:

- Surveying teachers through formal and informal feedback after school-wide professional development.
- Classroom observations to determine best practices.
- Formal and informal teacher evaluations.
- Reflective practice.
- School-wide learning walks.

F. Facilities.

Location: NALACS is in the process of identifying a school location in LUFSD District 15. We hope to locate in a LUFSD public space, which would minimize facility cost. However, in the event that suitable public space cannot be found, we have budgeted to lease appropriate space in the LUFSD, District 15 area. Our facilities committee has already identified several possible options and is in ongoing conversations with realtors.

⁷³ <http://www.92y.org/Uptown/Wondeplay/About.aspx>

⁷⁴ <http://www.pz.harvard.edu/>

Facilities Need: The ideal space for NALACS would include large classrooms that can accommodate flexible instruction for up to 65 students and five teachers, similar to the 2,000 sq ft. classrooms found at P.S. 770 in Crown Heights. These innovative classrooms are specifically designed to support a variety of instructional methods, including small group and one-on-one instruction. Furniture and rugs are used to create smaller learning spaces within the classroom. NALACS classes can operate in three or four classrooms comprising a total square footage of 2,000-2,500 sq ft., with teachers and/or students rotating between classrooms during the day. Space needs besides classrooms include: cafeteria, auditorium, kitchen, office space, indoor and outdoor exercise areas, and bathrooms. As NALACS is not a boarding school, it will not be providing any residential facilities. We estimate total space needs of approximately 75-square feet per student, or 4,500 square feet per grade. This number will remain constant from Kindergarten through Fifth Grade; properly sized furniture will be ordered each year to accommodate our growing children until NALACS has the furniture to comfortably accommodate six grades of students from Kindergarten to Fifth Grade. Any NALACS facility will be ADA-compliant and accessible to students and adults with disabilities.

Facilities Cost: As mentioned, if NALACS secures appropriate public facilities, facilities costs should be minimal. If public space is unavailable, facilities costs include rent, janitorial staff and supplies, repairs and maintenance costs, and utilities costs. We have estimated these costs to the best of our ability after speaking with Charter School Business Management, the New York City Charter Center, and principals at existing charter schools. (Projected facilities costs can be found in Attachment 9: Budget and Cash Flow Template.)

Facilities Search: If NALACS's charter application is approved and a public location cannot be secured or is in doubt, the Board of Trustees Facilities Committee will work with prospective parents and community leaders to finalize a location. At this time, NALACS is considering 75 Lawrence Avenue and 7 Inip Drive in Inwood, NY as possible locations. The property on Lawrence Ave. was previously a storage facility and would need to be built out. The Owner is willing to lease the property for \$11 per sq. ft. and has agreed to negotiate the build out. The Inip Dr. Property was formerly a construction/trucking business and has a 20,000 sq ft. lot. We are in conversations with the owner on negotiating a similar leasing deal including a build out. We have budgeted \$35 per sq. ft. inclusive of a build out. We have also contacted LUFSD to inquire about empty space in the district school buildings and will conduct conversations when NALACS has been approved. At this time our facilities committee, in conjunction with a builder, lawyer, and realtor will enter into formal negotiations to secure a suitable facility.

G. Insurance.

Based on the insurance policies obtained by other similar charter schools, below is the approximate coverage NALACS expects to secure assuming it operates the school in a rented space:

- General: \$2 million aggregate and \$1 million for each occurrence.
- Umbrella Liability: \$5 million limit of coverage.
- School Leaders Errors & Omissions: \$1 million in coverage.
- Student Accident: \$500,000 aggregate per accident.
- Student Accident Medical: \$25,000 per accident.
- Student Catastrophic Accident: \$1 million.
- Auto: for non-owned vehicles used in school business.

- Property: \$250,000 in coverage for school furnishings, equipment, and leased space betterments.
- Workers' Compensation: rate determined by New York State.

In the event NALACS is able to secure LUFSD space, insurance policies will be adjusted accordingly.

H. Health, Food, and Transportation Services.

Health Services

Nurse: The school will work with the Lawrence Union Free School District and Department of Health to ensure compliance with health service guidelines and N.Y. Educ. Law § 2854(1)(b). The school will secure a nurse or nursing service to maintain students' records, supervise the disbursement of medication, and the treatment of ill or injured students. This nurse or nursing service will be part-time in years one and two; when a nurse is not on-site those responsibilities that can be delegated will be assigned to the Director of Operations. For Year Three and thereafter, there will be a nurse on site full-time.

Other Staff: At least two staff members will be trained in cardiopulmonary resuscitation (CPR) and the use of automated external defibrillator (AED) equipment. Vision and hearing screenings will be coordinated with the Department of Health and Mental Hygiene by the Director of Operations.

Immunizations: The school will ensure new students adhere to New York State requirements for immunization before they attend:

- Required immunizations include: Diphtheria, Tetanus, Pertussis (DTaP, DTP, Tdap: 3 doses); Polio (IPV, OPV: 3 doses); Measles/Mumps/Rubella (MMR: 2 doses of measles containing vaccine and 1 dose each of mumps and rubella); Hepatitis B (3 doses); Varicella (1 dose).
- Parents or guardians must provide documentation their child has received all required doses of vaccines or at least one dose of each of the required vaccines and is waiting to receive the subsequent doses at the appropriate time intervals.
- Parents or guardians may waive immunization in accordance with Public Health Law and exemptions to immunizations shall be granted if a licensed physician or nurse practitioner certifies such immunization may be detrimental to the student's health, or if the student's parent or guardian holds genuine and sincere beliefs contrary to such immunizations.

Medications: The school will implement strict policies and procedures regarding the safe and secure administration of medication, which will be communicated clearly to parents and staff. The school will only administer medication that is necessary to maintain students in school and which must be given during school hours. Prescribed medication that requires administration through a subcutaneous, intramuscular, intravenous or rectal route; or prescribed medications being administered through pumps, tubes or nebulizers; or oral, topical or inhalant medication needed by non-self-directed students will be given only by the nurse or licensed practical nurses under the direction of the nurse. The nurse may designate other staff to assist self-directed students taking their own oral, topical, and inhalant medication and will provide the training and supervision necessary to perform these tasks in a safe and effective manner.

NALACS will require in writing both orders from a licensed prescriber and permission from parents/guardians to administer medication. All medications, including nonprescription over the counter (OTC) drugs, must be prescribed by a licensed prescriber on an individual basis. Written orders for prescription and nonprescription OTC medications shall include: student's name and date of birth; name of medication; dosage and route of administration; frequency and time of administration; conditions under which medication should be administered; date written; prescriber's name, title, and signature; and prescriber's phone number. The school may request additional information, such as self-administration orders or potential adverse reactions. Medication orders must be renewed annually or when there is a change in medication or dosage.

Prescription medication must be delivered to the school in the original container with an appropriate label including student name; name and phone number of pharmacy; licensed prescriber's name; date and number of refills; name of medication/dosage; frequency of administration; and route of administration. Similarly, OTC medication and drug samples must be in the original manufacturer's container/package. Medications will not be transported daily to and from school; parents will be expected to provide an adequate supply to remain at the school, which will provide locked storage, including refrigeration if required, within a secure health office. If students chronically fail to come for medications, the school nurse will contact the parent to address the problem. The licensed prescriber will also be informed so the medication protocol can be reviewed and possible adjustments made, e.g., home administration, extended release medication. Students may carry and self-administer prescribed medication under circumstances meeting the following conditions: demonstrated need, particularly as it relates to asthma or allergies; written prescriber's orders and request by parents/guardians; and student receives effective instruction and demonstrates adequate level of responsibility

Food Services

Vendors: We intend to contract with Lawrence Union Free School District School Food and Nutrition Services to provide daily breakfast, lunch and snack, but will consider private vendors who can demonstrate the capacity to provide effective and nutritional food services.

Staff: We will hire staff with appropriate food handlers permits to serve meals. Students will not be required to participate in our meal program and can of course elect to bring their own food to school.

Food Services Program: We intend to participate in the federal School Breakfast Program and the National School Lunch Program, administered by the United States Department of Agriculture (USDA); our meals will meet all nutritional requirements. Prior to the start of school, the school will work with families to complete the online School Meals Application form at www.applyforlunch.com.

Each month the Director of Operations will estimate meal participation and bill in advance families of full-paying or reduced lunch eligible students; differences between estimated and actual participation will roll over to the next pay cycle. Per federal regulations, students with a disability that restricts their diet will be served meals at no extra charge. The school will track all meals eaten at the school; students' free and reduced lunch status will remain private. We will never turn away a student whose parent has not paid and have budgeted funds to cover such costs. The school will complete the Meals Served Report Form on a weekly basis to submit to the Office of School Food and Nutrition Services.

Transportation: NALACS will use district busing. The district currently requires registration forms for transportation to be filled out by April 1st. The guidelines on distance for the district apply to students attending non-district schools. We do not foresee transportation being an issue.

I. Family and Community Involvement.

Parent-Teacher Relationships: The New American Leadership Academy Charter School recognizes the importance of family and parent engagement and involvement to a child's education. NALACS's looping classroom teams are beneficial to parents and families, as well as students, allowing long-term relationships to build.

In addition to regular parent-teacher conferences, teaching teams will send home weekly classroom reports, and check in with parents regularly by phone and e-mail. Report cards will be provided at parent-teacher conferences conducted twice per year.

Open Classrooms: NALACS parents will be allowed (and encouraged) to visit the school to observe the classrooms at any time, without making an appointment. This policy was implemented at P.S. 770, P.S. 274, and TNAACS to great success - teachers found that by encouraging parents to visit the classroom, parent-teacher communication and understanding was strengthened.

Planning, Implementation, and Program Design: While NALACS will be using the TNAA model already implemented at P.S. 770 P.S. 274, and TNAACS, we recognize the importance of parent input as we plan and implement the model in the Lawrence Union Free School District. Regular open meetings will be held, from before the lottery through the first months of school, to solicit input and provide parents with updates as to the proposed structure and the design of the school.

Translation: The school will translate printed materials and have Spanish-speaking staff to ensure effective communication with all students and their families. We will also work with the district to provide translation services when needed.

Parent Workshops: In order to assist families in supporting their child's academic and character development, NALACS will design and host regular parent workshops. Separate family literacy workshops for native English speakers and native Spanish speakers will be held in different breakout spaces. These workshops will strengthen parents' connection to the school, their ability to support their children's learning at home, and encourage positive change in the community.

Family Association: NALACS will support an active family association by providing space to meet, access to communication tools, and information parents need to organize their activities. School leadership will make every effort to attend family association meetings and events, and will have an open door policy for its officers to hear their concerns.

Community Involvement: NALACS intends to become rooted in its community and develop strong and productive relationships with community organizations (including LUFSD-specific community organizations like the Five Towns Community Center) and individuals. Staff will build connections to local agencies, non-profits and businesses to recruit students. We expect these relationships to deepen as the school demonstrates its commitment to the students in this community, and ultimately result in support ranging from advocacy to financial or pro bono contributions to services for families.

J. Financial Management.

Budget: Each spring the Headmaster and Director of Operations will evaluate the school's needs for the coming year, including staffing, technology, facility, and instructional materials, and develop a budget based on the previous year's revenues and expenditures and projections for the coming year. The headmaster will then recommend a proposed budget to the Board Treasurer who will then present a final budget to the Board for approval in May. The school will also maintain a five-year budget projection and revise it each year based on current information and long-term strategic plans.

Budgets are monitored on a monthly basis. CSBM will provide school leaders with regular reports, including budget-to-actuals, cash flow and balance statements; any significant variances will be reviewed and discussed with the Board Treasurer, who will provide the board with a monthly report on the school's financial health. Major modifications of the budget will require board approval.

Financial Systems: The school intends to contract with CSBM for financial management in the first five years of operation. CSBM has extensive systems for financial management. Moreover, CSBM will professionally develop the school's staff regarding set up and maintenance of systems for accounting, student and staff records, payroll, tracking of student meals, enrollment and attendance, eligibility for free and reduced priced lunch, and special education and ELL services.

Below are the key services provided by CSBM during the planning year and once the school is operational:

Planning Year

Payroll

- Set up payroll system using ADP
- Process payroll per school's pay schedule
- Post payroll expenses in accounting system
- Complete quarterly payroll reconciliations
- Review/distribute W-2s and prepare/distribute 1099s
- File payroll related documents

Finance/Accounting

- Set up accounting system using QuickBooks Online
- Create/recommend edits for the annual/multi-year budgets (including review of 5 year charter application budget)
- Create/recommend edits for the chart of accounts
- Create/recommend edits for Financial Policies and Procedures (FPP) manual
- Coordinate grant reporting and assess whether grant restrictions are fulfilled
- Reconcile monthly bank statements in the accounting system
- Close books and manage monthly, quarterly and annual fiscal reporting to all constituents including Charter Authorizer, Board of Trustees and School Leadership Team
- Post revenues & expenses and process deposits and disbursements
- File all financial documentation in CSBM's Binder System

Audit Preparation

- Introduce school to potential auditors

- Support completion of the 990 by auditors
- Provide support with completion of the Initial Statement of Financial Controls

Operational Years

Human Resources

- Handle the administration related to HR files
- Enroll/withdraw staff members in benefits, including insurance and retirement plans

Payroll

- Process payroll per school's pay schedule
- Post payroll expenses in accounting system
- Complete quarterly payroll reconciliations
- Review/distribute W-2s and prepare/distribute 1099s
- File payroll related documents

Finance/Accounting

- Create/recommend edits for budgets
- Coordinate grant reporting and assess whether grant restrictions are fulfilled
- Reconcile monthly bank statements
- Close books and manage fiscal reporting to all constituents including Charter Authorizer, Board and School Leadership Team
- Present financial reports to Board of Trustees
- Post revenues & expenses and process deposits & disbursements
- File all financial documentation in Binder System

Audit Preparation

- Support completion of the 990 by the auditors
- Prepare for on-site testing by auditors
- Close books for the fiscal year
- Prepare all requested schedules/analyses and work with auditors until completion
- Review/recommend edits for draft financial statements and draft management letter
- Participate in meeting with Board of Trustees and auditors

Financial Controls: The board will adopt detailed financial policies and procedures to guide school staff and protect school resources. The Headmaster and two members of the Board of Trustees will be authorized check signers. Two signatures will be required for any transactions greater than \$10,000. Approval of the Board Chair is required to open a bank account.

Clear procedures will be established to ensure:

- Segregation of duties to assure funds are safeguarded and properly deposited.
- Establishment of controls to ensure all receipts and expenditures are properly recorded in the accounting records.
- Identification of payments and receipts in sufficient detail to facilitate preparation of the monthly financial reports.

Annual Audits: The school will contract with an independent certified public accountant (CPA) to conduct an annual fiscal audit of all financial reports, including statement of financial position, statement of cash flows, statement of activities, and schedule of functional expenses. All financial transactions will be recorded in accordance with generally accepted accounting

principles (GAAP). All audits will be conducted in accordance with the Government Auditing Standards. We expect the auditor will produce an Initial Statement of Financial Controls in the beginning of the school year and complete the annual audit the following fall. The board will review all audits, meet with the auditor without school staff present, and monitor all efforts by school leaders to address any found deficiencies.

K. Budget and Cash Flow

We have prepared a conservative budget with assumptions based on the experiences of other operating charter schools, Charter School Business Management, Inc., and the New York City Charter School Center. Our revenue estimates are based on 95% of in district enrollment with 5% of students coming from neighboring district. Expenditures assume 100% enrollment. The per-pupil rate of \$23,002 is held constant over the five years. We have assumed minimal revenue from uncertain grants and hope to build a school that can ultimately operate primarily on public funds like any other public school. Though we hope to secure public space by working with LUFSD, we have prepared a five-year budget that assumes we will have to find private space.

Pre-Opening

Revenue: We anticipate revenues based on the Charter School Program grant.

Expenditures: Expenditures will primarily include bringing on the Director of Operations as well as consultants with experience working with TNAA to help with securing space, recruiting staff and students, planning summer training. We have also set aside funds to set up operational and financial systems and to conduct staff and student recruitment.

Cash Flow: We anticipate a positive cash balance for each month of the Pre-Opening period. Should the CSP grant arrive later than anticipated, we will consider deferring compensation or external fundraising.

Year One Budget

Revenues: 89% of revenue is from per-pupil funding for general and special education students; we do not expect to receive IDEA funding until Year 2. We have conservatively estimated 10% of our students with disabilities and 47% eligible for free and reduced price lunch, though in reality these could be underestimates. We also anticipate receiving the second of three CSP installments.

Expenditures: The bulk of expenditures is salary. 34% of salary is administration; 66% is instructional staff. Personnel costs, including taxes and benefits, accounts for 54% of total expenditures, with another 19% devoted to contracted services. School operations are 12% and facility operations are 13% of our costs.

Cash Flow: We anticipate a positive cash balance for each month of the Pre-Opening period. Most start-up costs are incurred early in the year, while salaries are distributed across the year. Based on other schools' experiences, we anticipate receiving DYCD funds in the spring. We project a positive cash balance in all but one month of the first year of operation.

Five-Year Budget

Revenue: We expect to receive IDEA funds beginning in Year 2 and conservatively assume 12% eligibility. Title I funding will increase commensurate with enrollment. CSP is anticipated in the planning year, Year 1 and Year 2. We also assume textbook funds will continue at the current rates.

Expenditures: Salaries increase 3% per year, though in reality that may vary depending on economic conditions. An Operations Associate is hired in Year 2. A Director of Finance is hired in Year 3, replacing contracted services for financial management. Administration is 7% of salary costs and overall personnel is 65% of total expenditures in Year 5. Facility costs are 14% of total expenditures at the end of the charter term. \$25,000 is set aside in each of the first three years to establish an escrow account for dissolution.

Charter School Program (CSP) Grant: Our budget assumes only the base amount of \$500,000.

L. Pre-Opening Plan.

Domain	Action	Start Date	End Date	Responsibility
Academic	Recruit Director of Operations	December 2014	March 2015	HM
Governance	Ratify By-laws and Code of Ethics	January 2015	January 2015	BOT
Governance	Appoint Board officers	January 2015	January 2015	BOT
Business	Contract with CSBM to contract with payroll and other financial systems	January 2015	August 2015	BOT, HM
Business	Obtain 501(c)3 status	January 2015	May 2015	BOT
Academic	Student recruitment	January 2015	April 2015	HM, DOO, CS
Business	Select/administer school-wide insurance policies	February 2015	April 2015	BOT, HM
Facility	Secure facility	February 2015	March 2015	BOT
Facility	Ensure improvements and repairs are made	March 2015	May 2015	DOO
Academic	Recruit and Hire Teachers	March 2015	May 2015	HM, DOO, CS
Academic	Plan/coordinate Summer Training	March 2015	May 2015	HM, DOO, CS
Operations	Complete 5-year technology plan, select server and computers to be purchased	March 2015	April 2015	DOO
Facility	Purchase and assemble furniture	April 2015	July 2015	DOO
Facility	Ensure internet connectivity is installed and tested	April 2015	June 2015	DOO
Facility	Ensure phone lines, phone system, and fax machine are installed and tested	April 2015	June 2015	DOO

Academic	Hold lottery	April 2015	April 2015	HM, DOO
Business	Approve budget for FY15-16	April 2015	April 2015	BOT
Operations	Secure school meals and transportation	April 2015	May 2015	DOO
Operations	Secure nursing and custodial contractors	April 2015	May 2015	DOO
Operations	File all student enrollment forms as required by law	April 2015	August 2015	DOO
Academic	Select and order training materials	April 2015	May 2015	HM, DOO, CS
Academic	Draft, send and collect signed hire letters for all staff with support of pro bono Attorney	May 2015	May 2015	DOO
Operations	Select/administer staff benefits- insurance and retirement plan	May 2015	August 2015	HM
Facility	Obtain Certificate of Occupancy	June 2015	July 2015	DOO
Facility	Finalize facility preparation (prepare offices, post room signs and emergency exit procedures, ensure staff mailboxes are in place)	July 2015	August 2015	DOO
Academic	Run Five Week Summer Training	July 2015	August 2015	HM, DOO, CS
Operations	Complete School Safety Manual	July 2015	July 2015	DOO
Operations	Complete Operations Manual	July 2015	July 2015	DOO
Operations	Complete HR Manual	July 2015	July 2015	HR, DOO
Governance	Vote on Financial Policies and Procedures, HR Manual, School Safety Manual, Operations Manual	July 2015	July 2015	BOT
Business	Complete Financial Policies and Procedures Manual	July 2015	July 2015	HM, DOO
Academic	Train staff on all financial, operational, HR and safety procedures	August 2015	August 2015	DOO

BOT=Board of Trustees; HM=Headmaster; DOO=Director of Operations; CS=Consultants

M. Dissolution Plan.

In the event of dissolution, the school will work closely with appropriate representatives of the LUFSD to develop and implement a dissolution plan that complies with Education Law §§ 219 and 220 and all applicable NYSED guidelines.

Within five days of the decision to close, the Board will designate one Trustee and one school employee to oversee the closing of the school from an operational and financial perspective.

Transfer of Students: The school employee tasked with overseeing the closing of the school will schedule a series of meetings for parents, to provide information about the dissolution,

including a timeline, and offer support in a seamless transition to a nearby public or non-public school. He or she will also work with the home District to transfer all current students to an appropriate school environment as per typical regulations.

Transfer of Student Records: The Trustee will provide the district with files of all scholars currently enrolled at NALACS, including Individualized Education Programs (IEPs), student health and immunization records, attendance records, and report cards. Copies of these files will be given to parents or guardians at the school's expense.

Employee Termination: After an employee termination date is established by the board, the school will notify all employees of termination of employment and/or contracts, and notify benefit providers of pending termination of all employees. Employees will be notified of eligibility for New York State Unemployment Insurance pursuant to any regulations of the New York State Department of Labor.

School Assets: The dissolution plan will provide that all property, which the school has leased, borrowed, or contracted for use will be returned. The return of such property will conform with contractual prearrangement, where applicable, and will be done with reasonable promptness.

The school will accumulate a reserve fund of \$75,000 by setting aside \$25,000 each year for the first three years of operation to cover debts in the case of the school's dissolution. In the event of dissolution of assets in excess of those necessary to meet liabilities, all remaining assets of the school shall be transferred to another nonprofit organization within the Lawrence Union Free School District as designated by the Board.

Attachment 1 Admissions Policy and Procedures

A child who is legally qualified for admission into any Lawrence Union Free School District is also qualified for admission, without charge, to NALACS. Admission will not be restricted on the basis of intellectual ability, measures of achievement or aptitude, athletic ability, disability, race, creed, gender, national origin, religion or ancestry. Admission will be purely on a lottery basis, except with regard to siblings of currently enrolled students and the student's home district, as per the Charter School Law of 1998 (as amended in 2007).

In school year 2015-2016, NALACS will enroll students in Kindergarten and First Grade. Thereafter, it will accept nearly all of its students for Kindergarten. NALACS will backfill upper grades as a result of attrition and student "mobility". Children must turn five years old by December 1 to be eligible for Kindergarten, just as in Lawrence Union Free School District.

If a student is admitted to TNAACS for the first time after having attended another school, that student will be placed into the appropriate grade based on the available educational records from the student's last school. In the absence of sufficient educational records to make a determination, the student will be placed based upon his or her age.

On January 1, 2015, applications will be made available via mail, the main office, fax, our website, and email. At this time parents will also be informed about their transportation options and have access to the transportation request forms for LUFSD. By April 1 (as per an amendment to the Charter School Law), all applications must be received.

NALACS will distribute flyers and pamphlets throughout the local community advertising for admission to the school. Information sessions will be held in the community informing families and community members about the school and the admissions process. Bi-weekly information sessions will be held during January and February preceding the academic year. While these information sessions will not be mandatory, they will be strongly encouraged. The purpose of the sessions is to provide information and to allow parents to make an informed choice for their child. Information sessions will be available in Spanish and accommodations will be made for individuals with any disabilities.

If the number of applications is greater than the number of available seats, then a public lottery will be held. This lottery will be conducted in a public space and administered by a third party. For School Year 2015-2016, the lottery will be held on April 2, 2015. The lottery will always be held after April 1 of each upcoming academic year per the Charter School Law, as amended.

Admission will be based on the following preferences in strict order. After the first year, first priority will be for returning students. Once those slots have been filled, siblings of students who have also been accepted in this lottery are accepted. Third, priority will be those students living in the home district of NALACS. Thereafter, applicants from outside the home district will be drawn. Once all seats are filled, all other names will be pulled and put onto a waitlist in the order in which they were selected. The waitlist will be reset each year.

Within three calendar days of the lottery, NALACS will send letters of notification to parents, with information of either their acceptance to NALACS or their waitlist status and number.

Students who have been accepted will receive an enrollment form and will be asked to sign the NALACS Contract, which will list the rights and responsibilities for the school, parents, and the soon-to-be student.

Families will have approximately 14 calendar days to sign and return the Enrollment Form via mail or drop off. If not received by the deadline, the applicant loses his/her seat and we will contact the next name on the list in the appropriate order.

If the number of applications is less than the number of available seats, then, rather than implement a lottery process, all scholars will be admitted, and a second round of information sessions will be held to fill any remaining seats. If a second lottery process is necessary, the Public Lottery will be held 20 business days after the first lottery held (for example, May 2, 2015 if the first lottery is held on April 4).

All scholars who are accepted for enrollment or re-enrollment must complete all required enrollment forms on time to enroll at NALACS. If these forms are not completed and returned on time, the relevant scholar loses his/her spot in the school and will be placed on the waiting list. These forms include immunization forms, LAB-R for home language, blue card, proof of home address, and proof of the child's successful completion of the previous grade, if entering after kindergarten. Families will also receive a NALACS Student Handbook, which will include information on discipline, rights of students, and expectations.

NALACS will reserve 10% of open seats in a given year for student transfers under the No Child Left Behind (NCLB) School Choice Program. If the school at any time has a scholar enrollment that is 10% over or under its enrollment plan, it will notify its authorizer.

ATLANTIC BEACH ESTATES CIVIC ASSOCIATION

is proud to sponsor an Independence Day Celebration

Beach Party and BBQ

July 3rd
6-10PM
Beach Club

Complimentary Food and Drinks for Residents

Additional Invited Guests: Adults \$20.00

Children under 12 free

Come and hear about the proposed Charter School for our school district . You will have the chance to learn about an excellent free alternative for your child's education!

Come to enjoy a fun-filled evening with a live DJ!

Come to enjoy the annual fireworks display!

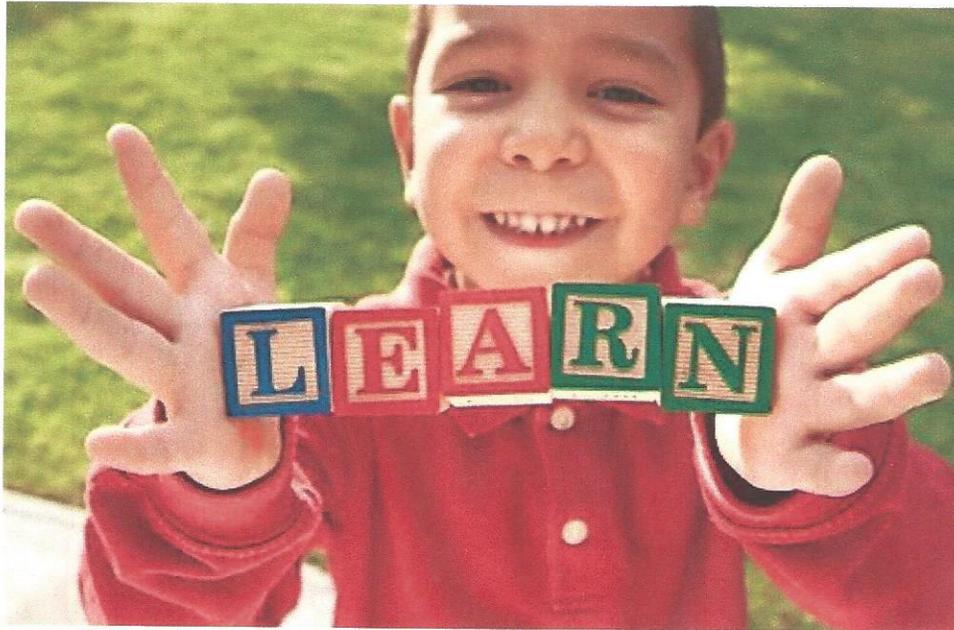
RSVP

www.abestates.org (please include the # of residents and #of guests)

**For guests, make checks payable to:
Atlantic Beach Estates Civic Association**

**Mail to:
P.O. Box 61
Atlantic Beach, New York 11509**

New American Leadership Academy Charter School



Welcome to our site!

[\(haga clic aquí para español\)](#)

We hope you join our efforts to improve educational opportunities in our district.

*Proposed charter school name

About Us

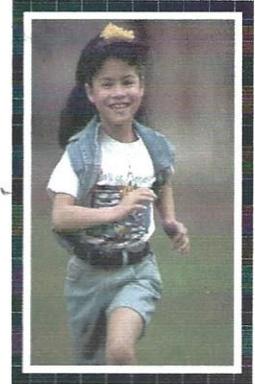
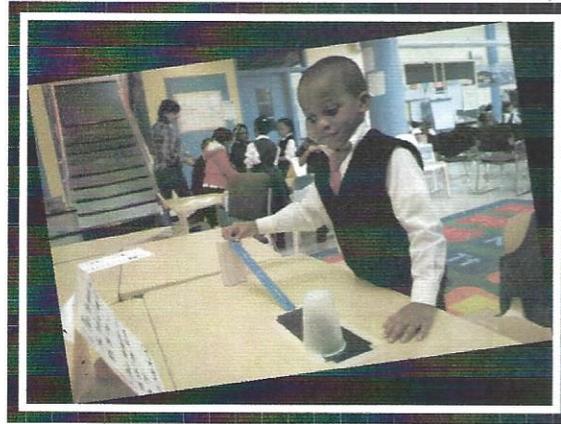
Our schools can and must be better.

We are a group of engaged parents and community members who are passionate about improving educational opportunities for all stakeholders. After learning more about the transformative potential of charter schools we decided to come together to open one such school here in Lawrence Free Union School District 15. We submitted

Attention!

Important Information

About your child's education



New American Leadership Academy Charter School

- **A high-quality educational option**
- **Free, public charter school available to all**
- **No ID required**

**will open in District 15
starting with grades K-1**

**Call Dini Gourarie at 718. 594. 0518
or visit www.NALACS.org to get information about**

New American Leadership Academy Charter School

**Don't Miss Out on This Educational
Opportunity for your Child!**

Atención!

Información Importante Acerca de la Educación de su Niño



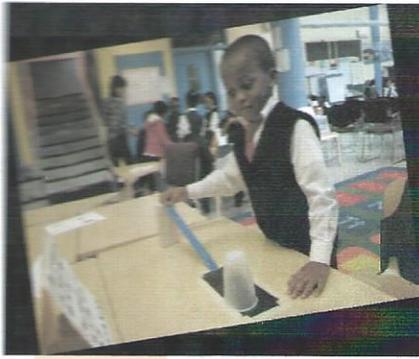
New American Leadership Academy Charter School

- **La Opción de Una Escuela con una educación de alta calidad**
- **Gratis**
- **Pública**
- **No se Pide Identificación**

**Para niños en el Distrito 15
Año Escolar 2015
Comenzando con Grados K-1**

**Llame a Evelyn Gargano al 917-716-5595 para saber más de
New American Leadership Academy Charter School
o visite a www.nalacs.org**

No se Pierda esta Oportunidad Educativa para su Niño!



Atencion!

Informacion Importante

de

New American Leadership Academy Charter School

**Nuestros ninos merecen las mejores
oportunidades educativas**

Julio 7 de 2014 se envio una Carta de Intento

a:

**N Y State Educational Department para abrir
una Escuela Charter (grados K - 5)
para ninos en el Distrito 15
comenzando con grados K-1
al principio del ano escolar 2015**

***Escuelas Charter son escuelas publicas gratis**



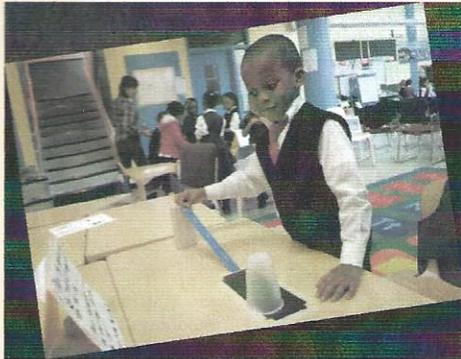
New American Leadership Academy Charter School
ofrecera instruccion personal y rigurosa para fortalecer nuestros
estudiantes academicamente, socialmente, y emocionalmente

**Somos socios de The New American Academy Charter School
Un modelo educativo desarrollado en Harvard University**

**Si usted esta interesado en saber mas de The New American Leadership
Academy, por favor llame a Evelyn Gargano al 917-716-5595 o visite a
www.NALACS.org**



No se pierda esta oportunidad educativa para su nino!



Attention!
Important Information
about
**New American Leadership Academy
Charter School**

**Our children deserve the best
educational opportunities**

**On July 7th, 2014 a Letter of Intent was sent to:
N Y State Educational Department to open
A Charter School * (grades K-5)
for children in District 15
beginning with grades K-1
commencing 2015**

***Charter schools are free public schools**



**New American Leadership Academy Charter School
will offer personalized , rigorous instruction that will strengthen
our students academically, socially, and emotionally**

**We are partnering with The New American Academy Charter School
A model of education developed at Harvard University**

**If you are interested in learning more about the New American Leadership
Academy Charter School, please contact Dini Gourarie at 718.594.05**

or visit www.nalacs.org

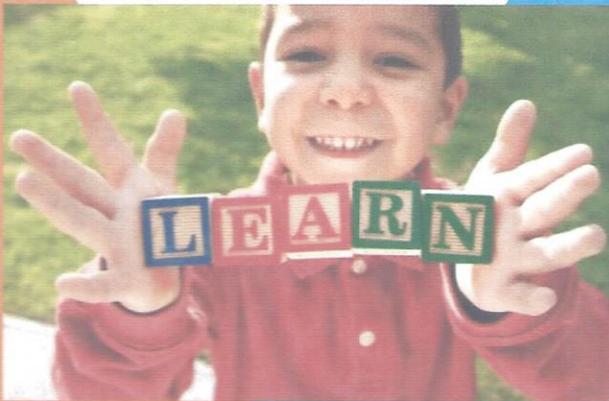


Don't miss out on this educational opportunity for your child!

DISCOVER A BETTER FUTURE FOR YOUR CHILD

New American Leadership Academy Charter School

- ✓ **Free, public education**
- ✓ **Harvard-developed educational program**
- ✓ **Available to children in Lawrence School District 15**



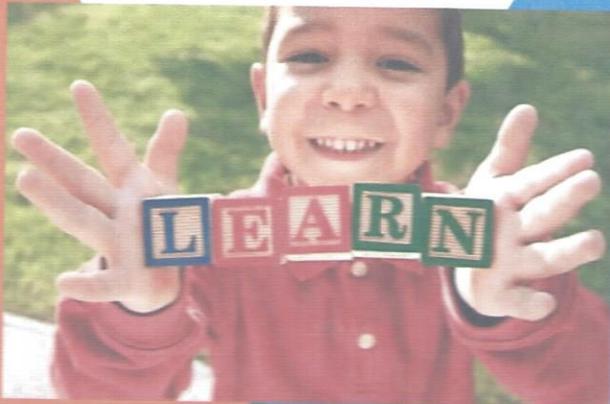
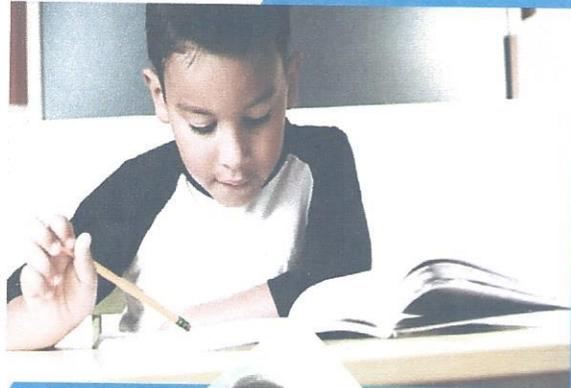
**Will open in 2015
for children entering
Kindergarten & 1st Grade
(Adding a grade each year
until it is a K-5 school)**

**Don't miss out on this educational opportunity for your child.
Call Dini Gourarie at (718) 594-0518 or visit www.NALACS.org
for more information.**

DESCUBRA UN FUTURO MEJOR PARA SU NIÑO

New American Leadership Academy Charter School

- ✓ **Educación gratis y pública**
- ✓ **Programa educacional desarrollado en Harvard University**
- ✓ **Disponible a niños en Lawrence School District 15**



**Se abrirá en 2015
para niños ingresando en
Kindergarten & 1^{er} Grado
(Añadiendo un grado cada
año hasta que sea una
escuela K - 5)**

**No se pierda esta oportunidad educacional para su niño.
Llame a Evelyn Gargano al 917 716 5595 o visite
www.N.A.L.A.S.org para mas información.**

ATLANTIC BEACH ESTATES ASSOCIATION

July 29, 2014

Margaret Foley
President

Anthony Ponte
1st Vice President

Evelyn Batista Gargano
2nd Vice President

Jill Eulitz
Treasurer

Michael Eigen
Corresponding Secretary

Jeanne Sacks
Recording Secretary

Tom Cesare
Sargeant-at-Arms

Board Members
Salvatore Gargano
Tommy Leonard
Yehuda Moseson
Wendy Ponte
Ellen Robbins
Michael Robbins
Burt Sacks
Agostino Vona

Ex-Officio Members
Stan Kass
Alan Kaye
Anthony J. Licatesi
Stephen Silverstein

Director Bill Clarke
NYSED Charter School Office
89 Washington Avenue, Room 471 EBA
Albany, NY 12234

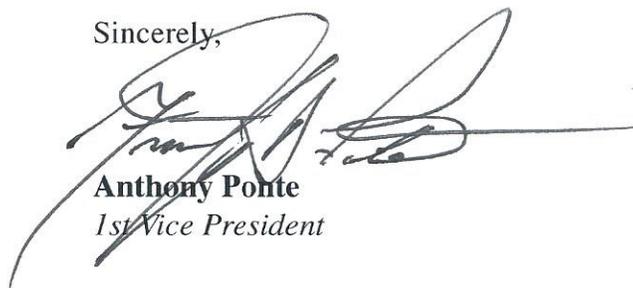
Dear Mr. Clarke,

I am writing to you to express my support for The New American Leadership Academy Charter School (NALACS) proposed for the Lawrence Union Free School District (LUFSD), New York. As you may know, Lawrence currently has five public schools, including three elementary/primary level schools. Of the students attending public schools 29.7% are students with disabilities and 9.7% are English Language Learners. 71% of the enrolled student population are minority students. While LUFSD has the second highest expenditure per pupil they are one of the lowest performing districts in Nassau County and are below the state graduation rate average of 77%. Lawrence UFSD has the sixth lowest graduation rate in Nassau County and has the sixth lowest 4th grade NYS ELA test scores.

I believe we can and must do better. The old model of schooling will not prepare our students for 21st century success. Having met with members of the applicant group of the NALACS, I am excited by the opportunity it presents. Built upon the principles of relationship-based learning, teacher development, and academic rigor NALACS will empower its students to succeed in school, college, and their future lives.

The New American Leadership Academy Charter School is the type of innovative new framework we need if we are to improve the educational outcomes for all of our children. I look forward to continuing to support the board of NALACS as they work to make a difference for Lawrence's children.

Sincerely,



Anthony Ponte
1st Vice President



Reverend Eric R. Fasano, J.C.L.

Mr. Bill Clarke, Director
NYSED Charter School Office
89 Washington Avenue, Room 471 EBA
Albany, NY 12234

July 24, 2014

Dear Mr. Clarke,

Serving as the resident priest for the Catholic Church in Inwood, I am quite familiar with the Lawrence School District (15). The boundaries of my Parish Church cover much of the school district's territory and many of the children and their families are my parishioners. I am also familiar with the administration of this district and know that they work very diligently under challenging socioeconomic circumstances.

A proposal has been brought to your attention by the New American Leadership Academy Charter School (NALACS) in the hopes of establishing a charter school within District 15. I have had the pleasure of interacting with several members of their leadership team and have given my support to their efforts.

I am sure that you have been inundated with the relevant statistics regarding our neighborhoods. The proposal before you is brought by sincere, competent individuals who have only the best interests of the children and their futures in mind. If I can be of any assistance to you, please do not hesitate to contact me. Thank you for your kind attention.

Sincerely,

Reverend Eric R. Fasano, J.C.L.

Sent to 180-200 families

From: Water Club <waterclubhoa@gmail.com>
To: Water Club <waterclubhoa@gmail.com>
Sent: Fri, Aug 1, 2014 4:26 pm
Subject: Charter Schools

We have been contacted by a number of people whose focus is on improving the education for students in the Lawrence School District. As you have undoubtedly read, the statistics for the Lawrence School District over the past years have deteriorated significantly. In response, there is a proposal to establish a Charter School, beginning in 2015.

Given the problems with the Lawrence public school system and the importance of good schools to property values, we are circulating to all homeowners the attached flyer that provides information for anyone who wants to learn more about the proposal to establish a free New American Leadership Academy Charter School.

The flyer is attached. In addition, as a resident currently served by the Lawrence School District, if you wish to voice your support, you can write to:

William Clarke, Director
NYSED Charter School Office
89 Washington Avenue, Room 471 EBA
Albany, NY 12234

Sincerely,
The Board of Directors, The Water Club Homeowners Association

1) Lawrence Union Free School District

- ‘children are not succeeding, because no one knows their needs’ - During two separate meetings with community leaders, they discussed this idea that the whole student was not being served. Children’s social and emotional needs as well as their cultural needs are not being met. The addition of the Reggio Emilia approach, which focuses on the image of the child and the role of the parents, speaks to NALACS core values of understanding and teaching the whole child as well as ensuring their parents, their families, and their cultures play a central role in the education of the child.
- ‘my child needs more time on task’; ‘there isn’t enough time in the day’ - During several of our community meetings, parents were concerned with the new Common Core Learning standards. They discussed how everything feels rushed and their children are not able to complete or delve deep into the content. NALACS has extended their day to include 12.5% more time in the school day. This will allow students to have more time on task and educators the opportunity to create activities and curriculum that allows children to question and find answers in order to understand a concept deeply.
- ‘there isn’t enough information given to us’; ‘I am unsure of what is going on at school’; ‘I don’t get to see my child’s work’; ‘it doesn’t seem like they are doing interesting, hands-on work’ - Immediately following the July 27th presentation, we were approached by over a hundred families to discuss the option of a new school and how they felt the educational needs of their children were not being met. Many community members shared strong feelings of not being informed. NALACS has chosen to have an open door policy towards caregivers. They will have the opportunity to observe and/or participate during the school day. The parents are also invited to participate in Curriculum Celebrations every six weeks. During these celebrations students will teach their parents. It is an opportunity to empower our learners as well as give our parents the chance to see how their children work and learn from the front line. The Reggio Emilia approach views parents as partners and views this relationship as key to the students’ success. Keeping parents informed with a weekly newsletter as well as inviting them to volunteer in the classrooms will help to maintain this bond.
- ‘teachers are scared to try new ideas out in their classrooms’ - At the July 7th Community Center meeting, parents expressed a desire for something new and engaging for their children. NALACS believes not only in empowering students, but inspiring their teachers as well. Within the TNAA model, teacher teams are given the autonomy to create their own curriculum based on the values of the school. They are encouraged to research new ideas and to be innovators in the world of education. This, coupled with the Reggio Emilia approach where the curriculum is child-centered, allows both children and teachers to co-construct learning in a new way that meets their needs within the context of the New York State and Common Core State Standards.
- ‘we need better schools’; ‘I moved out of this district so my children could get a better education’ - Also at the July 27th presentation, many parents and families commented on the desire for an improved education as well as a relief there would finally be another option to address the dismal performance of their children. Delia Mensch went as far as moving out of LUFSD due to her dissatisfaction with the education her children were receiving. NALACS is dedicated to creating a standards based curriculum where children learn through inquiry. It is imperative to improve instruction. Children must

have some control over the direction of their learning; they must be able to learn through experiences of touching, moving, listening, seeing, and hearing; they need to have a relationship with other children and with material items in the world; children must be allowed to explore; and children must have endless ways and opportunities to express themselves. NALACS has incorporated this educational philosophy into their everyday curriculum. We believe with this approach, coupled with the TNAA model of looping, a teaching team, and summer training, the quality of education will improve in this district.

- ‘we need more options’; ‘the kids need more face time with their teachers’; ‘the performance of the students in testing grades is terrible, how is this possible?’ - During the weekly soccer games in Inwood Park, we handed out 160 flyers and met with many of these families to hear about their concerns and answer questions about NALACS. There was great concern over the poor performance of the district schools. Parents were upset with the lack of academic success. As discussed above, NALACS is committed to academic excellence, as well as the social and emotional success of all students.

2) Lawrence Union Free School District Students.

- ‘the best teachers have been let go’- While the students understand this is a contractual issue, they feel the *First In, First Out* policies have taken the best educators out of the classroom. Students expressed that many of these teachers were the ones who made education exciting and created a culture where students wanted to come to school and thrive.
- ‘I want to be a part of the change in this district’ - Several of the students expressed interest in being a part of this initiative. They, along with their parents, want to get the word out there are other options besides the current public schools. These students were very passionate about giving new opportunities to students in the district.

Key points that have helped inform our proposal include:

- The need for high achieving education in the Lawrence Union Free School District
- A desire for lower teacher-student ratios.
- Early intervention is critical therefore NALACS will start with a K and 1st grade and at capacity will be a K-5 school
- The need to fully explain to parents how the TNAA model is executed in practice.
- The importance of the NALACS open door policy that encourages parents to observe instruction.
- The want for innovation and hands on activities.
- The desire for more time on task and for children to fully understand concepts and ideas.
- The importance of understanding the students’ and their families’ social, emotional, and cultural needs.

Attachment 3a Sample Weekly Schedule

Sample Student Schedule

	Monday	Tuesday	Wednesday	Thursday	Friday
8:00-9:00	Breakfast/ Exercise*	Breakfast/ Exercise*	Breakfast /Exercise*	Breakfast /Exercise*	Breakfast/ Exercise*
9:00-12:30	Morning Academic Block **				
12:30-1:00	Recess	Recess	Recess	Recess	Recess
1:00-1:30	Lunch	Lunch	Lunch	Lunch	Lunch
1:30-3:30	Afternoon Academic Block**	Afternoon Academic Block**	Afternoon Academic Block**	Afternoon Academic Block**	Afternoon Academic Block**

* Students will be supervised by administrative staff and have a structured morning exercise/physical education routine with a staff member.

**Although the morning is dedicated to ELA and math it is up to each teacher-team to decide how to use the time. This allows each team (under the direction of their master teacher) to tailor their schedule to the specific needs and requirements of their students every day.

** Based upon six thematic units (engineering, agriculture/husbandry, energy, communication, transportation, medicine) our interdisciplinary units are primarily science and social studies focused, although math and ELA are also incorporated.

Sample Teacher Schedule

	Monday	Tuesday	Wednesday	Thursday	Friday
7:30-9:00	Team Meeting*	Team Meeting*	Team Meeting*	Team Meeting*	Team Meeting*
9:00-12:30	Morning Academic Block	Morning Academic Block	Morning Academic Block	Morning Academic Block	Morning Academic Block
12:30-1:00	Recess/Brea k**	Recess/Brea k**	Recess/Break* *	Recess/Break**	Recess/Break* *
1:00-1:30	Lunch/Brea k**	Lunch/Break **	Lunch/Break* *	Lunch/Break**	Lunch/Break* *
1:30-3:30	Afternoon Academic Block	Afternoon Academic Block	Afternoon Academic Block	Afternoon Academic Block	Afternoon Academic Block
3:30-5:00	N/A	N/A	N/A	Reflection***	N/A

*Morning meetings are dedicated to discussing students, data, content and pedagogy. This provides a structure for ongoing and timely professional development that directly impacts the instruction taking place later that day.

** Teacher teams will alternate being with the students so that each team can have a 30- minute break.

*** In addition to their daily ninety-minute meetings teachers will have 1.5 hours each week to reflect on their practice as a team.

Attachment 3b Sample 2015-2016 Schedule

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July						
Su	Mo	Tu	We	Th	Fr	Sa
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30	31	

August						
Su	Mo	Tu	We	Th	Fr	Sa
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30	31					

September						
Su	Mo	Tu	We	Th	Fr	Sa
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30			

October						
Su	Mo	Tu	We	Th	Fr	Sa
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	31

November						
Su	Mo	Tu	We	Th	Fr	Sa
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30					

December						
Su	Mo	Tu	We	Th	Fr	Sa
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30	31		

January						
Su	Mo	Tu	We	Th	Fr	Sa
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30
31						

February						
Su	Mo	Tu	We	Th	Fr	Sa
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29					

March						
Su	Mo	Tu	We	Th	Fr	Sa
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30	31		

April						
Su	Mo	Tu	We	Th	Fr	Sa
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30

May						
Su	Mo	Tu	We	Th	Fr	Sa
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30	31				

June						
Su	Mo	Tu	We	Th	Fr	Sa
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30		

July						
Su	Mo	Tu	We	Th	Fr	Sa
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30
31						

MapKey	
	Summer Training
	First/Last day of instruction
	Curriculum Celebrations
	Report Cards Issued
	PD Days
	Holidays
	Curriculum Mapping

7/6-7/24, 8/18-8/31
 9/1, 6/30
 10/20, 11/30, 1/22, 3/11, 4/29, 6/10
 11/12, 3/15, 6/22
 10/2, 11/6, 12/11, 1/25, 3/3, 4/1, 5/10
 See below*
 7/5-7/8

Federal Holidays 2015/16

Jul 3	Independence Day (obs.)	Nov 11	Veterans Day	Jan 18	Martin Luther King Day
Jul 4	Independence Day	Nov 26	Thanksgiving Day	Feb 15	Presidents' Day
Sep 7	Labor Day	Dec 25	Christmas Day	May 30	Memorial Day
Oct 12	Columbus Day	Jan 1	New Year's Day		

Some salient features of our yearly calendar are:

- We will have a total of 182 days of instruction
- In July we will begin with 3 weeks of summer training program for both teacher teams. The first week will take place at Harvard University while the following weeks will take place in New York City.
- The two final weeks of summer training conclude at the end of August and beginning of September.
- Each 6-week interdisciplinary unit will culminate in a curriculum celebration during which students will showcase what they have learned. All members of the NALACS community will be invited to participate in celebrating and acknowledging our students' learning.
- NALACS will only recognize federal holidays and breaks that align with LUFSD.
- Every 5th week NALACS will have a professional development day for curriculum work and team reflection. Students will not be in attendance on those days.
- Teachers will meet for a week of curriculum mapping July after the 1st day of instruction.

Attachment 4: Student Discipline Policy

The New American Leadership Academy Charter School exists to inspire leaders and empower learners to help create a better world. The development and nurturing of a unique culture is a critical step in helping us achieve this goal. NALACS culture will be based upon our H.E.A.R.T values: Humility, Empowerment; Aspiration; Responsibility; and Teamwork. We are committed to practicing these values as a school and ask that caregivers and students commit to following them as well.

Dress Code: NALACS is a relationship-based model and community plays a vital role, therefore, we will institute a school uniform. This uniform will be a unifying factor within our school community. It is also a visible signature of our school to the larger community, an indicator of our unity and of our pride of purpose. A uniform also imparts a sense of pride, purpose, and responsibility. While we have identified an inexpensive uniform provider, we understand that all families may not be able to afford the uniform. No student will be denied access to the school because of an inability to purchase the school uniform. We will keep reserves on hand to assist families who cannot afford the uniform.

Boys	Girls
<ul style="list-style-type: none"> • Navy blue dress pants • White shirt • Red tie • Black shoes 	<ul style="list-style-type: none"> • Navy Blue shirt (with white stockings) • White blouse • Red tie • Black shoes

The following dress code guidelines apply to all students:

1. Students are to wear the NALACS uniform every day
2. All shirts are to be tucked in and worn appropriately.
3. All pants must fit around the waist. Boys must wear a belt every day. Belts should be of appropriate size and nature, i.e., no large-faced images or symbols which may pose as a distraction.
4. Students may not wear hats, caps, do-rags, or other head coverings in the school (Except in the case of religious observance).
5. For safety reasons the following jewelry will not be permitted: necklaces outside of shirt, chains, chokers, multiple finger rings, and dangle earrings.
6. Students cannot wear shoes that show their toes or heels.

Code of Conduct: While we believe that a positive school culture and engaging academic program help minimize negative behavior, at times they are not enough and a disciplinary process is needed. In particular, behaviors that disrupt learning or harm oneself or others will not be allowed. Our guiding policy is to be fair, firm and consistent in the application of discipline for inappropriate behavior. To be fair, consequences will “fit the crime” and be developmentally appropriate.

We will have several tiers of disciplinary action.

1. Teacher directed. Each teacher-team creates as part of the summer training a classroom management system. While open for refinement, this system will be used throughout the looping cycle to ensure consistency. While they may differ from team to team each system will include a series of consequences a teacher may employ is a student misbehaves. Examples of a negative behavior and corresponding teacher directed consequence include but are not limited to:

Behavior	Consequence
<ul style="list-style-type: none"> • Chewing gum • Being out of uniform • Unexcused lateness • Poor posture • Making inappropriate noise • Not listening 	<ul style="list-style-type: none"> • Moving a student's pin/name down to a lower color on the chart. • Verbal warning • Removal from group activities • Silent meal

2. Master Teacher directed. If a more severe consequence is needed the matter can be referred to the Master Teacher. Examples of a Master Teacher directed consequence include but are not limited to:

Behavior	Consequence
<ul style="list-style-type: none"> • Fighting • Disrespecting a teacher of faculty member • Deliberately disrupting class • Chronic lateness 	<ul style="list-style-type: none"> • Detention • Communication with parent/guardian • Removal from class • Parent/guardian conferences • Verbal or written apology to community

3. Headmaster directed. For the most severe cases the matter can be referred to the Headmaster. Examples of a Headmaster directed consequence include but are not limited to:

Behavior	Consequence
<ul style="list-style-type: none"> • Chronic Fighting • Chronic Disrespecting a teacher of faculty member • Chronic Deliberately disrupting class • Consistent lateness 	<ul style="list-style-type: none"> • Parent/guardian conferences • Suspension • Expulsion

The ultimate purpose of each consequence is that students learn and grow from their mistakes, therefore care will be taken to ensure that students have time to reflect and process either during or after each consequence. These reflections will be shared either verbally or in writing and will form an important part of the disciplinary process.

Violations of the Code of Conduct and consequences are subject to the discretion of the Headmaster and may be adjusted accordingly. Finally, any breaches of state or federal law may be handled in cooperation with Nassau County Police

Disciplinary Procedures and Due Process: Parents will be notified of all consequences that involve removing students from class, activities or the school. Students will be told of all charges against them and be provided with the opportunity to describe their side of the story. The Headmaster or other school official shall consider this explanation prior to taking disciplinary action. For minor infractions parents may be merely notified and/or a conference requested to assist in resolving the situation. For more serious issues that involve removal of the student from participation in the school, parents will always be notified and have opportunities to discuss and appeal the disciplinary action. In cases where the student has committed a crime or violation of local, state or federal law, law enforcement authorities will be notified. The contents of the notice and due process are outlined below for suspension and expulsion.

Short- and Long-term Suspension: A short-term suspension is defined as an in-school or out-of-school suspension of five days or less. The Headmaster may impose short-term suspension for serious cause. A long-term suspension is defined as an in-school or out-of-

school suspension of more than five days. If necessary, the student will be immediately removed from the class or the school. The school staff involved shall make reasonable efforts to verify facts and statements prior to recommending suspension.

When the school proposes suspending a student, the parent/guardian will be notified immediately or as soon as practicable by telephone or email and will also be notified by overnight mail service or other method to his/her last known address within 24 hours of the school's decision to propose a short-term suspension. The written notice will include the reason(s) for the proposed suspension, the proposed duration of the suspension and whether the proposed suspension will be in-school or out-of school.

The notice will also advise the parent/guardian that he/she will have the opportunity to request an informal conference with the Headmaster or his/her designee for short-term suspensions. The student and parent/guardian will be given an opportunity to deny or explain the charges and to present his/her own evidence. The Headmaster may then, at his or her discretion, decide to impose lesser consequences than suspension. A written decision, in the parent's dominant language, will be issued after the informal conference.

For long-term suspension, a hearing with the Headmaster or a delegate will be scheduled. All members of the staff who were involved in witnessing the alleged discipline violation are required to participate. A decision by the Headmaster will stand as the final decision, though the student's family has the right to appeal to the Board.

Expulsion: An expulsion is the permanent removal of a student from the school. In the case of conduct which in the school's judgment warrants expulsion, the student may be subjected to a short or long-term suspension first. If the Headmaster decides that an infraction warrants expulsion, a hearing as described above will be held. Based on that hearing, the Headmaster will make a recommendation to the Board of Trustees, which will make the final decision. That decision may be appealed to the Board.

Students with Disabilities: The school's disciplinary policy, as regards any student with a disability, will be consistent with the Individuals with Disabilities Act (IDA), its implementing regulations and applicable New York State law respecting students with disabilities. The school will cooperate with the Committee on Special Education ("CSE") of the student's district of residence as necessary to ensure compliance with all applicable laws and regulations.

Generally, a student with a disability may be disciplined in the same manner as his/her non-disabled peers as set forth above, unless it is determined that the infraction is a manifestation of his/her disability. A student whose Individualized Education Program (IEP) includes a Behavior Intervention Plan (BIP) will be disciplined in accordance with the BIP. If the BIP appears not be effective or if there is a concern for the health and safety of the student or others if the BIP is followed with respect to an infraction, the matter will be immediately referred to the CSE for consideration of a change in the guidelines. However, when a student is suspended for more than ten days, or on multiple occasions that, in the aggregate, amount to more than ten days in a school year, additional safeguards are in place to ensure that the student's behavior was not tied to or was a manifestation of his/her disability. An exclusion from school for a period greater than 10 days, is considered a change in placement. If a student identified as having a disability is suspended during the course of the school year for a total of eight days, the school will contact the CSE for reconsideration of the student's educational placement. Such student

shall not be suspended for a total of more than ten days during the school year without the specific involvement of the CSE prior to the eleventh day of suspension.

NALACS will work with the CSE to ensure that it meets within seven days of notification of any of the following: an infraction by a student with a disability who has previously been suspended for the maximum allowable number of days; any infraction resulting from the student's disability; or any infraction by a student with a disability, regardless of whether the student has previously been suspended during the school year, if the Headmaster would seek to impose a suspension in excess of ten days. Specifically, when a change of placement of greater than ten days is proposed, a manifestation team consisting of: someone from the CSE who is knowledgeable about the student and can interpret information about the student's behavior generally; the parent/guardian; and relevant members of the student's CSE IEP team (as determined by the parent and CSE) shall convene immediately if possible, but in no event later than ten days after the decision to change placement, to determine whether the conduct was a manifestation of the student's disability.

In the event of a proposed short-term or long-term suspension or expulsion of a student with disabilities, the school will follow the notice procedures described above. The notice to the parent/guardian will advise that the CSE has been notified, state the purpose of the CSE meeting, the names of the expected attendees, and indicate the parent/guardian's right to have relevant CSE members attend.

The manifestation team must review the student's IEP together with all relevant information within the student's file and any information provided by the parent/guardian. If the team concludes that the child's behavior resulted from his disability, they must conduct a functional behavioral assessment (FBA) and implement a BIP to address the behaviors giving rise to the conduct, unless an FBA or BIP was made prior to the student's violation of school rules, in which case each should be reviewed and revised, if necessary, to address the behavior. A student whose IEP includes specific disciplinary guidelines will be disciplined in accordance with those guidelines.

Moreover, the student must also be returned to his or her original placement (i.e., the placement from which he/she was removed), unless: (a) the parent and district agree to another placement as part of the newly created or revised BIP, or (b) in cases where the child: (i) carries or possesses a weapon to or at school, on school premises, or to or at a function under the jurisdiction of the State or local educational agency; (ii) knowingly possesses or uses illegal drugs, or sells or solicits the sale of a controlled substance, while at school, on school premises, or at a school function under the jurisdiction of the State or local educational agency; or (iii) has inflicted serious bodily injury upon another person while at school, on school premises, or at a school function under the jurisdiction of the State or local educational agency.

The CSE shall determine an appropriate Interim Alternative Educational Setting ("IAES"), which shall not exceed 45 days. If a student does not currently have an IEP, but prior to the behavior which is the subject of the disciplinary action, the school has a basis of knowledge that a disability exists, the student's family may request that the student be disciplined in accordance with these provisions.

Alternative Instruction: Students who are suspended will be provided with alternative instruction. Alternative instruction means actual instruction for no less than one hour a

day as opposed to simply giving homework or assigning self-study. Arrangements will be made between the school and each individual family on a case-by-case basis. In cases of suspension, alternative instruction by qualified staff will be offered within 24 hours of any suspension. Such instruction can be at a location and time of the school's choosing, so long as each is reasonable and the student has notice of it. The school can choose to provide tutoring to a suspended student at the school, the student's home or some other reasonably accessible location, either during the school day or before or after school hours. The quality of the instruction will be designed to allow the student to keep pace with school-work, receive all assignments and assessments, and generally advance with the curriculum. In addition, when appropriate, the student may be assigned a project designed to address the conduct that gave rise to the suspension. During long-term suspensions, the school may also seek to place the student in any alternate education program that is operated by the student's school district of residence. For a student who has been expelled by the school, the means and manner of alternative instruction will be the same as for a student who has been suspended. Alternative instruction will be provided until the student is enrolled at another accredited school, or otherwise participating in an accredited program, including any alternative education program operated by the student's school district of residence, to the extent the provision of such services is required by law.

If the suspension of a student with a disability is upheld, the student, at the school's sole discretion, may be placed in alternative instruction, or be required to remain at home during the term of the suspension, but not for a period of time greater than the amount of time a non-disabled student would be subject to suspension for the same behavior. The school will assign staff to develop alternative instruction that will enable the student to complete required coursework and make sure that the student progresses toward his/her IEP goals. If the school believes it is unable to accommodate the provisions of the student's IEP, it will immediately contact the CSE to convene a meeting to remedy the situation. The school will coordinate with the student's general education teachers to ensure that the coursework and homework is gathered and provided to the student. During alternative instruction, the school will insure all assignments are taught, reviewed, and submitted to the general education teacher in a timely fashion.

Bus Policy: Appropriate behavior on school buses is necessary at all times to make transportation safe and efficient; therefore, misconduct on the bus will not be tolerated. The following system is in place in the event a student does not behave properly on the bus: 1st incident: a warning is issued; 2nd incident: the student will not be allowed to use the bus for one day; 3rd incident: the student will not be allowed to use the bus for an entire school week; 4th incident: the student will be prohibited from using the bus.

Gun-Free Schools: Federal and State Law require expulsion from school for a period of not less than one year for a student who is determined to have brought a firearm to the school, or to have possessed a firearm at school, except that the Headmaster may modify such expulsion requirement for a student on a case-by-case basis. "Weapon" as used in this law includes firearms and explosives. The Headmaster shall refer a student under the age of sixteen who has been determined to have brought a weapon or firearm to school to a presentment agency for a juvenile delinquency proceeding. Any action taken by criminal justice or juvenile agencies will be in addition to, and independent of, discipline imposed by a school.

Attachment 5a: Charter School Trustee Background Information

School Trustee Background Information

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

Name: Burton Sacks

Charter School Name: New American Leadership Academy Charter School

Charter School Address: NA

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

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

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

Background

1. Please provide your educational and employment history. You may do so by attaching a résumé. Resume Attached
2. Please affirm that you are or will be at least eighteen years old at the time of your appointment/election to the board. I affirm.
3. Please affirm that you have read Article 56 of the New York State Education Law, and understand the relationship between a charter school and the authorized chartering entity as defined in that statute. I affirm.
4. Please indicate how you became aware of the charter school and the opportunity to serve as a member of its board. See Attached
5. Please explain why you wish to serve on the board. See Attached

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

7. Please indicate whether or not you have ever been convicted of a misdemeanor and/or felony in state or federal court in any jurisdiction.

This does not apply to me. Yes.

If the answer to this question is yes, please provide the following details regarding your conviction(s): (1) the name of the criminal offense(s); (2) whether the criminal offense(s) was a misdemeanor or felony; (3) the facts and circumstances surrounding your conviction(s); (4) the date(s) of your conviction(s); and (5) the date(s) of disposition(s).

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

8. Please indicate if you currently have any criminal charge(s) pending against you in state or federal court in any jurisdiction.

This does not apply to me. Yes.

If the answer to this question is yes, please provide an explanation.

Conflict of Interest

9. Please indicate whether you, your spouse, or other family member knows any of the other prospective or current board members.

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

If your answer is yes, please indicate the precise nature of your relationship here: *Neighbors and former colleague*

10. Please indicate whether you, your spouse, or other family member knows any person who is a prospective or current charter school employee.

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

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

11. Please indicate if you, your spouse, or other family member or any corporation, business or other entity in which you, your spouse or other family member serve as an employee, officer, or director or own a

controlling interest in, contracts or does business with, or plans to contract or do business with, the charter school, including but not limited to, the lease of real or personal property to the charter school.

No. Yes.

If yes, please describe the nature of the contract or business and, if applicable, the relationship of the person to the corporation, business or entity involved:

12. If the charter school is partnered with an educational service provider (a management company, whether for-profit or not-for-profit), please indicate whether you, your spouse, or any family member knows any employees, officers, owners, directors or agents of that provider. If your answer is in the affirmative, please describe any such relationship.
 Not applicable because the School does not/will not contract with a management company or charter management organization.
 I / we do not know any such persons. Yes.
13. If the charter school is partnered with an educational service provider, please indicate whether you, your spouse or other family member has a direct or indirect ownership, employment, contractual or management interest in the provider. For any interest indicated, please provide a detailed description.
 Not applicable because the School does not/will not contract with a management company or charter management organization.
 I / we have no such interest. Yes.
14. If the charter school is partnered with an educational services provider, please indicate if you, your spouse or other family member anticipates conducting, or is conducting, any business with the provider. If so, please indicate the precise nature of the business that is being or will be conducted.
 Not applicable because the School does not/will not contract with a management company or charter management organization.
 I / we do not anticipate conducting any such business. Yes.
15. Please indicate whether you, your spouse or other family member is a director, officer, employee, partner or member of, or is otherwise associated with, any organization which filed an application in conjunction with the charter school, i.e., is partnered with the charter school. To the extent you have provided this information in response to items 9-12, you may so indicate. This does not apply to me, my spouse or other family members. Yes.
16. Please indicate the potential ethical or legal conflicts of interests (if any) that would, or are likely to, exist should you be approved for service on the charter school's board.
 None Yes

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

Educational Philosophy

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

Other

21. Please explain your understanding of the appropriate role of a public charter school board member.
22. Please affirm that you have read and understand the charter school application, the charter 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.

(Attached . responses to questions 17-23)

School Trustee Background Information - Burton Sacks

4. Please indicate how you became aware of the charter school and the opportunity to serve as a member of its board.

When I became aware through the press of deficiencies in the academic performance of the district's students, I approached the Atlantic Beach Estates Civic Association regarding development of a charter school. As a founding member of the planning group, I was aware of the opportunity to serve as a board member.

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

I enjoy working in public education, and I have done so for my entire career.

6. Please indicate whether you have previously served or are currently serving on a board of a school district, a non-public school or any not-for-profit corporation....

I also serve on the board of the UFT Charter School and University Prep Charter HS. For over 40 years I have worked in and with the New York City public school system and the City University of New York, in a variety of capacities, to improve educational opportunities for children and young adults. I will draw on all of this experience in my board service.

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

If I believed that one or more board members were working for their own benefit or the benefit of their friends and family, I would discuss my concern with the board member. If I was dissatisfied with the outcome of the discussion, I would raise the matter with the full board of trustees. If I remained dissatisfied with the outcome, I would raise the matter with the school's authorizer.

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

The mission of the New American Leadership Academy School (NALACS) is to improve educational opportunity for students in the Lawrence Free Union School District 15 by offering personalized, rigorous instruction to develop students academically, socially, and emotionally. This will be accomplished through implementation of an educational model integrating the following components: the New American Academy model developed at Harvard's Urban Superintendent Program (USP), best practices developed at The New American Academy Charter School in Brooklyn, New York, and the Reggio Emilia pedagogical approach.

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

The three components described above utilize the following instructional approaches: a child-centered, project-based constructivist approach to curriculum; teaching teams with four-five teachers, led by a master teacher and including a special education teacher, responsible for a cohort of 60 students; looping cycles in which the teaching team works with the same cohort of students for six years; a mastery-based teacher career ladder (apprentice, associate, partner, and master teachers); a student to teacher ratio of 15:1; a five-week summer teacher training program; and a 20% increase in instructional time over the school year.

20. Please indicate what you believe to be 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.

Research and practice indicate that successful charter schools have five key features: strong leadership; a competent and caring faculty; a culture of high-expectations; a well-designed instructional delivery system with standards-aligned curriculum, pedagogy, and assessments; and a meaningful connection to families and the community. The board will monitor progress across these five domains to ensure success.

21. 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 is to oversee and verify the work of the principal/chief executive and to hold him/her accountable for the programmatic, operational, and financial success of the school.

BURTON SACKS

EDUCATION

Yeshiva University, Ferkauf Graduate School
.Professional Diploma (P.D.) Educational Administration, 1987
New York University, Graduate School for Public Administration
.Post Graduate Study in Urban Services and Organizational
Development, 1973-75
Long Island University
.Masters of Science in Guidance and Counseling, June 1973
.Masters of Science in Education, June 1970
.Bachelor of Arts in History/Economics, June 1969

PROFESSIONAL EXPERIENCE

July 2011 - Present
President, CUNY Ventures

March 2008 - Present
Deputy Chief Operating Officer
City University of New York (CUNY)
205 East 42 Street, New York, NY 10017

December 2002 - February 2008
Senior Assistant to the President
For Policy and External Relations
United Federation of Teachers
52 Broadway, New York, NY 10004

May 1992 - December 2002
Chief Executive
Board of Education of the City of New York
110 Livingston Street
Brooklyn, New York 11201

Direct responsibility for:
Office of Community School District Affairs
Office of Monitoring
Office of Special Projects
Nonpublic School Reimbursable Programs

Office of Zoning
Office of Student Safety and Prevention Programs
Office of Charter Schools
Liaison to NYPD Office of School Safety

January 1990 - May 1992

Executive Director, Division of Funded Programs

Responsible for the supervision of 400 staff members in five offices; the administration and monitoring of budgets and programs exceeding \$800 million of federal and state educational projects in 32 local school districts, the Division of High Schools and the Division of Special Education. The Division of Funded Programs serves as a resource to community school districts, schools and central offices in the development of quality instructional and support services for children. The Division is available to assist in the planning and management of funded programs, expanding resources through securing competitive funding, developing collaborative programs with external agencies and strengthening the knowledge base and skills of funded programs staff.

October 1988 - January 1990

Executive Director, Office of Intergovernmental Affairs

Responsible for the supervision of 32 employees in Washington, D.C., Albany and New York City; analysis of existing federal, state and local laws and development of interpretations and applications to the educational process; identification of appropriate legislative or executive resources needed to meet the needs of the schools; development of coordinated federal, state and city legislative agendas to meet these needs; coordination of the dissemination of accurate information about the schools to the public and promotion of the positive accomplishments of students and staff through the media and special events.

January 1987 - October 1988

Deputy Executive Director

Division of Planning, Program Development and External Programs

Responsible for the supervision of 150 staff members in five offices; oversight of \$3 million divisional budget; assisted the Executive Director in planning and designing the programmatic aspects of Board of Education reimbursable programs and coordinating linkages between the Board of Education and government agencies, community-based organizations and universities.

Community School District 22
2525 Haring Street
Brooklyn, New York 11235

1979-1987 Director of Funded Programs

Responsible for the administration and supervision of the reimbursable programs office for Community School District 22; the development of all federal, state and private grants for reimbursable programs in the 26 district schools, and the development, administration and monitoring of budgets exceeding \$20 million of federal and state educational programs.

Community School District 22

1976-1979 Special Assistant to the Superintendent
for Research and Development
1974-1976 Special Education Unit Teacher, PS 251
1972-1974 Guidance Counselor, PS 197 and PS 251
1969-1972 Teacher, Common Branches, PS 251

PROFESSIONAL EXPERIENCE AT THE UNIVERSITY LEVEL

Kingsborough Community College
2001 Oriental Boulevard
Brooklyn, New York 11235

1971-1988 Assistant to the Director of Evening Studies

PROFESSIONAL LICENSES AND CERTIFICATIONS

.Educational Administrator, Senior Funded Programs Management
Instructional Specialist (Tenured)
.New York State Certification in Administration and Supervision
.New York State Certification as a School District Administrator
.New York State Certification in Guidance and Counseling
.New York City Regular Day High School, Social Studies
.New York City Common Branches (Tenured)

PROFESSIONAL AFFILIATIONS

- .United Federation of Teachers (Past Member)
- .Council of Supervisors and Administrators (Past Member)
- .Past President, Education Administrators Association, CSA
- .Doctoral Association of New York Educators
- .Association of Compensatory Educators

COMMUNITY SERVICE

- .Atlantic Beach Estates Civic Association
- .Trustee, Board of Directors, University Prep Charter School, Bronx, New York
- .Trustee, Board of Directors, UFT Elementary/Secondary Charter School
- .Trustee, Board of Directors, Sports and Art in Schools Foundation (Past)
- .Appointed Member of local Community Planning Board 15 (Past)
- .Member of Board of Directors of Sheepshead Bay Development Corporation (Past)
- .Appointed Member of 61st Police Precinct Council (Past)
- .Elected Delegate to National Democratic Convention (1976)

References available upon request.

School Trustee Background Information

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

Name: Evelyn Batista Gargano

Charter School Name: New American Leadership Academy Charter School

Charter School Address: NA

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

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

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

Background

1. Please provide your educational and employment history. You may do so by attaching a résumé. Resume Attached
2. Please affirm that you are or will be at least eighteen years old at the time of your appointment/election to the board. I affirm.
3. Please affirm that you have read Article 56 of the New York State Education Law, and understand the relationship between a charter school and the authorized chartering entity as defined in that statute. I affirm.
4. Please indicate how you became aware of the charter school and the opportunity to serve as a member of its board. *(see attached)*
5. Please explain why you wish to serve on the board. *(see attached)*

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

7. Please indicate whether or not you have ever been convicted of a misdemeanor and/or felony in state or federal court in any jurisdiction. This does not apply to me. Yes.

If the answer to this question is yes, please provide the following details regarding your conviction(s): (1) the name of the criminal offense(s); (2) whether the criminal offense(s) was a misdemeanor or felony; (3) the facts and circumstances surrounding your conviction(s); (4) the date(s) of your conviction(s); and (5) the date(s) of disposition(s).

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

8. Please indicate if you currently have any criminal charge(s) pending against you in state or federal court in any jurisdiction.

This does not apply to me. Yes.

If the answer to this question is yes, please provide an explanation.

Conflict of Interest

9. Please indicate whether you, your spouse, or other family member knows any of the other prospective or current board members.

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

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

neighbors

10. Please indicate whether you, your spouse, or other family member knows any person who is a prospective or current charter school employee.

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

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

11. Please indicate if you, your spouse, or other family member or any corporation, business or other entity in which you, your spouse or other family member serve as an employee, officer, or director or own a

controlling interest in, contracts or does business with, or plans to contract or do business with, the charter school, including but not limited to, the lease of real or personal property to the charter school.

No. Yes.

If yes, please describe the nature of the contract or business and, if applicable, the relationship of the person to the corporation, business or entity involved:

12. If the charter school is partnered with an educational service provider (a management company, whether for-profit or not-for-profit), please indicate whether you, your spouse, or any family member knows any employees, officers, owners, directors or agents of that provider. If your answer is in the affirmative, please describe any such relationship.
 Not applicable because the School does not/will not contract with a management company or charter management organization.
 I / we do not know any such persons. Yes.
13. If the charter school is partnered with an educational service provider, please indicate whether you, your spouse or other family member has a direct or indirect ownership, employment, contractual or management interest in the provider. For any interest indicated, please provide a detailed description.
 Not applicable because the School does not/will not contract with a management company or charter management organization.
 I / we have no such interest. Yes.
14. If the charter school is partnered with an educational services provider, please indicate if you, your spouse or other family member anticipates conducting, or is conducting, any business with the provider. If so, please indicate the precise nature of the business that is being or will be conducted.
 Not applicable because the School does not/will not contract with a management company or charter management organization.
 I / we do not anticipate conducting any such business. Yes.
15. Please indicate whether you, your spouse or other family member is a director, officer, employee, partner or member of, or is otherwise associated with, any organization which filed an application in conjunction with the charter school, i.e., is partnered with the charter school. To the extent you have provided this information in response to items 9-12, you may so indicate. This does not apply to me, my spouse or other family members. Yes.
16. Please indicate the potential ethical or legal conflicts of interests (if any) that would, or are likely to, exist should you be approved for service on the charter school's board.
 None Yes

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

Educational Philosophy

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

Other

21. Please explain your understanding of the appropriate role of a public charter school board member.
22. Please affirm that you have read and understand the charter school application, the charter 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.

(See attached responses to question 17-23)

School Trustee Background Information – Evelyn Batista Gargano

4. Please indicate how you became aware of the charter school and the opportunity to serve as a member of its board.

I am co-vice president of the Atlantic Beach Estates Civic Association. In many of our meetings, the poor performance of the children of our school district is a much discussed subject. Burton Sacks, one of our civic association board members, suggested we try and help our children academically by opening a charter school in our school district. I became aware of the opportunity to serve as a board member of our proposed charter school as a founding member of the planning group.

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

I am now in a position in my life where I have the time and energy to give back to my community and this is an excellent way to do so. I believe strongly in a quality, free, public school education available to all children.

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

If I believed that one or more members of the charter's school board were working for their benefit or the benefit of their friends and family, I would approach the board member and discuss my concern with him/her. If the discussion was not favorable, I would bring it to the attention of the entire board of trustees. If at that point I felt the problem was not being addressed properly, I would contact and inform the school's authorizer.

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

The mission of the New American Leadership Academy School (NALACS) is to empower learners and inspire leaders to make this a better world. Through collaborative teacher-teams, a mastery-based career ladder, and looping cycles, NALACS will offer personalized, rigorous instruction to develop students academically, socially, and emotionally to succeed in high school, college, and their future lives. This will be accomplished by adhering to The New American Academy Model developed at Harvard's Urban Superintendent Program (USP), best practices

developed at The New American Academy Charter School in Brooklyn, NY, and the Reggio Emilia pedagogical approach.

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

The key components of The New American Academy Model include: four-five person teaching teams led by a Master teacher and responsible for 60 students; a student to teacher ratio of 15:1; looping cycles in which the teaching teams work with the same students over a period of 6 years, helping develop strong relationships with the students as well as the parents; a mastery-based career ladder (apprentice, associate, partner, and master teacher); a five-week summer teacher training program; and a 20% increase in instructional time over the school year. The Reggio Emilia pedagogical approach involves students' natural curiosity in response to their natural environment as well as gives the student independent direction in self learning – 'Making the ordinary extraordinary'.

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

I believe a successful charter school has good leadership (principal/headmaster), excellent teachers who teach as well as learn with their students, high expectations of its students, curriculum based on interests of the children within context of the New York State and Common Core Standards, and continuing assessments. The board will monitor the progress of the charter school in these 5 areas to ensure its success.

21. 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 is to help provide strong, sound governance, to oversee and ensure fiscal/financial responsibility, to have an unwavering belief in the school's mission/philosophy and to communicate such to all stakeholders, to oversee and check on the work of the principal/headmaster and hold him/her accountable to ensure operational, financial and academic success.

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

I affirm that I have read and understand the charter school application, the charter school 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 have worked in finance for the past 23+ years as a derivatives trader with extensive knowledge in option pricing models, risk management and market technical analysis. I believe I will be an asset to ensure fiscal/financial responsibility as well as to ensure sound, strong governance.

More importantly, I am a product of the New York City Public School System. I am the daughter of immigrant parents raised and schooled in East New York, Brooklyn. From Franklin K. Lane High School I was accepted to Columbia College, Columbia University from which I received a Bachelor of Arts in Economics in 1988. I especially value and understand the importance of a quality, free, public school education.

EVELYN GARGANO

WORK HISTORY

Options Floor Market Maker

Intercontinental Exchange (ICE), New York Board of Trade (NYBOT), Coffee, Sugar & Cocoa Exchange

*New York, NY
Feb 1998 to Aug 2012*

Local Market Maker/Floor Trader ICE

- Traded in the Sugar options pit, the Coffee options pit and the Cotton options pit through exchange trading floor membership in ICE, NYBOT and the New York Cotton Exchange.
- Provided market liquidity and transparency by quoting reliable two-sided markets.
- Managed proprietary portfolio of options positions.

Head Trader

LHB Trading

*New York, NY
Nov 1994 to Feb 1998*

Partner in floor options trading group specializing in the Sugar, Coffee and Cotton options trading pits.

- Traded and managed options positions in all three markets.
- Evaluated and analyzed derivatives valuations and volatility curves.
- Helped develop and maintain a training program for assistant traders to become traders.
- Taught option pricing, volatility and proprietary trading systems in trainee program.

Options Trader

Singer Wenger Trading Co.

*New York, NY
Apr 1991 to Sep 1994*

Traded and managed an in-house options position.

- Developed trading strategies and executed trades based on firm's proprietary trading options valuations program.
- Managed options positions within risk parameters.
- Analyzed, assessed and neutralized risk.

Floor Clerk

Singer Wenger Trading Co.

*New York, NY
Oct 1989 to Mar 1991*

- Quickly acquired knowledge and skills needed to achieve trader status.
- Provided detailed arbitrage and market information to several traders while ensuring proper trade executions, position accuracy and trade reconciliations and clearing.

EDUCATION

Columbia College, Columbia University

Bachelor of Arts in Economics

*New York, NY
1984 to 1988*

SOFTWARE/SYSTEM SKILLS

- Proficient with ICE trading platform.

LANGUAGE SKILLS

- Speak, read and write fluent Spanish.
- Proficient in French.

REFERENCES

References available upon request.

School Trustee Background Information

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

Name: Ellen S. Robbins

Charter School Name: New American Leadership Academy Charter School

Charter School Address: N/A

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

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

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

Background

1. Please provide your educational and employment history. You may do so by attaching a résumé. Resume Attached
2. Please affirm that you are or will be at least eighteen years old at the time of your appointment/election to the board. I affirm.
3. Please affirm that you have read Article 56 of the New York State Education Law, and understand the relationship between a charter school and the authorized chartering entity as defined in that statute. I affirm.
4. Please indicate how you became aware of the charter school and the opportunity to serve as a member of its board. *(see attached)*
5. Please explain why you wish to serve on the board. *(see attached)*

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

7. Please indicate whether or not you have ever been convicted of a misdemeanor and/or felony in state or federal court in any jurisdiction.

This does not apply to me. Yes.

If the answer to this question is yes, please provide the following details regarding your conviction(s): (1) the name of the criminal offense(s); (2) whether the criminal offense(s) was a misdemeanor or felony; (3) the facts and circumstances surrounding your conviction(s); (4) the date(s) of your conviction(s); and (5) the date(s) of disposition(s).

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

8. Please indicate if you currently have any criminal charge(s) pending against you in state or federal court in any jurisdiction.

This does not apply to me. Yes.

If the answer to this question is yes, please provide an explanation.

Conflict of Interest

9. Please indicate whether you, your spouse, or other family member knows any of the other prospective or current board members.

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

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

10. Please indicate whether you, your spouse, or other family member knows any person who is a prospective or current charter school employee.

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

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

11. Please indicate if you, your spouse, or other family member or any corporation, business or other entity in which you, your spouse or other family member serve as an employee, officer, or director or own a

controlling interest in, contracts or does business with, or plans to contract or do business with, the charter school, including but not limited to, the lease of real or personal property to the charter school.

No. Yes.

If yes, please describe the nature of the contract or business and, if applicable, the relationship of the person to the corporation, business or entity involved:

12. If the charter school is partnered with an educational service provider (a management company, whether for-profit or not-for-profit), please indicate whether you, your spouse, or any family member knows any employees, officers, owners, directors or agents of that provider. If your answer is in the affirmative, please describe any such relationship.
 Not applicable because the School does not/will not contract with a management company or charter management organization.
 I / we do not know any such persons. Yes.
13. If the charter school is partnered with an educational service provider, please indicate whether you, your spouse or other family member has a direct or indirect ownership, employment, contractual or management interest in the provider. For any interest indicated, please provide a detailed description.
 Not applicable because the School does not/will not contract with a management company or charter management organization.
 I / we have no such interest. Yes.
14. If the charter school is partnered with an educational services provider, please indicate if you, your spouse or other family member anticipates conducting, or is conducting, any business with the provider. If so, please indicate the precise nature of the business that is being or will be conducted.
 Not applicable because the School does not/will not contract with a management company or charter management organization.
 I / we do not anticipate conducting any such business. Yes.
15. Please indicate whether you, your spouse or other family member is a director, officer, employee, partner or member of, or is otherwise associated with, any organization which filed an application in conjunction with the charter school, i.e., is partnered with the charter school. To the extent you have provided this information in response to items 9-12, you may so indicate. This does not apply to me, my spouse or other family members. Yes.
16. Please indicate the potential ethical or legal conflicts of interests (if any) that would, or are likely to, exist should you be approved for service on the charter school's board.
 None Yes

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

Educational Philosophy

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

Other

21. Please explain your understanding of the appropriate role of a public charter school board member.
22. Please affirm that you have read and understand the charter school application, the charter 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.

(see attached for questions 17-23)

School Trustee- Ellen Robbins

Question #4

Please indicate how you became aware of the charter school and the opportunity to serve as a member of its board.

Living in the community that is housed in District 15, I have been aware of the problems the schools are having and of the huge deficiencies in the students' academic performances. As a member of the Atlantic Beach Civic Association, I brought this conversation to many meetings. It resulted in the opportunity to plan for a charter school and the opportunity to serve as a board member.

Question # 5

Please explain why you wish to serve on the board.

I am a retired NYC public school teacher. I see this as an opportunity to tap into my experiences to help this school develop excellent, comprehensive educational goals for the students.

Question #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.

My first course of action would be to approach this board member to voice my concern. If I still had a concern, I would bring the matter to the entire board. Finally, if the matter was still of concern I would bring it to the attention of the school's authorizer.

Question #18

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

The mission of the New American Leadership Academy School (NALACS) is to bring an alternative educational opportunity to the students in District 15. This will be done using a model developed at Harvard's Urban Superintendent Program. This model offers personalized, rigorous instruction to help students develop academically, socially, and emotionally. It utilizes best practices developed at The New American Academy Charter School in Brooklyn, New York and the Reggio Emilia pedagogical approach.

Question #19

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

The school's mission described above would be accomplished in the following way(s.)

- A child-centered approach tapping into individual needs and interests
- 60 students with teaching teams of 4-5 teachers, led by a master teacher as well as a special education teacher
- A looping system in which the children work with the same teaching team for 6 years
- A 20% increase in instructional time throughout the school year
- A ratio of 15 students per teacher
- A structured ladder of teacher growth and mastery of apprenticeship, associate, partner and master teacher
- A comprehensive five-week summer teacher training program

Question #20

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

A critical component of a successful charter school is to have frequent, open dialogue with the students' families. This allows us to meet the often, changing needs of our students and to keep parents aware of exactly what is happening in the school. Strong, competent and empathic leadership must be part of a successful school. Leadership must embrace the culture of its students and include high expectations helping students to achieve through standards-aligned curriculum and assessments. The board of the charter school needs to monitor each one of these components to ensure that the charter school remains successful.

Question #21

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

The appropriate role of the charter school board member is to oversee the work of the chief executive of the school and to hold him/her accountable for operations of the school, programmatically and financially.

Ellen S. Robbins



Summary

- Demonstrated achiever with exceptional teaching skills serving elementary school and adolescent students.
- Strong classroom management skills utilizing good communication and support for each student and, if needed, a positive behavior support system.
- Skilled at developing relationships with students, parents, fellow teachers, itinerant staff, and administrators, communicating ideas clearly and effectively.
- Extensive experience and expertise at programming for individual needs of special students and teachers' strengths, as well as coordinating special programs with visiting artists in many fields.
- Strong leadership skills evidenced by success as Unit Coordinator and Administrative Assistant.
- Skilled at developing curriculum with focus on specific needs of student population.

Education

Masters Degree in Special Education 1984
Adelphi University, Long Island, New York

Bachelor of Arts 1966
Brooklyn College, Brooklyn New York
Concentration in Early Childhood Education

Certification

New York State Teacher N-6
New York State Teacher Pre-K+- second grade
New York State Teacher of Special Education

Career History & Accomplishments

Unit Coordinator and Job Coach at Brooklyn School for Career Development/Transition Site 2000 to 2004

- Worked directly with adolescent special needs students supervising their work-study experiences working in Custodial Department and Montessori Day School of the YWCA.
- Worked directly with District 75 representatives ensuring students receive stipends from Training Opportunities Programs and VTEA funds.
- Played key role in preparing individual programming for students.
- Prepared paperwork and ran workshops for all Work-Study Teachers.
- Functioned as Dean in order to maintain good interpersonal relationships between students and to mediate if incidents did occur. Supported classroom teachers with issues of student discipline.

Programmer and Administrative Assistant at Brooklyn School for Career Development 1987 to 2000

- Programmed classes for 300 adolescent special needs students with specific criteria of academic needs; social and emotional needs; age; New York State Standards in all curriculum areas; teacher input for specific students.
- Organized school's first Parent Teacher Organization and By-Laws. Chaired meetings and did all appropriate paperwork for district 75.
- Functioned as Arts Coordinator meeting with artists from different groups such as Young Audiences and Readers Theater Workshop, and coordinating their skills and needs of our students.
- Assisted Administrative staff with different projects including budgeting, transportation etc.
- Helped develop core curricula in areas of English Language Arts. Wrote and facilitated staff development for the same.

Teacher *

- Taught core subjects to adolescent students with special needs at Brooklyn School for Career Development. *1982 to 1987*
- Taught kindergarten at P.S.202 in East New York, Brooklyn *1967 to 1971*
- Worked as teacher and Unit Coordinator for summer Head Start Program at P.S. 202.
- *Retired from NYC Department of Education, October 12, 2004, Per Diem Substitute at 753K and Hewlett Elementary School
- Reading Teacher three days a week at Hewlett Elementary, 11/04 – 2/05
- Fifth Grade Teacher Hewlett Elementary School, 3/05 – 4/05

Membership and Affiliation

On the Board of Directors of Readers Theater Workshop which serves New York City school children in the Arts.

References

Available upon request

School Trustee Background Information

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

Name: Judy Beratraum

Charter School Name: New American Leadership Academy Charter School

Charter School Address: LUFSD

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

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

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

Background

1. Please provide your educational and employment history. You may do so by attaching a résumé. Resume Attached
2. Please affirm that you are or will be at least eighteen years old at the time of your appointment/election to the board. I affirm.
3. Please affirm that you have read Article 56 of the New York State Education Law, and understand the relationship between a charter school and the authorized chartering entity as defined in that statute. I affirm.
4. Please indicate how you became aware of the charter school and the opportunity to serve as a member of its board. see attached
5. Please explain why you wish to serve on the board. see attached

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

7. Please indicate whether or not you have ever been convicted of a misdemeanor and/or felony in state or federal court in any jurisdiction.

This does not apply to me. Yes.

If the answer to this question is yes, please provide the following details regarding your conviction(s): (1) the name of the criminal offense(s); (2) whether the criminal offense(s) was a misdemeanor or felony; (3) the facts and circumstances surrounding your conviction(s); (4) the date(s) of your conviction(s); and (5) the date(s) of disposition(s).

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

8. Please indicate if you currently have any criminal charge(s) pending against you in state or federal court in any jurisdiction.

This does not apply to me. Yes.

If the answer to this question is yes, please provide an explanation.

Conflict of Interest

9. Please indicate whether you, your spouse, or other family member knows any of the other prospective or current board members.

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

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

10. Please indicate whether you, your spouse, or other family member knows any person who is a prospective or current charter school employee.

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

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

11. Please indicate if you, your spouse, or other family member or any corporation, business or other entity in which you, your spouse or other family member serve as an employee, officer, or director or own a

controlling interest in, contracts or does business with, or plans to contract or do business with, the charter school, including but not limited to, the lease of real or personal property to the charter school.

No. Yes.

If yes, please describe the nature of the contract or business and, if applicable, the relationship of the person to the corporation, business or entity involved:

12. If the charter school is partnered with an educational service provider (a management company, whether for-profit or not-for-profit), please indicate whether you, your spouse, or any family member knows any employees, officers, owners, directors or agents of that provider. If your answer is in the affirmative, please describe any such relationship.
 Not applicable because the School does not/will not contract with a management company or charter management organization.
 I / we do not know any such persons. Yes.
13. If the charter school is partnered with an educational service provider, please indicate whether you, your spouse or other family member has a direct or indirect ownership, employment, contractual or management interest in the provider. For any interest indicated, please provide a detailed description.
 Not applicable because the School does not/will not contract with a management company or charter management organization.
 I / we have no such interest. Yes.
14. If the charter school is partnered with an educational services provider, please indicate if you, your spouse or other family member anticipates conducting, or is conducting, any business with the provider. If so, please indicate the precise nature of the business that is being or will be conducted.
 Not applicable because the School does not/will not contract with a management company or charter management organization.
 I / we do not anticipate conducting any such business. Yes.
15. Please indicate whether you, your spouse or other family member is a director, officer, employee, partner or member of, or is otherwise associated with, any organization which filed an application in conjunction with the charter school, i.e., is partnered with the charter school. To the extent you have provided this information in response to items 9-12, you may so indicate. This does not apply to me, my spouse or other family members. Yes.
16. Please indicate the potential ethical or legal conflicts of interests (if any) that would, or are likely to, exist should you be approved for service on the charter school's board.
 None Yes

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

Educational Philosophy

18. Please explain your understanding of the charter school's mission and/or philosophy. *see attached*
19. Please explain your understanding of the educational program of the charter school. *see attached*
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. *see attached*

Other

21. Please explain your understanding of the appropriate role of a public charter school board member.
22. Please affirm that you have read and understand the charter school application, the charter 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.

School Trustee Background Information - Judy Bergtraum

4. Please indicate how you became aware of the charter school and the opportunity to serve as a board member.

I became aware of the issues through a colleague at work and became very interested in the issues surrounding the creation of this charter school.

5. Please explain why you want to serve on the Board.

I have worked to improve the education for all children in New York City for my entire career, first as a teacher and then as a community activist. I have spent my adult life working to improve education for children. The issues surrounding this school and the educational model that will be used will make a great difference to the children in this school.

6. Please indicate whether you have previously served or are currently serving on a board...

I served on Community School District 25 New York City from 1994 until state law eliminated school boards in 2002. I then served on its replacement, the Community Education Council District 25 until I became term limited. I served as President for both organizations.

I was then appointed to the Panel for Educational Policy (PEP) by Mayor Bloomberg. I served on that board from 2011 through December 2013. The PEP made many decisions on the opening of charter schools and their co-location within other public schools.

I am also a Trustee of the Queens Library Board serving as the Secretary. In addition I am also a member of the Board of Director's of Fedcap a non-profit dedicated to finding employment for those with barriers to work.

17. Please explain how you would handle board members.....

I would discuss my concerns with the board member and then with the members of the board. If that were unsuccessful I would speak with the authorizing authority.

18. My understanding of the schools mission.

The purpose of the New American Leadership Academy School is to improve the educational opportunity for students in the Lawrence Free Union School District 15. This school will provide a choice for parents and children in the selection of a program that best suits their child. The program will be individualized, rigorous, and provide students the chance to develop their skills as well as their social and emotional growth. This will be provided through an educational model not used in the Lawrence system.

20. Characteristics of a successful charter school

As a member of the Mayor's PEP I was able to see first hand the characteristics of a successful charter school. A successful school requires strong leadership, delineated goals, a well-designed educational program with high standards that are aligned with the curriculum. It requires a system that can evaluate the progress of teachers and students. Most importantly it requires dedicated staff and involved parents and a community that is dedicated to the same goals and involved in the schools. This schools will work toward achieving these goals.

21. Role of a Board Member

The role of a board member is oversee the chief executive of the school in all areas. Specifically to hold that individual responsible for implementing the educational program, the financial health of the organization and running the day to day operation.'

JUDITH E. BERGTRAUM

The City University of New York

2007 – Present

Deputy to the Vice Chancellor for Facilities Planning, Construction and Management (FPCM)

The CUNY Office of Facilities Planning, Construction and Management (FPCM) oversee a 5-year capital construction budget of more than \$3 billion for 23 colleges and University professional schools. Support and assist the Vice Chancellor in the oversight of FPCM, which is responsible for the operations of Design, Construction and Management; Financial Management; Space Planning; and Public/Private Partnerships. Represent the Vice Chancellor on special CUNY university-wide initiatives.

New York City Department of Transportation

2002 – 2007

First Deputy Commissioner

As Chief Operating Officer for 4,500 person agency, manage a \$450 million expense and \$1.5 billion capital budget annually. Responsible for planning and day to day management of five operational and two administrative divisions, six borough community outreach offices, internal audit and internal consulting functions. Responsibilities include maintenance of approximately 5,700 miles of streets and highways, the management and rehabilitation of more than 700 bridge structures, operations of the Staten Island Ferry, management of municipal parking facilities, maintenance of the City's streetlights, traffic signals and traffic signs, and oversight of more than 90 facilities.

2000 – 2002

Deputy Commissioner, Performance and Management Accountability

Create and implement the Agencies Performance Management Program, known as M.O.V.E. DOT. Identify mission critical functions and comprehensively review program operations by measuring performance quantitatively. Facilitate technological and structural solutions within the Department, and direct implementation of improvements. Support intra-agency problem solving through comprehensive process-flow modeling and reengineering.

New York City Department of Citywide Administrative Services

1996 – 2000

Deputy Commissioner, Division of Municipal Supply Services

Responsible for the Division of Municipal Supply Services (DMSS), City government's chief procurement agent, in the purchasing, storing and inspection of approximately \$500 million in goods annually for over 60 client agencies. Oversees materials management and procurement operations for New York City locations. Develop and manage an operating and programmatic budget of \$36 million. Responsible for the Office of

1994 – 1996

First Assistant Commissioner, Division of Municipal Supply Services

Responsible for Materials Management, Strategic Planning for the procurement/warehousing of citywide goods, a budget of \$16,000,000 and management for a staff of 140. Responsible for developing and implementing the City's Procurement and Warehousing program to consolidate the warehousing of goods, while increasing the use of contracts for just-in-time delivery of commodities to city agencies.

1992 – 1994

Assistant Commissioner, Strategic Planning

Directed the development and implementation of strategies to improve efficiency and service delivery for the division's Procurement, Warehousing and Distribution Functions. Responsible for the division's privatization opportunities and Mayoral initiatives. Responsible for budget and personnel for the Division of Municipal Supplies.

Mayor's Office of Operations, City of New York

1990 – 1992

Assistant Director, Project Management and Productivity

Directed the New York City program to design and implement agency specific long-range productivity projects and project management initiatives. Supervise, develop and monitor the implementation of mayoral projects.

1988-1990

Assistant Director/Citywide Services

Advise the Mayor and Deputy Mayor on the operations of the Departments of Investigation, Law and Personnel, and the Commission on Human Rights, the Office of Administrative Trials and Hearings, and the Conflict of Interest Board. Develop effective management improvements to reduce operating expenses and enhance services. Mediate, coordinate and resolve interagency operational issues.

New York City Board of Education

1985 – 1988

Director of Child Assistance Program (CAP) and Data Bank Division of Special Education

Responsible for designing, developing and implementing a major data base management information system mandated by a Federal Court decree affecting 120,000 special needs students at 35 district locations. Responsible for directing the operation of five units with 220 employees.

1984-1985

Director, Office of Suspension and Impartial Hearing Support, Division of Special Education

Responsible for designing and implementing due process procedure for administrative hearings, affecting 1,750 students yearly, assisting in preparing cases for Impartial Hearings and implementing Hearing Officers' decisions.

1978-1984

Assistant Chairperson, Committee on Special Education, Queens Region, Division of Special Education

Responsible for supervision of compliance with legal mandates and due process procedures for students recommended for special education. Responsible for assisting the Regional Coordinator in monitoring, managing and coordinating the evaluation and placement of students at 7 community School Districts. Responsible for the provision of educational evaluations and appropriate recommendations for educational placements.

1971-1978

*Teacher, Elementary Grades and Special Education***EDUCATION**

Brooklyn Law School
Juris Doctorate, 1984

Brooklyn, New York

Boston University, Graduate School of Education
Masters in Special Education, 1972

Boston, Massachusetts

COMMUNITY SERVICE

2011 – Present Member of the Board of Trustees, Secretary, Fedcap
 2008 - 2011 Member of the Board of Trustees, Fedcap
 2008 - Present Member of the Board of Trustees, Queens Public Library
 2006 – Present Vice President Board of Managers – Bay Club Condo, Queens
 2003 – 2009 President, Community Education Council (CEC) District 25, Queens.
 Appointed by the Queens Borough President - Helen Marshall.
 1995 – 2003 Elected Member Community School Board District 25, Queens.
 Held various leadership positions, including President.

PROFESSIONAL CERTIFICATION

Admitted to New York State Bar

New York State Certification – Teacher of Early Childhood and Elementary Education

New York City Certification - Teacher of Special Education

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

Name: Dr. Evelyn Castro

Charter School Name: The New American Academy Charter School

Charter School Address: NA

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

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

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

Background

1. Please provide your educational and employment history. You may do so by attaching a resume. X Resume Attached
2. Please affirm that you are or will be at least eighteen years old at the time of your appointment/election to the board. X I affirm.
3. Please affirm that you have read Article 56 of the New York State Education Law, and understand the relationship between a charter school and the authorized chartering entity as defined in that statute. X I affirm.
4. Please indicate how you became aware of the charter school and the opportunity to serve as a member of its board. See attached
5. Please explain why you wish to serve on the board. I believe in Parental Choice in choosing a school. See attached

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

7. Please indicate whether or not you have ever been convicted of a misdemeanor and/or felony in state or federal court in any jurisdiction.

This does not apply to me. Yes.

If the answer to this question is yes, please provide the following details regarding your conviction(s): (1) the name of the criminal offense(s); (2) whether the criminal offense(s) was a misdemeanor or felony; (3) the facts and circumstances surrounding your conviction(s); (4) the date(s) of your conviction(s); and (5) the date(s) of disposition(s).

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

8. Please indicate if you currently have any criminal charge(s) pending against you in state or federal court in any jurisdiction.

This does not apply to me. Yes.

If the answer to this question is yes, please provide an explanation.

Conflict of Interest

9. Please indicate whether you, your spouse, or other family member knows any of the other prospective or current board members.

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

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

10. Please indicate whether you, your spouse, or other family member knows any person who is a prospective or current charter school employee.

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

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

11. Please indicate if you, your spouse, or other family member or any corporation, business or other entity in which you, your spouse or other

family member serve as an employee, officer, or director or own a controlling interest in, contracts or does business with, or plans to contract or do business with, the charter school, including but not limited to, the lease of real or personal property to the charter school.

No. Yes.

If yes, please describe the nature of the contract or business and, if applicable, the relationship of the person to the corporation, business or entity involved:

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

X None Yes

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

Educational Philosophy

18. Please explain your understanding of the charter school's mission and/or philosophy. I would report them
19. Please explain your understanding of the educational program of the charter school.
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.

Other

21. Please explain your understanding of the appropriate role of a public charter school board member.
22. Please affirm that you have read and understand the charter school application, the charter school board's by-laws and all proposed policies. I affirm
23. Please provide any other information that you feel is pertinent to the Department's review.

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

STATEMENT OF ASSURANCE

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

Evelyn W. Castro

08.06.2014

Signature

Date

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

Business Telephone:

Business Address:

E-Mail Address:

Home Telephone:

Home Address:

Evelyn Castro

4. I became aware of the charter school through Burt Sacks, a former colleague at the NYC Department of Education where I previously served as a community superintendent. Burt indicated that he was part of a group interested in establishing a charter school and that my expertise and experiences as a former superintendent, principal, executive director of early childhood education, associate dean at LIU's College would be enhance the board. As an educator, always seeking innovative opportunities to enhance the education of our school-age children, I accepted.
5. I enjoy working in public education, and I have done so for my entire career
17. If I believe that one or more member of the board had a conflict of interest (i.e., working to benefit him or others), I would immediate ask the person to explain this matter to the board by its next meeting. Should he fail to do, I would raise it at that board of trustees' meeting. Finally, should the matter not appropriately addressed, I may have to take it to the charter school's authorizing agency for further action.
18. I understand that the mission of the New American Leadership Academy Charter School is to empower its students as learners and to empower them to be leaders for bettering the world in the 21st century. The school's philosophy is that a supportive child-centered, relationship-based learning environment coupled with quality instruction would promote greater student academic achievement.
19. I understand that the New American Leadership Academy Charter School education program will be a blending of the Reggio Emilia approach and best practices from schools using Harvard University's New American Academy model .
20. Research has indicated that the characteristics of the successful charter include: strong governance and leadership, including its board and executive leadership and its instructional leadership; strong organizational structure and culture, including effective teachers and a culture for learning; strong teaching and learning, including a strong curriculum, instructional pedagogy, and assessment; and finally a strong performance and accountability system.
21. The role of a charter school member is to promote the vision of the school, to make publicly accountable the work and performance of the school, ensure the fiscal soundness of the organization, and to hire appropriate educational leaders.

Dr. Evelyn Williams Castro



Professional Education

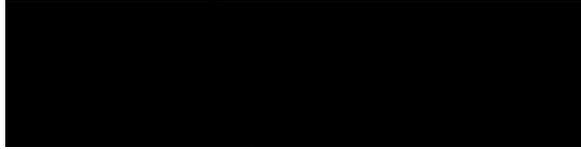
On line and Integrated Teaching Institute	2013	2011 2012 Long Island University
Bilingual/ English Language Learners Cop	2010	Committee of Practitioners NYU
Summer Institute Information Technology	2009	Long Island University
Superintendent's Institute NABSE		2008 Conference Atlanta, Georgia
Children's First Initiative Department of Education New York City	2006	2007, 2008 School Opening Symposium Jacob Javitz Center
American Association of Higher Education Project		2004 Summer Symposium BEAMS
Teachers College Superintendent's Institute	2000	Certificate of Completion
Harvard Superintendent's Institute	1998	Certificate of Completion
Teachers College - Columbia University Administration		1986 Doctorate - Education
Teachers College - Columbia University Bank Street College of Education Education		1982 Ed M - Education
Morgan State University	1969	BS - Elementary Education
Brooklyn College	1965	Major: Education
Urban Fellows - Washington, DC	1995	Education Policy Fellowship Program
Teachers College - Columbia University Science		1982 Competency Array Management
Bank Street College of Education Staff	1974	Gordon Klopf-Leadership Training and

Professional Certification

NYC Public Schools:	SDA Permanent (School District Administrator)
NYC Public Schools: Supervisor)	SAS Permanent (School Administrative
NYC Public Schools:	Teaching Early Childhood Education-Permanent
Maryland State Public Schools:	CB - Permanent (File No. 426052)

Professional Licenses

NYC Public Schools:	Principal, DES
NYC Public Schools: Education	Director/ Assistant Director-Early Childhood
NYC Public Schools:	Assistant Principal, DES
NYC Public Schools:	Education Administration Staff Development Level II & III
NYC Public Schools:	CB - Permanent (File No. 426052)



Career Profiles

Associate Dean 2013 to present
Strategic Educational Initiatives
Medgar Evers College
City University of the City of New York

- Created Saturday classes for grades 7-12 Blast into the Pipeline, Spring 2014
- Collaborated with School Deans, enrollment Staff to provide tours and admission information for more than 20,00 students September 2013 – January 2014 on site at Medgar Evers College
- Increased the number of College Now students through collaborating with the Brooklyn Superintendents and Principal-September 2013 – January 2014
- Established ongoing relationships with a mentoring consultant group for placement of Juniors and Seniors in internships in the various disciplines
- Establish an academic blueprint the Medgar Evers Pipeline designed to offer school Communities, an avenue to strengthen student success at key transitions.
- Plan and execute outreach workshops for parents, students and leaders in Central Brooklyn, providing opportunities for their participation in a pipeline to college.
- Collaborate with all areas of the College community to develop a pipeline of support that makes students college and career ready and facilitates entrance into college.
- Provide resources to school leaders for mentoring, tutoring, curriculum, (STEM), and cultural enrichment through ongoing workshops
- Collaborate with SPCD, (School of Professional and Community Development), to use those programmatic connections to facilitate increased access to college and enrollment at Medgar Evers College.
- Created a database of pipeline students, parents and educators.

Quality Reviewer 2012 to present
NYC Department of Education

- ❖ Conducted two day comprehensive evaluation of NYC Schools (K-12) using the NYC DOE Rubric
- ❖ Preparation, Writing of Draft and Final Report of each school are part of the Reviewers' responsibility
- ❖ Attended all Quality Review Training Institutes
- ❖ Completed more than 20 Quality Reviews

Director NYC Parent Academy 2012 to present
NYC Department of Education and Long Island University Collaboration

- ❖ Completed out reach and workshops for 153 schools and 2,100 participants
- ❖ Three-year project funded for 1.5 million dollars. Is a Chancellor's Initiative.
- ❖ Enrollment of schools for 2013-2019 training in all 5 NYC Boroughs

Dr. Evelyn Williams Castro

- ❖ School team training on 5 standards , bullying, CORE standards College Readiness

Adjunct Teaching Leadership Program
present
Long Island University

September 2006 - to

- ❖ Supervised Internships School Building School District Level
- ❖ On site visitation to schools
- ❖ Partnering with School Building Leaders and School District/ Network Leaders to support Leadership Interns
- ❖ Taught Capstone courses TLL951 A and B TLL 931A

Director of Regional Bilingual Technical Assistance Center
Long Island University

Brooklyn/Queens
July 2010 - to present

- ❖ Management of the BETAC Center and staff serving NYC schools which have 64,000 ELL's in Brooklyn and Queens
- ❖ Planning and Implementer Professional development and Technical assistance to Brooklyn and Queens Schools
- ❖ Participating in the SED Review of Part 154 and Federal Review of Title III funding
- ❖ Collaborating with language BETACS (Spanish, Asian, and Haitian Creole) to implement teacher, parent, and administrator professional development
 - Developing network and school partnerships in Brooklyn/ Queens Schools
 - Participating in the LEP/ ELL PET school self-study project with partner schools
 - Ongoing attendance at the Committee of Practitioners (COP) meetings at New York University. Best Practices and Research presentations
 - Creating and implementing Teacher and Principal Institutes on the Core Standards and the used of data for planning positive student outcomes

Associate Dean School of Education
Long Island University

September 2006 to June 2010

- ❖ Management: Assist the Dean of the School of Education in fulfilling the KEEPS Mission Long Island University fourth largest private university in the United States
- ❖ Strategic planning and development of the school undergraduate and graduate programs in teaching, counseling, school psychology and leadership
- ❖ Member of the Executive Council of the School of Education
- ❖ Liaison Officer between the School of Education and the New York City Department of Education
- ❖ Member of Center for Urban Educators (CUE)
- ❖ Chairperson Committee on Academic Standing
- ❖ Coordinator Leadership Program (HDL Brooklyn Campus)

Dr. Evelyn Williams Castro



- ❖ Professor in the Leadership Program (HDL Brooklyn Campus)
- ❖ Supervisor of Internships for Leadership
- ❖ Planning Committee for (2) new Brooklyn Elementary Schools
- ❖ Established "School Talks" campus discussions on relevant topics i.e. middle schools, creating new schools, bilingual education, U.S. Supreme Court decisions

**Dean, School of Liberal Arts and Education,
Medgar Evers College/CUNY:**

January 2004-2006

- ❖ Management of eight departments (Education, English, Foreign Languages, Interdisciplinary Studies, Mass Communications, Creative & Performing Arts & Speech, Philosophy & Religion, Social and Behavioral Science, Psychology) and three centers (Caribbean Research Center, Center for Black Literature, DIRECT Center)
 - Collaborate with Department Chairpersons and Directors' on curriculum, student retention and program completion
- ❖ Taught the following courses: Education 302: Principles of Early Childhood Education and Education 510: Served as Supervisor of Early Field Experience Observation of Learners
- ❖ TEPAC: Convened and facilitated Teacher Education Preparation Advisory Council, which is comprised of school faculty, administrators and teachers from partnership schools.
- ❖ Convened and facilitated school wide monthly meetings and biannual retreats
- ❖ College representative to the General Education Council
- ❖ Member of the CUNY Council for Dean's of Education
- ❖ Member of Medgar Evers College Council
- ❖ Member of the President's Cabinet
- ❖ Member of Provost's Council
- ❖ Member of Student Retention Committee
- ❖ Member of Middle States Committee on Mission
- ❖ Member of Council for Undergraduate Education (CUE)
- ❖ Reviewed and revitalized School Meeting format and Mission with faculty
- ❖ Collaborated with faculty on male retention, curriculum mapping, mentoring, more effective scheduling, and the development of new degrees

**Vice President Superintendent, NYC Leadership Academy:
2004**

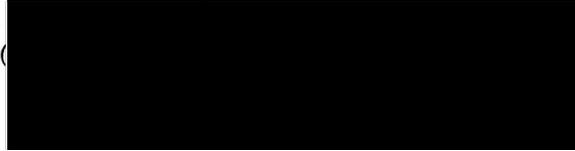
July 2003-January

- ❖ Management of mentoring for the 100 new Principals being trained by the Leadership Academy.
- ❖ Senior Instructional Manager for Parent Involvement. Transition Activities structuring new Parent Involvement Outreach citywide

Superintendent, Community School District 17:

June 12, 1997-2003

Dr. Evelyn Williams Castro



- ❖ Management and supervision of instruction in a large New York City Community School District Comprised of 27 schools and 27, 000 children One of the largest districts of English Language Learners in N.Y.C.
 - Increased reading scores 11.2 points in 4 years
 - Increased parental involvement/professional development in balanced literacy
 - Developed a 3 year strategic plan
 - Received 4 million dollars in grants to improve and enhance instruction
 - Established expanded Pre-Kindergarten service for 1500 Pre-Kindergarten students
 - Created two (2) New Schools - North Star Academy and Bethune Academy
 - Established a fiscally sound district
 - Advocated for quality bilingual programs and established and expanded service to ELL

Deputy Superintendent, Community School District 17: December 2, 1996-June 11, 1997

- ❖ Assisted the superintendent with the management and supervision of a large New York City Community School District comprised of 27, 000 children. The work of the deputy superintendent focuses on instruction
 - Instituted standard based reform in reading and mathematics
 - Established six teacher's centers in the district
 - Expanded technology efforts in the District, Recognized by the Congressional Black Caucus

Principal, Hunter College Elementary School 1991-1996
The Hunter College Campus School:

- ❖ Management and supervision of 40 teaching professionals at this laboratory school for the gifted and international resource/study center. Designed curriculum goals and objectives, and implemented into class instruction for grades nursery - 12, comprising a 1600, cross-cultural student population. Generated annual publications. Associate Professor at Hunter College Program in Education
- ❖ Established an outreach program with District 4 (East Harlem) pre kindergarten students to enable more Pre-K ELL to be included in the Hunter College Elementary School Program

Director, Early Childhood Education, New York Public School: 1989-1991

- ❖ Supervised Super Start Pre-K program for 10,000 students with 10 teaching professionals and a constituency of 200 supervisors;
- ❖ Initiated Super Start Plus Program, integrating special needs students into Pre-K program



Dr. Euelm Williams Castro



- ❖ Supervised Project Child Program for kindergarten students in 27 districts. Worked within \$21 million dollar budget allocation
- ❖ Developed and supervised a multi-cultural curriculum; and reviewed AIDS curriculum for NYC Public School System. Adjunct professor at Brooklyn College.

Principal, Magnet School P.S./I.S. 308: 1983-1989

- ❖ Management and supervision of 100 teaching professionals, serving 1400 K-8 students. Increased school wide reading levels to 96th percentile (from 49th percentile) Member of the District CSA. Adjunct professor at Medgar Evers College (1982-1983).

**Assistant Principal (Middle Level/Coordinator of Gifted Programs), 1982-1983
Magnet School P.S./I.S. 308:**

- ❖ Assigned to District 16 as coordinator for gifted programs for 10,000 students. (Had previously received Chancellor's Appointment to Assistant Director of Early Childhood Education). Supervised grades 6-8 (Middle level as an assistant principal). Created enhancement and advisory program geared to student concentration in specific subject areas and adaptation to middle level education. Developed gifted curriculum, and behavioral objectives through instructional analysis and change.

Teacher/Staff Developer, New York City Board of Education: 1970-1980

- ❖ Taught the Bank Street College of Education Follow-Through approach at the Weeks Ville School (PS 243), within three Brooklyn Public Schools, Eastern Region, and nationally.
- ❖ Worked to disseminate best practices of the Weeksville program including establishing bilingual classes, teacher development and community involvement in bilingual education

Teacher/Staff Developer, Community School District 16: 1970-1980

- ❖ Taught grades K-3 (1/2, K/1-Bilingual) Grade Leader, UFT Alternate
- ❖ Bilingual staff developer presented at conferences on Bilingual Education

Group Teacher, Bedford-Stuyvesant Head Start: 1969-1970

- ❖ Taught Pre-K and K

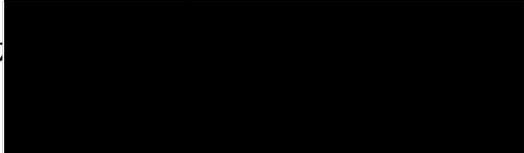
Group Teacher, Nevins Day Care Center: 1969, 1970

- ❖ Taught Pre-K and K, two summer sessions

Student Teacher, Baltimore County School, (Maryland): 1969

- ❖ Taught grades 1-3 during internship

Dr. Evelyn Williams Castro



Student Teacher, Dundalk County School,

(Maryland): 1967

- ❖ Taught grades 5-7 during internship

Relevant Consultant/Presentations/Honors

- Panelist- Long Island University Special education
Deputy Secretary US Office of Education 2013
Integrating systems to help children with special needs
- Quality Reviewer 2012 - Present
- Governor's Advisory Committee on Children 2007 - 2010
Disconnected Youth and Early Childhood Sub Committees
- U.S. Mission Society 2010
Panelist NYC Schools
Reorganization and change
- Early Literacy and Reading Presenter 2010
Scholastic Incorporated
- Presenter NY State 2010
Summit on Early Childhood Education
Pre-K, Headstart, D.O.E.
- WIADICA- Presentation 2009
West Indian American Day Carnival Association
On President Obama's Plan for Education
Medgar Evers College City University of New York
- Presenter- City University of New York 2008
Establishing/Developing Community Connections
In Our Schools
- Presenter- Analysis of ELA and Mathematics Data 2008
For N.Y.C. Schools- United Parent Association
Conference Title I Parents N.Y.C.
- Community Council Medgar Evers College Honoree April 2006
- Caribbean American Chamber of Commerce Honoree March 2006
- Middle States Association Seminar January 2005
- National Network of Educational Renewal 2005
Presenter Service Learning
- Board Member Weeksville Society 2005
- Consultant N.Y. Historical Society, Slavery in NY Exhibit October 2005
- SECME Congressional Black Caucus Awardee September 2005
Congressional Black Caucus Awardee ET3 September 2005
Tech Champion - Empowering Technology
- Congressional Black Caucus September 2005
Empowering Community in Technology
- Yale University December 2004
Comer School Development Systemic
School Reform Panelist

Dr. Evelyn Williams Castro



- Yale University November 2004
Comer School Development
35th Anniversary
- New York State Association Bilingual Education 1996-2003
Attended and Led District Presentations as
Superintendent, Facilitated Student and Staff
Presentations Over 7 Years
- Wesley Mac D. Holder 2003
Community Service - Kendall Stewart Award
- Brooklyn Women of Distinction 2003
Borough Presidents Award
- Presidential Award 2003
Medgar Evers College - Edison O. Jackson
- Grand Marshall West Indian American Day Parade 2002
Recognition-Governor Pataki NY State
- Prospect Park Alliance Award 2002
Audubon Grant Service Award -Boat House Restoration
- NYC Police Department Community Service Award 2002
- Guest - Donahue Show on NBC 1998
- Associate Professor-Department of Curriculum and Teaching Hunter College, 1993-1996
Consultant-Department Education Foundations
- Guest-Paula Zahn Special Report "Exemplary Schools" CBS This Morning, 1995-1996
- Consultant-Council of supervisor and Administrators
- Primerica Corporation and The Rockefeller Foundation, 1993-1994
- Consultant-"Dropout-Children Working out of Grade" NBC Nightly News, 1992-1994
- Consultant-Linda Ellenbee: "Growing up in the Age of AIDS"
Nickelodeon Productions, 1992
- Consultant-Collaborative Projects Child Care, Inc., 1992
- Teacher - Education Scholars Rockefeller Institute, 1992
- Adjunct Instructor - Early Childhood Programs Brooklyn College, 1989-1991
(Graduate Studies)
- Presenter - "Substance Exposed Babies" NYC School Districts (2, 17, 21, 24, 29), 1990
- Pre-Kindergarten Specialist, Social Workers Project Child NYC Public School Citywide,
Staff Developer, "Substance Exposed Babies" 1990
- Presenter-Policy Issues Conference Bank Street College of Education, 1989-1990
- Adjunct Instructor - Early Childhood Curriculum, Gifted Medgar Evers College, 1987-
Math Education 1989
- Member - NYC Citywide Steering Committee on Gifted Education, 1983-1984
- Group Leader - All Day Kindergarten Norman Thomas High School, August 1983
- Consultant - Program Planning & Development World Council of Churches,
July 1983 (Barbados/London Exchange, London, England)
- Course Presenter - Special Education City College of New York, May 1983

- Course Presenter - Special Education Bank Street College of Education, January 1983
- Participant - Magnet School Conference New Haven City Public Schools, 1982
- Professional Evaluator/Developer - Behavioral Objectives Teachers College - Columbia University, 1980(Institutional Analysis of the Ridgefield, Conn. Jr. High Schools)
- Workshop Leader/Presenter - "Social Studies" Class BES National Program, West Virginia, 1980 Management
- Presenter/Developer - "The Language Experience Approach British Broadcasting Corporation (London) in the Follow-Through Program" 1980

- Consultant/Developer - Bilingual inter-age Classes k/1 Weeks Ville Young Ambassadors, 1980 and ½ (PS 243, Brooklyn)
- Consultant/Presenter - "Routes to Roots" (Hall of the Board)New York City Board of Education, 1979
- Presenter - "The Bank Street Approach to Learning in the WPIX - TV Education that Works, 1997 Public Schools"
- Instructor/Director-Summer Program NYC United Methodist Church, 1977
- Consultant/Presenter - NYC Board of Education In-Service Bank Street College of Education, 1997
- Consultant/Instructor - "Diagnostic Approach to the Teaching ibidem, 1976 Of Reading "(NYC Board of Education In-Service Program)
- Presenter/Lecturer - Developing Relevant Curriculum in the ibidem, 1976 Elementary School (Graduate Studies).

Publications

Castro, E.(2004) The Superintendent as Instructional Leader: The case of Brooklyn's Community School District. *In* Dynamic Instructional Leadership (102-105),Joyner, E.T., Comer, J. and Ben Ave, M. (Eds). Corwin Press

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

Name: Margaret A. Foley

Charter School Name: New American Leadership Academy Charter School

Charter School Address: Within the confines of the Lawrence Union Free School District

To which charter school board position(s) and/or offices(s) are you asking to be appointed? (e.g., member, parent representative, vice-president, Finance committee, etc.): Board of Trustee - Member

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

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

Background

1. Please provide your educational and employment history. You may do so by attaching a résumé. Resume Attached
2. Please affirm that you are or will be at least eighteen years old at the time of your appointment/election to the board. I affirm.
3. Please affirm that you have read Article 56 of the New York State Education Law, and understand the relationship between a charter school and the authorized chartering entity as defined in that statute. I affirm.
4. Please indicate how you became aware of the charter school and the opportunity to serve as a member of its board.

As a resident of Atlantic Beach Estates from 2010-2013, I was aware that students in the Lawrence Union Free School District were not performing well academically despite the high wages paid to teachers and administrators.

In 2013, I was elected President of the Atlantic Beach Estates Association and was subsequently approached by a group of concerned residents, including parents, about the declining school system. I also spoke with local leaders in neighboring communities and learned that low-income and minority students residing in Inwood are "at-risk" for being left behind. In response to this critically important issue, members of the Atlantic Beach Estates Association researched various educational options and determined that the district would greatly benefit from establishing a charter school focused on evidence-based practices and student outcomes.

As a founding member of the planning group, I was aware of the opportunity to serve as a board member. Due to my commitment to education, equality and public service, my peers encouraged me to serve as a member of the Board of Trustees.

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

Throughout my career as an educator, administrator, social worker and probation officer, I have developed core values consistent with the mission of the school. As a board member, I wish to use my knowledge, skills and abilities to effectively establish and shape the mission of the charter school, render strategic decisions on major school policies and ensure the success of the school through the proper allocation of financial and educational resources.

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

7. Please indicate whether or not you have ever been convicted of a misdemeanor and/or felony in state or federal court in any jurisdiction.

This does not apply to me. Yes.

If the answer to this question is yes, please provide the following details regarding your conviction(s): (1) the name of the criminal offense(s); (2) whether the criminal offense(s) was a misdemeanor or felony; (3) the facts and circumstances surrounding your conviction(s); (4) the date(s) of your conviction(s); and (5) the date(s) of disposition(s).

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

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

Conflict of Interest

9. Please indicate whether you, your spouse, or other family member knows any of the other prospective or current board members.
 I / we do not know any such persons. Yes.
If your answer is yes, please indicate the precise nature of your relationship here: **Evelyn Gargano, Ellen Robbins and Burt Sacks are all board members of the Atlantic Beach Estates [Civic] Association. I am currently President of the Association.**
10. Please indicate whether you, your spouse, or other family member knows any person who is a prospective or current charter school employee.
 I / we do not know any such persons. Yes. If yes, please indicate the precise nature of your relationship here:
11. Please indicate if you, your spouse, or other family member or any corporation, business or other entity in which you, your spouse or other family member serve as an employee, officer, or director or own a controlling interest in, contracts or does business with, or plans to contract or do business with, the charter school, including but not limited to, the lease of real or personal property to the charter school.
 No. Yes. If yes, please describe the nature of the contract or business and, if applicable, the relationship of the person to the corporation, business or entity involved:
12. If the charter school is partnered with an educational service provider (a management company, whether for-profit or not-for-profit), please indicate whether you, your spouse, or any family member knows any employees, officers, owners, directors or agents of that provider. If your answer is in the affirmative, please describe any such relationship.
 Not applicable because the School does not/will not contract with a management company or charter management organization.
 I / we do not know any such persons. Yes.

13. If the charter school is partnered with an educational service provider, please indicate whether you, your spouse or other family member has a direct or indirect ownership, employment, contractual or management interest in the provider. For any interest indicated, please provide a detailed description.
 Not applicable because the School does not/will not contract with a management company or charter management organization.
 I / we have no such interest. Yes.
14. If the charter school is partnered with an educational services provider, please indicate if you, your spouse or other family member anticipates conducting, or is conducting, any business with the provider. If so, please indicate the precise nature of the business that is being or will be conducted.
 Not applicable because the School does not/will not contract with a management company or charter management organization.
 I / we do not anticipate conducting any such business. Yes.
15. Please indicate whether you, your spouse or other family member is a director, officer, employee, partner or member of, or is otherwise associated with, any organization which filed an application in conjunction with the charter school, i.e., is partnered with the charter school. To the extent you have provided this information in response to items 9-12, you may so indicate. This does not apply to me, my spouse or other family members. Yes.
16. Please indicate the potential ethical or legal conflicts of interests (if any) that would, or are likely to, exist should you be approved for service on the charter school's board.
 None Yes
17. Please explain how you would handle a situation in which you believe one or more members of the charter school's board are involved in working for their own benefit, or the benefit of their friends and family.

If I believe one or more members of the charter school's board are involved in working for their own benefit or the benefit of their friends and family, I would immediately notify the Chairperson of my concern(s). If I was dissatisfied with the outcome of the discussion, I would raise the issue with the full Board of Trustees. If I remained dissatisfied with the outcome, I would notify the school's authorizer in writing.

Educational Philosophy

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

The mission of the New American Leadership Academy Charter School is to empower learners and inspire leaders to make this a better world. The school will offer personalized rigorous instruction that will strengthen students academically, socially, and emotionally, so that they may succeed in educational settings and their future lives.

This will be accomplished through implementation of an educational model that is founded upon three key components: (1) The New American Academy Model developed at Harvard's Urban Superintendents Program; (2) research-based practices implemented at The New American Academy Charter School in Brooklyn; and (3) the Reggio Emilia pedagogical approach, a child-centered curriculum, invoking a students' natural curiosity in response to their environment.

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

The educational program of the New American Leadership Academy Charter School will utilize a constructivist approach to building a child-centered curriculum based on the interests of the children within context of the New York State and Common Core State Standards. The program will consist of teaching teams led by a Master Teacher responsible for a grade level cohort of 60 students; looping cycles in which the teaching team and classmates remain with the same cohort of students for six years, a student to teacher ratio of 15:1; and a 20% increase in instructional time over the school year.

The New American Leadership Academy Charter School will include a mastery-based career ladder for teachers that is both supported and incentivized. The four-step career ladder (apprentice, associate, partner and master) will be based on demonstrated ability, culminating with the Master Teacher. Teams will have an opportunity to create their curriculum maps and managements systems for the school year during a five-week summer training program.

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

I believe characteristics of a successful charter school include:

Strong leadership and governance;

A shared educational philosophy that guides decision-making at every level;

Mission-driven and innovative programming with attainable goals;

Responsive, energetic, and professionally-trained faculty;

A culture of commitment, high-expectations, and accountability;

A partnership with parents, community leaders and educational staff.

To ensure the success of the New American Leadership Academy Charter School, the Board of Trustees will need to:

Define and fully understand the purpose of the charter school and review the mission statement regularly for accuracy and soundness;

Ensure that the school's operations continue to focus on serving the students and achieving academic performance goals;

Conduct strategic short-and long-term planning and develop policies consistent with New York State educational laws;

Professionally support and periodically evaluate the school administrator's performance;

Sufficiently provide and effectively manage resources for the school to fulfill its mission;

Enhance and promote the school's public image by gathering support from essential members of the community;

Assess and evaluate the Board's performance in fulfilling its responsibilities.

Other

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

My understanding of the role of a public charter school board member is to:

Fully understand the purpose and the mission of the charter school;

Attend regular board meetings and be accessible in between meetings;

Ensure that the school's operations continue to focus on serving the students and achieving academic performance goals

Develop financial resources for the school and provide oversight;

Act in the best interest of the school and demonstrate collaborative leadership;

Be informed for planning, policy decision-making and setting strategic direction;

Utilize personal and professional skills, relationships and knowledge for the advancement of the school;

Attend training/retreats and take responsibility for self-education.

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

Yes

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

N/A

Margaret A. Foley, LMSW

Education

PROFESSIONAL DIPLOMA | 1993 | ST. JOHN'S UNIVERSITY - JAMAICA, NY

- Major: Educational Administration and Supervision

MASTER OF SOCIAL WORK | 1991 | HUNTER COLLEGE SCHOOL OF SOCIAL WORK - NEW YORK, NY

- Major: Group Work

BACHELOR OF ARTS | 1987 | ST. JOHN'S UNIVERSITY- JAMAICA, NY

- Major: Psychology
- Minor: Business Administration

Experience

SENIOR UNITED STATES PROBATION OFFICER- DRUG AND ALCOHOL TREATMENT SPECIALIST | UNITED STATES PROBATION OFFICE - BROOKLYN, NY | 2001-PRESENT

- Investigate offenders, prepare reports, and testify in court proceedings
- Interact with law enforcement community and gather intelligence
- Manage "high risk" offenders and monitor their compliance with release conditions
- Coordinate and conduct training on the Principles of Evidence-based Practices
- Serve as a Subject Matter Expert for substance abuse related issues
- Provide sentencing recommendations to judicial officers
- Supervise Forensic Case Managers and Social Work Interns
- Coordinate activities and provide oversight for Intern Unit

ADJUNCT INSTRUCTOR | ST. FRANCIS COLLEGE | 2008

- Instructor - Principles of Sociology
- Instructor - Juvenile Justice

SENIOR UNITED STATES PROBATION OFFICER - SUBSTANCE ABUSE SPECIALIST | UNITED STATES PROBATION OFFICE- WASHINGTON, D.C. | 1999-2001

- Negotiated and monitored contracts for substance abuse treatment
- Evaluated proposals for compliance with Administrative Office guidelines
- Conducted training for staff addressing drug aftercare issues
- Consulted with staff regarding appropriate course of treatment
- Supervised offenders and monitor their compliance with release conditions
- Acted as liaison in specialized areas to the Court units and community
- Served as a Team Leader for the Substance Abuse Unit
- Performed monthly audits and reconciled invoices

SENIOR UNITED STATES PROBATION OFFICER – MENTAL HEALTH SPECIALIST | UNITED STATES PROBATION OFFICE- BROOKLYN, NY | 1998-1999

- Conducted on-site visits to contract vendors
- Prepared post-award monitoring reports
- Assisted probation officers regarding referrals to contract agencies
- Supervised offenders with mental health conditions

UNITED STATES PROBATION OFFICER | UNITED STATES PROBATION OFFICE- BROOKLYN, NY | 1994-1998

- Enforced court-ordered conditions of Probation, Supervised Release and Parole
- Established supervision plans consistent with the level of risk posed by the offenders
- Investigated activities intended to detect and deter criminal behavior
- Reported violations to the Court and United States Parole Commission

ASSISTANT DEAN AND ADJUNCT INSTRUCTOR | ST. JOHN'S UNIVERSITY - JAMAICA, NY | 1991-1994, 2005

- Interviewed and rendered admissions decisions for prospective students
- Administered policies based on institutional objectives
- Evaluated student records regarding degree requirements and transfer credits
- Assessed the status and progress of academically marginal students
- Instructor – Scientific Methodologies
- Instructor – Sociology- The Psychology of Aging

Community Service

PRESIDENT | THE ATLANTIC BEACH ESTATES ASSOCIATION | 2013-PRESENT

LIAISON | LONG BEACH WATERFRONT WARRIORS | 2011-PRESENT

Professional Membership

Member of Federal Law Enforcement Officers Association

Member of Federal Probation and Pretrial Officers Association

Member of Atlantic Beach Rescue

Member of National Association of Social Workers

Certifications

New York State Licensed Social Worker

Certified Social Work Field Instructor

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

Name: Leslie L. Mullings

Charter School Name: New American Leadership Academy Charter School

Charter School Address: N/A

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

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

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

Background

1. Please provide your educational and employment history. You may do so by attaching a résumé. Resume Attached
2. Please affirm that you are or will be at least eighteen years old at the time of your appointment/election to the board. I affirm.
3. Please affirm that you have read Article 56 of the New York State Education Law, and understand the relationship between a charter school and the authorized chartering entity as defined in that statute. I affirm.
4. Please indicate how you became aware of the charter school and the opportunity to serve as a member of its board.

I was approached by the Atlantic Beach Civic Association to be a founding board member for a charter school in the Lawrence school district. Being a long-standing resident of the Lawrence School district community, and

having had my four children be a part of the education system, I consider it a point of my duty to ensure that the children of the Lawrence school district receive the best education possible.

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

I have lived a good portion of my career life in public education and my passion is to see the growth and development of our young people as we prepare them to lead the next generation.

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

I am the founder and former board chair of Challenge Preparatory Charter School—the highest-performing charter school in Far Rockaway. I believe my knowledge and experience of developing and leading a successful charter school will be a great enhancement to the present founding team.

7. Please indicate whether or not you have ever been convicted of a misdemeanor and/or felony in state or federal court in any jurisdiction.
 This does not apply to me. Yes.

If the answer to this question is yes, please provide the following details regarding your conviction(s): (1) the name of the criminal offense(s); (2) whether the criminal offense(s) was a misdemeanor or felony; (3) the facts and circumstances surrounding your conviction(s); (4) the date(s) of your conviction(s); and (5) the date(s) of disposition(s).

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

8. Please indicate if you currently have any criminal charge(s) pending against you in state or federal court in any jurisdiction.

This does not apply to me. Yes.

If the answer to this question is yes, please provide an explanation.

Conflict of Interest

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

management company or charter management organization.

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

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

If I believed that one or more of the charter school's board members are involved in or working for their own benefit, or for the benefit of their friends or family, I would first address it directly with the board member. If dissatisfied with the outcome, I would then take the issue to the full board of trustees, and finally raise the issue with the authorizer.

Educational Philosophy

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

The mission of the New American Leadership Academy Charter School (NALACS) is to improve educational opportunity for students in the Lawrence Free union School District 15 by offering personalized, rigorous instruction to develop students academically, socially, and emotionally. This will be accomplished through implementation of an educational model integrating the following components: the New American Academy model developed at Harvard's Urban Superintendent Program (USP), best practices developed at The New American Academy Charter School in Brooklyn, New York, and the Reggio Emilia pedagogical approach.

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

The three components described above utilize the following instructional approaches: a child-centered, project-based constructivist approach to

curriculum; teaching teams with four to five teachers, led by a master teacher and including a special education teacher, responsible for a cohort of 60 students; looping cycles in which the teaching team works with the same cohort of students for six years; a mastery-based teacher career ladder (apprentice, associate, partner, and master teachers); a student to teacher ratio of 15:1; a five-week summer teacher training program; and a 20% increase in instructional time over the school year.

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.

Research and practice indicate that successful charter schools have five key features: strong leadership; a competent and caring faculty; a culture of high-expectations; a well-designed instructional delivery system with standards-aligned curriculum, pedagogy, and assessments; and a meaningful connection to families and the community. The board will monitor progress across these five domains to ensure success.

Other

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

The appropriate role a public charter school board member is to oversee and verify the work of the principal/chief executive and to hold him/her accountable for the programmatic, operational, and financial success of the school.

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

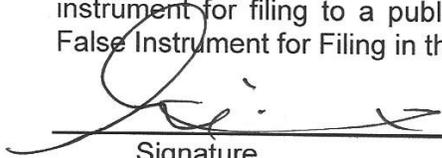
Affirmed

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

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

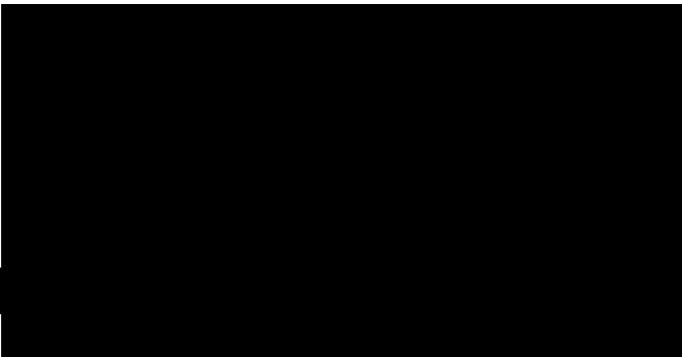
STATEMENT OF ASSURANCE

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


Signature _____ Date 7/29/14

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

Business Telephone: _____
Business Address: _____
E-Mail Address: _____
Home Telephone: _____
Home Address: _____



Dr. Leslie Mullings

Founder/CEO – Challenge Preparatory Charter School

Community Leader

Senior Pastor – [REDACTED]



WORK EXPERIENCE

Challenge Preparatory Charter School* 2010-Present
Founder/CEO

Challenge Charter Network* 2010-Present
CEO

Far Rockaway Community Church of the Nazarene* 1999-Present
Senior Pastor

Project Sandy Far Rockaway* 2012-Present
Executive Director

Rockaway Center for Community Development 1999-Present
Executive Director

- Health Programs
- Housing
- Job Training
- Innovative Education – Charter School Development

New York City Department of Education 1999-2012
Substance Abuse Specialist/School Counselor

- JHS 198
- PS 215
- PS/MS 43
- PS 42
- PS 114
- Beach Channel High School

Director of Family Counselors—CSD 27 1997-1999

- All Middle/Elementary Schools: Far Rockaway
- Founder of Business
- \$1.5 million average sales per year

1987-1997

New York Caribbean News
Advertising Executive & Program Coordinator

WLIB Radio
Advertising Executive & Program Coordinator

1987-1997

EDUCATION

Chelsea University
London, England
Ph.D. in Urban Studies, 2005

Shepperton University
London, England
M.A. in Counseling/Psychology, 2000

Nazarene Theological College
B.A. received 1986
Major: Religion

Jamaica Business College
Certificate in Business, 1986

CONTINUING EDUCATION:

Cornell University Medical College, NYC Department of Public Health
Substance Abuse/Prevention, 2002

New York State Office of Mental Health, Family Support Services
Parent as Policy Makers, 2002

Bank Street College of Education
Trained Parent Facilitator, 2002

Outreach Training Institute
Psychological Trauma PTSD, 2000
Healing & Recovery, 2000

Sera Learning Institute
Building Personal Power, 2000
Anger Management, 2000

Intermediate Intervention Institute
Faculty Development, 2000

AWARDS/Honors

Resident Elder Youth Engagement Community Service Award for Super Storm Sandy – June 2014

U.S. Congressman Gregroy Meeks Community Service Award – October 2013

New York Senatorial Service Award – Presented by NY Senator James Sanders – October 2013

The City of New York Certificate of Recognition for Super Storm Sandy Recovery Efforts – August 2013

New York City Education Award – Presented by Comptroller John Liu - 2012

New York City Commendation for Outstanding Community Service – October 2011

U.S. Congress – Life Time Achievement Award presented by U.S. Congressman Gregory Meeks – October 2011

State of New York Executive Chamber Award presented by Governor Elliot Spitzer – May 2010

Lifetime Achievement Award Africa American Caribbean American Education Association - 2009

NAACP/AACA Community Service Award Going Above and Beyond - 2008

New York State Executive Chamber Community Service Award - 2007
Presented by New York State Governor Elliott Spitzer

New York City Council, 2005
Outstanding African-American Leader Presented by the Mayor and City Council

Deerfield Area Civic Association, 2004
Citizen of the Year

Local Union 273, 2002
Humanitarian Award for Effort at World Trade Center Tragedy—September 11, 2001

New York City Public Advocate Award, 2002
Presented by Mark Green

New York City Chamber, 2001
Certificate of Recognition Committed/Dedicated Service to the Children of New York City on and after 9/11

New York State, 2001
Certificate of Merit—Audrey Pheffer

U.S. Department of Commerce, 2001
Certificate of Recognition—Ron Brown

ACCOMPLISHMENTS/COMMUNITY SERVICE POSITIONS

Opening Presenter for the New York State Democratic Convention – June 2014

Invocation for the Governor Andrew Cuomo's State of the State Address – February 2013

Lawrence School District

Chair, Board of Minority Concerns

NYC 101 Precinct, Far Rockaway

Community Liaison

Far Rockaway Council of Churches

President

Co-Founder of Medical Technology High School Far Rockaway

Queens Clergy Network

President

*** See attached Resume Narrative**

The Rev. Dr. Leslie M. Mullings Narrative Resume

The Rev. Dr. Leslie Mullings is the founder and CEO of Challenge Preparatory Charter School.

As Founder, he has led the school through every stage of development, as Chair of the Planning Team, through the extensive charter process, the opening and development stage of the school and through its first two full years of operation as founding Board Chair. At the beginning of the school's third year of operation he became the school's CEO. As CEO Rev. Mullings oversees the day-to-day operations of the school. Under Rev. Mullings dynamic leadership he lead the process of the development of the school's new 9.2 million dollar location at 710 Hartman Lane, Far Rockaway, NY. A new state of the art middle school is under development to house the next phase of Challenge Prep's future. Challenge Prep is a high performing charter school that is a model for other public schools. The charter school is visited often by the leadership of the NYCDOE and the NYS Education Department due to its being a model charter school.

Under Rev. Mullings leadership, the Challenge Charter Network is preparing to create three replication K-8 charter schools and a CTE charter high school focused on health sciences and careers.

Rev. Mullings is also the Senior Pastor of the Community Church of the Nazarene in Far Rockaway. He has led the church through the development of the multiple programs that serve the Far Rockaway community. The church has gone through several expansion and remodeling projects during his term as pastor. The church is in the process of building a sixteen million dollar affordable housing complex, with a new church facility and will also accommodate the Rockaway Center for Community Development.

As Pastor he has established extensive and long-standing relationships with parents, youth, community residents and community-based organizations in Far Rockaway.

Rev. Mullings has extensive experience in education, youth development and building

collaborative community-wide initiatives through his work as Youth Development Specialist with the NYCDOE and as Executive Director of the Rockaway Center for Community Development [RCCD].

The Center is moving forward in conjunction with the development of the affordable housing complex to expand its operations. The new facility will allow the Center to become a “service-enriched” location. RCCD will oversee the provision of crisis intervention and case management services, with the goal of helping families achieve improved social and economic well-being. In addition, the site will feature community rooms for classes and meetings. Other services provided will include parenting and adult education programs, a wide-range of youth programming with a focus on young men endeavors, employment programs, a technology center, and after-school tutoring and enrichment activities for community children. A state-of-the-art child-care center will also be housed in the facility. A health and wellness center will provide the residents with an exercise facility and will offer health, wellness and nutritional counseling.

RCCD’s on-going community outreach programs include a wide variety of services to the residents of Far Rockaway.

The experience and leadership of Rev. Mullings prepared him for the most significant weather related crisis to hit the Rockaways and greater New York City when Super Storm Sandy hit shore on October 29, 2012.

He immediately created a vehicle for his church’s response - Project Sandy Far Rockaway.

Rev. Mullings in his own words reporting about his Church’s response to the crisis: “The critical needs of the people of Far Rockaway was our focus from the moment we knew of the potential for Hurricane Sandy to hit greater New York City. We opened our church [1414 Central Avenue, Far Rockaway] for people seeking refuge from the storm prior to it hitting shore. We became a place of safety from the storm. That led to the need to provide food to eat, which without electricity and proper equipment, we began to do immediately. We have not stopped since. As people responded we started distributing blankets, gloves, coats, food, etc. I am grateful for all the support we have received from day one of our efforts.”

“Support and volunteers over these 365 plus days of relief and restoration efforts have come from all across the country and from several international locations. From the first two small generators being driven overnight on November 4th from Beaver Enterprise Center in Beckley, WV that brought light to our building for the first time since the storm hit to Northland Church from Orlando, FL bringing a team of 18 volunteers to setup and run the mobile kitchen to prepare hot meals to FEMA opening the Disaster Recovery Center on November 8th our capacity grew in a matter of days allowing us to feed between 2000 - 2500 people a day.” continued Rev. Mullings. “We could not have done this except through the generosity of everyone from Governor Andrew Cuomo, US Congressman Gregory Meeks, NYC Councilman James Sanders, Jr. [now NYS Senator], FEMA, FEMA Corp, the New York Knicks, New York Giants, New York Yankees, New York Mets, the

Mayor's Fund to Advance New York, KidsCare NY, the Hess Corporation, Toys for Tots, UNIQLO, the National Guard, the New York City PBA, the community of Congregation B'nai Jeshurun, South Charleston, WV First Church of the Nazarene, World Vision, Antioch Baptist Church of Harlem, Geoffrey Canada's Promise Academy, Queens Office of Emergency Management, Allen & Company, Red Cross, Metro New York District Church of the Nazarene, Nazarene Disaster Relief, Beulah Church of the Nazarene, Brooklyn Community Worship Center Church of the Nazarene, City Harvest, the FoodBank of NY, Dreamworks Animation/Classic Media, CeeLo Green, Atlantic Records, Razor and Tie, First Book, New Greater Bethel Ministries of Queens Village, NY, Coca-Cola Refreshments, New York Cares [provided over 3600 volunteers] and hundreds of other individuals and organizations.”

Because of the crisis situation and the need for the daily operation of Project Sandy Far Rockaway, the Community Church of the Nazarene moved its services to 710 Hartman Lane beginning on Sunday, November 11 and continues to meet there. The church immediately began to think about ways to reach the community surrounding the service location. Key community restoration information events took place at the site and a major distribution in cooperation with our partner UNIQLO, the global clothing retailer, of 1,000 Ultra Light Down Jackets and 5,000 pieces of HEATTECH thermal underwear took place on January 20, 2013. Every Sunday in connection with the church services cleaning and food supplies were distributed at the site. The members and friends of the Community Church of the Nazarene have been at the forefront of the relief and restoration efforts.

On December 22, 2012, the Project hosted a warm clothing distribution and toy drive at the site for thousands of residents of the area. The winter clothing distribution was conducted by UNIQLO and consisted of 1,000 Ultra Light Down Jackets and approximately 5,000 pieces of HEATTECH thermal underwear.

Project Sandy also distributed thousands of holiday toy packages to many affected families and children. Through the generosity of many supporting donors, each child was given a package, which included at least one toy and other items such as holiday DVD's, holiday CD's and children's books. The gift packages were given to at least 2,750 children.

Since the storm hit on October 29th, over 75,000 hot meals have been served and seventy-plus semi-truck loads of food, blankets [25,000 plus], cleaning supplies, home goods, clothing, diapers, wipes, building materials, emergency products, flashlights, heaters, kitchen items, cookware, and multiple thousand of cases of water have been distributed.

Over seven million dollars of food and goods have been provided free of charge to the community.

The site was operational every day with the exception of Christmas and New Years through March 1, 2013. Weekly food distribution continues every Friday and Saturday at the church.

Project Sandy, RCCD and the Church have been at the forefront of restoration efforts.

Several houses have been restored and multiple teams of volunteers have been involved with restoration efforts.

These endeavors brought the eyes of the city and nation on the Far Rockaway community. The New York Times, New York Post, NY1, NBC, CBS, ABC, FOX, The Daily News, etc. interviewed Rev. Mullings during and after the crisis. Rev. Mullings became one of the key spokes persons for Far Rockaway about the storm and its aftermath.

The Honorable Governor Andrew Cuomo visited the site multiple times in the last year. The Governor chose Rev. Mullings to provide the invocation for his most recent State of the State address.

Rev. Mullings leadership during the crisis has given him the opportunity to become a part of the overall city and state restoration efforts. Rev. Mullings was one of the main presenters at several events focused on restoration and preparation for the next storm - NY Rising, SIRR, etc. He now serves on each of the major restoration teams at the NYC and NYS levels.

The storm and its aftermath has not been the first time Rev. Mullings leadership has been called upon by the city and state.

Rev. Mullings has been very active serving New York City through multiple initiatives established by Mayor Michael Bloomberg. He serves on the Mayor's Fatherhood Initiative, NYC Young Men's Initiative, and NYC Construction Board. He led the Far Rockaway communities' response to the American Airlines crash in November 2007 for NYC. He has been active in responding to multiple crisis situations involving the public schools, race relations and police actions on-behalf of NYC.

Rev. Mullings has been the recipient of numerous honors and awards among them are:

New York City Commendation for Outstanding Community Service - October 2011

U.S. Congress - Life Time Achievement Award presented by U.S. Congressman Greg Meeks - October 2011

State Of New York Executive Chamber Award presented by Governor Elliot Spitzer – May 2010

NAACP Community Service Award - June 2007

Attachment 5b: By-Laws

BYLAWS OF THE NEW AMERICAN LEADERSHIP ACADEMY CHARTER SCHOOL A New York Education Corporation ARTICLE I NAME

Section 1.1 Name. The name of this School is the New American Leadership Academy Charter School (the “Corporation”).

ARTICLE II PURPOSE

Section 2.1 Purpose. The Corporation has been organized as set forth in the Articles of Incorporation. The Corporation will take no action that is inconsistent with the Articles of Incorporation, the Corporation’s Charter, or these Bylaws.

ARTICLE III OFFICE

Section 3.1 Offices. The Corporation’s principal office shall be located at [Insert Address]. The Board (as defined in Section 4.1 below) may change the location of the Corporation’s principal office.

ARTICLE IV BOARD OF TRUSTEES

Section 4.1 Powers. Subject to the provisions of the Articles of Incorporation, the Corporation’s Charter, and these Bylaws, all powers and activities of the Corporation shall be exercised and managed by the Board of Trustees of the Corporation (the “Board”). Trustees shall have no power as individual trustees and shall act only as members of the Board. The Board may delegate the management of the activities of the Corporation to others, so long as the affairs of the Corporation are managed, and its powers are exercised, under the Board’s ultimate authority.

Section 4.2 Number of Trustees/Composition. The authorized number of trustees shall be not less than five, with the exact number of authorized trustees to be fixed by the Board from time to time. Trustees, officers, or employees of any external organization shall hold no more than 40 percent of the total seats comprising the Board.

Section 4.3 Term of Office. Each trustee shall be elected for a term of 3 years and shall hold office until a successor has been elected and qualified. Notwithstanding the foregoing, in the first 3 years of its existence, at least 2 Board members shall serve a 1-year term, and at least 2 Board members shall serve a 2-year term. New Board members may be elected at any time to fill vacancies. If a Board member is elected at a time other than the annual meeting, his or her 3-year term shall be calculated starting from the date of the most recent annual meeting.

Section 4.4 Resignation. A trustee may resign at any time by giving written notice to the Chair of the Board or the Secretary. Any resignation shall take effect upon receipt of notice or at any later time specified in that notice. Unless otherwise specified in the notice of resignation, affirmative acceptance of the resignation shall not be necessary to make it effective. If the resignation specifies a later effective date, a successor may be elected prior to such effective date to take office when the resignation becomes effective.

Section 4.5 Removal. A trustee may be removed from office at any time by a vote of a majority of the trustees then in office, in a manner consistent with the laws of New York.

Section 4.6 Vacancies. A vacancy in the Board shall be deemed to exist in the event that the actual number of trustee is less than the authorized number for any reason. The Board may declare vacant the office of any trustee who has been declared of unsound mind by a final order of court, has been convicted of a felony, or is found by a majority of the Board or by any governmental body with jurisdiction to have violated the Code of Ethics adopted by the Board. Vacancies on the Board may be filled by approval of the Board of Trustees or, if the number of trustees then in office is less than a quorum, by (1) unanimous written consent of the trustees then in office, (2) a vote of a majority of the trustees then in office at a meeting in accordance with Section 5, or (3) a sole remaining trustee. In addition, as provided by the Articles of Incorporation, the Trustee may fill any vacancy created by the Trustee exercising its removal right set out in the Articles of Incorporation. Each trustee elected or appointed to fill a vacancy, whether by the Board or by the Trustee, shall hold office for the unexpired portion of the term, or until his or her death, resignation, or removal from office.

Section 4.7 Compensation of Trustees. Trustees shall not receive any compensation for their services as trustees or for any other goods or services. The Board may authorize the advance or reimbursement to a trustee of actual reasonable expenses incurred in carrying out his or her duties as a trustee.

Section 4.8 Standing Committees. The Board may create standing committees of no less than 2 trustees, elected by the Board, to focus on particular aspects of the operation of the Corporation. These committees may include a finance committee to focus on accounting for revenues and expenditures, an audit committee to ensure a proper audit of the Corporation's finances on an annual basis, and a compensation committee to focus on the salaries and benefits received by employees to ensure competitiveness, reasonability, and fairness. If the number of trustees exceeds 5, the Board may elect an executive committee of 5 trustees.

Section 4.9 Advisory Committees. The Board may create one or more Advisory Committees, each consisting of two or more trustees, non-trustees or a combination of trustees and non-trustees. Appointments to any Advisory Committee shall be by approval of the Board of Trustees. Advisory Committees may not exercise the authority of the Board to make decisions on behalf of the Corporation. Advisory Committees shall be restricted to making recommendations to the Board or Board Committees and implementing Board or Board Committee decisions and policies under the supervision and control of the Board or Board Committee. Each members of an Advisory Committee shall be provided a copy of and be obligated to comply with the Code of Ethics adopted by the Board to the same extent as trustees, officers, or employees of the Corporation.

Section 4.10 Advisory Board. The Board may create an advisory board, consisting of persons who are not officers of the Corporation or members of the Board of Trustees, to serve at the pleasure of the Board and to report its findings and recommendations, and to carry on such activities (as requested by the Board) on subjects of interest to the Board in which the members

of such an advisory board have a particular expertise or capability. The appointment of members of such an advisory board requires Board approval. Any such advisory board, to the extent provided in the resolution of the Board of Trustees, shall act only in an advisory capacity to the Board of Trustees, shall have no legal authority to act for the Corporation and shall be clearly titled and held out as the “advisory board.”

ARTICLE V MEETINGS

Section 5.1 Annual Meeting. An annual meeting of the Board shall be held each year on a date to be specified by the Board and will coincide with one of the regular meetings.

Section 5.2 Regular Meetings. When the Corporation holds a charter for the operation of a public school and such school is operating, serving enrolled students and receiving public funds for such operation, regular meetings of the Board shall be held each month at a the school.

Section 5.3 Quorum and Voting. A majority of the total number of authorized trustees shall constitute a quorum for the transaction of business. The vote of a majority of the trustees present at a meeting at which a quorum is present shall be the act of the Board. Except as otherwise provided in these Bylaws or in the Articles of Incorporation of this Corporation, or by law, no business shall be considered by the Board at any meeting at which a quorum is not present, and the only motion which the Chair of the Board shall entertain at such meeting is a motion to adjourn. The trustees present at a duly called and held meeting at which a quorum is initially present may continue to do business notwithstanding the loss of a quorum at the meeting due to a withdrawal of trustees from the meeting, provided that any action thereafter taken must be approved by at least a majority of the required quorum for such meeting or such greater percentage as may be required by law, or the Articles of Incorporation or these Bylaws.

Section 5.4 Video Participation in Meetings. Trustees may participate in a meeting through use of video screen communication. Participation in a meeting through use of video screen communication constitutes presence in person at that meeting so long as all members participating in the meeting are able to see and hear one another.

ARTICLE VI CERTAIN MATTERS

Section 6.1 Board-Approved Policies. The Board may adopt additional governance and management policies as it deems appropriate.

Section 6.2 Executive Compensation Review. The Board (or a Board Committee) shall review any compensation packages (including all benefits) of the Headmaster and the 2 other highest paid employees. The Board shall approve such compensation only after determining that the compensation is just and reasonable. This review and approval shall occur annually, as well as when such officer is hired, when the term of employment of such officer is renewed or extended, and when the compensation of such officer is modified, unless the modification applies to substantially all of the employees of the Corporation.

ARTICLE VII OFFICERS

Section 7.1 Officers. The officers of the Corporation shall be a Chair of the Board, a Secretary, and a Treasurer. The Chair of the Board must be a trustee. The Corporation may also have such other officers as may be determined by the Board. One person may hold two or more offices, except that neither the Secretary nor the Treasurer may serve concurrently as the Chair of the Board.

Section 7.2 Election and Term. The officers of the Corporation shall be elected by the Board at an annual meeting and shall serve at the pleasure of the Board.

Section 7.3 Chair of the Board. The Chair of the Board shall, if present, preside at all meetings of the Board, and shall exercise and perform such other powers and duties as may be prescribed by these Bylaws or the Board.

Section 7.4 Secretary. The Secretary shall keep or cause to be kept a full and complete record of the proceedings of the Board and its committees, shall give or cause to be given notice of all Board meetings as required by law or these Bylaws, and in general shall exercise and perform such other powers and duties as may be prescribed by these Bylaws or the Board.

Section 7.5 Treasurer. The Treasurer shall be the chief financial officer of the Corporation. The Treasurer shall keep and maintain, or cause to be kept and maintained, adequate and correct books and records of account. The Treasurer shall send or cause to be given to the trustees such financial statements and reports as are required to be given by law, and as may be prescribed by these Bylaws or the Board. The books of account shall be open to inspection by any trustee upon request at all reasonable times. The Treasurer shall deposit, or cause to be deposited, all money and other valuables in the name and to the credit of the Corporation with such depositories as designated by the Board, shall disburse or cause to be disbursed the Corporation's funds as ordered by the Board, shall render to the Board, upon request, an account of the Treasurer's transactions as Treasurer and of the financial condition of the Corporation, and shall exercise and perform such other powers and duties as may be prescribed by these Bylaws or the Board.

Section 7.6 Resignation. An officer may resign at any time by giving written notice to the Corporation. Any resignation shall take effect upon receipt of notice or at any later time specified in that notice. Unless otherwise specified in the notice of resignation, affirmative acceptance of the resignation shall not be necessary to make it effective. Any resignation is without prejudice to the contract or other rights, if any, of the Corporation in respect of the officer.

Section 7.7 Removal. Officers may be removed from office by the Board, consistent with the voting procedures in the bylaws.

Section 7.8 Vacancies. A vacancy in any office for any reason shall be filled by the Board.

ARTICLE VIII NO LIABILITY OF TRUSTEES; INDEMNIFICATION; INSURANCE

Section 8.1 Definitions. For purposes of this Article, "Agent" means any person who is or was a trustee, officer, employee or other agent of the Corporation, or is or was serving at the request of

the Corporation as a trustee, officer, employee or other agent of another foreign or domestic corporation, partnership, joint venture, trust or other enterprise; "Proceeding" means any threatened, pending or completed action or proceeding, whether civil, criminal, administrative or investigative; and "Expenses" includes, without limitation, attorneys' fees and any expenses incurred in establishing a right to indemnification under Section 8.3 of this Article.

Section 8.2 No Liability of Trustees. The Trustees shall not be personally liable for the Corporation's debts, liabilities or other obligations.

Section 8.3 Right to Indemnity. The Corporation may, to the fullest extent permitted by law, indemnify any person who was or is a party or is threatened to be made a party to any Proceeding by reason of the fact that such person is or was an Agent of the Corporation, against expenses, judgments, fines, settlements and other amounts actually and reasonably incurred in connection with the Proceeding.

Section 8.4 Approval of Indemnity. On written request to the Board by any Agent seeking indemnification, to the extent that the Agent has been successful on the merits, the Board shall promptly authorize indemnification in accordance with law. Otherwise, the Board shall promptly determine, by a majority vote of a quorum consisting of trustees who are not parties to the Proceeding, whether, in the specific case, the Agent has met the applicable standard of conduct stated, and, if so, may authorize indemnification to the extent permitted thereby.

Section 8.5 Advancing Expenses. The Board may authorize the advance of Expenses incurred by or on behalf of an Agent of the Corporation in defending any Proceeding before the final disposition of such Proceeding, if the Board finds that: (a) the requested advances are reasonable in amount under the circumstances; and (b) before any advance is made, the Agent submits a written undertaking satisfactory to the Board, in its sole discretion, to repay the advance unless it is ultimately determined that the Agent is entitled to indemnification for the Expenses under this Article.

Section 8.5 Insurance. The Board shall have the power to purchase and maintain insurance on behalf of any Agent against any liability asserted against or incurred by the Agent in such capacity or arising out of the Agent's status as such, whether or not the Corporation would have the power to indemnify the Agent against such liability under this Article.

ARTICLE IX FISCAL YEAR AND REPORTING OBLIGATIONS

Section 9.1 Fiscal Year. The fiscal year of the Corporation shall begin on July 1 and end on June 30.

ARTICLE X GIFTS, GRANTS, CONTRACTS, INVESTMENTS

Section 10.1 Gifts. The Board may accept on behalf of the Corporation any contribution, gift, request or devise for the general purposes or for any specific purpose of the Corporation. The Corporation shall retain complete control and discretion over the use of all contributions it receives.

Section 10.2 Grants. The Board shall exercise itself, or delegate, subject to its supervision, control over grants, contributions, and other financial assistance provided by the Corporation, including, without limitation, fiscal sponsorship relationships.

Section 10.3 Contracts. The Board may authorize any officer(s) or agent(s), in the name of and on behalf of the Corporation, to enter into any contract or execute any instrument. Any such authority may be general or confined to specific instances, or otherwise limited. Consistent with actions by the Board, the Chair of the Board is authorized to execute such instruments on behalf of the Corporation.

Section 10.4 Payment of Money. Unless otherwise determined by the Board, all checks, drafts or other orders for payment of money out of the funds of the Corporation and all notes or other evidences of indebtedness of the Corporation may be signed on behalf of the Corporation by the Treasurer.

Section 10.5 Deposits. The funds of the Corporation not otherwise employed, including any amounts in any reserve fund, shall be deposited from time to time to the order of the Corporation in such banks, trust companies or other depositories as the Board may select.

Section 10.6 Investments. In investing, reinvesting, purchasing, acquiring, exchanging, selling and managing the Corporation's investments, other than assets which are directly related to the Corporation's public or charitable programs, the Board shall avoid speculation, looking instead to the permanent disposition of the funds, considering the probable income, as well as the probable safety of the Corporation's capital. No investment violates this Section where it conforms to provisions authorizing the investment contained in an instrument or agreement pursuant to which the assets were contributed to the Corporation.

ARTICLE XI CODE OF ETHICS AND CONFLICTS OF INTEREST

Section 11.1. Code of Ethics. The Board shall adopt a Code of Ethics applicable to trustees, officers, and employees of the Corporation, compliant with the General Municipal Law, which may be amended from time to time by the Board.

Section 11.2. Conflicts of Interest. Sections 11.2 – 11.7 sets forth a conflicts of interest policy to protect the Corporation's interest when it is contemplating entering into a transaction or arrangement that might benefit the private interest of a trustee, officer, or employee of the Corporation. This policy is intended to supplement but not replace any applicable state laws governing conflicts of interest applicable to nonprofit and charitable corporations or the Code of Ethics adopted by the Board.

Section 11.3. Definitions.

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

(b) Financial Interest. A person has a financial interest if the person has, directly or indirectly, through business, investment or family:

- (1) an employment, ownership or investment interest in any entity with which the Corporation has a transaction or arrangement, or
- (2) a compensation arrangement with the Corporation or with any entity or individual with which the Corporation has a transaction or arrangement, or
- (3) a potential employment, 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 11.4. Procedures.

(a) **Duty to Disclose.** In connection with any actual or possible conflicts of interest, an interested person must disclose the existence of his or her financial interest and all material facts relating thereto to the Board.

(b) **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' meeting while the financial interest is discussed and voted upon. The remaining Board of Trustees shall decide if a conflict of interest exists.

(c) Procedures for Addressing the Conflict of Interest

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

(2) The Board shall, if appropriate, appoint a disinterested person or committee to investigate alternatives to the proposed transaction or arrangement.

(3) After exercising due diligence, the Board 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.

(4) 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 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 the transaction or arrangement in conformity with such determination.

(d) Violations of the Conflicts of Interest Policy

(1) If the Board has reasonable cause to believe that a trustee, officer, or employee of the Corporation 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.

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

Section 11.5. Records of Proceedings. The minutes of the Board of Trustees and all committees with Board-delegated powers shall contain:

(a) Names of Persons with Financial Interest

The names of the persons who disclosed or otherwise were found to have a 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's decision as to whether a conflict of interest in fact existed.

(b) Names of Persons Present

The names of the 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 11.6. 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:

(a) Receipt has received a copy of the conflicts of interest policy.

(b) Read and Understands Has read and understands the policy.

(c) Agrees to Comply Has agreed to comply with the policy.

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

Section 11.7. 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.

ARTICLE XII OTHER PROVISIONS

Section 12.1 Rights of Inspection. Every trustee shall have the right at any reasonable time to inspect and copy all books, records and documents, and to inspect the physical properties of the Corporation.

Section 12.2 Electronic Transmissions. Unless otherwise provided in these Bylaws, and subject to any guidelines and procedures that the Board may adopt from time to time, the terms "written"

and “in writing” as used in these Bylaws include any form of recorded message in the English language capable of comprehension by ordinary visual means, and may include electronic transmissions, such as facsimile or email, provided (i) for electronic transmissions from the Corporation, the Corporation has obtained an unrevoked written consent from the recipient to the use of such means of communication; (ii) for electronic transmissions to the Corporation, the Corporation has in effect reasonable measures to verify that the sender is the individual purporting to have sent such transmission; and (iii) the transmission creates a record that can be retained, retrieved, reviewed, and rendered into clearly legible tangible form.

ARTICLE XIII AMENDMENTS

Section 13.1 Amendment of Bylaws. Except as otherwise provided by law, these Bylaws may be amended or repealed and new bylaws may be adopted by approval of the Board.

* * * * *

CERTIFICATE OF SECRETARY I, , hereby certify: That I am duly elected and acting Secretary of the New American Leadership Academy Charter School, and that the foregoing Bylaws constitute Bylaws of the New American Leadership Academy Charter School, as duly adopted at the meeting of the Board held on _____.

IN WITNESS WHEREOF, I have hereunder subscribed my name this _____ day of _____, 2012.

_____ Secretary

Attachment 5c: Code of Ethics

The public purpose and tax-exempt status of charitable organizations imposes a special obligation to maintain the public trust. The Board of Trustees, officers, and employees of the New American Leadership Academy Charter School (“NALACS”) recognize that, in order to conduct their affairs in the best interests of the school and in the protection of public interest, they must avoid conflict, or the appearance of conflict, between their personal interests and those of NALACS, and ensure that they do not receive improper personal benefit from their positions. The NALACS Board of Trustees (the “Board”) also recognizes its obligation to adopt a code of ethics under the General Municipal Law, setting forth the standards of conduct required of all school NALACS trustees, officers, and employees.

Accordingly, every trustee, officer, or employee of NALACS, whether paid or unpaid, shall adhere to the following code of conduct:

1. **Gifts:** A trustee, officer, or employee shall not directly or indirectly solicit any gifts; nor shall a trustee, officer, or employee accept or receive any single gift having a value of \$50 or more, or gifts from the same source having a cumulative value of \$50 or more over a twelve-month period, whether in the form of money, services, loan, travel, meals, entertainment, hospitality, thing or promise, or any other form, if either: (a) the gift is from actual or potential suppliers of services or goods for NALACS; or (b) it could otherwise reasonably be inferred that the gift was intended to influence the trustee, officer, or employee in the performance of his or her official duties or was intended as a reward for any official action on his or her part.

This code does not prohibit a trustee, officer, or employee from accepting: (i) a gift presented to NALACS for the benefit of the school where the recipient is representing NALACS and thereafter presents the gift to NALACS; or (ii) a gift that is motivated solely by a pre-existing personal relationship, but is in no way connected with the recipient’s official NALACS duties. Notwithstanding the foregoing, trustees, officer, or employees should make every effort to decline to accept gifts on behalf of NALACS, but, in cases where it would be considered ungracious to do so, should make clear that the gift is being accepted on behalf of, and will be given to, NALACS. Gifts received on behalf of NALACS shall be turned over to the Headmaster (or the Headmaster’s designee) who will ensure the gift is used for the benefit of the school. The Headmaster (or the Headmaster’s designee) shall give written notice to the Board of any gift received by NALACS having a value of \$50 or more along with a description of its use for the benefit of the school.

2. Disclosure of Interests:

- a. *Disclosure of Interests in Matters before the Board:* Trustees, officers, or employees shall disclose to the Board any Interest (as defined below) that he or she has, will have, or later acquires with respect to a transaction the Board is considering. Such transactions include contracts and the provision of goods and services. The disclosure of an Interest may be made orally or in writing. A trustee, officer or employee has an “Interest” if he,

she, or a family member (including a trustee, officer or employee's parent, grandparent, spouse, sibling, child, grandchild, niece, or nephew), or business associate (i) is employed by, or (ii) holds a fiduciary, ownership, or investment interest with, any entity or person with which NALACS is considering a transaction. Trustees, officers, or employees with Interests shall recuse themselves from the Board's consideration of the relevant transaction. In no event shall trustees vote on transactions in which they have a financial interest. The individual's recusal, shall be recorded in the appropriate minutes. In addition, the Board expects trustees, officers, or employees to disclose close friendships with (a) any person with whom NALACS is considering a transaction, and (b) any person who has a significant position in an entity with which NALACS is considering a transaction.

- b. *Disclosure of Interests in Other Matters:* An officer or employee (1) shall disclose to the Headmaster (or Headmaster's designee), orally or in writing, any Interest (as defined above) that he or she has, will have, or later acquires, and (2) shall recuse her- or himself from any decision-making process related to each such Interest unless the Headmaster (or Headmaster's designee) in consultation with the Board determines the officer or employee's continued participation is in the best interest of the NALACS and consistent with the applicable law and the principles contained in this code of ethics. The Procedures set forth in the preceding sentence shall also apply to any trustee who has knowledge that he or she has an Interest in a transaction being considered by NALACS below the Board level. The individual's recusal shall be memorialized in writing. In addition, trustees, officers, or employees shall disclose close friendships with (a) any person with whom NALACS is considering a transaction, and (b) any person who has a significant position in an entity with which NALACS is considering a transaction.
 - c. *Disclosures of Contracts with Not-For-Profit Entities:* Trustees, officers, or employees must disclose any contract with not-for-profit entities, such as charter management organizations, partners and founding organizations.
 - d. This Section 2 shall not be construed as requiring disclosure of an Interest if the person from whom disclosure ("covered person") would otherwise be required (1) has no knowledge that NALACS is or may be contemplating a transaction with the entity or person that is the basis for an Interest and (2) has no role in the applicable decision-making process. It is, however, the responsibility of each covered person to determine whether the covered person has a relationship with any entity or person the covered person knows or, as a result of the covered person's responsibilities, has reason to know that NALACS is contemplating a transaction with.
3. **Representation before the Board:** Trustees, officers, or employees shall not receive or enter into any agreement, express or implied, for compensation by a third party for services to be rendered in relation to any matter before the Board, including but not

limited to compensation that is to be dependent or contingent upon any action by the Board with respect to such matter.

4. **Investments in Conflict with Official Duties:** Trustees, officers, or employees shall not invest or hold any investment directly in any financial, business, commercial or other private transaction that creates a conflict with his or her official duties.
5. **Confidential Information:** Trustees, officers, or employees will exercise the highest degree of care not to disclose confidential information including, but not limited to student records, financial information, personnel records, and payroll records. Trustees, officers, or employees shall not disclose confidential information acquired by him or her in the course of his or her official duties or use such information to further his or her own personal interest. In addition, except as required by law, trustees, officers, or employees shall not disclose information regarding any matters discussed in an executive session of the Board, whether such information is deemed confidential or not.

6. Employment Conflicts:

- a. *Private Employment:* A trustee, officer, or employee shall not engage in, solicit, negotiate for, or promise to accept private employment when that employment or service creates a conflict with or impairs the proper discharge of his or her official duties.
- b. *Future Employment:* A trustee, officer, or employee shall not, after the termination of service or employment with the Board or NALACS, appear before the Board or any panel or committee of the Board, in relation to any case, proceeding, or application in which he or she personally participated during the period of his or her service or employment or that was under his or her active consideration.

7. Compliance with Applicable Conflict of Interest Laws:

The conflict of interest provisions of the New York General Municipal Law are applicable to charter schools to the same extent those provisions (Gen. Municipal Law §§800-804, 804-a, 805, 805-a, 805-b, 806, as amended) are applicable to school districts. All trustees, officers, or employees shall comply with such laws.

8. Additional Code of Ethics Requirements:

- a. Trustees, officers, or employees shall make all appropriate financial disclosures whenever a grievance of conflict of interest is lodged against them.
- b. Trustees, officers, or employees may never ask a subordinate, a student, or a parent of a student to work on or give to any political campaign.
- c. Trustees, officers, or employees will observe rules of behavior and conduct. Unacceptable conduct includes, but is not limited to:
 - Theft or inappropriate removal or possession of property;
 - Falsification of documents;

- Possession, distribution, sale, transfer, or use of alcohol or illegal drugs in the workplace or while on duty;
- Use of tobacco or tobacco products on school grounds; - Insubordination or other disrespectful conduct;
- Violation of safety or health rules;
- Sexual or other unlawful or unwelcome harassment; or
- Excessive absenteeism or any absence without notice.

Distribution of the Code of Ethics'

The Headmaster (or Headmaster's designee) shall cause a copy of this Code of Ethics to be distributed annually to every trustee, officer, and employee. Each trustee, officer and employee elected or appointed thereafter shall be furnished a copy before entering upon the duties of his or her office or employment.

Penalties

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

Attachment 8a: Hiring and Personnel Policies and Procedures

Equal Opportunity Employer

It is the policy of NALACS to seek and employ the best qualified personnel without regard to sex, race, religion, color, creed, national origin, citizenship, sexual orientation, veteran status age, marital status, or disability. It is further this organization's policy to ensure equal opportunity for the advancement of staff members and equal treatment in the areas of upgrading, training, promotion, transfer, layoff, and termination.

NALACS will comply with the American with Disabilities Act (ADA) of 1990, and welcomes applications from people with disabilities. The school does not discriminate against qualified, disabled individuals solely for reasons of their disability. Consistent with this policy, NALACS is committed to:

- Recruit, hire and promote on the basis of an individual’s qualifications and competence for the job;
- Make the necessary, reasonable accommodations to enable a qualified person with a disability to perform the essential functions of a job;
- Protect the disabled individual’s right to privacy and confidentiality to the extent possible; and
- Fully comply with all requirements of applicable law, including those relating to employee benefits.

Qualifications

NALACS will conduct national searches for the best teachers and staff. Teachers will be expected to be certified, though the school may employ up to five staff members, or no more than 30% of its teaching staff, whichever is less, who are not certified. Below are the responsibilities and qualifications for key personnel:

Key Staff Responsibilities and Qualifications

Headmaster	
Responsibilities	Qualifications
<ul style="list-style-type: none"> • Accountable for everything that happens in the building and delegates responsibilities as needed; • Completion of staff evaluations • Hiring/termination/promotional decisions; • Responsible for leading moment of silence, exercise, reciting of credo, directions during meal time; • Accountable and responsible for overall safety of students and staff; • Emergency procedures; • Approves all out of building field trips; • Physical plant of the building, 	<ul style="list-style-type: none"> • Commitment to NALACSs mission, goals, culture and virtues; • Demonstrated success in raising student achievement; • High expectations for themselves, staff and students; • Teaching and leadership experience, especially in an setting where there are at risk students; • Experience hiring, managing and evaluating employees; • High level of organization and resourcefulness necessary for start-up environment; • Exemplary communication skills and

<ul style="list-style-type: none"> ensuring that things are working; • Compliance with all applicable State and Federal regulations • Budget planning; • Sets academic goals and expectations as instructional leader; • Attainment of mission and charter agreement; • Provides feedback and guidance on instructional techniques; • Accountable for professional development and adult learning of each staff member; • Leader of Education Leadership Team. 	<ul style="list-style-type: none"> sophisticated analytical analysis; • Strong recommendations from prior employers, colleagues and employees; • Master’s degree; • Successfully co-founding and/or serving in a leadership position in a private or charter school (preferred); • Fluent in Spanish (preferred); • Experience with elementary grades (preferred).
Director of Operations	
<p style="text-align: center;">Responsibilities</p> <ul style="list-style-type: none"> • Oversee all day-to-day operational activities of the school in collaboration with Headmaster; • Manage a team of back office personnel, including Operations Assistant (starting Y2); • Manage major academic-related systems and activities, including student recruitment and enrollment lottery, student information systems; • Coordinate HR functions, including onboarding and summer training; • Oversee procurement and building; maintenance, renovations and upgrades; • Coordinate food services, health services and transportation; • Plan logistics for school-wide events for students, staff and families; • Manage all volunteers, including sourcing, selection, and assigning of duties; • Coordinate communications with parents and the community; • Manage technology needs. 	<p style="text-align: center;">Qualifications</p> <ul style="list-style-type: none"> • Bachelor’s degree; • Master’s Degree (preferred) • Teaching or education program experience ideal; • At least 3 years relevant professional work experience, ideally in a charter school or other K-12 education organization; • At least 1 year direct experience successfully managing and developing staff; • Demonstrated success providing superior customer service; • Strong interpersonal skills and track record of collaborating with diverse stakeholders; • Strong communication, writing, and presentation skills; • Organized planner and project manager with proven ability to multi-task, take initiative, prioritize effectively, and deliver for multiple stakeholders on deliverables and deadlines; • Proactive and creative problem-solver.
Operations Associate	
<p style="text-align: center;">Responsibilities</p> <ul style="list-style-type: none"> • Strong commitment to, belief in, and 	<p style="text-align: center;">Qualifications</p> <ul style="list-style-type: none"> • Strong organizational abilities.

<p>alignment with mission and vision of school.</p> <ul style="list-style-type: none"> • Maintains accurate, complete, neat, and organized files. • Collects, enters, and maintains school data in administrative database. • Ensures strict confidentiality of personal student and staff records and data. • Supports Director of Operations and other members of the leadership team. • Maintains enthusiastic greetings of all school stakeholders (in person, by phone, through email, and through mail) and provides information and directs communication thoughtfully. • Remains familiar with policies, procedures, and operations. • Drafts and edits documents, as needed. • Completes other responsibilities as requested by Director of Operations. • 	<ul style="list-style-type: none"> • Detail oriented. • Experience in clear, respectful communication with both adults and children. • Proficient in Microsoft Excel • Knowledge of office equipment and services including computers, printers, copiers, fax machines, phones, and software.
Special Education Coordinator	
<p style="text-align: center;">Responsibilities</p> <ul style="list-style-type: none"> • Prepare annual budget and support the annual auditing process, working closely with the Headmaster; • Design and coordinate special education and intervention programs; • Develop progress monitoring systems for interventions and special education programs; • Develop procedures, forms, and templates for the provision of all special education services; • Provide ongoing professional training and coaching to special education teachers and school administrators; • Ensure that student records and documents for special education issues are accurate, timely, meaningful, and secure. 	<p style="text-align: center;">Qualifications</p> <ul style="list-style-type: none"> • Bachelor's degree; • MBA or master's degree in relevant field (preferred); • At least five years in an administrative or management role; • Teaching and leadership experience • Highly organized, detail-oriented; • Strategic and critical thinker; • Values input and feedback; • Team-player capable of working both collaboratively and independently; • Flexible and strong ability to multi-task; • Excellent interpersonal and communication skills, ability to interact with various stakeholders.
Secretary	
<p style="text-align: center;">Responsibilities</p> <ul style="list-style-type: none"> • Warmly greet all visitors to the school 	<p style="text-align: center;">Qualifications</p> <ul style="list-style-type: none"> • AA preferred;

<p>and direct them to the appropriate place or person;</p> <ul style="list-style-type: none"> • Serve as primary contact for all school communication via phone; • Maintain records in accordance with legal requirements and audit guidelines; • Ensure confidentiality and security of office space, files, and all information pertaining to students, parents, staff, and community; • Type, translate, and distribute school correspondence; • Maintain and ensure the accuracy of students' daily attendance, as well as medical, tardy, and early leave logs; • Update data in student information system; • Assist in ordering and receiving materials; • Provide administrative support including scheduling meetings and conference calls, maintaining calendars, arranging travel and managing correspondence; • Check and summarize all voice messages and respond to general inquiries; • Sort and route mail; • Manage inventory and order office supplies; • Update school calendar. 	<ul style="list-style-type: none"> • Minimum of 1 year of school experience required; • Oral and written proficiency in Spanish strongly preferred; • Proficiency with the Microsoft Office Suite; • Experience in proper office procedures including filing, answering the telephone professionally, photocopying, greeting all visitors cordially, and handling information with confidentiality; • Excellent communication skills, both oral and written; • Strong organizational and interpersonal skills; • Ability to manage the ambiguity and multiple priorities inherent in an entrepreneurial environment; • Relentless results orientation; • Detail oriented team player willing to roll up sleeves and get the job done; • Demonstrates initiative and a desire to learn.
Master Teacher	
<p style="text-align: center;">Responsibilities</p> <ul style="list-style-type: none"> • Team leader for the grade who is responsible and accountable for the learning experience of the sixty students in the classroom; • Leading the three additional teachers on the team for development; • Mentoring and developing the learning goals for the other teachers in their team – academically and socially; • Responsible for the safety of all 	<p style="text-align: center;">Qualifications</p> <ul style="list-style-type: none"> • Licensed teacher with at least five (5) years of satisfactory service ; • Appropriate New York State Certificate in ESL, Dual Language, Bilingual, Special Education or Common Branches, or being in the process of obtaining such license/certificate; • Demonstrated success in incorporating hands-on and co-operative learning activities;

<p>students;</p> <ul style="list-style-type: none"> • Responsible for curriculum planning and instructional quality in the classroom; • Responsible to communicate everything that happens in the classroom with the Headmaster; • Accountable for ensuring that all special learning needs are met according to Federal and State mandates (i.e., IEPs); • Responsible for ensuring that the team is operating at a collegial level and adhering to high professional standards; • Responsible for ensuring the cleanliness of the classroom environment; • Master Teacher may delegate responsibilities as needed yet is accountable for everything that happens in the classroom; • Responsible for assisting the Headmaster with hiring and selecting the teaching staff; • Responsible for overseeing all classroom-based communication with families; • Embody, preserve and promote the school’s mission, vision, and core values; • Teach students and coordinate their learning experiences to ensure that students meet or exceed NYS learning standards; • Member of Education Leadership Team. 	<ul style="list-style-type: none"> • Demonstrated success in developing interdisciplinary project and problem-based unit plans; • Experience in differentiating instruction for all students; • Record of creating model classroom learning environments; • Writing and presentation ability as evidenced by a demo lesson and a writing sample; • Demonstrated success in working collaboratively with colleagues and parents/caregivers; • Record of developing and facilitating effective professional development for adult learners; • Demonstrated commitment to professional growth; • Proven ability to use data to inform instruction; • Demonstrated high expectations for students; • Demonstrated scholarship in the content area. <p>Preferred:</p> <ul style="list-style-type: none"> • Ability to teach advanced math and science concepts and curriculum; • Experience in differentiating instruction for special education and English Language Learners; • Prior experience as a Lead Teacher, Mentor, Coach, or Teacher Center Specialist; • Prior experience with team teaching; • Fluency in a language other than English, preferably Spanish
Partner Teacher	
<p style="text-align: center;">Responsibilities</p> <ul style="list-style-type: none"> • Responsible for active participation in developing other colleagues within team; • Maintaining instructional charts and ensuring that they are up-to-date; • Expected to actively participate in 	<p style="text-align: center;">Qualifications</p> <ul style="list-style-type: none"> • Licensed teacher with at least four (4) years of satisfactory service; • Appropriate New York State Certificate in ESL, Dual Language, Bilingual, Special Education or Common Branches, or being in the process of obtaining such

<p>ongoing professional development for their own learning and for adult learning;</p> <ul style="list-style-type: none"> • Responsible for taking on opportunities to lead professional development sessions and mentor other associate/apprentice teachers; • Embody, preserve and promote the school’s mission, vision, and core values; • Teach students and coordinate their learning expectations to ensure that all sixty students meet or exceed NYS learning standards; • Engage in effective and appropriate classroom management; • Provide direct and indirect instruction that is aligned with student, class, and grade-level; • Prepare individual student achievement reports; • Establish and maintain meaningful partnerships with colleagues, family members, and the school community; • Engage in reflective practice and document learning regarding pedagogical best practices and student learning after each lesson; • Accountable for carrying out the delegations of the Master Teacher. 	<p>license/certificate;</p> <ul style="list-style-type: none"> • Demonstrated success in incorporating hands-on and co-operative learning activities; • Experience in differentiating instruction for all students; • Record of creating model classroom learning environments; • Writing and presentation ability as evidenced by a demo lesson and a writing sample; • Demonstrated success in working collaboratively with colleagues and parents/caregivers; • Demonstrated commitment to professional growth; • Proven ability to use data to inform instruction; • Demonstrated scholarship in the content area; <p>Preferred:</p> <ul style="list-style-type: none"> • Ability to teach advanced math and science concepts and curriculum a plus; • Experience in differentiating instruction for special education and English Language Learners a plus; • Prior experience with team teaching a plus; • Fluency in a language other than English, preferably Spanish.
Associate Teacher	
<p style="text-align: center;">Responsibilities</p> <ul style="list-style-type: none"> • Embody, preserve and promote the school’s mission, purpose, and core values; • Teach students and coordinate their learning expectations to ensure that all sixty students meet or exceed NYS learning standards; • Engage in effective and appropriate classroom management; • Provide direct and indirect instruction that is aligned with student, class, and grade-level; 	<p style="text-align: center;">Qualifications</p> <ul style="list-style-type: none"> • Licensed teacher with at least one (1) year of satisfactory service; • Appropriate New York State Certificate in ESL, Dual Language, Bilingual, Special Education or Common Branches, or being in the process of obtaining such license/certificate; • Demonstrated success in incorporating hands-on and co-operative learning activities; • Experience in differentiating

<ul style="list-style-type: none"> • Participate and collaborate in a variety of professional development activities to enrich personal teaching practices; • Prepare individual student achievement reports; • Establish and maintain meaningful partnerships with colleagues, family members, and the school community; • Engage in reflective practice and document learning regarding pedagogical best practices and student learning after each lesson; • Accountable for carrying out the delegations of the Master Teacher. 	<p>instruction for all students;</p> <ul style="list-style-type: none"> • Writing and presentation ability as evidenced by a demo lesson and a writing sample; • Demonstrated success in working collaboratively with colleagues and parents/caregivers; • Demonstrated commitment to professional growth; • Proven ability to use data to inform instruction; • Demonstrated scholarship in the content area <p>Preferred:</p> <ul style="list-style-type: none"> • Ability to teach advanced math and science concepts and curriculum a plus; • Experience in differentiating instruction for special education and English Language Learners a plus; • Prior experience with team teaching a plus; • Fluency in a language other than English, preferably Spanish.
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Apprentice Teacher

Responsibilities	Qualifications
<ul style="list-style-type: none"> • Embody, preserve and promote the school’s mission, purpose, and core values; • Teach students and coordinate their learning expectations to ensure that all sixty students meet or exceed NYS learning standards; • Engage in effective and appropriate classroom management; • Provide direct and indirect instruction that is aligned with student, class, and grade-level; • Participate and collaborate in a variety of professional development activities to enrich personal teaching practices; • Prepare individual student achievement reports; • Establish and maintain meaningful partnerships with colleagues, family 	<ul style="list-style-type: none"> • Appropriate New York State Certificate in ESL, Dual Language, Bilingual, Special Education or Common Branches, or being in the process of obtaining such license/certificate; • Writing and presentation ability as evidenced by a demo lesson and a writing sample; • Demonstrated success in working collaboratively; • Demonstrated commitment to professional growth; • Demonstrated scholarship in the content area <p>Preferred:</p> <ul style="list-style-type: none"> • Ability to teach advanced math and science concepts and curriculum a plus;

<p>members, and the school community;</p> <ul style="list-style-type: none"> • Engage in reflective practice and document learning regarding pedagogical best practices and student learning after each lesson; • Accountable for carrying out the delegations of the Master Teacher. 	<ul style="list-style-type: none"> • Experience in differentiating instruction for special education and English Language Learners a plus; • Prior experience with team teaching a plus; • Fluency in a language other than English, preferably Spanish.
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Plan for Unionization

NALACS intends to be a unionized charter school, with teachers moving to organize on the first day of classes. As such, school policies including but not limited to salaries, benefits, hiring process, termination, and working hours will be subject to negotiation with the Lawrence Teacher Association.

Hiring Process/Recruitment

While the school Headmaster has final authority to hire staff members, he or she may delegate conduct of the hiring process to other administrators or committees. All job applicants must fill out completely and sign an application for employment. In addition, all job applicants must:

- Provide an up-to-date resume;
- Supply proof of teaching certification and qualification pursuant to No Child Left Behind (NCLB) (such as college matriculation, copies of school transcripts); and
- Be interviewed by the Headmaster or his or her delegate.

As part of the interview process, prospective teachers will write essays, participate in phone, group, and individual panel interviews, and be observed teaching, either at NALACS, their current school, or another school. Video of instruction may be substituted. The hiring process will include the following additional mandatory steps:

- At least two references checked, credentials verified, qualifications confirmed;
- Documentation of employment eligibility, i.e., proof of identity and legal authority to work in the United States;
- Fingerprinting and a criminal background check and clearance; and
- The candidate’s signature on an offer letter confirming the offered position.

Refusal to comply with any of the above requirements or the falsification of information, or the inability to provide proof of legal authority to work in the U.S. will result in the individual not being hired or the job offer being rescinded.

The emphasis on the hiring process is to recruit highly qualified educators. We have begun to make connections with local colleges and advance certificate programs as well as the founding members, and Board of Trustees contacts. We intend to use these contact to recruit the types of educators outlined above.

Retention: The NALACS model has an embedded retention program. The master-based career ladder, embedded master teacher, additional professional development time, and the autonomy within NALACS afford our teachers opportunities that are not found in a traditional school. In addition, the salary schedule outlined in the budget and the school culture are also meant to incentivize and retain qualified educators.

Full-Time and Part-Time Employment

Employees shall receive annual letters of employment that state the terms of their employment. Employees may be hired as regular full-time employees, and as such will be eligible for all benefits provided by the school. The organization also may hire part-time staff. Part-time staff is those who are employed for less than 40 hours per work-week. Part-time employees are not eligible for benefits, unless their contract specifically provides for benefits. Time-off from work, without pay, for part-time employees may be granted by the Headmaster or his or her designee. NALACS will verify that all of our employees are authorized for employment in the United States. All employees will complete an I-9 form.

Fingerprinting and Criminal Background Check

NALACS faculty, staff (including temporary staff) and consultants working in the school must pass a fingerprint and criminal background check as a condition of employment. Consultants who are either independent contractors or agents of a company who have unsupervised access to students and whose work involves spending time in the school also must be fingerprinted and have a criminal background check. Classroom volunteers who have a consistent, regular presence in the school and who work with children in an unsupervised capacity must undergo fingerprinting and criminal background checks. It is not the policy of NALACS to require fingerprinting and background checks for parent classroom volunteers for general community activities with children, as they do not have consistent, regular, unsupervised access to students. No employee may start working until clearance is received.

Drug-Free Workplace

All employees are required to notify the Headmaster within five days of any criminal conviction if it occurred either in or out of the workplace. Employees will be notified that the unlawful manufacture, distribution, possession or uses of controlled substances are prohibited in the workplace.

Smoking

All facilities of NALACS will be smoke-free.

Performance Evaluation

Teacher Evaluation

Specific teacher performance evaluation policies will be negotiated with the Lawrence Teacher's Association during the school's first year. The following describes a basic framework for performance evaluation modeled on the contract already in place with the UFT at TNAACS.

Each year, each teacher will undergo a thorough, summative performance review with the Headmaster. Partner, Associate, and Apprentice teachers will undergo this performance review with the Headmaster in conjunction with the Master Teacher. Along with a detailed written review and assessment of job performance, teachers will receive a rating that falls in one of the following rating categories: Highly Effective, Effective, Developing, Ineffective.

Sixty percent (60%) of a teacher's rating shall be based on:

- All Teachers: Professional observations and evaluations of teaching and teacher performance by the Headmaster using Charlotte Danielson's Framework for Teaching (2011 revised edition)

- For Apprentice, Associate, and Partner Teachers: Observations of teaching and teacher performance by their Master Teacher using Charlotte Danielson’s Framework for Teaching (2011 Revised Edition)
- For Master Teachers: Observations of teaching and teacher performance by peer Master Teachers using Charlotte Danielson’s Framework for Teaching (2011 Revised Edition)
- Family and student satisfaction surveys

Forty percent (40%) of a teacher’s rating shall be based on student achievement measures:

- Student growth on state assessments (in testing grades) or on a CCLS aligned assessment (in non-testing grades)
- Authentic artifacts in student learning, graded using rubrics developed by NALACS.

Teachers rated as “Developing” or “Ineffective” on this rubric would be put on a Teacher Improvement Plan for the following school year. Details regarding the Teacher Improvement Plan are found in III.E, “Professional Development,” and Attachment 8a, Hiring and Personnel Planning and Procedures.

In the event a teacher is rated Developing or Ineffective, the Headmaster will identify the teacher’s specific behavior(s) to be changed using the Charlotte Danielson rubric and work to create a Teacher Improvement Plan (TIP) with the teacher. The TIP Team (Headmaster, Master Teacher [if applicable], Union Chapter Chair, and teacher under review) will collaboratively create a four-to-six month action plan with a specific goal for improvement that includes monthly reviews that assess teacher progress. The TIP plan must include the specific supports being given to the teacher over this period of time (including but not limited to Master Teacher, Partner Teachers, Higher Education Institutions, and personal counselors). All members of the TIP team, including the teacher under review, will sign this TIP action plan. At the end of this four-to-six month action plan period, the TIP team will review and assess the progress that has been made.

Headmaster Evaluation

The Headmaster is directly responsible to the Board of Trustees, and will be evaluated each year. Evaluations are among the factors considered in determining salary increases. Other factors include, but are not limited to, competitive data, the financial resources of the school and the general state of the economy.

Along with a detailed written review and assessment of job performance, the Headmaster will yearly receive a rating that falls in one of the following rating categories: Highly Effective, Effective, Developing, Ineffective.

Sixty percent (60%) of the Headmaster’s rating shall be based on:

- Organizational and financial stability of the school
- Measurable goals set at the start of the school year in consultation with the board based on data sources, including but not limited to audit results, teacher evaluation results, student and teacher attendance rates, family and student satisfaction surveys, and grievance records

Forty percent (40%) of the Headmaster’s rating shall be based on student achievement measures:

- Student growth on state assessments or on a CCLS aligned assessment (in non-testing grades)
- Authentic artifacts in student learning, graded on a rubric to be developed by NALACS

In the event the Headmaster is rated Developing or Ineffective by the Board of Trustees, he/she may be dismissed. If the Headmaster is not dismissed, he/she will be placed on a Headmaster Improvement Plan. This one-year plan, developed by the Board of Trustees, will include a specific goal for improvement that includes monthly reviews that assess progress and recommended supports to the Headmaster during this period. At the end of this one year plan, the Board of Trustees will review the Headmaster's progress, assign another rating, and may decide to retain or dismiss the Headmaster.

Evaluation of Other Roles

The Headmaster is responsible for employees' performance evaluations. Each year each staff member will undergo a thorough summative performance review with the Headmaster or his or her delegate. At this time the employee will receive formal feedback on his or her performance. A performance evaluation consists of a written review and assessment of job performance followed by an in-depth discussion.

The school may use the following mechanisms to inform staff if their performance is below expectations: oral and written warnings, improvement plans and suspension. Employees may also be terminated for misconduct and/or poor job performance (see termination section below).

Termination

Specific termination policies for teachers will be negotiated with the Lawrence Teacher's Association during the school's first year.

Offenses which can result in teacher dismissal may include, but are not limited to:

1. Repeated teacher ratings of Ineffective or Developing
2. Failure to meet goals in Teacher Improvement Plan
3. Repeated absence attendance or lateness
4. Corporal punishment of a student
5. Verbal, physical, and/or sexual abuse of a student
6. Sexual harassment of an employee
7. Lack of ability to have collegial relations with colleagues or administrators
8. Possession, use, sale, purchase, or distribution on school property, or reporting to work under the influence, of a drug and/or alcohol
9. Falsifying or altering records
10. Theft of school property
11. Sabotaging or willfully damaging school equipment or the property of other employees.
12. Insubordination involving, but not limited to, defaming, assaulting, or threatening to assault a supervisor, and refusing to carry out the order of a supervisor
13. Fighting or provoking a fight on school premises
14. Working for another employer while on leave without consent of the school
15. Carrying concealed weapons on school property or during any school-sponsored event
16. Failure to perform professional duties.

Salaries and Compensation Packages

Individual base salaries will be determined based on qualifications, teaching level (master, partner, associate, apprentice), and years of service. These terms as well as increases in salary and compensation packages will be negotiated with the Lawrence Teacher Association when creating the teachers' contract. Please see Attachment 9: Budget and Cash Flow Template for further information on starting salaries and compensation.

Final Pay

Employees who leave the service of NALACS for any reason shall be entitled to all pay that may be due them, with the following qualifications:

1. Employees will be advised of their rights under the Consolidated Omnibus Budget Reconciliation Act of 1986 (COBRA) to continue health care coverage for themselves and their dependents at group rates at their own expense for up to 18 months.
2. An employee who is terminated or who resigns must return all office keys, identification, security cards and codes, any borrowed school property, including personal laptop and office materials and supplies, in such employee's possession to the Headmaster. Failure to return NALACS items will result in delay in payment of final pay until all of NALACS property is returned.
3. No information or copies of information, including but in no way limited to files, memos, computer-stored items, lists, or other similar information, may be taken by such employee without the express permission of the Headmaster.
4. The final date of employment is the final date on which the employee serves his or her duties at NALACS. It shall never be construed as the date upon which the employee receives his or her final pay.

Severance Pay

Employees shall not be entitled to severance pay.

Exit Interviews

All employees are strongly encouraged to participate in an exit interview before leaving NALACS.

Faculty Responsibilities

The first day of school for the 2015-16 academic year is September 1, 2015 and the last day for teachers is July 8, 2016. Teachers are expected to attend the Five Week summer training which will take place during the week of July 6th in Cambridge, MA, and during the weeks of July 13 and 24, and August 18 and 31 in New York City with TNAA staff. Faculty should expect to be at school from 7:30 a.m. until 3:30 p.m., with the exception of reflection days, which run until 5:00 p.m. Faculty members are required to be present at all classes or other scheduled responsibilities. When not in the classroom or performing scheduled duties, faculty members are expected to be at school to attend all school meetings and assemblies, and to be available to students. The NALACS phone will be answered from 8:00AM until 3:30PM on regular school days. The office will be open from 8:00AM to 3:30PM on normal school days. Summer office hours will be from 9:00AM to 3:00PM.

Leave and Absences

NALACS does not distinguish between Personal Leave, Bereavement Leave or Sick Leave. All staff members must make requests to the Headmaster for the use of leave, giving advance notice whenever possible, and all instructional staff should make every reasonable attempt to use leave so as to disrupt classroom instructional time as little as possible. All employees should use their best judgment in determining what constitutes "reasonable" leave taking. As a general guideline, the school shall consider three days in the case of bereavement, five days for illness, and three personal days annually "reasonable." Additional days may be considered reasonable with sufficient explanation. Teacher leave policy is subject to the union contract to be negotiated.

All absences and lateness must be reported directly to the Director of Operations or his/her designee by telephone by 6:30AM. In addition, all teachers are expected to call their classroom colleagues and report their absence. If a teacher is absent a substitute will not be called; instead the remaining teachers are expected to adapt their plans to reflect the absence of their colleague. Teacher teams are expected to keep up-to-date lesson plans, which can be referred to in case of an absence. When an absence is planned faculty members should communicate, in writing, to the Headmaster and Director of Operations, the day(s) he/she will be absent. If a faculty member knows that he or she will be absent far enough in advance, it is the faculty member's responsibility to make every effort to see that classes and other obligations are covered by their team. Faculty must call the Director of Operations each day they are absent unless the staff member is on an approved leave of absence. Failure to call in daily may result in disciplinary action, up to and including termination. Employees who are absent for three (3) or more days and have not contacted the Director of Operations will be considered to have abandoned their employment, and school records will reflect that the individual voluntarily terminated his or her employment with NALACS.

Faculty with excessive absenteeism and/or tardiness cannot perform their jobs effectively and disrupt the operation of the school. Therefore, excessive absenteeism or lateness may be cause for disciplinary action up to and including termination. Failure to notify the Director of Operations before the start of school or failure to call his/her designee will be considered an unexcused absence and will be subject to disciplinary action up to and including termination. Teachers who must be absent for reasons other than illness must communicate, in writing, and arrange for their absence in advance with the Director of Operations and Headmaster.

Handling Emergencies

All staff members are expected to familiarize themselves with the building facilities and the location of fire-fighting equipment; they are also encouraged to take the Red Cross training for first aid and child CPR to be offered periodically at the school. In emergency situations staff shall use their best judgment in following these procedures.

Procedures for staff: If anyone needs immediate medical attention, use the school phone to call the main office and request whoever answers to contact 911. If the person has stopped breathing, tell the office to send someone trained in CPR to the classroom immediately. Be prepared to provide the following information:

- Your location and name;
- Child/person's name and age; and
- The child/person's condition and what if anything happened to cause the condition

Do not allow the person/student to be left unattended by an adult. The person who answers the office phone will contact 911, the nurse and the Headmaster. The staff member also will designate a staff person to wait outside the facility for the ambulance and emergency officials to arrive at the school entrance and escort them to the classroom. The Secretary will stay in the office in case the EMS needs to contact the school and make sure a copy of an Emergency Contact Form and Before Providing Care Form are given to the appropriate medical emergency staff and the attending faculty member. The Secretary also will notify the student's family as soon as possible. Their contact information can be found on the Emergency Contact Form.

Reporting Responsibilities

As school personnel staff members are MANDATED to report SUSPECTED child abuse or neglect. We need not be certain that a child is being abused; we need only to suspect abuse or neglect in order to report it. The following examples of “Red Flags” should be reported to the Headmaster immediately:

- A child who talks about wanting to hurt or kill him or herself;
- Any injury, mark or bruise that looks concerning and for which there is no viable explanation. Note: only one adult should ask the child how the injury occurred. Avoid excessive questioning. If you prefer, you may ask the Headmaster to do the questioning;
- A child who complains that he/she cannot sit down because they have been spanked;
- Inappropriate sexualized behavior, either acting out or knowledge that is not age appropriate;
- A child who expresses fear or concern about going home, or about someone in his / her home or about something happening at home.

If you suspect that a child is being abused or maltreated you should contact the Headmaster in person as well as provide them with written documentation by using the Confidential Report of an Allegation of Child Abuse. Once this is completed it is every teacher’s responsibility to report the suspicion to the Association of Children’s Services (ASC) with consultation of the Headmaster. Do not let a child that you suspect may be a victim of abuse leave school at the end of the day without first talking to the Headmaster. In addition, all employees are REQUIRED to report any allegations of child abuse in an educational setting to the Headmaster. The term educational setting means the building and grounds of any school as well as vehicles used to transport students to and from school, field trips and extracurricular activities as well as the sites where those activities take place. The Headmaster should be notified of any such concerns and complete a Confidential Report of an Allegation of Child Abuse in an Educational Setting.

Confidentiality Policy

School employees are required to preserve the confidentiality of any and all records containing personally identifiable information of students. Student records are confidential by virtue of the Family Educational Rights and Privacy Act (FERPA), the Individuals with Disabilities in Education Act (IDEA), state privacy laws and other laws and regulations. School employees may not disclose personally identifiable information about school students unless they have been given clearance by the Headmaster and are certain that the disclosure is permitted by law. All student records maintained in the central school office as well as in individual teacher’s classrooms must be secured at all times. Only those employees with a legitimate need for access to a student’s records may access such records absent written parental permission. Therefore, absent a special reason, only faculty members who provide instruction or other services to a student should have access to his/her records. In addition, school employees who have access to social security numbers of school personnel are required to preserve the confidentiality of such information and only disclose the information for legitimate or necessary business purposes.

School Calendar and Holidays

Each year the school will establish a school calendar that complies with the New York State Education Law relating to compulsory attendance. NALACS has discretion with regard to the dates of attendance. Unless exempted by the Headmaster or Director of Operation, all staff are

expected to be in attendance on all days indicated by the school calendar, including Summer Institute. The school calendar should be consulted for dates on which the School is closed.

Weather Days and Other Closings

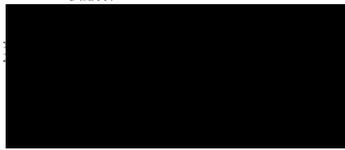
The School may be closed due to inclement weather or other situations. An orderly process for notification of public media outlets and, if practical, parents shall be developed and implemented when necessary. The school will be closed on any regular school day when the Lawrence UFSD cancels school due to inclement weather. At the discretion of the Headmaster, any classroom days lost to closure due to inclement weather or other reasons may be made up by adding an equal number of days to what was scheduled to be the end of the school year.

Military Leave

Members of the United States Army, Navy, Air Force, Marine, Coast Guard, National Guard, Reserves or Public Health Service will be granted an unpaid leave of absence for military service, training or related obligations in accordance with the Unified Services Employment and Re-employment Act of 1995 (USERRA).

Attachment 8b: Resume for Proposed School Leader

Alan D. Cohen



Professional Experiences

- | | |
|-----------------------------|---|
| September 2012 to present | Co-Chair Harvard Principals' Center Advisory Board |
| September 2011 to present | Lower School Head, Portledge School |
| September 2010 to June 2011 | Network Leader, CFN 532
Center for Educational Innovation/
Public Education Association |
| | <ul style="list-style-type: none">▪ Provides support and supervision for principals' in thirty-two New York City schools▪ Manages a team of instructional support specialists who assist school leaders in daily decision-making and implementation of new initiatives▪ Identifies organizational needs for specific schools▪ Assisting school leaders in creating action plans▪ Networking and allocating resources to provide support in school goal-setting |
| July 2003 to September 2010 | Principal, NYC Department of Education
Public School 69 |
| | <ul style="list-style-type: none">▪ Provided, established, and defined instructional and organizational leadership parameters▪ Provided comprehensive and developmentally appropriate staff development both personally and through various consultative resources▪ Dramatically increased reading and math scores as evidenced by a 60% increase in Mathematics and a 50% increase in English Language Arts.▪ School has received an 'A' grade on the Progress Report for the past seven years▪ Identified as one of the top 200 schools in New York City▪ Implemented a collaborative and cohesive parent-involvement program▪ Member of the Chancellor's Math Advisory Committee▪ Collaboration with Harvard Wide World and Project Zero▪ Implemented a Reggio Emilia inspired early childhood program |
| October 1991 to June 2003 | Director, Student Support Services
NYC Department of Education
Community School District 8 |
| | <ul style="list-style-type: none">▪ Coordinated a comprehensive district-wide guidance and health program |

- Developed and implemented wide-ranging comprehensive programs to improve student attendance and scholastic achievement throughout the district
- Supervised and evaluated district coordinators, guidance counselors, social workers, teachers, and support staff
- Facilitated and coordinated professional development activities for district personnel
- Supervised the district-wide substance abuse prevention program and prepared State and Federal applications for assistance and reporting measures
- Facilitator for the National Health Education Standards

February 1900 to September 1991

Director, NYC Mentor Teacher
Internship Program
NYC Department of Education

- Supervised nations largest staff development program (approximately 4,000 new teachers)
- Assisted in program planning for New York State Mentor Advisory
- Established and maintained computer data base to monitor status of mentor/teacher pairs

September 1984 to February 1990

Deputy Director
Office of High School Admissions
NYC Department of Education

September 1982 to February 1984

Resource Room/Crisis Intervention
NYC Department of Education
Junior High School 211

September 1977 to September 1980

Teacher/Emotionally Handicapped Students
NYC Department of Education
Junior High School 211

Professional Certification and Affiliations:

Co-Chair of the Harvard Principals' Center Advisory Board
Member of the North American Reggio Emilia Alliance
Member of the International Association Friends of Reggio Children
Past Executive Board Member Council of School Administrators
Past Vice President, Bronx Elementary Schools Principals Consortium

Education:

The Principal's Center, Summer Institute
Harvard Graduate School of Education, Cambridge, MA

Cahn Fellow
Columbia University, New York, NY

Professional Diploma

Brooklyn College, Brooklyn, NY

Master of Science, Special Education
New York University, New York, NY

Bachelor of Arts, Education
Brooklyn College, Brooklyn, NY

Awards:

Principals of Excellence Award
Time Warner
Outstanding Educator of the Year
Education Update
High Performing/Gap Closing School
New York State Education Department