



**APPLICATION SUMMARY**

Charter School Name <sup>1</sup>	New Generation of Scholars Charter School
Applicant Name(s)	LaKesha George
Media Contact Name	LaKesha George
Media Contact Email Address	<a href="mailto:LaKieshangs@yahoo.com">LaKieshangs@yahoo.com</a>
Media Contact Telephone Number	(718)-877-6329
District of Location	Bronx, NY CSD 9
Opening Date	August 2013
Proposed Charter Term <sup>2</sup>	January 2013 -June, 2018
Proposed Management Company or Partners	Bronxworks
Projected Enrollment and Grade Span During Charter Term	294 students serving grade levels K-5
Projected Maximum Enrollment and Grade Span	440 students serving grade levels K-8

**Mission-** New Generation *Of* Scholars Charter School (NGS) will cultivate elementary and middle school students to become socially adept critical thinkers, tenacious problem-solvers, and 21<sup>st</sup> Century-ready scholars through a rigorous, Talents-Infused Curriculum. We will utilize a blend of explicit teaching with an inquiry-approach to learning through data-driven, individualized learning labs that are talent-rich, hands-on and interactive. By creating highly effective teachers through our **Teacher’s Academy of Excellence**, we will prepare a New Generation *Of* Scholars Charter School.

**Objective** - Our objective is to provide students and parents with a healthy choice to education built on our commitment to transforming education through talents, academics, passion and the science of learning. Why? Simply, put because all children can contribute greatly to society.

**Philosophy** - Grounded by our philosophy that all children want to learn and can be motivated through their strengths to achieve at high levels across ***all academic disciplines***, we gave birth to the following **Key Design Elements**.

**Teacher’s Academy of Excellence – Creating, Developing, Enhancing and Sustaining Educators**  
 Our progressive Teacher’s Academy of Excellence will enhance teacher-performance which will have a direct positive impact on student achievement as studies show “the effective attitudes and actions employed by teachers ultimately can make a positive difference on the lives of their students.” We will transform the teaching profession into what Fallon calls an “academically taught clinical practice profession” through our academy by creating, developing, enhancing and sustaining highly effective teachers.

**Talents Infused Curriculum** – NGS will provide a rigorous, standards-based curriculum that is culturally responsive and revolves around student-strength, which will be used to raise levels of achievement throughout all disciplines. Our curriculum is infused with talents, giving teachers permission to teach through special interests such as choreographing a routine to teach fractions or the life cycle of a butterfly. Specialty teachers push into labs to foster collaboration as well as fuse their talents into the academics. The gym teacher is essential for teaching

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

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



physical exercises and explicitly teaching literacy and math through physical education. Moreover, he/she will push into a kindergarten level social studies lab and co-teach to help students understand their world by using geographical warm-ups into reading exercises and counting by twos while doing yoga stretches, just before a neighborhood walk to inquire about “Who We Are Together” the first theme of our school-wide inquiry domain.

**Talented Scholars– School-wide Inquiry Approach** - Through our Talented Scholars Session students will have authentic learning experiences using their talents/special interests to delve into the academic inquiry domains of our curriculum. We will increase learning opportunities for all students, especially those students who are at risk academically as this expanded learning experience will allow students to construct meaning and express their learning for a real purpose through their strengths as opposed to their academic weaknesses.

**Individualized Learning Labs** - Our school will be comprised of ungraded, subject-specific, 90 minute, standards-based learning labs designed to fuse core academics with a child's special interests/talents. Labs will provide a rich learning experience, cultivating concept formation and critical thinking skills. Learning labs will be shared by a cohort of students whereby children are able to progress at their own pace inspired by Montessori's “freedom within limits” model, so that students are not pre-maturely promoted or restricted from growth.

**Literacy and Math Through All Disciplines** - Designed **FOR** *not merely to include* New Generation of Scholars will offer 480 minutes of intensive ELA instruction exceeding the 300/375 minutes of ELA offered by district schools. For math, we will provide 480 minutes of instruction which is well above the 300/375 minutes required by law. We will serve the dense population of English Language Learners (ELLs) and students with disabilities whose needs are not being met. With this model, NGS will make strides towards closing the educational gap.

**Student Support for Success Program – Academic Responsibility Is Our Priority**

Literacy-focused and math-focused enrichment/support labs using one-to-one computing will strengthen our students. Language immersion, that's inclusive of visuals blended with tactile experiences, will be embedded throughout all labs thereby supporting ELLs. Peer-tutoring is a component of our support system as we believe students who share the same talents/interests can help their peers access the curriculum in their own unique way.

**Community to be served** - Community School District 9 (specifically in zip codes 10451, 10452 or 10456) which includes Grand Concourse, Morissania, and the Highbridge area of the Bronx. Our target population includes students who are underachieving, at-risk of academic failure, not school-ready by their kindergarten year, zoned in a district of failing school, and are from low-income families and/or homes that speak a dominant language other than English (ELL) and students with disabilities. District 9 overall is in its 7<sup>th</sup> year as a *Needs of Improvement District for ELA* due to not making Adequate Yearly Progress (AYP).

**Instructional staffing** – New Generation of Scholars plans to recruit certified educators with a talent or special interest. Initially, we will hire six teachers adding 3 teachers each year thereafter. **Leadership Design** – New Generation of Scholars will initially be lead by a leadership team comprised of an Executive Director, Director of Curriculum & Instruction, Business Manager and an Operations Manager.

**Partner organizations** - We may partner with Bronxworks, a community-based organization. Bronxworks has partnered with New Visions for Public School and the D.O.E. to cofound The Community School for Social Justice High School.

**CERTIFICATION AND ASSURANCES STATEMENT**

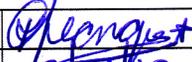
Proposed Charter School Name New Generation of Scholars Charter School  
 Proposed School Location (District) CSD9

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."<sup>7</sup>

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

- An assurance that the charter school will annually provide the Secretary of the U.S. Department of Education and the State Education Department such information as may be required to determine if the charter school is making satisfactory progress toward achieving the objectives described in this application<sup>8</sup>
- An assurance that the charter school will cooperate with the Secretary of the U.S. Department of Education and the State Education Department in evaluating the program assisted under this subpart;<sup>9</sup> and,
- That the charter school will provide such other information and assurances as the Secretary of the U.S. Department of Education and the State Education Department may require.<sup>10</sup>

Signature of Applicants:	
Date:	1/31/12
Print/Type Name:	Lakesha George

<sup>7</sup> N.Y. Education Law § 2854(2)(a)

<sup>8</sup> ESEA § 5203(b)(3)(J)

<sup>9</sup> ESEA § 5203(b)(3)(K)

<sup>10</sup> ESEA § 5203(b)(3)(N)



# New Generation *Of* Scholars

A proposed *innovative*



# Bronx Charter School

## Mission

New Generation of Scholars Charter School (NGS) will cultivate elementary and middle school students to become socially adept critical thinkers, tenacious problem-solvers, and 21<sup>st</sup> Century-readied scholars through a rigorous, Talents-Infused Curriculum.



## Talents

## Talented Scholars



*fused* with

**K-5**

**Academic Excellence**  
 For **ALL** Learners

Powerful Teaching  
 Kid-Centric Labs  
 Common Core Ready  
 Educating Educators





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I. MISSION, KEY DESIGN ELEMENTS, ENROLLMENT AND COMMUNITY

A. Mission Statement and Objectives

**Present a mission statement that defines the purpose of NGS:**<sup>1</sup> New Generation of Scholars Charter School (NGS) will cultivate elementary and middle school students to become socially adept critical thinkers, tenacious problem-solvers, and 21<sup>st</sup> Century-ready scholars through a rigorous, Talents-Infused Curriculum. We will utilize a blend of explicit teaching with an inquiry-approach to learning through data-driven, individualized learning labs that are talent-rich, hands-on and interactive. By creating highly effective teachers through our *Teacher’s Academy of Excellence*, we will prepare a New Generation of Scholars.

**Briefly describe NGS’ objectives.** Our objective is to provide students and parents with a healthy choice to education. We’re committed to transforming education through talents, academics, passion and the science of teaching and learning. Why? Simply put and in the words of President Barack Obama, “[because every single [child] has something [great] to offer” to our society<sup>2</sup>.

**How will NGS implement the objectives identified in Education Law §2850**

**Improve student learning and achievement-** NGS will provide a rigorous curriculum to all of its students that is standards-based, culturally responsive and centered around student strengths that will be used to raise levels of achievement throughout all disciplines.

**Increase learning opportunities for all students, with special emphasis on expanded learning experiences for students who are at-risk of academic failure** – Through our Talented Scholars Session where students will have authentic learning experiences using their talents or special interests to delve into the academic inquiry domains of our curriculum, we will materially further increasing learning opportunities for all students, especially those students who are at risk academically as this expanded learning experience will allow students to access learning through their strengths as opposed to their academic weaknesses.

**Encourage the use of different and innovative teaching methods** - Our curriculum is infused with talents giving teachers permission to teach through their special interests such as creating a choreography routine to teach fractions or the life cycle of a butterfly. Talent teachers will Co-teach labs to foster collaboration as well as fuse their talents with core academics. The gym teacher is essential for teaching physical exercise and explicitly teaching literacy and math through physical education and health education. Moreover, this teacher will co-teach a kindergarten equivalent social studies lab to help students understand their world by using geographical warm-ups into reading exercises and counting by twos during yoga stretches just before a neighborhood walk to inquire about “Who We Are Together”, the first theme of our school-wide inquiry domain.

**Create new professional opportunities for teachers, school administrators and other school personnel-** With a Teacher’s Academy of Excellence (TAE), built on four essential components to create, develop, enhance and sustain effective teachers, NGS will create new professional opportunities for teachers and school personnel because we are committed to transforming education through the continuous cycle of teaching and learning.

**Provide parents and students with expanded choices in the types of educational opportunities that are available within the public school system** – Ungraded, individualized learning labs based on standards where students have “freedom within limits” to progress at their own pace will provide parents and students with an expanded choice in their available educational opportunities.

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

<sup>2</sup> Prepared Remarks of President Barack Obama: Back to School Event, Arlington, Virginia, Sept. 8, 2009



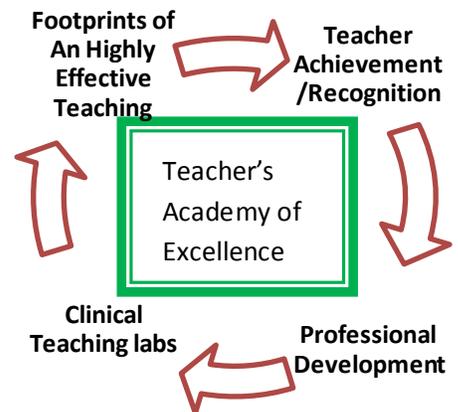
## B. Key Design Elements

Provide a description of NGS' educational program that implements one or more of the purposes. Grounded by our philosophy that all children want to learn and can be motivated to achieve at high levels across all academic disciplines *through their strengths* "because intrinsic motivation results in high-quality learning"<sup>3</sup>, NGS will improve student achievement through its rigorous educational program of academic excellence enriched with talents. A "talent-oriented education builds a strong sense of self-efficacy, effective goal setting and a personal commitment"<sup>4</sup> to learning<sup>5</sup>. Drawing upon many existing proven approaches to education, NGS gave birth to its **Key Design Elements**.

Describe elements of NGS' educational or organizational design that are innovative or unique

**Pedagogy – How we Teach.** We will employ both creative and critical pedagogy. Our creative pedagogy will transform traditional classrooms into learning labs whereby the creative teaching process to produce life learners is utilized. Students will be engaged in hands-on, inquiry-based learning where they can deconstruct and reconstruct meaning. Teachers will evaluate their practices through consistent professional development that will inform their daily instruction. In accordance with our mission, we will utilize a blend of explicit teaching and an inquiry approach to learning. For instance, all students will receive explicit teaching in writing, to enable them to meet Common Core Writing Standards 4, 5, 7 evidenced by their production of a written research-based response to our school-wide inquiry of "What's the Beauty in Diversity?"

**Teacher's Academy of Excellence (TAE) – Enhancing our Educators.** Our progressive Teacher's Academy will create new professional opportunities for teachers, school administrators and other school personnel<sup>6</sup>. Teacher performance has a direct positive impact on student achievement as studies show a positive correlation between effective teachers and high student performance<sup>7</sup>. Goureaux affirms that "[t]he effective attitudes and actions employed by teachers ultimately can make a positive difference on the lives of their students"<sup>8</sup>. We will transform the teaching profession into what Fallon calls an "academically taught clinical practice profession"<sup>9</sup> through our TAE to create, develop, enhance and sustain highly effective teachers.



### The Four Components of the Teacher's Academy of Excellence

**Teacher Achievement/Recognition** - Acknowledgement promotes high-quality learning even for adults. Teachers will be motivated to achieve high levels of effectiveness through public recognition and evidence of appreciation in the form of awards, certificates, promotions, prizes and bonuses. NGS may create or adopt a teacher evaluation rubric such as the Danielson

<sup>3</sup> Ryan, Richar., Edward Deci (2000). *Intrinsic and Extrinsic Motivation: Classic Definitions and New Directions*. Contemporary Educational Psychology.

<sup>4</sup> Bloom, B.S (1985). *Developing Talent in Young People*. New York: Ballantine Books.

<sup>5</sup> Csikszentmihalyi, M., K. Ratundi, and S.P. Whalen. (1993). *Talented Teenagers*. New York: Cambridge University Press.

<sup>6</sup> NY Education Law §2850 (1) (d)

<sup>7</sup> National Institution for Direct Instruction [www.nifdi.org/index.html](http://www.nifdi.org/index.html)

<sup>8</sup> Goureaux, Bonni. *Five Attitudes of Effective Teachers: Implications for Teacher Training*. [www.usca.edu/essays/vol132005/goureaux.pdf](http://www.usca.edu/essays/vol132005/goureaux.pdf)

<sup>9</sup> Hinds, Michael. (2002). *Teaching as a Clinical Profession: A New Challenge for Education*. Carnegie Corp of NY



Framework for Teaching Method for Evaluating Classroom Observations as a lens to honing in on what our teachers do well, as well as recognizing our room for growth as a professional community. NGS will meet its Pedagogical needs through its Teacher's Academy of Excellence.

**Professional Development** - Improving student achievement is to offer high quality learning. High quality learning is fostered through highly-effective teachers. Teaching is a science as well an art, which requires continuous learning. Through individualized professional development, the Teacher's Academy of Excellence will "mold effective"<sup>10</sup> educators through a cycle of continuous learning around the best practices in teaching and learning like curriculum development, analyzing assessments, direct instruction, inquiry-based learning, teaching like a champ as spelled out by Doug Lemov, school culture, and parental involvement which all play a critical role in student learning. NGS will ensure that teachers have the capacity to sustain a rigorous talents-infused curriculum of academic excellence that "adds analytical and practical learning"<sup>11</sup> to their repertoire. Each teacher will actively participate in professional development in a whole group, small group or individually, depending upon the needs of the professional community. Through a purposeful, clearly articulated, risk-free, professional environment, NGS will build capacity within its new teachers and add-value to its experienced educators. Our commitment is to education on a whole, thus we will strive for *excellence* and as described by Clay, "shift [the] emphasis"<sup>12</sup> of teachers being evaluated based on student performance, to school leaders being evaluated based on teacher-performance/service evidenced through student accountability. It is with this lens that we will sculpt highly effective teachers in an environment where "No Teacher Will Be Left Behind".

**Clinical Teaching Lab** - Teachers need practice, mock experiences to help them sift through educational theories and synthesize real-world applications to construct and persistently evaluate their own educational philosophy if they are to become culturally responsive so that they are better able to prepare a diverse group of learners. NGS will implement a Clinical Teaching Lab on Wednesdays that will as describe by Fallon, enable education to become an "academically taught clinical practice profession"<sup>13</sup>. Clinical labs will "assess, diagnose, prescribe, and adjust [a teacher's] practice to reflect new research, training and experience"<sup>14</sup> which will evolve a *new generation of teachers*. NGS will explore grants to secure funds from organizations like The NEA Foundation and state grants that support innovative teacher training programs to help financially develop its Teacher's Academy so that it has the capacity to collaborate best practices with district schools.

**Footprints of Highly-effective Teaching** – New Generation of Scholars will throughout its development build a virtual resource dedicated to the professional development of its teachers. This resource will be documented evidence of the best practices utilized by NGS. It will serve as an intimate study place for professionals to engage and learn from others. Teachers will have unlimited access to a plethora of research-based, highly-effective teaching systems, models, pedagogical approaches that have practical implication to our community of learners via mediums such as tutorials, videos, webinars, articles, books and magazines. In our commitment to transforming education, by full capacity, this online resource will be available to share with district schools as NGS aspires to become pioneers in urban education like KIPP and Youth Engaged in Service Prep. NGS will open the doors of the Teacher's Academy of Excellence as a learning place for teachers throughout the district, provided that we build the financial capacity to do so.

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<sup>10</sup> Clay, Rebecca. (2003) Vol 34. No.8 *Molding effective teacher*.

<sup>11</sup> Clay, Rebecca. (2003) Vol 34. No.8 *Molding effective teacher*.

<sup>12</sup> Psychologist Daniel Fallon, PHD chair of the education division at the Carnegie corporation of new York

<sup>13</sup> Hinds, Michael. (2002). *Teaching as a Clinical Profession: A New Challenge for Education*. Carnegie Corp of NY

<sup>14</sup> Hinds, Michael deCourcy. *Teaching as a Clinical Profession: A New Challenge for Education 2002*



**Talented Scholars Session– School-wide Inquiry Approach.** At the core of NGS is its special interest groups known as Talented Scholars – an authentic learning experience designed to shift the paradigm of education from an aptitude-based dimension to a strengths-based approach because as Barnhouse and Vinton advocates, “every student needs to [achieve at high levels], not just those who, whether through intellectual or cultural advantage arrive in our classrooms already poised to get it”<sup>15</sup>. At full capacity, these groups will include interests/talents in the areas of Athletics, Technology, The Arts, (Visual, Architecture, Fashion, Creative Writing, Music, Dance, and Theatre/Drama). Groups will be multi-age and led/facilitated by teachers who possess similar strengths and passions. Using the school-wide inquiry domains, talented scholars will work towards creating meaning and expressing their learning through their strengths. They will engage in goal-setting, researching, group discussions and collaborative projects to construct meaning for real-life purposes such as our fundraising Talent Exhibit. These sessions filled with rich conversations and experiences, will drive the manner in which teachers create learning labs and assessments. For example, a 9 year- old boy in the Talented Scholars Dance Session might have developed a personal goal of learning how to create a dance routine. So during his writing lab, he may write an informational report on “What It Takes To Create A Dance”, or a personal narrative entitled “The Mind Behind The Moves”. Further still, he may write across the curriculum and through his study of his community write a response to literature on how dance has been used to cross racial barriers. Moreover, “authentic learning [with direct] instruction ... can be a positive learning experience for students with disabilities and gifts and talents”<sup>16</sup>. Embedded in authentic learning experiences are best practices used for teaching students with disabilities such as student-centered learning, the utilization of a variety of teaching styles, scaffolding to guide students through the thinking process and interdisciplinary learning which ensures that learning is *accessible* to all.

**Hands-on, Interactive, Individualized Learning Labs – How Students Learn.** Our school will be comprised of ungraded, subject-specific, 90 minute, standards-based learning labs designed to fuse core academics with a child's special interests/talents. Labs will provide a rich learning experience, cultivating concept formation and critical thinking skills. Learning labs will be shared by a cohort of students whereby children are able to progress at their own pace inspired by Montessori's “freedom within limits”<sup>17</sup> model so that students are not pre-maturely promoted or restricted from growth as in the traditional grade level system. The promotional standards for each core lab will be the sum of the Common Core Standards and NY State Learning Standards for that lab level. Using different modalities of learning inspired by Howard Gardner's Theory of Multiple Intelligence, we will teach our talents-infused curriculum using an interactive, hands-on approach. For example, we will make Story Town, a research-based, common aligned, commercialized reading curriculum<sup>18</sup> our own by creating multiple Intelligence stations within our reading labs. We will use the components of the program along with teacher-created materials, and supplemental resources to create a dynamic Multiple Intelligence Circuit<sup>19</sup>.

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<sup>15</sup> Barnhouse, D., V. Vinton. (2012). *What Readers Really Do: Teaching the Process of Meaning Making*. Heinemann. New York: Cambridge University Press.

<sup>16</sup> Quindlen, Terry H. *Authentic Experiences Foster Deep and Lasting Learning for Students with Disabilities and Gifts and Talents*. [www.cec.sped.org](http://www.cec.sped.org) February 13<sup>th</sup>, 2012.

<sup>17</sup> Montessori World. *What is the Montessori Method?* [www.montessori-world.org/faq.php](http://www.montessori-world.org/faq.php) January 17<sup>th</sup>, 2012

<sup>18</sup> StoryTown. Hartcourt Publisher [www.hmhschool.com/](http://www.hmhschool.com/)

<sup>19</sup> Gardner, H. (2011). *Frames of Mind: The Theory of Multiple Intelligences*. Basic Books



**Unique** to NGS is the **Co-teaching model of Talent Teacher with Core Academic Teacher**. This strategic design will allow for a collaborative teaching approach that is innovative to that of traditional schools. With this innovative, research driven, school design NGS will increase learning opportunities for all of its students, with special emphasis on expanded learning experiences for students who are at-risk of academic failure such as ELLs, and students with differing abilities formerly known as students with disabilities and economically disadvantaged students (EDS). A traditional approach to serving students with special needs is the inclusive model where SDA are included in a general education classroom taught by a licensed special education teacher and a general education teacher<sup>20</sup>. Studies show that although this model is the least restrictive model, and can prove to be a positive alternative to self-contained model, often it is incapable of improving student learning and achievement as evidenced by the schools implementing the model with not much data indicative of its success. A successful implementation of this approach requires the class composition to be 60% High-Middle achievers, and no more than 40% of students with special needs. This educational-crutch for special education students becomes problematic when there are not enough students performing at or above grade level to fulfill that 3:2 ratio. NGS approaches special education through a strengths-based approach as students with disabilities have strengths in areas that often go undeveloped due to their more dominant disability. However, studies show that students with learning disabilities “can draw on their gifts and talents”<sup>21</sup> to achieve at high levels independent of the composition of the class.

At NGS, a student’s strength will become the dominant ability through which students will rise to achieve at high academic levels across all disciplines. Thus, the terms Students with Differing Abilities (SDA) will be the term used for traditional students with disabilities. This *progressive approach to education* will shift the current standard of achieving excellence for students with differing abilities through modifications of expectations, standards, or a reduced individualized educational program (IEP) to meet the needs of students to a strength-based approach where students use their strength to “compensate for their disabilities”<sup>22</sup> and meet the same standards as the general education population. Teachers will use their talents to co-teach in student-centered learning labs where students are known by their strengths, not by their classification of general education or student with disability. For example, the dance teacher will co-teach a Social Studies lab on Tuesday afternoons. He/she will be able to provide a musical, hands-on, kinesthetic approach to teaching Social Studies that will give all students access to our educational curriculum. Six and seven year olds will readily engage in *Dance and Pose on a Continent*, a kinesthetic pre-writing tool students may use prior to drafting their response to the prompt: “What advice (important message) would you give the Pilgrims about the Explorers from Spain and Why?” an argument writing piece guided by the Common Core Writing Standards. It is our belief that talents lend themselves to all disciplines and should be used to help students achieve at high levels. All cohorts will be inclusive; ELLs, SDA, and EDS will learn together; it’s a bold statement. NGS is anchored in strengths which crosses all barriers.

**A Unique Talents-infused Curriculum** “A [TALENTS]-INFUSED School has a central philosophical umbrella of higher order thinking, which focuses on learning to learn rather than the

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<sup>20</sup> Wisconsin Education Association. *Special Education Inclusion*.

[http://www.weac.org/Issues\\_Advocacy/Resource\\_Pages\\_On\\_Issues\\_one/Special\\_Education/special\\_education\\_inclusion\\_inclusion.aspx](http://www.weac.org/Issues_Advocacy/Resource_Pages_On_Issues_one/Special_Education/special_education_inclusion_inclusion.aspx) January 24th, 2012

<sup>21</sup> Brody, L., Carol Mills. (1997) *Gifted Children with Learning Disabilities: A Review of the Issues*

<sup>22</sup> Beckly, D. *Gifted and Learning Disabled: Twice Exceptional Students*  
<http://www.gifted.ucon.edu/nrcgt/newsletter/spring98/spring984.html>



learning of facts for their own sake”.<sup>23</sup> According to Blooms Taxonomy, application, analysis, synthesis, and evaluation are higher order thinking skills which when embedded into instruction foster deeper understanding and skill, while knowledge and comprehension are lower order thinking skills necessary for learning, but not cultivators of deepening understanding. A talents-infused curriculum seamlessly dissolves the creative thinking process which many theorists believe aligns itself to higher-order thinking<sup>24</sup>.



Hence, with a talents-infused curriculum that heavily infuses the arts as well as other talents, NGS will draw upon existing high-quality schools such Pine Street Elementary School, in South Carolina. Like Pine Street Elementary, NGS will use an arts-infused approach to teaching and learning that integrates skills and content from an art form (dance, music, theater, visual arts, creative writing) with another subject area (mathematics, science, language arts, social studies, etc.). Pine Street Elementary School test scores for academic years 2009-2011 all exceeded state average. More specifically, in 2010, 90% of its third graders performed at or above state standards in Social Studies and Science while 93% of its third graders performed at or above state standards in Writing. In ELA, 95% of its third graders performed at or above state standards. The disaggregated shows that 88% of African American Students performed at or above state standards. For math 83% of African American Students performed at or above state standards. 81% of students who received subsidized meals performed at or above state standards in Math. Additionally, 71% of students who received subsidized meals performed at or above grade level. Although the student body at Pine Elementary is dominated by students of white, non-Hispanic decent, the disaggregated data shows that those African Americans and students receiving reduced lunch are performing at or above state standards which speaks to their approach to education and its leading capacity in reaching traditional at-risk groups of learners.

**Why a Talents-Infused Curriculum?** “Children with outstanding talent perform or show the potential for performing at remarkably high levels of accomplishments when compared with others of their age, experience, or environment<sup>25</sup>”. Moreover, these children show very high achievement capabilities in intellectual, creative, and/or artistic areas (Smith)<sup>26</sup>. They are usually characterized by unusual leadership capacity and excel in specific academic disciplines. “Talents are present in children from all cultural groups, across all economic strata, and in all areas of human endeavor<sup>27</sup>”. NGS will improve student learning through the use of its innovative school design of a Talents-

<sup>23</sup> Snyder, Susan Dr. *Vision of a Model ART-INFUSED School*, February 2000

<sup>24</sup> King, FJ., Ludwika Goodson, Faranak Rohani, Ph.D., Higher Order Thinking Skills. [http://www.cala.fsu.edu/files/higher\\_order\\_thinking\\_skills.pdf](http://www.cala.fsu.edu/files/higher_order_thinking_skills.pdf) Web. Apr. 2012

<sup>25</sup> National Excellence. *A Case for Developing America's Talent*. Oct. 1993

<sup>26</sup> Smith, Fran. “Why Arts Education is Crucial, and Who’s Doing it Best”. Web. 4 Jan. 2012 (Smith)

<sup>27</sup> National Excellence. *A Case for Developing America's Talent*. Oct. 1993



Infused Curriculum. All students deserve instruction and learning opportunities at a level and pace appropriate to their current development and talents. Educators must “do a better job of identifying, and developing the talents of students with average and low potential, as well as those with high potential<sup>28</sup>” if they choose to truly educate a diverse group of learners and transform education. NGS has a *Vision for an Excellent School* because it understands that schools need to provide a rich curriculum for *all* students and realizes that each student’s potential can be developed into an exceptional academic talent. Potential must be nurtured.

**NGS’ designed to provide expanded learning opportunities for students at-risk of academic failure or students with disabilities and ELLs. Literacy & Math Accountability Through All Disciplines - Designed For not merely to include**

New Generation of Scholars will offer 490 minutes of intensive ELA instruction exceeding the 300/375 minutes offered by district schools. For math, NGS will provide 470 minutes of instruction which is well above the 300/375 minutes district comparison. Serving a dense population of English Language Learners (ELLs) and students with disabilities whose needs are not being met as evidenced by the School District Report Card, with this model, NGS will make strides towards closing the educational gap.

**A Unique Student Support for Success Program (SSS) – Academic Responsibility Is Our Priority**

NGS will support all students through:

- Technology-based instruction and Teacher-based interventions. Literacy and math focused enrichment/support clinics 4 days per week for 60 minutes each to provide one-to-one computing using technology-based programs possibly Success Maker, Compass Learning Odyssey, Renzulli, and Kaplan Advantage. Teachers will have small groups allowing teacher-delivered interventions via small groups (3 students), one-to-one teaching, counseling etc.
- Language support for English Language Learners through Imagine Learning English
- Structured language immersion, use of visuals, total-body response, along with tactile experiences will be embedded throughout all labs thereby supporting ELL
- Peer-tutoring on Wednesdays during Talented Scholars, as we believe students who share the same interest can help their peers access the curriculum in their own unique way

**C. Enrollment, Recruitment, and Retention**

NGS will begin with 104 scholars and expand to a maximum of 300 (294 taking into account possible attrition), by its fifth year. We will enroll 52 students at the kindergarten age level (5-6) and 52 students at the 1<sup>st</sup> grade age level (6-7). The presumption is that these students will re-enroll in the following grades each subsequent year with a 5-7% rate of attrition per year. The school may accept approximately 10% more students to allow for attrition. Each year thereafter, the school will enroll 52 new students at the kindergarten age level and backfill any open seats at the 1<sup>st</sup> and 2<sup>nd</sup> grade age level to compensate for attrition. The school will enroll only a small number of new students at the 3<sup>rd</sup>, 4<sup>th</sup>, and 5<sup>th</sup> grade age levels (8-10 years) as our labs are ungraded and acclimation to our school design is an integral aspect of our school culture. We intend to submit a request for expanding the charter school during our renewal process to include an intermediate school that would serve students at the 6<sup>th</sup> - 8<sup>th</sup> grade age level. All aspects of this intermediate school will be discussed NGS’ request for expansion during the charter renewal process.

Grades	Age	Projected Enrollment Table 1 <sup>st</sup> Charter					Projected Enrollment 2 <sup>nd</sup> Charter		
		Year 1 2013-2014	Year 2 2014-2015	Year 3 2015-2016	Year 4 2016-2017	Year 5 2017-2018	Year 6 2018-2019	Year 7 2019-2020	Year 8 2020-2021

<sup>28</sup> Feldhusen, John F. Students with Special Needs *How to Identify and Develop Special Talents*, Feb. 1996 Vol. 53, page 5



K*	5-6	52	52	52	52	52	52	52	52
1 <sup>st</sup>	6-7	52	52	52	52	52	52	52	52
2 <sup>nd</sup>	7-8		52	52	52	52	52	52	52
3 <sup>rd</sup>	8-9			48	48	48	48	48	48
4 <sup>th</sup>	9-10				46	46	46	46	46
5 <sup>th</sup>	10-11					44	44	44	44
6 <sup>th</sup>	11-12						52	52	52
7 <sup>th</sup>	12-13							48	48
8 <sup>th</sup>	13-14								46
<b>Totals</b>		<b>104</b>	<b>156</b>	<b>204</b>	<b>250</b>	<b>294</b>	<b>346</b>	<b>394</b>	<b>440</b>

\*Kindergarten will be open to all children who turn five years of age on or before December 31<sup>st</sup> of the year in which they begin kindergarten classes, as required by law [Ed.L. 3202(1)].

NGS will utilize but will not be limited to the following strategies of attracting, recruiting and retaining English Language Learners (ELL)<sup>29</sup>, Students with differing abilities (SDA), and Economically Disadvantaged Students (EDS).

### Attract

- Create school recruitment/lottery materials in English and Spanish.
- Educate parents on our school’s innovative approach to teaching using talents as a way for students to compensate for their disability to achieve at high academic levels
- Establish a unique admission policy giving preference to English Language Learners, students with differing abilities, and Economically Disadvantaged Students
- Form a Culture Committee that dedicates extensive time to learning about the cultures and needs of ELL families in the community by attending community events such as Board Meetings, local community organization that provide services to families of ELL and reaching out to faith-based organizations.
- Host open-house meetings and provide translated materials and presenters who can translate
- Inform/teach parents about Imagine Learning, a research-based, technology filled ELL program we will use to help meet the needs of our ELLs and SDA
- Initiate effective communication to parents, not waiting for parents to approach the school.
- Offer an innovative approach to education that is rigorous, standards-based, and unique in design to provide families with a refreshing perspective to learning
- Place phone calls to families as written language may not always be the most effect way to attract students who qualify for reduce/free lunch.
- Provide students with authentic learning experiences through our labs and opportunities that may/may not be available to them based on their economical disadvantage
- Purposefully create a school-site visual including pictorial representation of diversity
- Reach out to community interpretation services for lower-incident languages within our community to tap into their resources as well as their family network.
- Secure an open accommodating location within the community. Parents in this community are thirsty for healthy school options evidenced by extensive waiting lists of local charter schools
- Utilize the teaching of English through all disciplines as a direct approach to addressing ELLs

### Recruit

Create a welcoming school that is responsive to parents and values students for their strengths  
 Create and support a parent leadership development program

<sup>29</sup> The New York City Charter School ELL Consortium Web. 8 Jan. 2012



Establish a unique admission policy giving preference to ELLs, SDA, and EDS

Form a Culture Committee that dedicates extensive time to learning about the cultures and needs of ELL families in the community by attending community events such as Board Meetings, local community organization that provide services to families of ELL and reaching out to faith-based organizations.

Have a bilingual front-person staff or volunteer to help with answering families' questions and assist families with filling out paperwork

Host open-house meetings; provide translated materials and have a translator available

Implement a comprehensive ongoing campaign to build and sustain awareness of the school among parents, elected officials, leaders of institutions and community-based organizations

Inform parents about Imagine Learning, a research technology-based program for ELLs/SDA

Place phone calls to families as written language may not always be the most effect way to recruit ELLs, SDAs, and EDS.

Purposefully create a school-site visual including pictorial representation of diversity

Reaching out to less informed parents through ethnic newspapers, radio stations, community faith-based organization, local organizations (community centers, youth programs, etc.) and businesses (beauty parlors, laundry mats, local stores that provide ethnic specific products, etc.).

Provide literature in English and Spanish and utilize established relationships in the community to translate to parents of African ethnicity with an oral but no written language

Refer families to Bronxworks for ESL adult and/or entitlement services

Secure a location within the community. Parents in this community are thirsty for healthy school options evidenced by extensive waiting lists of the charter schools in the area

Utilize community organizations that provide services to students with disabilities, service to parents of ELLs, and services to parents of students who receive free/reduce lunch to be the spoke person for our school.

Utilize ELL family members already within our school community network to reach out to other ELL families on our behalf.

Utilize the D.O.E translation services or families that speak a lower-incident language to support parents during the orientation process, filling out paperwork etc.

Visit local pre-schools, nursery schools, faith-based groups, supermarkets, public libraries, playgrounds and by collaborating with community based organizations in order to ensure we meet our enrollment targets

### Retain

Assign staff time specifically to the work of family-school collaboration

Break down language and communication barriers through student-teacher-parent workshops

Create a welcoming school that is responsive to parents

Create and support a school-based parent volunteer & leadership development program

Ensure student success through innovative methods that are rigorous & standards-based

Facilitate immigrant parent leadership in schools

Implement a comprehensive and ongoing campaign to build and sustain awareness of the school among parents, elected officials, leaders of institutions and community-based organizations

Inform parents of student progress utilizing our key design elements, as well as software programs such as Success Maker, Odyssey Learning, Renzulli, Imagine Learning, a research-based program geared toward teaching ELLs and supporting SDA,

Inform/teach parents about the progress their child(ren) utilizing the Measures of Academic Progress (MAP) and Imagine Learning, a research-based, technology filled ELL program

Offer open-ended meetings involving teachers and parents to discuss opportunities for parents



- Offer skills-based workshops and informational meetings for families
- Provide explicit support for parent involvement
- Provide professional development for teachers around school interactions of ELLs and families
- Refer families to Bronxworks for an adult ESL or adult literacy program; entitlement services
- Utilize the explicit teaching of English through all disciplines as a direct approach to addressing the needs of English Language Learners
- Visit local pre-schools, nursery schools, faith-based groups, supermarkets, public libraries, playgrounds and by collaborating with community based organizations in order to ensure we meet our enrollment targets

#### D. Community to be Served

**Describe the student population NGS would serve, include identification of student need and how NGS will address those needs.** NGS proposes to be located in Community School District 9 (specifically in zip code 10451, 10452 or 10456) which includes Grand Concourse, Morissania, and the Highbridge area of the South Bronx. These neighborhoods consist mostly of Africans, Latinos, and African-Americans. We are targeting students who are underachieving or are at-risk of academic failure, not school-ready by their kindergarten year, zoned in a district of failing school, are from low-income families and/or from homes that speak a dominant language other than English (ELL). District 9 overall is in its 7<sup>th</sup> year as a Needs of Improvement District for ELA due to not making AYP. Students with disabilities, free/reduced lunch, and ELLs did not make AYP in ELA across the district. In 2009-2010, 100% of the elementary schools in zip codes 10452 and 10456 serving grades 3-5, ELA test scores fell below the city's average (city average = 55% of 3<sup>rd</sup> graders demonstrated proficiency).

#### 2010-2011 School Report Card

2010-2011	District 9 Enrollment	New Generation Projected Enrollment
Free/Reduce Lunch	90.4%	95%
ELL	24.4%	25%
Students with disabilities	15.4%	16%

NGS may have a positive impact on the District by serving as a Restart school of one of the Persistently Lowest Achieving (PLA) within the district.

**Discuss briefly the reason for the selection of the community and the applicant group's ability to serve this particular community.** The founding board of NGS has over 20 years of combined experience working in District 9. As such, these educators are experienced in working with and meeting the needs of the students in this community. The school will address the needs of district 9 by devoting more time to ELA than district schools which will allow English Language Learners to learn English with intensive support using Imagine Learning, a researched-based language acquisition program. NGS will provide under-performing or at risk students with authentic learning opportunities and explicit teaching that will enable them to have access to education using innovative strategies such as **Co-teaching model of Talent Teacher with Core Academic Teacher.**

#### 2010-2011 School Report Card Data

	3 <sup>rd</sup> grade ELA Proficiency (Level 3-4)				3 <sup>rd</sup> grade Math Proficiency (Level 3-4)				4 <sup>th</sup> grade ELA Proficiency (Level 3-4)				4 <sup>th</sup> grade Math Proficiency (Level 3-4)			
	NYS		District 9		NYS		District 9		NYS		District 9		NYS		District 9	
	'09-'10	'10-'11	'09-'10	'10-'11	'09-'10	'10-'11	'09-'10	'10-'11	'09-'10	'10-'11	'09-'10	'10-'11	'09-'10	'10-'11	'09-'10	'10-'11
Overall	55%	58%	28%	31%	59%	60%	37%	39%	57%	57%	31%	33%	64%	67%	39%	43%
General Ed.			32%	36%			41%	43%			37%	38%			43%	48%
ELL			15%	17%			27%	26%			16%	16%			26%	29%
SDA			15%	15%			23%	21%			11%	13%			24%	21%
EDA			28%	31%			37%	39%			31%	33%			39%	42%



As of 2010-2011, 31 schools in the Bronx were in needs of improvement, of which 16 were in the most advanced stages of restructuring. More than 50% of these schools are elementary schools and of these elementary schools 56% are located in zip codes 10452 and 10456. There are 70 district schools in the Bronx. 36% of these district schools in the Bronx are in some phase of Reconstruction. Of these 25 schools in reconstruction phase close to 50 % are in the advance stage of reconstructions. 100% of the schools in the advance stage of reconstruction serve students at either the elementary or middle/jr. high level. NGS proposes to serve as a Restart School for students in persistently lowest achieving schools (PLA) and will reach out to the district explore this possibility.

**Provide a rationale for how NGS will enhance/expand the educational options, including how methods differ from district schools.** Through our Talented Scholars Session where students will have authentic learning experiences using their interests/talents to delve into the academic inquiry domains of our curriculum, we will increase learning opportunities for all students that differ from district methods, especially those students who are at risk academically as this expanded learning experience will allow students to access learning through their strengths not struggle because of academic weakness.

**Provide a description of how the applicant group has assessed family and community support.** NGS has conducted informal surveys, spoken directly with parents of children attending a District 9 school, reached out to directors of daycare centers, local organizations, Community Board 4 and local parent-based organization to assess family and community support from within the community. Also, some of the founding members currently work within the district and have access to community-based meetings, local organizations as well as parents and have made informal face-to-face assessments daily in support of NGS responsibility to proactively secure the support of the community.

#### **E. Public Outreach**

NGS has developed a strategic plan for informing the community about the proposed charter school and establishing a presence in the community. **Phase 1** began with one-on-one conversations with stakeholders of the community. Some of the founding members currently serve positions within the community and have been implementing phase one on a routine basis. Thereby, NGS has held face-to face discussions to address comments received from the community concerning the educational and programmatic needs of the students. These one-to-one discussions have been held purposely to implement NGS' strategy of listening to individual voices so as to incorporate some of the feedback into its school design before disseminating written materials. These conversations have been held with a variety of stakeholders such as parents, teachers, directors of community-organizations, pre-school directors, community board members, parent-based organizations, college Professors in the Bronx, Community Board 4 District Manager, and Bronxworks Entitlement Director. Through these face-to-face meetings, NGS has conducted open-conversations from the impacted community concerning the educational and programmatic needs of the community. **Phase 2** began with the scheduling of open discussions with community-based organizations and the community board serving the proposed location. NGS was presented in an open-discussion to the public at the Municipal and Education Committee Meeting of Community Board 4. Attached is the agenda, whereby New Generation of Scholars presented the school via power point. Afterwards, the community posed questions regarding the Montessori "freedom within limits" approach, testing and accountability, admission policy, how the school proposes to meet students with special needs as well as English Language Learners. NGS addressed the comments of this community via an open-discussion. Initially, NGS had proposed to give priority to students living in zip codes 10452 and 10456. Through this



open discussion, NGS broadened its admission policy to include students living in zip code 10451. The Education Committee voted favorable to provide NGS with a letter of support upon approval of the General Board. The General Board voted positively at its General Board meeting on February 27, 2012, after another open discussion about New Generation of Scholars with community stakeholders. Further still, NGS has met with Council Member Helen Foster's Community Liaison to discuss the school and publicize/secure public dissemination of information about NGS to the community. On July 12<sup>th</sup>, 2012, NGS held a public outreach event at the Dinosaur BBQ located at 720 W 125<sup>th</sup> street where 70+ guests attended. Discussions were held with board members about the school, brochures were distributed and the lead applicant, proposed chair and founding members addressed the audience. Guests included residents of the Bronx, representatives from non-profit organizations, teachers, principals, lawyers, financial investors, and other professionals interested in learning more about NGS. **Phase 3** is to inform parent groups in an open-public meeting to address the educational needs of their students. As such, NGS held an open discussion on March 14<sup>th</sup>, 2011 with the parents of Concourse Village Circle of Support, a local organization that provides parents throughout the community support through networking, building partnerships and information sharing. In March, DNAinfo.com a leading online newspaper for NYC published an article about NGS. On May 31<sup>st</sup>, 2012, NGS held an open discussion at the United Parents of High Bridge Coalition. Amongst the audience were Bronx Deputy Borough President, Editor of Norwood News, Chief of Staff of Councilmember Helen Foster's office, teachers, principals, coordinators, representatives from Administration for Children Services (ACS), parent learning leaders, residents of district 9, and concerned parents.

Public outreach is an ongoing process and as such, NGS has committed itself to informing the public about the school through networking with local community-based organizations that already exist within the community as they have an established audience, forum, and can act as a voice for the charter school. NGS will employ other strategies such as media coverage as members of on the board have a background in radio media. Additionally, NGS has established a website [www.talentedScholars.hpage.com](http://www.talentedScholars.hpage.com) and a Facebook page at [www.facebook.com/ngscholars](http://www.facebook.com/ngscholars) and a twitter account @talents\_infused as venues for discussions and questions to inform the public as well as have open discussion around NGS.

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

**Provide an assessment of the projected programmatic and fiscal impact of the proposed school public and nonpublic schools in the area.** NGS proposes to be located in District 9 and intends to enroll students from zip codes 10451, 1042, and 10456. As a result, the NYC School District will receive less per general pupil funding for the students who choose to attend NGS, but the district will retain funding such as building aid. The schools in the surrounding area are over-crowded with class sizes larger than the allowed size at full capacity. NGS will reduce the district's school load, which will have a minimal impact on the fiscal budget of District 9 because it is an overcrowded district and has more students that it is capable of serving. There are schools located in District 9 in the zip code that NGS intends to draw its students that are in the most advance stage of restructuring. District 9 is now in its 7<sup>th</sup> year of Need Improvement and is under new governance. NGS will have a positive impact on the District by serving as a Restart school of one of the Persistently Lowest Achieving (PLA) Schools. With our Teacher's Academy of Excellence, NGS will have a positive programmatic impact on nonpublic and public schools especially those 36 schools within the district that are currently in some phase of corrective action as NGS will provide a strong example of innovation in teaching methodologies, classroom structure, authentic learning experiences, and high levels of student achievement with high levels of student and parental involvement.



## II EDUCATION PLAN

The sum of NGS' educational plan to cultivate elementary and middle school students to become socially adept critical thinkers, tenacious problem-solvers, and 21<sup>st</sup> Century-readied scholars through a rigorous, Talents-Infused Curriculum will attend to our students' ability to:

- |  |   |
|--|---|
| <ul style="list-style-type: none"> <li>✓ Apply and transform factual information into usable knowledge</li> <li>✓ Apply knowledge and problem solving strategies to real world problems</li> <li>✓ Apportion time, schedules and resources</li> <li>✓ Creatively solve dilemmas and produce new ideas               <ul style="list-style-type: none"> <li>✓ Derive enjoyment from active engagement in the act of learning</li> </ul> </li> <li>✓ Detect bias, make comparisons, draw conclusions and predict outcomes</li> <li>✓ Draw comparisons and analogies to other problems</li> <li>✓ Extend one's thinking beyond the information given</li> </ul> | <ul style="list-style-type: none"> <li>✓ Formulate meaningful questions               <ul style="list-style-type: none"> <li>✓ Generate reasonable arguments, explanations, hypotheses, and ideas using appropriate information sources, vocabulary and concepts</li> </ul> </li> <li>✓ Identify patterns, relationships, and discrepancies in information</li> <li>✓ Monitor one's understanding and the need for additional information</li> <li>✓ Plan a task and consider alternatives</li> <li>✓ Rapidly and efficiently access just-in-time info/selectively extract meaning from that info</li> <li>✓ Work and communicate effectively with others; across different genres, languages, formats</li> </ul> |
|--|---|

### A. Achievement Goals

#### Academic Achievement Goals

**Goal 1: English Language Arts** Students will become proficient readers and writers of the English Language in alignment with the Common Core Standards. For 2013-2014 through 2017-2018 school years, 80% of students at third through fifth literacy levels who also meet the minimum age requirements and have been enrolled at NGS for two consecutive years will perform at or above Level 3 on the New York State English Language Arts exam.

**Goal 2: Mathematics** Students will demonstrate steady progress in the understanding and application of mathematical skills and concepts aligned to the Common Core Standards. For 2013-2014 through 2017-2018 school years, 80% of students at third through fifth literacy levels who also meet the minimum age requirements and have been enrolled at NGS for two consecutive years will perform at or above Level 3 on the Math State exam.

**Goal 3: Science** Students will demonstrate proficiency relevant to science achievement in alignment with the Common Core Standards. Each year, at minimum, 80% of 4<sup>th</sup> graders who have been enrolled at NGS from the beginning of the academic school year (anytime up until November 15<sup>th</sup>), for at least 2 consecutive years will perform at or above Level 3 on the New York State Science Exam.

**Goal 4: Social Studies** Students will demonstrate steady progress in the attainment of knowledge and skills relevant to social studies achievement in alignment with the Common Core Standards.

**Describe the chosen methods of evaluating whether students have attained the skills and knowledge specified for those goals.**<sup>30</sup>

**Method.** NGS will administer the New York State English Language Arts (ELA) and the New York State Math Examination to students at its third through fifth literacy/math equivalent level in accordance with New York State's testing administration procedures. NGS will administer the New York State Science Examination for students at its 4<sup>th</sup> grade equivalent. We will provide testing modification(s) according to a child's Individualized Education Program for all state assessments. NGS will use diagnostic, formative, summative, criterion norm referenced, and adaptive assessments for reading and math as well as student digital performance based/standards-

<sup>30</sup> N.Y. Education Law § 2851(2)(b)



based in accordance with the Common Core portfolios to evaluate whether students have attained the skills and knowledge specified for those goals. These assessments may be teacher-created, commercialized assessments from commercialized curriculum or a blend of the two that have been aligned to the Common Core Standards by the Instructional Leadership Team. Additionally, NGS may use Measures of Academic Progress (MAP)<sup>31</sup>) a computerized NY state-aligned adaptive assessment system for Reading and Mathematics. NGS may use TerraNova assessments for Reading, Math, Science and Social Studies and a predictive exam such as the Acuity for ELA and Math. Also, NGS will administer the New York State English as a Second Language Achievement Test (NYSESLAT) yearly to all ELLs and the LAS Links by McGraw Hill will be given up to five times per year to monitor ELLs and ensure they're on track to success.

**B. School Schedule and Calendar**

**Daily Student Schedule attachment 3a Sample Weekly Student Schedule:** Our school will be open from 8:00-3:25 Mondays through Fridays with the exception of Thursdays. On Thursdays, students will be dismissed at 2:25 to allow for professional development opportunities for the staff through the Teacher’s Academy of Excellence. Students will engage in a breakfast club with peers from 8:00-8:30 eating breakfast while participating in activities that allow for authentic experiences such as color and chat, buddy crossword puzzles, newspaper creation etc. There will be 10 minutes of supervised transition by 2 play coaches and 2 parent volunteers to their 1<sup>st</sup> lab. Instruction will begin at 8:40 and run until 3:25. During the first year, we will offer Dance and Technology as our Talent Labs. Labs are 90 minutes while our SSS tutoring program is one hour.

Inspired by “Critical Thinking Development: A Stage Theory”<sup>32</sup>, NGS developed a naming system that is not based on grade-level. This system will allow students to exercise “freedom within limits” without being labeled as a hold-over. Creatively, Math and Science labs have been named after scientists and mathematicians whereby progression is seamlessly embedded through alphabetical order rather than a numerical system.

**Academic Correlation Table**

Age	Traditional	NGS Level	Literacy Lab	Math Lab	Science Lab	S.S. Lab
5-6	K	Dreamers (DR)	Pre-Lit	Aristotle	Curie	Dreamers
6-7	1 <sup>st</sup> grade	Challengers (CH)	Intro	Boole	Darwin	Challengers
7-8	2 <sup>nd</sup> grade	Beginners (B)	Emergent	Flannery	Edison	Beginners
8-9	3 <sup>rd</sup> grade	Practitioners (PR)	Absorption	Nash	Einstein	Practitioners
9-10	4 <sup>th</sup> grade	Advancers (AD)	Intensive	Plato	Galileo	Advancers
10-11	5 <sup>th</sup> grade	Masters (M)	Critical	Pythagoras	Newton	Masters

Each level will have two heterogeneous cohorts known by their NGS level followed by the letter “A” or “B”. For example, year 1 there will two heterogeneously grouped, inclusive traditional kindergarten level cohorts, however at NGS they well be known as “Dreamers A” and “Dreamers B”. Similarly, there will be two heterogeneously grouped, inclusive first grade level cohorts, known as “Challengers A” and “Challengers B”. However, students who enter NGS with an academic deficiency or at an accelerated academic level although, technically designated to a cohort, may be placed in a lab that is not designated to his/her cohort level. For example, a “Dreamer A” may be placed in a reading lab that a traditional first grader, or in our case “Challenger A” would take. So “Dreamer A” may take Boole Math (1<sup>st</sup> grade math). This is our “freedom within limits” model that will allow NGS to reach all students through individualized placements as opposed to the

<sup>31</sup> Northwest Evaluation Association Web. 2 Feb. 2012

<sup>32</sup> <https://www.criticalthinking.org/pages/critical-thinking-development-a-stage-theory/483> Critical Thinking Development: A Stage Theory. Web. May 25, 2012



traditional grade leveling system. Labs will have a maximum capacity of 30 students to allow the flexibility of placing each student at his/her academic level for each subject area, however, NGS will only enroll 25 students level to encompass this flexibility.

**On Mondays**, students will attend their Talented Scholars Session for 90-minutes then a Reading Lab followed by a Writing Lab. **Period 1**, 8:40-10:10 all students attend their Talented Scholars Inquiry Session. **Period 2**, 10:15-11:45 begins our 180-minute Literacy Intensive Block. All “A” cohorts will go to their respective Reading Labs, while all “B” cohorts will attend their respective Writing Labs. **Period 3**, 12:55-2:20 continues our 180-minute Literacy Intensive Block. All “A” cohorts will now attend Writing Lab, while all literacy “B” cohorts will now attend their Reading Lab. Following 3<sup>rd</sup> period, our 60-minute Student Support for Success (SSS) Block begins **Period 4**, 2:25-3:25. At this time, students will attend a 60-minute **Math-focused** blended learning enrichment/tutoring session with their SSS teacher. Each teacher will have approximately 17 students and will use this time to allow students to work with computer-based adaptive learning programs, Imagine Learning for ELLs, test prep simulation programs and will rotate teaching small groups (maximum 3 students), work one-to-one with students and go over a student’s Academic GPS. **On Tuesdays**, students will attend three 90-minute labs: Science, Talent (Dance or Technology), and Social Studies. **Period 1**, 8:40-10:10 begins our Academic Talent Block. All “A” cohorts will attend their respective science labs, while all “B” cohorts will attend a Talent Lab. “Dreamers B” will attend dance and “Challengers B” will attend Technology. **Period 2**, 10:15-11:45 continues our Academic Talent Block. All “B” cohorts will now attend their respective science labs, while all “A” cohorts will attend a Talent Lab. The “Dreamers A” cohort will attend dance, while the “Challengers A” cohort will attend Technology. **Period 3**, 12:55-2:20 begins our Talents Infused Social Studies Block. All students will attend their respective S.S. lab. The talent teachers will co-teach at the Dreamers level. Following 3<sup>rd</sup> period, our 60-minute Student Support for Success (SSS) Block begins **Period 4**, 2:25-3:25. All students will attend a 60-minute **Literacy-focused**, blended-learning enrichment/tutoring session with their designated SSS teacher. Each teacher will have approximately 17 students and will use this time to allow students to work with computer-based adaptive learning programs, Imagine Learning for ELLs, test prep simulation programs and will rotate teaching small groups (maximum 3 students), work one-to-one with students and go over a student’s Academic GPS.

**Alignment to Key Design Element Tuesdays** are our designated **Literacy Through All Disciplines** day. As such, during each lab on Tuesdays, there will be 20 minutes of explicit literacy instruction as outlined by our Literacy Through All Disciplines Framework. Teachers may use these 20 minutes in 10-minute intervals such as beginning the lab with a 5-minute Skill-Specific Read-Aloud followed by a 5-minute speaking or writing response. For example, in Dance Lab, during our 2<sup>nd</sup> Inquiry Cycle entitled “What’s the Beauty in Diversity”, the dance teacher may explicitly teach the skill of using descriptive language in writing to create a vivid picture for your readers to convey meaning. **On Thursdays**, students swap specialties and times of lab. Thursdays are the inverse of Tuesdays. Please see attachment 3a. **On Fridays**, students will attend three 90-minute labs: Talented Scholars Session, Comprehensive Math (Foundations and Applied Math combined), and Comprehensive Literacy (Reading and Writing combined). **Thursdays** are our designated **Math Through all Disciplines** day. As such, during each lab on Thursdays, there will be 20 minutes of explicit math instruction as outlined by our Math Through all Disciplines Framework. Teachers may use these 20 minutes in 10-minute intervals such as beginning technology lab with a 5 minute Skill Specific Math problem followed by a 5-minute active engagement solution share.



**Daily Teacher Schedule please see attachment 3a Sample Weekly Teacher Schedule.** During the first year there will be an **A** and a **B** teacher for each grade level and two Talent lab teachers. In traditional views, this translates to 2 kindergarten teachers, 2 first grade teachers and 2 prep teachers. Mondays through Fridays, teachers arrive at 8:00 and end their days at 3:25pm except on Thursdays when teachers have an extended day until 4:25pm to engage in professional development. During the first year, the dance teacher along with the A teachers will be assigned to Talented Scholars Session A, while the technology teacher and the B teachers will be assigned to Talented Scholars Session B. Each Talented Scholars group will have about 52 students.

**Teacher’s Academic Responsibility at A Glance**

Subject	Talented Scholars Session	Literacy		Math			Science Co-teach	Social Studies	SSS
		Reading	Writing	Foundations	Applied	Comprehensive			
Teacher <b>A</b>	✓	✓	X	✓	X	✓	✓	✓	✓
Teacher <b>B</b>	✓	X	✓	X	✓	✓		✓	✓
Talent Tchrs	✓	✓	✓	✓	✓	✓	X	✓	✓

**On Mondays**, while students are having breakfast from 8:00 – 8:30 teachers will attend a 30 minute Staff morning meeting/Lab Set-up/Professional Development dependent upon the needs of the school. **Period 1**, 8:40-10:10 there will be two teachers in each Talented Scholars Session. The dance teacher and challenger A teacher will facilitate Talented Scholars Session A, while the technology teacher and challenger B teacher will facilitate Talented Scholars B. The dreamer level teachers will have a 45-minute common planning period from 8:40-9:25. Then at 9:25 – 10:10, the “B” teachers swap places with the “A” teachers, thereby allowing the challenger teachers a common planning period. **Period 2**, 10:15-11:45 begins our 180-minute Literacy Intensive Block. All “A” teachers will teach Reading lab, while all “B” teachers will teach Writing Lab. Talent teachers (dance and technology) will have a common prep that allows for common planning for 45 minutes from 10:15-11:00. From 11:00 to 11:45, the talent teachers will co-teach writing labs with the B teachers. The dance teacher will co-teach at the dreamer level, while the technology teacher will co-teach at the challenger level. This co-teaching creates a teacher to student ratio of 13:1 which will enable NGS to support all of the at-risk populations. All teachers along with play coaches will assist and supervise the transition of students to lunch/recess every day from 11:50am – 12:50pm. **Period 3**, 12:55-2:20 continues our Literacy Intensive Block. All “A” teachers will continue to teach Reading Lab, while all “B” teachers will continue to teach Writing lab as cohorts swap (those students who took reading period 2 will take writing period 3 and vice versa). The talent teachers will now co-teach the reading labs. The dance teacher will co-teach at the dreamer level, while the technology teacher will co-teach at the challenger level. This co-teaching model will reduce the student teacher ratio for these two labs from 26:1 to 13:1 Again, this model will allow NGS to fuse talents into the curriculum by ensuring that the talent teachers are in the labs co-teaching as well as teaching small groups and working with students individually. By ensuring that the talent teachers are in all labs at all levels, it allows talent teachers to be aware of the concepts children are currently learning so that they can align their 20 minutes of literacy instruction on Thursdays and 20 minutes of math instruction on Tuesdays with what is being taught in the literacy and math labs. For example, if dreamers are working on the “long a sound” in reading, talent teachers will be able to work on the “long a sound” in dance or technology as well. This structured alignment is important in helping at-risk students make strides so that they are able to get on track as soon as possible. **Period 4**, 2:25-3:25 begins our Student Support for Success (SSS) block. Each teacher will have a group of about 17-18 students. Students will be assigned an SSS teacher upon entrance at NGS according to their age level. SSS groups will be heterogeneous cohorts of



Dreamers (Dr) and Challengers (Ch), Beginners (B) and Practitioners (P), Advancers (Ad) and Masters (M). We will use Technology-based instruction and Teacher-based interventions during SSS. Students will have laptops allowing students to work one-to-one on adaptive technology programs, while others receive teacher-delivered interventions via small groups, one-to-one, etc.

**Student Success for Support (SSS) Program**

Teacher	SSS Student Composition	# of Students	Teacher	SSS Student Composition	# of Students	Teacher	SSS Student Composition	# of Students
Dreamer A	Dr/Ch	17	Beginner A	B/Pr	17	Advancer A	Ad/M	15
Dreamer B	Dr/Ch	17	Beginner B	B/Pr	17	Advancer B	Ad/M	15
Challenger A	Dr/Ch	17	Practitioner A	B/Pr	17	Master A	Ad/M	15
Dr/Ch	Dr/Ch	17	Practitioner B	B/Pr	17	Master B	Ad/M	15
Dance	Dr/Ch	18	Gym	B/Pr	16	Music	Ad/M	15
Technology	Dr/Ch	18	Art	B/Pr	16	Spanish	Ad/M	15
Total Students		104			100			90

**On Tuesdays**, all teachers will have preparation period from 8:00-8:40. This time allows for horizontal, vertical as well interdisciplinary planning. Teachers can also use this time for common planning as well as collaboration on the Talent Exhibit which is a display of the result of the work being done Talented Scholars Sessions. **Period 1, 8:40-10:10 Core Talent Block.** During this block, students will take a science lab or a Talent lab. Our science labs will follow a co-teaching model. The dreamer teachers will co-teach dreamer A cohort while the dreamer B cohort will take dance talent lab. Similarly, the challenger teachers will co-teach science to the challengers A cohort while the challengers B cohort will attend their technology talent lab. This co-teaching allows us to reduce the student to teacher ratio from 26:1 to 13:1. This allows teachers to provide small group instruction and extra-support to our academically at-risk population of ELLs, SDA and EDS. By creating an inquiry-based, co-teaching science lab, NGS will be able to deliver its mission of cultivating elementary students to become socially adept critical thinkers, tenacious problem-solves and 21<sup>st</sup> century-readied scholars through a rigorous Talents infused Curriculum. **Period 2, 10:15-11:45** continues our Core Talent Block and the co-teaching model in the science labs from above continues. The science teachers are now teaching the “B” cohorts, while the talent teachers are teaching the “A” cohorts. **Period 3, 12:55-2:20** begins our Talents Infused Social Studies Block. All Leveled Teachers, (dreamer A and B as well as challenger A and B) teach their respective cohort level and letter Social Studies. For example, dreamer teacher A will teach social studies to the “dreamer A” cohort, while dreamer teacher B will teach social studies to the “dreamer B” cohort. The talent teachers (dance and technology) co-teach at the dreamer level. These teachers will co-teach using their talent to help reach students in innovative ways that relate to their talents. **Period 4, 2:25-3:25** begins our Student Support for Success block.

**Calendar – Please see attachment 3b.** For the 2013-2014 school year, faculty will attend a 3 week Staff Institute from 8/5/13-8/23/13. The first day of school for play coaches will be 8/19/13. The first day of school for students will be 8/26/13 all the way through 6/20/14 for a total of 183 instructional days. NGS has aligned its holidays and school recess schedules to that of the NYC DOE. At the end of the year, faculty will attend a one week Staff End of Year Institute from 6/23/14-6/27/14. For the 2014-2015 and 2015-2016 school years, faculty will attend a 2 week Staff Institute in August two weeks before the first day of school for the students. NGS will follow the NYC DOE Calendar by opening its doors to its students one week before the NYC DOE and closing its doors to students one week earlier than the DOE’s last day of school. The Staff End of Year Institute will always be scheduled for five days following the last day of school for students.



**How Calendar and Schedule Supports Mission** In comparison to NYC district schools, NGS provides more instructional days than the district schools which gives us more time to meet the needs of our students. Moreover, our labs are intensive and longer in length than the 45 minute period which allows students time to master concepts as well as affords students and teachers a more focused day. This supports learning and teaching by allowing teachers and students to concentrate more deeply on a subject versus the traditional elementary setting of overwhelming teachers with the responsibility of teaching all subjects in one day. Our model reduces the stress load so that teachers do not rush through important content, rob students of time to engage in authentic learning or skip specific subjects due to the pressures of pacing calendars. Our model allows teachers to actually reach all students via small group or one-to-one instruction every single day. With this high level of intensity and individualized learning, NGS will reach all of its students, especially the at-risk population of ELLs, SDA and EDS to ensure success. Furthermore, students are provided with support services four days each week, two days focusing on literacy and two days focusing on math to increase proficiency at all levels as well as enrich proficient and accelerated students.

**Extended Learning Labs = More Time to Learn and Higher Level of Engagement** Research shows that engaged students are more likely to succeed with academic tasks. According to the Center for Comprehensive School Reform and Improvement, engaged students are engaged when they devote substantial time and effort to tasks. Engaged students care about the quality of their work and are able to build self-confidence. Our school design allows for this devotion of time as labs are 90-minutes; 90 minutes for reading, 90 minutes for writing, 90 minutes for foundations math, 90 minutes for applied math. This extended time will allow our scholars to become engaged which positively correlates to academic success<sup>33</sup>. Our schedule is aligned to incorporate our Literacy Through All Discipline Framework which speaks directly to our educational design. This model enables us to offer 490 minutes of ELA 375 minutes offered by the district. For math, we offer 470 minutes exceeding the 375 minutes offered by the district. NGS scholars will have substantial time to learn and succeed. **The Teacher Schedule** allows teachers to engage in all levels of the Teacher's Academy of Excellence which alleviates the stress of attending Professional Development during instructional time. The schedule allows for horizontal, vertical as well as interdisciplinary planning where teachers can collaborate, plan lab instruction, create small groups and connect the core academics to each other as well as fuse talents into the core academic labs and core academics into the Talent labs. This collaboration aligns with our mission as we believe talents lend themselves to all disciplines and should be used to help students achieve at high levels.

### C. Curriculum and Instruction

**Process to ensure the alignment of the curriculum with the NYS Standards.** NGS will teach all core subjects through a rigorous talents-infused curriculum. To ensure consistency with its mission, program design and educational goals, NGS will align its curriculum to the New York State Standards across all disciplines. NGS will create a core curriculum that aligns its Talent-Infused approach with the NY State Standards. This will be done by infusing talents into a blend of researched-based, common core aligned commercialized curriculum and student-centered teacher-created inquiries aligned to the standards. In order to assure that this fusion is in alignment with the New York State Standards, inclusive of the Common Core Standards, the Instructional Leadership Team will meet

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<sup>33</sup> Alternative Uses of Time and Student Learning- Curriculum and Instruction  
<http://ww2.ed.gov/pubs/SER/UsesofTime/chap3-2.html>. Web 17 Jan. 2012



throughout the planning year to conduct a crosswalk that aligns curriculum maps, inquiries, units of studies, lessons, and assessments with the standards for all core subjects. This team will systematically arrange the lessons in order of sequence and conduct a check and balance against the standards and align the curriculum and assessments to the standards they address. This will ensure that the knowledge and skills acquisition will be appropriate for each grade level. Moreover, this process will be taught to all teachers through professional development provided by the TAE to build capacity and self-reliance within the school. Additionally, this process will be placed in NGS' Curriculum and Assessment Handbook which will provide a framework for teachers and build capacity along with consistency within our school culture. Teachers will receive whole group, small group or individualized training based on need.

**Academic Game-Plan for Success (GPS)** NGS' scholars will have a child-friendly Academic Game Plan for Success (GPS) that will be aligned with their CSE mandated IEPS if applicable, and/or to the New York State/Common Core Standards. NGS has adopted the best practice of individualizing education and weaved it into its instructional practices. Students will have children-friendly target goals for each learning lab that will be detailed in their Academic GPS. These goals are derived from the common core standards and are the sum of the standards for each grade level. Goals will drive assessments and data from assessments will drive instruction.

**Literacy** To progressively address the needs of our student population, NGS has created a Reading Lab and Writing Lab. Although reading and writing are intertwined, NGS believes strong readers become strong writers, but sometimes strong writers are hidden within reading due to language barriers, the lack of competent verbal skills and limited writing experiences. The distinct separation will allow teachers and students to concentrate more deeply on the two disciplines that make up literacy. One teacher will teach reading, while the twin teacher for that grade level will teach writing on Mondays. On Fridays, students attend a Comprehensive Literacy lab that will enable them to connect as good readers make strong writers and strong writers are avid readers.

**Reading Labs – Learning to read possibly through Story Town** NGS is currently examining Hartcourt's research-based, Story-Town curriculum. It is aligned to the common core standards and lends itself to the mission of NGS as Story Town has lessons geared towards multiple learners and is inclusive of opportunities for embedding talents. In alignment with the mission of NGS, Story-Town uses songs, music, and art to teach reading. Studies show to prevent long-term reading failure among students who come to school already behind in basic skills and experience, a curriculum needs to be inclusive of these three basic characteristics:

1. Early identification of students being at-risk
2. Explicit, intensive, and systematic instruction on core pre-reading and reading skills
3. Continued support beyond initial instruction. (Bursuck and Damer, 2007)<sup>34</sup>

Story-Town will provide the explicit, intensive, systematic approach to reading required by our target population. Students will receive support beyond initial instruction through the Student Support for Success program. Students will acquire all of the skills of language arts-reading, writing, speaking and listening in a language rich environment.

### **Writing Labs – Rich writing opportunities through authentic learning**

Through its rich authentic learning experiences, NGS will develop a writing curriculum centered on its school-wide inquiry domains where children delve into learning through their strengths.

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<sup>34</sup> Bursuck, W., Mary Damer. (2006) *Reading Instruction for Students Who Are at Risk or Have Disabilities*. Allyn & Bacon



Writing labs will be reflective of the Talented Scholars Sessions and connected to Story-Town reading through Write Source<sup>35</sup> a writing resource aligned to Hartcourt Story-Town Reading and the Common Core Standards. Student will generate their own content for writing through their authentic experiences in their Talented Scholars Sessions, while teachers will use Write Source to teach students the strategies of a great writer. Our instructional practices will include explicit teaching, and writing across the curriculum through, hands-on, student-centered learning labs.

**Math Lab – Teach to Mastery Math** NGS will utilize Singapore Math, a research based, Common Core-aligned curriculum. Singapore Math utilizes a mastery approach and real-life problem solving technique throughout its curriculum. This is aligned to NGS’ mission in that learning labs are individualized and leveled in a progressive manner according to the Common Core standards. Students need to master the standards of a lab before being promoted to the next level. Singapore Math is built on this very same concept of mastery. Additionally, this curriculum is hands-on and uses intensive problem-solving to teach students how to become mathematical thinkers. NGS has created two math labs: Foundations Math and Applied Math. Through Foundations Math, students will master the foundational skills, while in Applied Math students will tackle the intensive real-life, problem-solving approach of Singapore Math. Moreover, Singapore Math has been aligned to the school-wide inquiry as two of the domains provide opportunities to delve into the mathematical world. At this time, NGS is currently researching a finance curriculum geared toward elementary students to incorporate in its math lab that will provide students with authentic economic experiences. Additionally, NGS is currently developing its School-Wide Economic System that will provide students will real-life experiences in fiscal responsibility. NGS will have a school store opened from 7:30-8:00 am only to encourage punctuality. This school-wide economic system is currently under development by NGS’ Accountability Committee.

**Science** studies show that an inquiry approach to learning science affords students intensive opportunities to formulate hypotheses, explore variables, construct controls, record findings, and evaluate the world in which they live; thereby enabling them to own the scientific process<sup>36</sup>. Through hands-on projects and interactive investigations, NGS will cultivate scholars who are able to measure, graph data, construct experiments, organize information for report writing, make sense of the world and their lives as scientists and connect science to their personal talent goals. This learning lab will be similar to all of our labs, a place where children are engaged with much enthusiasm because the learning experience involves their real-life as they will be driven by a school-wide question that can be answered through the realms of science. Dance students will be able to connect scientific concepts such as gravity that pulls them back down to the ground after having done a straddle, while visual artists will be able to understand how light bends and therefore reflects the very colors they use to communicate. Music students will learn to understand that the notes they play are a form of sound energy which is mechanical energy. Through our Talents-infused curriculum, students will thrive in a meaningful, science-filled environment as we will create rich learning experiences that allow students to find the meaning of science in their personal lives, not merely learn simple scientific facts. In developing the science curriculum, NGS was guided by the content of the New York Science Scope and Sequence, under the direction of the NYS Standards. The science curriculum has also been aligned to the school-wide inquiry domains as two of these domains directly include opportunities for science-based inquiries. NGS has

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<sup>35</sup> WriteSource Writing Grammar [http://www.hmheducation.com/writesource2/pdf/Correlattions-WS\\_Writing\\_Forms\\_K-6\\_HMR\\_StoryTownpdf](http://www.hmheducation.com/writesource2/pdf/Correlattions-WS_Writing_Forms_K-6_HMR_StoryTownpdf). Web. 15 Jan 2012.

<sup>36</sup> Access Excellence. *Writing Hypotheses: a student lesson*. Web. 11 Feb. 2012



researched a variety of inquiry-based curriculums such as FOSS, Delta, and Reading into Science and may utilize one of these curriculums along with teacher-created inquiries. We will utilize our approach of curriculum scrutiny & standard alignment by our Instructional Leadership Team to select a curriculum that will best fit the needs of our students.

**Social Studies** has been closely aligned to the school-wide inquiry units. NGS has integrated the content of the NYS Social Studies Scope and Sequence, under direction of the NYS Standards. To support our S.S. curriculum, NGS may use MyWorld a commercialized curriculum by Pearson. A key design element of the program is the “understanding by design” method by Wiggins and McTigue<sup>37</sup>. This program teaches reading as well as social studies which directly supports our Literacy Through all Disciplines Framework. Moreover, this program has integrated technology with the use of the whiteboard during instruction, digital resources and an online assessment as well as student activities. Barnes and Nobles has worked closely with Titako to compose an assessment component within this curriculum where teachers are allowed to give individualized assessments where students are able to create their own digital books known as myStory to assess their understanding. Embedded within this curriculum are digital professional development opportunities for teachers. Multiple assessments within this program are catered to multiple intelligences and different learning styles which are in alignment with our school design. Furthermore, differentiation is rooted in leveled readers, a variety of activities to measure understanding and ELL specific learning objectives. MyStory is correlated to the National Standards for Social Studies. NGS will ensure that this curriculum is aligned to the Common Core Standards using our Instructional Leadership Team curriculum scrutiny approach during our pre-opening phase. We will fill any gaps by supplementing the curriculum with approved teacher-created resources and the Core Knowledge History and Geography Curriculum.

**Dance Lab** Guided by the NYS Blueprint for Teaching and Learning in Dance and embedded with the Common Core Literacy and Math standards, the dance curriculum will be aligned to the school-wide Talented Scholars Inquiry Domain and infused with core academics. Students will receive explicit instruction in both literacy and math through our Literacy and Math Through all Framework. Our dance program will offer all students a creative experience that addresses the bodily kinesthetic intelligence. Dance uses the body as the instrument and movement as the medium for expression, involving cognitive, affective, and physical skill development. The dance curriculum through dance processes and applications will enable students to:

- Communicate feelings, thoughts, and ideas through dance expressions
- Develop their physical and neurological functions through gross and fine motor activities involving dance
- Develop critical-thinking/decision making skills through creative problem-solving techniques
- Develop their stage presence, collaboration and cooperation skills
- Gain unique skills and knowledge to serve as members of an interdependent, global society
- Learn and share dances from their own cultures and from around the globe
- Understand their own cultures and develop respect for dance as part of other heritages
- Increase their self-esteem through social interaction and cultural awareness
- Access core academics (Reading, Writing, Math, Science, and Social Studies)

**Music Lab** Guided by the NYS Blueprint for Teaching and Learning in Music and embedded with the Common Core Literacy and Math standards, the music curriculum will be aligned to the school-wide Talented Scholars Inquiry Domain and infused with core academics. Students will

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<sup>37</sup> Wiggins, G. McTigue. J (2005). *Understanding by Design*. Alexandria, VA.



receive explicit instruction in both literacy and math through our Literacy and Math Through all Framework. The K-5 music curriculum will teach the elements of music- melody, harmony, rhythm, tone, color and form through singing, listening, visual media, theory games, creative movement, and playing instruments. The school will center music education on different cultures through the instruction of songs in world languages. Students will develop a strong sense of self-expression, confidence, and teamwork. Music education fosters each student’s ability to perform, understand and value music. The music curriculum will enable students to:

- Listen to music analytically and critically
- Use and read musical terms, symbols, and notations
- Become knowledgeable about, analyze, and describe the significant music of varying cultures, eras, genres
- Acquire awareness of the value of music as a mode of human expression
- Perform music expressively and accurately
- Express original musical ideas
- Access core academics (Reading, Writing, Math, Science, and Social Studies)

**Visual Arts Lab** Guided by the NYS Blueprint for Teaching and Learning in Visual Arts and embedded with the Common Core Literacy and Math standards, the visual arts curriculum will be aligned to the school-wide Talented Scholars Inquiry Domain and infused with core academics. Students will receive explicit instruction in both literacy and math through our Literacy and Math Through all Framework. The K-5 visual arts curriculum will offer students a creative experience of a range of media, balancing free ideas with purposeful, observational work. The visual arts curriculum will enable students to:

- Develop skills significant skills in organizing and visually expressing ideas
- Acquire critical, historical, and aesthetic concepts in the visual arts to understand all cultures
- Develop the sensitivity, visual discrimination, and judgment needed to enhance the visual environment
- Experience a sequential balanced program of art instruction that includes the study of aesthetics, art criticism, art history and art production, fashion, and architect
- Access core academics (Reading, Writing, Math, Science, and Social Studies)

**Technology Lab** Driven by the common core standards, the technology curriculum will be aligned to the School-wide Talented Scholars Inquiry Domains and infused with core academics. Students will receive explicit instruction in both literacy and math through our Literacy and Math Through All Framework. Through our technology curriculum all students will:

- Participate in authentic, student-centered project based learning activities that incorporate higher-order thinking skills in a technology-infused multidisciplinary learning environment
- Create developmentally appropriate multimedia products with support from teachers/peers/family
- Become proficient in technology productivity tools and technology research
- Use technology tools and resource managing and communicating information
- Use a variety of media and technology resources for directed and independent learning experiences

#### D. Assessment System

NGS naming system will allow students to be administered NYS required examinations in accordance with all educational laws as just as their age-level peers in district schools.

#### Traditional Grading System Correlation to NGS Naming System

Age	5-6 yrs old	6-7 yrs old	7-8 yrs old	8-9 yrs old	9-10 yrs old	10-11 yrs old
Traditional Grading	Kindergarteners	1 <sup>st</sup> Graders	2 <sup>nd</sup> Graders	3 <sup>rd</sup> Graders	4 <sup>th</sup> Graders	5 <sup>th</sup> Graders
NGS Naming System	Dreamers (Dr)	Challengers (Ch)	Beginners (B)	Practitioners (Pr)	Advancers (Ad)	Masters (M)



### Intimate Assessment Calendar

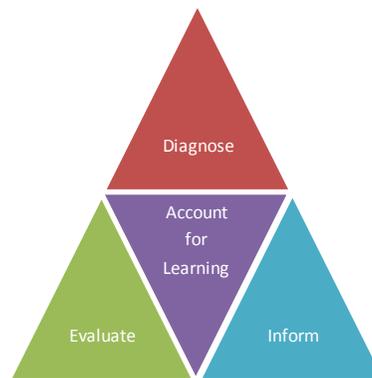
Intelligence	Aug.			Sep	Oct	Nov.	Dec	Jan.	Feb.	Mar.	April	May	June									
	PT CS	In-View	Multi Intell										Multi-Intell									
Dr & CH	✓	X	✓										✓									
Beginner	X	✓	✓										✓									
P, Ad, M	X	X	✓										X									
Language	Aug.			Sep	Oct	Nov.	Dec	Jan.	Feb.	Mar.	April	May	June									
(ELLs Only)	Diagnostic LAB-R					For. IAS		Formative IAS		Format IAS		Summative NYSES/AT	Formative IAS									
(5-11yrs)	✓					✓		✓		✓		✓	✓									
Literacy	Aug.			Sep	Oct	Nov.	Dec	Jan.	Feb.	Mar.	April	May	June									
	Diagnostic TA	Diagnostic MAP	Criterion Ref. Terra Nova	Diagnostic / Formative - TA	Diagnostic / Formative - TA	Formative - CPAA	Predictive - Acuity	Formative / Diagnostic - TA	Formative - CPAA	Diagnostic - Writing	Mid Diagnostic / Formative - TA	Predictive - Acuity	Diagnostic / Formative TA	Formative - CPAA	Diagnostic / Formative TA	Diagnostic / Formative TA	Formative TA	Summative - MAP	Criterion Ref. Terra Nova	Diagnostic - Writing	End line	
Dreamers	✓	✓	✓	✓	✓	✓	X	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	
Challenger	✓	✓	✓	✓	✓	✓	X	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	
Beginner	✓	✓	✓	✓	✓	✓	X	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	
Practitioner	✓	✓	✓	✓	✓	X	✓	✓	✓	X	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	
Advancers	✓	✓	✓	✓	✓	X	✓	✓	✓	X	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	
Masters	✓	✓	✓	✓	✓	X	✓	✓	✓	X	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	
TA = Teacher Assessments											*Practice exams will be given to students at the Challenger level											
Math	Aug.			Sep	Oct	Nov.	Dec	Jan.	Feb.	Mar.	April	May	June									
	Diagnostic - TA	Diagnostic - MAP	Criterion Ref. Terra Nova	Diagnostic / Formative - TA	Diagnostic / Formative - TA	Formative CPAA	Acuity	Formative / Diagnostic - TA	Formative - CPAA	Diagnostic / Formative e-TA	Predictive - Acuity	Diagnostic / Formative e-TA	Interim CPAA	Diagnostic / Formative TA	Summative - NYS Math Exam	Diagnostic / Formative TA	Formative - CPAA	Diagnostic / Formative TA	Diagnostic / Formative TA	Summative - MAP	Criterion Ref. Terra Nova	
Dreamers	✓	✓	✓	✓	✓	✓	X	✓	✓	✓	X	✓	✓	✓	X	✓	✓	✓	✓	✓	✓	✓
Challenger	✓	✓	✓	✓	✓	✓	X	✓	✓	✓	X	✓	✓	✓	X	✓	✓	✓	✓	✓	✓	✓
Beginner	✓	✓	✓	✓	✓	✓	X	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
Practitioner	✓	✓	✓	✓	✓	✓	✓	✓	✓	X	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
Advancers	✓	✓	✓	✓	✓	✓	✓	✓	✓	X	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
Masters	✓	✓	✓	✓	✓	✓	✓	✓	✓	X	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
Science	Aug.			Sep	Oct	Nov.	Dec.	Jan.	Feb.	Mar.	April	May	June									
	Diagnostic - TA	Criterion Ref. Terra Nova	Diagnostic / Formative - TA	Practice Written NYS	Diagnostic / Formative TA	Diagnostic / Formative - TA	NYS Practical Science Exam*	Diagnostic / Formative - TA	Criterion Ref. Terra Nova	NYS Written Science Exam*	Diagnostic / Formative - TA											
Dreamers	•	X	✓	✓	✓	✓	✓	✓	✓	X	•	✓	X	•	X	•	•	•	•	•	•	
Challenger	•	•	✓	✓	✓	✓	✓	✓	✓	X	•	✓	X	•	•	•	•	•	•	•	•	
Beginner	•	•	✓	✓	✓	✓	✓	✓	✓	X	•	✓	X	•	•	•	•	•	•	•	•	
Practitioner	•	•	✓	✓	✓	✓	✓	✓	✓	•	•	✓	•	•	•	•	•	•	•	•	•	
Advancers	•	•	✓	✓	✓	✓	✓	✓	✓	•	•	✓	•	•	•	•	•	•	•	•	•	
Masters	•	•	✓	✓	✓	✓	✓	✓	✓	X	•	✓	X	•	•	X	•	•	•	•	•	
S.S.	Aug.			Sep	Oct.	Nov.	Dec.	Jan.	Feb.	Mar.	April	May	June									



	Diagnostic / Formative - TA	Criterion Ref. Terra Nova	Diagnostic / Formative - TA	Criterion Ref. Terra Nova										
Dreamers	•	X	•	•	•	•	•	•	•	•	•	•	•	X
Challenger	•	•	•	•	•	•	•	•	•	•	•	•	•	•
Beginner	•	•	•	•	•	•	•	•	•	•	•	•	•	•
Practitioner	•	•	•	•	•	•	•	•	•	•	•	•	•	•
Advancers	•	•	•	•	•	•	•	•	•	•	•	•	•	•
Masters	•	•	•	•	•	•	•	•	•	•	•	•	•	•

**Describe the school's approach to assessment** NGS is a data-driven school and believes assessments are the necessary tools that provide the *data* which once analyzed will *drive rigorous* instruction. The Assessment Pillar at NGS will serve four purposes: **To Diagnose, To Inform, To Evaluate** and **To Account for** the Academic Progress of all students. **Start Right-One-Week Student Orientation.** Our school design is built on the premise that students should be met where they are academically so they can start right and as such NGS has an Intimate Assessment Calendar. With its one week student orientation period where students receive a battery of tests NGS will create individual **Academic Game-Plan for Success (Academic GPS)** that will meet the needs of its students. All teachers will engage collaboratively in the assessment of students. During start right, children will take a battery of assessments based upon their individualize student needs. NGS will administer Measures of Academic Progress (MAP) a computerized NY state-aligned adaptive assessment system for Reading and Mathematics, Terra Nova norm-referenced criterion tests for reading, math, science and social studies, and cognitive assessments Primary Test of Cognitive Skills (PTCS) by CTB McGraw Hill for 5-6 year olds and InView aptitude test for 7-8 year olds produced by CTB McGraw Hill along with teacher-created/commercialized standards-aligned placement exams for all academic areas so that teachers have sufficient data to assess the whole child and design his/her Academic GPS. Based on a child's Home Language Survey, he/she will be administered the Language Assessment Battery-Revised (LAB-R). Students will be placed in preliminary interest experiences and administered a verbal/non-verbal Howard Gardner Multiple Intelligence/Interest Survey so that teachers will have access to their learning preferences as well as intelligence which will be a key element needed for a child's Academic GPS. This information will also inform lab teachers of the learning modalities/intelligences that make up the student body so infusing talents into the curriculum will be appropriate and reflective of the student body.

**The purpose and use of various assessments availability to teachers, administrators, board of trustees, parents and students.** Diagnostic, formative and summative assessments will evaluate academic progress. NGS' Assessment Pillar includes diagnostic formative and summative assessments aligned to NYS Learning Standards and the Common Core Standards which will be used to evaluate academic progress. We will stay abreast of the educational gap by employing Nationally Norm Terra Nova 3 Reading Language and Mathematics assessments which will inform us of how our students compare to other students nationally. Furthermore, we will strategically assess students in multiple ways using a variety of assessment tools to account for multiple intelligences and talents.





**Ongoing Cycle of Assessments** During the school year, students will be assessed intimately. Teachers will use these assessments to triangulate data that will identify, diagnose, measure and evaluate academic progress. Standards-based teacher created/selected **Diagnostic** assessments such as pre-unit assessments, weekly quizzes, MAP computerized adaptive testing and lab placement exams; **formative** assessments such as mid-unit assessments, midlines, weekly quizzes quarterly, interim assessments such as MAP CPAA, benchmarks such as LAS Links for ELLs by McGraw Hill state predictors such as the ACUITY exams; **summative** assessments such as end-of-unit assessments, NYS ELA, NYS Math, NYS Science, NYSELAT, and Terra Nova. NGS will use its Assessment Pillar throughout the year to continuously identify academic areas of growth, re-teaching plans, polishing of curricular as well as supplementing resources to ensure that students are achieving at high levels. Through the Teacher's Academy of Excellence, teachers will receive bonuses based on effective use of data to drive instruction & increase student achievement levels.

**Research-based** NGS will use Measures of Academic Progress (MAP) a computerized NY state-aligned adaptive assessment system for Reading and Mathematics. This assessment system will support NGS in creating individualized learning goals that will allow students to track their progress toward mastering their learning goals as it determines precise concepts students have mastered as well as academic areas that need to be strengthened. In addition to individualizing assessment, the MAP system supports all types of learners by providing a variety of ways to take assessments such as audio versions for early or non-readers, along with a child-friendly user-face that will allow novice computer users to take the assessment using a simple click of the mouse.

**Alignment to Mission** MAP supports our Teacher's Academy of Excellence by building teacher capacity through its Keep Learning on Track component which is a multi-year collaborative approach to formative practice. This professional development speaks to our mission of providing rigorous data-driven instruction through our Teacher's Academy of Excellence which is a key element of our educational design. Even still, there is extensive support at the administration and teacher level. This support will enable the school leader to deliver comprehensive reports to the Board of Trustees, teachers as well as parents. Teachers will be able to create progress reports that inform parents of their child's performance. Additionally, there is a Formative Assessment Bank that NGS will align to its curriculum and use to supplement teacher created/selected formative assessments. Additionally, MAP reports reading scores using lexile level which measures text complexity of books which is in direct alignment with the common core standard expectations of children reading complex texts as they increase in reading level. NGS will work with the instructional team and consultants to fill any gaps in its assessment needs. **Diagnostic** standards-based teacher created and/or selected pre-unit assessments will be administered at the beginning of every unit. This will allow teachers to create individualized learning goals for students at the beginning of a unit so that both teachers and students will be informed of academic expectations. Similarly, these diagnostic assessments will inform strengths and weaknesses of our student body and allow teachers to plan for supportive measures students may need to achieve their learning goals within a specified time. Teachers will use these goals to create individualized learning goals for each student's Academic GPS. Yet still, diagnostic assessments will allow teachers to make **key decisions to improve academic outcomes** by tailoring the curriculum to meet the need of the students. For example, if the reading curriculum stipulates spending a week on diagraphs, but the data shows that 80% of the class has mastered that phonetic skill, teachers will be able to provide small group instruction to the 20% of students who are not yet proficient in that skill while teaching another aspect of the curriculum that the data highlights as an overall need for the class using a



whole-group experience. Standards-based teacher created and/or selected **formative mid-unit assessments** will be administered. These assessments will inform teachers of the material students have digested thus far, which will inform whether or not further instruction/supports are needed to ensure that students are on track for meeting learning goals identified in their Academic GPS. Additionally, formative assessments such as weekly quizzes, midlines, and interim assessments will inform instruction as to what content/skills need to be addressed. **End-of-Unit/Interim/Summative assessments** will be standards-based and aligned to the curriculum. They will be administered approximately every six weeks and will inform instructional practices, curriculum, resource materials, student support services, student Academic GPS, school-wide Accountability Plan, and the Teacher's Academy of Excellence. As a school community, this data will be analyzed to strengthen upcoming units of study, tailor curriculum as well as polish support services such as enhance the Student Support for Success program with additional intervention. This data will be triangulated to determine the level of student proficiency in core academic subjects and the satisfaction of criterion for promotional/exit requirements and student goals. Moreover, summative assessments such as the End-of-Unit assessments and the quarterly Interim Assessments will inform our academic needs as school wide community. This data will be used to tailor the professional development provided through our Teacher's Academy of Excellence to build teacher capacity using the data to speak to our instructional practices and school wide models that need to be strengthened to promote and sustain high levels of learning.

**Assessments Drive Academic GPS** Students will understand that assessments are tools used to diagnose, inform, measure, and show proficiency in individualized learning targets. These learning targets will be child-friendly, deconstructed derivatives of the Common Core Standards written in an "I Can" or a similar voice with a specific defined learning task. By anchoring these learning targets to the Standards, teachers will be able to utilize these learning targets to create/choose appropriate assessment methods based on the needs of their students. This will ensure that assessments are linked to student learning goals for measuring academic growth.

**Assessment Oversight** The Executive Director (ED), Director of Curriculum and Instruction (DCI) and the School Instructional team will be responsible for ensuring that commercial curriculum and teacher-created assessments are aligned to the Common Core Standard, NY State Learning Standards and mapped to Units of Study. The DCI will be responsible for ensuring that assessments are given in accordance to the assessment calendar following standardized procedures. NGS will use a data management system to collect and manage data and to generate reports.

**Data Talks** The Executive Director (ED) will be responsible for reporting student growth and achievement to the Board of Trustees. Data reports will include a data analysis of all MAP, Acuity, Interim, Terra Nova, LAS-Links for ELLS and NYSESLAT, NYS State Exams, Pre-Unit and End-of-Unit assessments. The ED in collaboration with the DCI & School Leadership team will use data to inform and support decisions around school curriculum, professional development and allocate resources to support instruction. About every 6-weeks, on a Thursday (see school calendar) NGS will have a Data Afternoon, where staff will analyze data to inform instruction, curriculum, resources, Response To Intervention (RTI) and the school's action plan to ensure academic success for all students. The data will be disaggregated to allow the school to analyze its at-risk population of ELLs, SDA and EDS to inform the various support services that are in place to meet the specific needs of these students. The ED/DCI will be responsible for determining the level of the data-talks such as school-wide, grade-wide depending on the needs of the school. Data report charts will be used to organize information by standard, question, whole class and individual level. Teachers will have conversations about this data and will be required to submit class action



plans which will include whole-class, small group and individualized re-teaching strategies to address the areas of growth based on the data. Parents will have access to data via a monthly computerized progress reports as well as student report card during Parent-Teacher Conferences held in November, March and June. Students will have access to the Academic GPS written in child-friendly language through their SSS teacher.

Explain how the school will evaluate progress of individual students, cohorts over time, and the school as a whole

**Evaluation of students over time** Individual progress will be measured using our individualized Academic GPS. Through the use of leveled learning labs, individualized learning goals, our “freedom within limits” model and individualized instruction, monthly progress reports, intimate assessment calendar we will collect data, monitor student progress to evaluate students over time. We will use a comprehensive approach to data by administering diagnostic, informative, summative, assessments throughout the year and we will triangulate the data from these assessments to evaluate student progress over time.

**Cohorts over time** NGS will gather data from assessments of each cohort of students to evaluate the progress of each cohort as a whole. Data from the Interim assessments, summative assessments, TerraNova, MAP, ACUITY, NYS State Exams will provide information for evaluating each cohorts progress from year to year. Additionally, because these assessments with the exception of the NYS Exams are given to all students, this data will allow NGS to evaluate the progress of each cohort from the kindergarten level to the fifth grade level. To evaluate the practitioners through masters cohorts (traditional grades 3-5), NGS will compare data from the NYS Exams. Furthermore, we will evaluate ELL cohorts through their progression on the LAS Links by McGraw Hill and the NYSELAT, as well as their ELL versus former ELL status which will inform the school about their progression over time. Similarly, we will evaluate cohorts of students with disabilities through the data provided from the related services that are being utilized as well as the changes in these services as noted on student IEPs. We will utilize this data to assess the curriculum and school design so that we can evaluate, adjust, supplement and strengthen our school design to ensure that the needs of all students are experiencing academic success.

**Evaluate School as a whole** – NGS will evaluate the school as a whole through:

**Evaluation of Teachers** Teacher effectiveness will be measured throughout the year using a teacher-evaluation rubric. Professional development effectiveness will be measured through individual teacher growth over the course of time.

**Evaluation of Administrators** The Board of Trustees will execute ongoing evaluation of the ED and the DCI using a research-based evaluation tool/administrative criterion system such as Vanderbilt Assessment of Leadership in Education (VAL-ED) which includes teacher performance, student performance, and progress toward school’s accountability goals using information provided from the schools reporting systems.

**Evaluation of Financial Operations** The board will set policies for procurement and reporting that will ensure fiscal accountability. The Board will review the budgets, financial reports, and academic assessment data compiled by the ED to determine the school’s needs in terms of resources and allocation of funds. Each year, the school will undergo an independent fiscal audit.

**Evaluation of Board of Trustees** Board members will conduct annual self-evaluations in addition to an evaluation of the Board as a whole. We will reach out to other high-performing schools or the New York City Charter School to train our board in how to conduct self-evaluations as well as whole body evaluations. Each month the Board will meet to evaluate the academic, fiscal and operational soundness of the school triangulating data from multiple sources. Based on their data analysis, steps will be taken to ensure or strengthen the overall health of the school.



Demonstrate understanding of and commitment to assessment requirements applicable to all public schools consistent with state law<sup>38</sup>

**State-wide system of assessment and accountability** Students will be required to meet the New York State Common Core Standards. The New York State English Language Arts and Math Exams will be administered to students who would traditionally be in grades 3-5. The Science State Exam will be administered to students who would traditionally be in grade 4. All students will take this test unless their IEPs provide for an alternative assessment. NGS will provide testing modifications to those students whose IEP stipulate this setting. Students identified as an ELL will sit the NYSESLAT annually. NGS will comply with all NYS reporting and accountability requirements. Through our Academic GPS, NGS will project a student’s testing years and outline an expected academic path plan to ensure that students who may need to take lower academic labs than their typical age level labs are on track by the time they are at the age mandated to be administered the NYS 3<sup>rd</sup>, 4<sup>th</sup> and 5<sup>th</sup> grade exams.

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

**Demonstrate that the promotion and graduation standards are aligned with the school’s mission, educational program, and assessment system** NGS will prepare standards-based report cards to be dispersed to parents in November, March and June during Parent-Teacher Conferences as well as monthly progress reports aligned to the common core standards. These conferences will be the venue for dialogue around standards, academic expectations, individual student progress, reviewing student growth as well as planning for upcoming academic year. Additionally, we will provide monthly progress reports to families.

**Describe the proposed school’s policies and standards for promoting students to the next grade, achievement level, or grouping level.**

In alignment with our interim assessments, students will have the opportunity to exit a lab in November, January, March and June. These exit opportunities for will be based on a triangulation of data from teacher assessments, interim assessments and State Exams aligned to the standards that correspond to each lab. In order to exit a lab, students must demonstrate proficiency in meeting the standards for that lab. For example, to exit pre-Reading lab (traditional equivalent kindergarten reading level) a student must demonstrate overall proficiency in the Kindergarten level Common Core Reading Standards. This student will then take Intro-Reading. NGS understands that initially, many of our students will need extensive support because our target population is ELLs, SDA and students at-risk of academic failure. Through our individualized instruction, assessments, explicit teaching, student support services, talents-infused curriculum, extended lab hours, co-teaching and researched-based curriculums, NGS will provide the support needed to ensure that all students meet the performance standards and set forth by New York State. NGS is not based on grade levels, but rather students have “freedom within limits” to progress at a guided individual pace through our curriculum and as such promotion to the next grade does not exist. Upon meeting proficiency level of a lab, based on the common core standards and NYS standards aligned to that lab evidence by triangulated date from myriad of standards-based assessments, teacher recommendation, IEP stipulations, State ELA, Math, Science Exams when applicable, and the principal’s approval in alignment with exit opportunities, a student will be granted access to the succeeding lab level in accordance with his/her Academic GPS. NGS reserves the right to make a decision for lab exits in the event that standardized test scores conflict with previous student achievement demonstrated through classroom assessments year-round or when a child demonstrates potential for continued progress with additional supports.

Typical Promotion in June	Accelerated Promotion	Individualized Promotion
Maintenance of at least a level 3 (75+) throughout lab term	Maintained a level 4 (90+) throughout lab term of Academic GPS	Maintained at least a level 3 (75+) throughout term of Academic GPS

<sup>38</sup> N.Y. Education Law § 2854(1)(b)



Cumulative level 3 proficiency evidenced through status evidenced through standards-based, curriculum aligned school designed/selected assessments	Cumulative level 4 proficiency evidenced through status evidenced through standards-based, curriculum aligned school designed/selected assessments	Cumulative level 3 proficiency evidenced through status evidenced through standards-based, curriculum aligned school designed/selected assessments
End of term level 3 proficiency status evidenced through NYS ELA, Math, Science exams for all testing levels and Terra Nova and MAP interim assessment for non-state testing levels	End of term level 4 proficiency status evidenced through NYS ELA, Math, Science exams for all testing levels and Terra Nova and MAP interim assessment for non-state testing levels	End of term Academic GPS level 3 proficiency status evidenced through and Terra Nova and MAP interim assessments
No more than 10 unexcused absences	No more than 3 unexcused absences	No more than 5 unexcused absences

**My Academic Game Plan for Success (GPS)**

Student: Lily Garcia

Date of birth: 3/24/2007

Entrance Date: 8/2013

Graduation Year 2018

SID# 555555555

Age: 6

School Year: 2013-2014

Age Level: Challenger equivalent = 1 <sup>st</sup> grade					Literacy					Academic Level: Dreamer equivalent = Kindergarten				
Projected Path					Expected Path					Actual Path				
NYS Test	Age Level	Lab Level	Entrance Date	Exit* Date	NYS Test	Age Level	Lab Level	Entrance Date	Exit* Date	NYS Test	Age Level	Lab Level	Entrance Date	Exit* Date
x	5-6	Pre.	N/A	N/A	X	5-6	Pre	8/13	1/14					
x	6-7	Intro.	8/13	6/14	X	6-7	Intro	1/14	11/14					
X	7-8	Emer.	8/14	6/15	X	7-8	Emer	11/14	6/15					
✓	8-9	Absa.	8/15	6/16	✓	8-9	Absa.	8/15	6/16					
✓	9-10	Inten.	8/16	6/17	✓	9-10	Inten	8/16	6/17					
✓	10-11	Criti.	7/16	6/18	✓	10-11	Criti.	8/17	6/18					

Upon arrival at NGS, students will be assigned a Student Support for Success (SSS) Teacher. All labs teachers (including talent labs) will serve as SSS teachers. SSS teachers will have about 17 students in their Support for Student Success program. Based on the intimate assessments conducted during our Start Right Assessment Module, the SSS teacher will create an Academic Game-Plan for Success (GPS) known to the students as My Academic GPS for each student. Students will be placed in labs according to their needs, not their age. This system will allow NGS to ensure that students who enter NGS on track stay on track. Also, it will enable NGS to identify students who arrive with an academic deficiency and allow NGS to “get them on track” by their first NYS testing year as well as allow NGS to advance accelerated students without interfering with NYS testing accountability expectations. The Academic GPS will outline a student’s projected traditional path based on his/her age, a student’s expected path at NGS based on his/her assessment results and a student’s actual path.

**Provide sample promotion/exit standards for each of the school's grade-level groupings**

Common Core Reading Standard 10 Range of Reading and Level of Text Complexity

**Sample exit standards Emergent Reading Lab and Pythagoras Math Lab**

	Emergent Reading Lab (2 <sup>nd</sup> grade equivalent)	Critical Reading Lab (5 <sup>th</sup> grade equivalent)
Literacy CCS 10 Range of Reading and Level of Text Complexity	Students will be able to comprehend grade-level texts with lexile scores in comprehension, fluency, accuracy and expression at or above level 450L-620L	Students will be able to comprehend grade-level texts with lexile scores in comprehension, fluency, accuracy and expression at or above level 865L-980L
	Flannery Math Lab (2 <sup>nd</sup> grade equivalent)	Pythagoras Math Lab (5 <sup>th</sup> grade equivalent)
Math	Students will perform at or above level 3 in the use of grade	Students will perform at or above level 3 in the use of grade-



CCS 5 Use appropriate tool strategically	appropriate strategies modeling with manipulatives, or drawings, and informal counting to solve problems arising from daily math situations, according to school-designed, mathematics assessments.	appropriate strategies o modeling with drawings/diagrams, and translating to a number or symbolic expression, to solve problems, according to New York State Math Exam
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Our school design dismisses the notion of retention by allowing students to progress at his/her own pace within limits. In alignment with our mission of individualized learning, students will have 4 lab exit opportunities throughout the year. The sum of the learning goals for any core lab will equal the standards for that grade level. Each student will have an Academic GPS with individualized learning goals to ensure that students are progressing steadily. For example, if a Dreamer (a 5-year old entered kindergartener) at the beginning of the year begins to demonstrate early signs of deficiency in December which may lead to her not achieving her learning goals outlined in her Academic GPS, this will serve as an indication that she may not meet the exit criteria for her reading lab by June. NGS will use RTI interventions. In the event, that even with maximum support this student by June has not mastered all of her goals and her individual learning goal and her Academic GPS shows that she will need two more month to achieve mastery and thereby show proficiency at meeting the pre-Reading (kindergarten level) reading standards, then this child will resume kindergarten reading lab in August of the upcoming school year. In accordance to her Academic GPS when the first exit opportunity arises (1<sup>st</sup> interim exam in November) this student will be allowed to test out of pre-reading lab level. Upon success, she will exit pre-Reading and take Intro-Reading in November. Our design has allowed her the individualized time she needed to show proficiency as opposed to the traditional system where she would have to be retained at that level for the entire year. With our unique design, NGS will use Academic GPS with a roadmap that details a child’s projected academic path based on his/her age, his/her expected academic paths based on academic levels with individualized learning goals to keep students on target and to ensure that students do not lag behind.

### F. School Culture and Climate

**Prepped for Excellence** The Operations Manager in collaboration with the School’s Safety Team will create, implement, gauge and reevaluate operational strategies to ensure that our environment is safe, orderly and is climate prepped for success. This includes inspection of the building, periodic assessments of facility, scheduling maintenance operations and ensuring that the facility meets NYS safety requirements. **Sown in Excellence** NGS is a place where students are embraced for being unique, addressed by their individual needs, valued for their talents and as such are given the responsibility of displaying excellence in all that they do by taking ownership for their learning. To develop and sustain a safe and orderly climate that supports our educational goals, NGS has developed a School Pledge that provides *all* students with an intrinsic Code of Conduct that will drive its Discipline Policy. In alignment with our mission of cultivating critical thinkers, tenacious problem solvers and socially adept learners our school pledge is not one of passivism, but instead involves the active digestion of core character traits.

#### School Pledge – I Choose to **CHERISH ME**

- Curiosity** leads me to understand
  - Heart** gets me through to the very end
  - Excellence** is My Personal Best
  - Responsibility** and **Respect** are my best friends
  - Integrity** says who I am
  - Socially** Growing through choices and amends
  - Humility** means really listening and putting others before me
- Motivated** to succeed
  - Exceptional** scholar, talented that’s me



### Display of Excellence - School Pledge drives Student Discipline Policy

To ensure that expectations are met, all students will be held responsible for meeting behavioral expectations and following school operational protocols with and/or without adult support through both the **integrity** and **responsibility** character traits of the school pledge. Integrity speaks to school expectations in that **integrity** is doing the right thing even when no one is watching while **responsibility** requires meeting expectations in that it means “doing what you are supposed to do”. We will use our school pledge to guide students in creating agreed upon Student Code of Conduct for Labs as we want to include our students’ voice in our school culture. Furthermore, research shows that students are more likely to follow rules they were involved in creating. We will use our pledge to direct student behavior and lead students to making positive choices within our expectations. Our school will be “kid-centric”, implementing child-friendly protocols and healthy choices that students choose because our expectations are the boundaries that allow personal and social growth, while demanding high levels of discipline. NGS will be a uniform school. Teachers and students will wear lab-coats provided by the school. Lab-coats represent our belief that learning is an active engaging process that involves inquiring, investigating, trial and error, asking questions, researching, and collaboration. Students will be able to keep writing tools like a pencil and a notepad in their lab-coat pockets to jot down connections, notes, facts, etc. as they move from lab to lab. Students will wear a gym uniform underneath their lab-coat on Mondays, Wednesdays and Fridays as they will be engaged in their Talented Scholars Sessions on these days. On Tuesdays and Thursdays, students will be required to wear the school’s standard uniform which will be determined by the Board of Trustees.

**Parental Involvement** NGS will form a Family-In School Support Network that will be responsible for developing a comprehensive strategic plan for placing families in the school so as to create authentic valuable experiences. This network will consist of a representative from school administration, a pedagogy staff, and a representative from all bodies within the school. Together they will develop, implement and evaluate family involvement strategies that best support NGS.

**Culture of NGS, discipline policy will be implemented by all, methods NGS will evaluate environment is safe and conducive to learning.** As part of the implementation of our school’s discipline policy students will recite the School Pledge daily. We will cycle through the School Pledge focusing explicitly on one character trait weekly that will be taught during all Talented Scholars Sessions and echoed through all other labs, as well as hallways, cafeteria and all school venues. The School Pledge will allow students to become active participants of the School Discipline Policy and owners of the school-wide message. Through its thoughtfully crafted child-friendly language, “I Choose to Cherish Me” students will develop a voice and become empowered with the ability to make healthy social and academic decisions. At NGS choices will bear both positive and negative consequences aligned to our discipline policy and will be connected to our school-wide economic system that is currently being developed. Research shows to support a positive school climate, students need to have a voice where they have opportunities to demonstrate choice-making. Through Its Parent In School Network, NGS will formulate a cooperative agreement outlining parental and student expectations in school, on field trips and around school premises. We will take the temperature of our school safeness and conduciveness for learning through daily walks by the operational manager, security guard, parent volunteers, administration, and as well as teacher, parent, and student surveys.

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

**Plan for a responsive, general education classroom; NGS will provide all students, SDA, ELLS access to the general education curriculum.** Talent crosses all boundaries at high thresholds including cultural, linguistic, economics and even differing abilities. Autistic savants, though rare have made some of the greatest contributions to our



society. This is the philosophy upon which NGS is built and it will be the very ingredient used to propel NGS forward as a pioneer in special student population education.

According to the Center for Research on the Education of Students Placed At Risk (CRESPAR), a national research and development center supported by the U.S. Department of Education, schools must replace “separated paradigms” with a “talent development” model that sets high expectations for all students, and ensures that all students receive a rich and demanding curriculum with appropriate assistance and support.<sup>39</sup> With its Talented Scholars Sessions where students are able to develop their talents while engaged in a rigorous curriculum, set-forth by high-expectations, facilitated by highly effective teachers through their talents, and cushioned by technology-based support services, NGS is prepared to take the advice of the experts in the field. All learners including ELLs, and SDA will be placed in general education labs.

**At-Risk Students** NGS is designed for students with differing abilities (SDA), English Language Learners (ELLs) and economically disadvantaged students (EDS), who are considered at-risk. NGS’ educational design includes diagnostic tests, which will be administered at school’s launch to all students. The diagnostic tests will guide placement decisions and detect learning gaps that may impede student achievement. Assessments will identify pupils who require remediation during the Student Support for Success (SSS) program, designed to help students fill pre-existing academic gaps as well as enrich on-level/accelerated students. Each child will be assigned an SSS teacher who will create a personalized Academic GPS that maps out his/her academic plan for success.

**Students with Differing Abilities (SDA) traditionally known as students with disabilities** will access the general education curriculum via direct/indirect special education services. Direct services will be provided by a certified special education teacher while indirect services will be provided by general education teachers who have received professional development around strategies for teaching SDA from certified special education teachers. The process for pre-referral for special education services at NGS is crucial because students’ learning gaps must not be confused with differing abilities. NGS understands that certain findings will lead to immediate referral; however, absence of a clear differing ability, a sequence of interventions will be implemented to address student’s learning gaps within the educational plan. NGS will use a Response To Intervention (RTI) system prior to referring a student for special education services to ensure that learning gaps, prior ineffective teaching, and social interference are not the cause of failure. To ensure academic success for SDA, NGS will offer supervised peer-tutoring through its Talented Scholars Session on Wednesdays, academic support four days/week through its Student Support for Success (SSS) technology-based instruction and teacher-based intervention program, learning labs geared toward all learning styles and intelligences as well as performance-based and written assessments. Students referred for special education services will thrive in the general education program as it is geared towards meeting the needs of all learners through a talents-infused curriculum as talent knows no boundaries. **To identify** students with a pre-existing IEP, once enrolled in school, NGS staff will immediately request student records to identify incoming students with differing abilities. The DCI, Sped Teacher(s) and Sped. Coordinator (year 2) will be responsible for obtaining and evaluating IEPs to determine how NGS will provide the services mandated in the IEP and work with parents and the CSE to modify IEPs if necessary/possible. If NGS is unable to provide the services specified by the IEP and the parent provides consent, the

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<sup>39</sup> Balfanz, Robert, Nettie Legters. Locating the Dropout Crisis.  
<http://www.csos.jhu.edu/crespar/techreports/report70.pdf> Web. May 18, 2012



CSE will secure the student placement in a district school that provides the required services. Those students who enter NGS with an Individualized Education Program (IEP) or whose needs demand the creation of a new IEP, the school will directly provide all resource room and consultant teacher services outline in the IEP. Such will be the responsibility of the Director of Curriculum and Instruction, the special education teacher(s), and the special education coordinator (beginning in year 2). The precise nature of these services cannot be known before student enrollment and the particular composition of student IEP is analyzed. Throughout its development, NGS will ensure that accommodations are in all instances appropriate for all students who are entitled to modifications and accommodations.

**Describe how NGS will manage IEP record-keeping, including the processes for of copies of the IEPs to teachers/service providers;** The Director of Curriculum and Instruction (DCI) with support from the special education teacher will act as the primary liaison to the CSE for and carry out all responsibilities related to special education in year one. In year two, the Special Education Coordinator supported by the DCI will act as primary liaison to CSE and carry out all responsibilities related to special education. A Special Education Committee comprised of DCI, Special Education Coordinator and Special Education Teacher(s) will be formed. This Special Education Coordinator will be responsible for maintaining all confidential records, including IEPs, in a secure manner and ensuring that they are accessible to staff when and as appropriate. Paper records will be stored in locked filing cabinets in an administrative office and an access log will be maintained. Additionally, NGS hopes to collaborate with the Department of Education to gain access to its technology-based Special Education Student Information System (SEGIS) where IEPs are created and retrieved securely electronically via a username and password system. IEPs will be provided to teachers at the beginning of the year since they contain description of differing abilities, goals instructional objectives, benchmarks, promotional criteria and eligibility criteria to take New York State Alternate Assessment as well as required services. The Special Education Committee will meet with general education and ESL teachers to go over IEPs, including responsibilities, goals, accommodations, modifications, benchmarks, and instructional strategies and also to ensure the privacy of all records. All teachers will receive ongoing training through the Teacher's Academy of Excellence in special education best practices to support their skills and knowledge necessary to teach students with differing abilities. Moreover, common planning time for all on Tuesdays and Thursdays will support the collaboration between teachers and the Special Education Committee.

**Students with Limited English Proficiency** will access the curriculum via Structured English Immersion supplemented with Imagine Learning, a research-based, technology software program designed to teach English through a student's native language. This design will prepare ELLs to access the English Language successfully as quickly as possible. Students with little or no English will rapidly acquire English Language skills in immersion-style learning labs, taught by teachers with appropriate strategies for teaching ELLs. NGS, through its curriculum alignment system will ensure that curriculums chosen and/or developed seamlessly embeds phonics, reading, fluency, comprehension, vocabulary acquisition, and other English Language fundamentals.

**A blend of structured immersion and content-based learning for ELLs** District 9 has a diverse population of ELLs. In the Bronx 47% of ELLs are Spanish dominant. However, there are low incident languages such as Bengali, a variety of African dialects, French, Creole, and Arabic present. To meet the needs of all learners in our target population, NGS' ELL programmatic design will utilize a blend of structured immersion and sheltered English or content-based instruction. We will provide explicit teaching of English supported through authentic learning



experiences rather than explicit ESL instruction and use English as the medium for providing content instruction in Science, Social Studies and Math while adapting the language to the proficiency level of our students. Our ESL teachers and highly-trained in ELL methodologies general education teachers will co-teach Science Labs with their grade-level colleague and when applicable limit the use of a student's first language if applicable to clarify English Instruction. Through a Talents-Infused, Content-based English as a Second Language approach designed to teach English to non-English speakers (Reed & Railsback, 2003), NGS will ensure that ELLs have access to its rigorous, Talents-Infused curriculum. In content-based ESL, lessons are given using grade-level material while providing background knowledge and vocabulary that many ELL students lack (Brown, 2004). Students learn the mainstream curriculum, read authentic texts (as opposed to simplified ESL texts) and are provided with a purposeful context for their learning. Due to the challenging curriculum, ESL students “[will] learn the technical and academic vocabulary necessary [that makes] higher education... a possibility” (Brown, 2004). NGS will create a culture that distributes the burden of communication in the classroom between non-English speakers and native English speakers by teaching native speakers strategies for communicating with non-English speakers such as teaching initiation of conversation, speaking slowly and clearly, rephrasing and asking for clarification. (Tobias & Snow, 1994). The school’s educational plan makes room for language acquisition through authentic experiences such as its Talented Scholars Session where students work collaboratively towards individual and group goals through learning, inquiry, and talent development. These rich social situations will allow strong social language development and provide firm access to academic language through its academic studies. Additionally, teachers have access to collaborative planning time so they can strategically plan to implement strategies that integrate language acquisition, literacy, and academic content at the same time through structured immersion and content-based ESL.

**Describe the processes and procedures the school will employ to identify, assess, and serve students who are ELLs.** **Identify** – Parents/ guardians will be required to fill out a Home Language Survey when registering their child. A child from a household where a language other than English is spoken will be administered the Language Assessment Battery-Revised (LAB-R). Students who fail the LAB-R will be designated as English Language Learners (ELLs). Based on their LAB-R score, students will be given an initial-designation of an ELL status of Beginner, Intermediate, or Advance. **Assess** – ELLs will be assessed during the spring using the New York State English as a Second Language Achievement Test (NYSESLAT). When a student scores at the proficient level, he or she will exit from an ELL designation and will continue to receive ELL support services for up to two years to help support his/her transition to the general education designation. Additionally, students’ progress in acquiring the language will be monitored up to five times per year using the Las Links assessment by McGraw Hill. **Serve** –Although district 9’s dominant ELL population is Spanish dominant, there are low incident languages such as Bengali, a variety of West African dialects, French/Creole, and Russian present. Through a blend of structured immersion and content-based/Sheltered English approach to language acquisition, NGS will meet the needs of this diverse population of ELLs. Both approaches use only English while teaching content. We will provide explicit teaching of English through immersion and content rather than employ explicit ESL instruction. English will be used as the medium for providing content instruction in Science, Social Studies and Math while adapting the language to the proficiency level of our students.

Although Spanish is a dominant language in the South Bronx, NGS acknowledges the reality of low-incident languages. A structured immersion approach where immersion teachers have strong receptive skills in Spanish to primarily clarify English instructions would leave students of low-



incident languages in a disadvantaged playing field. Thus, to reflect the diverse needs of our community, NGS will utilize certified ESL teachers and certified general education teachers trained in ELL practices through its Teacher’s Academy of Excellence to implement its blended structured immersion content-based model. All students will take a 90 minute Co-teaching Science Lab on Tuesdays and Thursdays, with one certified ESL teacher and a certified general education teacher trained in ELL best practices or a certified general education teacher trained in ELL and a certified special education teacher. Embedded within the educational plan are daily 90-minute blocks of instruction taught by teachers who are either certified in ESL or general education teachers trained in ELL practices. Thus, every lab offered to every child will be serviced by a professional trained to teach ELLs using a structured immersion approach to learning. English will be explicitly taught throughout all disciplines by all teachers.

**Include a description of support services to be offered, the settings in which these required services will be implemented, the qualifications of individuals who will implement these services, and how the program will be evaluated**

**Support Services ESL & Special Education Practices** plain and simple are **Best Practices for all learners**. We will ensure access to our rigorous, standards-based, Talents-Infused Curriculum by embedding the following research-based approaches into our school design:

**Seamlessly meeting the needs of Special Populations**

Catered to meet the needs of ELLs, SDA, EDS, and Gifted Students, but provided to all students:

- Talents-Infused Content-based approach blended with structured immersion offered in all labs
- All instruction provided by certified ESL teacher or highly trained general education teacher in ELL methodologies 5 days/week for all learners through structured immersion
- Science Co-Teaching Model content-based approach to learning English through Science
- Explicit teaching of English through all disciplines.
- Use of Total Physical Response (TRP), drama, art, dance in labs to show understanding;
- Access to only one curriculum: general education through certified ESL teachers and general education teachers trained in ELL methodologies
- Success for All Technology-Based Support Services Imagine Learning English
- Success for All Teacher-Based Intervention (like Wilson, Foundations, small groups, TRP, etc.)
- Response to Intervention
  - Tier 1 core school-wide behavioral system
  - Tier 2 Core + Support
  - Tier 3 Individualized Behavior Plan that includes a functional behavioral assessment

**Specifically for ELLs, SDA, EDA**

- Imagine Learning English offered through Success for All Support program in the afternoon four days/week for 30 minutes for all ELLs, SDA, and low achieving students
- Academic and social interventions such as RTI, Success Maker, Wilson, Foundations, and group/individual counseling, may be offered through the Student Support for Success program
- Direct services stipulated by IEP such speech, physical therapy, occupational therapy provided by certified providers
- Indirect services stipulated by IEP provided by teachers trained in indirect services from certified Special Education teachers through Teacher’s Academy
- Testing Accommodations/modifications allowable by Education Law
- Alternate modes of teaching, learning and assessment such as teaching through talents, project-based & inquiry based learning and Total Physical Response respectively.

**Specifically designed for Gifted and Talented Students, but provided to all**



- "Freedom within limits" approach enables gifted students mobility to access curriculum at their academic level versus being stagnated by a designated grade-level
- Enrichment opportunities through SSS Program and Talented Scholars Session

**How the program will be evaluated.** School leaders will regularly evaluate the efficacy of the ELLs, SDA, EDS and Gifted/Talented program by disaggregating student performance data, reviewing performance towards English proficiency, progress towards goals of students with IEPs, qualitative data about the RTI model from grade teams and Child Study Team meetings, adequate yearly progress of low-achieving students and progress of accelerated students. Additionally, parents, teachers and students will be surveyed to determine their perspective on services being offered.

### III. ORGANIZATIONAL AND FISCAL PLAN

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

**Discuss the process by which the school design and application was developed.** The lead applicant LaKesha George, developed the concept for the school with support from Arlene Aswad. LaKesha applied to the Apply Right program offered by the New York City Charter School Center to which she was accepted and attended classes bi-weekly at the center from October 2011 to February 2012 to develop the application in collaboration with the founding members. The application was divided into sections of expertise and founding members collaborated with the lead applicant in their respective area(s) of discipline. Moreover, founding members attended some of the classes at the New York Charter School Center in the process of developing the application. Additionally, founding members provided contacts through their personal networks to collaborate in the developing the application. Furthermore, although still in its early stages, in late January 2012, the application was presented through a power point presentation to a panel of reviewers at the NYC Charter School Center whom provided feedback which supported the strengthening of the application. When chartered, 3 members of the founding team will move into a role on the board while 4 members will transition into an employee position of the proposed school.

Founding Members	Current Employment	Relevant Experience/Skills	Proposed Role, if any
Arlene Aswad	Teacher	NYC D.O.E. Pedagogue (over 22 years in education) - experienced administrator, curriculum development, creating standards-based units of study, professional development, assessments	Board Trustee
Danilvia Ramos	Accountant	Accountant - Financial expertise, strong understanding of record keeping, accounting systems, financial reports, policies and procedures	Employee
Druscilla George	Operations Manager	Active parent of NYC student-expertise in parent involvement, building and establishing relations in community, parent communication, public relations	Employee
Isaac Capers	Financial Analyst	Financial expertise, strong understanding of record keeping, budgeting, investing strategies, financial reports, policies and procedures	Board of Trustee
LaKesha George	Teacher	NYC D.O.E. Pedagogue (8 years) - expertise in education, curriculum mapping, creating standards-based units of study, delivering hands-on/technology-based instruction, data-driven instruction, assessments professional development, performance coordinator, teacher mentor	Executive Director
Sharonne Salaam	Retired non-profit Executive Director	Former not-for-profit executive director- expertise in community outreach, governance, coordinating community events, public relations	Board of Trustee
Shavonna Durham	Teacher	NYC D.O.E. Pedagogue (10 years) -expertise in education, creating standards-based units of study, delivering hands-on/technology-based instruction, data-driven instruction assessments, math specialist	Employee



### B. Board of Trustees and Governance

**Proposed Founding Board of Trustees** - NGS proposed board understands that a charter school's board plays a crucial role in the success of its school and as such has raised funds to initiate board training. The proposed board and founding team will attend a comprehensive six hour board training workshop on 9/9/12 to begin to prepare itself for its role ahead as governors of NGS.

Trustee Name	Voting Y/N	Position on the board (e.g., officer or constituent representative)	Length of initial term
1. Arlene Aswad	Y	Chair	5
2. Betty Noel-Pierre	Y	Trustee	3
3. Bianca Forde	Y	Trustee	4
4. Isaac Capers	Y	Trustee	3
5. James Bernard	N	Advisory Role	N/A
6. LaKesha George	N	Ex. Officio	5
7. Leon Fields Jr.	Y	Treasurer	4
8. Mariano Agmi	Y	Trustee	4
9. Melvin Alston	Y	Vice-Chair	5
10. Sharonne Salaam	Y	Officer	5
11. Tiffany Meriweather	Y	Officer	4
12. Reserved for Parent Rep.	N	Constituent Representative	1

**Arlene Aswad Pedagogue** Arlene Aswad has been in Education for over 20+ years. She was educated at Bank Street College where she received her administrative license. She has served as assistant director of curriculum and instruction in a number of New York City public schools. Additionally, she has worked extensively with students with disabilities, English Language Learners, students who are at-risk of academic failure and students who receive reduce/free lunch through a variety of mediums such as classroom push-in models, classroom pull-out models, co-teaching an inclusive general/special education population, serving in academic intervention systems (AIS), behavioral management, and through instructional leadership.

**Betty Noel-Pierre Pedagogue** While receiving her PhD in Molecular Genetics and Microbiology, Dr. Betty Noel-Pierre found her passion to teach and encourage an appreciation and understanding of science in young people. She has experience teaching middle school, high school, college, and medical school students but most enjoys working with younger students. An alumna of The Chapin School, a New York City Independent School, Betty is co-chair of the Alumnae Cultural Awareness Program (ACAP) of the Alumnae Board as well as Class Representative involved in fundraising appeals. She has been a teacher within the New York City Independent School system for the past four years and has recently established STEM Studio, a science/technology/engineering/math enrichment center that serves all levels of students. In these capacities, she has developed curricula that is hands-on and inquiry driven with the aim of developing critical thinking skills and deepening interests in science.

**Bianca Forde Attorney** at Winston & Strawn LLP, Frederick Douglass National Moot Court Advisory Board, *Board Member*, legal expertise, significant experience in implementing creative strategies and policy initiatives to solve complex problems.

**Isaac Capers Financial Analyst** Isaac Capers is a Regional Vice President of Primerica, with over 12 years of financial experience. He graduated from SUNY College at Old Westbury in Long Island, NY with a BA in American Studies. Throughout his years he has worked with business



and families in the areas of financial planning and investments. Through his expertise, he has developed a strong understanding of record keeping, budgeting, investing strategies, financial reports, policies and procedures, and financial audits.

**James Bernard (Advisor to the Board)** – a Deputy Commissioner of the Office of Temporary and Disability Assistance responsible for legislative, communications and strategic initiatives for the State of New York is also a community activist and nationally recognized leader on issues of popular culture, race and political action. James serves on Community Board 6, was a founding trustee of Brooklyn Prospect Charter School and was the founding vice-chair of the Brooklyn Excelsior Charter School in Bedford-Stuyvesant. James is an honors graduate of both Brown University and Harvard Law School.

**LaKesha George Pedagogue** LaKesha is a *New Teacher* Mentor and teaches in the South Bronx in a New York City Public School. She has been in education for 8 years serving a variety of dual positions simultaneously to fulfill her commitment of educating the whole child. She has held different leadership positions throughout her active educational career utilizing her planning and researching abilities, outstanding project management capabilities, excellent organizational skills and her analytical and problem solving abilities. Her service in education has afforded her 8 years of working with the target population of NGS which includes English Language Learners, students with disabilities, students who are at-risk of academic failure and students who receive free/reduced lunch. LaKesha received her M.A. in Education from Mercy College, and her B.A. in Psychology from Lehman College. LaKesha will serve on the Board with an ex. Officio status as she will be the Executive Director of the School.

**Leon Fields Jr. Financial Broker** with over 12+ years of financial expertise. Leon has worked in a variety of capacities with youths at Jobs for Youth and the Harlem Kennedy Community Center Youth program. As a former youth supervisor at Jobs for Youth, he assisted adolescents in finding jobs as they transitioned from high school to the private sector work force. Later on, he transitioned into the financial field as a Financial Trade Balancer and then a Financial Broker at ING Barrons which merged with the Royal Bank of Scotland, where he traded derivatives and commodities trade-stock within the local, national and international financial markets. Leon has served on the Riverton Tenant Association as Vice-Chair for 4 years and has held numerous positions within the Harlem Youth Federation Program and the Riverton Tenants Association to bring about change for the residents of this Harlem community. Currently, Leon is employed with the Royal Bank of Scotland, but is out on disability and is playing an active role as an advocate for children and adults with disabilities throughout his community.

**Mariano Agmi Vice President, Securities Division, Management & Strategy** Mariano has held roles in the Compliance and Securities divisions of Goldman Sachs for the past 9 years, leading investigations, designing risk reports, conducting regulatory research and drafting Policies and Procedures, among other things. Throughout his tenure at Goldman, Mariano participated in several community related projects sponsored by the firm. Mariano was a member of the MCA Mentoring Program from 2003-2006, where he mentored an inner-city High School student for two hours a week to meet a yearly agenda of mutually set goals, including improving grades, preparing for the SATs, completing college applications, learning about the financial industry and earning an internship at Goldman Sachs. Since 2004, Mariano has participated in Community TeamWorks, where he volunteers time to team-based projects with local non-profit organizations to assist various New York City communities. Mariano has been the New York City Correspondent for *fightnews.com* since 2008, where he covers boxing events and publishes articles, reports and interviews for the largest boxing website in the US. Mariano earned his BA in Political Science from Amherst College and his JD from New York Law School.



**Melvin Alston Legislative and Political Action VP** -For the past 20 years Mr. Alston has serve in various leadership capacities with the New York City Administration for Children Services (ACS). Most recently, he has devoted his political and community expertise to ACS' division of Community and Government Affairs. During his tenure with ACS he has been a leading advocate for the growth of mentoring as a strategy for youth development and family permanency. In 2003 he was honored as the ACS mentor of the year. After serving in Viet Nam during the 1960s, Alston graduated from New York University School of Social Work with a Masters Degree in 2008, with a focus on community organizing. Mr. Alston is the Vice President and Fundraising Chairman of the Frederick E. Samuel Community Democratic Club. In addition to his community service, Alston is a co-founder of *Harlem Men Stand Up*, a catalytic organization created in2006 that provides African American and Latino men with resources, training, and networking opportunities designed to strengthen their ability to lead their families and communities. *Harlem Men Stand Up* produces quarterly empowerment summits where men and women gather to network and gain information to improve themselves and their communities.

**Sharonne Salaam Former Director of People United for Children** -Sharonne received her B.A. from Empire State College and an A.A.S. from the Fashion Institute of Technology. Ms. Salaam had been working for fourteen years in the fashion design industry when her involvement in the Harlem community brought her to become a member of Mother Love, an organization dedicated to working with individuals and families from Harlem neighborhoods to raise awareness about the criminal justice system and to provide training in how to navigate the courts and legal system. Perceiving the need for a grassroots organization that could become a bridge between the community and incarcerated children, she founded People United for Children (PUC), which began the incorporation process in 1992. Elected chairperson, and later becoming executive director of PUC and working with volunteers from the Harlem community. Ms. Salaam took courses at the School of Social Work and at Teachers College in photography.

**Tiffany Meriweather Associate in the Mergers and Acquisitions Group at Skadden, Arps, Slate, Meagher & Flom LLP** Since 2006 Tiffany has been actively involved with Legal Outreach, and has served the organization in various capacities including as a Summer Law Institute Instructor, recruiter, debate coach, and as a mentor. In addition, she served as a mentor and the co-chair of the Young Leadership Board of New York Needs You, an organization focused on closing the opportunity gap for first-generation and low-income college students through its intensive career development and leadership training fellowship. Tiffany currently serves the board of directors of Fashion for Autism, Inc. Tiffany also sits on the Steering Committee of the Young Patrons of the Apollo. She is a trained and certified mediator, and has mediated cases in New York Civil Court, public schools, and community centers.

**Plans for Recruitment of Additional Board Members.** NGS has reached out to Community Board 4, which is the board that serves the community in the location of the proposed school. Thus, NGS will reserve a seat for at least one Community Board 4 Board of Trustee member. Additionally, Bronx works is currently in conversation with NGS to partner for wrap-around services and after-school services for the school. NGS has reserved a seat for a Bronxworks Member or a member of the organization with whom NGS partners with for after-school services to facilitate this possible partnership. Moreover, NGS has reserved a seat for a parent once the school is opened. The planning team and the proposed board will continue to look for professionals who will add capacity to the board through networks such as BoardServeNYC, and BoardAssist. Additionally, the planning team and the proposed board will work with Community Board 4, Bronxworks, Concourse Village Circle of Support, other local community organizations as well as the personal



networks of the current founding member and the New Schools Incubator of the New York Charter School Association, , and the New York City Charter School Center. Additionally, we will approach professional organizations as well as tap into our current board's plethora of human resources to ensure that the Board has a solid range of expertise.

**Describe the roles and responsibilities of the board and its officers.** The Board's role in relationship to the school is one – that of **governance**. This includes the careful oversight of the academic and non-academic operations of NGS, planning and policy-making, compliance with fiduciary and legal requirements and financial oversight. The board will *delegate management* of the school to the Executive Director and through him/her to the professional staff of the school.

#### JOB DESCRIPTION FOR BOARD TRUSTEES

##### **General Responsibilities:**

Responsible for ensuring that the academic program of NGS is successful, that the school's program and operation are faithful to the term of the charter, and that the school is a viable organization.

##### **Specific Responsibilities:**

#### **1. Determine the mission and the purpose of New Generation of Scholars**

a. Create and periodically review the mission statement which:

- Serves as a guide to organizational planning, board and staff decision-making, volunteer initiatives, and setting priorities among competing demands for scarce resources

#### **2. Select the Executive Director of the School**

- Reach consensus on the Executive Director's job description
- Undertake a careful search process to find the most qualified individual
- Oversee and approve contract negotiation and renewal

#### **3. Support and review the performance of the Executive Director**

- Provide frequent and constructive feedback
- Assist when board members who overstep or misunderstand their roles
- Provide for an annual written performance review with a process agreed upon with the ED in advance

#### **4. Ensure effective organizational planning**

- Approve an annual organizational plan that includes concrete, measurable goals consistent with the charter and accountability plan

#### **5. Ensure adequate resources**

- Approve fundraising targets and goals & Assist in carrying out the development plan
- Make an annual gift at a level that is personally meaningful

#### **6. Manage resources effectively**

- Approve the annual budget & monitor budget implementation through periodic financial reports
- Approve accounting and personnel policies
- Provide for an independent annual audit by a qualified CPA
- Ensure the full board has the proper training to be effective stewards of public funding
- Ensure adequate insurance is in force to cover students, staff, visitors, the board and school assets

#### **7. Determine, monitor and strengthen the programs and services**

- Assure programs and services are consistent with the mission and the charter
- Approve measurable organizational outcomes and annual, attainable board/management level goals

#### **8. Enhance NGS' public standing**

- Serve as ambassadors, advocates and community representatives of the school
- Ensure that board trustees do not represent her/himself as speaking on behalf of the board unless specifically authorized to do so
- Provide a written annual report and public presentation that details NGS' mission, programs, financial condition and progress made towards charter promises



**9. Ensure legal and ethical integrity and maintain accountability**

- Establish policies to guide the school’s board members and staff
- Develop and maintain adequate personnel policies and procedures (including grievance mechanisms)
- Adhere to the provisions of the school’s bylaws and articles of incorporation
- Adhere to local, state and federal laws and regulations that apply to the school; ensure compliance

**10. Recruit and orient new board members and assess board performance**

- Define board membership needs in terms of skill, experience and diversity
- Cultivate, check the credentials of and recruit prospective nominees
- Provide for new board member orientation
- Conduct an annual evaluation of the full board and individual trustees

**JOB DESCRIPTION FOR INDIVIDUAL TRUSTEE**

**General Responsibilities:**

Each trustee is responsible for actively participating in the work of NGS’ Board of Trustees and the life of the school. Each trustee is expected to affirm and strive to fulfill the following performance expectations:

**Specific Responsibilities:**

1. Believe in and be an active advocate and ambassador the values, mission, and vision of NGS
2. Work with fellow board trustees to fulfill the obligations to board membership
3. Behave in ways that clearly contribute to the effective operations of the Board of Trustees:
  - a. Focus on the good of the organization and group, not on personal agenda
  - b. Support board decisions once they are made
  - c. Participate in an honest appraisal of one’s own performance and that of the board
  - d. Build awareness of vigilance towards governance matters rather than management
4. Regularly attend board and committee meetings in accordance with the absenteeism policy. Prepare for these meetings by reviewing materials and necessary for the meetings. If unable to attend, notify the board or committee chair
5. Be prepared to contribute approximately 8-10 hours per month toward board service
6. Keep informed about the school and its issues by reviewing materials, participating in discussions, and asking strategic questions
7. Actively participate in one or more fundraising event(s) annually.
8. Use personal and professional contacts and expertise for the benefit of NGS
9. Serve as a committee or task force chair or member
10. Give an annual financial contribution/support capital campaigns at a level that is personally meaningful
11. Inform the Board of Trustees of NGS of any potential conflicts of interests, whether real or perceived, and abide by the decision of the board related to the situation.

**The planning team will develop and implement Board training to ensure that all members on the board have a clear comprehensive understanding of the roles and responsibilities of charter school trustee.** The Board of Regents has authority over the governing board. In accordance with a variety of provisions of the Education Law, the governing board of NGS will have legal duties, fiduciary responsibilities and fiscal requirements. Board trustees are responsible for complying with all applicable requirements of the Charter as well as the Education Law. It is the Board of Regents responsibility to revoke the charter from the governing board of NGS should the governing board not comply with the charter. The Board is responsible for complying with all administrative responsibilities imposed upon it by the Board of Regents.

The Board will be comprised of at least five members but no more than fifteen. The Board will be governed by the Bylaws of NGS. Additionally, the Board will be comprised of committees to ensure that it stays informed about NGS’ activities, procures financial viability, ensures that it meets its accountability measures as stipulated in the charter, monitor the financial condition and management practices of the school, meets monthly to address the overall health of New



Generations of Scholars<sup>40</sup>. To build strong capacity of the passionate members that have committed themselves thus far to NGS, as well as new board members that may lack board experience, NGS will secure the development of its board through extensive board training provided by reputable organizations such as The New York Charter School Center and BoardServeNYC.

### C. Management and Staffing

The organization structure of the school enables the delegation of roles and responsibilities that will ensure an academically sound, operationally healthy and financially sound school. The Board of Trustees will have the final authority for policy and operational decisions of the school in accordance with the Charter School Act. The Executive Director (ED) will be hired by and will report to and be accountable to the board for the overall management and day-to-day operation of the school. This includes the school educational design and its operations. The ED will be assisted by a leadership team consisting of three members initially, with defined responsibilities. By capacity, the ED will be supported by 4 members by the fifth year. The ED will consult with the leadership team in making decisions that affect their areas or expertise or the school as a whole while retaining authority subject to the oversight of the board. NGS will begin with an ED, Director of Curriculum and Instruction, Operations Manager, Business Manager, Office Manager, 2 general education teachers, 1 certified ESL teacher and 1 certified special education teacher and 2 Play Coaches. We will recruit two parent volunteers. This organizational design allows for the implementation of the academic program of the school. NGS will employ 1 general education teacher and 1 ESL teacher to teach in traditional views at the kindergarten level, but at NGS the Dreamer level and 1 general education teacher and a certified special education teacher to teach at the 1<sup>st</sup> grade level which correlates to Challenger level at NGS.

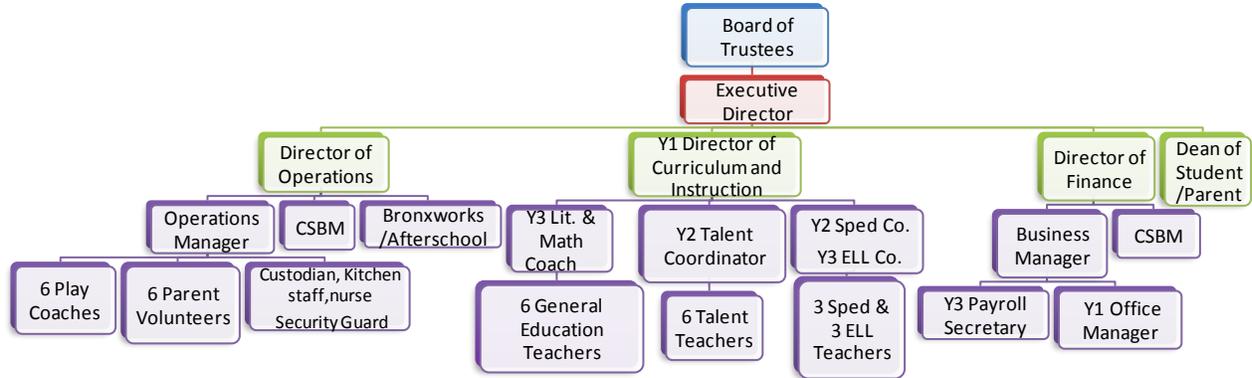


Figure 1 Organization Chart - Year 5

We will continue this pattern of general education teacher with a twin ESL teacher one hired one year, then general education teacher with twin certified special education teacher hired the following year. This will enable NGS to have an ESL teacher with Gen. Ed. Teacher at the Dreamer, Beginner and Advancer level and a SpEd teacher with Gen. Ed. Teacher at the Challenger, Practitioner and Challenger levels. Many ELLs are identified in their first year of school and many students with disabilities are identified within their second to third year of schooling and as such NGS has strategically created a teacher model that allows for all students to have access to a certified ESL teacher, a certified SpEd teacher and a general education teacher trained in both ELL and special education methodologies to meet the needs of its at-risk

<sup>40</sup> NYSED.gov Statement of the Governance Role of a Trustee or Board Member. May (2010)



population which includes ELLs and SDAs. Moreover, this teacher model will allow NGS to implement its structured immersion program for ELLs and provide direct and indirect services to students with disabilities without the use of pull-out services unless stipulated by a child’s IEP. Additionally, in year one, 2 talent teachers, one with expertise in dance and the other in technology will be hired. This will enable NGS to implement its Talented Scholars Session and its co-teaching model of Talent teachers with core academic teachers. Each year thereafter, NGS will hire a talent teacher aligned to its educational plan.

Teaching Hiring Module

	Year 1		Year 2	Year 3	Year 4	Year 5
Teacher	Dreamer	Challenger	Beginner	Practitioner	Advancer	Challenger
General Ed	1	1	1	1	1	1
ESL	1	x	1	x	1	x
SpEd	x	1	x	1	x	1
Talent	2		1	1	1	1

Moreover, the administrative design of the school allows for specific delegations of responsibilities and a strong instructional leadership team as their will be a talent coordinator and sped coordinator hired in year 2, a literacy coach, math coach hired in year 3 and an ELL coordinator hired in year 4 to ensure the academic success of all students through rigorous instruction. As the school grows we will hire a play coach yearly and recruit a parent volunteer yearly to support students during lab transitions and facilitate structured play during recess. NGS will seek a Department of Health nurse year 1, as well as a custodian and security guard in year 1 to ensure the physical safeness of our school community. Year 5, a Dean of Students/Parents will be hired to play a crucial role in our Family In School Support. NGS has allocated in its budget professional development by the Charter School Business Management (CSBM) for the first three years for its OpsM, Finance Manager and ED to build strong charter school business management capacity within the school.

- **The Board of Trustees** determines and upholds the school’s mission and vision, hires, sets compensation for and evaluates the ED, ensures effective organizational planning and resource allocation and monitors the school’s programs and services according to the terms articulated in the charter.
- **The Executive Director (ED)** manages the daily internal affairs to ensure smooth, effective, mission aligned practices including but not limited to hiring staff, budgeting responsibly, overseeing daily operations, garnering and managing necessary resources, maintaining the safety, instructional effectiveness, and cultural integrity of the school. The ED, along with the DCI plans and implements professional development for the teachers via the Teacher’s Academy, and partners with after-school partnering organization(s).
- **The Director of Curriculum and Instruction (DCI)** supports the mission, the ED, and the instructional staff and serves as a liaison between the instructional staff and the Executive Director. The DCI is responsible for effectively implementing and managing instruction and curriculum design, oversees the Special Education and ELL coordinators, maintains contact with the CSE until a Special Education Coordinator and ELL Coordinator are hired. The DCI, along with the ED plans and implements professional development for the teachers, and coordinates the after school program with partnering organization(s).
- **The Director of Finance (DF)** when hired (year 3) will assume the financial responsibilities that were shared previously by the ED and CSBM, including but not limited to supervision of the school budget, tax filing, management of the annual financial audit and reporting to auditors, and supervision of banking.



- **The Director of Operations (DO)** hired year 4 directs and manages the operations of the school and acts as the liaison between the school and partnering organization(s). The director of Operations is in charge of several of the operational and financial responsibilities of the school and preparing reports and documentation for partnering organization(s). The DO is responsible for the operational aspects of the after-school programs offered through partnering organization(s).
- **The Business Manager (BM)** reports initially to the ED and eventually to the DF. The BM working closely with CSBM, is responsible for managing the business operations of the school, including purchasing, payroll, reporting and banking.
- **The Operations Manager (OpM)** reports initially to the ED and eventually to the DO. The OM works closely with CSBM and BM, oversees enrollment, data reporting and tracking, support all operational and logistical projects/systems, manager for transportation, food services, facilities maintenance, security, and third party contracts.
- **The ELL Coordinator (Yr4)** and **SpEd Coordinator (Yr2)** adjust the curriculum and the academic setting to meet the needs of students with Individualized Education Programs (IEPs), English Language Learners, and other students with challenges to their academic progress. SpEd Coordinator maintains contact with CSE and ensures school is in compliance with CSE.
- **The Talent Coordinator (TC) (Yr2)** embeds the vision, mission, and philosophy of NGS into daily implementation practices. He/she supports the ED, and the instructional staff, works along with the DC; responsible for effectively implementing and managing the Talents-Infused instructional, coordinating Talented Scholars Sessions, and Fundraising Exhibits. The TC plans and implements professional development around talent development, instructional strategies and the infusion of talents in labs for teachers. The TC engages staff and students in the development of lab experiences that reflects the interests/talents and needs of children/staff.
- **The Instructional Staff** including lab teachers, Talent teachers, and dean – work directly with students to develop academic skill, talents/interests and character. Instructional staff is responsible for ongoing assessments students' needs and developing standards-based, student-centered, talents-infused learning experiences and lessons to meet the needs of the students. Instructional staff serves as the primary contact with student's families on all aspects of student achievement at NGS.
- **The Office Manager (Yr1)** facilitates the smooth operation of the office, monitors attendance, serves as initial contact for visitors/parents, and conducts routine tracking and reporting.
- **The Play Coaches** are responsible for supporting the healthy brain development of children by providing structured play during recess via introducing children to new ideas and opportunities, enhancing children development and learning abilities, increase their physical and social skills, provide experiences with cooperation, self-discipline, perseverance and helping students develop a positive self-image. Play coaches attend professional development to receive training about the school's curriculum.

**Teacher recruitment strategies include but are not limited to:**

- Posting job notices online
- Recruitment fairs, local college/universities and Coordinate with the DOE and other teacher/leader placement organizations such as Teach for America, NYC Teaching Fellows, New Leaders for New Schools, etc.
- Reach out to educators within the field through the personal networks of founding members
- Advertising in local newspapers and online
- Offering competitive salaries, benefits, bonuses

NGS will conduct a comprehensive interviewing process prior to hiring. The process for screening potential NGS teaching candidates may include the following:



- Submission of resume and cover letter
- Initial phone interview
- Demo lesson with lesson plan demonstrating at least one of the following: talents-infusion, inquiry model, project-based learning, problem-based learning or technology infused learning
- In-person interview with school leadership team; candidate reference
- Expressed commitment to participating in extensive professional development

**Teacher retention strategies include but are not limited to:**

- Offer competitive salaries and benefits with incentives to remain at the school for three years or longer, bonuses, leadership opportunities, awards
- Professional development, training, collaborations, professional dialogue
- Provide administrative support, maintain an administrative open-door policy
- Implementation of surveys, open forums to provide transparency
- Leadership opportunities, decision-making in policies with students/school improvement goals

How will the school use student assessment data to drive key decisions aimed at the recruitment, evaluation, retention and support of the leaders, and teaching staff, aligned with the State's approach to incorporating status and growth data? Data from assessments will inform the school of its instructional needs and NGS will aggressively seek out the staff needed to fill its needs. NGS will align teacher evaluation and retention using student growth based on triangulated data from NGS' intimate assessment module. Additionally, NGS will be aligned with the state as teachers will receive bonuses to incorporate administration and teacher status and growth data.

Partnering Organization - NGS will partner with an organization for after-school services to meet the needs of the parents in the community. NGS is in conversation with several non-profit organizations regarding after-school services such as Bronxworks.

#### **D. Evaluation**

Present the school's requirements and procedures for a programmatic audit at least annually.<sup>41</sup> The founding group will develop a comprehensive assessment system for evaluating the school. As evaluation is a complex process, that intertwines many variables this system will be inclusive of data from a variety of sources so that a well-rounded triangulated, thorough assessment can inform the school.

NGS will evaluate the school as a whole through the following lenses

Evaluation of Teachers - Teacher effectiveness will be measured throughout the year using a teacher-evaluation rubric by the ED and DCI. Additionally, teachers will be evaluated on students making adequate yearly progress, special contributions to school and parent surveys. Professional development effectiveness will be measured through individual teacher growth over time.

Evaluation of Administrators - The Board of Trustees will execute ongoing evaluation of the Executive Director using a research-based evaluation tool/administrative criterion system such as Vanderbilt Assessment of Leadership in Education (VAL-ED) which includes teacher performance, student performance, and progress toward school's accountability goals using information provided from the schools reporting systems.

Evaluation of Financial Operations-The board will set policies for procurement and reporting that will ensure fiscal accountability. The Board will review the budgets, financial reports, and academic assessment data compiled by the Executive Director to determine the school's needs in terms of resources and allocation of funds. Yearly, NGS will be audited by an independent audit.

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<sup>41</sup> N.Y. Education Law § 2851(2)(f)



**Evaluation of Board of Trustees** – Board members will conduct annual self-evaluations in addition to an evaluation of the Board as a whole. We will reach out to other high-performing schools or the New York City Charter School Center to train the board in how to conduct self-evaluations as well as whole body evaluations. Each month the Board will meet to evaluate the academic, fiscal and operational soundness of the school triangulating data from multiple sources. Based on their data analysis, steps will be taken to ensure or strengthen the overall health of the school.

**Evaluation of school program by families & students** – Families and students will evaluate their satisfaction with the school’s program yearly around May through surveys to help inform the school of practices that are working, in needs improvement or pivoting from the family-student perspective.

### E. Professional Development

**Describe the school's professional development plan and how the plan will address the diverse needs of administrators and teachers from year to year.** According to current research, “we now know that in order to make a difference in the achievements of teachers, students, and schools, professional development must:

To <sup>42</sup> :	NGS Strategy to Address
Focus on student learning outcomes Focus on individual, school, and system-wide development and improvement Inquiry for teaching and learning Job-embedded learning Combination of content knowledge and content-specific teaching skills Driven by clear, coherent, long-term strategic plan School direction and decision-making Professional developers as facilitators, consultants, evaluators Professional development as everyone’s job Professional development as essential Professional development for all school community Professional development that provides adequate time for learning, practice and adequate follow-up Collegial discussions and decisions Professional development with accountability for student outcomes	Evaluation system that analyzes student data Develop Comprehensive School Improvement Plan (CSIP) using yearly School-wide Needs assessment Clinical Teaching Labs through Teacher’s Academy (TA) Study groups, peer-coaching, collaborative planning Content and technique specific professional learning goals addressed through trainings, workshops Development of CSIP Evaluations system data to pivot, enhance, sustain Professional Development Committee facilitates instruction, coaches, and evaluates staff All staff mandated pd participation through TA Yearly Pd profile built into teacher’s portfolio 100% of school community will receive PD through TA 4hours/week of PD-inquiry, clinical teaching labs, collaboration, observations, feedback thru eval- system Pd delivered through peer collaboration, sharing resources Evaluation system of professional development/TA that analyzes student achievement as a criterion of effectiveness

**Discuss how this plan will be implemented, within the context of the proposed charter school’s design.** By creating highly effective teachers through our *Teacher’s Academy of Excellence*, NGS will prepare a New Generation of Scholars. The Teacher’s Academy of Excellence will be led by the ED and supported by the DCI, and Coordinators. The Professional Development Committee (PDC) comprised of the ED, DCI, Coordinators, and teachers will develop the schools Comprehensive School Improvement Plan (CSIP). This plan will include the professional development goals of the school that are aligned to improving teacher and student achievement. The PDC will determine the needs of the staff using a Comprehensive Needs Assessment System that triangulates data from tools such as performance evaluations, informal and formal classroom observations, student achievement data, teacher-influenced surveys, questionnaires, interviews and the academic, behavioral and social needs of the school community. Additionally, the PDC will be responsible for the monitoring of the professional development activities, workshops, trainings,

<sup>42</sup> Sparks, Dennis and Hirsh, Stephanie, A New Vision for Staff Development (1997) Association for Supervision and Curriculum Development, Alexandria, Virginia.



etc. that are implemented to meet the Professional Development goals of the school. NGS will hold its professional development program to the National Staff Development Standards. The vision of the standards was guided by three questions that NGS will incorporate at the heart of its Professional Development Program. This vision seamlessly aligns itself with the purpose of NGS' Teacher's Academy which is to create, develop, enhance and sustain highly effective teachers to ensure student success at high academic levels.

### Checklist for Professional Development Implementation

Experts Recommendations <sup>43</sup>	NGS Professional Development System
Set PDC procedures and guidelines so that the PDC can function efficiently	Will develop policies/handbook for PDC outlining procedures and guidelines
Encourage professional development strategies such as action research, study groups, teacher collaborative that focus on looking at student work, etc. so support for on-going learning is provided	Provide professional development opportunities through a variety of modalities such as inquiry, writing curriculum, classroom-related research, study groups, mentoring, observing, coaching, mock lessons
Focus on using data to drive decisions regarding PD opportunities	Comprehensive Needs Assessment System that triangulates data from variety of sources not limited to informal/formal classroom observations, student achievement data, teacher-influenced surveys, questionnaires, interviews and the academic, behavioral and social needs of the school community.
Routinely review multiple sources of data from professional development activities and documents linked to student achievement	PDC responsible for monitoring of the professional development activities, workshops, trainings, etc. that are implemented to meet the Professional Development goals of the school
Communicate implementation results to stakeholders	Professional development implementation and results delivered to Board via board meetings, school community via dashboard/online
Collect and analyze data to link improvement in student achievement to PD activities	Ongoing Through Comprehension Needs Assessment, Reflective/Feedback component of Teacher's Academy
Maintain data that identify how follow-up activities occurring	Monthly through informal/formal observations, coaching, mentoring, collaboration
Maintain and review student performance records (cognitive, social-behavioral) related to improvement goals	Monthly through data talks on Thursdays,

Faculty will be mandated to keep a Professional Development Binder for their Teacher's Academy of Excellence Profile. Professional development will be delivered via whole group, small group and/or individual depending on the needs of the staff. Faculty will be engaged in one or more of the five models of professional development three times per week through the Teacher's Academy (TA). "Professional development needs to be "an integral part of a teacher's job responsibilities and expectations" as the Missouri Professional Development guides<sup>44</sup>. Professional development has been strategically embedded the TA "teacher's day so that learning becomes a part of Teacher's day." Clinical Teaching Labs will occur on Wednesdays during lunch from 11:50-12:50 and every Thursday, an early dismissal at 2:25 will create a two-hour professional development opportunity for NGS' staff from 2:25 - 4:25. Teachers will be provided with 4 hours of professional development weekly. Furthermore, professional development will be embedded in

<sup>43</sup> Missouri Professional Development Guidelines for Student Success, Section IV Planning, Implementation, and Evaluation of Professional Development [http://dese.mo.gov/divteachqual/leadership/pd\\_guidelines/sec4.pdf](http://dese.mo.gov/divteachqual/leadership/pd_guidelines/sec4.pdf) Web. June 13, 2012.

<sup>44</sup> Missouri Professional Development Guidelines for Student Success, Section IV Planning, Implementation, and Evaluation of Professional Development [http://dese.mo.gov/divteachqual/leadership/pd\\_guidelines/sec4.pdf](http://dese.mo.gov/divteachqual/leadership/pd_guidelines/sec4.pdf) Web. June 13, 2012 Section IV Planning, Implementation, and Evaluation of Professional Development



everyday practices, including “just in time” training, at-elbow coaching and “real-time” support from instructional coaches as teachers analyze data and put best practices to work in classrooms (Petrides and Nodine)<sup>45</sup>.

**Evaluation Criteria** The professional development training will be evaluated through teacher performance, informal and formal observations, progress in areas addressed by trainings and teacher surveys. Additionally, the professional development plan will be measured through student success, growth in topic addressed in the teacher academy. The school will ensure that administrators and all teachers are fully prepared to address the needs of all of the students, particularly those at-risk of academic failure, students with disabilities and English Language Learners by offering professional development courses such as teaching students with disabilities, Best practices for teaching ELLs and Struggling Readers and Writers. Teachers and administrators will be have access to previous years professional development through the online Foot Prints of Highly Effective Teachers Resource. Additionally, faculty will be able to request professional development specific to their needs and during the weeks of individualized or small group professional development these needs will be addressed. *On Thursdays*, during our 2-hour professional development periods, teachers will have time to plan, collaborate, and share resources and best practices. These collaborations will be documented and uploaded on our Teacher’s Academy of Excellence website for future use.

NGS will establish a professional climate that results in purposeful teaching and learning and leads to reasonable rate of retention for school administrators and teacher through its Teacher’s Academy of Excellence. Professionals will be held accountable for purposeful teaching and learning through their Teacher’s Academy of Excellence Profile. Faculty will be mandated to participate in courses offered by the Academy specifically for NGS’ staff. Moreover, teachers will be recognized for their use of best practices through awards, certificates, bonuses and opportunities to serves as model teachers for others. Since teachers will be mandated to stay after school, unlike traditional district schools where students stay after-school, NGS’ teachers will have maximum professional development which will result in high achievement rates for our students which will in turn keep staff morale and commitment at a high level. Professional development will be teacher friendly and delivered in digestible ready-made chunks so that teachers are able to implement what they are learning right away. NGS has strategically designed a lunch clinical teaching lab providing teachers with the opportunity to immediately engage in the application of “effective staff development [which] is necessary to increase student achievement”,<sup>46</sup> according to the gurus. NGS has aligned its professional development plan to parallel what experts have found necessary.

Components of an Effective Staff Development Program	New Generation of Scholars Professional Development Components
Connectedness to school settings and to school-wide efforts	Comprehensive Need Assessment, Comprehensive School Improvement Plan
Involvement of teachers as planners	Teachers on the Professional Development Committee
Providing choices and differentiated learning opportunities	Different modalities of professional development offered workshops, coaching, training, study groups, inquiry,

<sup>45</sup> Petrides, Lisa., Thad Nodine. May 2005. *Anatomy of School System Improvement: Performance-Driven Practices in Urban School Districts*, Institute for the Study o Knowledge Management of Education. [www.newschools.org/viewpoints/documents/District\\_Performance\\_Practices.pdf](http://www.newschools.org/viewpoints/documents/District_Performance_Practices.pdf)

<sup>46</sup> Missouri Professional Development Guidelines *for* Student Success, Section IV Planning, Implementation, and Evaluation of Professional Development [http://dese.mo.gov/divteachqual/leadership/pd\\_guidelines/sec4.pdf](http://dese.mo.gov/divteachqual/leadership/pd_guidelines/sec4.pdf) Web. June 13, 2012



	modeling, collaboration etc.
Use of demonstration, supervised practice, and feedback as part of training and ongoing assistance and support	Clinical teaching lab for demonstrations, PDC as facilitators, consultants, evaluators, feedback from formal/informal observations

### F. Facilities

**Possible D.O.E. Space**-New Generation of Scholars may have a positive impact on the District by serving as a Restart school for one of the Persistently Lowest Achieving (PLA)/SURR within district 9 and as such will request D.O.E. space.

Low Performing Elementary Schools in Restructuring (Advanced) Comprehensive Stage

School	Grades served	Low Performing Schools within NGS Zip code Preference
P.S. 55 Benjamin Franklin	Pk- 8	450 Saint Paul's Place, Bronx, NY 10456
P.S. 64 Pura Belpre	K - 5	1425 Walton Avenue, Bronx, NY 10452
P.S. 73	PK - 5	120 Anderson Avenue, Bronx, NY, 10452
P.S. 114 Luis Llorens Torres	K - 5	1155 Cromwell Avenue, Bronx, NY 10452
P.S. 132 Garrett A Morgan	K - 5	1245 Washington Avenue, Bronx NY 10456

**Possible Temporary Space.** Incubating in a temporary space will be affordable for NGS and allow the school to build a financial reserve that NGS can put towards reserving a permanent space.

Property	Price/Sq. Ft. Available	Prior Use	Realtor	Other
Year1 860 Forest Ave. Bronx, NY 10456	\$15-\$18 sq ft. Negotiable 10,000 Sq. Ft.	School	Church Property Reverend Wendell Foster	6 - 7 classrooms.
Year1- 3 W 165 <sup>th</sup> street	\$25/sq ft	new school	Division of Charter School Facilities	school building with space

**Possible Permanent Private Space.** NGS has budgeted 20% of its per pupil capital to finance the cost of a private facility and assumes this per pupil capital for the life-span of its 1<sup>st</sup> charter. Thus, NGS can afford 20% x \$13,527 = \$2,705 per child. NGS assumes 100sq ft per child and has budgeted 2,705/100 = \$27/sq ft. NGS has established a relationship with the following realty companies and through its Board of Trustees human resources will secure a facility.

Property	Price/Sq. Ft. Available	Prior Use	Realtor	Other
249 E 149 <sup>th</sup> St, Bronx, NY 10451	\$26 - \$30/sq ft. Negotiable <b>Office Building</b> 32,360 Sq. Ft.	United Cerebral Palsy Facility	Pinnacle Realty Contact Person: Frederic Stein Meeting with Realtor 5/17/12	2 floors, no elevator Multi-purpose room 6,000sqft.
Bronx Borough Courthouse 161 <sup>st</sup> & 3 <sup>rd</sup> Avenue 10451	\$24 - \$26/sq ft Negotiable <b>Former Courthouse</b> 70,000 Sq. Ft.	Vacant for past 12 years	Lansco Realty Contact Person: Mike Antkies Ongoing email and phone conversation	Major construction Floor plans designs for prior charter school
1775 Grand Concourse, Bronx, NY 10453	\$30/sq. ft Negotiable <b>Office Building</b> 30,000 Sq. Ft.	Office space	Lansco Realty Contact Person: Mike Antkies Ongoing email and phone conversation	Newly constructed facility Ground floor

All of the above permanent facilities will allow NGS to grow comfortably. However, NGS will consider its temporary facility options (see temporary space chart) in the event that these facilities are no longer vacant once the charter has been approved. NGS has established a positive relationship with Lansco Realty and Pinnacle Realty. The owner of the former courthouse on 161<sup>st</sup> and 3<sup>rd</sup> avenue has expressed a strong desire to secure a charter school as its tenant. Lansco Realty has provided NGS with the former charter school's architectural plans for this facility. This property is located in an area of the South Bronx that has undergone recent development. A charter school will positively enhance this South Bronx community. Additionally, the landlord has agreed to allow NGS to post signage prior to occupying the building so that NGS will be able to reach its enrollment goals. This courthouse needs considerable construction and NGS is already in conversation regarding the cost of this construction. Moreover, once NGS will use its Friends of New Generation of Scholars non-profit organization to raise funds and apply for grants to help finance this construction. Additionally, once Chartered NGS will aggressively apply for school



construction grants from a variety of foundations such as the Non-Profit Finance Fund to help secure the funds needed to renovate this facility.

**Possible Construction through Civic Builders** NGS is in its early stages of exploring the possibility of working with Civic Builders to secure a facility. Civic Builders is a non-profit organization that works to ensure that real estate will never be a barrier for charter schools. Conversations regarding this possible collaboration begin on 5/21/12. Civic Builders serves as a steward and assumes ownership of a school’s facility. Additionally, Civic Builders provides vital subsidy to its charter partners which would enable NGS to decrease its per pupil facility expense and increase financing for its educational program and competitive salaries and bonuses to retain and sustain its highly effective teachers.

Facility Options	Facility budget 20% of per pupil capital \$13,527
D.O.E. Space	15% towards reserve fund permanent building /5% supplements educational plan
Private Space	20% towards leasing facility
Civic Builders Below-market	12% towards leasing Facility / 8% supplements educational plan

Year	Traditional Levels (2 cohorts per grade)	Total # of Rooms & SF Needed
Year 1	K-1 104 students = 10,400sqft	11K - 18K sq ft 4 Learning Labs, 6 Special rooms, 5 offices, 1 Supply Closet
Year 2	K-2 156 students = 15,600sqft	16K - 24K sq ft 6 Learning Labs, 8 Special rooms, 6 offices, 1 Supply Closet
Year 3	K-3 204 students = 20,400sqft	20K - 27K sq ft 12 Learning Labs, 4 Special rooms, 9 offices, 1 Supply Closet
Year 4	K-4 250 students = 25,000sqft	25K - 31K sq ft 15 Learning Labs, 5 Special rooms, 10 Offices, 1 Supply Closet
Year 5	K-5 294 students = 29,400sqft	30K - 34K sq ft 18 Learning Labs, 5 Special rooms, 10 Offices, 1 Supply Closet

### G. Insurance

NGS has initiated groundwork with respect to insurance obligations that will be mandate once the school is chartered. NGS has obtained an annual estimated premium of \$21,900 for the first year (reflected in budget). During the start-up phase, NGS would obtain insurance for its Board of Trustees. NGS will advance its preliminary insurance work by contacting other charter schools to seek out their coverage and reputable companies within the charter school network. One of the companies NGS has contacted is Ten Eyck Group. The proposal list coverage for special education related coverage, called Educators Legal Liability, Directors and Officers, Employment Practices Liability, General and Umbrella Liability, Automobile Liability, Property insurance, Business Interruption, Workers Compensation, NYS Statutory Disability, and Student Accident.

### H. Health, Food, and Transportation Services

**Health/Food** New Generation of Scholars will participate in the Federal Free and Reduced-Priced breakfast, lunch and snack program administered by the U.S. Department of Agriculture. Students will receive free breakfast, free/reduced lunch. Additionally, we will provide a morning or afternoon snack and adhere to all applicable requirements, including, but not limited to: meal pricing, determination of eligibility, nutritional value, and reporting requirements. All food service subsidy revenues received from the Federal and State meal programs will be used exclusively for the purpose of providing meals to eligible students, and for no prohibited purpose. NGS will contract with the NYC Office of School Food and Nutrition Services for breakfast, lunch and snack through the School Food program which provides free breakfast for all students and free/reduced lunch for \$1.50, \$0.50 or \$0.25. Children of parents who receive benefits such as Temporary Assistance to Needy Families (TANF), Food Stamps, WIC or any other public assistance benefits, may be eligible for free meals. Students from households that meet Federal Income Guidelines are eligible for free or reduced-price meals. NGS will furnish Report of Meals



served (MIE1) and (MIE2) forms and payments to Office of School Food and Nutrition Services (OSFNS). **Transportation** All of NGSs students who are eligible for transportation under Section 2853(4)(b) and Section 3635 of the Education Law, will receive daily transportation, including days that begin before the DOE's calendar 180-days. Based on CSD 9 preference, NGS anticipates most of its students living within the surrounding community. The school will not provide supplemental transportation to students ineligible for transportation under section 3635 of the Education Law. If a student is not eligible for transportation, parents/guardians will be responsible for getting their children to school. As per Chancellors Regulation A-801, students in grades K-2 are eligible for free transportation if they reside ½ mile or more from their school and half fare transportation if they reside less than ½ mile from their school. Additionally, NGS will work with the local district to ensure that transportation is provided for any students with disabilities in compliance with all local and federal laws. NGS will contract with transportation companies for trips and extra-curricular activities.

### I. Family and Community Involvement

Parental involvement is related to a host of student achievement indicators, including grades, attendance, attitudes, expectations, homework completion, state test performance, and drop-out rates<sup>47</sup>. According to Matthew, "good schooling comes before parental support not the other way around" (2009). Pre-operation, a Parent Involvement Committee will be formed to dedicate extensive time to learning about the cultures within the community and levels families prefer to get involved at within a school community. Research shows that many minority and low-income parents use invisible strategies to support their child's education such as making sacrifices to ensure that their child attends an academically competent school or limiting chores at home so that their child can have more time to study (Mehan, Hubbard, Villanueva & Lintz, 1996). It is crucial to NGS' model to recognize its parent demographics and allow all parents access to parental involvement at a comfortable level. Auerbach speaks of parents contributing to school community on three levels as Moral Supporters those who encourage students without physically appearing at school, Ambivalent Companions those who want their children to do well, but do not make efforts to advocate on their behalf and Struggling Advocators who work to fulfill their role according to traditional expectations but may face barriers when they try to be present at school (2002). Davin Levin, cofounder of the Knowledge is Power Program attests that low-income parents often may be extremely busy trying to make a living, but if their child experiences success at school, gratified families will support the schools in any way they can.

**Parental Involvement**-NGS will form a Family-In School Support Network who will be responsible for developing a comprehensive strategic plan for placing families in the school so as to create authentic valuable experiences. This network will consist of a representative from school administration, the Dean of Students/Parent Affairs a pedagogy staff, and a representative from all bodies within the school. Together they will develop, implement and evaluate family involvement strategies that best support NGS. This network will use Epstein's Model of School, Family and Community Partnership to develop a Comprehensive Parent-Involvement Plan that places values on minority invisible ways of involvement and is geared towards making parental involvement accessible to busy low-income parents who may consumed with earning a living but are moral supporters and ambivalent companions. Governance is the highest form of involvement, thus a parent voice will represent school-community on NGS'. NGS will establish parent contracts to encourage parent involvement (Cowrin & Becker, 1995). Furthermore, a parent leadership

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<sup>47</sup> Astone & McLanahan, 1991



program will be developed through the Family-In School Support Network to develop capacity with the parent-base to support the school in many forums such as daily volunteers during transitional time, fundraising talented-scholars shows, attendance support, promoting home-based and school-based involvement, and fostering home-school communication.

**Sample Parent Involvement Activities Using Epstein’s Typology**

Type 1	Basic obligations of families	Parents are encouraged to bring their child to school on time, refers parents to Bronxworks for parental, adult ESL classes and “wrap around services” to supplement parents’ ability to provide health and safety for their children
Type 2	Basic obligations of schools	Material sent home is translated into parents’ native language; translators at school meetings to decrease language barriers
Type 3	Involvement at school	Parents help during transitions, in labs, attend field trips, attend, facilitate and participate in talented scholars fundraisers, volunteer in office, participate in school committees, decorations
Type 4	Involvement in learning activities at home	Parents read with their children for 45 minutes nightly, monitor their child’s homework completion with a homework checklist;
Type 5	Involvement in decision making, governance, and advocacy	Parents complete surveys, participate in teacher-parent meetings, serve on the school’s governing board.
Type 6	Collaboration and exchanges with community organizations	NGS partners with Bronxworks/community-based org. to help train parents, offer volunteer opportunities/provide services to such as entitlement services, immigrant services and counseling

**J. Financial Management**

**Describe the systems and procedures for managing the school’s finances.** New Generations of Scholars’ Board of Trustees, through its Finance Committee, in collaboration with Charter School Business Management Inc. (CSBM), will develop a sound fiscal management plan. This fiscal management plan will outline the detailed financial practices of the school in conjunction with CSBM. The Executive Director and Finance Committee of the Board of Trustees will develop a Financial Policies and Procedures Manual. This manual will be comprehensive and will define the monitoring and controlling of finances of NGS to ensure financial health and viability. The fiscal management plan will govern the areas of compliance, purchasing and logistics, financial accounting, cash management, credit, ledger control, reporting, payroll and investment strategies. The Board of Trustees will be responsible for fiscal oversight and policy development, receiving intensive assistance from Charter School Business Management (CSBM). During its first year, NGS will employ an Operations Manager (OpM) and a Business manager (BM) to perform and supervise the primary work related to the financial functioning of the school. An annual budget will be prepared by the Business Manager, the Director of Finance, and the Executive Director in collaboration with consultants from CSBM. Expenses will be reviewed monthly to ensure that spending is consistent with the budget. To ensure that financial records are kept in accordance with generally accepted accounting principles (GAAP), the Board of Directors will approve a certified accounting firm to provide an analysis as well as corrections of account balances.

**Financial Audit**–NGS will undertake programmatic and fiscal audits annually, in accordance with Education Law § 2851(2). The school’s leadership team along with the Finance Committee of the Board of Trustees will create a detailed Finance Data dashboard to provide the school and Board with information about the school and will serve as a system for internal controls. This dashboard will be informed by teachers, BM, ED and DCI. This information will inform school-wide decision making regarding classroom instruction, financial planning, personnel decisions. The financial information collected and reported by the school and CSBM will be the responsibility of the BM, under the supervision of the ED and the Finance Committee of the Board of Trustees.



**Accounting and Audits**-The Executive Director will in collaboration with CSBM will implement an accrued based accounting system in accordance with GAAP for all bookkeeping, financial statements and reporting to all government agencies including the IRS. The Business Manager will keep all files using approved software and maintain appropriate backup for all transactions. All financial reports from the BM will be reviewed by the ED and presented to the Finance Committee. The ED, BM and Finance Committee will review the accuracy of these documents and ensure compliance with proper procedures. Then these documents will be presented to the Board of Trustees each month. Annually, the independent contracted CPA approved by the Board of Trustees will conduit a financial audit. This fiscal audit will include an audit of all financial reports including a statement of financial position, a statement of cash flows, a statement of activities, and a schedule of functional expenses as required by NYSED. The audit will be conducted in accordance with the Government Auditing Standards issued by the Comptroller General of the United States, which will be included in the school's Annual Report.

CSBM will provide audit preparation services to NGS under the supervision of the Finance Committee of the Board of Trustees, ED and BM. CSBM will:

- Establish and prepare financial records
- Prepare financial reports as reasonably requested
- Verify invoices
- Provide payroll services and personnel reporting
- Ensure the timely filing and payment of employment-related taxes with GAAP
- File Federal Tax Form 941 and 941 B
- Prepare W2s, W3s, and 1099s

**Reporting and Internal control**-As fiscal responsibility is ultimately that of NGS Board of Trustees, to maintain control over the financial services offered by CSBM, BM and OpM will be responsible for conducting monthly and/or quarterly random internal audits (including audit of financial transactions, review of files, etc.) and review of financial policies and procedures and their implementation.

**Payroll**-NGS will consult with CSBM to implement a payroll system/outsource payroll services. The BM will be responsible for providing information to CSBM in regards to payroll services. All school personnel will be paid on the 1<sup>st</sup> and 15<sup>th</sup> of every month, and all information regarding payroll will be kept secure and confidential by the BM. Additionally, the BM will monitor attendance of the staff. Salaried employees will be required to sign in/move card daily while hourly-paid personnel will be required to clock-in and clock-out daily. Moreover, hourly employees will be required to submit timesheets signed by their supervisors for each pay period. The ED will be responsible for all payroll disbursements, and the BM will record payroll in the accounting system according to GAAP.

**Purchases**-The BM and ED are will be held accountable for utilizing best fiduciary and compliance practices to procure that NGS' financial health and viability. In collaboration with CSBM, NGS will develop a purchasing and an asset acquisition system. The system will ensure that assets are secure, and track purchased supplies. For purchases of less than \$250 the BM will not be required to have written consent from the ED or a member of the leadership team. For purchases of up to \$5,000, the BM can place an order from a vendor when the purchase has been approved in writing by the ED or his/her designee. For purchases exceeding \$5,000 at least (3) competitive quotes from vendors must be obtained offering similar products. All contracts must be in writing, signed and dated by the ED/member of the leadership team. Staff members will adhere to the following Purchasing Protocol: 1. *Identify*-goods/services needed to meet school's administrative, educational or operational need. 2. *Request*- via a requisition, request from the



BM or OpsMr. **3. *Order*** -Once approved from vendor, the Business Manager will fulfill via: *Purchase Order, Credit Account or School-Based Check* if vendor does not accept credit or for goods whose services cannot be specified in advance (e.g. food service bills, etc.), *Employee Reimbursement or Contract/Automatic Recurring Payment* for services over \$500, specified in advance by contract (e.g. rent), or critical to the safe operations of the school (e.g. utility bills). **4. *Receive*** - The Office Manger will be responsible for receipt of the goods and/or services. Vendors will only be paid after the goods/services have been received by the school. **5. *Pay*** - For purchase order, vendors will send the invoice to the Business Manager. The Office Manager will enter this information into the database, providing CSBM access to this information. The Business Manager will arrange payment only for those services/goods ordered and received.

**Account Management**-The Executive Director will have the authority to sign all checks subject to the authority of the Board. The Business Manager will prepare checks but retains no check signing authority. Once approvals for purchased are granted, the Business Manager prepares all checks for signature along with supporting documents. All checks over \$100 - \$3,000 shall be issued only when approved by the ED. Checks for amounts between \$100 and \$3,000 must be signed by the ED and a member for the Finance Committee of the Board DCI once this person is hired. All checks in excess of \$3,000 will require the signature of the ED and the Chair of the Finance Committee or Treasurer or alternate member of the Board as Needed.

**Receipt of Funds**-All incoming mail is opened by the Office Manager (OM). All checks that come in the mail are logged in by the OM. Checks are given to the BM who will review, initial the check log. The BM prepares the bank deposit form for review by the ED. All receipts will be entered into the accounting system and copies of the deposit slips and checks are retained.

**Identify the staff position(s) that will be responsible for financial oversight and management.** The Executive Director is the CEO of the school and will have final authority and responsibility for its financial management. The Board of Trustees is ultimately responsible for the fiduciary health and viability of the school. The ED will present a monthly budget status report, monthly cash report and quarterly statements of financial condition to the Board of Trustees. The ED will work with Charter School Business Management to develop the Business Manager and Operations Manager. In year 3 and year 4, NGS will hire a Director of Finance (DoF) and Director of Operations (DoO) respectively who will assume some of the extensive back-office financial and operational services NGS will purchase from an outside provider. NGS' founding team has had preliminary discussion with two such vendors including Charter School Business Management. The select vendor will provide a range services in the following areas including Charter School Start-Up Services to ensure that:

- Setup/maintain Accounting System & Human Resource Files
- Prepare payroll
- Manage annual budget with the Executive Director
- Manage annual financial audit, tax filing, and 990 filing with auditor
- Manage monthly, quarterly, annual fiscal reporting to all constituents
- Complete bank reconciliations; handle treasury management to maximize interest income
- Post/file revenues, bank deposits, expenses, check disbursements, and related documents in system
- Complete all federal, state, and city grant administration/reporting

**Describe how the school's finances will be managed. Student and Financial Records**-The OpsM (and then DoO once hired) in collaboration with the ED shall be responsible for creating and implementing a disciplined system for the effect and efficient management of student records. The DoO will have the authority to enhance this system so long as the integrity of the system is not compromised. NGS will utilize a record access log system for the retrieval and returning of student records which



will be kept in locked cabinets. In accordance with FERPA regulations, the record log will indicate who, when, and the reason student record was accessed.

**Student Information**-The school will maintain pertinent information on each student not limited to but including name, date of birth, names of parents/legal guardians; address where student resides; phone number of parents/legal guardians, date of enrollment, special education needs and Limited English Proficient enrollment. The Office Manager will record student's attendance using the NYCDOE ATS attendance codes. This information will be protected and accessible to only the ED, DoO, DoF, DCI and the Office Manager. NGS in accordance with FERPA regulations will only transfer student records to another school organization, government entity, and/or individual with a documented consent of the student's parents and/or legal guardians.

**Eligibility for free-and reduced priced lunch**-The OpsM/DoO will be accountable for tracking enrollment and attendance eligibility, Title I eligibility, as well as Students with Disabilities and ELL enrollment. This will be an ongoing process that begins during student recruitment, intensifies with registration and re-occurs throughout the academic year. Additionally, the OpsM will be responsible for ensuring that the Office Manager collects required information for enrollment and eligibility for free/reduced lunch so forms can be submitted in a timely manner.

**Annual Independent Financial Audit**-The BM and DF are accountable for closing the fiscal year on June 30, preparing timely and accurate financial statements. In addition, an external auditor will be used to test the validity of the information in the financial statement and to provide a report containing any significant findings or material weaknesses in the financial processes used by the school. Financial statements and auditors funding will be provided to the Board's Finance Committee, then presented to the Board as a whole. Financial statements and audit reports will be made available to the public via the means determined by the Board.

**Compliance**-The BM and DoF (yr 3) will be responsible for all functions related to ensuring that the school is operating in compliance with its charter and all governmental regulations. The job description for the DoF will clearly delineate the responsibilities related to all financial compliance.

**Cash Management and Investing**-The ED will be responsible for signing off on the opening and/or closing of all school bank accounts. Checks, drafts, promissory notes, orders for the payment of money may be signed by the Chair of the Board, the Executive Director, or Treasurer unless otherwise specifically provided by Board resolution. Items of these types for amounts of \$10,000 or greater must be signed by two of these individuals. The Board of Trustees must approve all borrowing of any size. Additionally, the Business Manager, in partnership with the ED and Board, will create an investment strategy for the school's investment funds. Investment strategies may include money market mutual funds, CDs, savings accounts, and treasury bills.

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

NGS' planning team and proposed board brings over 12 years of financial expertise in the fields of financial investments, accounting, budgeting, financial analyzing, and over 9 years of expertise in compliance and securities which affords NGS' board the capacity to develop and manage NGS' school infrastructure and finances. Using living charter school budgets, expertise offered from the New York City Charter School Center through their Apply Right Program and over 12 years of financial experience from its founding group and proposed board NGS has developed a proposed budget and fiscal plan aligned to its mission and educational goals for the school that ensures fiscal responsibility and viability from pre-operational to Year 5. NGS

**Budget** NGS has budgeted conservatively each year using only 95% of student enrollment. The other 5% will be secured in investments funds to contribute to year-end bonuses, permanent facility and serve as emergency funds. Year 1 we anticipate 104 students (52 at the 5-6 age level



and 52 at the 6-7 age level). NGS assumes a 7% attrition rate and will backfill for the following age level groups 5-6, 6-7, and 7-8. Of the 104 students, NGS assumes 16% based on district schools and charter schools with students differing abilities who will require special education services (16% of 104 = 16 students). NGS budget is based on 95% of student enrollment of 104 students (88 general education students and 16 students with differing abilities requiring special education services). There for NGS uses 99 students (83 general students and 16 sped students) in budgeting conservatively for projected revenue, but use 100% of enrollment but 104 students (88 general education and 16 special education) when budgeting for all expenditures.

**Budget Revenue Assumptions**

	Source Assumptions	Amount	Pre-Opening	Year 1 104	Year 2 156	Year 3 204	Year 4 250	Year 5 294
	Actual enrollment							
	95% of actual enrollment	\$13,527/ pupil		99	148	193	238	279
1	Board contribution	\$550,000	\$50,000	\$50,000	\$105,000	\$110,000	\$115,000	\$120,000
2	CSP Grant	\$500,000		\$300,000	\$100,000	\$100,000	X	X
3	Per Pupil Funding	\$13,527	X	\$1,339,173	\$2,001,996	\$2,610,711	\$3,219,426	\$3,774,033
4	Special Education	\$10,390	X	\$166,240	\$249,360	\$332,480	\$415,600	\$408,330
5	Title I Funding	\$1,466	X	\$115,814	\$172,988	\$225,764	\$278,540	\$326,918
6	NYC DCYD	\$391	X	\$38,709	\$57,868	\$75,463	\$92,820	\$109,089
7	Textbook Funding	\$75	X	\$7,425	\$11,100	\$14,475	\$17,850	\$20,925

**Board contribution** - To ensure sufficient start-up funds, particularly through the pre-operational periods of January -June, when the CPS grant may or may not have been secured, NGS’s founding team and proposed board has shown its commitment to the financial health of NGS as it is currently in the process of incorporating Friends of New Generation of Scholars, a non-profit organization whose mission is to support the financial viability of NGS through hosting fundraising events, grant-writing and in-kind donations to benefit the school community of NGS. Additionally, to supplement the funds received from the state, NGS’s board will continue to support the school financially through years 2-5 by engaging in a continuous fundraising campaign.

**State Funding – CSP Grant** NGS will spread \$300,000 of the CSP grant over the pre-operational period and yr 1 and has allocated \$100,000 per year for years two and three. **Per Pupil Funding** NGS assumes the \$13,527 per pupil funding will remain the same throughout the length of its charter. Additionally, NGS, based its paid budget on 95% of its actual student enrollment from the pre-operational period to year 5. Year 1 - Year 5 NGS assumes a conservative budget 95% of actual enrollment, the other 5% (5 students @ \$13,527 = \$67,735) placed in reserve investment fund for employee bonuses and securing a permanent facility in the future and emergency fund. Expected enrollment for year 1 is 104 students, projected per pupil revenue is 95% of 104 students = 99 students. \$13,527 x 99 = \$1,339,173. **Special Education Revenue** Assuming \$10,390/student receiving 20-59% services NGS assumes 16% of its actual enrollment (16% of 104 students in year 1) will receive \$10,390 = 16 students x \$10,390 = \$166,240 sped funding. The following years assuming 16% of actual enrollment: Yr 2=16% of 156 receiving \$10,390 each = 24 students x \$10,390 = \$249,360 sped funding; Yr3=16% of 204 receiving \$10,390 each = 32 students x \$10,390 = \$332,480 sped funding; Yr 4=16% of 250 receiving \$10,390 = 40 students x \$10,390 = \$415,600; Yr5=16% of 294 receiving \$10,390 = 47 students x \$10,390 = \$488,330. **Title I Funding** As NGS proposes to be located in a district 9 where 80% - 95% of the students received reduced or free-lunch, NGS has assumed \$1,466 per pupil at 80% of its paid student enrollment of 99 students (83 general education students and 16 sped students) = 79 students x \$1,466 = \$115,814. NGS assumes a flat line of this amount for years two through five.



**Budget Expenditure Assumptions 15% of budget**

**Educational Assets/Consumables** - To support its mission of creating 21<sup>st</sup> Century-readied scholars, and its technology-based Student Support for Success program, at NGS each child will have access to a laptop/notebook. NGS will use its Charter School Planning and Implementation grant to purchase enough laptops/notebooks to facilitate blending learning in its SSS program as well as individual access to a laptop/notebook in technology lab. Moreover, all labs will be equipped with a smart board, for interactive teaching and learning. Additionally, NGS will allocate funds for equipment to support its Talents-Infused curriculum in the areas of dance like instructional video collection, dance literature, healthy music collection, mirrors; athletics: sports equipment, protective gear, students sports literature subscription, videos; art: drawing materials, student easels, instructional videos and arts subscription etc. Furthermore, NGs has budgeted \$80 per pupil to facilities its authentic real-life outdoor learning experiences. NGS has built-in tutoring and enrichment services through its SSS program and as such will not be allocating funds for after-school services. Instead, NGS is aggressively seeking to partner with an established nonprofit entity such as Bronxworks for after-school services.

**Facilities**-20% of its conservative budget has been allocated to facilities. In the event that NGS serves as a Restart school for a persistently lowest achieving (PLA) school, NGS will place 10% in a reserve fund and will use 10% to supplement its educational design.

**Compensation** 65% - 80% of the budget secures the pedagogical, operational, and financial expertise needed for the success of a Talents-Infused School. As NGS pedagogical staff will be licensed teachers who will be expected to fuse talents into the curriculum, NGS offers competitive salaries, salary increase and bonuses in comparison to the NYC DOE to recruit and sustain this caliber of instructional staff. NGS operational and financial staff will work closely with Charter School Business Management (CSBM) to ensure its fiscal viability and as such NGS has budgeted for comprehensive services to be provided by CSBM for the first 3 years as NGS' staff builds capacity within it staff in charter school business management.

Compensation				
ED \$120K Yr1	DoO \$90K Yr 4	Sped Co \$75K Yr2	Math Coach \$75K Yr3	Teachers \$55K-\$65K
DCI \$95K Yr1	OpsM \$65KYr1	Talent Co \$75K Yr2	Literacy Coach \$75K Yr3	Play Coach \$22K
DoF \$90K Yr3	BM \$65K Yr1	ELL Co \$75K Yr3	Dean \$75K Yr5	Custodian\$25K Security \$30K

**Food Service Plans** NGS will apply for the Federal breakfast and lunch programs and have used assumptions from the U.S. Department of Agriculture (USDA) website along with information from neighboring charter school free and reduced lunch living budgets. We do not expect to charge for lunch and have projected \$60 loss per child of 100% actual enrollment for uncollectible amounts for meals. Additionally, we have budgeted \$1/per day for daily snack per child and will also apply for a fruits/vegetables grant through the USDA to ensure that our scholars are receiving healthy snacks daily. **Transportation Plans** Based on its CSD 9 preference, NGS expects most of its students to live within walking distance. All of NGSs students who are eligible for transportation under Section 2853(4)(b) and Section 3635 of the Education Law, will receive daily transportation, including days that begin before the DOE's calendar 180-days. NGS will begin 1 week prior to the NYC Department of education and has reserved \$6,000 to cover the cost of our early program transportation fees. NGS will contract with transportation companies for trips and extra-curricular activities and has included the cost of transportation for field trips in its \$80/per actual child (104 students) annual budget. **Dissolution Plans** – NGS has budgeted \$75,000 by year 3 for a dissolution fund for unexpected contingencies in accordance with State Law.



### L. Pre-Opening Plan

<b>PT</b> = Planning Team (Executive Director, DCI, School Board, professional and pro bono consultants/advisors) <b>FC</b> = Finance Committee (Treasurer, Trustees, Business Manager, CSBM, pro bono consultants/advisors) <b>OC</b> = Operations Committee (ED, Operations Manager, CSBM, pro bono consultants/advisors) <b>AC</b> = Accountability & Culture Committee (ED, DCI, Teachers, Trustees, pro bono educational consultants/advisors)						
<b>Nov.2012</b> 298 days til 1 <sup>st</sup> day of school	<b>Gov.</b> Board Training (ongoing)	<b>Finance FC</b> File IRS SS-4 for Federal EIN to establish bank acct.	<b>Finance FC</b> Establish Bank Account	<b>Finance FC</b> Research grants & Create grant calendar	<b>Finance FC</b> Complete CSP grant application	<b>Finance FC</b> Submit CSP grant application
<b>Dec.2012</b> 268 days til 1 <sup>st</sup> day of school	<b>Gov. PT</b> Obtain insurance for Board	<b>Gov. PT</b> Submit copy of Board Insur. Binder to NYSED	<b>Gov. PT</b> Finalize Board Calendar	<b>Gov. PT</b> Conduct 1 <sup>st</sup> Board Meeting	<b>Gov. PT</b> Elect Board Officers & Submit to NYSED	<b>Gov. PT</b> Board Training (ongoing)
<b>Gov. - PT</b> Establish & ratify by-laws	<b>Gov. PT</b> Submit final by-laws to NYSED	<b>Gov. PT</b> Modify & Submit Code of Ethics to NYSED	<b>Gov. PT</b> File IRS 1023 501 (c)(3) status	<b>Gov. - PT</b> Submit Proof of 501 (c)(3) status to SED	<b>Governance - PT</b> Apply for State Unemployment Number	<b>Governance - PT</b> Governance-Policy
<b>Gov. - PT</b> Create/Submit Foil Policy to SED	<b>Gov. PT</b> Create/Finalize Enrollment Policy	<b>Gov. PT</b> Create Admission Application	<b>Gov. PT</b> Set lottery date and define lottery process	<b>Finance FC</b> Establish Escrow Account	<b>Finance FC</b> Revise 5-yr budget to reflect changes in application	<b>Finance FC, PT</b> Board Understand Revenue streams
<b>Jan.2013</b> 237 days til 1 <sup>st</sup> day of school	<b>Gov. PT</b> Retain legal counsel	<b>Gov. PT</b> File w/NYS Charities Bureau	<b>Gov. PT</b> Apply for NYS Exemption Certificate	<b>Governance PT</b> Create Conflict of Interest Manual	<b>Governance PT</b> Create Fiscal Policies/Procedures	<b>Governance PT</b> Establish board of trustees (ongoing)
<b>Academic AC</b> Community/Parent Involvement, Curriculum Develop.	<b>Finance FC</b> Auditor reviews school account/	<b>Finance FC</b> Auditor drafts Initial Statements	<b>Finance FC</b> Ensure auditor submits Initial Statement to NYSED	<b>Finance FC</b> Finalize Fiscal Policies	<b>Finance FC</b> Establish billing system with CSBM	<b>Finance FC</b> Establish final chart of accounts w/CSBM
<b>Finance FC</b> Consult grant calendar	<b>Operations OC</b> Staff Sign-up for Admin Access to NYSED TEACH	<b>Gov. PT</b> Enter into legally binding agreements with Bronxworks	<b>Feb. 2013</b> 206 days til 1 <sup>st</sup> day of school	<b>Governance PT</b> Policy Create Human Resources Manual	<b>Governance PT</b> Create Complaint/Grievance Procedure	<b>Governance PT</b> Create Student/Family Handbook
<b>Gov. PT</b> Create & Submit School Wellness Policy to SED	<b>Finance FC</b> Consult grant calendar	<b>Finance FC</b> Create & submit unaudited statement in accordance to GAAP & FASB	<b>Finance FC</b> Establish Vendor Accts, purchasing cycles	<b>Operations OC</b> Translate Application	<b>Operations OC</b> Student recruitment and marketing continues	<b>Operations OC</b> Develop Teacher's Institute
<b>Mar.2013</b> 178 days til 1 <sup>st</sup> day of school	<b>Gov. PT Mgmt</b> Name School Leader	<b>Gov. PT</b> Create School Bldg. Safety Plans	<b>Finance FC</b> Consult Grant Calendar	<b>Oper. OC, FC</b> Create Staffing teachers aligns to educational design	<b>Operations OC</b> Student Recruitment and marketing campaign	<b>Operations OC</b> Staff recruitment and marketing campaign (ongoing)
<b>Operations OC</b> Staff-Develop System for recording employee attendance	<b>Operations OC</b> Staff-Develop time-off forms and systems for reporting to payroll	<b>Operations OC</b> Staff- Develop process for securing substitute teachers	<b>Operations OC</b> Ensure completion of relevant background checks for all substitute staff	<b>Operations OC</b> Create process for appointment of Conditional Perspective & Emergency	<b>Governance PT</b> Submit to SED approval for conditional appointment letter from Board	<b>ED</b> Submit letter to SED from school leader indicating the supervision of conditional employees



New Generation *Of* Scholars Charter School SED July 2012 Full Application  
*A purposeful change is born. Shifting the Eyes of Education to a Strengths-based Approach*



				Conditional Employees		
<b>April 2013</b> 147 days til 1 <sup>st</sup> day of school	<b>Gov. PT</b> Create final Org. Chart	<b>Governance PT</b> Submit Leadership Names to SED	<b>Operations OC</b> Create Transportation plans	<b>Finance FC</b> Develop specific budgets (supplies, texts, etc)	<b>Finance FC</b> 15 <sup>th</sup> Create & Submit 1 <sup>st</sup> year month-by-month cash flow	<b>Finance FC</b> Acquire Facilities Submit signed lease to SED
<b>Operations OC</b> Create Facility Completion Schedule	<b>Operations OC</b> Conduct random selection admission process by 15	<b>Operations OC</b> Notify guardians of results of lottery by 23rd	<b>Operations OC</b> Notify parents of transportation provided by school	<b>Operations OC</b> Ensure eligible guardians apply for transport from district	<b>Operations OC</b> Facilities Purchase supplies, furniture	<b>Operations OC</b> Food – Complete application for National Lunch Program
<b>Operations OC</b> Staff Create personnel policies & procedures	<b>Operations OC</b> Create & Post job descriptions	<b>Operations OC</b> Create hiring letter, consultant contract, (legal reviews docs)	<b>Operations OC</b> Create model employee file, new hire checklist, termination/resignation	<b>May 2013</b> 117 days til 1 <sup>st</sup> day of school	<b>Finance FC</b> Research & Update grant calendar Apply for grants	<b>Finance FC</b> Develop & Submit to SED NCLB Title I consolidate application
<b>Operations OC</b> Obtain/ submit necessary inspection certificates to SED	<b>Operations OC</b> Conduct student registrations & staff interviews	<b>Academic AC</b> Develop 1 <sup>st</sup> year Professional Development Scope & Sequence for TAE	<b>Operations OC</b> Create & Submit Food Services Program plan to SED	<b>Academics AC</b> Complete & Submit framework to SED, Curriculum Alignment	<b>Operations OC</b> Finalize & Submit School Calendar & Daily Schedule to SED	<b>Governance PT</b> <b>Perfor/ Eval.</b> Submit Performance goals of ED
<b>Gov. PT</b> Performance goals of All staff submission	<b>Gov. PT</b> Submit Student/Family Handbook to SED	<b>Governance PT</b> <b>Policy</b> Submit to SED Student Disciplinary Code	<b>Governance PT</b> Submit Complaint Policies for parents to SED	<b>Governance PT</b> Submit FERPA Policy to SED	<b>June 2013</b> 86 days til 1 <sup>st</sup> day of school	<b>Finance FC</b> Apply for E-rate funding, Consult grant calendar
<b>Finance FC</b> Contract with CSBM Payroll	<b>Finance FC</b> Establish Payroll system with CSBM	<b>Finance FC</b> Obtain staff benefits	<b>Finance FC</b> Obtain Commercial & Liability Insurance	<b>Finance FC</b> Submit Certificate Insurance to SED	<b>Operations OC</b> Hire IT Staff or consultant	<b>Operations OC</b> Hire qualified staff (included sped teacher)
<b>Oper. OC</b> Pursue fingerprint supported criminal background checks	<b>Oper. OC</b> Submit signed agreement bet. School & qualified Sped administrator	<b>Operations OC</b> Develop locked storage system for student academic & health records	<b>Operations OC</b> Request student records & IEPs from prior districts/ transfer schools	<b>Operations OC, PT</b> Develop Attendance Policy	<b>Operations OC, FC</b> Create Accounting Procedures	<b>Operations OC</b> Select student database software to manage attendance, enrollment, etc
<b>Oper. OC</b> Ensure reporting system of student info, data is in place	<b>Oper. OC</b> Ensure NYS testing procedures in place	<b>Operations OC</b> Select phone & internet service	<b>Operations OC, FC</b> Negotiate copy machine lease, Purchase fax machine	<b>Operations OC, FC</b> Complete office & classroom set-up checklists	<b>Operations OC</b> Complete hallway /exterior set-up checklist	<b>Operations OC, PT</b> Complete first day plans, routines, welcome, operations
<b>Oper. OC</b> Obtain valid Certificate of Occupancy through NYC Dept. of Bldgs	<b>Academics AC</b> Create Scope and Sequence for year 1 for all levels, Curriculum Alignment	<b>July 2013</b> 56 days til 1 <sup>st</sup> day of school	<b>Academics AC</b> Ensure school has capacity to implement quality educational program & curriculum	<b>Operations OC</b> Ensure facility is in compliance with Americans w/disabilities reg.	<b>Operations OC</b> Submit assurance to SED facility is programmatically accessible to handicaps	<b>Operations OC</b> Develop District Safety Plan & School Level Safety Plan
<b>Operations OC</b> Submit Safety Plan & School Level Safety Plan to SED	<b>Operations OC</b> Create Plan and procedures to control access to building	<b>Operations OC</b> Finalize Employee handbook	<b>Operations OC</b> Ensure adequate signage	<b>Operations OC</b> Ensure facility is numbered for emergency response	<b>Operations OC</b> Ensure all space is adequate and appropriate for intended use	<b>Operations OC</b> Ensure bldg is well-lit, clean, good repair
<b>Operations OC</b> Ensure all rooms	<b>Operations OC</b> Establish system	<b>Operations OC</b> Verify students	<b>Operations OC</b> Contract with	<b>Operations OC</b> Train staff to	<b>Operations OC</b> Conduct	<b>Operations OC</b> Enroll students in



have necessary furnishings and equipment	distribution collection of lunch forms, monitoring daily participation	will enroll in school	Regional Information Center (RIC) for access to SIRS	use student enrollment system	registration Complete lunch, Immunization forms	data system; Complete Language survey, Emergency contact
<b>Operations OC, AC</b> Identify Students with IEPs ELLs, transportation needs	<b>Operations OC</b> Submit full list of enrolled students to SED	<b>Academics AC</b> Ensure all programs are available to ELLS	<b>Academics AC, OC</b> Ensure arrangements are in place to accommodate 504 students	<b>Academi AC, OC</b> Hire/contract with speech, occupational, physical therapists	<b>Operations OC</b> Update/contract transportation and provide arrangements or eligible students	<b>Operations OC</b> Obtain fingerprint background of transportation services providers
<b>Operations OC</b> Submit Transportation Service Plan to SED	<b>Operations OC</b> Receive Routes and verify accuracy	<b>Operations OC</b> Ensure all positions have been filled, employee contracts on file	<b>Operations OC</b> Ensure appropriate food/beverage storage is available	<b>Academics AC</b> Conduct Parent orientation Share Code of Conduct	<b>Operations OC</b> Prepare Student Roster by Cohorts	<b>Operations OC</b> Request parking permits/set-up bus drop off & pick up areas
<b>Finance FC</b> Obtain additional insurance effective no later than 7/27/2013	<b>Operations OC</b> Create/ Plan for prescript./nonprescription meds administration	<b>Operations OC</b> Recruit/hire/ arrange for school nurse	<b>Operations OC</b> Submit to SED documentation of nurse's relationship to school	<b>Operations OC</b> Develop policies for transporting ill/injured students home	<b>Operations OC</b> Create Health/ Safety Plan with assistance from medical director	<b>Operations OC</b> Maintain copies of professional credentials on file
<b>Operations OC</b> Submit Medications Administration Plan to SED	<b>Operations OC</b> Create plans for meeting students immunization requirements	<b>Operations OC</b> Create plans for required vision, & hearing screenings	<b>Operations OC</b> Ensure Automated External Defibrillators (AED) are available	<b>Operations OC</b> Ensure trained (AED) staff member is always available	<b>Academic AC</b> Ensure TAE has capacity to implement high quality program	
<b>Aug.2013</b> 25 days til 1 <sup>st</sup> day of school	<b>Operations OC</b> Faculty Orientation Disseminate Code of Conduct, handbook, rosters		<b>Operations OC</b> Train teachers on life safety procedures	<b>Operations OC</b> Enroll staff in Employee Benefits prgrm	Welcome New Generation of Scholars!	

### M. Dissolution Plan

NGS will collaborate with representatives of the NYC Department of Education to create and execute a dissolution plan that will govern the process of transferring students and student records, including Individualized Education Programs (IEPs), student health/immunization records, attendance records and report cards. Before dissolution, NGS will host a series of informational sessions for parents to provide information about the school closing and guide them through this transition in making academic decisions regarding their child's future schooling options including charter schools, nonpublic schools and NYC district schools.

The Board will create a Dissolution Committee comprised of at least one trustee, the DoO, and the DoF to oversee the closing of the school. The ED will notify all employees of termination of employment and/or contracts. Benefit providers will be notified of pending termination of all employees. Employees will be notified of their eligibility for NYS Unemployment Insurance pursuant to any regulations of the NYS Department of Labor. The dissolution committee will ensure the return of all school property that has been borrowed, leased or contracted through prearrangements, or returned with due diligence. NGS will establish a reserve fund of \$75,000 by setting aside \$25,000 each year for the first three years to cover debts. If dissolved, NGS' assets exceeding those necessary to meet liabilities will be transferred to another charter school within the NYC School District as designated by the Board.



## Attachment 1 Admissions Policy and Procedures

### ADMISSIONS POLICY

New Generations of Scholars Charter School shall be open to any child who is eligible under laws of New York State for admission to a public school, and the Charter School shall comply with the requirements of Education Law 2854(2) and all other applicable laws.

All children who are eligible for enrollment in a public school in New York City will be eligible to enroll in the Charter School. The Charter School will admit each eligible student in grades K-5 who submits a timely application, unless the number of applications exceeds the capacity of the student's requested grade level or of the school building. In such case, the process set forth below will be used to determine which student applicant(s) will be admitted:

### ENROLLMENT PROCESS

#### Stage 1:

- Prospective students attend comprehensive presentation about the school. The Open Houses will be held in the Winter and Spring
- Those families who did not attend the Open House will be provided with a packet of written material addressing school programs.
- School staff will ensure students and parents/guardians understand the values of the school and its social and academic expectations through question and answer sessions and school tours (December-April).

#### Stage 2:

- Interested parents/guardians will be required to submit an application form. Applications will be made available at Open House, in the school's main office, and accessible locations throughout the community. Applications request information on basic biographical information, contact information and other important facts. In addition, applications will be asked to provide any information necessary for the school to make a determination of the student's special needs.
- During Open House, staff and parents will review school policies and be asked to sign the family-school agreement and official enrollment papers. The enrollment packet also includes information regarding student immunization records and a list of emergency contacts.
- Parents will also, at this meeting, have the opportunity to sign up with a parent committee through which they can donate volunteer hours to the school. Parents and legal guardians will also receive a family-student handbook during this orientation. This is a mandatory meeting. Parents who cannot make an orientation meeting must make a personal appointment with the charter school's Director or designee to address the information covered in the meeting.

#### Stage 3:

- If the number of eligible applications for admission exceeds the spaces available for students, a random lottery will be held. Lotteries are open to the public and are



## Attachment 1 Admissions Policy and Procedures

audited by a representative of a dispassionate outside organization. The admission lottery will have the following features:

- Preference will be given in accordance with the School's Mission and will be determined by the following order for **All levels**:
  - **1<sup>st</sup>** preference will be given to students who attended the Charter School the previous year and are returning to the school.
  - **2<sup>nd</sup>** preference will be given to siblings of students attending the Charter School.
  - **3<sup>rd</sup>** preference will be given to English Language Learners (ELLs), Students with disabilities known at NGS as Students with Differing Abilities (SDA) and economically Disadvantaged Students (EDS) who reside in zip codes 10451, 10452, and 10456.
  - **4<sup>th</sup>** preference will be given to students who reside in zip codes 10451, 10452, and 10456.
  - **5<sup>th</sup>** preference will be given to ELLs and students with disabilities who reside in District 9.
  - **6<sup>th</sup>** preference will be given to students who reside in District 9.
  - Should a selected applicant refuse the offer of enrollment, then calls are made to waiting list applicants until the space(s) are filled.

To the extent to which vacant space is available in the school, a waiting list will be developed and the order followed will be according to the date on which the application was received. Separate waiting lists will be maintained for each grade levels K-2 in the event that vacancies occur.

Whenever vacancies occur, either prior to the start of the school year or during the course year for grade levels K-2, the school will contact the parent/guardian of the student who is first on the appropriate waiting list. Reasonable and multiple attempts will be made to contact the family of the student to determine whether the student is still interested in enrolling at the school before proceeding to the next name on the list. If reasonable and multiple attempts to contact the student's parents/guardians are unsuccessful, the school may remove that student from the waiting list. The school shall maintain documentation of attempts made to contact the parent/guardian of any student removed from the waiting list.

If the number of applications does not exceed the number of spaces available in each grade in the school there will be no lottery, and all students who submitted complete contact information forms will be enrolled.

### Outreach

Prior to the winter and spring school tours and "open houses," NGS will implement a comprehensive and ongoing campaign to build and sustain awareness of the school among parents. Invitations and announcements of the new year's enrollment time-line will be widely distributed to parents and students throughout the local school district and city-wide through flyers in local newspapers, direct mailing, community meetings in District 9, community group



## Attachment 1 Admissions Policy and Procedures

bulletin boards, Laundromat signage and postings in various community organizations in an effort to tailor outreach efforts to a diversity of students and families.



New Generation Of Scholars Charter School SED July 2012 Full Application  
 A purposeful change is born **Shifting the Eyes of Education** to a **Strengths-based Approach**  
 Attachment 2 Samples of Evidence of Community Outreach



The City of New York  
**COMMUNITY BOARD 4**  
 1650 Selwyn Avenue, Suites 11A & 11B  
 The Bronx, New York 10457  
 TEL: 718-299-0800 FAX: 718-294-7870  
 Email: bx04@cb.nyc.gov

**Honorable Ruben Diaz Jr.**  
 Bronx Borough President

**PASTOR WENZEL JACKSON**  
 Board Chair

**MR. JOSÉ RODRIGUEZ**  
 District Manager

**AGENDA**

**“COMMITTEE MEETING REMINDER”**

January 30, 2012  
 DATE

THE        MUNICIPAL SERVICES & EDUCATION COMMITTEE WILL MEET ON WEDNESDAY,  
FEBRUARY 1, 2012 IN THE **MURRAY COHEN AUDITORIUM AT BRONX LEBANON HOSPITAL**  
**1650 GRAND CONCOURSE**, UNLESS OTHERWISE NOTED, THE MEETING WILL BEGIN PROMPTLY  
 AT 6:00 PM WITH YOUR COOPERATION.

IF YOU HAVE ANY QUESTIONS, PLEASE FEEL FREE TO CONTACT THE COMMUNITY BOARD FOUR  
 OFFICE AT (718) 299-0800.

THANK YOU FOR YOUR SERVICE,  
 JOSE RODRIGUEZ, DISTRICT MANAGER

**AGENDA**

1. Opening and welcoming remarks by: **Ms. Mildred James**, Municipal Services & Education Committee Chairperson.
2. Review/Correction/Adoption of meeting minutes.
3. Presentation: School Safety Project
  - **Department of Design and Construction**
4. Presentation: Charter School Proposal- New Generations of Scholars Charter School
  - **Ms. Lakiesha George**
5. New York Police Department 44<sup>th</sup> Precinct monthly activity report.
  - **P.O. Roger Bennett, NYC Police Department, 44<sup>th</sup> Precinct**
6. Discussion: Committee to begin District Needs and Visioning Plan.
  - **Committee Chairperson, Community Members and Guests**
7. Old Business
8. New Business
9. Announcements
10. Adjournment



Open discussion held about New Generation of Scholars at CB4 General Board meeting.



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PASTOR WENZELL JACKSON  
 Board Chair

MR. JOSÉ RODRIGUEZ  
 District Manager

**PUBLIC NOTICE OF MONTHLY MEETING OF COMMUNITY BOARD #4**

DATE: FEBRUARY 28, 2012  
 TIME: 6:00 P.M. – 8:00 P.M.  
 PLACE: 1040 Grand Concourse & E. 165 St.- **Bronx Museum of the Arts** (Lower Gallery)

**A - G - E - N - D - A**

1. Welcoming remarks and announcements by **Pastor Wenzell P. Jackson, Board Chairman.**
2. Invocation and Pledge of Allegiance by **Bishop Earl McKay.** 2 MINS.
3. Review/Correction/Adoption of General Board Meeting minutes. 2 MINS.
4. Confirmation of Board Member Actions 2 MINS.
5. Committee Reports (as called by the Board Chairperson) 20 MINS.
- ECONOMIC DEVELOPMENT- HEALTH & HUMAN SERVICES- HOUSING & LAND USE- MUNICIPAL SERVICES & EDUCATION - PARKS- YOUTH SERVICES**
6. Announcements
7. Public Session. Each announcement/comment must not exceed **two (2) minutes**. This period is exclusively reserved for non-Board members and the public. Sign up begins at **5:45 - 6:30 PM.**
8. Old Business
9. New Business
10. Adjournment

Open discussion held about New Generation of Scholars at CB4 General Board meeting.

**NOTICE OF COMMUNITY BOARD #4's PUBLIC HEARING AS MANDATED BY THE CITY CHARTER**  
**Mayor's Preliminary Budget for FY2013**

DATE: FEBRUARY 28, 2012  
 TIME: 6:00 P.M.-8:00 P.M.  
 (Immediately following the Public Notice of Monthly Meeting Agenda)  
 PLACE: 1040 Grand Concourse & East 165 Street  
 The Bronx Museum of the Arts (Lower Gallery)

Please be advised we will be adhering to the time slots allotted.

Design-Bronx Museum of the Arts



Public outreach through charitable benefit dinner

NEW GENERATION  
OF SCHOLARS  
CHARTER SCHOOL

*cordially invites you to*  
*A fun evening filled with*

*Dancing, Dining, & Socializing*  
*to benefit a New Talents-Infused School*

**RAFFLES**

DINOSAUR BBQ  
BALLROOM  
700 WEST 125TH STREET  
(BETWEEN 12TH AVE & RIVERSIDE DRIVE)  
JULY 12, 2012  
6:00 P.M. - 10:00 P.M.  
TICKETS: \$35

FOR MORE  
INFO CONTACT:  
MELVIN ALSTON  
917.532.5011

**music by DJ MIKE**



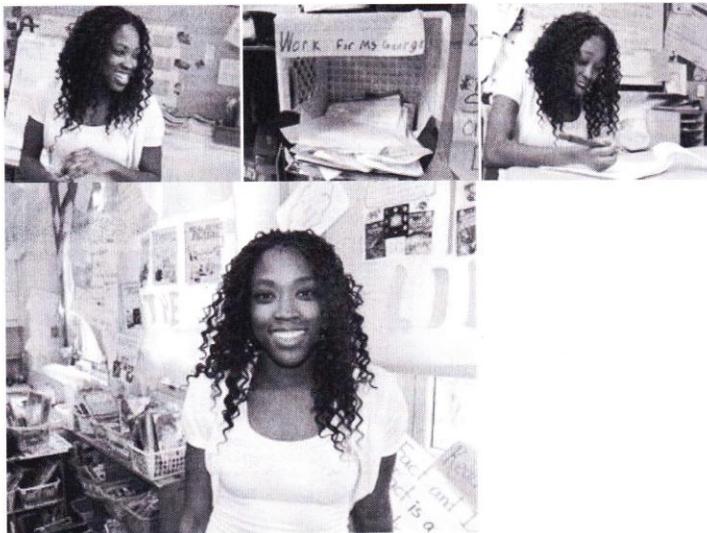
New Generation *Of* Scholars Charter School SED July 2012 Full Application  
*A purposeful change is born* *Shifting the Eyes of Education* to a *Strengths-based Approach*  
 Attachment 2 Samples of Evidence of Community Outreach

**Public outreach through news coverage via DNAinfo.com**

**Bronx Teacher Hopes to Open a 'Talents-Infused' Charter School** Updated March 31, 2012 2:11pm

March 31, 2012 2:11pm | By Patrick Wall, DNAinfo Reporter/Producer  
 shareprint

RECOMMEND



**LaKiesha George, a third grade teacher at the Family School on Sheridan Avenue, wants to open a new "talents-infused" charter school in the area. (DNAinfo/Patrick Wall)**

CONCOURSE VILLAGE — At a charter school dreamed up by third grade Bronx teacher, students in science class would dance their way through the life-cycle of a butterfly.

The art instructor would co-teach reading lessons, and the gym teacher would ask students to practice counting by fives during stretches.

And rather than age-based grade levels, the school would be organized by skill, so that students progress from one reading or math group to the next as they master the material.

For now, this innovative, "talents-infused" charter school exists only on paper.

But LaKiesha George, a public school teacher who designed the program, plans to submit a charter application to the state this summer. She hopes that by next year her dream school will open and offer students a way to use their passion for sports or art to learn history and science.



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"I always hated to choose between art and science," said George, 32. "You can't be a famous scientist who loves to draw? Why not?"

At the school, which George would call New Generation of Scholars, students would focus on a particular talent, such as acting, singing, technology or athletics.

Students interested in dance, for example, might create dance routines during skill sessions, study the cultural dimensions of dance in social studies, or draft a report on the meaning of dance during writing and design costumes in art class.

"We believe that your talent is your strength," said George, who also taught Saturday dance classes at P.S. 114. "It needs to be used in the classroom."

In classes such as reading and math, students would study alongside peers at their same skill level, regardless of their age. So a 6-year-old who excels at reading but struggles in math, for instance, might parse grammar with 7-year-olds but brush up on her subtraction with students who are 5-years-old.

The state's Board of Regents will vote in December on whether to issue proposed schools a charter. Last year, New York's two charter authorizers, the State University of New York and the State Education Department, received 67 full applications for new charter schools. They approved 24.

The authorizers expect more than just interesting ideas from aspiring school founders, said Niomi Plotkin, director of new school and leadership development at the Charter School Center. They look to see whether applicants have attracted strong board members, selected high-quality curricula, mapped out the school's culture and instructional model and hashed out a feasible budget, she said.

"Charter schools are public schools, but they're also nonprofit organizations," said Plotkin. "Starting schools is a hard business."

George, who is in her eighth year as a teacher, wanted to start a school after feeling powerless to keep students on track beyond the confines of her own classroom.

"When they leave me it's like I didn't exist," she said. "All that hard work just went down the drain."

She became an educator in 2004, as a member of the NYC Teaching Fellows, a program that certifies people without education backgrounds to become full-time teachers. She proved so adept — teaching first, second and third grades at P.S. 114 in the Concourse area of the Bronx — that she became one of the school's most popular teachers and the co-chair of the School Leadership Team.

Last fall, George moved to another Bronx elementary school, called The Family School, where she teaches third grade. She also enrolled at the New York City Charter School Center, which guides would-be school founders through the charter planning and application process.

From October to February, she took two evening classes a week at the center, then spent several hours every other weeknight and her entire weekends writing the application — a dense, 60-page document that spells out every detail of the proposed school, from the educational philosophy to the daily class schedule. George plans to submit her finished application to the State Education Department in July.

So far, George has recruited a longtime teacher, a financial analyst, an official from the Administration for Children's Services and the former executive director of a nonprofit as members of the proposed school's board of trustees. She hopes to add up to five more members.

"I've been doing this for 28 years, and I've never seen the kind of energy that she has," said board member Arlene Aswad, 59, a former colleague of George's at P.S. 114.



New Generation Of Scholars Charter School SED July 2012 Full Application  
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Aswad, who has been a teacher for nearly three decades, lives in Co-op City, near where George is raising her three school-aged daughters, Rain, Winter and Poetry.

Aswad said the main reason she agreed to become a trustee was because of her awe of George as an educator.

"Within any given school, you'll find a LaKiesha," Aswad said. "But in a situation where a total environment is like that, can you imagine? It will be a utopia."

Read more: <http://www.dnainfo.com/20120331/south-bronx/bronx-teacher-hopes-open-talents-infused-charter-school#ixzz1qufTypXC>



By Patrick Wall, DNAinfo.com  
Follow Patrick on Twitter @patrick\_wall

Read more: <http://www.dnainfo.com/20120331/south-bronx/bronx-teacher-hopes-open-talents-infused-charter-school#ixzz1qufzRBRT>



5min	Transition of students			Transition of students			Transition of			Transition of students			Transition of students																			
11 - 50 - 12:50 Lunch							Teacher Academy Lunch			11 - 50 - 12:50 Lunch																						
	Monday			Tuesday			Wednesday			Thursday			Friday																			
Level	DR (Kinder)		CH (1 <sup>st</sup> )	All		DR (Kinder)		CH 1 <sup>st</sup>	All		DR (Kinder)		CH (1 <sup>st</sup> )	All																		
Teacher	A	B	A	B	Dance	Tech	A	B	A	B	Dance	Tech	A	B	A	B	Dance	Tech														
5 mins	Transition of students			Transition of students			Transition of students			Transition of students			Transition of students																			
12:55 - 2:20 90 mins	pre-Reading cohort B	pre- Writing cohort A	Intro Reading cohort B	Intro Writing cohort A	Co-teach pre-Reading Lab	Co-teach Intro Reading Lab	Dreamers SS Cohort A	Dreamers SS Cohort B	Challengers SS Cohort A	Challengers SS Cohort B	Co-teach Dreamers SS Coho A	Co-teach Dreamers SS Coho B	Aristotle Found Math Cohort B	AristotleAppliedMathCohortA	Boole Found Math Cohort B	Boole Applied Math Cohort A	Co-teach Aristotle App.MathA	Co-teach Boole App. Math A	Dreamers SS. Cohort A	Dreamers SS Cohort B	Challengers SS Cohort A	Challengers SS Cohort B	Co-teachChallengersSSCohoA	Co-teachChallengersSSCohoB	Pre-Literacy. Comp. Literacy A	Pre-Literacy Comp. Literacy B	Intro Comp. literacy Cohort A	Intro Comp. literacy Cohort B	Co-teach Challengers A	Co-teach Dreamers A	Co-teach Challengers B	Co-teach Dreamers B
5 mins	Transition of Students			Transition of Students			Transition			Transition of Students to dismissal			Transition of Students																			
2:25 - 3:25 60 mins	Student Support for Success Math Dismissal			Student Support for Success Literacy Dismissal			Student Support for Success Literacy Dismissal			Teacher's Academy of Excellence (Early dismissal (2:20 of students))			Student Support for Success Math Dismissal																			

# New Generation of Scholars Year 1 Student Weekly Schedule 8:00 – 3:25

8:00-3:25	Monday	Tuesday Math Through All Disciplines Day!			Wednesday	Thursday Literacy Through All Disciplines Day!			Friday			
8:00- 8:30	Breakfast	Breakfast			Breakfast	Breakfast			Breakfast			
8:35 – 8:40	Transition	Transition			Transition	Transition			Transition			
8:40 – 10:10 (90 mins)	Talented Scholars A	Talented Scholars B	Science Lab	Dance Lab	Technology	Talented Scholars A	Talented Scholars B	Science Lab	Dance Lab	Technology	Talented Scholars I	Talented Scholars II
	All A Cohorts	All B Cohorts	All A Cohorts	Dreamers B Cohort	Challengers B Cohort	Talented A Cohort	Talented B Cohort	All B Cohorts	Challenges A Cohort	Dreamers A Cohort	All A Cohorts	All B Cohorts
10:10 – 10:15 Transition (5 Minutes)												
10:15 – 11:45 (90 mins)	Reading Lab	Writing Lab	Science Lab	Dance Lab	Technology	Foundations	Applied	Science Lab or Specialty			Comprehensive Math	
	All A Cohorts	All B Cohorts	All B Cohorts	Dreamers A Cohort	Challengers A Cohort	Math A Cohorts	Math B Cohorts	All A Cohorts	Challenges B Cohort	Dreamers B Cohort	All Math Cohorts	
11:45 – 11:50 Transition (5 Minutes)												
11-50 – 12:20 Lunch/Recess												
12:20 – 12:50 Recess/Lunch												
12:50 – 12:55 Transition (5 Minutes)												
12:55 – 2:20 (90 mins)	Reading Lab	Writing Lab	Social Studies Lab			Foundations	Applied	Social Studies Lab			Comprehensive Literacy	
	All B Cohorts	All A Cohorts	All Social Studies Cohorts			All B Cohorts	All A Cohorts	All Social Studies Cohorts			All Literacy Cohorts	
2:20 – 2:25 Transition (5 Minutes)												
2:25 – 3:25 (60 mins)	Student Support for Success (Math) ALL	Student Support for Success (Literacy) ALL			Student Support for Success (Literacy) ALL		Early dismissal of All Students Study for Quiz tomorrow!			Student Support for Success (Math) ALL		

**New Generation of Scholars Individual Student Weekly Schedule 8:00 – 3:25 Dreamer A Cohort**

	Monday	Tuesday	Wednesday	Thursday	Friday
8:00- 8:30	Breakfast 	Breakfast 	Breakfast 	Breakfast 	Breakfast 
8:35 – 8:40 Transition	Walk to lab (you have 5 minutes)	Walk to Lab (you have 5 minutes)	Walk to (you have 5 minutes)	Walk to Lab (you have 5 minutes)	Walk to Lab (you have 5 minutes)
8:40 – 10:10 (90 mins)	<b>MY TALENT</b> Session A Room: Gym	<b>Science Lab</b>  Room 1	<b>MY TALENT</b> Session A Room: Gym	<b>Technology Lab</b>  Room: 2	<b>MY TALENT</b> Session A Room Gym
10:10 – 10:15 Transition	Walk to Next Lab (you have 5 minutes)	Walk to Next Lab (you have 5 minutes)	Walk to Next Lab (you have 5 minutes)	Walk to Next Lab (you have 5 minutes)	Walk to Next Lab (you have 5 minutes)
10:15 – 11:45 (90 mins)	<b>Pre-Reading Lab</b>  Room 1	<b>Dance Lab</b>  Room: Dance	<b>Aristotle Found. Math</b>  Room 1	<b>Science Lab</b>  Room 1	<b>Comp. Pre-Literacy Lab</b>  Room 1
11:45 – 11:50 Transition	Walk to Lunch (you have 5 minutes)	Walk to Lunch (you have 5 minutes)	Walk to Lunch (you have 5 minutes)	Walk to Lunch (you have 5 minutes)	Walk to Lunch (you have 5 minutes)
11-50 – 12:20	Lunch 	Lunch 	Lunch 	Lunch 	Lunch 
12:20 – 12:50	Recess	Recess	Recess	Recess	Recess
12:50 – 12:55 Transition	Walk to Next Lab (you have 5 minutes)	Walk to Next Lab (you have 5 minutes)	Walk to Next Lab (you have 5 minutes)	Walk to Next Lab (you have 5 minutes)	Walk to Next Lab (you have 5 minutes)
12:55 – 2: 20 (90 mins)	<b>pre-Writing Lab</b>  Room 2	<b>Dreamers S.S Lab</b>  Room 1	<b>Aristotle Applied Math</b>  Room 2	<b>Dreamers S.S. Lab</b>  Room 1	<b>Comp. Aristotle Math</b>  Room 1
2:20 – 2:25 Transition	Walk to Next Lab (you have 5 minutes)	Walk to Next Lab (you have 5 minutes)	Walk to Next Lab (you have 5 minutes)	Transition to Dismissal (you have 5 minutes)	Walk to Next Lab (you have 5 minutes)
2:25 – 3:25 (60 mins)	SSS Room 1	SSS Room 1	SSS Room 1	Early Dismissal Study for Quiz to morrow!	SSS Room 1





# ATTACHMENT 3B

# 183 Days of Instruction



## New Generation of Scholars Charter School Calendar for August 2013 – June 2014

August 2013 5 teaching days				
Mon	Tues	Wed.	Thurs	Fri.
			1	2
5	6	7	8	9
12	13	14	15	16
19	20	21	22	23
26	27	28	29	30

5<sup>th</sup> – 23<sup>rd</sup> Teacher Institute, 26<sup>th</sup> 1<sup>st</sup> day of school  
26<sup>th</sup> – 30<sup>th</sup> Student Start Right Assessment Week

Sept. 2013 17 teaching days				
Mon	Tues	Wed.	Thurs	Fri.
2	3	4	5	6
9	10	11 TA	12 PD	13
16	17	18 TA	19 PD	20
23	24	25 TA	26 PD	27
30 Inquiry 1 begins				

2<sup>nd</sup> Labor Day, 5<sup>th</sup>, 6<sup>th</sup> Rosh Hashanah, 13<sup>th</sup> Yom Kippur

October 2013 22 teaching days				
Mon	Tues	Wed.	Thurs	Fri.
	1	2 TA	3 PD	4 quiz
7	8	9 TA	10 PD	11 quiz
14	15	16 TA	17 PD	18 quiz
21	22	23 TA	24 PD	25 quiz
28	29	30 TA	31 PD	

10/14 – Columbus Day observation

November 2013 17 teaching days				
Mon	Tues	Wed.	Thurs.	Fri.
				1 quiz
4	5	6 TA	7 PD	8 quiz
11	12	13 IA	14 Data PD	15 Show 1
18 Inquiry 2 begins	19	20 TA	21 PD	22 quiz
25	26	27 TA	28	29

11/5 – Election day, 11/11 – Veteran’s day

11/28 – 11/29 – Thanksgiving Observation

December 2013 15 teaching days				
Mon	Tues	Wed.	Thurs.	Fri.
2	3	4 TA	5 PD	6 quiz
9	10	11 TA	12 PD	13 quiz
16	17	18 TA	19 PD	20 quiz
23	24	25	26	27
30	31			

12/23-Staff PD ALL DAY, 12/24-1/3 Winter Recess

January 2014 19 teaching days				
Mon	Tues	Wed.	Thurs	Fri.
		1	2	3
6	7	8 TA	9 PD	10 quiz
13	14	15 Unit 2 E	16 Data PD	17 Show 2
20 Inquiry 3 begins	21	22 TA	23 PD	24 quiz
27	28	29 TA	30 PD	31 quiz

1/13- Dr. King Observation

February 2014 15 teaching days				
Mon	Tues	Wed.	Thurs	Fri.
3	4	5 TA	6 PD	7 quiz
10	11	12 TA	13 PD	14 quiz
17	18	19	20	21
24	25	26 TA	27 PD	28 quiz

2/17 – 2/21 Mid-Winter Recess

March 2014 20 teaching days				
Mon	Tues	Wed.	Thurs.	Fri.
3	4	5 IA	6 Data PD	7 Show
10 Inquiry 4 begins	11	12 TA	13 PD	14 quiz
17	18	19 TA	20 PD	21 quiz
24	25	26 TA	27 PD	28 quiz

April 2014 17 teaching days				
Mon	Tues	Wed.	Thurs	Fri.
31	1	2 TA	3 PD	4
7	8	9	10	11
14	15	16 TA	17 PD	18 quiz
21	22	23 TA	24 PD	25 quiz
28	29	30 IA		

April 4<sup>th</sup> – 11<sup>th</sup> Spring Recess, 14<sup>th</sup>- 25NYS ELA, MATH

May 2014 21 teaching days				
Mon	Tues	Wed.	Thurs.	Fri.
			1 Data PD	2 Show 4
5 Inquiry 5 begins	6	7 TA	8 PD	9 quiz
12	13	14 TA	15 PD	16 quiz
19	20	21 TA	22 PD	23 quiz
26	27	28 TA	29 PD	30 quiz

5/26 Memorial Day Observation

June 2014 15 teaching days				
Mon	Tues	Wed.	Thurs.	Fri.
2	3	4 TA	5 PD	6 quiz
9	10	11 TA	12 PD	13 quiz
16	17	18 IA	19 Data PD	20 Show 5 K Moving up
23	24	25	26	27

6/23-6/27 Staff End of Year Institute



## Attachment 4 Student Discipline Policy

### Definition of “Discipline”

Discipline is defined as the steps or actions which teachers, administrators, support staff, parents, and students follow to enhance student academic and social success.

### Dress Code Expectations

New Generation of Scholars Charter School (NGS) will be a uniform school and is currently developing a standard uniform and a gym uniform. Additionally, students will wear labcoats. NGS expects that the dress code policy will support a positive school culture by identifying attire that promotes school safety and student health. In all cases the school Executive Director (ED) and Director of Curriculum and Instruction (DCI) shall inform the student, parent/guardian, and school community about the student dress code policy. All students and parents/guardians are expected to follow the written policy. Questions about the school Dress Code Policy should be referred first to the ED or other school authority.

**Procedures for Correcting Inappropriate Attire:** School administration and staff must uniformly apply the following procedures for occurrences in which students wear inappropriate attire. Administration and staff must not remove the student from the instructional process or send a student home for inappropriate attire. Staff will direct students to correct inappropriate attire that can be immediately corrected with no further action. If the inappropriate attire cannot be corrected immediately, staff will take the following steps: **1<sup>st</sup> Occurrence:** The student will be provided with a school labcoat or t-shirt if available and he/she will return to class with a letter of reminder to the parent/guardian from the ED or designee to be signed and returned the following day. The labcoat/t-shirt will be collected from the student by a staff member or returned by the student to the main office at the end of the day. **2<sup>nd</sup> Occurrence:** The student will be provided with a school labcoat or t-shirt if available and he/she will return to class with a letter of reminder and parent/guardian is called in for conference with teacher or other school personnel. The teacher or other school personnel will determine if the school counselor is needed to assist the child in obtaining a uniform. **3<sup>rd</sup> and Subsequent Occurrence:** The student will be provided with a school labcoat or t-shirt if available and he/she will return to class with a letter of reminder, and parent/guardian is called in for a conference with teacher and/or other school personnel. The student will be given lunch detention.

### Classifying Infractions

Discipline incidents will be classified at Level 1, Level 2, and Level 3 infractions.

**Level 1 (minor) Infractions** - Discipline incidents that can be handled by the teacher and do not warrant a discipline referral to the office. Any behavior that is of low level intensity, passive in nature and/or of a non-threatening manner is a Level 1 behavior.

**Level 2 (major) Infractions** - Discipline incidents that severity interfere with other’s safety and learning are of a threatening or harmful nature and/or are legal violations and warrant administrative interventions will be considered Level 2 behaviors.

**Level 3 (major) Infractions** - Discipline incidents that require immediate response from administration, crisis team, entire staff, and/or community support are Level 3 behaviors.

### Corrective Strategies: Alternatives to Suspension and Expulsion

Academic success is directly correlated with instructional time received by the student.

In the effort to fully implement *Positive Behavior Support* and reduce the loss of instructional time do to out-of-school-suspension and expulsion, NGS will use a wide variety of *corrective strategies that do not remove children from valuable instructional time.*

### Alternatives to Suspension and Expulsion

Coordinated Behavior Plan for Any Student Whose Behavior has	Training will be available to assist appropriate staff in the creation of a structured, coordinated behavior plan specific to the student, and based on the
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Impeded Learning	analysis of data and the assessment of the purpose of the target behavior to be reduced. This must focus on increasing desirable behavior and replacing inappropriate behavior.
Behavior Monitoring	Strategies to monitor behavior/academic progress report cards checked after each class regarding behavior, self charting of behaviors, feedback
Appropriate In-School Alternatives	In-school alternatives in which academic tutoring and instruction related to the student's behavior, such as work in social-emotional skills, and a clearly defined procedure to return to class as soon as the student is ready is provided
Community Service	Required amount of time in community service in the school/community.
Counseling	Students are referred for participation in group or individual counseling.
Parent Supervision in School	Following existing school-site visitation policy parent comes to school and provides additional support and supervision for a period or throughout the day.
Mentor	Provide student with a mentor to establish a bond, and to act as a culturally responsive resource for emotional/social situations endured by the child
Restitution	Financial or "in kind." Permits the child to restore or improve the school environment.
Problem-Solving/Behavioral Contracting	Use culturally responsive problem-solving approaches to assist student to identify alternatives. Develop a contract which includes giving child room to develop a new perspective/new direction that reinforces success, and provides growth opportunities as consequences for persisting problems.
Other strategies may include contact and/or conference with parent/guardian, Check-in/Check-Out, Home/school communication system, Reflective activity, Loss or privilege, Referral to Response to Intervention Team, Detention, Supervised work assignment	

Level 1 Infractions: Corrective Strategies			
School-wide Behavioral Expectations	Examples of Expected Behaviors	Level 1 Infractions	Possible Corrective Strategies: Multiple strategies may be used depending on individual student's needs. This is not an exhaustive list.
BE SAFE	Walk in hallways	1.1 Hoesplay or running in the hall/class 1.2 Throwing objects 1.3 Out-of-assigned seat/table/area	<b>First Infraction:</b> Re-teach the behavioral expectations Have the student apologize and make amends with those affected Provide a <i>reflective activity</i>
BE RESPONSIBLE	Arrive to class on time and actively participate in class.	1.4 Inappropriate items* in class 1.5 Passive non-compliance i.e., sleeping, refusal to participate 1.6 Unexcused tardiness and absenteeism to class 1.7 Cheating or plagiarism	<b>Repeated Infractions:</b> Contact and/or conference with parent/guardian Implement a home/school communication system Utilize Check-in/Check-Out (CICO) Loss of privilege Implement a behavior contract that includes expected student behavior, a new perspective/new direction that reinforces success, and provides growth opportunities as consequences for persisting infractions
BE RESPECTFUL	Follow the teacher's direction and use positive language with peers	1.8 Profanity/cursing 1.9 Disruption in class, on school ground, on a school 1.10 Any other infraction that the Administration deems to be similar in severity to other Level 1 infractions	Refer student to the Dean of students Refer student to the <i>Response to Intervention Team</i> Lunch Detention Use of in-school intervention

\* "Inappropriate items" are a school-based decision

Level 2 Infractions: Corrective Strategies			
School-wide Behavioral Expectations	Examples of Expected Behaviors	Level 2 Infractions	Possible Corrective Strategies: Multiple strategies may be used depending on individual student's needs. This is not an exhaustive list.
BE SAFE	Solve problems peacefully	2.1 Fighting or instigating a fight 2.2 Using or possessing tobacco 2.3 Possession of fireworks	<b>For Level 2 infractions, the following steps must be implementd: MANDATORY</b> parent contact to inform parent of accusation and status of investivation. Parent will be given the option to attend the student conference.



BE RESPONSIBLE	Take care of school property and ask before borrowing other people's property	2.4 Stealing/possession of stolen property 2.5 Vandalism	<b>1. MANDATORY</b> student conference and <i>school-level investigation</i> . If administration determines that discipline actions is warranted: <b>2. MANDATORY</b> school level conference with student, parent, ED or designee and staff member(s) involved to determin and implement appropriate corrective strategies <b>3.</b> If needed, referral to the <i>Response to Intervention Team</i> to complete a <i>Functional Behavioral Analysis</i> (FBA) and implement <i>Behavioral Intervention Plan</i> (BIP) <b>4. MANDATORY</b> Suspension <b>For infractions under 2.4 and 2.9 the following steps shall be taken:</b> <b>1. MANDATORY</b> parent contact to inform parent of accusation and status of investigations. Parent will be given the option to attend the student conference <b>2.</b> Conference with student <b>3.</b> RTI team makes assssment and determines intervention
BE RESPECTFUL	Consider other people's feelings and respect personal space	2.6 Harrassment/ bullying 2.7 Making a threat 2.8 Inappropriate and/or Unwanted sexual Behavior 2.9 Physical assault without serious bodily harm 2.10 Leaving school grounds without permisson 2.11 Any other infraction that administration deems to be similar to severity to other level 2 infractions	
<b>Level 3 Infractions: Corrective Strategies</b>			
<b>School-wide Behavioral Expectations</b>	<b>Examples of Expected Behaviors</b>	<b>Level 3 Infractions</b>	<b>Possible Corrective Stratigies:</b> Multiple strategies may be used depending on individual student's needs. This is not an exhaustive list.
BE SAFE	Ask for help if you feel unsafe	3.1 Possession, use of concealment of illegal drugs or firearms at school or school related activities* 3.2 Aggravated assault to another student of school employee 3.3 Sexual Assault 3.4 Starting a fire 3.5 Possession of a dangerous weapon 3.6 Use of any object or substance to harm, frighten or intimidate others	<b>For Level 3 infractions involving possession, use or concealment of illegal drugs and firearms, the following steps must be implemented:</b> <b>1. MANDATORY</b> student conference and <i>school-level investigation</i> <b>If the administration determines that a recommendation for expulsion is warranted;</b> <b>2.MANDATORY</b> parental contract <b>3.MANDATORY</b> school level conference <b>4.MANDATORY</b> referral to the <i>Response to Intervention Team</i> to comple <i>FBA</i> <b>5.MANDATORY</b> referral to the Dean/Social Worker <b>6. MANDATORY</b> recommendation to the Board for expulsion
BE RESPONSIBLE	Be cooperative in the event of an emergency	3.12 Causing false fire alarms or making bomb threats 3.8 Extortion 3.9 Theft of property	<b>For all other Level 3 infractions, the following steps must be implemented:</b> <b>1.MANDATORY</b> student conference and <i>school-level investigation</i> . <b>2.MANDATORY</b> parental contact <b>3.MANDATORY</b> <i>school level conference</i> with Dean/Social worker present <b>4.</b> If needed, referral to the <i>Response to Intervention Team</i> to complet <i>FBA</i> and implement <i>BIP</i> <b>5. MANDATORY</b> referral to school dean/social worker for assessment and, if necessary, referral to emergency mental health treatment or <b>implementat of school-based treatment plan.</b>
BE RESPECTFUL	Understand when the answer given to you is not the answere you desired for example "No,".	3.10 Burglary 3.11 Robbery 3.12 Any other infraction that the administration deems to be similar to severity to other Level 3 infractions	

**Suspensions**

A suspension, in which the student is not allowed to attend school for a designated period of time, is a corrective strategy the New Generations of Scholars may take if a student commit a Level 2 or 3 infraction, after having exhausting at minimum 5 alternatives to suspension.

**Due Process Procedures for Suspensions**



All students shall be treated fairly and honestly in resolving grievances and complaints, and in the consideration of any suspension or expulsion. For Student Code of Conduct infractions that may warrant a *suspension or recommendation for expulsion*:

1. NGS must conduct a student conference and school-level investigation with a 24 hour period.\*
2. Prior to any suspension or recommendation for expulsion, the ED or designee must inform the student of the “particular” misconduct of which he/she is accused and the basis for the accusation.\*\*
3. Prior to any suspension or recommendation for expulsion, the ED or designee must give the student an opportunity to present his/her version of the incident. The ED or designee may call witness requested by the student. The ED or designee shall make a reasonable effort to reach a fair determination of the incident before making any disposition.\*\*
4. The school must contact the parent/guardian by telephone or send a certified letter giving notice of the suspension, the reason for the suspension, and the date and time of a conference to be conducted within 5 days with the ED and his/her designee required for the readmission of the student.\*\*
5. If the parent/guardian fails to attend the required conference within 5 days of the mailing of the certified letter or other contact with the parent/guardian, the truancy laws shall become effective.
6. The school must give the parent/guardian notice in writing of the suspension and the reason for the suspension.\*\*
7. **The student shall remain in school until the end of the school day unless released into the care of a parent/guardian. No student should be sent home without proper documentation of the particular misconduct and reason for suspension.**
8. Any parent/guardian of a suspended student shall have the right to appeal a suspension to the Board. The decision of the Board is final.
9. The school must hold a school-level conference conducted with the ED or designee, parent/guardian, and the Dean of Students within a reasonable time.

All students have the right to fair and reasonable treatment during disciplinary proceedings. Children have a right to bring a representative of his/her choice to all disciplinary proceedings.

\*New Generation of Scholars School Policy

\*\*In accordance with Education Law

### Appeal of Suspension

Any parent/guardian of a suspended student shall have the right to appeal a suspension to the Board of NGS. The Board will conduct a hearing to review the suspension, based on the merits of the case. The decision of the Board shall be final. Parents of students with disabilities who disagree with any long-term removal for disciplinary reasons have the right to request a due process hearing. **To appeal a suspension:** Submit a written statement of appeal request within five (5) school days after the beginning date of the suspension to the Board with a copy of the disciplinary action form (Notification of Suspension). After formal notification of the request, the Board will assess the merits of the case. The decision of the Board shall be final. **Expulsion** is defined as “a removal from all regular school settings for a period of not less than one calendar school year. Any student, after being suspended for committing an expellable offense, may be expelled upon recommendation by the school ED. The ED shall immediately suspend and recommend for expulsion a student who is found carrying or possessing a weapon, another dangerous instrument or any controlled dangerous substance governed by the Uniform Controlled Dangerous Substances Law.

Any student who has been suspended on three occasions for committing any one of the offenses set forth in NGS Student Code of Discipline Policy, during the school year, may on committing the fourth such offense be expelled from New Generations of Scholars for no less than one academic year. The student’s reinstatement shall be subject to the review and approval of the Board of NGS. A hearing to consider the recommendation for suspension shall be conducted by the School Leadership Team of New Generations of Scholars. Any student who has been expelled will not be readmitted into NGS without the approval of the Board of NGS.

**Due Process Procedures for Expulsions** The ED cannot expel a student. The ED can recommend a student for expulsion. If the ED recommends a student for expulsion the student will then be



“suspended pending a hearing for a recommendation for expulsion”. The student will have an expulsion hearing, in which the Board of NGS will determine the recommendation for expulsion is upheld, denied, or modified. The due process procedures for recommendations for expulsion and expulsion hearings are as follows:

1. The school must conduct a student conference and school-level investigation within a 24-hour period.\*
2. Prior to any suspension or recommendation for expulsion, the ED or designee must inform the student of the “particular misconduct of which he/she is accused” and the basis for the accusation. \*\*
3. Prior to any suspension or recommendation for expulsion, the ED or designee must give the student an opportunity to present his/her version of the incident. The ED or designee may call witness requested by the student. The ED or designee shall make reasonable effort to reach a fair determination of the incident before making any disposition. \*\*
4. NGS must hold a school-level conference conducted with the ED or designee, parent/guardian, and social worker within reasonable time.
5. A recommendation for expulsion is made by the ED. The student will be suspended pending expulsion hearing. Procedures for suspension will be followed.
6. The school must contact the parent/guardian by telephone or send a certified letter giving notice of the recommendation for expulsion, the reason for the recommendation for expulsion, and the date and time of a hearing to determine whether the student is expelled.
7. The school must give the parent/guardian notice in writing of the recommendation for expulsion and the reason for the recommendation for expulsion. \*\*
8. If the parent/guardian fails to attend the required conference within 5 days of the mailing of the certified letter or other contact with the parent/guardian, the truancy laws shall become effective.
9. **The student shall remain in school, until the end of the school day unless released to the care of a parent/guardian. No student should be sent home without proper documentation of the particular misconduct and reason for recommendation for expulsion.**
10. A hearing is conducted by the Board within 10 days of the incident.
11. A determination of whether to expel the student is made by the RSD Superintendent or a designee.
12. The ED and teacher as well as the student may be represented by someone of their choice at this hearing.
13. Until the hearing takes place, the student shall remain on suspension.
14. The Board, in reviewing the case, may affirm, modify, or deny the recommendation for expulsion.

**Discipline for Students with Disabilities** A student with a disability<sup>i</sup> may not be out of school for more than a total of 10 days per school year as a result of disciplinary action. Students with disabilities are subject to the same rules as other students, but with limitations. After the removal of a special education student for more than 10 school days (consecutive or cumulative) for any reason, the student must be provided with procedural safeguards.

**Suspension** After the first suspension NGS must:

1. Re-evaluate the student’s Functional Behavior Analysis (FBA).
2. Develop and implement or Re-evaluate the student’s culturally responsive individual Behavior Intervention Plan (BIP) to address the behavior that resulted in suspension .
3. Conduct a MANDATORY conference with parent/guardian.
4. Reconvene the IEP Team to discuss/review academic, social, and behavioral needs of the student

After the second suspension, NGS must:

1. Conduct a FBA, develop/implement a culturally responsive individual BIP only if the behavior exhibited is a new behavior. If repeated behavior, review/revise the BIP to address the suspendable behavior
2. Convene with the Committee of Special Education (CSE) and conduct a review to determine whether the behavior is related or not related to the student’s disability. At least one person on the at the review must know the student and one other must be knowledgeable of the student’s disability. The parent/guardian must be notified of the review and every effort must be made to have the parent/guardian participate in the decision. If the parent/guardian does not participate, documentation must be included.

<sup>i</sup> NYS Education Law Article 2 §11 Definitions

NYS Education Law Article 2 §12 Discrimination and harassment prohibited

<sup>ii</sup> NYS Education Law Article 2 defined in subdivision twenty-one of section two hundred ninety-two of the executive law



## Attachment 5A School Trustee Background Information

### School Trustee Background Information

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

**Name:** Arlene P. Aswad

**Charter School Name:** New Generation of Scholars Charter School

**Charter School Address:** TBD

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

As you may know, serving on a public charter school board of trustees (“board”) is a position of great trust and responsibility. As a member of a public charter school’s board, you 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. Ms. LaKesha George, lead applicant introduced me to New Generations of Scholars through a phone call. She informed me that the charter school is in its early stages of development and asked if I would participate on the Planning Team to lend my expertise in education. Eventually, the lead applicant invited me to serve on the Board of Trustees for New Generations of Scholars Charter School.
5. Simply put, I wish to serve on the Board, perhaps a bit of a cliché, *I want to help change the world*. Education changes the world. I believe that all children deserve a quality education



### Attachment 5A School Trustee Background Information

and I want to be a part of that process. I want to help make a difference in the lives of children and I am willing to lend my experience and expertise to make New Generations of Scholars a healthy academic choice for parents. There is a definite need for more quality schools in this world.

- 6. I am not serving on any board at this time, nor have I ever served on a school board. I have a passion for education and educating children. I believe my life experiences will be of some use to this 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.
- 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.

#### Conflict of Interest

- 9. Ms. LaKesha George and I were colleagues at P.S.114, the school where I am currently employed.
- 10. My son has currently applied to work at a school in Manhattan, I am not aware of the name of the school at this time. If it is necessary and he becomes employed there I will supply its name.
- 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.
- 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.  
 I / we do not know any such persons.
- 13. If the charter school is partnered with an educational service provider, please indicate whether you, your spouse or other family member has a direct or indirect ownership, employment, contractual or management interest in the provider. For any interest indicated, please provide a detailed description.  
 I / we have no such interest.



## Attachment 5A School Trustee Background Information

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.  
 I do not anticipate conducting any such business.
15. Please indicate whether you, your spouse or other family member is a director, officer, employee, partner or member of, or is otherwise associated with, any organization which filed an application in conjunction with the charter school, i.e., is partnered with the charter school. To the extent you have provided this information in response to items 9-12, you may so indicate.  This does not apply to me, my spouse or other family members.
16. Please indicate the potential ethical or legal conflicts of interests (if any) that would, or are likely to, exist should you be approved for service on the charter school's board.  
 None
17. I would handle this situation by following the protocols of the by-laws. Initially, I would bring this matter to the attention of the Board of Trustees so that it could be investigated and determined by counsel whether or not the situation is indeed a conflict of interest to direct its actions. Lastly, as a Board Member, I am obligated to act and serve in the best interest of its members, the school, and other stakeholder. Hence I would disclose any suspected conflict of interests so that the Board could make an informed decision regarding the matter.

### **Educational Philosophy**

18. New Generations of Scholars believes every child has a special interest and/ or talent within the areas of The Arts, Technology, Physical Education and Health Science. If given the opportunity to explore their interest and/or talent when fused with Core Academics students will be motivated to achieve at high levels in all disciplines.
19. New Generation of Scholars (NGS) educational program provides elementary students especially English Language Learners, Students with Disabilities, and Economically disadvantaged students with an innovative approach to education. Their educational programs utilizes special interest groups, ungraded standard-based learning labs, data-driven instruction, explicit teaching of literacy and math through all disciplines framework and a Teacher's Academy to provide student-centered, meaningful, engaging, enthusiastic and standards-based learning experiences to educate children at high levels.
20. These are the characteristics of a successful charter school in my belief:
- A fiscally sound non-profit entity
  - A high performing innovative academic institution that fosters student and teacher achievement



## Attachment 5A School Trustee Background Information

- A leader and partner in disseminating best practices in the education community that will lead to change.

To ensure the success of New Generations of Scholars, the Board of Trustees needs to:

1. Establish clear by-laws that will enable Board Members to govern the school.
2. Establish clear, efficient policies that will govern the school and enable an effective school leader to carry out the school's mission.
3. Have reflective measures to self assess Board performance, Board Member performance, and committees. Also, the board must have reflective measures that will evaluate the school leader.
4. Establish communication systems in place whereby the school leader reports information to the Board that speaks directly to the accountability indicators of the charter to ensure full alignment of the Board's performance and its accountability measures.
5. Be active members who provide access to their expertise, along with their network of people to ensure the school leader is getting efficient support in carrying out the school's mission.

### Other

21. Charter school board members are responsible for governing the school to ensure that it delivers its mission. This responsibility includes school oversight through school policies, ensuring financial viability through regular assessments of the school's budget, and ensuring the feasibility of program design through accountability measures. As a Board Member, my role is to support the school leader to ensure that the school's mission is being fulfilled.
22. I affirm that I have read and understand the charter school application, the charter school board's by-laws and all proposed policies.
23. I would like the opportunity to serve on the Board of New Generations of Scholars because I believe in the mission of the school. Children should not only have the right to receive a free and appropriate education, quality schools need to exist in all communities so that children can exercise their rights to education.



## Attachment 5A School Trustee Background Information

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

### STATEMENT OF ASSURANCE

I, Arlene P. Aswad (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 2<sup>nd</sup> Degree, a Class A Misdemeanor.

Arlene P. Aswad / 7/16/12  
 Signature Date

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

Business Telephone: [REDACTED]

Business Address: [REDACTED]

E-Mail Address: [REDACTED]

Home Telephone: [REDACTED]

Home Address: [REDACTED]



## Attachment 5A School Trustee Background Information

**Arlene P. Aswad**

**Profile** – Dedicated educator committed to working with members on both curriculum-based tasks, as well as life lessons as they arise. I am a creative problem solver, with the capacity to work well as part of a group or independently. **Educator, Team Builder, Communicator**

**Experience**

**Sept. - Present** **PS114X** **Bronx, New York**

**4<sup>th</sup> Grade ICT teacher** – responsible for the general education portion of the class

Sept. 2007- June 2011- AIS/AEC Teacher

- responsible for the AEC room
- small group instruction with selected students

**Aug. 2005 –Aug.2007** **PS/MS 4X** **Bronx, New York**

**Assistant Principal**

- Supervised Early childhood grades (K-2)

**Mar. 2003 – Jun. 2005** **PS70X** **Bronx, New York**

**Assistant Principal**

- Supervised 5<sup>th</sup> grade
- Testing Coordinator

**Aug. 2002 – Apr. 2003** **FDA II** **Bronx, New York**

**Assistant Principal**

- Supervised and monitored 5<sup>th</sup> -7<sup>th</sup> grades
- Supervised a staff of 12 , taught classes when necessary  
*(Before this assignment I was a classroom teacher at P.S. 63 for 17 years teaching grades K-5 before taking a sabbatical to attend Bank Street's P.I.)*

**Education**

**Sept. 1999 – May 2001** **Bank Street College of Education** **New York, N.Y.**

**Masters of Science Supervision and Administration**

Completed Citywide Cohort 14 of Principals Institute

**References**

*References are available on request*



## Attachment 5A School Trustee Background Information

### School Trustee Background Information

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

**Name:** Betty Noel-Pierre \_\_\_\_\_

**Charter School Name:** New Generation of Scholars Charter School \_\_\_\_\_

**Charter School Address:** TBD \_\_\_\_\_

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

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

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

### Background

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

I became aware of New Generation of Scholars Charter School through Melvin Alston, the proposed Vice-Chair.

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



### Attachment 5A School Trustee Background Information

I wish to serve on the board because I am an educator and a child advocate and I believe in the mission New Generation of Scholars.

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 currently serve on the Chapin School Alumnae Board. Cultural Awareness Program as the Co-Chair from 2011-present.

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).

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

This does not apply to me.  Yes.

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

#### Conflict of Interest

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

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

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

I know Melvin Alston through his work at the Administration of Children Services (ACS) as he works with my mother.

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.



### Attachment 5A School Trustee Background Information

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 suspected a potential conflict of interest, or that a board member was self dealing or involved in working for the benefit of their friends and/or family I would bring this matter to the attention of the Board. Then, the board will consult the by-laws regarding conflict of



## Attachment 5A School Trustee Background Information

interest and act in accordance to the by-laws. I will do everything in my power to ensure the best interest of the school.

### **Educational Philosophy**

18. Please explain your understanding of the charter school's mission and/or philosophy.  
New Generations of Scholars (NGS) believes all children should have a special talent or interest which they should be given the opportunity to explore because children learn through their strengths. It is the mission of the school to use children's strength to motivate them to succeed at high levels.
19. Please explain your understanding of the educational program of the charter school.  
The educational program of New Generation of Scholars (NGS) incorporates learning labs, special interest groups, a teacher's academy and the explicit teaching of English Language Arts and Math in every discipline.
20. Please indicate what you believe to be the characteristics of a successful charter school. In particular, please provide the specific steps you think the board of the charter school will need to take to ensure that this charter school is and remains successful.  
A successful charter school has a sound standards-based curriculum, uses assessments to direct instruction, is fiscally viable and a leader in the educational community of best practices.  
To ensure a successful charter school, a board must:
- Define the mission
  - Establish parameters for the school program
  - Set policies and amend as necessary
  - Establish measurable goals
  - Ensure adequate resources
  - Hold school leader accountable
  - Advocate for the school
  - Formulate long-term strategic plans

### **Other**

21. Please explain your understanding of the appropriate role of a public charter school board member.  
A public charter school board member has a fiduciary responsibility of governing the school. It is the board members role to:
- Attend meetings and enable quorum
  - Participate in board decisions
  - Lend expertise to board deliberations
  - Contribute to the school
  - Advocate for the school



## Attachment 5A School Trustee Background Information

- Self-evaluate participation
  - Maintain confidentiality
  - Identify conflict of interest
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 I 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 been an advocate for children for many years. I believe that New Generations of Scholars is an innovative school and it is a much needed endeavor in this community of the Bronx. We have committed board members and strong believers in education who are prepared to work together to educate children.





## Attachment 5A School Trustee Background Information

**Betty L. Noel**

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### EDUCATION

Stony Brook University, Stony Brook, NY

PhD in Molecular Genetics and Microbiology, August 2009

Dissertation Research: Center for Infectious Diseases, Stony Brook, NY.

Advisor: Dr. James Bliska. 2004-2009 Research Topic: Survival of *Yersinia pestis* in phagocytes

City University of New York Brooklyn College, Brooklyn, NY

B.A. in Biology, May 2003

Minority Access to Research Careers (MARC) Scholar 2001-2003.

Brooklyn College Presidential Scholar 1999-2003

The Chapin School, NYC, NY

Kindergarten-12th grade (1986-1999)

### TEACHING EXPERIENCE

**Science Teacher**, Marymount School of NY, NYC, NY. August 2009- Present.

*Grades: 6<sup>th</sup>, 8<sup>th</sup>, 9<sup>th</sup>*

Teach General Biology with an emphasis on molecular genetic approaches and evolution.

Involved in curriculum development and integrating technology into the curriculum.

Teach Physical Science to Class VIII students using project based and traditional approaches.

Taught Cells, Heredity, and Environmental Science to Class VI ('09-'10) using project based approach.

**Instructor**, Stony Brook University, Stony Brook, NY. Spring 2008 & 2009.

*Course: Mentor Research Course (EST499.11)*

Designed course for Science and Technology Entry Programs' undergraduate and high students.

C-STEP students mentored STEP students and helped to write a research paper and create an oral presentation. The purpose was to introduce important aspects of research and emphasize collaborative work, writing, and presentation skills.

**Instructor**, Stony Brook University, Stony Brook, NY. Fall 2007 & 2008.

*Course: Developing Research Skills (EST 499)*

Designed a semester long course for CSTEP and LSAMP Scholars to introduce important aspects of research. The course emphasized presentation and writing skills and culminated in the development of a written research proposal and poster.

**Instructor**, AGEP Summer Research Institute, Stony Brook University. Summer 2008

*Course: Research Methods*

Conducted a seminar on research methods for the summer undergraduate research interns including: reading and understanding journal articles, abstract preparation, writing research papers, and creating and presenting a research presentation.



## Attachment 5A School Trustee Background Information

**Instructor**, Stony Brook University, Stony Brook, NY. Summer 2008.

*Course:* Microbiology and Research Methodologies (EST 104)

Designed course for C-STEP/STEP (undergraduate and high school) students to introduce them to basic concepts in microbiology and conducting scientific research.

**Teaching Assistant**, Stony Brook University, Stony Brook, NY. Spring 2004. Fall 2004.

*Courses:* General Microbiology & lab (HBM 320 & 321) Medical Microbiology (HBM 531)

Microbiology lab for undergraduate pre-health majors and a course for first year medical students. Assisted students with experiments, designed quizzes, proctored, & graded.

*Noel 2*

### PROFESSIONAL DEVELOPMENT

Flinn Scientific, High School Laboratory Safety Course. Seven-hour online laboratory safety course. September 2011.

LOGO Summer Institute. Robert Louis Stevenson School, NYC. July 2011.

Peabody Professional Institute for Beginning Teachers in Independent Schools.  
Vanderbilt University. June 2011

Building a Paperless Curriculum. Marymount School. June 2011.

Bringing Blended Learning into Your Curriculum. Marymount School. June 2011.

PoCC/SDLC. Attendee and SDLC Attendee Chaperone. November 2010 & 2009

GIS to Enhance your Science Curriculum. NYSAIS Online course. October 2010.

Advanced Biology with Vernier Workshop. Washington DC. August 2010.

Teacher Development Program in Genetics & Biotechnology. Dolan DNA Learning Center. June 2010.

National Science Teacher Association 2010 National Conference Attendee.

### OTHER EXPERIENCE

Chapin School Alumnae Board. Cultural Awareness Program Co-Chair. 2011-present.

Chaperone for Global Youth Leadership Institute Attendees. Costa Rica. July 2011.

Environmental Science Club moderator, Marymount School. September 2009-2011.

Class 5/6 Basketball Coach, Marymount School of NY. Winter 2010.

AGEP Community of Science Mentor, Stony Brook University. Spring 2006- 2009.



## Attachment 5A School Trustee Background Information

Recruiter, Center for Inclusive Education (CIE), Stony Brook University. 2007-2008.

The Distinguished Service Award for Outstanding Contributions to the Department. The Department of Molecular Genetics and Microbiology, Stony Brook University, Stony Brook, NY. 2008.

W. Burghardt Turner Dissertation Fellowship. Stony Brook University, 2008.

Annual Institute on Teaching and Mentoring Doctoral Scholar. Attended the Southern Regional Education Board Compact for Faculty Diversity, Fall 2006, 2007 & 2008.

The Teresa Haire Memorial Award in Recognition of Dedication and Leadership. The Department of Molecular Genetics and Microbiology, 2006.

Science tutor. Volunteer tutor of all science subjects and grade levels. 1998-present.

### PUBLICATIONS

**Noel B.L.**, Lilo S, Capurso D, Hill J, and Bliska JB. 2009. *Yersinia pestis* Can Bypass Protective Antibodies to LcrV and Activation with Gamma Interferon to Survive and Induce Apoptosis in Murine Macrophages. *Clinical Vaccine and Immunology*. 16(10): 1457-1466.

Ivanov MI, **Noel B.L.**, Rambersaud R., Mena P., Benach J.L, and Bliska JB. 2008. Vaccination of mice with a Yop translocon complex elicits antibodies that are protective against infection with F1- *Yersinia pestis*. *Infection and Immunity*. 76 (11):5181-5190.



## Attachment 5A School Trustee Background Information

### School Trustee Background Information

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

**Name:** Bianca Forde

**Charter School Name:** New Generation of Scholars Charter School

**Charter School Address:** TBD

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

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

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

### Background

1. Please provide your educational and employment history. You may do so by attaching a résumé.  Resume Attached
2. Please affirm that you are or will be at least eighteen years old at the time of your appointment/election to the board.  I affirm
3. Please affirm that you have read Article 56 of the New York State Education Law, and understand the relationship between a charter school and the authorized chartering entity as defined in that statute.  I affirm
4. I received a Board Recruitment flyer through email about the opportunity to serve on the board of as a Trustee of New Generation of Scholars Charter School. I submitted a letter of interest through the school’s website. I went through an initial phone interview with the propose chair and lead applicant, and then was invited to a board meeting.
5. I wish to serve on the Board, perhaps a bit of a cliché, *I want to help change the world.* Education changes the world. I believe that all children deserve a quality education and I want to be a part of that process. I want to help make a difference in the lives of children and



### Attachment 5A School Trustee Background Information

I am willing to lend my experience and expertise to make New Generations of Scholars a healthy academic choice for parents. There is a definite need for more quality schools in this world.

- 6. Frederick Douglass National Moot Court Advisory Board, *Board Member*; Dunlevy Milbank Community Center, *Volunteer*. 2005 Delta Sigma Theta Sorority Inc., *Chair of Fundraising Committee*; National Pan-Hellenic Counsel, *By-laws Committee* I have a passion for education and educating children.
- 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.
- 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.

#### 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.
- 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.
- 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.
- 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. .  
 I / we do not know any such persons.
- 13. If the charter school is partnered with an educational service provider, please indicate whether you, your spouse or other family member has a direct or indirect ownership, employment, contractual or management interest in the provider. For any interest



### Attachment 5A School Trustee Background Information

indicated, please provide a detailed description.

I / we have no such interest.

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

I do not anticipate conducting any such business.

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

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

None

17. I would handle this situation by following the protocols of the by-laws. Initially, I would bring this matter to the attention of the Board of Trustees so that it could be investigated and determined by counsel whether or not the situation is indeed a conflict of interest to direct its actions. Lastly, as a Board Member, I am obligated to act and serve in the best interest of its members, the school, and other stakeholder. Hence I would disclose any suspected conflict of interests so that the Board could make an informed decision regarding the matter.

### Educational Philosophy

18. New Generations of Scholars believes every child has a special interest and/ or talent within the areas of The Arts, Technology, Physical Education and Health Science. If given the opportunity to explore their interest and/or talent when fused with Core Academics students will be motivated to achieve at high levels in all disciplines.

19. New Generation of Scholars (NGS) educational program provides elementary students especially English Language Learners, Students with Disabilities, and Economically disadvantaged students with an innovative approach to education. Their educational programs utilizes special interest groups, ungraded standard-based learning labs, data-driven instruction, explicit teaching of literacy and math through all disciplines framework and a Teacher's Academy to provide student-centered, meaningful, engaging, enthusiastic and standards-based learning experiences to educate children at high levels.

20. These are the characteristics of a successful charter school in my belief:

- A fiscally sound non-profit entity



## Attachment 5A School Trustee Background Information

- A high performing innovative academic institution that fosters student and teacher achievement
- A leader and partner in disseminating best practices in the education community that will lead to change.

To ensure the success of New Generations of Scholars, the Board of Trustees needs to:

6. Establish clear by-laws that will enable Board Members to govern the school.
7. Establish clear, efficient policies that will govern the school and enable an effective school leader to carry out the school's mission.
8. Have reflective measures to self assess Board performance, Board Member performance, and committees. Also, the board must have reflective measures that will evaluate the school leader.
9. Establish communication systems in place whereby the school leader reports information to the Board that speaks directly to the accountability indicators of the charter to ensure full alignment of the Board's performance and its accountability measures.
10. Be active members who provide access to their expertise, along with their network of people to ensure the school leader is getting efficient support in carrying out the school's mission.

### Other

21. Charter school board members are responsible for governing the school to ensure that it delivers its mission. This responsibility includes school oversight through school policies, ensuring financial viability through regular assessments of the school's budget, and ensuring the feasibility of program design through accountability measures. As a Board Member, my role is to support the school leader to ensure that the school's mission is being fulfilled.
22. I affirm that I have read and understand the charter school application, the charter school board's by-laws and all proposed policies.
23. I would like the opportunity to serve on the Board of New Generations of Scholars because I believe in the mission of the school. Children should not only have the right to receive a free and appropriate education, quality schools need to exist in all communities so that children can exercise their rights to education.





New Generation of Scholars Charter School SED July 2012 Full Application  
*A purposeful change is born Shifting the paradigm of Education to a Strengths-based Approach*

**Attachment 5A School Trustee Background Information**

BIANCA M. FORDE, ESQ.

EXPERIENCE

**DEWEY & LEBOEUF LLP**  
 Litigation Associate

**New York, NY**  
 September 2008 – present

Represents clients in a variety of complex commercial disputes involving class actions, breach of contract, fraud, business torts, insurance, white-collar, antitrust, securities and the developing area of clause construction awards under the American Arbitration Association (“AAA”) Rules and recent Supreme Court jurisprudence; defends multinational corporations and executives in connection with Department of Justice (“DOJ”) investigations; demonstrates particular skill in deposition-taking, witness preparation, examination of witnesses, oral argument, brief-writing, and discovery disputes & negotiations.

*Notable representations*

- Defended principal of UAE developer in Dubai International Arbitration Centre (“DIAC”) proceeding involving claims of fraud, embezzlement, usurpation of corporate assets, mismanagement and breach of contract under UAE law, which involved conducting direct and cross-examinations of witnesses at final hearing, preparing client (75% shareholder) and high-ranking corporate executives for trial, and drafting pleadings.
- Defended national insurance company in putative federal class action involving RICO claims and allegations of fraud, unfair trade practices, civil conspiracy and unjust enrichment, which included drafting motion to dismiss and preparing the mediation statement which resulted in a favorable settlement.
- Represented global producers of consumer and business products in connection with DOJ investigations involving Sherman Act and FCPA violations, which included reviewing and analyzing corporate documents and communications, establishing a timeline of relevant corporate conduct, segregating privileged materials, preparing privilege logs, and implementing redactions.
- Defended developer in putative class action litigation and AAA proceeding involving allegations of common law and consumer fraud, breach of contract, and claims under the Interstate Land Sale & Full Disclosure Act (obtained dismissal of multiple counts of complaint on a motion to dismiss).
- Represented class of Latino immigrants alleging Fourth Amendment violations in connection with home raids conducted by the U.S. Immigration Customs and Enforcement Agency (“ICE”), which included taking depositions of ICE agents.
- Represented bidder seeking to purchase and relocate bankrupt national hockey franchise over the objection of the National Hockey League, which involved preparing legal memoranda and second-chairing deposition of NHL Deputy Commissioner.
- Defended client, birth-mother, against charges of child abuse and neglect stemming from an act of homicide against other caregiver, which involved preparing for trial and making closing argument.

**Tameer Holding Investment LLC (“THI”)**

Litigation Attorney Secondment

**Dubai, UAE**  
 March 2010 – October 2010

- Advised Chief Legal Officer and Board of Directors on corporate governance matters, including strategies for mitigating corporate losses, under UAE law and applicable Free Zone codes.
- Developed legal and evidentiary strategy in relation to criminal and civil disputes arising under UAE and Jordanian law.
- Drafted memoranda of law for submission to Dubai Court of First Instance and Amman Criminal Court in Jordan.
- Prepared Chief Executive Officer and Chief Financial Officer for examination by opposing party in defamation action.

EDUCATION

**BOSTON COLLEGE LAW SCHOOL**

*Juris Doctor*

**Newton, MA**  
 May 2008

- Environmental Affairs Law Review, *Published*
- Frederick Douglass National Moot Court Team, *Regional Champion, Best Oralist*
- Frederick Halstrom Award for Excellence in Oral Advocacy; Outstanding 3L Oralist Award
- Law Students Association, *Diversity Chair*; Black Law Students Association, *Vice-President*

**DUKE UNIVERSITY**

*Bachelor of Arts, Political Science; African-American Studies*

**Durham, NC**  
 May 2005

- Delta Sigma Theta Sorority Inc., *Chair of Fundraising Committee*; National Pan-Hellenic Counsel, *By-laws Committee Member*; United & Praise Gospel Choir, *Soloist & Section Leader*

BAR & COURT ADMISSIONS

- New York State, Massachusetts, Second Circuit, Southern District of New York, Eastern District of New York

PUBLICATION

- *War on Tax Fraud and in Afghanistan: Who Knew They Were Linked?* New York Law Journal (May 10, 2010)

CURRENT COMMUNITY INVOLVEMENT & INTERESTS

- Frederick Douglass National Moot Court Advisory Board, *Board Member*; Dunlevy Milbank Community Center, *Volunteer*
- Salsa, Running in Central Park, karaoke, tennis, international travel, mentoring



## Attachment 5A School Trustee Background Information

### School Trustee Background Information

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

**Name:** Isaac Capers \_\_\_\_\_

**Charter School Name:** New Generation of Scholars Charter School \_\_\_\_\_

**Charter School Address:** TBD \_\_\_\_\_

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

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

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

### Background

1. Please provide your educational and employment history. You may do so by attaching a résumé. I graduated from SUNY College at Old Westbury in Long Island, NY with a BA in American Studies. I have been working as a financial analyst for the past 12 years with Primerica, a financial services marketing firm. I am a Regional Vice President. I graduated from SUNY College at Old Westbury in Long Island, NY with a BA in American Studies. Throughout my years I have worked with business and families in the areas of financial planning and investments.
2. Please affirm that you are or will be at least eighteen years old at the time of your appointment/election to the board.  I affirm.
3. Please affirm that you have read Article 56 of the New York State Education Law, and understand the relationship between a charter school and the authorized chartering entity as defined in that statute.  I affirm.
4. Please indicate how you became aware of the charter school and the opportunity to serve as a member of its board. The lead applicant, LaKeshia George, introduced me to New



### Attachment 5A School Trustee Background Information

Generations of Scholars through a phone call. She informed me that the charter school is in its early stages of development and asked if I would participate on the Planning Team to lend my expertise in finances to assist with the development of the school’s budget. Eventually, the lead applicant asked if I would consider serving on the Board of Trustees for New Generations of Scholars Charter School.

- 5. Please explain why you wish to serve on the board. I wish to serve on the board because I believe that children not only have the right to a sound education, but the opportunity to receive said education should exist.

I wish to serve on the board because I believe in children and I want to help create a school that will serve a profound purpose. Without education, children have nothing and it is our responsibility as members of this society to not only speak about change, but actually bring about change. I want to do my part. I want to serve on the board to be the change that I want children to see.

- 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



### Attachment 5A School Trustee Background Information

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

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

If your answer is yes, please indicate the precise nature of your relationship here: I did not know any of the current board members prior to joining the founding team of the charter school.

- 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: The lead applicant, LaKesha George is a client of mine through Primerica, a financial services marketing firm whose mission is to help families become properly protected, debt-free and financially independent. Additionally, LaKesha is one of my team recruits. She is an independent, licensed insurance representative of Primerica. I am the Regional Vice President that oversees her business transactions and compliance with Primerica.

- 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: My spouse and I did not plan on doing business with the school when I was invited to join the planning team. However, Primerica is a financial services marketing firm. We offer financial solutions to both individuals and businesses. The lead applicant, LaKesha George, requested information regarding 401ks, IRAs, and other employee retirement tools offered by Primerica so that the comparison to NYC’s Teacher Retirement System can be made for budgeting purposes as the school is still researching employee benefit solutions. Thus, New Generations of Scholars Charter School may or may not enter into business with Primerica for employee retirement solutions.

Additionally, LaKesha, the lead applicant, during planning meetings informed me that investing is a fundraising strategy she wants the school to employ and propose to the board. As a financial service provider, she requested my expertise in investment opportunities that will allow the school to raise funds, so that she can present a few options to the board. As such, there is or there may not be a potential for New Generations of Scholars Charter School entering into business with Primerica for investment solutions.

- 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.



### Attachment 5A School Trustee Background Information

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, see response to question 10 above. In the event of a potential ethical or legal conflict of interest, I would recuse myself from any action that could be construed as a conflict of interest including, but not limited to discussion and voting.

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

I would notify the board chair/board of trustees immediately and take the necessary steps needed to protect the interest of the school.

### Educational Philosophy

18. Please explain your understanding of the charter school's mission and/or philosophy.  
New Generations of Scholars believes every child has a talent and children will be motivated to learn in all subjects through their strengths/talents if they are given the chance



### Attachment 5A School Trustee Background Information

to do so. NGS believes that education should be centered on a child and it should be innovative as well as meet children where they are while allowing them to progress at their own pace.

- 19. Please explain your understanding of the educational program of the charter school.  
New Generation of Scholars (NGS) educational program provides at-risk elementary students with an innovative approach to education. Their educational programs utilizes special interest groups, ungraded standards-based learning labs, data-driven instruction, a Teacher’s Academy, explicit teaching of literacy and math through all disciplines framework to provide student-centered, meaningful, engaging, enthusiastic and standards-based learning experiences to educate children at high levels.
- 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.

These are the characteristics of a successful charter school in my belief:

- 1. A sustainable non-profit business
- 2. A school with a sound curriculum that meets the needs of its students
- 3. A high-performing school providing evidence of academic excellence

To ensure the success of New Generations of Scholars, the Board of Trustees needs to:

- 1. Establish clear by-laws that will enable board members to govern the school.
- 2. Establish clear, efficient policies that will govern the school and enable an effective school leader to carry out the school’s mission.
- 3. Have reflective measures to self assess board performance, board member performance, and board committees. Also, the board must have reflective measures that will evaluate the school leader.
- 4. Establish communication systems whereby the school leader reports information to the board that speaks directly to the accountability indicators of the charter to ensure full alignment of the board’s performance and its accountability measures.
- 5. Be active members who provide access to their expertise, along with their network of people to ensure the school leader is getting efficient support in carrying out the school’s mission.

#### Other

- 21. Please explain your understanding of the appropriate role of a public charter school board member.  
Charter school board members are responsible for governing the school to ensure that it delivers its mission. It is a board member’s role to counsel, offer advice, and support the school leader. A board member is a representative of the school governing body and has fiduciary responsibility to ensure the best interest of the school at all times.



## Attachment 5A School Trustee Background Information

22. Please affirm that you have read and understand the charter school application, the charter school board's by-laws and all proposed policies.  
Yes, I affirm.
  
23. Please provide any other information that you feel is pertinent to the Department's review.  
I would like the opportunity to serve on the board of New Generations of Scholars because I believe in the mission of the school. Every child has a talent. Every child has something they can offer to society. If children are able to see how talented they are and learn through their talents, they will be able to access many disciplines as there is reading, writing, science, math, and social studies in talent.





## Attachment 5A School Trustee Background Information

### School Trustee Background Information

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

**Name:** Leon Fields Jr.

**Charter School Name:** New Generation of Scholars Charter School

**Charter School Address:** TBD

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

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

I have worked in a variety of capacities with youths at Jobs for Youth and the Harlem Kennedy Community Center Youth program. As a former youth supervisor at Jobs for Youth, I assisted adolescents in finding jobs as they transitioned from high school to the private sector work force. Moreover, I served as a mentor to youths and educated them in the field of finance guiding them as to how to become fiscally responsible young adults. Later on, I transitioned into the financial field as a Financial Trade Balancer and then a Financial Broker at ING Barrons which merged with the Royal Bank of Scotland, where I traded derivatives and commodities trade-stock within the local, national and international financial markets. I have served on the Riverton Tenant Association as Vice-Chair for 4 years and I have held numerous positions within the Harlem Youth Federation Program and the Riverton Tenants Association to bring about change for the residents of this Harlem community. Currently, I am currently employed with the Royal Bank of Scotland, but I am out on disability and I playing an active role as an advocate for children and adults with disabilities throughout his community.



### Attachment 5A School Trustee Background Information

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. Ms. LaKesha George, the lead applicant introduced me to New Generations of Scholars one afternoon when we bumped into each other after not having seen each other for over 12 years. She informed me that the charter school is in its early stages of development and asked if I would join the proposed Board of Trustees.
  
5. I want to help make a difference in the lives of children and I am willing to lend my experience and expertise to make New Generations of Scholars a healthy academic choice for parents. There is a definite need for more quality schools in this world.
  
6. I am not serving on any board at this time, nor have I ever served on a school board. I have a passion for education and educating children. I believe my life experiences will be of some use to this charter school. I have served on the board of the Riverton Tenant Association for four years.
  
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.
  
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.

#### **Conflict of Interest**

9. Ms. LaKesha George and I were former colleagues over twelve years ago.
  
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.



## Attachment 5A School Trustee Background Information

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.
  - I / we do not know any such persons.
  
13. If the charter school is partnered with an educational service provider, please indicate whether you, your spouse or other family member has a direct or indirect ownership, employment, contractual or management interest in the provider. For any interest indicated, please provide a detailed description.
  - I / we have no such interest.
  
14. If the charter school is partnered with an educational services provider, please indicate if you, your spouse or other family member anticipates conducting, or is conducting, any business with the provider. If so, please indicate the precise nature of the business that is being or will be conducted.
  - I do not anticipate conducting any such business.
  
15. Please indicate whether you, your spouse or other family member is a director, officer, employee, partner or member of, or is otherwise associated with, any organization which filed an application in conjunction with the charter school, i.e., is partnered with the charter school. To the extent you have provided this information in response to items 9-12, you may so indicate.  This does not apply to me, my spouse or other family members.
  
16. Please indicate the potential ethical or legal conflicts of interests (if any) that would, or are likely to, exist should you be approved for service on the charter school's board.
  - None
  
17. I would handle this situation by following the protocols of the by-laws. Initially, I would bring this matter to the attention of the Board of Trustees so that it could be investigated and determined by counsel whether or not the situation is indeed a conflict of interest to direct its actions. Lastly, as a Board Member, I am obligated to act and serve in the best interest of its members, the school, and other stakeholder. Hence I would disclose any suspected conflict of interests so that the Board could make an informed decision regarding the matter.

### **Educational Philosophy**

18. New Generations of Scholars believes every child has a special interest and/ or talent within the areas of The Arts, Technology, Physical Education and Health Science. If given the opportunity to explore their interest and/or talent when fused with Core Academics students will be motivated to achieve at high levels in all disciplines.
  
19. The educational program of New Generation of Scholars (NGS) incorporates learning labs, special interest groups, a teacher's academy and the explicit teaching of English Language



## Attachment 5A School Trustee Background Information

Arts and Math in every discipline.

20. These are the characteristics of a successful charter school in my belief:
- A fiscally sound non-profit entity
  - A high performing innovative academic institution that fosters student and teacher achievement
  - A leader and partner in disseminating best practices in the education community that will lead to change.

To ensure the success of New Generations of Scholars, the Board of Trustees needs to:

11. Establish clear by-laws that will enable Board Members to govern the school.
12. Establish clear, efficient policies that will govern the school and enable an effective school leader to carry out the school's mission.
13. Have reflective measures to self assess Board performance, Board Member performance, and committees. Also, the board must have reflective measures that will evaluate the school leader.
14. Establish communication systems in place whereby the school leader reports information to the Board that speaks directly to the accountability indicators of the charter to ensure full alignment of the Board's performance and its accountability measures.
15. Be active members who provide access to their expertise, along with their network of people to ensure the school leader is getting efficient support in carrying out the school's mission.

### Other

21. Charter school board members are responsible for governing the school to ensure that it delivers its mission. This responsibility includes school oversight through school policies, ensuring financial viability through regular assessments of the school's budget, and ensuring the feasibility of program design through accountability measures. As a Board Member, my role is to support the school leader to ensure that the school's mission is being fulfilled.
22. I affirm that I have read and understand the charter school application, the charter school board's by-laws and all proposed policies.
23. I would like the opportunity to serve on the Board of New Generations of Scholars because I believe in the mission of the school. Children should not only have the right to receive a free and appropriate education, quality schools need to exist in all communities so that children can exercise their rights to education.



## Attachment 5A School Trustee Background Information

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

### STATEMENT OF ASSURANCE

I, Leon Fields Jr (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 2<sup>nd</sup> Degree, a Class A Misdemeanor.

Leon Fields Jr Signature 6/13/2012 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 or other information provided below will be redacted.*

Business Telephone: [Redacted]

Business Address: [Redacted]

E-Mail Address: [Redacted]

Home Telephone: [Redacted]

Home Address: [Redacted]



## Attachment 5A School Trustee Background Information

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

**Name:** Mariano Agmi

**Charter School Name:** New Generation of Scholars Charter School

**Charter School Address:** TBD

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

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

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

### Background

1. Please provide your educational and employment history. You may do so by attaching a résumé.  Resume Attached
2. Please affirm that you are or will be at least eighteen years old at the time of your appointment/election to the board.  I affirm
3. Please affirm that you have read Article 56 of the New York State Education Law, and understand the relationship between a charter school and the authorized chartering entity as defined in that statute.  I affirm
4. I received a Board Recruitment flyer through email about the opportunity to serve on the board as a Trustee of New Generation of Scholars Charter School.



### Attachment 5A School Trustee Background Information

5. I wish to serve on the Board because I am advocate for education and I want to contribute to education in the South Bronx. All children deserve a quality education and I want to be a part of that process. I want to help make a difference in the lives of children and I am willing to lend my experience and expertise to make New Generations of Scholars a healthy academic choice for parents.
  
6. I am not serving on any board at this time, nor have I ever served on a school board. I have a passion for education and educating children. I believe my life experiences and my professional experience will be of great use to New Generation of Scholars 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.
  
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.

#### 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.
  
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.
  
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.
  
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. .  
 I / we do not know any such persons.
  
13. If the charter school is partnered with an educational service provider, please indicate



## Attachment 5A School Trustee Background Information

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.

I / we have no such interest.

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

I do not anticipate conducting any such business.

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

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

None

17. I would handle this situation by following the protocols of the by-laws. Initially, I would bring this matter to the attention of the Board of Trustees so that it could be investigated and determined by counsel whether or not the situation is indeed a conflict of interest to direct its actions. Lastly, as a Board Member, I am obligated to act and serve in the best interest of its members, the school, and other stakeholder. Hence I would disclose any suspected conflict of interests so that the Board could make an informed decision regarding the matter.

### Educational Philosophy

18. New Generation of Scholars (NGS) is a school that believes in the whole child. Talent strengthens academics and it is the mission of this school to bring out a child's strength so that he/she can achieve at high academic levels.

19. New Generation of Scholars (NGS) educational program provides elementary students especially English Language Learners, Students with Disabilities, and Economically disadvantaged students with an innovative approach to education. Their educational programs utilizes special interest groups, ungraded standard-based learning labs, data-driven instruction, explicit teaching of literacy and math through all disciplines framework and a Teacher's Academy to provide student-centered, meaningful, engaging, enthusiastic and standards-based learning experiences to educate children at high levels.



## Attachment 5A School Trustee Background Information

20. These are the characteristics of a successful charter school in my belief:
- A fiscally sound non-profit entity
  - A high performing innovative academic institution that fosters student and teacher achievement
  - A leader and partner in disseminating best practices in the education community that will lead to change.

To ensure the success of New Generations of Scholars, the Board of Trustees needs to:

16. Establish clear by-laws that will enable Board Members to govern the school.
17. Establish clear, efficient policies that will govern the school and enable an effective school leader to carry out the school's mission.
18. Have reflective measures to self assess Board performance, Board Member performance, and committees. Also, the board must have reflective measures that will evaluate the school leader.
19. Establish communication systems in place whereby the school leader reports information to the Board that speaks directly to the accountability indicators of the charter to ensure full alignment of the Board's performance and its accountability measures.
20. Be active members who provide access to their expertise, along with their network of people to ensure the school leader is getting efficient support in carrying out the school's mission.

### Other

21. Charter school board members are responsible for governing the school to ensure that it delivers its mission. This responsibility includes school oversight through school policies, ensuring financial viability through regular assessments of the school's budget, and ensuring the feasibility of program design through accountability measures. As a Board Member, my role is to support the school leader to ensure that the school's mission is being fulfilled.
22. I affirm that I have read and understand the charter school application, the charter school board's by-laws and all proposed policies.
23. I would like the opportunity to serve on the Board of New Generations of Scholars because I believe in the mission of the school. Children should not only have the right to receive a free and appropriate education, quality schools need to exist in all communities so that children can exercise their rights to education.





## Attachment 5A School Trustee Background Information

**Mariano A. Agmi**

### Education

**New York Law School**, New York, NY

JD: June 2009; Concentration: International Business Law; Sports Law

**Amherst College**, Amherst, MA

BA: May 1999; Major: Political Science

**Boston University**, Madrid, Spain

Semester Abroad Program with Internship, January – May 1998; Concentration: International Relations

*Languages:* Fluency in Spanish and elementary Italian

*Skills:* Proficient in Bloomberg, UNIX systems, Lotus Notes, Excel, Access, PowerPoint and Word

### Experience

**Goldman Sachs & Co**, New York, NY

June 2003 – Present

*Vice President, Securities Division, Management & Strategy*

June 2011 – Present

- Design and implement high-level overviews of risks and issues identified in each Supervisor's coverage area and monitor the completion of periodic assessments, certifications and other risk reviews to ensure they meet their obligations under Sarbanes-Oxley §404 and FINRA rule 3130
- Manage the division's supervisory organizational structure to permit Supervisors to efficiently monitor risks and controls related to their respective business areas
- Work with Franchise Managers and Technology to identify high-risk applications used in the Division and to design a user interface to help Supervisors analyze employee access to them
- Liaise with Technology to identify external trading applications used by Securities Division employees and work with vendors to create and maintain user feeds
- Work closely with Legal and Sales Traders to respond to client requests for information regarding the Division's organizational structure and businesses
- Assess employee requests to pursue outside business interests and make private investments
- Research firm policies and regulatory requirements to draft and summarize policies and procedures

*Vice President, Surveillance & Strategies, E-Communications Compliance*

June 2003 – June 2011

- Conduct investigations alongside Anti-Money Laundering (AML), Divisional Compliance, and Legal to identify, review and address e-communications that may pose regulatory or reputational risks to the Firm, as well as to verify the legitimacy of suspicious wire transfers and trades.
- Review e-communications in the Equities and Fixed Income, Currencies & Commodities (FICC) Divisions for content, appropriateness, regulatory compliance, and the potential misuse of material non-public or confidential information in accordance with FINRA rules 3010d and 17(a)(4).
- Meet with Divisional Compliance to analyze Firm policies and regulatory requirements for the purpose of creating e-surveillance rule sets tailored to identify communications of interest in the Equities, FICC, Investment Banking, Investment Management, and Research businesses.
- Liaise with Technology to support the efficiency, enhancement and maintenance of the Orchestra e-surveillance system, often assisting Divisional Compliance with technical issues.
- Work with Technology and Legal to identify and remediate new e-communications systems.
- Draft and develop global AML, E-Surveillance and Voice Recording policies & procedures.
- Deliver presentations outlining changes in the regulatory environment, their impact on E-Surveillance and Voice Recording, and how the firm is addressing new requirements.

**BlackRock Financial Management**, New York, NY

November 2000 – May 2002

*Sr. Analyst, Mortgages Group*

May 2001 – May 2002



## Attachment 5A School Trustee Background Information

- Prepared financial reports for over 40 clients, including Net Asset Value (NAV) evaluations and monthly Cash and Asset Reconciliation Reports.
- Investigated NAV differences, analyzing Balance Sheets and Income Statements and researching Pricing and Asset discrepancies between BFM and Custodian Banks.
- Assisted in the account set-up process to develop benchmarks, investment guidelines and portfolio structuring analysis for new accounts.
- Used Bloomberg to verify Principal and Interest payments for FNMA and GNMA securities and coordinated with Custodian banks to resolve cash and asset flow discrepancies.

### **Analyst, International Group**

*November 2000 – May 2001*

- Researched FX currencies and verified Principal & Accrued Interest payments using Bloomberg for US Treasuries and Bonds, CMBS and MBS securities, and Japanese Yen securities.
- Used UNIX to post, update and fix incorrect ledgers according to corresponding trade ticket information and BFM systems resources.
- Updated price, factor, book values and currency files for Cash Detail and Evaluation Reports.

### **Paul, Weiss, Rifkind, Wharton & Garrison, New York, NY**

July 1999 – October 2000

*Corporate Paralegal, Communications & Technology Group*

- Participated in M&A and IPO transactions by completing necessary SEC/UCC filings, reviewing and supplying appropriate due diligence documents, and assisting Associates.
- Advised several Argentine clients on incorporating their business in the US and abroad, preparing and translating several filing documents into English and Spanish.
- Registered domain names and assisted in the trademark registration process for clients.
- Coordinated the preparation and production of internal audits of the firm's clients.

### **Lotus, Inc., Madrid, Spain**

January – May 1998

*Marketing Division Intern*

- Informed Spanish client institutions of up and coming Lotus products and their features.
- Presented Lotus packages, such as Business Partner and Best Team Programs, to internal clients.
- Translated various documents for British and American clients, updating them on various Lotus products and programs.

## **Activities**

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### **Fightnews.com, New York, NY**

August 2008 – Present

*New York City Correspondent*

- Cover boxing events for the largest boxing internet website in the US.
- Attend press conferences, reporting major announcements and events.
- Publish reports, articles and interviews about the sport and its athletes, trainers, managers and promoters.

### **Community TeamWorks, New York, NY**

June 2004 – Present

- Participate in team-based projects with local non-profit organizations to assist those in need in various New York City communities.

### **MCA Mentoring Program, New York, NY**

September 2003 – June 2006

- Mentored an inner-city High School student for 2 hours a week, creating a yearly agenda of mutually set goals, including: improving grades, preparing for the SATs, reviewing the college application process, learning about the financial industry, and earning an internship at Goldman Sachs.

### **Backpacking tour of Europe**

June – September 2002

- Visited museums, Cathedrals and historical landmarks in various Italian cities to engage in their art, culture and language.



## Attachment 5A School Trustee Background Information

- Tour of Europe, including Portugal, Spain, France, Germany, the Netherlands, the Czech Republic and Hungary.



## Attachment 5A School Trustee Background Information

### School Trustee Background Information

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

**Name:** Melvin Alston

**Charter School Name:** New Generation of Scholars Charter School (NGS)

**Charter School Address:** TBD

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

As you may know, serving on a public charter school board of trustees (“board”) is a position of great trust and responsibility. As a member of a public charter school’s board, you 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

Legislative and Political Action VP Melvin Alston

For the past 20 years I have served in various leadership capacities with the New York City Administration for Children Services (ACS). Most recently, I have devoted my political and community expertise to ACS’ division of Community and Government Affairs. During my tenure with ACS, I have been a leading advocate for the growth of mentoring as a strategy for youth development and family permanency. In 2003, I was honored as the ACS mentor of the year.

After serving in Viet Nam during the 1960s, I graduated from New York University School of Social Work with a Masters Degree in 2008, with a focus on community organizing. I am the Vice President and Fundraising Chairman of the Frederick E. Samuel Community Democratic Club. In addition to my community service, I am is a co-founder of *Harlem Men Stand Up*, a catalytic organization created in 2006 that provides African American and Latino men with resources, training, and networking opportunities designed to strengthen their ability to lead their families and communities. *Harlem Men Stand Up* produces



### Attachment 5A School Trustee Background Information

quarterly empowerment summits where men and women gather to network and gain information to improve themselves and their communities.

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.

Ms. Sharonne Salaam, introduced the lead applicant, LaKesha George to me. We spoke briefly about the New Generation of Scholars Charter School (NGS) and continued our conversation through email, telephone and in-person communication. I became aware of the Charter School’s mission, philosophy and program design as well as its need for board members.

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

I have been working for children for the past 20 years. I am an advocate for children and I want to further my work in giving back. Serving on the Board of New Generations of Scholars will allow me to fulfill my goal of giving back.

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.



### Attachment 5A School Trustee Background Information

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

This does not apply to me.  Yes.

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

#### Conflict of Interest

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

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

If your answer is yes, please indicate the precise nature of your relationship here: I know Ms. Sharonne Salaam through my work with the Administration for Children Services. I also know Betty Noel-Pierre, as her mother is a colleague of mine.

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.

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



### Attachment 5A School Trustee Background Information

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 suspected a member of the charter school's board was involved in self-dealing or working to benefit their friends and/or family, I would bring this matter to the attention of the Board of Trustees and take the necessary steps to protect the interest of the school.

### Educational Philosophy

18. Please explain your understanding of the charter school's mission and/or philosophy.  
New Generation of Scholars (NGS) is a school that believes in the whole child. Talent strengthens academics and it is the mission of this school to bring out a child's strength so that he/she can achieve at high academic levels.
19. Please explain your understanding of the educational program of the charter school.  
New Generation of Scholars (NGS) uses special interest groups, learning labs, explicit teaching of English and Math in all disciplines and a teacher's academy to provide children with a quality standards-based education.
20. Please indicate what you believe to be the characteristics of a successful charter school. In particular, please provide the specific steps you think the board of the charter school will need to take to ensure that this charter school is and remains successful.  
A successful charter school is financially viable, academically sound, and a leader/partner of the community that improves upon best educational practices. In order to ensure that this charter school is and remains successful, I think the board needs to:
1. Put children first when making their decisions



## Attachment 5A School Trustee Background Information

2. Establish clear communications with the school leader
3. Be active board members who provide support to the school leader
4. Have accountable measures that speak to the performance indicators of its charter
5. Have processes to determine and utilize best practices in the area of finance, academics, and leadership

### Other

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

A public charter school board member has a fiduciary responsibility of governing the school to ensure that the school stays true to its mission.

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

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

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

I am committed and passionate about creating empowerment opportunities for children and families. Education empowers. I would like the opportunity to serve on a school board that will empower children and families through education because I am an advocate for all children.



## Attachment 5A School Trustee Background Information

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

### STATEMENT OF ASSURANCE

I, Melvin Astor (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 2<sup>nd</sup> Degree a Class A Misdemeanor.

Melvin Astor Signature 1/14/12 Date

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

**Business Telephone:** [Redacted]

**Business Address:** [Redacted]

**E-Mail Address:** [Redacted]

**Home Telephone:** [Redacted]

**Home Address:** [Redacted]



## Attachment 5A School Trustee Background Information

### School Trustee Background Information

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

**Name:** Sharonne Salaam \_\_\_\_\_

**Charter School Name:** New Generation of Scholars Charter School \_\_\_\_\_

**Charter School Address:** TBD \_\_\_\_\_

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

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

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

### Background

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

Sharonne Salaam, Director of People United for Children, received her B.A. from Empire State College and an A.A.S. from the Fashion Institute of Technology. Born in Alabama, Ms. Salaam had been working for fourteen years in the fashion design industry when her involvement in the Harlem community brought her to become a member of Mother Love, an organization dedicated to working with individuals and families from Harlem neighborhoods to raise awareness about the criminal justice system and to provide training in how to navigate the courts and legal system. Perceiving the need for a grassroots organization that could become a bridge between the community and incarcerated children, she founded People United for Children (PUC), which began the incorporation process in 1992. Elected chairperson, and later becoming executive director of PUC and working with volunteers from the Harlem community. Ms. Salaam took courses at the School of Social Work and at Teachers College in photography.

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.



## Attachment 5A School Trustee Background Information

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

I became aware of the charter school through the lead applicant, LaKesha George. She discussed with me in person that the charter school is in the early developing stages and asked if I would join of the planning Team. Eventually, the request was made that I consider becoming a board member of the school.

- Please explain why you wish to serve on the board.  
I wish to serve on the board because I have spent many years advocating for the rights of children, I believe this opportunity will allow me to continue my work as a child advocate.
- 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 was the elected chairperson, and then later became the executive director of People United for Children. I worked with volunteers from the Harlem community, to focus PUC's efforts on children in prisons in the eastern region of New York State, over seventy percent of whom were legal residents of New York City. The organization served seven hundred children in five facilities, PUC's volunteers provided home-cooked meals, entertainment, and support in preparing children for life after prison. By 1996, responding to the needs of community families, PUC had become one of the community's best-informed advocates for foster care children, providing support for parents of children in foster care who were struggling in court to bring their families together again. Thus, I believe my expertise in community outreach and governance is relevant to serving on the board of a charter school.

- 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



### Attachment 5A School Trustee Background Information

documentation attesting to your good conduct or your good character; and any letters of support from friends, family, co-workers, employers, etc.

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

#### Conflict of Interest

- 9. Please indicate whether you, your spouse, or other family member knows any of the other prospective or current board members.  
 I / we do not know any such persons.  Yes.  
 If your answer is yes, please indicate the precise nature of your relationship here:  
 I know Melvin Alston through his work at the Administration of Children Services (ACS) because People United for Children (PUC) dealt with families of children in the foster care system.
- 10. Please indicate whether you, your spouse, or other family member knows any person who is a prospective or current charter school employee.  
 I / we do not know any such persons.  Yes.  
 If yes, please indicate the precise nature of your relationship here:  
 I know the lead applicant, LaKeshia George. She is a former employee of People United for Children.
- 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,



### Attachment 5A School Trustee Background Information

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 suspected a potential conflict of interest, or that a board member was self dealing or involved in working for the benefit of their friends and/or family I would bring this matter to the attention of the Board. Then, the board will consult the by-laws regarding conflict of interest and act in accordance to the by-laws. I will do everything in my power to ensure the best interest of the school.

### Educational Philosophy

- 18. Please explain your understanding of the charter school's mission and/or philosophy.  
New Generations of Scholars (NGS) believes all children should have a special talent or interest which they should be given the opportunity to explore because children learn through their strengths. It is the mission of the school to use children's strength to motivate them to succeed at high levels.

- 19. Please explain your understanding of the educational program of the charter school.  
The educational program of New Generation of Scholars (NGS) incorporates learning labs, special interest groups, a teacher's academy and the explicit teaching of English Language



## Attachment 5A School Trustee Background Information

Arts and Math in every discipline.

20. Please indicate what you believe to be the characteristics of a successful charter school. In particular, please provide the specific steps you think the board of the charter school will need to take to ensure that this charter school is and remains successful.  
A successful charter school has a sound standards-based curriculum, uses assessments to direct instruction, is fiscally viable and a leader in the educational community of best practices.  
To ensure a successful charter school, a board must:
- Define the mission
  - Establish parameters for the school program
  - Set policies and amend as necessary
  - Establish measurable goals
  - Ensure adequate resources
  - Hold school leader accountable
  - Advocate for the school
  - Formulate long-term strategic plans

### Other

21. Please explain your understanding of the appropriate role of a public charter school board member.  
A public charter school board member has a fiduciary responsibility of governing the school. It is the board members role to:
- Attend meetings and enable quorum
  - Participate in board decisions
  - Lend expertise to board deliberations
  - Contribute to the school
  - Advocate for the school
  - Self-evaluate participation
  - Maintain confidentiality
  - Identify conflict of interest
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 I 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 been an advocate for children for many years. I believe that New Generations of Scholars is an innovative school and it is a much needed endeavor in this community of the Bronx. We have committed board members and strong believers in education who are prepared to work together to educate children.





## Attachment 5A School Trustee Background Information

### School Trustee Background Information

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

**Name:** Tiffany Meriweather

**Charter School Name:** New Generation of Scholars Charter School

**Charter School Address:** TBD

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

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

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

### Background

1. Please provide your educational and employment history. You may do so by attaching a résumé.  Resume Attached
2. Please affirm that you are or will be at least eighteen years old at the time of your appointment/election to the board.  I affirm
3. Please affirm that you have read Article 56 of the New York State Education Law, and understand the relationship between a charter school and the authorized chartering entity as defined in that statute.  I affirm
4. I received a Board Recruitment flyer through email about the opportunity to serve on the board as a Trustee of New Generation of Scholars Charter School.
5. I wish to serve on the board because I have spent many years advocating for the rights of children, I believe this opportunity will allow me to continue my work as a child advocate



### Attachment 5A School Trustee Background Information

want to be a part of that process. I want to help make a difference in the lives of children and I am willing to lend my experience and expertise to make New Generations of Scholars a healthy academic choice for parents. There is a definite need for more quality schools in this world.

- 6. Yes, I currently serve on the board of directions of Fashion for Autism, Inc. I also sit on the Steering Committee of the Young Patrons of the Apollo. I am a trained and certified mediator, and I have mediated cases n New York Civil Court, public schools, and community centers. I believe my life experiences will be of great use to New Generation of Scholars 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.
- 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.

#### 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.
- 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.
- 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



### Attachment 5A School Trustee Background Information

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 suspected a potential conflict of interest, or that a board member was self dealing or involved in working for the benefit of their friends and/or family I would bring this matter to the attention of the Board. Then, the board will consult the by-laws regarding conflict of interest and act in accordance to the by-laws. I will do everything in my power to ensure the best interest of the school.

### Educational Philosophy

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



## Attachment 5A School Trustee Background Information

New Generations of Scholars (NGS) believes all children should have a special talent or interest which they should be given the opportunity to explore because children learn through their strengths. It is the mission of the school to use children's strength to motivate them to succeed at high levels.

19. Please explain your understanding of the educational program of the charter school.  
New Generation of Scholars (NGS) educational program provides elementary students especially English Language Learners, Students with Disabilities, and Economically disadvantaged students with an innovative approach to education. Their educational programs utilizes special interest groups, ungraded standard-based learning labs, data-driven instruction, explicit teaching of literacy and math through all disciplines framework and a Teacher's Academy to provide student-centered, meaningful, engaging, enthusiastic and standards-based learning experiences to educate children at high levels.
20. Please indicate what you believe to be the characteristics of a successful charter school. In particular, please provide the specific steps you think the board of the charter school will need to take to ensure that this charter school is and remains successful.  
A successful charter school has a sound standards-based curriculum, uses assessments to direct instruction, is fiscally viable and a leader in the educational community of best practices.  
To ensure a successful charter school, a board must:
- Define the mission
  - Establish parameters for the school program
  - Set policies and amend as necessary
  - Establish measurable goals
  - Ensure adequate resources
  - Hold school leader accountable
  - Advocate for the school
  - Formulate long-term strategic plans

### Other

21. Please explain your understanding of the appropriate role of a public charter school board member.  
A public charter school board member has a fiduciary responsibility of governing the school. It is the board members role to:
- Attend meetings and enable quorum
  - Participate in board decisions
  - Lend expertise to board deliberations
  - Contribute to the school
  - Advocate for the school
  - Self-evaluate participation
  - Maintain confidentiality



## Attachment 5A School Trustee Background Information

- Identify conflict of interest
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 I 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 been an advocate for children for many years. I believe that New Generations of Scholars is an innovative school and it is a much needed endeavor in this community of the Bronx. We have committed board members and strong believers in education who are prepared to work together to educate children.



## Attachment 5A School Trustee Background Information

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

### STATEMENT OF ASSURANCE

I, Tiffany N. Ymeriweather (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 2<sup>nd</sup> Degree, a Class A Misdemeanor.

Tiffany N. Ymeriweather Signature 6/13/12 Date

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

Business Telephone: [Redacted]

Business Address: [Redacted]

E-Mail Address: [Redacted]

Home Telephone: [Redacted]

Home Address: [Redacted]



## Attachment 5A School Trustee Background Information

### Tiffany Nicole Meriweather



Tiffany N. Meriweather is an Associate in the Mergers and Acquisitions Group at Skadden, Arps, Slate, Meagher & Flom LLP. She has represented clients in a variety of industries, including sports, financial services, healthcare, technology, energy, commodities, retail, radio and journalism. Her experience at the firm includes multi-billion dollar acquisitions, mergers, credit transactions, restructurings, divestitures, and corporate governance. In addition, Tiffany serves on the Steering Committee of the firm’s African-American/African Affinity Group and participates in the firm’s recruitment and diversity efforts. Tiffany has extensive pro bono experience, and has successfully represented clients in the formation of not-for-profit organizations, tax-exemption applications, social security disability claims, child support disputes, and child custody matters.

Since 2006 Tiffany has been actively involved with Legal Outreach, and has served the organization in various capacities including as a Summer Law Institute Instructor, recruiter, debate coach, and as a mentor. In addition, she served as a mentor and the co-chair of the Young Leadership Board of New York Needs You, an organization focused on closing the opportunity gap for first-generation and low-income college students through its intensive career development and leadership training fellowship. Tiffany currently serves on the proposed board of directors of New Generation of Scholars Charter School and the board of directors of Fashion for Autism, Inc. Tiffany also sits on the Steering Committee of the Young Patrons of the Apollo. She is a trained and certified mediator, and has mediated cases in New York Civil Court, public schools, and community centers. Tiffany mentors high school and college students on an individual basis, enjoys public speaking, and is a lifetime Girl Scout.

Tiffany graduated from Benjamin Elijah Mays High School in Atlanta, Georgia where she was valedictorian, and the recipient of approximately \$1M in academic, merit-based scholarships from academic institutions and social/professional organizations across the country. She went on to receive a Bachelor of Arts degree with a double major in Psychology and Political Science from Emory University in 2005 and a Juris Doctor from Columbia Law School in 2008. Additionally, Tiffany studied abroad at the Universidad de Salamanca in Salamanca, Spain and



## Attachment 5A School Trustee Background Information

represented the City of Atlanta as a Student Ambassador to Fukuoka, Japan. She is a proud native of Atlanta, Georgia and currently resides in Harlem.



## Attachment 5b By-Laws

### NEW GENERATION OF SCHOLARS CHARTER SCHOOL

#### ARTICLE I: NAME

The name of the Corporation is NEW GENERATION OF SCHOLARS CHARTER SCHOOL (hereinafter “the Corporation”).

#### ARTICLE II: PURPOSE

The purpose for which the Corporation is organized is to establish and operate and maintain a Charter School (“the Charter School”) to provide new educational opportunities for K through 8 children in the Bronx, including students with disabilities, English Language Learners, and economically disadvantaged students.

#### ARTICLE III: MEMBERSHIP

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

#### ARTICLE IV: BOARD OF TRUSTEES

**A. Powers.** The Board shall conduct or direct the affairs of the Corporation and exercise its powers, subject to applicable Education Law, Not-for-Profit Corporation Law, the General Municipal Law, the Corporation’s Charter (“the Charter”) and these By-Laws. All references in these By-Laws to the Charter shall be construed to mean the Charter as from time to time amended. The Board may delegate the management of the activities of the Corporations to others, so long as the affairs of the Corporation are managed, and its powers are exercised, under the Board’s ultimate jurisdiction.

Without limiting the generality of the powers hereby granted to the Board, but subject to the same limitations, the Board shall have all the powers enumerated in these By-Laws, and the following specific powers:

- (i) To elect and remove Trustees;
- (ii) To select and remove Officers, agents and employees of the Corporation; to prescribe powers and duties for them; and to fix their compensation;
- (iii) To conduct, manage and control the affairs and activities of the Corporation, and to make rules and regulations;
- (iv) To enter into contracts, leases and other agreements which are, in the Board’s judgment, necessary or desirable in obtaining the purposes or promoting the interests of the Corporation;
- (v) To carry out the business of operating the Charter School and apply any surplus that results from the business activity to any activity in which the Corporation may engage;
- (vi) To act as trustee under any trust incidental to the Corporation’s purposes, and to receive, hold, administer, exchange and expend funds and property subject to such a trust;



## Attachment 5b By-Laws

- (vii) To acquire real or personal property, by purchase, exchange, lease, gift, devise, bequest, or otherwise, and to hold, improve, lease, sublease, mortgage, transfer in trust, encumber, convey or otherwise dispose of such property;
- (viii) To borrow money, incur debt, and to execute and deliver promissory notes, bonds, debentures, deeds of trust, mortgages, pledges, hypothecations and other evidences of debt and securities;
- (ix) To indemnify and maintain insurance on behalf of any of its Trustees, Officers, employees or agents for liability asserted against or incurred by such person in such capacity or arising out of such person's status as such, subject to the provisions of the Not-for-Profit Corporation Law and the limitations noted in these By-Laws.

**B. Number of Trustees.** The number of Trustees of the Corporation shall be not fewer than five (5) and shall not exceed (15). The initial number of Trustees shall be seven (7).

**C. Qualifications of Trustees.** The Board may elect any person who has reached the age of 21 years and who in its discretion it believes will serve the Corporation faithfully and effectively. The Board shall establish a written policy concerning the qualifications for election as a trustee.

**D. Election of Trustees.**

- (i) ***Nomination.*** The Governance Committee shall present a slate of qualified candidates to the Board at the Annual Meeting.
- (ii) ***Election.*** The Board shall elect Trustees by the vote of a majority of the Trustees then in office. Trustees-elect assume office subject to approval by the Charter School's Authorizer ("the Authorizer").
- (iii) ***Term Office.***
  - a. At the first Board Meeting immediately following issuance of the Charter, Trustees will be elected to one, two, and three year terms so as to establish staggered terms. A Trustee's term of office shall end at the conclusion of the third Annual Meeting after the Annual Meeting at which the Trustee was elected or at an earlier Annual Meeting in the case of Trustees elected for terms shorter than three years. The term of office of a Trustee elected at a Regular or Special Meeting shall end at the conclusion of the third Annual Meeting after the date of election.
  - b. Any vacancy occurring in the Board of Trustees and any position to be filled by reason of an increase in the number of Trustees may be filled, upon recommendation of a qualified candidate by the Governance Committee, by vote of a majority of the Trustees then in office. A Trustee elected to fill a vacancy shall be elected for the unexpired term of his/her predecessor in office. The term of office of a Trustee elected to increase the number of trustees shall be provided in Article IV D. iii (a). The Board may exercise all of its powers notwithstanding the existence of one or more vacancies in the Board. If the number of Trustees in office has become less than five (5), the Board must elect additional Trustees until there are at least five (5) before taking action on any other business.
  - c. A Trustee's term of office shall not be shortened by any reduction in the number of Trustees resulting from amendment to the Charter, the By-Laws, or other Board action.
  - d. A Trustee's term of office shall not be extended beyond that for which the Trustee was elected by amendment of the Charter or the By-Laws or other Board action.



## Attachment 5b By-Laws

- e. No Trustee shall serve more than three (3) consecutive, three-year terms without at least a one (1) year break between terms.
- (iv) **Time of Elections.** The Board shall elect Trustees at the Annual Meeting or, in the case of a Trustee elected to fill a vacancy, at a Regular Meeting designated for that purpose, or at a Special Meeting called for that purpose.
- (v) **Removal of Trustees.** The Board may remove a Trustee for cause by majority vote of the full Board in accordance with the applicable provisions of the Education Law and the Not-for-Profit Corporation Law.
- (vi) **Resignation by Trustee.** A Trustee may resign by giving written notice to the Board Chair or Secretary. The resignation is effective upon receipt of such notice, or at any later date specified in the notice. The acceptance of a resignation by the Board Chair or Secretary shall not be necessary to make it effective, but no resignation shall discharge any accrued obligation or duty of a Trustee.
- (vii) **Vacancies.** A vacancy is deemed to occur on the effective date of the resignation of a Trustee, upon the removal of a Trustee, upon declaration of vacancy pursuant to these By-Laws, or upon a Trustee's death. A vacancy is also deemed to exist upon the increase by the Board of the number of Trustees within the number authorized.
- (viii) **Compensation of Trustees.** Trustees shall serve without compensation. However, the Board may approve reimbursement of a Trustee's actual and necessary expenses while conducting Corporation business.
- (ix) **Code of Ethics, Conflict of Interest and Confidentiality.** The Board shall establish a Code of Ethics and Conflict of Interest and Confidentiality policies for the Board.
- (x) **Parent Trustee.** The Board shall designate a position on the Board to be filled by a parent or guardian of a child who is a student at the Charter School ("Parent Trustee") The Chair of the Charter School's Parent Association shall be ex-officio as the Parent Trustee unless he or she is unwilling to serve in which case the Parent Trustee shall be nominated by the Governance Committee as provided in Article D (i) and shall hold office only so long as his or her child remains enrolled in the Charter School.

**E. Composition of The Board of Trustees.** The Board shall include: (a) the Board of Trustees Chairperson, the Executive Director of the school who shall have non-voting rights, a parent representative and any additional Trustee determined by the Trustees so long as the total does not exceed fifteen (15).

### ARTICLE V: PRINCIPAL OFFICE

The Corporation's principal office shall be at the premises of the Charter School or as such other place as the Board may select by resolution or amendment of the By-Laws. The Secretary shall note any change in office on the copy of the By-Laws maintained by the Secretary.

### ARTICLE VI: MEETINGS OF THE BOARD

**A. Place of Meetings.** Board Meetings shall be held at the Charter School. A trustee who participates in a meeting by telephone may not be counted for the purposes of determining whether a quorum is present and may not vote. Meetings may be held by video-conference subject to the provisions of the Open Meetings Law.



## Attachment 5b By-Laws

- B. Annual Meeting.** The Annual Meeting of the Board shall be held in the last quarter of each fiscal year.
- C. Regular Meetings.** Regular Meetings shall be held monthly.
- D. Special Meetings.** Special meetings of the Board may be called by the Chair or by a majority of the Board filing a written request for such a meeting with the Chair and stating the object, date, and hour therefore or by the Chair and another Officer on the written request of three Trustees.
- E. Adjournment.** A majority of the Trustees present at a meeting, whether or not a quorum, may adjourn the meeting to another time and place.
- F. Notices.** Notices to Trustees of Board Meetings shall be given as follows:  
Notices of Annual Meetings and Regular Meetings shall be given to each Trustee at least thirty (30) days in advance and Trustees shall also receive a written agenda in advance within a reasonable amount of time before each meeting. Meetings may be held without additional notice if the By-Laws fix the time and place of such Meetings or if the Board has established a meeting calendar, including the time, date and place of each meeting. Special Meetings shall be held upon reasonable notice by first-class mail or 48 hours' notice delivered personally or by telephone, facsimile or email. Notices will be deemed given when deposited in the United States mail, addressed to the recipient at the address shown for the recipient in the Corporation's records, first—class postage prepaid; when personally delivered in writing to the recipient; or when faxed, emailed, or communicated orally in person or by telephone, to the Trustee or to a person whom it is reasonably believed will communicate it promptly to the Trustee.
- F. Waiver of Notice.** Notice of a meeting need not be given to Trustee who signs a waiver of notice or written consent to holding the meeting or an approval of the minutes of the meeting, whether before or after the meeting, or attends the meeting or an approval of the minutes of the meeting, whether before or after the meeting, or attends the meeting without protest prior to the meeting or at its commencement, of the lack of notice. The Secretary shall incorporate all such waivers, consents and approvals into the minutes of the Meeting.
- G. Absence.** An absentee Board member may not designate an alternate to represent him or her at a Board meeting. The Board shall create and maintain a written policy regarding Trustee absences from Board Meetings.
- H. Open Meetings.** The Board shall comply with New York Open Meetings Law Article 7 of the Public Officers Law. In the event of a conflict between these By-Laws and the Open Meetings law, the Open Meetings Law shall prevail.

### ARTICLE VII: ACTION BY THE BOARD

- A. Quorum.** A majority of the Trustees then in office shall constitute a quorum for the transaction of business at any Annual, Regular or Special Meeting of the Board except where otherwise required by these By-Laws or by statute.
- B. Action by the Board.** Except as otherwise provided by statute or by these By-Laws, the vote of a majority of the Board present at the time of the vote, if a quorum is present at such time, shall be the act of the Board.



## Attachment 5b By-Laws

### **C. Committees.**

- (i) ***Standing Committees.*** There shall be four (4) standing committees; the Academic Committee, the Cultural & Community Outreach Committee, the Governance Committee and the Finance Committee (fundraising committee will be a subcommittee of the finance committee).
- (ii) ***Membership of Committees.*** The Executive Committee shall be composed of at least five (5) members including the Officers of the Corporation. Persons other than Trustees may be appointed as members of Committees provided that any committee to which the powers of the Trustees are delegated shall consist solely of Trustees; and further provided, that all committees shall have a majority of Trustees and shall be chaired by a Trustee.
- (iii) ***Responsibilities of Committees.*** The responsibilities of the standing committees may include but shall not be limited to the following;
  - a. **Executive Committee:** to co-ordinate the work of the Board, to prepare the agenda for Board meetings in consultation with the Head of School.
  - b. **Academic Committee:** to work with the Executive Director to review the Charter School's academic results, to monitor progress towards the academic and the other goals set by the Board, to present, with the Executive Director, periodic reports informing the entire Board of progress towards these goals, to monitor compliance with IDEA and other legal requirements connected with special education.
  - c. **Governance Committee:** to study the qualifications of candidates for Trustees and present qualified nominees to the Board, to present nominees for Officers to the Board, to recommend candidates to the Board to fill vacancies that arise outside the regular nominating process, to provide ongoing optimum Board performance, to monitor the Charter School's compliance with its policies and applicable state and federal law.
  - d. **Finance Committee:** to develop in conjunction with the Executive Director a proposed annual budget for the Board's consideration, to monitor the school's financial standing and make recommendations to the Board on financial matters when required, to ensure that the school is operating under adequate and proper financial controls, to develop in conjunction with the Executive Director an annual fund raising plan, to work with the Executive Director to ensure that the annual fund raising plan is achieved involving the remainder of the Board in this effort when appropriate.
- (iv) ***Appointment of Committees.*** The Board may create committees for any additional purpose, Members of standing committees shall be appointed by a resolution of a majority of the Trustee then in office. The Chair of the Board shall appoint members to other committees and designate the chairs of all committees. The members of each committee shall include no fewer than three Trustees. Trustees shall serve as committee members at the pleasure of the Chair of the Board.
- (v) ***Authority of Committees.*** The Chair of the Board may delegate to a Board committee any of the authority of the Board, except with respect to the election of Trustees, filling vacancies on the Board or any committee which has the authority of the Board, the amendment or repeal of By-Laws or the adoption of new By-Laws and the appointment of other committees of the Board, or the members of the committees, the amendment or repeal of any resolution of the Board.



## Attachment 5b By-Laws

(vi) **Procedures of Committees.** At any meeting of a committee a quorum for the transaction of all business properly before the meeting shall consist of a majority of the members of such committee. The Board may prescribe the manner in which the proceedings of any committee are to be conducted. In the absence of such prescription, a committee may prescribe the manner of conducting its proceedings, except that the regular and special meetings of the committee are governed by the provisions of these By-Laws and the Open Meetings Law.

### D. Standard of Care.

- (i) **Performance of Duties.** Each Trustee shall perform all duties of a Trustee, including duties on any committee, in good faith, with undivided loyalty and with that degree of diligence, care and skill, including reasonable inquiry, as an ordinary prudent person in a like position would use under similar circumstance.
- (ii) **Reliance on Others.** In performing the duties of a Trustee, a Trustee shall be entitled to rely on information, opinions, reports or statements, including financial statements and other financial data, presented or prepared by:
- One or more Officers or employees of the Corporation whom the Trustee believes to be reliable and competent in the matters presented;
  - Legal counsel, public accountants or other persons as to matters that the Trustee believes are within that person's professional or expert competence; or
  - A Board Committee on which the Trustee does not serve, duly designated in accordance with a provision of the Corporations Charter or By-Laws, as to matters within its designated authority, provided the Trustee believes the Committee merits confidence and the Trustee acts in good faith, and with that degree of care specified in Paragraph D.1. and after reasonable inquiry when the need is indicated by the circumstances, and without knowledge that would cause such reliance to be unwarranted.
- (iii) **Investments.** In investing and dealing with all assets held by the Corporation for investment, the Board shall exercise the standard of care described above in Paragraph D.1. and shall consider among other relevant considerations the long and short term needs of the Corporation in carrying out its purposes, including its present and anticipated financial requirements. The Board may delegate its investment powers to others, provided that those powers are exercised within the ultimate direction of the Board.
- (iv) **Rights of Inspection.** Every Trustee has the right to inspect and copy all books, records and documents of every kind and to inspect the physical properties of the Corporation, provided that such inspection is conducted at a reasonable time after reasonable notice, and provided that such right of inspection and copying is subject to the obligation to maintain the confidentiality of the reviewed information, in addition to any obligations imposed by any applicable federal, state or local law.
- (v) **Participation in Discussion and Voting.** Every Trustee has the right to participate in the discussion and vote on all issues before the Board or any Board Committee, except that a Trustee shall not be permitted to participate in the discussion and vote on any matter involving such Trustee relating to: (a) a self-dealing transaction; (b) a conflict of interest; (c)



## Attachment 5b By-Laws

indemnification of that Trustee uniquely; or (d) any other matter at the discretion of a majority of the Trustees then present.

- (vi) **Duty to Maintain Board Confidences.** Every Trustee has a duty to maintain the confidentiality of all Board actions that are not required by law to be open to the public, including discussions and votes that take place at any Executive Sessions of the Board. Any Trustee violating this confidence may be removed from the Board.

### ARTICLE VII: OFFICERS

**A. Officers.** The Officers of the Corporation consists of a Chair, Vice Chair, a Secretary and a Treasurer. The Corporation also may have such other officers as the Board deems advisable.

- (i) **Chair.** Subject to Board control, the Chair has general supervisions, direction and control of the affairs of the Corporation, and such other powers and duties as the Board may prescribe. If present, the Chair shall preside at Board meetings.
- (ii) **Vice Chair.** If the Chair is absent or disabled, the Vice Chair shall perform all the Chair's duties and, when so acting, shall have all the Chair's powers and be subject to the same restrictions. The Vice Chair shall have other such powers and perform such other duties as the Board may prescribe.
- (iii) **Secretary.** The Secretary shall: (a) keep or cause to be kept, at the Corporation's principal office, or such other place as the Board may direct, a book of minutes of all meetings of the Board and Board Committees, noting the time and place of the meeting, whether it was regular or special (and if special, how authorized), the notice given, the names of those present, and the proceedings; (b) keep or cause to be kept a copy of the Corporation's Charter and By-Laws, with amendments; (c) give or cause to be given notice of the Board and Committee meetings as required by the By-Laws; and (d) have such other powers and perform such other duties as the Board may prescribe.
- (iv) **Treasurer.** The Treasurer shall: (a) keep or cause to be kept adequate and correct accounts of the Corporation's properties, receipts and disbursements; (b) make the books of account available at all times for inspection by any Trustee; (c) deposit or cause to be deposited the Corporation's monies and other valuables in the Corporation's name and to its credit, with the depositories the Board designates; (d) disburse or cause to be disbursed the Corporation's funds as the Board directs; (e) render or cause to be rendered to the Chair and the Board, as requested but no less frequently than once every fiscal year, an account of the Corporation's financial transactions and financial condition; (f) prepare or cause to be prepared any reports on financial issues required by an agreement on loans; (g) serve as Chair of the Finance Committee; and (h) have such other powers and perform such other duties as the Board may prescribe.

### **B. Election, Eligibility and Term of Office**

- (i) **Nomination.** The Governance Committee shall present nominations for Officers to the Board. The nominated Officers shall be Trustees.
- (ii) **Election.** The Board shall elect the Officers annually at the Annual Meeting or a Regular Meeting designated for that purpose or at a Special Meeting called for that purpose, except that Officers appointed to fill vacancies shall be elected as vacancies occur.



## Attachment 5b By-Laws

- (iii) **Eligibility.** A Trustee may hold any number of offices, except that neither the Secretary nor Treasurer may serve concurrently as the Chair.
- (iv) **Term of Office.** Officers shall take office immediately following the close of the meeting at which they are elected. The term of office for an Officer shall be one, three or five years, or until a successor assumes office. A Trustee may not serve more than three (3) consecutive terms in the same office.
- (v) **Removal and Resignation.** The Board may remove any Officer in accordance with the provisions of the Education Law and the Not-for-Profit Corporation Law. Such removal shall not prejudice the Officer's rights, if any, under an employment contract. Any officer may resign at any time by giving written notice to the Chair (or in the case of resignation of the Chair, to the Vice Chair) or to the Corporation, the resignation taking effect upon receipt of the notice or at a later date specified in the notice.

### ARTICLE VIII: NON-LIABILITY OF TRUSTEES

The Trustees shall not be personally liable for the Corporation's debts, liabilities or other obligations.

### ARTICLE IX: INDEMNIFICATION OF CORPORATE AGENTS

The Charter School may, to the fullest extent now or hereafter permitted by an in accordance with standards and procedures provide by § 721 through §726 of the Not-for-Profit Corporation Law and any amendments thereto, indemnify any person made, or threatened to be made, a party to any action or proceeding by reason of the fact that he, his testate or intestate was a Director, Officer, employee or agent of the Corporation, against judgments, fines, amounts paid settlement and reasonable expenses, including attorney's fees.

### ARTICLE X: SELF-DEALING TRANSACTIONS

The Corporation shall not engage in any self-dealing transactions, except as permitted under the General Municipal Law and approved by the Board. "Self-dealing transaction" means a transaction to which the Corporation is a party and in which one of more of the Trustees has a material financial interest. Notwithstanding this definition, the following transaction is not a self-dealing transaction, and is subject to the Board's general standard of care:

A transaction which is part of a public or charitable program of the Corporation, if the transaction (a) is approved or authorized by the Board in good faith and without unjustified favoritism; and (b) results in a benefit to one or more Trustees or their families because they are in a class of persons intended to be benefited by the program.

### ARTICLE XI: OTHER PROVISIONS

**A. Fiscal Year.** The fiscal year of the Corporation begins on July 1 of each year and ends June 30.

**B. Execution of Instruments.** Except as otherwise provide in these By-Laws, the Board may adopt a resolution authorizing any Officer or agent of the Corporation to enter into any contract or execute and deliver any instrument in the name of or on behalf of the Corporation. Such authority may be general or confined to specific instances. Unless so authorized, no Officer, agent or employee shall have any power to bind the Corporation by any contract or



## Attachment 5b By-Laws

engagement, to pledge the Corporation's credit, or to render it liable monetarily for any purpose or any amount.

**C. Checks and Notes.** Except as otherwise specifically provided by Board resolutions, checks, drafts, promissory notes, orders for the payment of money, and other evidence of indebtedness of the Corporation may be signed by the Chair of the Board, the Executive Director or the Treasurer. Such items for amounts of \$5,000.00 or greater, or such other amount as the Board may from time to time determine must be signed by two of these Individuals.

**D. Construction and Definitions.** Unless the context requires, the general provisions, rules of constructions, and definitions contained in the Not-for-Profit Corporation Law, the General Municipal Law and the Education Law shall govern the construction of these By-Laws. Without limiting the generality of the foregoing, words in these By-Laws shall be read as the masculine or feminine gender, as and as the singular or plural, as the context requires, and the word person includes both a corporation and a natural person. The captions and headings in these By-Laws are for reference and convenience only and are not intended to limit or define the scope or effect of any provisions.

**E. Conflict of Interest.** Any Trustee, Officer, or Committee member having an interest in a contract, other transaction or program presented to or discussed by the Board or Board Committee for authorization, approval, or ratifications shall make a prompt, full and frank disclosure in writing of his or her interest to the Board of Committee as soon as he or she has knowledge of the conflict. Such disclosure shall include all relevant and material facts known to such person about the contract or transaction that may reasonably be construed to be adverse to the Corporation's interest. The Board or Committee to which such disclosure is made shall thereupon determine, by majority vote, whether the disclosure shows that a conflict of interest exists or can reasonably be construed to exist and whether the conflict is prohibited under the Code of Ethics or the General Municipal Law. The minutes of the meeting shall reflect the proceedings, including the disclosure made, the vote thereon, and where applicable, the abstention from voting and participation. The Board shall adopt formal policies requiring regular annual statements from Trustees, Officers and key employees to disclose existing and potential conflicts of interest.

**F. Interpretation of Charter.** Whenever any provision of the By-Laws is in conflict with the provisions of the Charter, the provisions of the Charter shall control.

### ARTICLE XII: AMENDMENT

A majority of the Trustees may adopt, amend or repeal these By-Laws subject to approval by the Authorizer.



## Attachment 5c Code of Ethics

### CODE OF ETHICS

#### FOR SCHOOL TRUSTEES, OFFICERS AND EMPLOYEES

The Board of Trustees recognizes that sound, ethical standards of conduct serve to increase the effectiveness of school board trustees and their staff as educational leaders in their community.

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

**Board Composition:** Trustees or employees of any external organization shall not hold more than 40 percent of the total seats comprising of the Board of Trustees. Up to 40 percent of the people serving on the Board may be comprised of (a) people currently being compensated by the New Generation of Scholars for services rendered to the school within the previous 12 months, whether as full-time or part-time employee, independent contractor or otherwise; or (b) any sister, brother, ancestor, descendant, spouse, sister-in-law, brother-in-law, daughter-in-law, son-in-law, mother-in-law or father-in-law of any such person.

**Board Discussion:** Every Trustee has the right to participate in the discussion and vote on all issues (provided they having voting rights) presented before the Board or any Board Committee, except that any Trustee shall be excused from the discussion and vote on any matter involving such Trustee relating to (a) a “self-dealing transaction”, (b) a conflict of interest, (c) indemnification of that Trustee uniquely; or (d) any other matter at the discretion of a majority of the Trustees.

**Gifts:** An officer or employee shall not directly or indirectly solicit any gifts; nor shall an officer or employee accept or receive any single gift having a value of \$75 or more, or gifts from the same source having a cumulative value of \$75 or more over a twelve-month period, whether in the form of money, services, loan, travel, entertainment, hospitality, thing or promise, or any other form, if it could reasonably be inferred that the gift was intended to influence him or her in the performance of his or her official duties or was intended as a reward for any official action on his or her part. However, the Board welcomes and encourages the writing of letters or notes expressing gratitude or appreciation to staff members. Gifts from children that are principally sentimental in nature and of insignificant financial value may be accepted in the spirit in which they are given.

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

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

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



## Attachment 5c Code of Ethics

**Disclosure of interest in matters before the Board:** A member of the Board of Trustees and any officer or employee of the school, whether paid or unpaid, who participates in the discussion or gives official opinion to the Board on any matter before the Board shall publicly disclose on the official record the nature and extent of any direct or indirect financial or other private interests he or she has in such matter. The term “interest” means a financial or material benefit accruing to an officer or employee.

- 1. Investments in conflict with official duties:** An officer or employee shall not invest or hold any investment directly in any financial, business, commercial or other private transactions that creates a conflict with his or her official duties.
- 2. Private employment:** An officer or employee shall not engage in, solicit, negotiate for or promise to accept private employment when that employment or services creates a conflict with or impairs the proper discharge of his or her official duties.
- 3. Future employment:** An officer or employee shall not, after the termination of service or employment with the Board, appear before the Board or any panel or committee of the Board, in relation to any case, proceeding, or application in which he or she personally participated during the period of his or her service or employment of that was under his or her active consideration. This shall not bar or prevent the timely filing by a present or former officer or employee of any claim, account, demand or suit against the district on his or her own behalf of any member of his or her family arising out of any personal injury or property damage or for any lawful benefit authorized or permitted by law.
- 4. Trustee Responsibilities:** Trustees shall make all appropriate financial disclosures whenever a grievance of conflict of interest is lodged against them. Trustees shall avoid at all times engaging in activities that would appear to be unduly influenced by other persons who have a special interest in matters under consideration by the Board. If this occurs, a Trustee shall write a letter disclosing all facts prior to participating in a Board discussion of these matters and the Trustee’s interest in the matter will be reflected in the Board minutes.

### Distribution of Code of Ethics

The Chair of the Board shall ensure that a copy of this Coded of Ethics to be distributed annually to every trustee, officer and employee of the school. Every 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. All trustees, officers and employees will be required to sign a statement annually confirming that he or she has read and understands his Code of Ethics and has read and understands the requirements of the General Municipal Law as set out in the Board Handbook/Employee Handbook.

### Penalties

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



## Attachement 8a Hiring Personnel Policies and Procedures

### Hiring Policy

New Generation of Scholars shall ensure that all personnel meet any applicable teacher certification requirements and obtain clearance from the State Education Department following a fingerprint supported criminal background check in accordance with Article 56 of the Education law and other applicable law. It shall be the responsibility of the Director of Finance and the Director of Operations, overseen by the Executive Director, to ensure compliance with requirements for certification and fingerprint-supported background checks. NGS reserves the right for the Executive Director to alter or adjust the terms of an employee's agreement which may include salary, benefits, job descriptions, titles, and or other terms only within the parameters established by the Board of Trustees. All full-time hires must have at least 3 references and must be working towards required certification.

### Staffing and Human Resources Attributes, skills, and characteristics sought in teacher candidates.

**Attributes:** warmth, flexibility, fairness, enthusiasm, intelligence, persistence, responsibility, self-awareness, self-evaluation, open-mindedness, tolerance, curiosity;

**Skills:** special interest/talent within the areas of Athletics, Technology, The Arts, (Visual, Architecture, Fashion, Creative Writing, Music, Dance, and Theatre/Drama; ability to manage groups of children, work in a team, plan and follow through, keep calm under stress, deal effectively with difficult situations and negative feedback; practical or craft skills, computer skills, organizational skills, social skills;

**Characteristics:** good academic credentials; varied life experience; interest in science, the arts, society and child psychology; good general knowledge; personal hobbies; continued learning experience; interest in reading; values similar to those of the NGS; love of teaching; teacher certification, certification in LEP or SPED.

### Qualifications for hiring Staff

The NGS' success will depend on obtaining committed faculty members who believe in its mission and have the capacity to provide a high quality education to its students. Hiring policies will be stringent and fair; as an equal opportunity employer, the NGS will seek the best qualified employees with no discrimination with regard to race, ethnicity, national origin, religion, gender, sexual orientation, or disability. **Reference Check.** In accordance with the requirements of Ed.L. §28554(3)(a-2), NGS will check all references provided by candidates for employment. **Fingerprinting.** Before any employee can begin working at the NGS, they must clear the NYSED fingerprint screening process. One or more of the following forms (OSPRA form 101, 102 and/or 104) will be sent to NYSED for all new employees. **Certification requirements:** NGS will comply with all requirements of New York State Education Law. In accordance with Article 56, Section 2854(3)(a-1). According to the requirements for all public schools, all teachers will be certified, with the exceptions allowed by the law, as long as uncertified teachers do not comprise more than 30% of the teaching staff or five teachers, whichever is less. Furthermore, all lab teachers and if any paraprofessionals will be Highly Qualified as defined by the No Child Left Behind Act of 2001(NCLB) and the Individuals with Disabilities Education Act (IDEA). All special



## Attachement 8a Hiring Personnel Policies and Procedures

education teachers will be New York State certified in special education and will be Highly Qualified as defined by NCLB and IDEA. The school will comply with Education Law 2854(3)(a-3) and notify the State Education Department upon the hiring, firing or resignation of staff.

**Benefits** New Generation of Scholars will offer full coverage to full-time employees that includes medical, and dental plan to be selected by the Executive Director. Employee contributions towards healthcare will be automatically deducted from an employee's paycheck in accordance with pay schedule. The terms of coverage will vary based on type of coverage.

**Termination** All employees will be hired on an "at will" basis and as such may be terminated or can resign for any cause. Using professionalism, sensitivity, and adherence to the law, NGS will minimize the stress and disruption involved in termination. Violations of NGS Code of conduct, employee responsibilities and other legal and ethical expectations outlined in the Staff Handbook may result in termination. The Executive Director hold the authority to terminate an employee at will. Termination may be immediate dependent on the severity of the infringement.

**Resignation** Employees wishing to resign must provide a written Letter of Resignation two-week prior to resignation.

Qualifications the school seeks in candidates for the Executive Director, teachers, and other school employees.

### **EXECUTIVE DIRECTOR**

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Reports to: The Board of Trustees

The DCI is a member of the school's leadership team and is an educational and moral role model to our students and faculty.

#### **Expectations of the Executive Director**

- Be accountable for students' overall academic performance;
- Manage school revenues and expenses to stay within agreed upon budget;
- Be available to parents, students and staff after class, at night or on weekends;
- Maintain work hours extending beyond school hours for other duties, such as staff meetings, etc;
- Maintain professional standards and a school environment that is productive, safe and focused;
- Lead/facilitate professional development;
- Participate in events aimed at promoting or developing NGS and/or Partnering organization(s).

#### REQUIREMENTS FOR THE POSITION INCLUDE:

##### **Education & Qualification Requirements:**

- Relevant Masters Degree or equivalent
- Experience in talents-infused approach to education



## Attachement 8a Hiring Personnel Policies and Procedures

- Agreement with and commitment to the academic goals and philosophy of the NGS, particularly the Talents-Infused model
- A passion for improving urban schools and driving education reform
- Administrative certification welcomed but not mandatory
- Demonstrated successful leadership in a senior administrative position in a public or private school, preferably but not necessarily as a school leader and preferably working with a board
- Demonstrated successful teaching experience and other school roles, preferred in an urban education setting
- Exhibited leadership in working with professional staff, students, and the community toward achieving goals
- Demonstrated willingness to implement merit pay approach for teachers
- Commitment to accountability, including a rigorous student testing regime
- Experience or familiarity with data management and presentation and commitment to achieving for students academic goals
- Experience or familiarity with managing budgets, creating and implementing policies
- Demonstrated success in encouraging parental involvement
- Demonstrated special interest/talent within the areas of Athletics, Technology, The Arts, (Visual, Architecture, Fashion, Creative Writing, Music, Dance, and Theatre/Drama

### **Responsibilities of the Executive Director (Including but not limited to):**

- Pursue the vision and execute the mission of the school;
- Hire school staff;
- Serve as administrator and instructional leader of the school;
- Direct and supervise enrollment;
- Oversee and work on curriculum development and implementation;
- Maintain the integrity of the talents-infused approach;
- Direct, supervise, provide guidance and give support to teachers in order to improve instruction;
- Ensure the proper use of student data to drive and improve instruction;
- Plan the master schedule of classes for students and staff;
- Lead/provide professional development for the staff through Teacher's Academy of Excellence;
- Handle discipline matters with students with sensitivity to the children's needs;
- Direct and oversee financial and budgetary planning and business operations;
- Make formal reports to the Board of Trustees and the Institutional partner;
- Work closely with parents and the community at large to obtain community support;
- Work with the Board of Trustees to ensure legal compliance of the school.

### **DIRECTOR OF CURRICULUM & INSTRUCTION (DCI)**

Reports to: Executive Director

The DCI is a member of the school's leadership team and is an educational and moral role model to our students and faculty.

#### **REQUIREMENTS FOR THE POSITION INCLUDE:**

1. Masters in Education or a related area



## Attachement 8a Hiring Personnel Policies and Procedures

2. Minimum of three years teaching experience
3. Experience in the supervision of faculty members
4. Thorough knowledge of NYS standards
5. Proficiency in curriculum development
6. Understanding of current trends and best practices in education
7. Demonstrated special interest/talent within the areas of Athletics, Technology, The Arts, (Visual, Architecture, Fashion, Creative Writing, Music, Dance, and Theatre/Drama

### DUTIES OF THIS POSITION, IN CONSULTATION AND PARTNERSHIP WITH THE Executive Director AND OTHER DEPARTMENT PERSONNEL, INCLUDE BUT ARE NOT LIMITED TO:

1. Fosters a culture of academic excellence
2. Collaborates and implements academic planning and policies
3. Supervises and evaluates teachers, coordinates the Teacher Academy of Excellence in collaboration with the Executive Director
4. Gathers and analyzes data on student achievement
5. Promotes individual student success
6. Communicates with parents regarding student academic progress
7. Serves on Accountability Committee of the Board of Trustees
8. Coordinates departmental and other academic meetings
9. Mentors new teachers
10. Implements professional and curriculum development
11. Prepares yearly curriculum guide and coordinates the course selection procedures
12. Coordinates administration of examinations
13. Coordinates testing and monitors the implementation on testing
14. Expands affiliations with community organizations, businesses and non-profits to further academic goals
15. Perform such additional tasks and assume such additional responsibilities as are assigned by the ED that are consistent with the goals and objectives of the position

### **OPERATIONS MANAGER (OpsM)**

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Reports to: Executive Director (Year 4 Director of Operations)

The Operations Manager is a member of the school's leadership team and is a moral role model to our students and faculty. The Operations Manager is primarily responsible for the management of the schools daily operations and supporting the instructional team to ensure school-wide best practices are shared and implemented.

#### REQUIREMENTS FOR THE POSITION INCLUDE:

##### **Minimum Requirements:**

- 2+ years of teaching experience in an urban, start-up or charter school or 4+ years in an operational managerial position
- Bachelor's Degree preferred
- Unwavering commitment to the Education Reform Movement

##### **Qualifications and Characteristics**

- An understanding and belief in the mission of New Generation of Scholars Charter School



## Attachement 8a Hiring Personnel Policies and Procedures

- Strong analytical, problem spotting and problem-solving skills, organization, communication and planning skills
- Exceptional ability to develop and maintain productive, collaborative relationships
- Ability to create, monitor and maintain systems that enhance school/classroom efficiency
- Ability to thrive in a fast-paced environment and to accommodate frequent changes while maintaining goal orientation
- Ability to work autonomously as well as take direction as needed

### Responsibilities:

- Plan and develop school-wide presentations for instructional team to assist in supporting the operations of our success academies;
- Identify and develop training sessions to ensure school-wide best practices are shared with our instructional team to support daily school operations;
- Manage the daily operations including facilities, school transportation, health and safety;
- Manage the research, renovation and maintenance of all facilities;
- Work to ensure maintenance and upkeep of school technology;
- Participate fully in school culture and implement system of rewards and consequences created by the school and hold all students to the highest standards;
- Perform such additional tasks and assume such additional responsibilities as are assigned by the ED and DoO that are consistent with the goals and objectives of the position.

### DIRECTOR OF OPERATIONS (DoO) Year 4

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Reports to: Executive Director

The Director of Operations is a member of the school's leadership team and is a moral role model to our students and faculty.

#### REQUIREMENTS FOR THE POSITION INCLUDE:

1. Education: B.A. or B.S. degree required with course work in Business Administration, Organizational Management, or related discipline desired.
2. Three years broad, varied and increasingly responsible experience with budgeting, computer information systems, and organizational procedures.
3. Charter school experience desirable.

#### Knowledge and Abilities:

Knowledge of principles, methods and procedures, related to purchasing, operation, safety, computer networking programs, food service, budgeting and accounting, electronic data processing techniques and methods, purchasing and inventory control systems; Knowledge of principles, methods, techniques and strategies of organization, management and supervision; Knowledge of law, policies and regulations pertaining to youth and employee records; Ability to apply empirical principles and procedures in work performed; preparation of financial and statistical documents and reports; Analyze student achievement data, draw logical conclusions and prepare comprehensive reports; Establish and maintain cooperative relationships with all partners; Deal effectively and graciously with situations requiring tact and judgment; Exercise patience, common sense, and good



## Attachement 8a Hiring Personnel Policies and Procedures

humor to thrive within the pressures, competing priorities and demands of a school office environment.

### **JOB DESCRIPTION:**

The Director of Operations is responsible for planning, coordinating, and supervising the day-to-day business operations of a school office, and serves as administrative aide to the executive director, relieving him/her of administrative details.

### **PERFORMANCE RESPONSIBILITIES:**

1. Supervises the enrollment, transfer, discharge, and readmission process for students and the preparation of related records and files.
2. Supervises the preparation of student enrollment and attendance report.
3. Supervises the maintenance of student records, including assessment results, test scores, discipline citations, medical reports and records, and other documents.
4. Supervises student medication dispensation and injury reports.
5. Supervises Requisitions, receives, and distributes/stores classroom, school office and Work Room materials and supplies; maintains ongoing inventory; processes packing slips.
6. Prepares and processes field trip requests.
7. Maintains school web site.
8. Assists in writing, translating (if bilingual), publication, and distribution of weekly school newsletter.
9. Coordinates the development of, and prepares, school site General Fund and special projects budgets; prepares budget transfers as appropriate; monitors charter school budget.
10. Prepares and maintains purchase orders and other expense records; approves, logs, and monitors expenditures; reconciles site records with monthly District Office reports; resolves discrepancies; and ensures expenditures are within budget allowances for the month and year.
11. Secures childcare coverage for special events.
12. Prepares necessary forms for District Department of Human Resources to hire, upgrade, terminate or authorize special payments to staff.
13. Prepares yard supervision schedule.
14. Prepares certificated prep schedule.
15. Recruits appropriate prep teachers.
16. Prepares and communicates weekly memo to staff.
17. Organizes interview process for hiring certificated and classified staff.
18. Plans, assigns, trains, and evaluates classified staff in accordance with District standards, timelines, and procedures.
19. Processes, assigns, trains, and directs work of volunteers.
20. Plans and coordinates arrangements for school and community activities; acts as liaison between school and other schools, District Office, outside agencies, the parents, and the public at large.
21. Serves as the custodian of school office records.



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22. Develops, implements, and monitors work practices, systems, and methods that are effective, efficient, and consistent with District standards, policies, and procedures.
23. Coordinates executive director's site master calendar of meetings and events.
24. In-services new staff on School and District policies and regulations as they apply to school site operations; standard school site rules and procedures; computer operation and software programs used at the school site; proper use of office equipment; and emergency procedures.
25. Arranges for conferences and travel of administrators and staff; prepares related purchase order or payment requisitions; and follows up with receipts, invoices, and expense claims.
26. Investigates circumstances of employee on-the-job injuries; prepares required documentation; and reports safety hazards to executive director and school Safety Officer/Security Guard.
27. Scrutinizes facility wear and tear and makes recommendations as to facility improvement (i.e., carpet replacement, exterior and interior paint, turf).
28. Promotes and maintains a positive and effective school climate by ensuring that all interactions with staff, students, parents, and the public at large are prompt, efficient, helpful and friendly.
29. Seeks out and participates in educational and professional development and motives and encourages such developments for school -classified employees.
30. Recognizes problems and impediments and reports them promptly with options for solutions to the site executive director; promotes and assists with constructive resolutions.
31. Establishes and maintains professional and cooperative working relationships with all stakeholders: parents, students, staff, neighbors, and partners.
32. Monitors District and Special Projects accountability timelines and coordinates timely completion of administrative/clerical tasks.
33. Prepares annual performance audit in collaboration with the executive director.
34. Monitors and analyzes student performance assessment data preparing reports as needed for various special projects (i.e., after school program, summer school).
35. Organizes summer school programs.
36. Prepares and processes facility use agreement forms using established District procedures.
37. Perform other such additional tasks and assume such additional responsibilities as are assigned by the ED that are consistent with the goals and objectives of the position duties as assigned by Executive Director

### **DEAN OF STUDENT/PARENT AFFAIRS YEAR 5**

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Reports to: Executive Director

The Director of Finance is a member of the school's leadership team and is a moral role model to our students and faculty.

#### REQUIREMENTS FOR THE POSITION INCLUDE

##### Qualifications:

BA/BS degree or graduate degree;



## Attachement 8a Hiring Personnel Policies and Procedures

- Administrative certification welcomed but not mandatory;
- Experience and demonstrated ability in working with children in a teaching, counseling or other applicable capacity (examples include, but are not limited to involvement with community youth organizations, supervisory roles in mentorships);
- Demonstrated successful teaching experience;
- Exhibited leadership in working with professional staff, students, and the community;
- Agreement with the academic goals and philosophy of the charter school;
- Commitment to accountability, including a rigorous student testing regime;
- Demonstrated success in encouraging parental involvement;
- Ensuring that all campuses maintain >95% daily attendance and timeliness;
- Ensuring due process and legal compliance regarding all student disciplinary actions;
- Demonstrated special interest/talent within the areas of Athletics, Technology, The Arts, (Visual, Architecture, Fashion, Creative Writing, Music, Dance, and Theatre/Drama.

### **Responsibilities:**

Supervise the consistent and fair administration and tracking of student conduct and discipline data; Coordinator of Family-In School Support Network

- Contribute toward a safe environment for learning, including ensuring that student conduct is maintained and discipline is enforced fairly and consistently, and updating and implementing the required annual school safety report;
- Serve as liaison to parents and facilitate parent education and involvement, including reinforcing the need for parents to support the school's policies and practices for student discipline, dress code, homework, and events;
- Coach teachers on classroom/ behavior management techniques;
- Assist in making formal reports to the board of trustees and charter entity on student conduct, school safety and related matters;
- Implement and follow policies and procedures for student dress code, discipline and other policies related to maintaining a positive school culture of learning and achievement;
- Facilitate faculty and staff development related to school culture and consistent enforcement of student discipline;
- Organize school events including open houses and parent conferences;
- Facilitate parent education and involvement, including reinforcing the need for parents to support the school's policies and practices for student discipline, dress code, homework, and events;
- Perform such additional tasks and assume such additional responsibilities as are assigned by the ED that are consistent with the goals and objectives of the position.

### **PLAY COACHES YEARS 1-5**

Reports to: Operations Manager (OpsM)

A Play Coach is a member of the school's operational team and is a moral role model to our students and faculty.

#### REQUIREMENTS FOR THE POSITION INCLUDE

#### **Minimum Qualifications and Training:**



## Attachement 8a Hiring Personnel Policies and Procedures

1. Minimum of High School Diploma
2. Knowledge of and experience with relevant technologies.
3. Ability to lead and engage in structured recess with 20+ students
4. Demonstrated special interest/talent within the areas of Athletics, Technology, The Arts, (Visual, Architecture, Fashion, Creative Writing, Music, Dance, and Theatre/Drama

### **Responsibilities:**

Play Coaches report to the Operations Manager and are responsible for supporting the healthy brain development of children by providing structured play during recess via introducing children to new ideas and opportunities, enhancing children development and learning abilities, increase their physical and social skills, provide experiences with cooperation, self-discipline, perseverance and helping students develop a positive self-image. Play coaches play a leading role in the transitioning of students to and from labs. Additionally, they attend professional development to receive training about the school's curriculum. Moreover, play coaches provide support to the Office Manager in carrying out his or her office and other administrative tasks at the school in support of the ED, DCI, OpsM, and all instructional staff. Perform such additional tasks and assume such additional responsibilities as are assigned by the OpsM and ED that are consistent with the goals and objectives of the position

### **SPECIAL EDUCATION (SPED) COORDINATOR YEAR 2**

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Reports to: Director of Curriculum and Instruction

The Special Education is a member of the school's leadership team and is an educational moral role model to our students and faculty. The Special Education Coordinator oversees special education and related programs under the guidance of the DCI. This position will be filled in year 2.

#### **REQUIREMENTS FOR THE POSITION INCLUDE**

##### **Minimum Qualifications and Training:**

- Appropriate state certification as a special education teacher and any other required credentials
- Special education administrative and/or teaching experience, including case management experience.

Appropriate state certification as a special education teacher and any other credentialing required and applicable;

- Demonstrated ability to communicate and work effectively with parents;
- Demonstrated ability to adapt to individuals specific needs;
- Demonstrated ability to adapt to differences and changes in characteristics of students, programs, leadership, staff, and community;
- Demonstrated ability to utilize varied teaching methodologies to accommodate students' unique learning styles;
- Demonstrated ability to evaluate tests and measures of achievement;
- Demonstrated ability to work effectively and collaboratively with colleagues, parents and community members;
- Demonstrated administrative or organizational ability;



## Attachement 8a Hiring Personnel Policies and Procedures

- Demonstrated ability to inform and support administrators, instructional staff (both special and general education) and parents regarding special education and Section 504 law, policies and procedures; assists in compliance with state and federal requirements;
- Demonstrated ability to organize, plan and facilitate regularly scheduled meetings that include special educators and Section 504 facilitators in an effort to maintain consistency of program services;
- Demonstrated ability in identifying staff development needs and planning and delivering in-service training;
- Extensive knowledge of the provisions of IDEA, Section 504, assessment and curriculum, especially assessment and curriculum for special education;
- Skilled in program development and evaluation including gathering and analyzing data and development and implementation of improvement plans; project management; instructional development; creative thinking; and commitment to quality
- Skilled in leading, supervising, coaching, and evaluating special education staff;
- Knowledge and experience with programs that support learning among students of diverse ethnic and cultural backgrounds;
- Experience with using data-based decision-making including successful strategies and processes for program evaluation to measure achievement of school goals;
- Technological skills necessary to use electronic tools for data-based decision-making and effective communication, such as e-mail, word processing, spread sheets and databases, and ability to learn new programs as needed;
- Demonstrated special interest/talent within the areas of Athletics, Technology, The Arts, (Visual, Architecture, Fashion, Creative Writing, Music, Dance, and Theatre/Drama

### Responsibilities:

- Oversee special education and related services, programs and grants, and ensure NGS compliance with state and federal laws and regulations related to the implementation of IDEA;
- Develop systems, tools and policies/procedures for effective implementation of special education services, and testing accommodations as needed;
- Support implementation of NCLB and attainment of State standards;
- Provide direct and indirect instruction;
- Long and short-term planning addressing individual needs of students;
- Evaluate students' progress;
- Teach a multi-model approach;
- Provide an inviting, exciting, innovative, learning environment;
- Establish and maintain classroom management procedures;
- Prepare written reports accurately and submit in a timely manner;
- Effectively communicate with teachers, parents, and administrators to facilitate the IEP process;
- Effective consultation with parents, students, teachers, and administration;
- Effective professional liaison between school and home when necessary;
- Serve as advisors to students;



## Attachement 8a Hiring Personnel Policies and Procedures

- Remain current regarding laws, policies, trends and best practices related to education in general and special education programs specifically, and sharing this knowledge with administrators and staff on a regular basis;
- Interpret, explain, and apply local, State and Federal laws, guidelines, policies and procedures for staff, students, parents, and others in a timely and accurate manner
- Expand learning opportunities for students in an on-going effort to update; opportunities, improve services and programs, offer instructional pathways based on best practices, and maximize progress;
- Provide support with complex individualized education plans including facilitating meetings and advising executive director for more involved IEP processes;
- Maintain privacy of student records and information;
- Serve as primary liaison with CSE of students' district of residence;
- Assist in the development of the special needs program budget and planned management of resources to support learning goals;
- Assist with recruiting, screening, hiring, assigning and provide leadership in training to all staff in best practices for in special education through Teacher's Academy of Excellence;
- Align program development and coordination with the goals of the school in collaboration with administrators, special education staff and other school staff to ensure the best use of resources in providing services for students;
- Undertake administrative and instructional additional responsibilities assigned by the ED that are consistent with the goals and objectives of the position.

### **TALENT COORDINATOR YEAR 2**

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Reports to: Executive Director

The Talent Coordinator is a member of the school's leadership team and is an educational and moral role model to our students and faculty.

#### REQUIREMENTS FOR THE POSITION INCLUDE

##### Minimum Qualifications and Training:

- Bachelor's degree.
- Results-oriented individual – a flexible thinker willing to do “whatever it takes”
- Belief in the Talents-Infused Educational Approach
- A ferocious desire to provide our students with an exemplary education.
- Five years experience in teaching, teacher coaching, talent coaching or student support.
- Demonstrated experience in talent development in children
- Demonstrated special interest/talent within the areas of Athletics, Technology, The Arts, (Visual, Architecture, Fashion, Creative Writing, Music, Dance, and Theatre/Drama

##### Responsibilities:

Drive implementation of school-wide behavior management and reward system;  
Develop and implement the talent-infused rituals, routines, and celebrations that ensure a culture of academic success;

Develop and implement professional development for staff to create and maintain a positive talents-infused learning environment;



## Attachement 8a Hiring Personnel Policies and Procedures

Coach and support administrators, counselors, and staff in driving a high talents-infused achievement culture;

Develop and supervise mentoring/coaching opportunities within the school;

Develop systems and programs to support students that struggle with our high achievement culture;

Seek external talent development opportunities and resources for students, staff and parents;

Maintain and report school-wide attendance and discipline data;

Ensure all students are receiving high quality extra-curricular experiences;

Oversee/coordinate Talent Fundraiser Exhibit Shows;

Coordinate external talent opportunities for NGS school community;

Perform such additional tasks and assume such additional responsibilities as are assigned by the ED that are consistent with the goals and objectives of the position.

### **DIRECTOR OF FINANCE YEAR 3**

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Reports to: Executive Director

The Director of Finance is a member of the school's leadership team and is a moral role model to our students and faculty.

#### REQUIREMENTS FOR THE POSITION INCLUDE

##### Minimum Qualifications and Training:

- BA/BS degree in related field or graduate degree;
- Demonstrated organizational skills;
- Demonstrated ability in data management and presentation;
- Prior experience in an operations manager position;
- Agreement with and commitment to the academic goals and philosophy of the charter school.

##### Responsibilities:

- Coordinate all financial transactions, including revenue activities, expenditures, record keeping, reporting, auditing, district billing etc.;
- Coordinate all administrative transactions, including the provisions of personnel services, record keeping, reporting, inventory, purchasing, etc.;
- Coordinate the collection of any data required for the preparation of reports to the chartering entity and other appropriate bodies;
- Prepare materials in conjunction with the executive director for board meetings;
- Serve as liaison to board finance committee and treasurer of the board;
- Manage facility maintenance and daily operations including custodial staff, student meal counts/ billing and student transportation;
- Perform such additional tasks and assume such additional responsibilities as are assigned by the ED that are consistent with the goals and objectives of the position.

### **ESL TEACHER YEAR 1, 2, 4**

Reports to: Executive Director (Year 4 ELL Coordinator)

An ESL Teacher is a member of the school's instructional team and is an educational and moral role model to our students and faculty. The ESL Teacher is responsible for the



## Attachement 8a Hiring Personnel Policies and Procedures

instruction of students with Limited English Proficiency (LEP) as well as general education students. They report directly to the DCI. The ESL teacher is responsible for overseeing the process of identifying, testing, classifying and declassifying ELL's

### REQUIREMENTS FOR THE POSITION INCLUDE

#### Minimum Qualifications and Training:

1. Must be "Highly Qualified" under the No Child Left Behind Act, subject to NYSED Law, Article 56 Certification Requirements
2. Appropriate state certifications
3. Successful experience as an ESOL (English for Speakers of Other Languages) or ELL program teacher in an elementary school environment
4. Demonstrated proficiency in Sheltered English Immersion techniques and ESL content-based strategies
5. Demonstrated ability to communicate and work collaboratively/ effectively with parents and colleagues
6. Demonstrated ability to adapt to the specific needs of individual students;
7. Demonstrated ability to utilize varied teaching methodologies to accommodate students' learning styles
10. Demonstrated ability to evaluate tests and measures of achievement.
11. Demonstrated ability to execute a talents-infused curriculum
12. Belief in the mission of NGS
13. Commitment to serving on at least one school committee
14. Committed engagement to school Talent Exhibits
15. Demonstrated special interest/talent within the areas of Athletics, Technology, The Arts, (Visual, Architecture, Fashion, Creative Writing, Music, Dance, and Theatre/Drama

#### Responsibilities:

- Provide direct and indirect instruction to LEP students and evaluating LEP student progress;
- Engage in long and short-term planning addressing individual needs of LEP students;
- Teach using a talents-infused approach;
- Providing an inviting, exciting, innovative, talents-infused learning environment;
- Prepare written reports accurately;
- Communicate and consult effectively with parents, students, teachers and administrators;
- Serve as advisors to students and their families;
- Cooperate with the DCI and comply with school rules regarding privacy of student records and information;
- Serve as a resource to all teachers in the school;
- Prepare at least monthly individual student achievement reports for parents
- Perform such additional tasks and assume such additional responsibilities as are assigned by the DCI and ED that are consistent with the goals and objectives of the position.

### SPECIAL EDUCATION TEACHER YEAR 1, 3, 5

Reports to: Special Education Coordinator



## Attachement 8a Hiring Personnel Policies and Procedures

The Special Teacher is a member of the school's instructional team and is an educational moral role model to our students and faculty.

### REQUIREMENTS FOR THE POSITION INCLUDE

#### Minimum Qualifications and Training:

- Appropriate state certification as a special education teacher and any other required credentials
- Special education administrative and/or teaching experience, including case management experience.

Appropriate state certification as a special education teacher and any other credentialing required and applicable

- Demonstrated ability to communicate and work effectively with parents
- Demonstrated ability to adapt to individuals specific needs
- Demonstrated ability to adapt to differences and changes in characteristics of students, programs, leadership, staff, and community
- Demonstrated ability to utilize varied teaching methodologies to accommodate students' unique learning styles
- Demonstrated ability to evaluate tests and measures of achievement
- Demonstrated special interest/talent within the areas of Athletics, Technology, The Arts, (Visual, Architecture, Fashion, Creative Writing, Music, Dance, and Theatre/Drama

#### Responsibilities:

- Provide direct and indirect instruction to students with differing abilities within an inclusive setting;
- Engaging in long and short-term planning addressing individual needs of students requiring special education services;
- Teach using a talents-infused approach;
- Providing an inviting, exciting, innovative, talents-infused learning environment;
- Prepare written reports accurately;
- Communicate and consult effectively with parents, students, teachers and administrators;
- Serve as advisors to students and their families;
- Cooperate with the Sped Coordinator and comply with school rules regarding privacy of student records and information;
- Serve as a resource to all teachers in the school;
- Prepare at least monthly individual student achievement reports for parents
- Perform such additional tasks and assume such additional responsibilities as are assigned by the Sped Coordinator and ED that are consistent with the goals and objectives of the position.

### GENERAL EDUCATION TEACHER YEAR 1 - 5

Reports to: Director of Curriculum and Instruction

The General Education Teacher is a member of the school's instructional team and is an educational moral role model to our students and faculty.

### REQUIREMENTS FOR THE POSITION INCLUDE



## Attachement 8a Hiring Personnel Policies and Procedures

### Minimum Qualifications and Training:

- Demonstrated expertise in the subject they will teach, as evidenced by personal skills and knowledge, an undergraduate major or minor or graduate degree in the subject they will teach, or direct subject-area teaching experience
- If not covered by any of the exemptions provided under New York's charter-school law, possess any required state teaching certification and meet any other applicable credentialing requirements including the federal Elementary and Secondary Education Act, as amended
- Demonstrated communication skills
- Demonstrated ability and experience to engage the interest of school-age children
- Demonstrated ability to work with diverse children, including those with special needs
- Teaching experience in a public or private school, preferably in an urban setting
- Demonstrated ability to work well with parents
- Demonstrated ability to work effectively as a team member
- Demonstrated ability to evaluate tests and measurements of achievement
- Demonstrated ability to execute a talents-infused curriculum
- Belief in the mission of NGS
- Commitment to serving on at least one school committee
- Committed engagement to school Talent Exhibits
- Demonstrated willingness to be held accountable for student results
- Demonstrated special interest/talent within the areas of Athletics, Technology, The Arts, (Visual, Architecture, Fashion, Creative Writing, Music, Dance, and Theatre/Drama

### Responsibilities:

- Maintain and enrich their expertise in the subject area they will teach;
- Develop lesson plans that ensure the attainment of state learning standards and the additional specific grade-by-grade learning standards set forth in the charter;
- Coordinate lesson plans with other teachers to maximize possibilities for teaching similar topics in the same general time frame, thus reinforcing student knowledge on an interdisciplinary basis;
- Provide direct and indirect instruction;
- Long and short-term planning addressing individual needs of students;
- Prepare students adequately for all required assessments;
- Evaluate students' progress;
- Prepare at least monthly individual student achievement reports for parents;
- Provide an inviting, exciting, innovative, talents-infused learning environment;
- Engage in effective and appropriate classroom management;
- Accept and incorporate feedback and coaching from administrative staff;
- Serve as an advisor to a students, including organizing advisory groups, overseeing the academic and behavioral progress;
- Perform such additional tasks and assume such additional responsibilities as are assigned by the ED that are consistent with the goals and objectives of the position.



### SUMMARY

A Pedagogical Professional with 8 years of experience working in a fast-paced environment demanding strong organizational, technical, and interpersonal skills. Trustworthy, ethical, and a high commitment to providing an environment that fosters high levels of learning for all students. Confident and poised in interactions with individuals at all levels. I am detailed-oriented and resourceful in completing projects; able to multi-task effectively. Capabilities include:

- ◆ Planning and researching abilities
- ◆ Outstanding project management abilities
- ◆ Excellent organizational capability
- ◆ Analytical and problem solving abilities

### EXPERIENCE

Sept. '04 - present

NYC Department of Education

Sept. '11 - present

*New Teacher Mentor & Common Branch Teacher*

- Promote the growth and development of new teachers to improve student learning
- Accelerate the pedagogical skill and content knowledge development of new teachers
- Use reflective conversations to help beginning teachers become an autonomous independent practitioner
- Provide collegial and emotional support to new teachers
- Collaborate and implement academic planning and policies
- Gather and analyze data on student achievement
- Promotes individual student success
- Communicate with parents regarding student academic progress
- Implement professional and curriculum development

Sept. '10 - June '11

*Saturday Academy Dance Coordinator/Instructor K-5*

- Create a dance curriculum which integrated reading, math, writing and social studies aligned to New York State Standards.
- Instruct Saturday classes, rehearsals and create choreography/performance material for grades K-5

Sept. '06 - June '08

*Grade Leader of 1<sup>st</sup> Grade & Common Branch Teacher*

- Create/Implement/Manage program activities for varying aspects of early childhood program instruction
- Serve as liaison for early childhood to faculty including principal, assistant principal, literacy coach, grade leaders
- Design and implement procedures for curriculum and continuous academic improvement
- Compose communications with teachers, literacy team and other staff members regarding varying matters

- Conduct complicated analyses and evaluations of curriculum and assessment materials used grade-wide for literacy and mathematics
- Provide professional recommendations to literacy team and math coach in regards to reading, writing and math programs
- Oversee general activities of early childhood grades
- Assist teachers in goal setting for their professional development
- Lead action research projects with teachers
- Facilitate grade-level planning meetings
- Serve as critical friend to colleagues by providing coaching and feedback
- Classroom serves as lab site for early childhood grades
- Conduct preplanning discussions along with demonstrations of lessons and debriefing with early childhood pedagogical staff members
- Continuous performance of all duties of common branch teacher

Sept. '04 - present

**Common Branch Elementary Teacher**

- Implement and assume responsibility for all instructional activities
- Provide instruction to a class of 20+ students to meet individual student needs; use thematic holistic, active learning strategies to integrate curriculum
- Maintain student progress report and use ongoing assessment to plan instruction
- Meet with parents to discuss student progress
- Participate in professional development
- Attend professional development
- Perform related duties as required
- Fosters a culture of academic excellence

School Year  
2007 - 2008

**Director/Choreographer of School wide Performances**

Christmas Holiday Show Grade 2 Michael Jackson, *Santa Claus is Coming*  
Black History Month Show Grades 1<sup>st</sup>, 2<sup>nd</sup>  
1<sup>st</sup> Annual Poetry Slam Performance  
Festival of Nations 1<sup>st</sup> Grade Antiguan Dance

2008 - 2009

Black History Month Show Grades K - 4<sup>th</sup> *Just Fine by Mary J. Blige*  
Festival of Nations 1st Grade Brazilian Dance  
Be a Buddy Not a Bully Performance Grades 2<sup>nd</sup> - 4<sup>th</sup> *Lean On Me by Bill Withers*  
2<sup>nd</sup> Annual Poetry Slam Student Performances

2009 - 2010

Haiti Relief Fund Teacher Performance by Sean Paul  
Haiti Relief Student performance Grades 1<sup>st</sup> - 4<sup>th</sup> *I Got A Feeling by Black Eye Peas*  
Black History Month Show Grades K - 4<sup>th</sup>  
Festival of Nations 1<sup>st</sup> Grade Moroccan Dance  
3rd Annual Poetry Slam Performance Grades 2<sup>nd</sup>, 3<sup>rd</sup>, 4<sup>th</sup>, *Teach Me How To Jerk by Audio Push*

2010 - 2011

R.O.C.K.S. School Song 2<sup>nd</sup> and 5<sup>th</sup> grade  
R.O.C.K.S. School Song 2<sup>nd</sup> grade Organize Performance

Attachment 8b Proposed School Leader

Nursing Home Student Performance  
R.O.C.K.S. Assembly 4<sup>th</sup> grade Respect Performance  
Every Day is Black History Month Performances: *I Wish I Knew* by Nina Simone,  
*I didn't Know My Own Strength* by Whitney Houston

**Committees and Extracurricular Involvement**

2011 - 2012 Consultation Committee, New Teacher Mentor Committee  
2009 - 2011 Parent Involvement Committee, School Leadership Team Co-chair  
2008 - 2011 Black History Committee  
2004 - 2011 After-School and Holiday Academy Teacher

**EDUCATION**

**NYC Charter School Center (New York, NY)**  
2012 Apply Right Charter School Program

**Mercy College (Bronx, NY)**  
2006 MS Education

**NYC Teaching Fellow Program (Bronx, NY)**  
2004 NYC Teaching Fellows Summer Institute

**Lehman College (Bronx, NY)**  
2004 BA Psychology/Minor English

**REFERENCES**

Available upon request