



## APPLICATION SUMMARY

Charter School Name <sup>1</sup>	Onyx Academy for the Performing Arts Charter School		
Applicant Name(s)	Evelyn Collins		
Media Contact Name	Ruth Morrison		
Media Contact Email Address	Ruthjmorrison@gmail.com		
Media Contact Telephone Number	646-303-4770		
District of Location	Proposed for Harlem District 5		
Opening Date	August 2013		
Proposed Charter Term <sup>2</sup>	Issuance through June 30, 2018		
Proposed Management Company or Partners	None		
Projected Enrollment and Grade Span During Charter Term	Year	Grade Span	Enrollment
	2013-2014	6 <sup>th</sup> and 9 <sup>th</sup>	150
	2014-2015	7 <sup>th</sup> and 10 <sup>th</sup>	300
	2015-2016	8 <sup>th</sup> and 11 <sup>th</sup>	450
	2016-2017	12 <sup>th</sup> 525	
Projected Maximum Enrollment and Grade Span	During Charter Term: 525, 6-12 with 0% attrition.		
	During Charter Term: 472, 6-12 with 10% attrition.		
Mission Statement	<p><b>ONYX Academy for the Performing Arts Charter School</b> will impact a student's passion for the performing arts through a rigorous college-prep and sequenced arts curriculum. Onyx Academy will value a culture of collaboration and respect with a focus on inquiry and project-based learning.</p>		

<b>CERTIFICATION AND ASSURANCES STATEMENT</b>
---

**Proposed Charter School Name: Onyx Academy for the Performing Arts**  
**Proposed School Location (District): Harlem – School District 5**

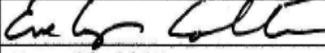
---

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

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

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

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

Signature of Applicants:	
Date:	June 30, 2012
Print/Type Name:	Evelyn Collins

## Table of Contents

### ***I. Mission, Key Design Elements, Enrollment, and Community***

A. Mission Statement and Objectives	6
B. Key Design Elements	6
C. Enrollment, Recruitment, and Retention	11
D. Community to be Served	13
E. Public Outreach	14
F. Programmatic and Fiscal Impact	16

### ***II. Educational Plan***

A. Achievement Goals	18
B. School Schedule and Calendar	20
C. Curriculum and Instruction	21
D. Assessment System	22
E. Performance, Promotion, and Graduation Standards	25
F. School Culture/Climate	27
G. Special Student Populations and Related Services	28

### ***III. Organizational and Fiscal Plan***

A. Applicant(s)/Founding Group Capacity	33
B. Board of Trustees and Governance	34
C. Management and Staffing	37
D. Evaluation	40
E. Professional Development	42
F. Facilities	43
G. Insurance	44
H. Food, Health, and Transportation Services	44
I. Family and Community Involvement	50
J. Financial Management	51
K. Budget and Cash Flow	51
L. Pre-Opening Plan	52
M. Dissolution Plan	54

## **Attachments**

Attachment 1 – Admission Policies and Procedures	55
Attachment 2 - Samples of Evidence of Community Outreach	57
Attachment 3a – Sample Daily Schedules (MS/HS)	66
Attachment 3b – First Year Calendar	67
Attachment 4 – Discipline Policy	68
Attachment 5a – Charter School Trustee Background Information	73
Attachment 5b – By-Laws	133
Attachment 5c – Code of Ethics	141
Attachment 6a – If applicable: CMO Information	N/A
Attachment 6b – If applicable: Proposed Management Contract with CMO	N/A
Attachment 7 – If applicable: Partnership Information	N/A
Attachment 8a - Hiring and Personnel Policies and Procedures	143
Attachment 8b – Resume for Proposed School Leaders	147
Attachment 9 – Budget and Cash Flow Template	

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

### A. Mission Statement and Objectives

**ONYX Academy for the Performing Arts Charter School** will impact a student's passion for the performing arts through a rigorous college-prep and sequenced arts curriculum. Onyx Academy will value a culture of collaboration and respect with a focus on inquiry and project-based learning.

The Arts are a vital component of our society. *In Strong Arts, Strong Schools*, Charles Fowler states, “students who are involved in the arts are more motivated, more engaged, more sensitive, and more focused, creative, and responsible. They perform better in all aspects of school including academic achievement.” Onyx Academy for the Performing Arts Charter School will offer a rigorous academic program in addition to its sequenced performing arts program that will:

- Satisfy the New York State Learning Standards
- Demonstrate mastery of Common Core State Standards in all core subjects
- Support the academic success of its students in comparison to students in neighboring unscreened performing arts schools
- Sustain student attendance to 90%
- Sustain the graduation rate at 100%.
- Prepare students for success on all New York State Regents and College Board Examinations
- Highlight and strengthen literacy, math and writing skills
- Prepare academically at-risk students, English Language Learners, and students with disabilities for success through active participation in our arts interdisciplinary program
- Offer a sequenced program in musical theatre led by professionals in the performing arts
- Prepare students for acceptance into college
- Create an inclusive and safe environment for LBGT Youth.

Onyx Academy for the Performing Arts Charter School will offer students and parents an exemplary alternative to screened and auditioned performing arts schools in Harlem that will ensure they are intellectually aware and engaged members of their community and contributing citizens throughout the world. Our students will be expected to make valuable contributions in the arts as either an artist or as an informed patron of the arts.

### B. Key Design Elements

Onyx Academy's students will subscribe to a school culture that equates success as being a combination of academic and creative excellence. Students will be required to:

1. Make a commitment to a *model of excellence*: to be an active and engaged learner; attend school daily and on time; complete all assignments in a timely fashion; study for all exams; and aspire to attend college upon graduation
2. Maintain a sense of respect for self and others and
3. Actively participate in and subscribe to the rigor of professional training in the arts.

At the center of Onyx Academy will be its college-prep curriculum. Students will follow an academic sequence that will prepare them to meet and exceed the New York State Standards. Students will be able to elect Advanced Placement and Honors courses in core subjects. Early exposure to the demands and expectations of college will be introduced in the 6<sup>th</sup> grade and will play a dominant role through 12<sup>th</sup> grade. All students will select a musical instrument in 6<sup>th</sup> grade and continue formal training throughout their educational tenure. In addition to the study and practice of a musical instrument, in 9<sup>th</sup> grade, all students will add our musical theatre sequence.

All teachers will be trained to integrate an arts interdisciplinary approach in all subjects. Research has shown that the concepts of arts integrative learning can transform teaching and learning by demonstrating the connections between subjects that are too often treated as independent. The results are a more integrated curriculum that encourages students to see the relationships of knowledge and information across subjects.

Integrative learning also allows students to gather a deeper understanding of the purpose of core subjects and encourages a deeper connection to their everyday lives. This notion also creates a community of life long learners as opposed to students who internalize core subjects for the purpose of passing an exam. It is our goal that our students will make academic connections and understand the role of education in their lives and in our global society.

## **CLASSROOM CULTURE**

Onyx Academy will follow the tenets shared in *Teach Like a Champion* by Doug Lemov, to shape and define the importance of classroom culture. Creating and building a classroom culture that sustains and drives excellence requires mastering skills in five aspects of staff relationships with our students. The five principals of classroom culture are: discipline, management, control, influence, and engagement. Onyx Academy teachers will further explore these tenets as we work to increase the academic success of our students.

***Discipline*** is defined as teaching someone the right and successful way to do something. Onyx Academy will teach students step by step, what successful learning behavior resembles. Advisors and teachers will alert and assist students who are not producing an expected behavior and understand that chances are they were never taught what the desired behavior should look like.

***Management*** is the process of reinforcing behavior by consequences and rewards. Effective classrooms need management systems. Teaching students how to do things

right instead of simply establishing consequences for doing things wrong will yield stronger outcomes for Onyx Academy students.

**Control** is the capacity to cause someone to choose to do what you ask, regardless of consequences. This necessary step will allow teachers to move their students towards achieving success while also afforded them the opportunity to grow. The more our teachers exercise responsible control, the more freedom they can give the students, ideally in ways that matter. Teachers will ask respectfully, firmly, and confidently but also with civility and often kindly. This is a necessary step in preparing our students for success.

**Influence** involves inspiring students to believe, want to succeed, and want to work for their success is influencing them. It is the next step beyond control. Getting students to believe in their own possibilities is the biggest driver of achievement and success because it happens when kids want it for themselves and when it is real.

**Engagement** works to keep our students positively engaged in class and prevents them from getting off task. Students will begin to make the connections of being actively engaged as a proponent of academic success. Onyx Academy students will understand the synergy between changing from the outside in and making strides towards becoming a successful student.

Onyx Academy teacher's Professional Development options will be centered on the proven tactics explored in *Teach Like a Champion* during the month of August and throughout the school year. All teachers will receive the text in advance of the professional development and are expected to read the book prior to the first session. The practices explored will be demonstrated and discussed all content areas. All classroom teachers are expected to be consistent with the work in their classes. Principals will observe the process during walk-throughs and address observable deficiencies in the classroom and advise accordingly. Classroom culture is a critical piece of student achievement as it greatly connects to our student's success.

## **DATA DRIVEN INSTRUCTION**

The effectiveness of our curriculum and instruction will be evaluated by analyzing data from student baseline assessments, diagnostic tests, progress reports, portfolios, conferencing, teacher generated tests and surveys. The use of data will be pertinent in developing curriculum and addressing varied learning styles and deficiencies in students' learning. Data analysis will also give teachers the opportunity to make informed decisions about instruction and curriculum at an early stage.

This critical and necessary step greatly supports the fostering and nurturing of an exemplary school. Professional Development will be key in this objective and as such, Principals will routinely assist teachers in analyzing and utilizing student data to inform decisions about curriculum and instruction. Classroom observations by Principals will inform progress and define additional teacher training.

## **STUDENT EDUCATIONAL PLAN**

Onyx Academy's curriculum design will ensure that all students participate in and master the Common Core curriculum based on the New York State Common Core Learning Standards (NYSCCLS). To achieve this goal of mastery, all students will be assessed during a one-week summer session and the aggregation of the data will inform the basis of each student's educational plan. Student Educational Plans will detail areas of strengths and weaknesses. It will also include the setting of achievable goals. All constituents of the Onyx Academy community will carefully monitor all data and student goals and work to assist the student with achieving them. The Student Educational Plan will be monitored through our online system and will be made available to parents, students, teacher, and Principals.

## **ADVISORY PROGRAM**

All teachers and students will participate in Onyx Academy's Advisory program. The program will pair 20 students with a teacher who will serve as an advisor throughout the student's tenure in school. The students will meet daily with their advisor and peers. Monitoring of the Student Educational Plan will serve as the foundation for the class sessions. Guest Speakers, film series, workshops and field trips will greatly contribute to the core of the advisories.

Onyx Academy's Advisory Program will promote and encourage:

- Setting High Academic Expectations
- Creation of a Strong School and Classroom Culture
- Setting and Maintaining High Behavioral Expectations
- Building Character and Trust
- Early College Awareness

## **TECHNOLOGY**

Onyx Academy will employ a wide-range of technology to ensure the success of all students. Each classroom will be equipped with a Smart Board, projector, and computers. The 8<sup>th</sup> grade Earth Science class will incorporate the use of a laptop for instruction, labs, and notation of research.

Students will also learn the process of shooting, editing, and uploading videos online. The required skills in video production will include framing and composition, editing, and the creation of animation for class projects and project-based assessments. The skills acquired from through video production will serve to prepare students to become producers of information and not mere consumers. Additionally, the technological skills will ensure our graduates are prepared for the rigor of college and careers in our ever-changing technological society.

## **PROFESSIONAL AND SCHOOL PERFORMANCES**

Opportunities to elect performance workshops, master classes, and internships, complimented by participation in professional theatre, film productions, and music concerts will further serve to enhance student learning and achievement. School performance experiences will equally support the high expectations for all students. The ability to work and study with prominent and noteworthy industry professionals will serve to elevate the self-esteem of students who often feel disenfranchised as they complete participation in successful performances. Experiencing success in performances will make the connection to their ability to be successful in their core subjects.

## **MUSIC EDUCATION**

The benefits of an education enriched by participation in music have multiple connections to achievement in both math and science, and are well researched and documented. As such: all middle school students will select a musical instrument with their instructor, and commit to study throughout grades 6-8. The culmination of the music instruction will not only serve to address deficiencies in the child's cognitive skills - based on coding and decoding of information, but will also serve as the foundation for the school's orchestra.

Upon entry to 9<sup>th</sup> grade, students will elect to continue with their instrument while also majoring in our musical theatre program. Music partnerships with universities, music schools, and cultural organizations will serve to accelerate our student's musical progress and creativity, and again connect to a culture of success.

## **LESBIAN, GAY, BISEXUAL AND TRANSGENDER YOUTH (LGBT)**

Performing Arts schools, historically, attract a large population of LGBT students. Onyx Academy will support its LGBT students academically, culturally, and socially to ensure they feel safe in their school while also achieving academic success. Safety remains a paramount concern for LGBT youth. The FBI has consistently reported race, ethnicity and sexual orientation as among the top bases for hate crimes nationally. School-based data on verbal and physical harassment appear to corroborate what we know from the hate crime statistics. According to a 2005 national study by the Gay, Lesbian and Straight Education Network (GLSEN):

- 44% of LGBT students of color report experiencing verbal harassment due to both their sexual orientation and race/ethnicity.
- 13% of LGBT students of color often experience physical harassment due to both sexual orientation and race/ethnicity.
- Nearly 7% of LGBT students of color report being physically assaulted due to both sexual orientation and race/ethnicity.
- Students who were harassed due to both sexual orientation and race/ethnicity were much more likely to miss school than students who were harassed for one or

for neither reason.

Onyx Academy will foster a community of inclusivity for all of its students, and will offer additional support for its non-traditional students to ensure their achievement and academic success. Numerous partnerships with community and arts organizations will be developed and additional counseling support services will be identified and utilized by the school.

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

Onyx Academy is designed to serve students who reside in Community Board 10 (CSD 5) in Harlem. During the first year, Onyx Academy will serve students in grades 6 and 9 - with three classes of 75 students in each cohort for a total of 150 students. An additional grade will be added each year until capacity is reached at 525 students in grades 6-12. Onyx Academy will achieve capacity during year 4 of the charter.

The rationale for selecting the enrollment size is to provide individual attention in all classes (1:25) and to address the inclusion of an Advisory Program. The addition of the advisory is critical as it affords individual attention to the social and emotional needs of our students, as well as encourages the active participation of the parents.

Historically, when students are connected to a teacher (*as advocate and advisor*), and a consistent peer group throughout their tenure in school, they understand the importance of community. Students residing in at-risk communities often express: disconnections from their families, and will often seek refuge in the school community as a substitute for this void. The addition of an Advisory Program thus serves many roles and supports the vision of school as community.

### **Admissions and Enrollment**

The application will be available on our website, walk-ins, Facebook, in elementary and middle schools, and email. In addition we will distribute applications at informational sessions, in community centers, and community and cultural organizations. We will also use the Online Common Application as organized by the New York Charter School Center. If we exceed our targeted enrollment, we will hold a lottery in a fair manner, giving preference to students residing in CSD 5 who are at-risk, ELL, and students with disabilities

### **Growth Strategy**

Our growth strategy includes adding an additional class of (75) seventy-five students per school year in both the upper and lower grades. This strategy enables our school to fully acquire all necessary resources while coherently addressing the needs of our student population. This strategy will motivate attention to key elements, an ability to assess, and make necessary revisions in curriculum, resources and programming. Students will be admitted annually to fill seat as they become available. Our projected enrollment will be as noted in the chart below.

### Projected Enrollment Table Over the Charter Term

Grades	Ages	2013-2014	2014-2015	2015-2016	2017-2018
6 <sup>th</sup>	11-12	75	75	75	75
7 <sup>th</sup>	12-13		75	75	75
8 <sup>th</sup>	13-14			75	75
9 <sup>th</sup>	14-15	75	75	75	75
10 <sup>th</sup>	15-16		75	75	75
11 <sup>th</sup>	16-17			75	75
12 <sup>th</sup>	17-18				75
<b>Totals</b>		<b>150</b>	<b>300</b>	<b>450</b>	<b>525</b>

African-Americans make up approximately 63% of Community District 5’s population, followed by Hispanic at 22%, white 10% and Asian at 2%. Research has shown that academically-at-risk students and those with learning disabilities thrive in a performing arts school. The inclusion of project-based assessments and an arts interdisciplinary program will allow multiple-points of entry for our student population. Onyx Academy will utilize the strategies below to attract, recruit and retain its target population by:

**Attract:**

- Participate in middle and high school charter school fairs
- Create a school brochure and website that defines and highlights the unique offerings of our school
- Hire a public relations firm to create an ad campaign spotlighting our school and strategically aligning advertisements and news stories to inform the community about our school
- Outreach to religious, arts and community organizations that support Spanish speaking families and children with disabilities
- Create a video highlighting the school’s arts program to run on YouTube and Facebook
- Hold informational sessions in various schools in CSD 5

**Recruit:**

- Establish an admissions policy that gives preference to students who are academically at-risk, English Language Learners, and students with disabilities
- Outreach to parents through churches, community organizations, community centers, and Harlem elementary and middle schools.
- Outreach to parents of students with learning disabilities who are interested in and possess talent in the performing arts via agencies in Harlem.

- Hold informational sessions for elementary and middle school guidance counselors and parents
- Create flyers and brochures translated for Spanish speaking families
- Hold middle and high school fairs that will include a special focus on the performing arts.
- Outreach to the Harlem School of the Arts, Dance Theatre of Harlem, afterschool programs, and other agencies that serve students in CSD 5

Onyx Academy will set aggressive enrollment targets based on the document published by the State University of New York’s “Preliminary Enrollment Targets. The table below displays the targeted enrollment goals of Onyx Academy based on locating in CSD 5.

English Language Learners	Free and Reduced Lunch Program	Special Education
12.9%	83.7%	10.7%

Retain:

- Embed the Universal Design for Learning (UDL) framework in all classes so that teachers are utilizing a variety of modalities to provide all students access to content while allowing students a wide variety of methods to demonstrate their learning.
- Embed Response to Intervention (RtI) framework to help support students who require academic or behavioral interventions.
- Create advisory system to provide every student with meaningful connections to adults in the building.
- Use frequent formative assessment to monitor student learning and adjust lessons to meet immediate student needs.
- Ensure that all lessons are differentiated to meet the needs of all students
- Hire highly qualified educators in special education and ESL
- Hire highly qualified teachers who are content rich and possess a Masters Degree in their content area
- Hire educators who possess professional backgrounds in the performing arts.

The statistics from NYC junior and high school fairs during 2003 through 2011 denotes 45% of students have shown an interest in attending a performing arts school. According to the Office of Student Enrollment, over 75% of the students who reside in District 5, who submitted an application and auditioned for one or more of the specialized performing arts schools are rejected. This rejection is not indicative of lack of talent, but specifically points to their economical disadvantaged background which does not afford them the opportunity to acquire formal training from an early age. Additionally, their academic skills and their test scores are low, and they lack strong parental support.

#### **D. Targeted Community**

Onyx Academy for the Performing Arts will serve students residing in Community Board 10, CSD 5. Harlem's Community Board 10 Statement of Need states *"The state of the economy has had a harmful impact on the overall quality of life for the communities in District 10. Unemployment rates are far greater than the national and state average. Currently, one of every three persons in the district is receiving some form of public assistance."* Students residing in this district are at-risk academically and economically. Onyx Academy will address these deficiencies by offering a premiere college-prep performing arts school that will contribute to and improve outcomes for students residing in Community Board 10 in grades 6 through 12.

Community support is strong in District 5 for the inclusion of Onyx Academy for the Performing Arts Charter School and its commitment to instilling in its youth their rich legacy and connection to the Harlem Renaissance. Meetings with member of Community Board 10, the Deputy Chief of Staff for the Honorable Congressman Charles B. Rangel, Assemblyman Keith Wright, the Harlem Arts Alliance, parental feedback, and community informational sessions have all expressed strong support and high expectations for the school. Informal surveys have shown over 90% of the students in the community are interested in the addition of a high-caliber performing arts school that does not offer admission based on auditioning and testing.

#### **Harlem's Thriving Arts Community**

Historically, Harlem will always be noted for the advent of the Harlem Renaissance. This historical chapter is often lost and undervalued in a community where students struggle with rigorous standards. This struggle prevents the students from realistically and holistically confirming their place and role in our global society. By connecting students to a sense of cultural accomplishments - one can conclude that the academic playing field will become accessible and valuable.

The Harlem Renaissance was a cultural movement that began in 1917 and ended with the onset of the Great Depression in 1929. It began at a time when many African-Americans were making the trek from the south to the north during the period known as the Great Migration. Their movement was in search of better job, health, housing and educational opportunities. The period is greatly acknowledged and celebrated for its historical and political contributions but remains exalted for its contributions to the performing arts.

Harlem remains culturally vibrant and is abundantly rich with historical landmarks and artistic legacies. Onyx Academy will make the connections to this rich legacy and utilize the historical significance to awaken a generation of students who are often ignorant of their ancestor's major contributions to this country. Writers, poets, painters, musicians, dances, and actors were drawn to Harlem for the vast opportunities that were made available. Students residing in this historical district are often unaware of the major contributions to the world and fail to take make the connections to their own legacy. Onyx Academy will awaken the community and provide its students with an impetus for academic and artistic success.

## **E. Public Outreach**

This proposal was developed and based on the experiences of the Lead Applicants in CSD 5. As educators for eight years in Harlem: attending middle and high school fairs, meeting with parents, and working with students, a premier school for the performing arts that placed in the forefront an expectation of academic rigor and focus on college awareness was desired and supported. To that end, the development of Onyx Academy for the performing Arts inception was nurtured and developed over a period of ten (10) years. Community support is strong, family support is strong, and support from arts and cultural organization is strong, and additional support from the entertainment community is strong. To that end Onyx Academy conducted community outreach by:

- Held **community informational session** that was attended by interested parents, students and performing artists.
- Announced and discussing school proposal at **Community Board 10**, education committee meeting. On agenda for September 2012 meeting with full committee.
- **Met with Assemblyman Keith Wright** - announced proposal and need for support. Distributed school brochures for community.
- Met with **Geoffrey Eaton, Chief of Staff for Charlie Rangel** - announced proposal and need for support. Distributed school brochures for community members
- Announced and discussing proposal at **Harlem Arts Alliance meeting** – distributed flyers and brochures.
- Submitted **Press Release** that announced school design and application to NYSED was mailed to **churches and community organization** with information on how to submit comments and questions
- Posted **flyers** announcing the informational session and distributing to community organizations throughout Harlem
- Submitted **Letter of Intent to District 5 elementary and middle schools**
- Informally surveyed parents of the community to gather input and feedback
- Created **Facebook** page that created visibility and encouraged questions and comments
- Distributed school brochures at **Harlem Book Fair**
- Submitted press release to **Manhattan's NAACP Education Committee**.
- Submitted school proposal to the **Harlem chapter of the Alpha Kappa Alpha Sorority** for support as mentors and to assist with fundraising efforts. Will present at retreat on August 11, 2012.

## **Expert Consultants**

To ensure the feasibility of this proposal, the expert advice of professionals were consulted and some of the recommendations are below

- Tamu Reinhardt, *Coordinator of English Second Language, World Languages and Hispanic Outreach in the Jamestown Public Schools*. Offered practical strategies for retention and recruitment of English Language Learners.

- Perry White, *Founder and Former Executive Director of Citizen’s Academy Charter School*. After reading the application Mr. White offered his services as a consultant upon approval of the charter.
- Robin Humble, *Commercial Real Estate Broker* is assisting with the identification of a private facility for September 2013.
- Mark Monchek, *President and Chief Excellence Officer at PerformXcellence*, provided strategies and connections to philanthropic networks and individuals for additional financial resources. Mark will continue to assist with identifying additional financial options for the school.
- Billie Allen, *Award-Winning Actress, Director and Philanthropist*, will connect the school to the entertainment industry for additional resources. Will serve on Advisory Board.
- Sheilah Rae, *Former President of the League of Professional Theatre Women*, and experienced Board President and theatre professional, is responsible for multiple successful fundraising efforts for arts organizations. Will serve on Advisory Board.
- Fordham University *doctoral candidate in Urban Education Leadership* is the Founder and proposed Executive Director of Onyx Academy for the Performing Arts Charter School. She will have at her disposal current research, trends, and the advice of noted professors with a wealth of knowledge around best practices for urban schools.

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

Programmatically, there are a sufficient number of students to reach our anticipated target enrollment, as the 85% of students who apply to screened performing arts schools are not admitted. Onyx Academy would not impact other schools in CSD 5 as students are not admitted and are required to attend a school that does not satisfy their interest in the performing arts. Three out of the four performing arts schools residing in District 5 require either a formal audition or are screened. Onyx Academy is a non-auditioned performing arts secondary school and will admit students based on their commitment to a rigorous college-prep curriculum that is enhanced by a sequence in the performing arts.

Schools	# Students Auditioning (2012-2013)	# Students Accepted (2012-2013)	Percentage of Students not Accepted (2012-2013)	Available Pool of Students
Choir Academy	181	81	55%	100
City College Academy of the Arts	1314	81	93%	1233
Urban Assembly School for the	1041	108	89%	933

<b>Performing Arts (Unscreened)</b>				
<b>Wadleigh Performing and Visual Arts</b>	376	180	52%	196
<b>Total</b>	2911	450	84.5%	2462

Onyx Academy for the Performing Arts will not impact CSD 5 schools budget beyond 5% of its overall budget as many students interested in attending a performing arts school attend outside of the district. District 5 schools accept less impact the school district in a positive fashion based on the desired need expressed by constituents in the community. Based on the fact that students residing in this district are not afforded the opportunities inherent in an arts themed school students will view the option as a necessary addition. Onyx Academy is committed to ensuring that the dreams of students in CSD 5 are not deferred. When students are not afforded the opportunity to participate in a school of choice the outcomes greatly affect their success, ability to graduate on time, and garner acceptance to college. According to Harlem poet Langston Hughes in his poem entitled

*Harlem*

What happens to a dream deferred?

Does it dry up  
 Like a raisin in the sun?  
 Or fester like a sore—  
 And then run?  
 Does it stink like rotten meat?  
 Or crust and sugar over—  
 Like a syrupy sweet?

Maybe it just sags  
 Like a heavy load.

*Or does it explode?*

## II. EDUCATIONAL PLAN

### A. Achievement Goals

Students graduating from Onyx Academy for the Performing Arts will leave fully prepared to meet the college and career challenges of the 21<sup>st</sup> century. To support this goal we will use the New York State Common Core Learning Standards (CCLS) to establish minimum achievement goals for each grade to ensure that students are making progress toward our ultimate goal of college and career readiness.

The CCLS outlines specific achievement goals for each grade from 6-12 in the areas of ELA, Social Studies, Science and Technology Mathematics. All curriculums in Onyx Academy will be aligned to learning goals articulated in these standards.

Onyx Academy achievement goals, which are fully aligned with the CCLS, are as follows:

In the areas of ELA, Science, Social Studies and Technology, students will be able to:

- Comprehend and evaluate complex texts across a range of types and disciplines, and they can construct effective arguments and convey intricate or multifaceted information.
- Establish a base of knowledge across a wide range of subject matter by engaging with works of quality and substance.
- Adapt their communication in relation to audience, task, purpose, and discipline. They set and adjust purpose for reading, writing, speaking, listening and language use as warranted by the task.
- Be engaged and open-minded—but discerning—readers and listeners.
- Use relevant evidence when supporting their own points in writing and speaking, making their reasoning clear to the reader or listener, and they constructively evaluate others' use of evidence.
- Employ technology thoughtfully to enhance their reading, writing, speaking, listening, and language use.
- Appreciate that the twenty-first-century classroom and workplace are settings in which people from often widely divergent cultures and who represent diverse experiences and perspectives must learn and work together.

In the area of Mathematics, students will be able to:

- Make sense of problems and persevere in solving them.
- Reason abstractly and quantitatively.
- Construct viable arguments and critique the reasoning of others.
- Model with mathematics.
- Use appropriate tools strategically.
- Attend to precision.
- Look for and make use of structure.
- Look for and express regularity in repeated reasoning.

We will use a comprehensive system of assessments that include formative, interim and summative state assessment to measure student progress towards the achievement goals outlined above. We will use the information from the assessments to inform our next steps in ensuring that all of our students are on track to meet the goals.

## I. MEASURES OF STUDENT PROGRESS

A. ELA, Science, Social Studies, and Technology – Students will be required to take all summative state exams given for the appropriate grade level and subject class. We will measure our success in the achievement of these goals relative to student performance on these exams. Students in grades. 6-8 will be required to take the NYS grade level examinations in ELA as well as the exams in Social Studies and Science. Students in Grades 9-12 will be required to take the Regents exams for all courses ending in Regents. At a minimum, all students will be required to pass the Regents examinations required to receive a Regents endorsed high school diploma.

1. Absolute Measures – By the end of the 8<sup>th</sup> grade, a minimum of 80% of the students who entered grade 6 or 7 at level one or two will have achieved a level three on the 8<sup>th</sup> grade ELA exam. By the end of 12<sup>th</sup> grade, a minimum of 80% of all students in the 4<sup>th</sup> year AYP accountability cohort will have achieved a grade of 65 or higher on the ELA, U.S. History and Government, Global History and Geography and Living Environment Regents Examinations. It is also expected that these students will demonstrate proficiency on the corresponding CCLS PARCC examinations.

2. Comparative Measures – Each year the percentage of students achieving a level three on 6<sup>th</sup>, 7<sup>th</sup> and 8<sup>th</sup> grade exams and the percentage of students achieving a grade of 65% or higher on the Regents exams will exceed that of the accountability cohorts in the local school district.

B. Mathematics - Students will be required to take all summative state exams given for the appropriate grade level and subject classes in Mathematics. We will measure our success in the achievement of these goals relative to student performance on these exams. Students in grades. 6-8 will be required to take the NYS grade level examinations in Math. Students in Grades 9-12 will be required to take the Regents exams for all Math courses ending in Regents. At a minimum, all students will be required to pass the Regents examinations required to receive a Regents endorsed high school diploma.

1. Absolute Measures – By the end of the 8<sup>th</sup> grade, a minimum of 80% of the students who entered grade 6 or 7 at level one or two in Math will have achieved a level three on the 8<sup>th</sup> grade Math exam. By the end of 12<sup>th</sup> grade, a minimum of 80% of all students in the 4<sup>th</sup> year AYP accountability cohort will have achieved a grade of 65 or higher on the Algebra and Geometry Regents

examinations. It is also expected that these students will demonstrate proficiency on the corresponding CCLS PARCC Math examinations.

2. Comparative Measures – Each year the percentage of students achieving a level three on 6<sup>th</sup>, 7<sup>th</sup> and 8<sup>th</sup> grade Math exams and the percentage of students achieving a grade of 65 or higher on the Algebra and Geometry Regents exams will exceed that of the accountability cohorts in the local school district.

In addition to goals related to college and career readiness, Onyx Academy for the Performing Arts will also set goals related to the performing arts. Upon completing a sequence of studies in the performing arts:

- Students will be able to demonstrate Intermediate level achievement as defined by the NYS standards in the content standards for one of the two disciplines of music or theatre by the end of 12<sup>th</sup> grade,
- Students will be able to demonstrate commencement level achievement as defined by the NYS standards in the content standards for one of the two disciplines of music, or theatre.
- Students will satisfactorily pass the Regents Exams in Theatre and Music with a 65% or higher thus awarding them an Advanced or Regents Diploma with an arts endorsement.

Additionally, we will monitor student progress in the Arts through a series of internal formative and interim assessments that are aligned to the NY State Standards for the Arts. We will also use performances in concerts, and theatrical productions as a measure of student progress towards meeting the standards. Our students will be required to participate in NYS summative arts assessments as soon as they are available in their respective arts disciplines.

## **B. School Schedule and Calendar**

It is our expectation that students attending Onyx Academy will subscribe to our school culture, which places excellence in academics and the performing arts at the foundation of our school. Our annual school calendar will include 187 days of instruction – seven additional days will occur in August. Five of the days will connect to our Summer Bridge Program.

The Summer Bridge Program is designed to assess and strengthen literacy and math skills in preparation for the anticipated rigor of the school year. All entering students are required to be in attendance. An additional two days during the summer will address student assessments in math and literacy. The assessments will serve as baseline data for student improvement and the creation of individualized educational plans.

The individual educational plan will identify strengths and weaknesses in student's math and literacy skills. All administrators and teacher teams will analyze the data in a concerted effort to ensure curriculum and lesson plans will provide the best instructional

approach for our student's success. Our Director of Instruction will partner with our Administrators and teacher teams to design Professional Development opportunities that will provide best practices and research-driven strategies to support our students.

The school day will commence at 8:15 a.m. and end at 4:15 pm weekly. There will be an additional 60-minute block of instruction in ELA and Mathematics instruction for all middle school students scoring level 2 or below in math and ELA. Students with learning disabilities and English Language Learners will also receive additional support during the 8<sup>th</sup> period and on Saturdays.

Onyx Academy will mandate attendance at our Saturday Academy for all at-risk students. The purpose of the Saturday Academy is to decrease academic deficiencies in both math and ELA by strengthening the student's skill set identified via various assessments. The Saturday Academy will also offer a 60-minute art enrichment class for sustained work in the performing arts.

### **C. Curriculum and Instruction**

Onyx Academy will develop its curricula. We will consult with curriculum, instructional, and arts specialist to create curriculum that is research based and fully aligned with the New York State Learning Standards, and is inclusive of the Common Core Standards in ELA, math, social studies and science.

The curriculum and pedagogical approach to student learning will be informed by the most current research in the area of student learning - the Adler's Paideia model. In accordance with this model, direct instruction will be minimized. Students will be engaged in reading and discussing primary source texts; inductive reasoning via experiments in science and mathematics; immersion in a foreign language classroom; and disciplinary mastery through solving real-world problems and presenting these solutions orally, in writing, in performance, and through quantitative means. Seminar, direct investigation (e.g., science experiments), and practical learning via real-world research will consume the majority of instructional time. The incorporation of video as a means of presenting research and documentation will be incorporated throughout all core subjects.

Standards of practice for teachers will include the expectation of one-on-one work with each student over a sustained time period; regular teacher-student conferences; the use of multiple formative assessments; the use of baseline assessments and pretests; early intervention when a student fails to show adequate growth from the baseline; and consistent communication with stakeholders, including parents, students, and administrators in regards to student progress.

#### **Instructional Methodology**

Teachers are expected to treat students as rational actors who are capable of understanding and deserving of trust. Minimizing direct instruction and lecturing reinforce this expectation. Collaborative learning with an emphasis on teacher-student

conferencing means that teachers must consistently be aware of each student's progress towards the learning goals outlined in the Common Core standards in the specific content area. Because instruction is individualized to each student, and each teacher meets individually with each student on a daily basis, a reciprocal expectation of preparedness and responsibility for each other results. Research indicates that this individualization and resultant relationship places students in dialogue with teachers and subsequently raises students' perceptions of their own academic and social agency (Dewey, 1938; Bannister and Salmon, 1975; Binder, 2000; Baum, Renzulli, & Hérbert, 1995; McNeil, 1986; Noddings, 2005; Anderson, 1985; Bakhtin, 1986).

#### **D. Assessment System**

The development of comprehensive assessment systems is a central part of the Onyx Academy's plan for ensuring that students are on track to graduate from our school ready to meet the challenges of college and careers in the 21<sup>st</sup> century. From the diagnostic and baselines assessments that all students will take when they first arrive, to the SAT exams that students will take for college placement and everything in between, we are committed to integrating assessment into every aspect of our academic plan. Curriculum maps, unit plans and the type of assessments and tasks that the courses will culminate in will inform lesson plans.

Teachers will work in content and grade teams to analyze assessment data and design assessments that are aligned to standards. They will create curriculum maps that are informed by the assessments, student data, and work products.

- **Diagnostic Assessments** – The critical first step in ensuring that curriculum and instruction are aligned to meet the specific needs of each individual student. Fountas and Pinnell literacy diagnostics will be administered to all incoming 6<sup>th</sup> and 9<sup>th</sup> graders as well as individual students arriving to the school for the first time in other grades. Based on the results of the exam, a learning plan will be created to fill in any literacy gaps that may be surfaced through the assessment. We will provide leveled reading libraries in ELA, Science and Social Studies to ensure that level appropriate materials are available to allow all students' access to class content. Goals will be set to increase reading levels using the diagnostic as a baseline. We will also administer the PARCC baseline assessments in Reading, Writing and Math as soon as they are available. These assessments will allow instructional leaders and staff to set benchmarks and scaffold students to college and career readiness
- **Formative Assessments** – Formative assessments will be administered in some form during every class period. These assessments will be critical to assess student learning and understanding of content. The results of the formative assessments will be used by teachers to inform adjustments to lesson plans, unit plans, and curriculum maps. Frequent use of formative assessments that vary in modality (visual, written, oral, etc.) will ensure that teachers know the individual student needs by the end of every class session.

- **Interim Assessments** - Interim assessments will allow us to set benchmark checkpoints to determine if students are on track to be successful on summative exams. Interim assessments will be aligned to the Common Core Learning Standards (CCLS) and will include a variety of engaging performance tasks that are aligned to CCLS. We will also use the PSAT, as an interim baseline assessment to determine college readiness and to assess what supports our students will require to succeed on the SAT exam. The PSAT will be administered to all students in grades 9-10.
- **Summative Assessments** – These assessments will inform us as to whether the academic achievement goals set for students have been met. Because of the vertical alignment of the CCLS, the results of summative exams will also inform the next steps that must be taken for each student to achieve college and career readiness.
- **College Readiness Indicators** – In addition to the PSAT, SAT II subject tests will be offered to all students who complete course work in the corresponding subject area. All students in AP classes will be required to sit for the AP examination in the subject. All students will also sit for NYS assessments in Chemistry, Trigonometry and Physics.
- **Performing Arts**- All students will be required to present final performances in the Performing Arts discipline that they have studied for the year. These final demonstrations of learning may occur during recitals, concerts, performances, and studio jury examinations. All summative performances will be measured against a rubric that is aligned to the NYS standards and the DOE Blueprint for the Arts. We will also administer any relevant state examinations in the Performing Arts.

**ONYX ACADEMY FOR THE PERFORMING ARTS  
ASSESSMENT MATRIX**

Grade Level	Diagnostic Assessments	Formative Assessments	Interim Assessments	Summative Assessments
6	Fountas and Pinnell (required for all incoming students)  PARCC diagnostic assessments in reading, writing and mathematics	Includes: Questioning/Discussion Think Pair Share Learning Logs Exit/Admit Slips Smart Clickers Individual White Boards Red Yellow Green Light Conferencing	Mock State ELA and Math Exams  Uniform unit examinations in every subject	NYS exams in ELA, Math  Exit Performance in the Arts
7 - 8	PARCC diagnostic assessments in reading, writing and mathematics	Includes: Questioning/Discussion Think Pair Share Learning Logs Exit/Admit Slips	Mock State ELA and Math Exams  Uniform unit examinations in	NYS exams in ELA, Math  Exit Performance in the Arts

		Smart Clickers Individual White Boards Red Yellow Green Light Conferencing	every subject	
9	Fountas and Pinnell (required for all incoming students) PARCC diagnostic assessments in reading, writing and mathematics	Includes: Questioning/Discussion Think Pair Share Learning Logs Exit/Admit Slips Smart Clickers Individual White Boards Red Yellow Green Light Conferencing	Mock Regents Exams Algebra, Living Environment  Uniform unit examinations in every subject  PSAT	Regents Exams in Algebra, Living Environment  Exit Performance in the Arts
10	PARCC Diagnostic assessments in reading, writing and mathematics	Includes: Questioning/Discussion Think Pair Share Learning Logs Exit/Admit Slips Smart Clickers Individual White Boards Red Yellow Green Light Conferencing	Mock Regents Exams Geometry, Global History  Uniform unit examinations in every subject  PSAT	Regents Exams in Geometry, Global History,  AP Biology SAT II Biology SAT II World History  Exit Performance in the Arts
11	PARCC Diagnostic assessments in reading, writing and mathematics	Includes: Questioning/Discussion Think Pair Share Learning Logs Exit/Admit Slips Smart Clickers Individual White Boards Red Yellow Green Light Conferencing	Mock Regents Exams U.S. History, ELA, Chemistry, Trigonometry  Mock AP Exams  Uniform unit examinations in every subject PSAT	Regents Exams in U.S. History, ELA, Trigonometry, Chemistry  AP U.S. History AP Literature SAT II U.S. History SAT II Math SAT Exam Exit Performance in the Arts
12	PARCC Diagnostic assessments in reading, writing and mathematics	Includes: Questioning/Discussion Think Pair Share Learning Logs Exit/Admit Slips Smart Clickers Individual White Boards Conferencing	Mock Regents Exams Physics  Mock AP Exams  Uniform unit examinations in every subject	Regents Exams in Physics AP U.S. Gov't AP Calculus SAT Exam  Exit Performance in the Arts

### E. Performance, Promotion and Graduation Standards

### *High School Credits*

Onyx Academy’s performance, promotion and graduation standards are aligned with the New York State Standards - with two exceptions: (1) Onyx Academy will require each student to elect 8 arts credits instead of 2, and (2) In order to pass a class a student must earn a 70% or higher.

Courses	Regents Diploma	Advanced Regents Diploma
	Minimum Number of Credits	Minimum Number of Credits
<b>English</b>	8	8
<b>Social Studies</b>	8	8
<b>Global History</b>	4	4
<b>U.S. History</b>	2	2
<b>Economics</b>	1	1
<b>Participation in Government</b>	1	1
<b>Science (including labs)</b>	6	6
<b>Life Science</b>	2	2
<b>Physical Science</b>	2	2
<b>Life Science or Physical Science</b>	2	2
<b>Mathematics</b>	6	6
<b>Language other than English (LOTE)</b>	2	2
<b>*Theatre and Music</b>	8	8
<b>Health and Physical Education</b>	5	5
Physical Education	4	4
Health Education	1	1
* Students who elect 10 credits in music or Theatre and pass the state assessment will earn an arts endorsement to their Regents or Advanced Regents Diploma	** Students may earn an Honors designation on the Regents or Advanced Regents Diploma if they achieve a 90+ average on required Regents exams.	Advanced Courses connected to college preparatory courses include: <ul style="list-style-type: none"> <li>• Advanced Placement (AP) courses</li> <li>• Courses for college credit such as College Now or CUNY Early College</li> <li>• International Baccalaureate (IB)</li> </ul>

### High School Promotion Standards

The total number of credits necessary for graduation are 44. The following formula will be utilized to determine promotion from one grade to the next. All students must earn a 70% or higher to earn credit for the course.

Grades	ELA	Math	Science	Social Studies	Arts	Gym	Total Credits
9 <sup>th</sup> to 10 <sup>th</sup> Grade	2	2	2	2	2	2	12
10 <sup>th</sup> to 11 <sup>th</sup> Grade	4	4	4	4	4	4	24
11 <sup>th</sup> to 12 <sup>th</sup> Grade	6	6	6	6	6	6	36
Graduate	8	6	6	8	8	8	44

### Examination Requirements

	Regents Diploma (Minimum Scores)	Advanced Regents Diploma (Minimum Scores)	CUNY indicators of college Readiness	Additional Measures
Comprehensive English	65+		Earn a 75+ on ELA Exam	Earn 3+ on any AP Exam
Mathematics Regents Exams	65+ On any Math Regents Exam	65+ on” Integrated Algebra Geometry and Algebra 2/Trigonometry	Earn 80+ on at least one applicable Math Regents Exam	Pass a course that earns college credit with a “C” or higher
Global and Geography Regents Exam	65+	65+		Earn an Advanced Regents diploma
Science Regents	65+	65+ on Living Environment And Earth Science, Chemistry or Physics		Earn an Arts diploma endorsement
U.S. History and Government Regents	65+	65+		Earn 4+ on any International Baccalaureate (IB) Exam

### Middle School Promotional Standards

**All students must earn a 70% or higher to earn credit for the course.**

For General Education and Special Education students in Grades 6 and 7

- \* Achieve at or above proficiency level 2 on state standardized tests.
- \* Meet performance standards in ELA (English Language Arts) and math as evidenced by student work samples, teacher observations and assessments/grades.
- \* Meet 90% attendance in school.

For General Education and Special Education students in Grade 8

- \* Meet NYC performance standards in ELA, math and science.
- \* Achieve at or above proficiency level 2 on state ELA and math tests.
- \* Achieve passing grades in ELA, math, science, and social studies.
- \* Meet 90% attendance in school.

**F. School Culture and Climate**

Onyx Academy will foster a safe, nurturing and supportive school climate that will embrace a **Zero Tolerance** for defined misbehaviors. Our school's culture requires that all students and parents understand the defined and expressed purpose of education and remain knowledgeable of our school's policy for inappropriate behavior. All students are expected to come to school daily prepared for learning; they must arrive on time for all classes and actively participate in all lessons. Onyx Academy has high expectations for its students and will not tolerate behavior that is opposite of this belief.

There is **Zero Tolerance** in Onyx Academy for:

- Fighting or use of profanity,
- Any behavior that is not connected to academic excellence
- Being disrespecting of another student based on their ethnicity, religion, race, or sexual orientation,
- Being disrespectful of teachers or any adult in our school.
- Disrupting class instruction or interfering with other students right to learn
- Taking property that does not belong to the student or defacing another student's property
- Arriving to school under the influence of drugs or alcohol
- Bringing a weapon to school
- Using a cell phone during class or in the hallways during the school day

Failure to follow this policy of **Zero Tolerance** will require a student to serve an in-house detention; service detention; principal's suspension, or risk expulsion from school. The decision for a student's suspension or dismissal from school will be at the sole discretion of the Board of Trustees.

During the first week of school, students will create a list of 20 non-negotiables that will be adopted school-wide. The non-negotiables will have aligned consequences for violations. These non-negotiables will be shared during our first town hall meeting with

all students in attendance. The students will discuss the list during advisory and reduce the list to 15 non-negotiables that are aligned with our school's culture and climate.

We believe this approach is aligned with our school mission and our belief in prioritizing the promotion of positive student behaviors, and providing robust support and intervention measures to produce the behaviors that results in outstanding academic achievement. Onyx Academy students will have input in defining school culture in an earnest effort to assign personal ownership and prevent misbehavior. Our discipline policy will also adhere to Federal and state laws including the long-term suspension of students with disabilities.

Our advisory team of teachers will support the social and emotional needs of all students. We will implement Response to Intervention protocols to intervene with students who are experiencing behavioral and/or academic challenges. Our advisory team will also incorporate the strategies contained in the Pre-Referral Intervention Manual (PRIM) to assist students in engaging in positive behaviors.

### **Evaluating School Culture and Climate**

As a data-driven school, Onyx Academy will collect information about school culture to monitor implementation of practices and procedures and make continuous improvements. Discipline data will be analyzed to determine consistency across teachers and grades and identify topics for staff development. Data from recognition activities, class competitions and individual student's behavior and performance will be used to evaluate the efficacy of character development initiatives.

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

The combination of individualized instruction and project-based learning at the heart of the school's curriculum will help teachers identify and serve special populations, including gifted/talented, at-risk students in need of remediation, students with learning disabilities, and ELLs. Instructors will use pre-test data to identify students with knowledge deficits or gifts in their subject area. Caregivers of students (parents/guardians) can also call the school and request their child be tested for giftedness, learning disabilities, or other health impairments.

Onyx Academy encourages and supports applications from special student populations. We will create programs to specifically address their learning styles and needs to ensure their academic success. All students will be programmed in general education classes with additional support to address their related services.

### **Students with Disabilities**

All students with disabilities eligible for special education and related services will be served in the least restrictive environment possible. An Individualized Education Plan (IEP) will be maintained and developed for every enrolled student eligible for receiving education services. All teachers at Onyx Academy will receive ongoing training in quality intervention, observation, screening and referral of students suspected of having disabilities in compliance with CSE guidelines.

As with all students at Onyx Academy, our special student population will receive a student educational plan based on data from the assessments administered in August. All student IEP's will be reviewed by our Director of Curriculum and Instruction and Special Education teacher with attention to former teacher recommendations and goals. The team will ensure that the specified goals are consistent with the baseline data derived from the summer assessments.

Students will receive special education teacher support services (SETSS) in small groups based on academic deficiencies. Otherwise, our students will be scheduled in our general education classrooms. If additional services are necessary, we will assign our students for on-on-one support services. The incorporation of technology will be explored as a designed to address and support the varied learning styles of our special population.

In the event of great disparity between skills or deficiencies identified via the assessments and the prescribed IEP - the team will meet with the parent and a representative from CSE and plan a program for success. The student's schedule will reflect the program that places them in the least restricted environment. The purpose is to ensure that students are supported academically for success as expected and detailed in the NYSED Special Education Reforms for students entering the 9<sup>th</sup> grade beginning in 2012.

All students will be included in general education classes as they will be required to sit for all Regent Exams as Regent Competency Exams no longer exist in New York State. Special attention will be focused on the results of their assessments to ensure that we design the best program to ensure they meet all educational goals. Parental involvement will be critical as we develop their plan for graduation with a critical eye to the IEP. If necessary, we will modify their IEP to ensure the best academic services and supports for our students. Students whose IEP dictates that they will be eligible for an IEP diploma only will have a specialized program to ensure they are prepared for the realities of living on their own as adults. In the event that Onyx Academy does not offer the required services we will first work to obtain the related we will work with CSE of the school district of residence to arrange for services with external providers.

Onyx Academy will ensure that all teachers are trained to differentiate instruction in all classes, and make accommodations within the classes to support the learning of our students. All teachers will have the most recent copy of the IEP in their classes and teams will meet weekly to assess and advise strategies for intervention. Students will receive additional support during the 8<sup>th</sup> period and in our Saturday Academy with a focus on math and literacy skills.

### **English Language Learners**

Onyx Academy will address our ELL population through our English as a Second Language (ESL) program in which all students will learn all language arts and subject matter instruction in English through the use of specific instructional strategies. Support in the native language will be available. All teachers will receive ongoing professional

development to assist with identifying strategies and resources to strengthen the skills of our students.

Onyx Academy will ensure that CR 154 is adhered to when programming our ELL. We will review and assess all data from the Lab-R and the most recently administered NYSESLAT to ensure compliance with all defined mandates. We will address language deficiencies in a myriad of ways.

- Students will be partnered with a peer who speaks the same language during advisory periods. The student learner will receive training on their role as language partner. They will also assist their peer in receiving assistance for any social or emotional issues that they are experiencing in classes. The purpose of this partnership is to address any obstacles that may prevent the student from obtaining academic success.
- Students with limited proficiency in English will participate in both music and performing arts classes.
- Advisors will monitor and assess our ELL students on an ongoing basis during the advisory period. The Advisor will also assist the student will establishing learning goals that are focused on listening skills. This objective will be achieved by encouraging active participation in all group discussions.
- Additional support via Achieve3000 will be offered daily during the 8<sup>th</sup> period and on Saturdays. Achieve3000 is a web-based differentiated K-12 reading program that uses email, technology, and current events to strengthen students' literacy skills. Based on scientific research on how children learn to read effectively, Achieve3000 helps students reach and exceed the appropriate reading and writing levels through individualized teaching. By tailoring lessons to match each student's own reading level, all students can read the same article and participate in class discussions together. Achieve3000 articles are correlated to New York State English as a Second Language and English Language Arts standards and are appropriate for grade- level instruction.
- Achieve3000 addresses the needs of English Language Learners (ELLs)—including Students with Interrupted Formal Education (SIFE) and long-term ELLs (LTEs)—by building skills in reading comprehension, vocabulary and writing. Because the program takes current articles from the Associated Press and rewrites them for twelve different reading levels, students have access to high interest articles that are motivating and relevant to various areas of study, e.g., health, history, education, the environment, technology, business, spotlight on people, elections, and arts and entertainment.
- School teams will regularly evaluate the strength of our program for our students. Special attention will be focused on attendance, low-test scores, and lack of class

participation and addressed immediately to ensure our students commitment to their education and avoid the frustration that contributes to students dropping out of school.

### **Gifted and Talented Students**

Onyx Academy will identify its gifted and talented students through the summer assessments and parental and student interviews at orientation. We will offer our gifted and talented students access to our Honors program that will provide challenging instruction in all core subjects. These students will be grouped together in a class with similar students and receive appropriate instruction in all content areas. The teachers assigned to the Honors classes will differentiate instruction, provide appropriate enrichment opportunities, compact the curriculum, and/or accelerate the content.

### **At-Risk Students**

Onyx Academy recognizes that students possess varied learning styles and skills. Our school will utilize a system of targeted intervention services to help our struggling students. Through the use of a range of research-based strategies built on top of a strong base of literacy and mathematics programs, our interventions will be tailored to move achievement in learners.

Early intervention for students with academic difficulties is one of the basic components of the Onyx Academy program. The high concentration of teacher-student conferences and formative assessment mean that teacher can intervene and help a student before he or she loses too much ground.

If a teacher sees, through individual instruction and conferences, that a student is struggling academically on a consistent basis, he or she will contact the Director of Curriculum and Instruction. The director of Curriculum and Instruction will request anecdotal from all teachers of the student in question. Parents may also request a conference with the teachers if they think their child is struggling.

Once the anecdotal and student data have been collected, the student, teachers, parent, and Director of Curriculum and Instruction will meet in a conference. A plan will be created at this conference to help the student recover lost ground. Options include a combination of peer tutoring, regular tutoring appointments with instructors, organizational help (writing down assignments, etc.), computer-assisted remediation tailored to the student's individual knowledge deficits, or referral for 504/IEP testing and placement, with subsequent modifications as dictated by the plan.

We will also use the Response to Intervention program to respond to the identified academic deficiencies before more failure occurs and design interventions to put our students on track to academic success. Our RTI model will utilize the common three-tier approach:

- **Tier 1 - High-Quality Classroom Instruction:** General education teachers will be trained in and expected to use differentiated instructional strategies, materials and

assessments within their classroom. Our blended-learning and lead teacher/teaching fellow model provides frequent opportunities for targeted support within the classroom.

· **Tier 2 - Targeted Interventions:** For students who struggle in the general education classroom, the Hybrid Learning Management System permits teachers to select from an array of programs to meet individual student needs. This allows them to provide alternative pedagogy, guided practice and appropriate pacing for each child. Finally, our teachers will provide tutoring to struggling students and the schools 8<sup>th</sup> period and after school program will provide additional academic support services.

· **Tier 3 - Intensive Interventions:** The goal of Tier 3 is remediation of severe problems that require intensive and sustained intervention. We are prepared that a percentage of our first year students will require intensive one-on-one reading programs, such as Wilson Foundations or Reading Recovery. This will program will encompass their 8<sup>th</sup> period class and their academic intervention services on Saturdays.

The RTI process will operate on a six to eight week cycle to identify new students and review and revise existing students' intervention plans. Ongoing assessment is key to our RtI program, and our blended-learning program is uniquely suited to monitoring the achievement of individual students by providing personalized instruction to meet their needs.

Our team of teachers, and our Director of Curriculum and Instruction will assess each student entering Onyx Academy below grade level and devise a student educational plan that will connect the students to their academic success. Teachers and Advisors will monitor student progress on an ongoing basis and ascertain whether these methods are resulting in increased learning and achievement.

We will also explore additional resources and evidence of best practices by exemplary charter schools in our district. Our ultimate goal will include identifying and replicating successful models for at-risk student groups. Students who continue to struggle will attend Summer School for five-weeks where they will receive more targeted intervention and test preparation in math and literacy.

### III. ORGANIZATIONAL AND FISCAL PLAN

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

The Lead Applicant Evelyn Collins has an extensive background in education and the performing arts. She envisioned a school for the arts that would place at the foundation academic rigor and college preparation located in Harlem. Collins approached Reginald Richardson and Rhode Octobre - Cooper and shared her vision for Onyx Academy for the Performing Art Charter School. Richardson and Octobre-Cooper believed in the vision and consented to come on board as part of the founding team. The work continued as both earned their administrator's certification and served in the role as assistant principals at the same school from The organizational plan for the school began over six (6) years ago and has continued to develop in leadership classes and community outreach.

The Founding Team will have roles in the day-to-day operation of the school. Evelyn Collins will serve as Executive Director, charged with supporting the vision, organization, adherence to academic rigor, development and support of the performing arts, and ensuring the organizational and fiscal stability of the school. While Reginald Richardson will serve as principal of the high school, and Rhode Octobre-Cooper will serve as principal of the middle school. Both principals will be charged with the day-to-day role as leaders of a high school and middle school.

All three founders contributed to the writing of the application for the proposed charter, but Collins is the primary author. All members of the Founding Team are employees of the New York City Department of Education.

#### Applicant(s)/Founding Group

Name	Current employment	Relevant experience/skills and role on founding group	Proposed role(s) if any
Evelyn Collins	NYCDOE	<ul style="list-style-type: none"> <li>Principal: 6 years</li> <li>Assistant Principal: 3 years</li> <li>Teacher: 17 years</li> <li>Artistic Director of <i>Harlem Ensemble Company</i> (not-for profit theatre company): 10 years.</li> <li>Founder/Lead Applicant</li> </ul>	Founder/Executive Director
Reginald Richardson	NYCDOE	<ul style="list-style-type: none"> <li>Principal: 2 years</li> <li>Assistant Principal: 5 years</li> <li>Teacher: 6 years.</li> <li>Founding Group</li> </ul>	Principal High School

Rhode Octobre-Cooper	NYCDOE	<ul style="list-style-type: none"> <li>• Assistant Principal: 3 years</li> <li>• Dean: 3 years</li> <li>• Teacher: 4 years.</li> <li>• Founding Group</li> </ul>	Principal Middle School
----------------------	--------	--	-------------------------

**B. Board of Trustees and Governance**

The Board of Trustees shall have control of and manage the operations and affairs of Onyx Academy, and it shall have all the powers customarily held by a Board of Trustees of a corporation organized under the Education Law of the State of New York. In exercising its powers and duties, the Board of Trustees shall establish and maintain policies and procedures for the operation of Onyx Academy and shall oversee that such policies and procedures are carried out by the Executive Director, the Principals and such other staff of Onyx Academy. The Board of Trustees shall have primary responsibility for seeing that Onyx Academy is provided with the financial and other resources that the Board of Trustees deems appropriate for its proper operation.

Each Trustee shall serve a period of two (2) calendar years. No Trustee shall serve more than three (3) consecutive two-year terms, unless the Board of Trustees designates otherwise. The officers of the Board of Trustees shall be a Chair, one Vice Chair, a Secretary, a Treasurer and such other officers as may be appointed in accordance with these Bylaws. The Board of Trustees will meet once a month, and will hold meetings subject to the New York Open Meetings laws. The secretary will maintain all correspondence and record the minutes of all meetings. Additionally, the secretary will ensure that a draft of the previous minutes is available at every meeting, are archived at the school, and are placed on the school’s website.

The Board of Trustees shall establish and maintain the following “Standing Committees” Executive Committee, Finance Committee, and Education Committee. The responsibilities of the standing committees shall be as follows:

- **Executive Committee:** will be comprised of three members from the board and are responsible for the overall governance and are charged with nominations in the event a vacancy needs to be filled on the board. The committee will also be responsible for the board’s further professional development. The Board of Trustee’s Chairman will head the Executive Committee.
- **Finance Committee:** will coordinate the board’s financial oversight responsibilities. The committee will provide oversight of the annual school budget and the organization’s financial audit. This committee will have 2-3 members from the Board of Trustees.
- **Education Committee:** will oversee the educational program and outcomes of the school. This committee will have 2-3 members from the Board of Trustees.

The Board of Trustees is responsible for ensuring that the school fulfills its mission, is faithful to its charter, and remains financially viable. The Board of Trustees will hire or appoint the Executive Director who will manage the school’s day-to-day operations. The Executive Director will report to the Board of Trustees monthly at the board meetings the state of the school’s progress towards each element of the mission statement and progress on the school’s achievement goals. The Board will establish measurable annual performance goals, conduct mid-year and end-of-year evaluations of the Executive Director, and hold her/him accountable for the progress of the school in achieving prescribed goals.

The Executive Director will hire the Principals and Business Director. The Principals, in collaboration with the Executive Director, will hire the Director of Curriculum and Instruction, teaching staff, the College Advisor, and Data Specialist.

### **Proposed Founding Board of Trustees**

<b>Trustee Name</b>	<b>Voting Y/N</b>	<b>Position on the board (e.g., officer or constituent representative)</b>	<b>Length of initial term</b>
<b>Jami Floyd</b>	Y	Vice Chair	2 years
<b>Martin Keaton</b>	Y	Trustee	2 years
<b>Ruth Morrison</b>	Y	Secretary	2 years
<b>Gwen Ricks - Spencer</b>	Y	Treasurer	2 years
<b>Valerie Vallade</b>	Y	Trustee	2 years
<b>Kevin Basmadjian</b>	Y	Chairman	2 years
<b>H. S. Parent Member</b>	Y	To be filled in the future.	2 years
<b>M.S. Parent Member</b>	Y	To be filled in the future	2 years

**The roles and pertinent experiences of the Board of Trustees are detailed below:**

Dr. Kevin Basmadjian: *Proposed Chair:* **Associate Professor of Education – Quinnipiac University.**

Jami Floyd, *Proposed Vice Chair:* **Television and Radio Host – Ted Talks NYC and WNYC Radio.**

Martin Keaton, *Proposed Trustee:* **Associate Real Estate Broker, Corcoran Group.**

Ruth Morrison, *Proposed Secretary:* **CEO Advanced Communications Strategies Group.**

Gwen Ricks- Spencer, *Proposed Treasurer:* **Associate Director, Ernst & Young LLP**

Valerie Vallade, *Proposed Trustee:* **Consultant/Coach – Leadership Academy NYC Department of Education**

The capacity of our founding board is demonstrated by 1) extensive and relevant professional experience, 2) educational, legal and cultural connections and, 3) experience serving on educational and arts related Boards. Additionally, Onyx Academy's Board of Trustees understands the responsibility of governing a public charter school. The Board understands the contract with the Board of Regents as detailed in the charter. The Board of Trustees understand that the Board of Regents provides the school with the autonomy to design and operate its programs in exchange for accountability for results, namely academic performance, organizational viability and fiscal soundness. The founding team is actively seeking to add members to the Board of Trustees who have ties to the Harlem community, corporations, and philanthropic organizations and individuals.

The qualifications to serve on Onyx Academy's Board of Trustees include:

- Belief in and support of the mission and design of the school.
- The expectation that all students will achieve academic excellence
- Willingness to attend board and committee meetings and volunteer for board work
- Experience and expertise in a relevant field, such as education, performing arts, law, business, finance, media, government, marketing/public relations, fundraising, and community relations.
- Be at least 18 years of age.

As detailed in our by-laws, the Board of Trustee will have a minimum of five (5) members. The Board will meet monthly at our school; the agenda will be developed by the Chairman in consultation with the Executive Director, and will include reports from the Executive Director, a financial report and an opportunity for public comments.

The Board of Trustees will encourage parent and staff input into the governance of the school. The board will enact and publicize a complaint policy that contains a clear process for bringing issues to the attention of the board and for the board to respond in a timely fashion. Board members will also regularly visit the school and attend school events.

### **C. Management and Staffing**

Onyx Academy will be led by our Board of Trustees, which is comprised of 5 - 11 members. The Board is responsible for ensuring that the school adheres to its mission, fulfills its charter, remains financially viable, and maintains standards of excellence in education. The first order of business for the Board of Trustees is to approve the hiring of its executive director and two principals.

The Executive Director reports to the Board of Trustees monthly and provides a detailed report of the school fiscal and academic accountability. The Executive Director is responsible for the realization of the vision and mission of the school. The Board of Trustees will evaluate the Executive Director annually and provide feedback regarding performance.

The Executive Director will supervise and evaluate the Business Director and the two Principals. The Principals will supervise, evaluate and serve as instructional leaders for the Director of Curriculum and Instruction, College Advisor, and teachers. The teachers will provide support for the school's mission and vision, provide a rigorous curriculum, support student academic and arts achievement, and subscribe to the belief *that all students can succeed*. Other members of the staff will serve as school support for both administrative and instructional staff.

Onyx Academy's staff will increase as the student enrollment increases and fundraising effort are underway. The budget for staffing is aligned

### **Onyx Academy for the Performing Arts *Charter School* Organizational Chart**

**Executive Director:** will serve as the leader of Onyx Academy by maintaining the organizational and academic vision of excellence, and by also ensuring that all staff and students exceed performance outcomes. The Executive Director (ED) will hire two high-performing principals – one for the high school and one for the middle school. The ED will secure a temporary facility and begin due diligence towards the financing and development of a permanent school site. She will work with the principals to fully staff the school, while also conducting community outreach and enrolling the students. She will recruit a lottery pool of students and families that reflect the Community School District 5. She will build a strong, diverse board of directors, and develop and maintain an effective relationships with the New York State Regents. She will represent the school as a leader in the New York charter school community in all advocacy efforts.

**Director of Business and Operations:** Manages all non-pedagogical aspects of Onyx Academy including financial management, human resources, legal compliance, and day-to-day operations of the school. The Business Director will earnestly supervise the payroll operations of all staff; including health benefits and retirement programs

**The Principals** will be strong instructional leaders for Onyx Academy. They will be responsible for supervision, evaluation, and improvement of all teachers in their division.

Will lead and demand high standards of excellence for all teachers and the school-based teams. Will build a strong culture in the school that is based on mutual respect and academic and artistic excellence. Develop and maintain a school schedule that supports high level of student achievement. Will leverage formative assessment data to guide learning support and drive instruction, curriculum and professional development. Will develop and manage accountability programs to ensure instructional excellence and academic achievement. Will ensure ongoing improvement through lesson observations, consistent use of data, collaborative planning and inquiry. Will evaluate teacher performance on a weekly basis and provide consistent and immediate feedback to improve instruction. Will inspire teachers to master content and to create data-driven-instruction.

**Director of Curriculum and Instruction:** Works closely with instructional leaders to plan and deliver responsive professional development for teachers and other school leaders. Develop a strong learning community focused on student achievement. Support ongoing, teacher-driven professional development. Leverages community resources to enhance learning. Design a challenging arts interdisciplinary program that builds cohesion among courses in core subjects. Connects students' learning and assessments to project based opportunities. Assesses strengths and weaknesses of teacher's instructional practices. Create teacher instructional plans that are designed to support best practices and mastery of content. Co-plan lessons with teachers and gives feedback on curriculum maps and lesson plans. Observe teachers, provide feedback and ensure that student outcomes improve after implementation of feedback.

**Guidance/College Advisor/Internships:** support all stakeholders to help all students become career and college ready. Assist students with developing skills that support academic achievement and lifelong learning; assists students with investigating career opportunities; assists students with acquiring skills that maximize their personal and social development; maintains confidentiality, facilitates and /or participates in conferences with teachers, students, and parents; consults with and serves as a resource for the community; maintains student records. Participates in on-going professional development, complies with school and district policies and state and federal laws; attends trainings, participates in the school improvement process and supports staff progress towards educational goals.

**Teachers:** As members of a high performing team all teachers are expected to establish and sustain a school culture and learning environment that supports all students meeting high expectations for personal and academic achievement through a variety of professional activities and responsibilities. Possess the ability to incorporate research-based curriculum. All teachers are expected to be team players that are willing to share best practices with colleagues and during professional development opportunities.

The instructional staff will consist of the disciplines below:

- Math
- Science
- ELA/ELL

- Social Studies
- Drama
- Vocal Music
- Instrumental Music
- Physical Education
- Foreign Language
- Special Education

### Support Staff

- **Assistant to the Executive Director:** works directly with the Executive Director.
- **Principal’s Secretary:** works directly with the principals.
- **Pupil Accounting Secretary:** works directly the business director. Maintains and updates all student records academic, health, and legal.
- **Data Specialist:** compiles all school data reports and creates and maintains school programs and student schedules. Trains staff on utilization of Skedula: grading and homework tracking system. Provides principals with teacher reports noting homework and grading input in the system.
- **Parent Coordinator/Family Worker:** works to ensure parental support and awareness regarding student progress, attendance, school meetings, and disciplinary issues.
- **School Nurse:** maintains an office to ensure all students are treated for health related issues. Outreaches to community and social organizations to ensure students are supported emotionally and in wellness.
- **School Aide:** assists in the general office, cafeteria, book room and with issues related to school safety and security.

The staffing plan for Onyx Academy is detailed below. It denotes a plan for hiring staff that will increase in numbers during the first four-years of the schools existence.

### MANAGEMENT AND STAFFING PLAN

Staff	Year 1	Year 2	Year 3	Year 4	Year 5
Executive Director	X				
Director of Business and Operations	X				
Assistant to the Executive Director	X				
Principal High School	X				
Principal Middle School	X				
Principal’s Secretary	X				
Professional Development/Curriculum Specialist		X			
Guidance/College Advisor/Internships		X			

Nurse		.50			
Parent Coordinator/Family Worker		X			
Pupil Accounting Secretary	X				
Data Specialist/Programmer		X			
Math	1	1	1 (2)	1	
Science	2	2	2 (2)	2	
ELA/ELL	3	3	3 (2)	3	
Social Studies	4	4	4 (2)	4	
Drama		5			
Vocal Music	4				
Instrumental Music	5				
Physical Education	6	6			
Foreign Language			6		
Special Education	7		5		
<b>Total Staff</b>	<b>14/14</b>	<b>11/25</b>	<b>10/35</b>	<b>4/39</b>	<b>39</b>
<b>Total Students</b>	<b>150</b>	<b>300</b>	<b>450</b>	<b>525</b>	<b>525</b>

<b>Administration: 4</b>	<b>Support Staff: 6</b>	<b>Academic Support: 2</b>
<b>Instructional Staff: 27</b>		

### C.1. Charter Management Organization

We do not intend to contract with a charter management organization. *Skip to the next section.*

### C.2. Partner Organization

While Onyx Academy will have many cultural partners the school will not partner with a specific organization.

### D. Evaluation

**Programmatic Audits:** Programmatic audits will focus on two things: quality of implementation and results. Implementation of technology, software, curriculum programs, interventions and assessments will be monitored by the Executive Director, Principals, and Director of Instruction and Curriculum through planning meetings and direct observations. Teachers will be expected to use data to drive curriculum and instruction. Once we have ascertained that our programs have been implemented with fidelity, analysis of student performance data will be the primary method for evaluating

efficacy. We will disaggregate data and look for trends in sub-groups. Onyx Academy will submit an Annual Report to its authorizer detailing its performance and progress towards its accountability goals. We will also seek to participate in inter-visitation with other high performing schools that will result in critical feedback. Finally, we expect to have regular oversight visits by our authorizer and will use any constructive feedback to make necessary changes to the academic program.

**Executive Director Evaluation:**

The Executive Director will submit 3-5 goals to the Executive Committee of the Board of Trustees who will then meet to ascertain and discuss areas in need of improve. The Executive Director will also be evaluated on prescribed strategic initiatives and how the initiatives promote leadership development within the school.

**Principals Evaluation:**

The Principals will complete a Principal's Performance Review whereas they will establish 3-5 SMART goals that are approved by the Executive Director. The Principals will submit progress midyear and again at the end of the year. The Executive Director will meet regularly with the Principals to ensure exemplary progress towards reaching all goals. A review of Principal's observation report of teachers and where necessary, the development of an instructional and professional development plan will be included in the final evaluation. Additionally, the evaluation will include data sources such as assessment results, enrollment and attendance, parent surveys, and grievance records.

**Teacher Evaluation:** Teachers will be evaluated using the Charlotte Danielson Framework.

**Board of Trustee Evaluation:**

The board will develop a self-evaluation instrument and use it annually to check its performance. Domains will include member attendance and participation, communication with stakeholders, regular review and revision of key policies and procedures, financial oversight, evaluation of school leadership, handling of grievances, and adherence to the mission of the school. The board will use the results of these evaluations to inform the development of strategic goals and action plans. The board will also monitor its composition to maintain adequate skill sets with which to govern the school as well as diversity to ensure a variety of perspectives.

**Family and Student Evaluation:**

Onyx Academy's Board of Trustees will develop a school survey that will be disseminated to all families. The Parent Coordinator will ensure the delivery and receipt of all families in Onyx Academy. The results of the survey will be analyzed at a scheduled Board of Trustee meeting and the results will be shared with all school communities. After an analysis of the school survey, strategies will be discussed and implemented to note necessary steps towards improvement. To foster an environment of transparency, the survey results and planned strategies for improvement will be posted on the school website and detailed in our school newsletter.

## **E. Professional Development**

The professional development program for Onyx Academy for the Performing Arts will become more specific once the faculty is assembled and an inventory of teachers' needs are taken. In general, however, PD will focus on four specific areas:

1. New teacher support and mentoring
2. Implementation strategies for the School-wide Advisory Program
3. Integration of an Arts Interdisciplinary Program
4. Data driven instruction
5. *Teach Like a Champion*- Instructional Strategies
6. Implementing newly design curriculum
7. School community and Culture

New teachers will be assigned a veteran teacher as a mentor. These teacher pairs will meet as necessary to review lesson plans, pacing guides, instructional methods, and classroom management strategies. New teachers will spend time observing their mentor teacher in the classroom and reflecting on their mentor's best practices. The mentor will also observe the new teacher's classroom and provide feedback on what works and what changes should be considered. Meetings will be conducted during professional activity time; the observations will be conducted during the observer's planning period. There is no cost associated with this component.

Professional development for the arts interdisciplinary program and data driven instruction will be conducted by researchers in the field, as well as teachers and administrators who have been trained in and practiced these models.

Adolescent development will be addressed via in-house training workshops; faculty meetings dedicated to topics within this domain, and assigned reading of related journal articles. Onyx Academy's Executive Director has secured agreements from researchers in the field of adolescent development, as well as practicing teachers with a research background in adolescent development to conduct workshops for no fee.

Onyx Academy teacher's Professional Development options will also center on the proven tactics explored in *Teach Like a Champion* during the month of August and throughout the school year. All teachers will receive the text in advance of the summer professional developments and are expected to read the book prior to the first session. All teachers are expected to be consistent with the principles in their classes. Principals will observe the process during walk-throughs and formal and informal observations. Principals will immediately address deficiencies in the classroom and schedule additional PD opportunities for identified teachers. Classroom culture is a critical piece of student achievement as it greatly connects to our student's success.

## F. Facilities

Onyx Academy for the Performing Arts is presently seeking the identification of a private facility in Community District 10 in the greater Harlem geographic area in NYC for its' first 3 years. At this time we have not identified a specific site. The Executive Director is working with a commercial real estate agent to identify a facility that Onyx Academy will lease during our incubation period of years 1-3.

Once the temporary location is identified and leased, a major capital campaign will commence to fundraise for a permanent school/location. Onyx Academy will either renovate an existing space or a build a brand new school. Onyx Academy does not plan on co-locating in a district school as the siting report denotes that space for co-locating is quite limited.

As a performing arts school, Onyx Academy will require a facility that contains several specialized classroom and instructional performance spaces. For our initial year - an ideal site will contain the following spaces:

- **6 Classrooms**
- **1 general office**
- **4 Administrative offices**
- **1 Auditorium**
- **1 Music Room**
- **1 gym/multipurpose room**

### Temporary Facilities - Cost Estimates

Year	Academic Year	Grades	Total Enrollment	Total Classrooms	Special Rooms	*Total Facilities	**Facilities Cost
1	2013-2014	6/9	150	6	8 – Offices 3 – Specials 3 - Bathrooms	12,750	\$382,500
2	2014-2015	6/7/9/10	300	12	14	25,500	\$765,000
3	2015-2016	6-11	450	18	14	38,250	\$1,147,500
4	2016-2017	6-12	525	21	14	44,625	*
5	2017-2018	6-12	525	21	14	44,265	*
	*85 square feet per student	**\$30 per square foot	\$2550 per student			45,000 sq. ft.	

\*Years 4-5 and onwards Onyx Academy will move into its permanent facility with cost to be determined. The Advisory Board will immediately begin fundraising in the entertainment and business communities for our major capital campaign after the charter has been granted. The conversations have begun.

### Special Rooms and Offices

#1 Multi-purpose Room (Gym/Auditorium/Cafeteria)	#8 Nurses Office
#2 Executive Director's Office	#9 Storage
#3 Principal High School Office	#10 Boys/Girls Bathroom
#4 Principal Middle School Office	#11 Staff Bathrooms and Lounge
#5 General Office (Administrative Assistant, Principal's Secretary, Pupil Accounting Secretary, Parent Director)	#12 Media Center/Library
#6 Business Director's Office	#13 Music Room
#7 Custodian's Office/Storage	#14 Guidance/Curriculum Director Office

### G. Insurance

Based on the insurance policies obtained by similar charter schools, Onyx Academy will maintain the required insurance as detailed below. We will seek bids annually to ensure that we are receiving the highest quality insurance coverage and service for the best rates.

Coverage Type	Coverage
General Liability	\$1,000,000
Property, Automotive, Marine, Crime, and Business Interruption	\$250,000
Directors and Officers	\$1,000,000
Umbrella Liability	\$5,000,000
Workmen's Compensation	\$2,000,000
Student Catastrophic Accident	\$1,000,000
Student Accident Medical	\$25,000
Unemployment Insurance	As Determined by New York State
Catastrophic Accident	\$1,000,000

### H. Food, Health and Transportation Services

#### Participation in Subsidized Meal Programs

The Onyx Academy for the Performing Arts Charter School will make available to students breakfast, lunch, and for any extended-day schedule, an afternoon snack.

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

### **Contracting**

Onyx Academy intends to contract with a vendor for the provision of food services. Onyx will explore arrangements with private companies providing food services to existing schools and with the local school district, including the potential of arranging “satellite” services by another public school in proximity to the charter school.

### **Health Services**

Incorporated into the Onyx Academy for the Performing Arts Charter School’s budget is a part time nurse for the first year of operation and then a full time nurse for all following years. The nurse will be accountable to the Principals of Onyx Academy. In addition to the assigned nurse:

We will seek to partner with a local community health provider to provide our students and their families with additional health care services.

Onyx Academy shall comply with all health services requirements applicable to other public schools including, but not limited to, all immunization requirements and diagnostic testing requirements. Onyx Academy shall provide on-site health care services similar to the extent that such health services are available to children attending other public schools in District 3, where The Academy will be located. This will be done, if possible, through a contractual arrangement with the regional office to supplement the level of health services mandated to be provided to Onyx Academy in accordance with §2853(4)(a) and §912 of the Education Law or through the hiring of a nurse on staff.

Onyx Academy will hire a Nurse to supervise the disbursement of medication, the treatment of students who are ill, the treatment of students who are injured, and to train faculty and staff in first aid, including but not limited to, cardiopulmonary resuscitation and emergency response utilizing the Automated External Defibrillator (AED).

In the Nurse’s absence these responsibilities will become that of the Principal or his/her designee. The nurse will additionally be responsible for all record keeping and correspondence related to these responsibilities.

### **Hearing and Vision Testing**

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

### **Immunization**

Onyx Academy, in accordance with NYS law, requires that each student-entering The Academy have a certificate of immunization at the time of registration or not later than the first day of school. State immunization requirements include: Diphtheria [Toxoid Containing Vaccine (DTP, DTaP) 3 doses]; Polio [(IPV) (OPV) 3 OPV or 4 IPV]; Measles/Mumps/Rubella (MMR) 2 doses of measles containing vaccine and 1 dose each of mumps and rubella (preferably as MMR); Hepatitis B [3 doses, 7th graders entering school after 9/1/00 – 3 doses of RecombivazHB, Engerix B or 2 doses of adult hepatitis B vaccine for children 11 to 15 years old]; Varicella [1 dose]. Before a child can be permitted to enter or attend Onyx Academy, parents or guardians must present documentation that their child has received all required doses of vaccines or that their child has received at least one dose of each of the required vaccines and is waiting to receive the subsequent doses at the appropriate time intervals.

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

### **Defibrillator**

Onyx Academy, in accordance with §917 of the Education Law, will maintain on-site AED equipment to ensure ready and appropriate access for use during emergencies and shall ensure that a minimum of three (3) staff members are is trained in the operation and use of such equipment for use in the Academy and at any Onyx Academy-sponsored events at other locations.

### **Medication Delivery System Procedures**

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

- Pharmacies: (1) Only those medications necessary to maintain the student in school and which must be given during school hours will be administered in school. Any student who is required to take medication during the regular school day or while participating in school-sponsored activities (e.g., field trips, athletics) should comply with all procedures;

(2) Any prescribed medication that requires administration through a subcutaneous, intramuscular, intravenous or rectal route; or prescribed medications being administered through pumps, tubes or nebulizers; or oral, topical or inhalant medication needed by non-self-directed students will be given by the nurse or licensed practical nurses under the direction of the nurse. Administration of such prescribed medications will not be performed by the other members of Onyx Academy staff; and (3) Designated staff in the school setting, following assignment and in conjunction with approval by the nurse, may assist self-directed students with the taking of their own oral, topical and inhalant medication. The nurse as well as the school administration will assure that the staff person receives the training and supervision needed to perform these tasks in a safe and effective manner.

- **Physician Orders:** Onyx Academy requires written orders from a duly licensed prescriber and written parental permission to administer the medication. All medications, including nonprescription over the counter (OTC) drugs, shall be prescribed by a licensed prescriber on an individual basis as determined by the student's health status.

- ❖ Written orders for prescription and nonprescription OTC medications should minimally include: (1) Student's name and date of birth; (2) Name of medication; (3) Dosage and route of administration; (4) Frequency and time of administration; (5) For prn (as necessary) medications, conditions under which medication should be administered; (6) Date written; (7) Prescriber's name, title, and signature; and (8) Prescriber's phone number.
- ❖ The school nurse may request additional information, such as self-administration orders, diagnosis and/or potential adverse reactions; however, medication delivery should not be delayed pending this information, unless such information is essential to the safe administration of the medication.

- **Special considerations:** Medication orders must be renewed annually or when there is a change in medication or dosage: (1) The pharmacy label does not constitute a written order and cannot be used in lieu of a written order from a licensed prescriber; (2) When a properly labeled medication comes to the health office accompanied by a written request from the parent for administration of the medication, but without a written order from a licensed prescriber, the following procedure will be followed: (a) Contact parent regarding need for written order from a licensed prescriber; (b) Contact licensed prescriber to obtain verbal permission to administer medication; (c) Request fax or written orders to be received within 48 hours; (d) Contact parent and discontinue medication if written orders are not received in 48 hours; and (d) Document above steps.

- **Parental Responsibility:** (1) A written statement from the parent or guardian requesting administration of the medication in school as ordered by the licensed prescriber is required; and (2) It is the responsibility of the parent or guardian to have the medication delivered directly to the health office in a properly labeled original container.

- **Prescription medications:** The pharmacy label must display: (1) Student name; (2) Name and phone number of pharmacy; (3) Licensed prescriber's name; (4) Date and

number of refills; (5) Name of medication/dosage; (6) Frequency of administration; and (7) Route of administration and/or other directions.

- OTC Medications: (1) must be in the original manufacturer's container/package with the student's name affixed to the container. The same applies to drug samples; (2) For certain medications, especially controlled substances, standards of best practice include counting the medication upon receipt and periodically thereafter. This is not a legal requirement but constitutes a sound practice when handling controlled substances. Discrepancies should be reported to the parent immediately. The school administration should be informed of any discrepancies when such discoveries occur. Best practice includes close supervision of medication taking; (3) Medications will not be transported daily to and from school. Parents will be advised to ask the pharmacist for two containers, one to remain at home and one at school; (4) Instructions will be left for substitute nurses that are clear and concise on the handling of all aspects of medication acceptance, handling, delivery and storage; and (5) Education of families regarding the Academy's medication protocols is an ongoing responsibility of Onyx Academy.

- Medication Administration: (1) all medications will be administered as close to the prescribed time as possible. Given student schedules and compliance with coming to the nurse in a timely fashion, medications accepted for school administration generally may be given up to one hour before and no later than one hour after the prescribed time. However, parents and licensed prescribers will be advised, so that they can advise the Academy if there is a time-specific concern regarding administration of the medication. Parents, students, and the nurse will work together to ensure the student receives his/her medication at the appropriate time; (2) if a student fails to come for a dose, the administration will provide support to nurse, such as a security guard, administrative or clerical staff to locate the student. If the medication has not been given for any reason within the prescribed time frame, the Academy will make all reasonable efforts to notify the family that day, as the family may need to adjust a home dose accordingly; (3) If students chronically fail to come for medications, the school nurse will contact the parent to address the problem. The licensed prescriber will be informed of the poor compliance, so that the medication protocol can be reviewed and possible adjustments made, i.e., home administration, extended release medication; (4) Ongoing communication and collaboration between the Academy and parents will occur to assist students in assuming personal responsibility for their health behaviors; (5) A medication may be changed or discontinued by a written order of the licensed prescriber at any time. If a parent requests discontinuation of a prescribed medication without the prescriber's order to do the same, the Academy will send a confirmation to the parent with a copy to the prescriber of the Academy's intention to discontinue the medication on the parent's request; and (6) When the dose of a medication is changed by a licensed prescriber's written order and a parent request, and the old pharmacy bottle label has not been corrected, the nurse may label the bottle with the correct dose until the new pharmacy labeled prescription bottle is received. The importance of parent compliance with sending in a new bottle quickly will be conveyed.

### **Storage of Medication**

(1) No medication will be brought into Onyx Academy without knowledge of the nurse. Procedures that facilitate this practice so that parents and students do not feel the need to hide medication or to circumvent cumbersome procedures will be publicized; and (2) All medications, except as otherwise arranged, will be properly stored and secured within a health office cabinet, drawer or refrigerator designated for medications only. The site must include a lock for the cabinet, drawer and refrigerator, as well as a lock to the outside health office door. Controlled substances will always be secured and will never be left open or accessible to the public at any time. Even self-directed students will not be given unsupervised access to controlled substances under the care of Onyx Academy. Whenever possible, medication storage units will be secured to the wall or floor, and will not have breakable glass doors. If possible, all medications will be stored in a health office. However, there may be instances when either requests are made by a parent and physician for a student to carry and self-administer medications because of the emerging nature of the health problem or the severity of the health condition.

### **Carry and Self-administer Medication**

If Onyx Academy's nurse receives a request from a parent and licensed prescriber to permit a student to carry and self-administer her/his own prescribed medication, such decisions will be made on an individual basis and in accordance with the following criteria: (1) Severity of health care problems, particularly asthmatic or allergic conditions; (2) Licensed prescriber's order directing that the student be allowed to carry her/his medication and self-administer; (3) Parent statement requesting compliance with licensed prescriber's order; (4) Student has been instructed in the procedure of self-administration and can assume responsibility for carrying properly labeled medication in original container on her or his person or keeping in school; (5) School nursing assessment that student is self-directed to carry and self-administer her/his medication properly; and (6) Parent contact made to clarify parental responsibility regarding the monitoring of the student on an ongoing/daily basis to insure that the student is carrying and taking the medication as ordered. This contact will be documented.

The school nurse will counsel any student self-administering medication without proper authorization. In addition, the parents will be notified. In all instances, school administration will also be informed. Periodic reevaluation of the effectiveness of the procedure will be instituted.

### **Emergency Medication**

The requirements allowing registered professional nurses to administer agents used in the emergency treatment of anaphylaxis include: (1) Following non-patient specific standing orders and protocols authorized by a physician or a nurse practitioner and (2) Maintaining or ensuring the maintenance of a copy of the standing order(s) and protocol(s) that authorizes them to administer anaphylactic treatment agents.

### **Non-FDA Sanctioned Requests/Herbal Remedies, Dietary Supplements and Natural Products**

Onyx Academy will not honor requests for use of herbal remedies, dietary supplements and natural products, as they are not sanctioned by the FDA. Such matters will be

explained to the parent whose cooperation will be sought to have such medications administered outside of school. An appropriate notation should be made on the student's health record.

### **Student Transportation**

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

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

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

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

The Executive Director has held partnerships with the organizations below for 9 years. Upon granting of charter the partnerships will be in place for Onyx Academy for the Performing Arts.

Prior to the start of the school year, Onyx Academy will hold mandatory parent information sessions. Once the school calendar begins, Onyx Academy will engage in monthly correspondence (via email) in the first semester; tapering off to bi-monthly two-way contact after that, if warranted. The Board of Directors will form a Parent Teacher Student Association to facilitate communication between all parties.

Members of the Onyx Academy Board of Trustees have longstanding relationships with many community organizations and entertainment industries. Discussions with these organizations are already underway about how to best integrate the Onyx Academy student population with the surrounding community.

Onyx Academy also has an active Advisory Board whose sole purpose is to identify opportunities for our students and raise funds to support our programs. Their biographies are included in the section for our Board of Trustees.

- **Theatre Development Fund (TDF)**
- **Lincoln Center Songwriting**
- **Lincoln Center Theatre**
- **New York University APEX Program**
- **SUNY Potsdam**
- **New York City Ballet**

## **J. Financial Management**

Onyx Academy for the Performing Arts founding team created a financial plan that will meet the needs of the school based on the federal, state, and city per pupil funding. While additional funds will be raised during the pre-opening year as well as throughout the subsequent school years, the school can successfully operate based on the proposed budget.

Onyx Academy's addition of an Advisory Board of Directors was created to further fundraise and create opportunities for additional financial resources. This will include Board contributions, a detailed capital campaign, and competitive grant applications. Additionally, the creation of performance opportunities with the participation of identified organizations will serve to increase our annual financial resources with additional funding of \$50,000 to \$100,000.

The Board of Trustees will have fiscal oversight, while the Executive Director and Business Director will have the responsibility of the financial oversight and management of the school's budget. The Business Director, along with the pupil accounting secretary, will be responsible for the protection of student records. And, the Business Director and administrative assistant (*payroll secretary*) will be responsible for the maintenance of all financial records. This includes all internal functions relating to the accounting, bookkeeping, and general regulatory obligations of the school. As further assurance the Executive Director has six years of experience of running a school and assuming all financial obligations and responsibilities. The proposed Business Director will have a solid background in school finances as well as experience in operations and business management.

Additionally, Onyx Academy has created detailed policies and procedures to administer the school's daily fiscal and accounting functions. The Business Director will develop monthly and annual budgets, to be approved by the Board of Trustees.

The Pupil Accounting Secretary will track all student information including: attendance, health records, eligibility for free and or reduced lunch, special education compliance in mandated services and other services for special needs student populations.

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

We have prepared a conservative budget with assumptions based on the experiences of other operating charter schools, Charter School Business Management, Inc., and the New York City Charter School Center. Our revenue estimates are based on 95% of our target

enrollment while expenditures assume 100% enrollment. The per-pupil rate of \$13,527 is held constant over five years. We have assumed minimal revenue from uncertain grants and fundraising and hope to build a school that can ultimately operate primarily on public funds like any other public school.

**Charter School Program (CSP) Grant:** Our budget assumes only the base amount of \$500,000, though we believe Onyx Academy will be eligible for the entire \$750,000 because it meets both incentive priorities.

1. Underserved Student Populations Priority: Our school will be located in Harlem, which is disproportionately low-income, large academically at-risk student population, and English language learners. Our admissions policy gives preference to at-risk students, ELL, and students with disabilities, and our recruitment plan is designed to meet enrollment and retention targets for at-risk students.

2. Authorizer Program Design Priority: Onyx Academy is specifically designed to meet the learning needs and raise the achievement of ELLs and students with disabilities. In addition to an extended day and school year, our performing arts program combined with our instructional approach provides an extraordinary level of individualized instruction.

### **L. Pre-Opening Plan**

The Founding Team developed its Pre-Opening Plan after a careful review of policies and procedures necessary for opening a traditional NYCDOE school. The detailed plan will be modified throughout the process via meetings with the founding Team and the Board of Trustees.

#### **Task Summary from Approval to Initial Opening**

Task	Date	Responsibility
Conduct School Fairs for interested applicants	February 2013	Executive Director
Apply for 501C-3 status and incorporate the school	December 2012	Executive Director
Hold Board of Trustee meeting	January 2013	Executive Director
Open Bank Account	January 2013	Executive Director
Create Interim Budget	December 2012	Executive Director
Order necessary systems: School Messenger, Skedula, Business Software	April 2013	Executive Director
Create list of supplies and purchases and order	April 2013	Admin. Assistant
Register with NYSED for assessments	April 2013	Principals
Register with College Board	April 2013	Principals
Order Acuity, NYSESLAT, and Regent Exams	April 2013	Principals

Provide OPT with student information for Metro Cards and additional transportation needs	May 2013	Executive Director
Order lunch forms	February 2013	Principal Secretary
Hold lottery ( <i>if necessary</i> )	April 2013	Executive Director
Hire instructional staff for first-year	April – June 2013	Principals
Devise list of technological needs and order (including software)	March 2013	Admin. Assistant
Letter and necessary forms to accepted students	April 2013	Admin. Assistant
Order teacher resources and textbooks	June 2013	Principal Secretary
Board approves all policies, by-laws, handbooks and annual budgets	March 2013	Board of Trustees
Contact Teacher Retirement System and establish participation for staff	March 2013	Executive Director
Collect all student forms	May 2013	Admin. Assistant
Contact insurance brokers for benefits, D&O, workers comp	February 2013	Executive Director
Purchase classroom supplies, equipment and furniture	April 2013	Principal Secretary
Design all school forms	March 2013	Administrative Assistant
Apply for parking permits	June 2013	Administrative Assistant
Schedule vision screenings	June 2013	Administrative Assistant
Meet with Office of School Food	May 2013	Executive Director
Contract for copy machines	May 2013	Principal's Secretary
Purchase postage machine, school seal	May 2013	Principal's Secretary
Establish school's cultural partnerships	Ongoing	Executive Director
Finalize Professional Development and Teacher Evaluation Plans	July 2013	Principals
Create School Master Schedule and program students	May 2013	Principals
Set-up phone system	January 2013	Administrative Assistant
CPR, AED, and first aid training for all staff	August 2013	Administrative Assistant
File for per pupil invoice with NYSED and DOE	January 2013	Executive Director
Finalize location		Executive Director
Submit IRS SS-4, W-9 registration, NYS exemption certificate	January 2013	Executive Director
Receive and review all IEP's	June 2013	Principal
Hire an auditor	June 2013	Executive Director
Staff Professional Development	August 2013	
Family Orientation – Collect lunch forms and emergency cards	May 2013	Administrative Assistant

and take student ID pictures		
Submit applications for Title I funding	May 2013	Executive Director
Hold Summer Bridge Program	August 2013	Principal
Request BEDS number from Office of New Schools	May 2013	Principal
Enter student information in ATS	May 2013	Administrative Assistant
Complete transportation request forms for OPT	May 2013	Administrative Assistant
Submit consolidated Application for Title I funding	May 2013	Executive Director
Key	ED = Executive Director BD = Business Director AM = Administrative Assistant PA= Pupil Accounting Secretary P= Principals CS= Curriculum Specialist	

## M. Dissolution Plan

The school will work closely with appropriate representatives of the New York City Department of Education (NYCDOE) to develop and implement a dissolution plan that will govern the process of transferring students and student records, including Individualized Education Programs (IEPs), student health and immunization records, and attendance records, and report cards. Prior to dissolution, the school will conduct a series of meetings for parents to provide information about the dissolution and to support them in making decisions regarding selection of educational programs for their children, including New York City district schools, charter schools and nonpublic schools.

The Board will designate one trustee and one school employee to oversee the closing of the school from an operational and financial perspective. After an employee termination date is established, the school will notify all employees of termination of employment and/or contracts, and notify benefit providers of pending termination of all employees. Employees will be notified of eligibility for New York State Unemployment Insurance pursuant to any regulations of the New York State Department of Labor. The dissolution plan will provide that all property, which the school has leased, borrowed, or contracted for use will be returned. The return of such property will conform with contractual prearrangement, where applicable, or will be done with reasonable promptness. The school will accumulate a reserve fund of \$75,000 by setting aside \$25,000 each year for the first three years of operation to cover debts in the case of the school's dissolution. In the event of dissolution of assets in excess of those necessary to meet liabilities, all remaining assets of the school shall be transferred to another charter school within the New York City School District as designated by the Board.

## **ATTACHMENT #1**

### **Admission Policies**

***Onyx Academy for the Performing Arts*** will comply with all New York State laws regarding admission to charter schools. Under laws outlined in any child who is qualified under the laws of this State for admission to a public school is qualified for admission to a charter school. Onyx Academy shall not discriminate against any student on the basis of ethnicity, national origin, gender, sexual orientation or disability. The school shall not limit admission to students on the basis of intellectual ability, measures of achievement or aptitude, athletic ability, disability, race, creed, gender, national origin, religion, sexual orientation, or ancestry. Admission to Onyx Academy will grant admission to students in residing in CSD 5 and then all other districts.

#### ***Application and Lottery Process:***

All students who wish to be admitted to the school must submit a complete application. In order to be considered complete, an application must include, but may not be limited to: a form which indicates given name, date of birth, address of residence, parents' names and address, present school, and grade attending.

Because Onyx Academy for the Performing of the Arts' curriculum requires participation in the performing arts, parents and students should apply for admission to the school with the understanding that students have an interest in the performing arts. An interest (or not) does not have any bearing on admission, but is offered as a guideline for students and parents.

Onyx Academy for the Performing Arts will begin advertising no later than the January of 2013 through such things as newspapers, churches, public meetings, community centers, libraries, and public service announcements. Onyx Academy's Executive Director and Board of Trustees are in discussion with various cultural and educational organizations. We have already secured invitations to speak at the upcoming Community Board 10 meeting in September 2012, and will use this opportunity to further advertise the school to the community and to communicate to the public about the school and the dates for open enrollment.

Onyx Academy for the Performing Arts will begin open admission as soon as possible after final charter approval is granted. As applications are received, they will be processed by the administration of Onyx Academy and each complete application will be coded with a number in case of a lottery. The ending date for open enrollment will be on April 1, 2013 (or determined upon final granting of the school's charter). To be considered for the open enrollment, application must be postmarked by this April date. A mailing address will be provided on the application and all applications must be mailed. Applications submitted via the internet, in person, or in any other manner will not be considered for open enrollment. Any applications received after the date will not be considered. There are no exceptions.

In its initial year, the Board of Directors plans for 75 seats in the 6<sup>th</sup> grade and 75 seats in the 9th grade. I. In the event than more than 75 applications are received for the 6<sup>th</sup> and 9th grade, there will be a lottery process until those seats are filled. After this time, any applications for admission to any closed grades will automatically be placed on a waiting list.

### Lottery Process:

- 1) All completed applications received by the due date will be entered into the lottery, and a number will be assigned to the applicant.
- 2) The timing of the lottery will be determined in consideration of lotteries for other area charter schools, magnet schools, and private schools. In any event, the lottery will not take place later than April of 2013.

The lottery will be conducted in a public forum and be supervised by a Certified Public Accountant who is not associated with Onyx Academy for the Performing Arts.

- 3) Any students not chosen through the lottery will be placed on a waiting list.

## Attachment 2 Samples of Evidence of Community Outreach School Brochure

### ARTS CONNECTIONS

Onyx Academy will improve student learning and achievement by offering sequenced classes in the performing arts instructed by professionals in the arts community.

The arts curriculum will include advanced courses in acting, dance, and music, and offer opportunities to elect performance workshops, master classes, and internships in the performing arts.

Participation in professionally staged theatrical and film productions and music concerts will further enhance students' academic achievement.

Middle school students will select and play a string instrument throughout their three-years, in addition to their required academic classes.



Onyx Academy for the Performing Arts is designed to serve students who reside in Community Board 10 (CSD 5) in Harlem.

During its first year - Onyx Academy will serve students in the 6<sup>th</sup> and 9<sup>th</sup> grades, with three classes of seventy-five students in each grade for a total of 150 students. Onyx will add one grade per division each year until we are at capacity at 525 and serving students in grades 6-12.



### Community Informational Session

Thursday, July 12, 2012 at 6:30pm  
Canaan Baptist Church  
132 West 116<sup>th</sup> Street  
Harlem, 10026

Email:

[onyxacademyforperformingarts@gmail.com](mailto:onyxacademyforperformingarts@gmail.com)

Visit and like our page on FACEBOOK

Onyx Academy for the Performing Arts  
Charter School.

Onyx Academy for the  
Performing Arts  
Charter School

Proposed Opening  
September 2013

# Mission

*ONYX Academy for the Performing Arts Charter School* informs a student's sincere passion for the performing arts through a rigorous college-prep and sequenced arts curriculum. We value a culture of collaboration, respect, and a focus on inquiry and project based learning. Deeply embedded in the curriculum are the historical and creative connections to the contributions of individuals from the period in history known as the Harlem Renaissance. This cultural and historical connection will not only serve to solidify the students place in our global society but also prepare them for success in college and beyond.



## Objectives

The Arts are a vital component of our society. **In *Strong Arts, Strong Schools***, Charles Fowler states, *“students who are involved in the arts are more motivated, more engaged, more sensitive, and more focused, creative, and responsible. They perform better in all aspects of school including academic achievement.”* Onyx Academy for the Performing Arts Charter School is designed for students who are interested in exploring their academic classes through the lens of the performing arts. Onyx Academy will offer a rigorous academic program in addition to its sequenced performing arts program that will:

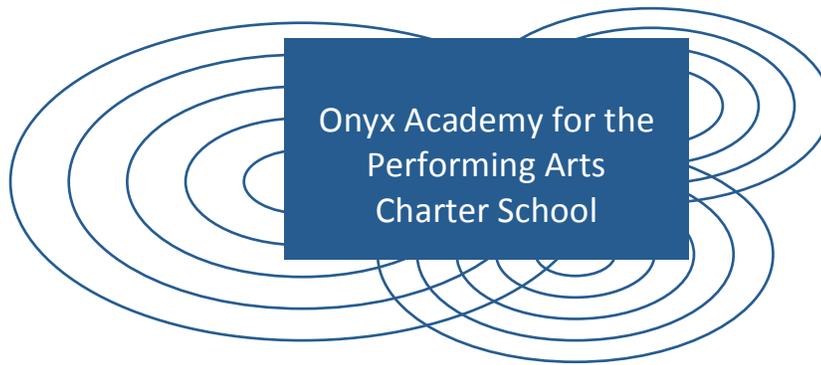
- Satisfy the New York State Learning Standards
- Increase and sustain student attendance to 99%
- Increase and sustain the graduation rate to 100%.
- Prepare students for success on all Regents Examinations
- Highlight and strengthen literacy, math and writing skills
- Offer a sequenced program in theatre, music, and dance led by professional in the performing arts
- Model curriculum through a multi-cultural lens
- Prepare students for acceptance into college and performing arts conservatories
- Model excellence in the arts and create and nurture future patrons of the arts.





Informational Session I  
July 12, 2012  
Agenda

- Meet the school founders
- Overview of Onyx Academy for the Performing Arts Charter School
- Advantages for students who attend a charter school
- How will academic rigor and College readiness be addressed?
- Why the performing arts?
- Significance of locating school in Harlem
- Next steps
- Questions? Comments.



June 2012

## COMMUNITY LETTER

On June 25, 2012, three NYC educators submitted a letter of intent to the Regents of the University of the State of New York to establish **Onyx Academy for the Performing Arts Charter School** in Harlem's Community Board 10 and school district 5. The school will open with grades 6<sup>th</sup> and 9<sup>th</sup> in September 2013 and will add two additional grades each year until it reaches its enrollment of 525 students in 2017.

### *Mission Statement*

**ONYX Academy for the Performing Arts Charter School** will inform a student's sincere passion for the performing arts, and facilitate their journey as lifelong learners through a rigorous college-prep curriculum. Onyx Academy will create an environment that fosters growth of self-confidence, and develop the skills of leadership in every student. We value a culture of collaboration and a focus on inquiry based learning. Deeply embedded in our curriculum are the historical and creative connections to the contributions of individuals from the period in history known as the Harlem Renaissance. This cultural and historical connection will not only serve to solidify the students place in our global society but also prepare them for success in college and beyond.

### *Program Design*

The Arts are a vital component of our society. **In Strong Arts, Strong Schools**, Charles Fowler states, "*students who are involved in the arts are more motivated, more engaged, more sensitive, and more focused, creative, and responsible. They perform better in all aspects of school including academic achievement.*" Onyx Academy for the Performing Arts Charter School is designed for passionate students in the performing arts. It will offer a rigorous academic program in addition to its sequenced program in theatre, music, and dance that will:

- Satisfy the New York State Learning Standards
- Increase and sustain student attendance to 99%
- Increase and sustain the graduation rate to 100%.
- Prepare students for success on all Regents Examinations
- Highlight and strengthen literacy, math and writing skills
- Model curriculum through a multi-cultural lens
- Prepare students for acceptance into college and performing arts conservatories
- Model excellence in the arts and create and nurture future patrons of the arts.

We actively invite parents and community leaders to submit comments regarding our intent to establish Onyx Academy for the Performing Arts Charter School.

To submit comments, interested parties should email: [onyxacademyforperformingarts@gmail.com](mailto:onyxacademyforperformingarts@gmail.com).



## Onyx Academy for the Performing Arts

*Charter School*  
Announces an

*Informational Session: for Harlem's newest performing arts school. Begins with 6<sup>th</sup> and 9<sup>th</sup> grades in September 2013. Each year will add one grade in middle and high school until at capacity – grades 6-12. Proposed opening - September 2013.*

Place: Canaan Baptist Church  
132 West 116<sup>th</sup> Street (Between Adam Clayton Powell Blvd. and  
Lenox Ave.)

Date: Thursday, July 12, 2012

Time: 6:30 PM

For More information or comments - please email:  
[onyxacademyforperformingarts@gmail.com](mailto:onyxacademyforperformingarts@gmail.com)



May 2012

Greetings from *Onyx Academy for the Performing Arts Charter School!*

Please allow this letter to introduce you to our proposed charter school ***Onyx Academy for the Performing Arts***. Our founding team has submitted a letter of intent to the New York State Education Department. The founders propose to open a premier performing arts school that includes a rigorous college-prep curriculum for students in grades 6-12. The proposed location for the school is Harlem. Preference for admission will go to students residing in district 5 in Community Board 10.

We sincerely look forward to serving the students of Harlem with a premiere performing arts school that requires students to be passionate about the performing arts, and possess a sincere desire to prep for admission to college. Auditions are not required. Students are also expected to garner community service hours by volunteering in their community. All 6<sup>th</sup> graders will begin the school year with learning to play a musical instrument and must be committed to continuing their musical studies throughout their middle school years.

Enclosed is a copy of our school brochure where more information about our school is included. If our application is approved by NYSED - Onyx Academy will open in September 2013 with grades 6 and 9. We have hosted informational session in Harlem and will schedule additional sessions soon. Flyers will be posted and mailed to you, other organizations, and neighboring schools.

The founders of the school are three dedicated educators with years of experience in Harlem public schools, and premiere work in the performing arts.

For questions or comments please email:  
[onyxacademyforperformingarts@gmail.com](mailto:onyxacademyforperformingarts@gmail.com).

**Letter to Harlem Organizations and Schools**

*ONYX Academy for the Performing Arts*  
Charter School  
Email: [onyxacademyforperformingarts@gmail.com](mailto:onyxacademyforperformingarts@gmail.com)

**Email to Share Proposal at Community 10 Board Meeting**

> From: [REDACTED]  
> Date: Thu, Jun 14, 2012 at 6:50 AM  
> Subject: Onyx Academy for the Performing Arts Charter  
School  
> To: [REDACTED]  
> Cc: [REDACTED]  
>  
>  
> Greetings Mr. Benjamin,  
>  
> Please find attached documents that will detail my  
request to speak to the members of Community Board 10 in an  
effort to obtain support for my  
> proposed charter school in Harlem.  
>  
> Advise if you require any additional information.  
>  
> Sincerely,  
>  
> Evelyn Collins

On 6/18/12, Brian Benjamin [REDACTED] >  
wrote:  
> Jennifer:  
>  
> Could we include Evelyn Collins on the schedule for the  
Education Committee tomorrow? She has a charter school  
application for this year that she'd like to present. I  
assume we are having the meeting tomorrow correct?  
>  
> Brian

-----Original Message-----  
From: Jennifer Prince <[REDACTED]>  
Date: Tue, 19 Jun 2012 07:39:54  
To: Brian Benjamin <[REDACTED]>  
Subject: Re: Onyx Academy for the Performing Arts Charter  
School

Brian -  
She is more than welcome to share the information. If she

were requesting a resolution of support or letter of support she would have to complete the questionnaire prior to tonight's meeting.

At this point the earliest we would be able to vote on her new charter would be in September. She is more than welcome to attend our meeting and share tonight.

See you tonight and thank you for making the connection.

Jennifer

---

**Email Regarding Meeting with Assemblyman Keith Wright**

**Re: Meeting on June 22nd with Keith Wright**

Maurice A. Cummings to you

Good day:

You are most welcome, Ms. Collins. Please do not hesitate to reach out in your time of need...we are here for you.

Be well and have a pleasant day!

Best,

Maurice A. Cummings

On Mon, Jul 9, 2012 at 8:46 PM, [REDACTED] wrote:

Dear Mr. Cummings,

Thank you for arranging the meeting on June 22 with Assemblyman Keith Wright. I appreciate the support of Assemblyman Wright and will return to provide an update in the near future. Please find attached my school's brochure.

Thanks again,  
Evelyn Collins

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

From: Maurice A. Cummings <[REDACTED]>

To: nevelyn <[REDACTED]>

Sent: Thu, Jun 21, 2012 10:28 am

Subject: Re: Meeting on June 22nd

Good day:

Thank you much, we'll see you tomorrow.

Best,  
Maurice

On Wed, Jun 20, 2012 at 10:29 PM, <[REDACTED]> wrote:  
Greetings,  
I am confirming my appointment for Friday, June 22nd at 4:30 PM.

Thanks in advance,  
Evelyn Collins

---

**Partnership with Alpha Kappa Alpha - Tau Omega Chapter  
In Harlem**

**Re: Tau Omega partnership**

JoAnne to you

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

From: JoAnne <[REDACTED]>  
To: nevelyn [REDACTED]  
Cc: dorisBMitchell <[REDACTED]>

Sent: Thu, Jun 14, 2012 6:42 pm  
Subject: Tau Omega partnership

Hi Soror Evelyn,  
Hope all is well with you. Tau Omega is in the process of planning for next year. On August 11 we will have our executive board retreat wherein activities and a schedule will be developed for the 2012-2013 program year to be voted upon by the membership in the fall. If you would like to speak to the group and discuss what a partnership with your charter school would entail for Tau Omega, we would be interested in hearing about it. If you would like to speak with me, you can call me @ [REDACTED].

Soror JoAnne Challenger  
Program Chair  
First Anti Basileus  
Tau Omega Chapter

## ATTACHMENT 3a Sample Daily Schedules

**School Schedule School day begins at 8:15 am and ends at 4:15 pm.**

- Each class is 55 minutes.
- School lunch is 25 minutes, and advisory is 30 minutes. Each teacher has an advisory group.

### *MIDDLE SCHOOL Student Schedule*

Periods	6 <sup>TH</sup> GRADE	7 <sup>TH</sup> GRADE	8 <sup>TH</sup> GRADE	Saturday
1	Math	Pre-ALGEBRA	ALGEBRA	Math Skills
2	SOCIAL STUDIES	SOCIAL STUDIES	AFRICAN AMERICAN HISTORY	Literacy Skills
3	SCIENCE	SCIENCE	EARTH SCIENCE	Music Enrichment
4	Lunch ADVISORY	Lunch ADVISORY	Lunch ADVISORY	Lunch
5	MUSIC	MUSIC	MUSIC	
6	ELA	ELA	ELA	
7	ELA/MATH SKILLS	ELA/MATH SKILLS	ELA/MATH SKILLS	
8	GYM/ MUSIC THEORY	GYM/ TECHNOLOGY	GYM/ FOREIGN LANGUAGE	

### *HIGH SCHOOL Student Schedule*

Periods	9 <sup>TH</sup> GRADE	10 <sup>TH</sup> GRADE	11 <sup>TH</sup> GRADE	12 <sup>TH</sup> GRADE	SATURDAY
1	LITERATURE Harlem Renaissance	PERSUASIVE WRITING	AP AMERICAN LITERATURE	AP LITERATURE COMPOSITION	REGENTS/SAT Prep or ELA Skills
2	WORLD HISTORY I	WORLD HISTORY II	AP UNITED STATES HISTORY	ECONOMICS/ GOVERNMENT	REGENTS/SAT Prep Or Math Skills
3	BIOLOGY	AP CHEMISTRY	PHYSICS	AP BIOLOGY	ARTS ENRICHMENT
4	Lunch ADVISORY	Lunch ADVISORY	Lunch ADVISORY	Lunch ADVISORY	Lunch
5	INTRO. TO ARTS	ARTS MAJOR I-II	ARTS MAJOR III-IV	ARTS MAJOR V-VI	
6	GEOMETRY	ALGEBRA 2	CALCULUS	STATISTICS	
7	GYM	GYM/HEALTH	GYM/LABS	GYM/LABS	
8	PUBLIC SPEAKING	FOREIGN LANGUAGE	INTERNSHIP I	INTERNSHIP II	



## ATTACHMENT 3b

### Proposed First Year Calendar 2013-2014

<b>January</b>	30 <sup>th</sup> -31 <sup>st</sup>	Wednesday and Thursday	Onyx Academy Recruitment Fair
<b>March</b>	16 <sup>th</sup> -17 <sup>th</sup>	Saturday and Sunday	Onyx Academy Recruitment Fair
<b>April</b>	6 <sup>th</sup>	Saturday	Application Process/Lottery
<b>August</b>	13 <sup>th</sup> - 17 <sup>th</sup>	Tuesday - Saturday	Summer Bridge – required of all students
<b>August</b>	19 <sup>th</sup>	Monday	The following staff report: Classroom teachers, counselor, educational paraprofessional, secretaries
<b>August</b>	21 <sup>st</sup> -23 <sup>rd</sup>	Wednesday - Friday	Staff Professional Development
<b>August</b>	26 <sup>th</sup> -27 <sup>th</sup>	Monday and Tuesday	Student Testing and Assessments of Data
<b>August</b>	28 <sup>th</sup> - 30 <sup>th</sup>	Wednesday - Friday	Curriculum Planning
<b>September</b>	3 <sup>rd</sup>	Tuesday	First Full Day of School for students
<b>September</b>	5-6	Thursday - Friday	Rosh Hashanah – School closed
<b>October</b>	14 <sup>th</sup>	Monday	Columbus Day – School closed
<b>November</b>	5 <sup>th</sup>	Tuesday	Election Day – School closed
<b>November</b>	11 <sup>th</sup>	Monday	Veterans Day – School closed
<b>November</b>	28 <sup>th</sup> -29 <sup>th</sup>	Thursday - Friday	Thanksgiving Recess – School closed
<b>December</b> <b>January</b>	23 <sup>rd</sup> – 6 <sup>th</sup>	Monday - Monday	Christmas Recess – School closed
<b>January</b>	20 <sup>th</sup>	Monday	Dr. Martin Luther King, Jr. Day – School closed
<b>January</b>	31 <sup>st</sup>	Friday	Fall Term ends for high school students
<b>February</b>	3	Monday	Spring Term begins for high school students
<b>February</b>	10 <sup>th</sup> – 17 <sup>th</sup>	Monday - Monday	Midwinter Recess (including Washington Birthday and Lincoln’s Birthday)
<b>May</b>	26 <sup>th</sup>	Monday	Memorial Day Observed – School closed
<b>June</b>	27 <sup>th</sup>	Friday	Last Day for all Students (all students report). Last day for all staff except administrators and counselor.

## **ATTACHMENT #4** **Student Discipline Policy**

### **BEHAVIOR**

Longleaf School of the Arts strives to be a community in which each individual is treated with sensitivity and respect. Students are expected to observe the rules of common courtesy in dealing with each other, faculty and staff, and school personnel, and to continue to represent LSA with civil behavior even when off campus. LSA promotes free but respectful exchanges of ideas and will not tolerate offensive conduct and/or harassment based on race, color, creed, national origin, gender, political affiliation, or sexual orientation. Such behavior will constitute gross misconduct and will result in disciplinary action that may include suspension or expulsion.

### **Harassment and Bullying**

Harassment and bullying are broad terms. Bullying and harassment may include, but are not limited to: aggressive and repeated incidents of unwanted behavior, pushing and shoving, intimidation, degradation, humiliation, gossiping, teasing, and spreading rumors about others (including on the internet.)

Sexual harassment encompasses any sexual attention that is unwanted, including sexual advances and/or other verbal, visual, or physical conduct of a sexual nature that is intimidating, hostile, degrading, or offensive.

Other types of harassment include racial, religious, or ethnic harassment through intimidation, humiliation, or degradation of an individual or group on the basis of race, religion, or national origin, or sexual orientation. These types of harassment include both easily identifiable acts of oral, written, or physical harassment, and more subtle forms of harassment such as graffiti, epithets, and racially offensive remarks.

Harassment and/or bullying will not be tolerated at Longleaf. Anyone who is being treated in a way in which he/she considers inappropriate should report the matter to the Head of School, Counselor, or other Onyx Academy staff member. All charges of harassment will be fully investigated. Any charge determined to be true will result in disciplinary action.

### **Acceptable Use Policy** (copyright, downloads, etc.)

Computers: Access to computers and networks is a privilege that requires the user to act responsibly. Users must observe all relevant laws and regulations, maintain the integrity of the systems, and respect the rights of other users in an effective, ethical, moral, and legal manner. Misuse of computing, networking, or information resources may result in disciplinary action.

Students should note that the following are prohibited on all Onyx Academy computers:

- Moving or disconnecting computer hardware.

- Loading or downloading any software, including games.
- Unauthorized reproduction of copy-protected material.
- Destruction of or damage to equipment, software, or data belonging to the school or other users.
- Using printers as copiers—one copy of output should be made and taken to the copiers for the production of multiple copies.

The following are prohibited on Onyx Academy computers as well as those belonging to individual students:

- Connecting an unprotected computer (one that has not been updated with all available operating system patches and/or does not have current anti-virus software) to the network.
- Using computers or the network in any manner that violates federal, state, or local laws or statutes. This includes illegal downloading of music or other files.
- Accessing, producing, posting, sending, or displaying material that is offensive in nature. This includes obscene, discriminating, profane, lewd, vulgar, rude, inflammatory, threatening, disrespectful, or sexually suggestive language or images.
- Harassment or unwanted communications to any individuals or organizations.
- Providing, assisting in, or gaining unauthorized or inappropriate access to servers, computers, or network equipment.
- Activities that interfere in any way with the ability of others to use resources effectively. Peer-to-peer sharing of illegally copied copyrighted material. Setting up servers of any kind on the Onyx Academy campus network.

### **Dress Code**

Students are expected to dress in a manner fitting the environment. An academic environment where students are expected to be academically engaged is not the place for clothing that detracts from the desired outcome of that academic experience. Students who violate the dress code may be asked to leave school grounds until more appropriate dress is displayed. Repeated violations of the dress code may result in disciplinary action.

Dress Code Prohibitions may include, but are not limited to:

- Any clothing displaying or suggesting sex, alcohol, drugs, violent acts, or offensive logos, labels, or phrases
- Clothing that is too tight, too short, or too revealing (exposing cleavage, bra straps, lower back, navel area, underwear, etc.)
- Sleeveless shirts and/or spaghetti straps
- Clothing with excessively sized holes or holes above three inches from the knee
- Oversized clothing
- Outerwear resembling underwear
- Hats are not allowed on campus unless for the purpose of designated athletic events
- Skirts or shorts that do not extend to within 3 inches of the knee Pajamas, sleepwear, or loungewear

### **Cell Phone Policy**

Cell phones and other hand-held technology are not permitted during class time. Students may use such items before and after school. Hand-held technology seen during class will be confiscated and may be returned to the students' parent after a period of three school days.

### **ACADEMIC INTERGRITY**

The principle of academic integrity is one of the pillars of a school community and at the heart of learning. Onyx Academy strives to be an institution governed by values of academic honesty and respect for the work of others. Cheating, plagiarizing, or giving or receiving unacknowledged assistance in academic work are unacceptable behaviors in this community. As an affirmation of this principle, students may be required to sign off on an honor pledge on all tests and major papers, as well as other assignments as required by the instructor:

It is the responsibility of the student to clarify with the instructor any ambiguities about assignments, tests, or other coursework. Onyx Academy students found to have violated the Academic Integrity Policy will be subject to disciplinary action, which may result in dismissal from the school. Specific violations are described below. This list is not comprehensive, as each case will be examined on a case-by-case basis.

#### **Plagiarism**

To plagiarize is to use the work, ideas, images, or words of someone else without giving that person credit. This may apply to a phrase, a sentence, or an entire passage or essay. Unintentional acts of plagiarism are not excusable. The topic of plagiarism will be well addressed within the Longleaf community, and instructors will make policies clear at the beginning of each course.

#### **Other examples of academic dishonesty**

Giving or receiving of help on a graded assignment is not permitted, unless assigned by an Onyx Academy instructor. Such acts are considered cheating. Specific policies regarding collaborative work, peer review, use of tutors, and editing may vary by instructor. Such policies will be outlined by the instructor and delivered to the students at the start of each course. Typically, cheating includes, but is not limited to: inappropriate collaboration, copying from another's paper, giving unauthorized assistance, consulting sources outside of those permitted for a test, assignment, or project, obtaining unauthorized advance knowledge of questions to an examination, or any means of creating false scores of any work submitted at the Onyx Academy.

All work submitted at Onyx Academy is to be solely a student's own work, unless otherwise directed by the instructor. No communication is allowed between or among students, nor are students allowed to consult books, papers, study aides, or notes. Students are prohibited from submitting any material prepared by or purchased from another person or company. All papers and materials submitted for a course must be the student's original work, unless the sources are otherwise cited, or as otherwise outlined

by the instructor. Unless otherwise instructed, students may not present the same work in more than one course.

Students may not intentionally interfere with the work of others, such as by sabotaging laboratory experiments or research, giving misleading information, and destroying or disrupting class work.

Students may not sign another’s name as a representative of the other person.

**CONSEQUENCES**

The following is a plan constructed by best practices from exemplary charter schools, and is subject to change before the opening of the school.

In cases where there is a lack of clarity, students are expected to inquire with a teacher or administrators at Onyx Academy. Lack of clarity is not an excuse for violating any rules or policies at Onyx Academy for the Performing Arts

Each violation of school policies is subject to consequences, as outlined in the table below. In the event of any violation, parents will be notified. Level four consequences will be assigned in the most severe circumstances only.

Inappropriate language, including swearing Abusive language Disregard of directions of a Longleaf employee Behavior disrupting the educational process Rude and/or disrespectful behavior towards a school employee Repeated violations of the dress code	Level One
Unauthorized absence from class or school Three or more tardy arrivals to class or school Repeated violation of detention offenses, skipping class leaving school grounds without permission	Level Two
Violation of Acceptable Use Policy Violation of Academic Integrity Smoking Harassment or bullying of any Longleaf Community member	Level Three
Vandalism or destruction of school property Theft Tampering with school safety equipment Possession or use of drugs or alcohol Communicating a threat to any member of the Longleaf Community Assault upon any member of the Longleaf Community Possession of an item considered to be a weapon Assault with a weapon Repeated violations of above offenses	Level Four

If a teacher is assaulted or injured by a student and as a result the student is long-term suspended or reassigned to alternative education services, the student shall not be returned to that teacher's classroom unless the teacher consents.

Level One - after school detention

Level Two - service detention

Level Three - in school suspension for a period of 1-3 days

Level Four - out of school suspension or dismissal from school

**Referral to Authorities**

In some cases, violations on school campus also violate local, state, or federal laws. In these cases, the school administration will refer the incident to law enforcement for investigation and full prosecution.

**STUDENT DETENTION, SEARCH, AND SEIZURE**

In an effort to maintain order and ensure the safety of all Onyx Academy for Performing Arts students and employees, the Board of Trustees will adopt the following policy:

The administrative staff of Onyx Academy for the Performing Arts may detain and question a student under circumstances which reasonably indicate that such student has committed, is committing, or is about to commit a violation of law or of school policy. No student shall be temporarily detained longer than is reasonably necessary. In the event a student is detained, at least two members of the Onyx Academy staff will be present. If at any time after the onset of the temporary detention, a reasonable suspicion arises that the detained student is concealing or has concealed a weapon, stolen or illegal property, a controlled substance, or associated paraphernalia on his/her person or within his/her book bag, automobile, locker, or other storage space, a member of the administrative staff may search the student, his/her book bag, locker, or other storage space for the purpose of disclosing the presence of suspected property. If such a search reveals contraband that constitutes a violation of local, state, or federal law, it will be seized and turned over to law enforcement authorities.

**Due Process**

In the event of a level four offense resulting in long-term suspension or dismissal from the school, parent(s) of said student(s) may file a formal written appeal with the Board of Trustees within a period of up to 15 days after the consequence is assigned. Board members will respond in writing within a period of 15 business days after the formal request is received. The students shall not return to school unless the appeal is resolved in favor of the student.

**ATTACHMENT #5a**  
**Charter School Trustee Background Information**

<b>School Trustee Background Information</b>
--

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

**Name:** Kevin G. Basmadjian, Ph.D.

**Charter School Name:** Onyx Academy for the Performing Arts

**Charter School Address:** New York City

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

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.

From my friend and associate, Evelyn Collins, who will serve as the Executive Director of the Academy.

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

I have known and worked with Evelyn Collins for nearly 25 years, and I know and support her deep devotion to the arts and her commitment to teaching and learning. In addition, having witnessed the dilution of the arts in public schools over the past decade, I see the Onyx Academy as a model for blending the importance of the arts with high student expectations and academic achievement.

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

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

This does not apply to me.  Yes.

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

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

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

This does not apply to me.  Yes.

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

## Conflict of Interest

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

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

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

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:

One of my colleagues, Anne Dichele, serves as chair of the board of the Side By Side Community School, a public charter school in Norwalk, Connecticut. This school has no relation to the Onyx Academy in New York City.

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

No.  Yes.

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

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

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

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

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

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

I / we have no such interest.  Yes.

14. If the charter school is partnered with an educational services provider, please indicate if you, your spouse or other family member anticipates conducting, or is conducting, any business with the provider. If so, please indicate the precise nature of the business that is being or will be conducted.
- Not applicable because the School does not/will not contract with a management company or charter management organization.
- I / we do not anticipate conducting any such business.  Yes.
15. Please indicate whether you, your spouse or other family member is a director, officer, employee, partner or member of, or is otherwise associated with, any organization which filed an application in conjunction with the charter school, i.e., is partnered with the charter school. To the extent you have provided this information in response to items 9-12, you may so indicate.  This does not apply to me, my spouse or other family members.  Yes.
16. Please indicate the potential ethical or legal conflicts of interests (if any) that would, or are likely to, exist should you be approved for service on the charter school's board.
- None  Yes
17. Please explain how you would handle a situation in which you believe one or more members of the charter school's board are involved in working for their own benefit, or the benefit of their friends and family.

I would immediately bring this information to the board and insist that a full inquiry be conducted on all possible legal, moral, and ethical implications.

### **Educational Philosophy**

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

My understanding of the mission of the school is to promote a rigorous college-prep experience and curriculum through the arts, using examples and artifacts and stories from the arts to support academic achievement. To achieve these results, the school will engage students in project and inquiry-based learning in ways that promote collaboration and respect.

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

The educational program of the school will focus on the performing arts, in theory, history, as well as in practice, to engage and develop in students both traditional as well as non-traditional knowledge and skills. The school

will facilitate experiential learning through the performing arts to advance students' appreciation of the arts as well as to challenge students in the academic disciplines.

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

I believe the most important characteristic of a successful charter school is the learning climate. Based on what I have read about the Onyx Academy, as well as what I know about Evelyn Collins, the Executive Director, I have every confidence that the school will achieve a positive, safe, and challenging learning climate and environment for its students. The process of establishing this learning climate begins as students express interest in the school, and with teachers and school leaders emphasizing the importance of student and family partnerships.

#### **Other**

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

My understanding as a member of the Board of Trustees is that I will play a significant role in establishing and maintaining the policies and procedures of the Onyx Academy, including but not limited to the school's governance, curriculum, and operation. As a board member, I will also play a role in overseeing the Executive Director, who is responsible for executing the school's policies and procedures.

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

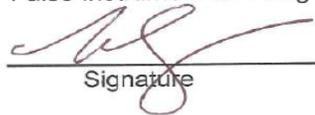
I have read and understand in its entirety the Onyx Academy's application as well as its by-laws and all proposed policies.

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

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

### STATEMENT OF ASSURANCE

I, KEVIN G. BASMADJIAN (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.

  
Signature

7/26/2012  
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 contact information provided below will be redacted.*

Business Telephone: 

Business Address: 

E-Mail Address: 

Home Telephone: 

Home Address: 

Kevin G. Basmadjian, Ph.D., is an Associate Professor of Education and Director of the Master of Arts in Teaching Program at Quinnipiac University. Since beginning at Quinnipiac University in 2004, he has served on the Faculty Senate, chaired the Academic Policies Committee for four consecutive years, and played an instrumental role in the university's transformation to a learning paradigm environment. His teaching and research interests include multicultural and urban education, critical pedagogy, and preparing teachers for diverse classrooms. Kevin earned a Bachelor's Degree in Psychology from the University of Michigan, a Master of Arts in Teaching degree from Wayne State University in Detroit, and a Ph.D. in Curriculum, Teaching, and Educational Policy from Michigan State University. Prior to his graduate studies, Kevin taught high school English for six years, including three at a public high school in southern California, and two at a public charter academy in the Detroit area. Kevin lives in North Haven, Connecticut, with his wife Emily and their two children, Christian and Carly.

<b>School Trustee Background Information</b>
--

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

**Name:**     Gwendolyn Ricks-Spencer    

**Charter School Name:**     Onyx Academy of the Performing Arts    

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

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

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

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

**Background**

8. Please provide your educational and employment history. You may do so by attaching a résumé.  Resume Attached
9. 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.
10. 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.
11. Please indicate how you became aware of the charter school and the opportunity to serve as a member of its board.

*Evelyn Collins is a friend from graduate school. We have kept in contact over the years regarding her work in education and the arts. She informed me of her*

*interest in starting a charter school and based on my past educational and professional background approached me as a potential board member.*

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

*I strongly believe that education is the surest and best way to uplift an individual and a community. In addition, I believe that the arts can play a significant role in motivating students. As such, I am excited at the prospect of working with a like-minded group of people to facilitate a school, which seeks to educate through the use of the arts.*

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

*I am currently on the Board of 4<sup>th</sup> Wall Theatre, a non-profit arts organization, which serves as the resident professional theatre company on the campus of Bloomfield College in Bloomfield, NJ. I serve as the Executive Director of the group. This is a non-paying position and I have been involved with 4<sup>th</sup> Wall for over 15 years.*

*From 2003 to 2007, I served as a Board member and Secretary to the Board for 12 Miles West, a professional Equity theatre company in Bloomfield, NJ.*

*In addition, I previously served as a member of the Board of the Newark Community School of the Arts, during the late 90's. NCSA is a family and community oriented arts school that has served 38,000 individuals since its inception, and provides education for 500 students each week.*

*Lastly, I served on the Board of the Montclair Operetta Club in the early-mid 1990's.*

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

This does not apply to me.  Yes.

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

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

8. Please indicate if you currently have any criminal charge(s) pending against you in state or federal court in any jurisdiction.  
 This does not apply to me.  Yes.

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

### **Conflict of Interest**

9. Please indicate whether you, your spouse, or other family member knows any of the other prospective or current board members.  
 I / we do not know any such persons.  Yes.

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

*As noted above, I have known Ms. Evelyn Collins since graduate school at the University of Michigan in the early-mid 1980's. My husband also knows Ms. Collins. Neither of us knows any other current or prospective board members.*

10. Please indicate whether you, your spouse, or other family member knows any person who is a prospective or current charter school employee.  
 I / we do not know any such persons.  Yes.

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

11. Please indicate if you, your spouse, or other family member or any corporation, business or other entity in which you, your spouse or other family member serve as an employee, officer, or director or own a controlling interest in, contracts or does business with, or plans to contract or do business with, the charter school, including but not limited to, the lease of real or personal property to the charter school.  
 No.  Yes.

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

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

*This would constitute a complete lack of what is right and appropriate. I would immediately alert the school, plus any other regulatory authorities of such a situation.*

### **Educational Philosophy**

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

*The Onyx Academy of the Performing Arts mission is to provide identified and qualified students with a comprehensive education, which emphasizes academics and various arts disciplines.*

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

*Onyx will provide an educational program that thoroughly understands and meets the states requirements with respect to all academic programs, but which places equal emphasis on the arts offered by the school. The academy will seek to employ educators that see their role as something beyond just a person to relay information-- but to serve as mentors, role models and examples to all of the students. They will be charged with providing guidance in the classroom and the Board will be charged with providing strategic direction and working to provide the means to carry out the mission.*

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

*I believe that a successful charter school meets all of the public requirements of education, with the ability to provide a special attention to all of the students. There are several components that feed into this, things like frequent teacher feedback, enhanced and intensive tutoring sessions for students, increased time for teachers to devote to education, classroom methods that have proven effective and can be quantified by data and lastly having high expectations of everyone at the school-- faculty, staff and the board.*

### **Other**

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

*I think that public charter school board member's major responsibility is the corporate governance of the school. Board members must be more proactive*

*than reactive with respect to their duties to the institution. As previously noted, Board members have an important role in ensuring that the mission and vision of the school are adhered to, by being active participants in meetings and sessions and through the creation, and constant review of a strategic plan for the school. I also believe that board members must have and take their fiduciary responsibility to the school just as seriously.*

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

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

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

*My resume details my qualifications, but I would like to specifically state that I whole-heartedly believe in the goals and viability of the proposed academy. I have seen the power and promise that develops in students when they are allowed to study and learn the discipline of the arts, which is a very useful way to teach and train our young people to become decent and contributing members of our society.*

*In addition, I absolutely believe in Evelyn Collins. She works hard and smartly. She understands the challenge, but is willing to meet it head on. Her strong will and passion is infectious and why I am willing to commit my time and energy to supporting and helping to build an institution that I believe New York city and its residents will be proud of.*



## GWENDOLYN RICKS-SPENCER

---

### VICE PRESIDENT/DIRECTOR

Energetic, organized, detail oriented, hands-on administrative professional with extensive leadership, governance, event planning, and customer service experience. Expert in communications, presentations, project management and problem solving. A decisive leader able to build effective relationships by responding to customer needs and delivering on commitments.

<b>Sarbanes Oxley   Corporate Governance   Shareholder Services   Project Management Executive Communications</b>
---

### Professional Experience

**ERNST & YOUNG, LLP.** Secaucus, NJ (2007-Present)

**Assistant Director, Office of Public Policy (2007 – 2008)**

**Associate Director, Strategic Programs, Americas Communications (2008-Present)**

Manage all of the external speaking engagements for the Chairman and CEO, and other Senior Executives for this 152,000 person professional services firm.

- Write speeches and talking points for various external speaking events while managing all logistics for the events.
- Designed and manage a communications program to systemize the organization and preparation for all external speaking engagements; including the development of a comprehensive calendar system and on-going status meetings to discuss upcoming events.
- Work as part of a greater global team on handling the preparations for significant national and international events, including the annual World Economic Forum in Davos, Switzerland.
- Designed, built and manage a global intranet site for the firm, housing all pertinent regulatory and public policy information.
- Coordinate teams of internal and external speechwriters and internal clients to fulfill all approved engagements.

**PRUDENTIAL FINANCIAL, INC.,** Newark, NJ (1996-2006)

**Vice President/Dir., Administration and Assistant Corporate Secretary (2003-2006)**

Chief of Staff for Corporate Secretary, managing an annual budget of \$20 million.

Supervised a staff of six specialists/paralegals and two administrative professionals including all HR and Operational Manager functions. Responsible for all logistics for the Board of Directors, administration of over 300 corporate subsidiaries and all questions and issues directed to the Office of the Chairman. Organized multiple biennial Board and Senior Management offsite meetings and conferences both domestic and international including all vendor contract negotiations, meeting deadlines, budget targets culminating in both a business and social success.

- Managed year-long recordkeeping reorganization of all corporate records within the Secretary's Office reducing duplicative paperwork and file storage needs by 35% and saving approximately \$60K in annual storage costs.
- Organized on-going training sessions for all Law Department attorneys and paralegals on the functions and resources of the Secretary's Office; providing a Standard Operating Manual and intranet site for instructions on subsidiary formation and maintenance resulting in reduction in extraneous questions/issues by approximately 50%.
- Analyzed and enhanced case reporting requirements from all business groups to the Office of the Chairman, resulting in a 30% decrease in turnaround time on complaints and increased satisfaction by customers/shareholders on the timeliness and quality of responses.
- Managed the corporate governance certification process for the corporation's quarterly Sarbanes Oxley review.
- Managed the internal audit for the company's Proxy Statement resulting in error-free production and mailing to approximately 5.5 million Shareholders.

**Director, Shareholder Services (2001-2002)**

Co-Managed the creation and roll-out of the Shareholder Services Dept. for approximately 5.5 million shareholders, in anticipation of the company going public in 2001. Primary liaison with Transfer Agent management and staff of over 200 representatives. Managed internal staff of 6 representatives and administrators.

- Developed an internal lotus notes database to maintain shareholder inquiries and all follow-ups and to house daily updates to stock information. Resulted in the capture of 100% of issues raised.
- Wrote a Standard Operating Procedure (SOP) manual for the department detailing technical and procedural information and used as training manual for all Shareholder Services Representatives.
- Project managed the creation of internal communications material for the company's first commission-free program. Established procedures and trained staff for handling customer service requests for the Annual Meeting of Shareholders. Resulted in efficient recording and quick follow-up on all issues raised by shareholders.

**Manager, Office of the Corporate Secretary (1997-2001)**

Managed daily operations of the Board Administration team of five people responsible for all Board meetings throughout the year reporting to the Corporate Secretary.

- Managed two major department construction and move projects including all furniture purchases, vendor contracts and schedule management completing both projects with a 5% savings on projected budgets.
- Managed all aspects of a special "Policyholder Vote" meeting as required by the State of New Jersey; including researching and writing all procedures, coordination with State officials, independent auditors and senior management resulting in a legally compliant meeting, approved by state officials.
- Quarterly speaker and presenter at the quarterly, corporate "Rock Solid" award program.

**Team Leader, Marketing, Group Life and Disability (1996-1997)**

Managed a team of four proposal specialists and one administrative staff responsible for responding to Requests for Proposals (RFP's) for Group Disability coverage for all national Disability Insurance Sales Representatives.

- Reengineered the RFP response database to reduce answer search time by 30% and increased RFP response rate by 12%

**COMVESTRIX CORPORATION**, Lyndhurst, NJ (1985-1995)

**Director, Client Relations** (1986-1995)

Managed a 24 hour/365 day Command and Control Center, Traffic Dept. and Client Relations staff of 35, responsible for the pick-up, logging, delivery and follow-up of laser printed and microfilm/microfiche output to clients in the New York area. Managed all HR and Operational functions for Department.

- Managed integration of approximately 150 new clients, (approx. \$10 MM in annual revenue) following acquisition of largest competitor and trained new staff in procedures resulting in seamless continuation of all work.
- Team member in final sales presentations for potential clients with revenues in excess of \$25K monthly billing to facilitate close of sales.

**Account Manager** (1985-1986)

Project management, implementation, testing and installation of new clients in the New York City market; specializing in the brokerage market and retail industry.

- Team member in presentations of company services during sales calls with District Sales Managers resulting in the successful close on approximately 75% of presentations.

**EDUCATION**

MFA, University of Michigan, Ann Arbor, MI  
BA, Smith College, Northampton, MA

**ASSOCIATIONS**

Member, Delta Sigma Theta (Public Service Organization)  
Executive Director and Founding Board Member, 4<sup>th</sup> Wall Theatre Inc.

## **THEATRE EXPERIENCE:**

### **Directing Experience:**

- *The Story of My Life*-4<sup>th</sup> Wall Theatre-Bloomfield, NJ (2012)
- *The Fourth Wall*-4<sup>th</sup> Wall Theatre-Bloomfield, NJ (2011)
- *One Hundred Years Into the Heart*-4<sup>th</sup> Wall Theatre-Bloomfield, NJ (2010)
- *Avow*-4<sup>th</sup> Wall Theatre-Bloomfield, NJ (2009)
- *Heaven Knows* – 4<sup>th</sup> Wall Theatre- Bloomfield, NJ (2008)
- *Invisible Fences*-4<sup>th</sup> Wall Musical Theatre-Bloomfield, NJ (2007)
- *BatBoy, The Musical*-4<sup>th</sup> Wall Musical Theatre-@ Kean University, Union, NJ (2005)
- *Angels in America*-Allegro Productions-Lake Hiawatha, NJ (2001)
- *Alice in Wonderland*-Allegro Productions-Lake Hiawatha, NJ (2000)
- *Violet*-Allegro Productions-Lake Hiawatha, NJ
- *Jesus Christ Superstar*-Allegro Productions-Lake Hiawatha, NJ
- *Wine in the Wilderness*-Canterbury Loft-Ann Arbor, MI
- *For Colored Girls Who Have Considered Suicide When the Rainbow is Enuf*-Smith College-Northampton, MA

### **Teaching Experience:**

- Instructor: **University of Michigan**, Acting and Black Theatre History, Ann Arbor, MI
- Instructor: **Theatre of Universal Images**, Acting, Newark, NJ

### **Non-Profit Theatre Board Experience:**

- Executive Director -**4<sup>th</sup> Wall Musical Theatre (aka 4<sup>th</sup> Wall Theatre, Inc.)**, Upper Montclair, NJ. In residence at Westminster Arts Center, Bloomfield College, Bloomfield, NJ. 2006 to Present
- Board Member and Secretary-**12 Miles West Theatre Company**-Bloomfield, NJ
- Equity Theatre Company. 2003-2007
- Administrative Manager-**Montclair Operetta Club**, Upper Montclair, NJ. 1996-1999
- Board Member-**Newark Community School of the Arts**, Newark, NJ 1995-1998
- Essex County Arts Funding Review Committee, Newark, NJ 1993-1998

### **School Trustee Background Information**

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

**Name: Valerie Vallade**

---

**Charter School Name: Onyx Academy for the Performing Arts Charter School**  
**Charter School Address: District 5, New York, New York**

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

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

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

#### **Background**

1. Please provide your educational and employment history. You may do so by attaching an résumé. Resume Attached – **YES**
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 this charter school by invitation from Evelyn Collins, Executive Director of the proposed charter school, to serve as a member of its Board of Directors.**
5. Please explain why you wish to serve on the board. **I wish to serve on the Board of this charter school because I have worked with Ms. Collins, know of her deep passion for the academic achievement of students and the performing arts and the link between the two. I have served the students of NYC as a teacher, counselor and school leader for over 34 years. Since my retirement, I**

**have served to provide leadership support to principals and aspiring principals. These experiences have given me a wealth of knowledge of how schools work, how children learn, and how to support teachers so that they are effective practitioners. I enjoy working in the service of our children and continue to seek opportunities to do so. This venture would allow me to continue to pursue my passion of supporting the development of an educational institution from its inception and to continue my own growth as an educational leader.**

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

(Include description here): **I am currently a member of the Advisory Board of the Eagle Academy Foundation. Inc.**

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.**

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, coworkers, 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.**

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.**

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

10. Please indicate whether you, your spouse, or other family member knows any person who is a prospective or current charter school employee.  
I / we do not know any such persons.

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

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

**No. Yes.**

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

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

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

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

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.**

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.**

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 912, 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. Please explain how you would handle a situation in which you believe one or more members of the charter school's board are involved in working for their own benefit, or the benefit of their friends and family. **I would bring my concerns to the Executive Director and the Board once I felt I had evidence of it.**

#### **Educational Philosophy**

18. Please explain your understanding of the charter school's mission and/or philosophy. **It is my understanding that the mission of this charter school is to utilize a student's passion for the performing arts to align with a rigorous, academic, college-preparatory curriculum as the means to student achievement. This school will develop and support a culture of collaboration and respect. It will use inquiry-based learning as a primary pedagogical strategy, framed in the creative and performing arts with emphasis on the Harlem Renaissance period.**

19. Please explain your understanding of the educational program of the charter school. **This school will be a 6-12 secondary school that will focus on collaborative, project-based learning challenges that are performing arts based, yet academically rigorous. Accountability measures will parallel those of both the NYSED and the NYCDOE.**

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

**I believe that a successful charter school has many of the characteristics of successful non-charter schools; i.e., caring, competent teachers who are able**

**to utilize any number of differentiated instructional strategies to ensure that all students learn; that *all* constituencies are held accountable to high levels of expectation for students and staff alike; that realistic and SMART goals are set in a timely fashion and success in attaining those goals is consistently monitored; that budgetary decisions are made in relation to empirical data so that programs that support the mission and vision of the school are viable; that a commitment to the mission, vision and culture of the school is consistent and compulsory; and that the leadership of the school is committed to the development of the school as a viable member of the community.**

**Other**

21. Please explain your understanding of the appropriate role of a public charter school board member. **I believe that the appropriate role of a public charter school board member is to help set policy re: school governance, ensure that academic policy is consistently aligned with NYSED policies and provisions for public education, and that the school lives up to its commitment to the constituents it has been developed to serve.**

22. Please affirm that you have read and understand the charter school application, the charter school board's bylaws, and all proposed policies. **I affirm**

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

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

### STATEMENT OF ASSURANCE

I, Valerie Vallade (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 to a public official or public servant is guilty of Offering a False Instrument for Filing in the 2<sup>nd</sup> Degree, a Class A Misdemeanor.

Signature/ Date: Valerie Vallade July 23 2012

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

**Business Telephone:** \_\_\_\_\_

**Business Address:** \_\_\_\_\_

**E-Mail**

**Address:**

\_\_\_\_\_

**Home Telephone:**

**Home Address:**

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

## Valerie Vallade



**OBJECTIVE** To continue my career in secondary school administration and supervision as a consultant

### **EDUCATION**

**Manhattan College**, New York, New York  
Professional Diploma December 1988  
Educational Administration

**Columbia/Teachers College**, New York, New York  
Master of Arts August 1974  
Guidance and Counseling

**Hunter College**, New York, New York  
Bachelor of Arts January 1969  
English

### **SPECIAL TRAINING OR COURSES**

- 1/88 Teacher to Assistant Principal Program: NYC Board of Education- Staff Development
- 8/93 Curriculum Development Grades K-12: Fairleigh Dickinson University
- 8/94 Total Quality Management/Total Quality Education Seminars- Staff Development
- 11/00 Attended Federal Smaller Learning Community Implementation Grant Conference
- 6/00 Member, Superintendent's Math Study Group re: Improvement of Math Instruction
- 6/02 On-line Staff Development through *Teaching Matters, Inc.*
- 8/04 SREB Training Seminar in Effective Data Analysis
- 6/05 Completed New Visions On-going Professional Development for Mentors of Principals
- 6/07 Completed On-going Professional Development for Principal Coaches/ NYC Leadership Academy

## **PROFESSIONAL EXPERIENCE**

### **COACH/CONSULTANT– Leadership Academy, Leadership Support Program 8/06– Present**

Coach approximately 16 principals of new small schools with from one to multiple years experience in the continued development of leadership skills and all aspects of the principalship, with emphasis on empowerment initiatives, facilitative leadership, and student achievement. A typical cohort consists of middle schools, secondary schools, and high schools, all at various stages of development

### **Adjunct, Bank Street College, Principal’s Institute 1/03- 8/09**

Instructor, Principal’s Institute course: “Foundations of Leadership and Adult Development” for beginning degree candidates in educational leadership program  
Internship advisor to prospective degree candidates in educational leadership program

### **MENTOR/CONSULTANT-New Visions for Public Schools 9/04- 6/05**

Mentored six, first-year (on-boarding) principals in all aspects of the principalship with emphasis on the continued development of their leadership skills and on improvement of student achievement. Cohort consisted of 2 elementary schools, 2 middle schools, a newly developed secondary school, and a high school, ranging in size from approximately 76 students to just under 2000 students.

### **CSA EMERITUS CORPS Board Member 9/02- Present**

In addition to governing board responsibilities, trained as a learning partner/mentor through auspices of Brown University. Mentor to several self- selected sitting principals around specific initiatives

### **Field Specialist, Fordham University Teaching Fellows Program 9/02- 6/05**

Monitor and assist secondary English and Social Studies Teaching Fellows in acclimation and adjustment to the teaching profession

**Principal, Walton High School, Bronx, NY  
9/99- 9/02**

**Full responsibility for the educational and operational life of a large, comprehensive high school located in the Northwest Bronx;**

Supervised a faculty and staff of approximately 300 and a student population of about 3000; Provided instructional leadership to ensure improved student achievement in such areas as mathematics, science, English language acquisition and attendance improvement. Spearheaded the Planning Team for the development of the High School for Teaching and the Professions, the first small high school sited in Walton, which grew out of the nationally recognized Pre-Teaching Academy, a Small Learning Community

**Assistant Principal/PPS - Lehman High School, Bronx, NY  
9/96- 6/99**

Supervise Pupil Personnel and support staff including 13 counselors, COSA, SPARK, attendance and health office staff. Responsible for articulation, college and career programs; member of the School Based Management Team

**Assistant Principal/Administration - New Vision High Schools, Bronx, NY**

2/96- 6/96

Assigned by the Bronx Superintendent to provide administrative support to three New Vision High Schools on a rotational basis. Responsible for both administrative and pupil personnel duties

**LICENSES AND CERTIFICATIONS** 1/89 NYS School Administration & Supervision -Provisional  
12/96 NYS School Administration & Supervision -Permanent  
9/89 NYC Assistant Principal/Administration  
2/96 NYC DHS Principal

**AFFILIATIONS**

Member, Advisory Board of the Eagle Academy Foundation, Inc.  
ASCD  
NASSP

<b>School Trustee Background Information</b>
--

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

**Name: Martin Keaton**

**Charter School Name: Onyx Academy for the Performing Arts**

**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.): **Member**

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

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

### **Background**

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

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

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

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

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

8. Please indicate if you currently have any criminal charge(s) pending against you in state or federal court in any jurisdiction.  This does not apply to me.  Yes.

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

#### **Conflict of Interest**

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

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

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

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 have known Reginald Richardson for 20 years and have met Evelyn Collins once.

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

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

No.  Yes.

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

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

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

### **Educational Philosophy**

18. Please explain your understanding of the charter school's mission and/or philosophy. **ONYX Academy for the Performing Arts Charter School** will nurture and edify student's sincere passion for the performing arts and facilitate their journey as life-long learners. Embedded in the curriculum are the historical connections to the contributions of artists from the Harlem Renaissance. Additionally, junior and senior years will mirror the freshman and sophomore years of college thus solidifying a student's entry into college and ultimate success after graduation.

- 19. Please explain your understanding of the educational program of the charter school.** **Onyx Academy for the Performing Arts** will implement a curriculum that will offer sequenced classes in the performing arts. The arts curriculum will include advanced courses in acting, dance, and music. Additionally, it will offer advanced performance workshops, internships in the arts, theory and history of the performing arts, and opportunities for student performances in theatrical productions, music concerts, assemblies, and professionally staged theatrical productions. Honors courses in all academics will also be implemented, as well as advanced placement courses. Also evident in the curriculum will be its multi-cultural thematic approach in all subjects. Our multi-cultural approach will expressly be evident in the selection of textbooks, fieldtrips, guest speaker, film series, and college tours. The effectiveness of the curriculum will be evaluated by accessing and analyzing data from diagnostic tests, progress reports, portfolios, student conferencing, teacher generated tests and surveys administered three times each semester. The use of data will be pertinent in developing curriculum and addressing varied learning styles. Students will adhere to the New York State Regents exam schedule for all subjects.

All students will be required to maintain a portfolio as well as the accumulation of 40 community service hours throughout their tenure in high school. During the 11<sup>th</sup> and 12<sup>th</sup> grades, each student will be placed in an internship in an arts or community organization. The internship will serve to expose students to excellence, as well as preparation for achieving success in college. The inclusion of a community service requirement serves to encourage our students to develop and sustain a sense of ethical responsibility and an unsurpassed sense of obligation for their community.

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

### **Other**

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

22. Please affirm that you have read and understand the charter school application, the charter school board's by-laws and all proposed policies.  
I affirm that I have read and understand the application, by-laws and policies.
23. Please provide any other information that you feel is pertinent to the Department's review.

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

## STATEMENT OF ASSURANCE

martin Tkalla keaton (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.

 6/21/12  
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: 

Business Address: 

E-Mail Address: 

Home Telephone: \_\_\_\_\_

Home Address: \_\_\_\_\_

**Martin Keaton**  
**Senior Associate – Corcoran Group**  
**Licensed Associate Real Estate Broker**

A clear passion for people, service and real estate has brought Senior Associate Martin Tkalla Keaton to the Corcoran Group. With nearly twenty years of experience managing properties in Park Slope and Clinton Hill, he understands the intricacies of the New York real estate experience. A member of Corcoran's Multi- Million Dollar Club, he has access to thousands of listings from hundreds of Real Estate firms via the Corcoran database.

Born and bred in Brooklyn, Tkalla attended Hunter College of the City University of New York before living in London. As a poet and director of a media company, Tkalla's fierce attention to detail, ability to troubleshoot led to the co-production of album projects in London and Ghana along with a play and film in New York. An owner of several properties in Brownstone Brooklyn, Tkalla currently lives in Park Slope and can be frequently spotted jetting down Seventh or dining on Fifth Avenue with that energy and smile that has become his trademark. Whatever your real estate need is, let Tkalla's unique blend of creativity and market acumen help make your real estate dreams come true.

M. Tkalla Keaton is also a member of the Real Estate Board of New York (REBNY)

### School Trustee Background Information

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

**Name:** Jami Floyd

**Charter School Name:** Onyx Academy for the Performing Arts 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.): Member

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

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

#### Background

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

**schools, I see is great urgency around American education. Persistently high dropout rates (reaching 50% or more in some areas) are evidence that many schools are no longer able to engage and motivate their students. I believe that Onyx Academy can begin the transformation towards impressive educational outcomes.**

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

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

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

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

8. Please indicate if you currently have any criminal charge(s) pending against you in state or federal court in any jurisdiction.  This does not apply to me.  Yes.

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

#### **Conflict of Interest**

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

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

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

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: See information in question 9: Reginald Richardson and Rhode Octobre-Cooper.

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

No.  Yes.

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

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

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

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

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

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

I / we have no such interest.  Yes.

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

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

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

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

members.  Yes.

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

### **Educational Philosophy**

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

**It is my understanding that the *ONYX Academy* seeks to nurture students' sincere passion for the performing arts to facilitate their journey as life long learners through a rigorous program of study that will engage them in their junior and senior years by mirroring the freshman and sophomore college years.**

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

**I understand that the historical connections to the contributions of from the Harlem Renaissance will be central to the curriculum. *Onyx Academy* will implement a curriculum that offers sequenced classes in the performing arts including advanced courses in acting, dance, and music. Additionally, it will offer advanced performance workshops, internships in the arts, theory and history of the performing arts, and opportunities for student performances in theatrical productions, music concerts, assemblies, and professionally staged theatrical productions.**

**Honors courses in all academics will be offered, as well as advanced placement courses. Also evident in the curriculum will be its multi-cultural thematic approach in all subjects. A multi-cultural approach will be evident in the selection of textbooks, fieldtrips, guest speakers, film series, and college tours. Students will adhere to the New York State Regents exam schedule for all subjects.**

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.

**In my view, 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**
- **Formulate long-term strategic plans, and**
- **First and foremost, advocate for the school**

#### **Other**

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

**I have never served on a public charter school board, but I would strive to uphold my fiduciary duties. In my view, 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.  
**Yes.**
23. Please provide any other information that you feel is pertinent to the Department's review.

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

## STATEMENT OF ASSURANCE

I, Jami Floyd (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.

Jami Floyd Signature 6-14-12 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]

Jami Floyd

JF

Experience

---

Host September 2011 - present  
TED Talks in NYC

Host for NYC Media, in partnership with TED: Ideas Worth Spreading  
New show brings hugely successful phenomenon -- TED Conversations -- from the Internet to television  
Guests include celebrity chefs, magazine editors, best selling authors, food critics, actors, activists and politicians

Guest Host January 2010 - Present  
WNYC Radio  
New York City

Guest host for WNYC Programming, including for the WNYC flagship program, *The Brian Lehrer Show*  
Host, Greene Space events, major fundraising activities and outreach events for WNYC board members and sponsors  
Regular contributor to the WNYC political website *It's a Free Country*  
Active participant in development of WNYC AM programming and WNYC website content

Legal & Political Analyst January 2010 - December 2011  
MSNBC  
New York City

Political analyst for MSNBC programs including *The Dylan Ratigan Show* and *The Last Word* with Lawrence O'Donnell;  
Covered the 2010-midterm elections, as well as the early part of the 2012 presidential election cycle

Legal analyst for MSNBC programs including Martin Bashir, *The Rachel Maddow Show* and *The Last Word* with Lawrence O'Donnell; Cases covered include the federal corruption trial of Illinois Governor Rod Blagojevich, the shooting of Representative Gabrielle Giffords and the Casey Anthony and Dominique Strauss Kahn cases

Anchor February 2005 - January 2010  
*Jami Floyd: Best Defense*  
Court TV  
New York City

Developed, pitched and hosted a live, daily news, politics and legal talk show.  
Lead anchor for breaking news events, including the Moussaoui case, Enron, and the international war crimes trial of Saddam Hussein. Managed a staff of ten direct reports, at all levels.

Network Correspondent December 1998 - January 2005  
ABC News  
New York City

General Assignment Correspondent (1998-2000)

Law & Justice Correspondent (2000-2003)  
Reporting and Management Responsibilities

National Consumer Correspondent (2003-2005)  
Reporting and Management Responsibilities

Anchor and Correspondent September 1996 - December 1998

# Jami Floyd

JF

*Prime Time Justice*  
Court TV  
New York

Covered the major legal news stories of the day, including major Supreme Court cases, the Oklahoma City Bombing trials and the multi-billion dollar tobacco settlement with the states.

Teaching Fellow  
The Stanford Law School  
Stanford University

September 1994 - May 1996

Taught first year law students in media law, first amendment and other related courses. Developed interdisciplinary curriculum related to law and communications entitled "The Law of Messages."

White House Fellow  
Office of the Vice President  
The White House

May 1993 - August 1994

Worked on major policy initiatives, including the 1994 Crime Bill, the Brady Bill, Health Care and Community Policing. Helped coordinate response to news developments, feature placements, emergencies and other communication relationships. Advanced events. Wrote speeches for Vice President Gore. Prepped the NAFTA debate and the appearance on Letterman.

Deputy Public Defender  
Office of the Public Defender  
San Francisco

December 1992 - May 1993

Represented indigent criminal defendants in San Francisco Superior Court.

Law Associate  
Morrison & Foerster  
San Francisco

August 1990 - December 1992

High profile civil, criminal and civil rights trial practice. Media relations team. Court TV liaison.

Law Clerk  
Chambers of the Hon. Allen E. Broussard (deceased)  
Supreme Court of California  
San Francisco

August 1989 - August 1990

Annual Law clerk to senior member of the state supreme court

# Jami Floyd

# JF

## Education

---

**Master of the Science of Law**  
The Stanford Law School  
Stanford University

May, 1996

### *Awards/Honors*

Awarded Spaeth Fellowship, 1994  
Awarded Lieberman Fellowship, 1995

**Juris Doctor**  
UC Berkeley School of Law  
University of California at Berkeley

May, 1989

### *Awards/Honors*

Jamison Award for Outstanding Scholarship and Advocacy  
*California Law Review*, Associate Editor  
McBaine Award for Oral Advocacy  
McBaine Award for Written Advocacy  
Salutatorian, Commencement Exercises (1989)  
Executive Member, Moot Court Board  
President, Class of 1989

**Bachelor of Arts**  
Major: Political Science  
*Concentration: Journalism*  
Binghamton University

May, 1986

### *Awards/Honors*

Dean's List  
Select Teaching Assistant, World Politics  
Select Teaching Assistant, Model United Nations  
Ombudsperson, Student Council  
Resident Assistant, College-in-the-Woods

## Additional Broadcast News and Analysis (past ten years)

---

### ABC News

- *Good Morning America*

### CBS News

- *CBS This Morning*
- *CBS News Radio*

### CNN

# Jami Floyd

# JF

- *AC 360*
- *The Situation Room*
- *Black in America*
- *Black in America II*
- *Out Front with Erin Burnett*

## ESPN

- *Quite Frankly* with Stephen A. Smith

## HLN

- *The Joy Behar Show*
- *Issues* with Jane Velez Mitchell

## The Fox News Channel

- *The O'Reilly Factor*
- *Hannity's America*
- *Huckabee*
- *Fox & Friends*

## NBC News

- *Today*
- *NBC Nightly News*

## Blogs

---

2011-present	Contributor	<i>ThirdAge.com</i>
2010-present	Contributor	<i>It's a Free Country</i> (WNYC.org)
2010-2012	Managing Editor	<i>TheGlobalGameWorldReport.com</i>
2009-2010	Contributor	<i>Need to Know</i> (PBS.org)
2008-2010	Contributor	CNN.com
2009-2010	Contributor	<i>In Session</i> (truTV.com)
2007-2009	Editor	<i>Best Defense Blog</i> (CourtTV.com)

## Publications

---

Contributor, *Girl Talk* (Gigi Garner, Ed., 2008)

*Forward, Murder in Room 103* by Harriet Ryan, HarpurCollins (2006)

*The Other Box: Intersectionality and the O.J. Simpson Trial*, 6 H.W.L.J. 241 (1995)

*Mama's White* published in *Sister to Sister: Devotions For and From African American Women*  
(Suzan D. Johnson Cook Ed., 1995)

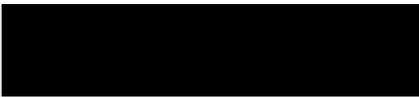
*The Administration of Psychotropic Drugs to Prisoners: The State of the Law and Beyond*,  
78 Cal.L.Rev. 1243 (1990)

**Professional Activities (past ten years)**

---

2010-2012	<b>INNOCENCE NETWORK JOURNALISM AWARDS</b> College of Law University of Cincinnati
2010-2011	<b>PENCIL</b> <i>Public Education Needs Civic Involvement in Learning</i> <b>Advisory Board</b> New York City
2007-2010	<b>PENCIL PARTNER</b> ( <b>&amp; Principal for a Day</b> ) New York City
2008-2009	<b>Vice President</b> <b>Board of Directors</b> <b>Alumni Association</b> Berkeley Law School
2005-2008	<b>Board of Directors</b> Alumni Association Berkeley Law School
2006-2008	<b>Board of Directors</b> White House Fellows Foundation and Alumni Association <i>Chair: Jack Valenti Memorial Committee</i> Washington, DC
2000 & 2007	<b>Judge</b> News & Documentary Emmys New York City
August 2000	<b>Judge</b> <i>Do Something! Awards</i> New York City
1995-2008	<b>Regional Commissioner</b>

# Jami Floyd



# JF

President's Commission  
On White House Fellowships  
(Presidents Bill Clinton and G.W. Bush)  
New York City & San Francisco

## Skills

---

- Accomplished journalist with fifteen years editing and writing news content
- Reporter for network and cable news, with over a decade experience operating under high-pressure, crisis situations
- Significant experience managing production teams, including during breaking news events. Outstanding reputation for working well with people, management skills and development of direct reports, at all levels
- Compelling public speaker with breadth and depth of knowledge on myriad topics. Quick study, with a capacity to master facts, tone and context, efficiently and thoroughly.
- Excellent news judgment and management practices, including knowing when to include supervisors, colleagues and direct reports in decision-making/implementation
- Excellent communicator

## References

---

References in law and broadcast journalism, as well as personal references, available upon request

### School Trustee Background Information

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

**Name:** Ruth J. Morrison

**Charter School Name:** Onyx Academy for the Performing Arts Charter School

**Charter School Address:** Harlem, New York

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

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

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

#### Background

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

*Principal Evelyn Collins asked if I would serve on the board of the Onyx Academy for the Performing Arts Charter School because of the work I have done in providing career opportunities for young people.*

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

*I wish to serve on the Board of Trustees for the Onyx Academy for the Performing Arts Charter School because it provides me with an opportunity to lend my expertise in board governance, international business, emerging technologies, politics and government, and as an entrepreneur and creative strategist for the benefit of developing and implementing an exceptional educational environment for children.*

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

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

This does not apply to me.  Yes.

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

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

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

This does not apply to me.  Yes.

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

#### **Conflict of Interest**

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

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

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

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

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

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



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

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

None  Yes

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

*The best way to handle conflicts of interest is to avoid them entirely. Organizations and this board in particular, must, as one of its first duties, develop systems and processes to mitigate the risk or perceived risk of a conflict of interest by its members. The rules must be clearly stated in the by-laws and perhaps, a separate directive. If a board member appears to have violated conflict of interest rules, a meeting to discuss the violation should be called immediately to get all the facts. Based on the facts, the board should then determine the outcome.*

#### **Educational Philosophy**

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

*ONYX Academy for the Performing Arts Charter School will nurture and edify each student's sincere passion for the performing arts and facilitate their journey as lifelong learners. Embedded in the curriculum are the historical connections to the contributions of artists from the Harlem renaissance. The rigorous curricula will engage students in their junior and senior years by mirroring the freshman and sophomore college years thus solidifying their entry into college and ultimate success after graduation.*

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

*At the core of the ONYX Academy for the Performing Arts Charter School's program is excellence in the academics and the performing arts. Through academic excellence, professionalism in the performing arts, a focus on multicultural education and commitment to community service, ONYX Academy for the Performing Arts students will be prepared for success in higher education, our global economy, as well as become lifelong learners.*

*Honors courses in all academic subjects will be offered, as well as advanced placement courses. The curriculum will also contain sequenced classes in the performing arts. The arts curriculum will include advanced courses in acting, dance, and music. Additionally, the program will offer advanced performance workshops, internships in the arts, theory and history of the performing arts, and opportunities for student performances in theatrical productions, music concerts, assemblies, and professionally staged theatrical productions.*

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. It 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***
- ***Prevent conflicts of interest and mitigate any and all risks to the school***

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

***The charter school board's by-laws and proposed policies are in development***

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

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

## STATEMENT OF ASSURANCE

I, Ruth J. Morrison (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.

Ruth J. Morrison 6/21/2012  
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]

## ABOUT Ruth J. Morrison

Not one to color inside the lines, **Ruth J. Morrison** is the CEO and Founder of Advanced Communications Strategies Group, a global media, marketing, and business development company; and she is the author of an upcoming book on entrepreneurship.

Ms. Morrison was the first Executive Director for the Brooklyn International Trade Development Center, New York City's **first and only** small business development center whose sole mission is to assist small businesses with selling products and services to foreign markets. In this capacity, she partnered with the US Commercial Service and the International Trade Administration's Western Hemisphere Unit. She signed Memorandum of Understandings with the Export Import Bank of the United States and the U.S. Minority Business Development Agency. She developed a partnership with the Overseas Private Investment Corporation (OPIC) and she helped to launch the Allied African Nations Chamber of Commerce. In bridging education and global business, Ms. Morrison created the New York Academic Consortium for International Capacity Building. Through BITDC's Haiti Reconstruction Initiative, Ms. Morrison expanded small and mid-sized enterprises (SME) awareness about reconstruction opportunities in Haiti and federal resources to support SME exports. Ms. Morrison recruited and accompanied several companies on trade missions and business development conferences most notably to **Dubai, Abu Dhabi** and **Haiti**. In launching BITDC's **Emerging Market Seminar Series**, Ms. Morrison brought SMEs in direct contact with business and government leaders from the **Kingdom of Bahrain, Senegal, Ghana, Angola, South Africa, Libya** and **Grenada**. She is an active member on the U.S. State Department's Private Sector Committee for the U.S. – Brasil Joint Action Plan to Promote Equality (JAPER).

A video streaming pioneer, she developed and launched from conception the City of New York's multi-channel cable television network and served as a senior telecommunications policy analyst for the New York City's Mayor's Office of Energy and Telecommunications. Ms. Morrison is a former Communications Director and Legislative Advisor to a New York Member of the U.S. Congress. She was the first African-American woman to cover the New York Knicks as a beat reporter, the first African-American independent television producer to have a weekly television show on WNYC-TV and for three years, she worked in Brasil as a consultant for an American company.

Ms. Morrison earned a master's degree in Interactive Telecommunications from the prestigious *Tisch School of the Arts at New York University* and she was a Communications Fellow at the Annenberg Washington Program of Northwestern University. She taught courses in

telecommunications at Fordham University and she completed her coursework towards a Ph.D. in Political Science at Columbia University.

Ms. Morrison is a member of the board of directors for the Law and Policy Group and she has served on several boards including: First Book – Brooklyn; the New York Software Industry Association (NYSIA), BRIC Arts Media, and as co-chair of the Advisory Board for the High School of Telecommunications Arts and Technology.

**###**



## **ATTACHMENT 5b**

### **By-Laws**

#### **BYLAWS OF ONYX ACADEMY FOR THE PERFORMING ARTS CHARTER SCHOOL – (An Education Corporation) - 7/12**

##### *ARTICLE I Name and Policy*

###### **Section 1.01. Name.**

The name of the education corporation is Onyx Academy for the Performing Arts Charter School (“Onyx Academy”).

###### **Section 1.02 Non-Discriminatory Policy.**

The Onyx Academy seeks diversity in its student/parent body, faculty, staff and administration. Onyx Academy does not discriminate on the basis of race, color, religion, national or ethnic origin, sex, age, disability, marital status, sexual orientation, or any category protected by law, in its educational policies, employment practices and all other school administered procedures and programs.

##### *ARTICLE II Board of Trustees*

###### **Section 2.01. General Powers and Duties.**

The Board of Trustees shall have control of and manage the operations and affairs of the Onyx Academy, and it shall have all the powers customarily held by a Board of Trustees of a corporation organized under the Education Law of the State of New York. In exercising its powers and duties, the Board of Trustees shall establish and maintain policies and procedures for the operation of Onyx Academy and shall oversee that such policies and procedures are carried out by the Executive Director, the Principals and such other staff of the Onyx Academy as the Board of Trustees may employ or authorize the Executive Director to employ from time to time. The Board of Trustees shall have primary responsibility for seeing that Onyx Academy is provided with the financial and other resources that the Board of Trustees deems appropriate for its proper operation.

###### **Section 2.02. Number of Trustees.**

The Board of Trustees shall fix the number of trustees of Onyx Academy from time to time, which shall not be less than five (5) and not more than thirteen (13). The trustees shall be elected (“Elected Trustees”) pursuant to the provisions of Section 2.04 of these Bylaws.

###### **Section 2.03. Term of Office.**

Unless otherwise provided by the Board of Trustees at the time a Trustee is chosen, term of office each Elected Trustee shall be a period of two (2) calendar years commencing with Regular Meeting following his or her election and continuing until a successor shall have been elected. No Elected Trustee shall serve more than three (3) consecutive two-year

terms, unless the Board of Trustees designates otherwise.

The Elected Trustees shall be divided into two (2) classes, known as Class One and Class Two, for the purpose of staggering their terms in office. This will help balance continuity with new perspective. The terms of Elected Trustees shall be fixed so that the terms of one-half of such trustees (as nearly as possible) expire at the close of each Annual Meeting.

#### **Section 2.04. Initial Trustees.**

The initial Trustees (the "Initial Trustees") are those persons named as Trustees in the Charter. The Initial Trustees shall serve until the earliest of (a) the first annual meeting of the Board held during 2013, (b) their resignation or (c) their removal from office pursuant to Section 2.13.

#### **Section 2.05. Ex-officio trustee(s).**

At least two seats on the Board shall be reserved for parents of a child enrolled in the high school and middle school, as an ex-officio non-voting trustee. These parents will be elected by the vote of the parents Association for no more than two consecutive terms.

#### **Section 2.06. Election of Trustees.**

Elected Trustees shall be chosen by the Board of Trustees as provided in subsections (c) and (d). Nomination. Prior to June 1 in each academic year and at such other times as there may be vacancies among the Elected Trustees, whether by expiration of the terms of office, death, resignation, removal, or an increase in the number of Elected Trustees, the Executive Committee shall nominate candidates for the vacancies which it recommends be filled and shall specify the number of such vacancies which are to be filled by the Annual Election of Trustees pursuant to subsection (b) and the number which are to be filled by the Board of Trustees pursuant to subsection (c) at an Annual or Regular Meeting or at such other time as may be appropriate. Eligibility. The Board may elect any person who in its discretion it believes will serve the interests of the Onyx Academy faithfully and effectively. No employee of the Onyx Academy shall be eligible to be nominated or serve as an Elected Trustee.

#### **Annual Election of Trustees.**

At an Annual Meeting, or any subsequent Regular or Special Meeting, the Annual Election of Trustees shall take place. The Board of Trustees shall vote on the candidates nominated by the Executive Committee pursuant to subsection (a) to fill vacancies in the Elected Trustees, and each candidate shall be elected by the vote of a majority of the whole Board of Trustees. Voting shall be done by confidential ballot and the ballots shall be counted by the Secretary and confirmed by the Chair or the Vice Chair of the Board of Trustees.

#### **Board of Election of Trustees.**

If any of the Elected Trustees shall die, resign, refuse to act, or be removed from the Board of Trustees, or if an Elected Trustee's term of office shall expire, the vacancy or vacancies created thereby shall be filled by the vote of a majority of the whole Board of Trustees acting upon recommendation of the Executive Committee. Any trustee so chosen shall have all of the rights and powers of an Elected Trustee and shall serve for the balance of the unexpired term of the trustee whom he or she replaces. Upon recommendation by the Executive Committee, the Board of Trustees may create positions for additional Elected Trustees for such term not exceeding two (2) years, as the Board of Trustees shall determine. Any vacancy among the Elected Trustees created by increasing the number thereof shall be filled by vote of a majority of the whole Board of Trustees. Upon a two-thirds (2/3) vote, the Board of trustees acting upon the recommendation of the Executive Committee may abolish a

vacant Elected Trustee seat, provided that the total number of trustees may not be less than that required by law or by these Bylaws; and further provided that the Board of Trustees files a certified copy of such action with the Board of Regents of New York State Education Department.

#### **Section 2.07. Meetings of the Board of Trustees.**

The Board of Trustees may transact any business permitted by these Bylaws at an Annual, Regular or Special Meeting as provided below. Annual Meeting. Unless otherwise provided by the Board of Trustees, the "Annual Meeting" of the Board of Trustees shall be held in June of each year.

##### **Regular Meeting.**

The Board of Trustees may provide for holding of the "Regular Meetings" and may fix the time and place (which may be within or out of the State of New York) of such meetings. Regular Meetings shall be scheduled monthly.

##### **Special Meeting.**

"Special Meetings" of the Board of Trustees shall be called by the Chair or Vice Chair of the Board of Trustees, at such time and place (which may be within or out of the State of New York) as may be specified in the respective notice or waivers of notice thereof. The Chair or a Vice Chair promptly upon receipt of a written or electronic request to do so from a majority of the Board of Trustees Notice shall call a Special Meeting. Notice of the time and place of an Annual or Regular meeting shall be given to each trustee either by messenger, regular mail, e-mail, or facsimile at least ten (10) days before the meeting. Notice of the time and place of a Special Meeting shall be given to each trustee either by messenger, regular mail, e-mail, or facsimile not less than three (3) days before the meeting or upon reasonable notice under the circumstances where 3-day notice is impractical. Notices by messenger, regular mail, e-mail, or facsimile shall be sent to each trustee at the number and/or address designated by him or her for that purpose. Oral or telephonic notices of meetings shall not be permitted. Neither the business to be transacted nor the purpose of any Regular or Special Meeting need to be specified in the notice or waiver of notice of the meeting, unless otherwise specified in the Bylaws or required by law. Unless otherwise required requested by statute, notice of any adjourned meeting need not be given.

#### **Section 2.08. Conflicts of Interest.**

The Board of Trustees affirms that the trustees, officers, administrators, faculty and other employees of Onyx Academy have an obligation to exercise their authority and to carry out the duties of their respective positions for the sole benefit of Onyx Academy. They should avoid placing themselves in positions in which their personal interest are or may be in conflict with the interests of Onyx Academy. Where a potential conflict of interest exists, it shall be the responsibility of the person involved or any other person with knowledge to notify the Board of Trustees of the circumstances resulting in the potential conflict so that the Board of Trustees can provide such guidance and take such action as it deems appropriate.

Areas of potential conflict of interest include financial interests, inside information, conflicting interests other than financial ones and gifts and favors. The Board of Trustees shall, adopt a Policy on Conflicts of Interest to address these areas of potential conflict. In the event that any functions that are provided by institutional or contractual partners on behalf of the school result in a conflict of interest with any members of the Onyx Academy Board of Trustees, these Board members will recuse themselves from voting upon these matters.

### **Section 2.09. Quorum and Manner of Acting.**

At all meetings of the Board of Trustees, a majority of the whole Board of Trustees shall constitute a quorum for the transaction of business. Except as otherwise provided by statute or by these Bylaws, the act of a majority of the trustees present at any meeting at which a quorum is present shall be the act of the Board of Trustees. In the absence of a quorum, a majority of the trustees present at the time and place of meeting (or one trustee, if less than three (3) are present) may adjourn the meeting from time to time until a quorum shall be present.

### **Section 2.11. Resignations.**

Any trustee may resign at any time by giving written notice of such resignation to the Board of Trustees or the Chair of the Board of Trustees. Unless otherwise specified in such written notice, such resignation shall take effect upon receipt thereof. If any trustee shall fail to attend three (3) consecutive meetings without an excuse accepted as satisfactory by the Chair of the Board of Trustees, he or she shall be deemed to have resigned and the vacancy shall be filled as provided in section 2.04.

### **Section 2.13. Removal or Suspension.**

Any trustee may be removed or suspended from office by a majority of the whole Board of Trustees. Such action shall be taken only upon written complaint of misconduct, incapacity or neglect of duty submitted to the Board of Trustees. No trustee shall be removed without being provided with at least seven (7) days notice of the proposed removal and copy of the complaint. If in the opinion of a majority of the whole Board of Trustees such complaint shall have been sustained, the accused trustee may be removed or suspended from office.

### **Section 2.14. Compensation of Trustees and Officers.**

Trustees, as such, shall not receive any salary for their services as trustees. Trustees shall serve without compensation.

### **Section 2.15 Evaluations.**

The Executive Committee on an annual basis shall conduct evaluations of the Executive Director. The Executive Committee on at least a bi-annual basis shall coordinate evaluations of the Board of Trustees. The Executive Director shall conduct evaluation of the Principals. Results of all evaluations, which may be in summary form, will be distributed to the Board of Trustees, preferably in the middle of the school year. On-going informal assessments of the Executive Director, Principals, and the Board of Trustees shall be conducted on an as-needed basis determined by the Executive Committee.

## *ARTICLE III Committees*

### **Section 3.01. Standing Committees.**

The Board of Trustees shall establish and maintain the following "Standing Committees" Executive Committee, Finance Committee, and Education Committee.

### **Section 3.02. Ad Hoc Committees.**

The Board of Trustees may from time to time establish one or more "Ad Hoc Committees" with such names, the Board of Trustees may determine powers and functions as from time to time.

### **Section 3.03. Committee Members: Chair.**

Members of committees shall be appointed annually by the Chair of the Board of Trustees,

subject to ratification by the Board of Trustees in the first Regular Meeting of the Board of Trustees held after the appointment. Vacancies in the membership of any committee shall be filled by appointment by the Chair of the Board of Trustees after consulting with the Chair, if any, of such committee. Unless otherwise provided in these Bylaws, the membership of committees shall not be restricted to trustees but shall be drawn from the administration, faculty, parent body and community at large, as appropriate. Except as otherwise provided in these Bylaws or by the Board of Trustees, the Chair of each committee shall be chosen by the Chair of the board of Trustees from among the trustee members of the committee.

#### **Section 3.04. General Powers and Responsibilities of Committees.**

All matters that come before the Board of Trustees shall be considered first by the appropriate committee. Any problem, concern, grievance or other matter referred to a committee shall be considered by such committee which shall consult with such interested parties as the committee deems appropriate. A committee to which any matter has been referred shall report on such matter to the Board of Trustees and, to the extent appropriate, make recommendations with respect thereto. Except as specifically provided by the Board of Trustees, each committee's powers are advisory to the Board of Trustees.

#### **Section 3.05. Executive Committee.**

The Executive Committee shall consist of no less than five (5) members, including the Executive Director, the Principals, the Chair and Vice Chair of the Board of Trustees and the Board of Trustees may designate such other Trustees as. The Chair of the Board of Trustees shall be the Chair of the Executive Committee. The Executive Committee shall set the policy agenda, conduct evaluations of the Executive Director and of the Board of trustees, coordinate committee agendas, and set the agenda for the full Board of Trustees. The Executive Committee shall operate in place of the Board of Trustees during those times when the Board of Trustees does not or cannot meet. Between meetings of the Board of Trustees, the Executive Committee may take any action on behalf of the Board of Trustees that could authorize by a vote of the majority of the whole Board of Trustees or is limited to the Board of Trustees by law. An action taken by the Executive Committee may be subject to ratification by the Board of Trustees. A member of the Executive Committee shall record the minutes of each meeting and include a report on any actions taken. Such member shall forward the Minutes to the Secretary and the Secretary shall distribute the minutes of such meetings to the full Board of Trustees.

#### **Section 3.06. Finance Committee.**

The finance committee shall consist of no less than three members. The Treasurer or an Assistant Treasurer shall be the Chair of the Finance Committee. The Finance committee shall be responsible for overseeing the preparation of budgets, financial reports and for supervising the management of Onyx Academy's finances, including notifying the Board of Trustees of significant deviations from the approved budget. The Finance Committee shall review, analyze and recommend for approval the annual audit. On a periodic basis, the Finance Committee shall review investment policies, objectives, and performance. It shall work closely with Onyx Academy's Director of Finance and Operations, and the Executive Director in overseeing the performance of the operations staff.

#### **Section 3.10. Education Committee.**

The Education committee shall consist of no less than three members, with more than half represented by the Montessori trained Board members. The chair and at least one other member of the Education Committee shall be persons with educational training. The

Education Committee shall be responsible for evaluating whether Onyx Academy is adhering to its Charter and achieving its goals of attaining high student academic achievement and preparing its students for success in their continuing education and active citizenship. It will examine the results from city, state, national, and internally developed assessments, which are both criterion and norm-referenced. In addition, the Education Committee will meet with the Executive Director and the Principals to analyze assessment data. Based on the assessment data, the Education Committee may make recommendations regarding the allocation of resources in terms of classroom materials, staffing, professional development, and outside consultants. The Education Committee will also monitor the ongoing process of training teachers.

#### *ARTICLE IV Officers*

##### **Section 4.01. Titles.**

The officers of the Board of Trustees shall be a Chair, one Vice Chair, a Secretary, a Treasurer and such other officers as may be appointed in accordance with these Bylaws.

##### **Section 4.02. Election, Term of Office, and Qualifications.**

The Board of Trustees shall elect the Chair, one Vice Chair, a Secretary, a Treasurer and any other officers annually at the Annual Meeting or Regular Meeting designated for that purpose or a Special Meeting called for that purpose, except that officers appointed to fill vacancies shall be elected as vacancies occur.

##### **Section 4.03. Subordinate Officers and Agents.**

The Board of Trustees from time to time may appoint subordinate officers or agents (including one or more Assistant Secretaries and one or more Assistant Treasurers) to hold office for such period, have such authority, and perform such duties as may be provided in the resolutions appointing them. The Board of Trustees may delegate to any officer or agent the power to appoint any such subordinate officers or agents and to proscribe their respective terms of office, authorities and duties.

##### **Section 4.04. Resignations.**

Any officer may resign at any time by giving written notice of such resignation to the Board of Trustees or the Chair of the Board of trustees. Unless otherwise specified in such written notice, such resignation shall take effect upon receipt thereof.

##### **Section 4.05. Removal or Suspension.**

Any officer elected or appointed by the Board of Trustees or by any officer of Onyx Academy may be removed or suspended by the Board of Trustees at any time by a majority of the whole Board of Trustees. Such action shall be taken only upon written complaint of misconduct, incapacity or neglect of duty submitted to the Board of Trustees. No officer shall be removed without at least seven (7) days notice of the proposed removal and a copy of the complaint.

##### **Section 4.06. Vacancies.**

A vacancy in an office by reason of death, resignation, removal, disqualification or another cause shall be filled in the manner prescribed in section 4.02.

##### **Section 4.07. The Chair.**

The Chair shall be the chief presiding officer of the Board of Trustees and shall perform such other duties as may be assigned to him or her from time to time by the Board of Trustees.

The Chair shall preside at all meetings of the Board of Trustees and the Executive

Committee, if he or she is present. The Chair shall, when directed by the Board of Trustees, sign on behalf of Onyx Academy all contracts, securities and other obligations of Onyx Academy, when the authority to sign is not otherwise delegated by the Board of Trustees.

**Section 4.08. Vice Chairs.**

The Vice Chair shall have such power and perform such duties as may be assigned by the Chair on the Board of Trustees. The Vice Chair shall in the absence or disability of the Chair or at the Chair's request, perform the duties and exercise the powers of the Chair.

**Section 4.09. Executive Director.**

The Executive Director shall be the chief administrative officer of Onyx Academy. He or she shall be appointed by the Board of Trustees and shall exercise control over the affairs of Onyx Academy, subject to the supervision of the Board of Trustees. The Executive Director shall be trained, certified, and/or highly experienced in educational leadership and arts administration.

**Section 4.10. The Secretary.**

The Secretary shall keep the minute books of Onyx Academy, be responsible for the minutes of the meetings of the Board of Trustees and in general perform all duties incident to the office of Secretary and such other duties as from time to time may be assigned to him or her by the Board of Trustees or the Chair.

**Section 4.11. The Treasurer.**

The Treasurer shall have general custody of all money and securities of Onyx Academy and from time to time shall render to the Board of Trustees, and to the Chair, upon request, a statement of the financial conditions of Onyx Academy and all of his or her transactions as treasurer. In general, the Treasurer should perform all duties incident to the office of Treasurer and such other duties as from time to time may be assigned to him or her by the Board of Trustees or the Chair.

**Section 4.12. Agreements, Contracts, Checks Requiring Signatures of Officers.**

All agreements, contracts, checks and other instruments of Onyx Academy requiring an expenditure or imposing an obligation of more than \$10,000 shall be executed by any two officers of Onyx Academy or by one officer and such other person or persons as may be designated by the Board of Trustees. All agreements, contracts, checks and other instruments of Onyx Academy requiring expenditure or imposing an obligation of less than \$10,000 may be executed by any one officer or by such other person or persons as may be designated by the Board of Trustees.

**Checks and Notes.**

Except as otherwise specifically provided by Board resolution, checks, drafts, promissory notes, orders for the payment of money, and other evidence of indebtedness of the Corporation may be signed by the Chairman of the Board, the Executive Director, or Treasurer. Such items for amounts of \$10,000.00 or greater must be signed by two of these individuals.

*ARTICLE V Miscellaneous Matters*

**Section 5.01. Corporate Seal.**

The corporate seal of Onyx Academy shall be circular in form and shall bear the name Onyx Academy for the Performing Arts Charter School and the words and figures denoting its

organization under the laws of the State of New York and otherwise shall be in such form as shall be approved by the Board of Trustees.

**Section 5.02. Fiscal Year.**

The fiscal year of the Onyx Academy shall begin on the first day of July in each year and shall end on the thirtieth day of the following June.

**Section 5.03. Conflict with Bylaws.**

To the extent a conflict exists between any provision in these Bylaws and Open Meetings Law, the Open Meetings Law shall control. Moreover, to the extent a conflict exists between any provision in these Bylaws and a provision in Onyx Academy's Charter, the Charter shall prevail and control.

**Section 5.04 Conflict with Charter.**

To the extent there are any conflicts between the terms of the charter of the Onyx Academy for the Performing Arts Charter School, and the terms of these by-laws, the terms of the charter will control.

**Section 5.05. Indemnification.**

To the maximum extent permitted by applicable law, as is in effect at the time of the adoption of these Bylaws or as amended from time to time, Onyx Academy shall indemnify any person who was or is a party, or threatened to be made a party, to any threatened, pending, or completed action, suit, or proceeding, whether civil, criminal, administrative, or investigative, by reason of the fact that he/she is or was a trustee or an officer of Onyx Academy's acting within the scope of his/her normal duties, against expenses (including attorney's fees), judgments, fines, and amounts paid in settlement actually and reasonably incurred by such person in connection with such action, suit, or proceeding. Onyx Academy however, will not indemnify a trustee or an officer against any costs incurred, in any action, suit, or proceeding if there is judicial determination that such person failed to act in good faith or that such acts were the result of active and deliberate dishonesty, and were material to the cause of action so adjudicated, or from which the person personally gained financial profit or their advantage to which he or she was not legally entitled. The foregoing right of indemnification shall not be deemed exclusive of any other rights to which a person seeking indemnification may be entitled under the Charter (as may be amended and/or restated from time to time) or any Bylaw, agreement, vote of disinterested Trustee, or otherwise. Onyx Academy may maintain insurance, at its expense, to protect itself and any person described in subsection (a) against any expense, liability or loss, whether or not Onyx Academy would have the power to indemnify such person against such expense, liability or loss under applicable law.

**Section 5.06. Amendments.**

These Bylaws may be altered, repealed, or amended and new Bylaws may be made by the affirmative vote of a majority of the Board of Trustees. Any proposed alteration, repeal, amendment or new Bylaws shall be provided to the Board of Trustees at least thirty (30) days in advance of the meeting at which such changes in the Bylaws will be voted on.

**Section 5.07. Notice.**

Unless otherwise required by law or these Bylaws, notices required by these Bylaws may be given in writing, by messenger, regular mail, email, or facsimile.

## ATTACHMENT 5c CODE OF ETHICS

### Onyx Academy for the Performing Arts Charter School

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 the community. Actions based on an ethical code of conduct promote public confidence and the attainment of school goals. The Board also recognizes its obligation under the General Municipal Law to adopt a code of ethics consistent with the provisions of the General Municipal Law, setting forth the standards of conduct required of all school trustees, officers, and employees.

Therefore, every officer and employee of Onyx Academy for the Performing Arts Charter School, whether paid or unpaid, including Board Trustees, shall adhere to the following code of conduct:

1. Gifts: An officer or employee shall not directly or indirectly solicit any gifts; nor shall an officer or employee accept or receive any single gift having a value of \$75 or more, or gifts from the same source having a cumulative value of \$75 or more over a 12-month period, whether in the form of money, services, loan, travel, entertainment, hospitality, thing or promise, or an other form, if it could reasonably be inferred that the gift was intended to influence him or her in the performance of his or her official duties or was intended as a reward for any official action on his or her part.

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

2. Confidential information: An officer or employees shall not disclose confidential information acquired by him or her in the course of his or her official duties or use such information to further his or her own personal interest. In addition, he/she shall not disclose information regarding any matters discussed in an executive session of the Board, whether such information is deemed confidential or not.
3. Representation before the Board: An officer or employer shall not receive or enter into any agreement, express or implied, for compensation for services to be rendered in relation to any matter before the school board.
4. Representation before the Board for a contingent fee: An officer or employee shall not receive or enter into any agreement, express or implied, for compensation for services to be rendered in relation to any matter before the school board, whereby the compensation is to be dependent or contingent upon any action by the school with respect to such matter, provided that this paragraph shall not prohibit the fixing at any time of fees based upon the reasonable value of the services rendered.
5. Disclosure of interest in matters before the Board: A member of the Board of Trustees and any officer or employee of the school, whether paid or unpaid, who participates in the discussion or gives official opinion to the Board on any matter before the Board shall publicly

disclose on the official record the nature and extent of any direct or indirect financial or other private interest he or she has in such matter. The term "interest" means a pecuniary or material benefit accruing to an officer or employee.

6. Investments in conflict with official duties: An officer or employee shall not invest or hold any investment directly in any financial, business, commercial or other private transaction that creates a conflict with his or her official duties.
7. Private employment: An officer or employee shall not engage in, solicit, negotiate for or promise to accept private employment when that employment or services creates a conflict with or impairs the proper discharge of his or her official duties.
8. Future employment: An officer or employee shall not, after the termination of service or employment with the Board, appear before the Board or any panel or committee of the Board, in relation to any case, proceeding, or application in which he or she personally participated during the period of his or her service or employment or that was under his or her active consideration. This shall not bar or prevent the timely filing by a present or former officer or employee of any claim, account, demand or suit against the district on his or her own behalf or on behalf of any member of his or her family arising out of any personal injury or property damage or for any lawful benefit authorized or permitted by law.

#### Distribution of Code of Ethics

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

#### Penalties

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

## Attachment 8A Hiring and Personnel Policies

### ***Process to advertise for and employ members of the school***

Onyx Academy's Board of Trustees is committed to hiring only the finest teachers and teaching artists. To formally advertise for the school, Onyx Academy's Board of Trustees will utilize many organizations, including the local newspapers, regional colleges and universities, education job boards such as Education Week, the Onyx Academy's website, Twitter, and Onyx Academy's Facebook page.

### ***Procedures for grievance and/or termination***

The current procedure will be that any staff member with a grievance will first discuss that grievance with the Principal's. If the grievance is not resolved through that process, the staff member shall submit a written statement clearly and fully setting forth the grievance and any proposed resolution to the Executive Director within then (10) days of the discussion with the Principal, with a copy provided to the Executive Director. The Executive Director will discuss the matter with the Principal and will thereafter discuss the matter with the staff member. Depending on the nature of the grievance, the Executive Director may call a meeting of the Board of Trustees to discuss the grievance and the Board may decide to invite the staff member to appear before the Board.

### ***Sample employment policies to be implemented by the proposed charter school***

- 1) **AT-WILL EMPLOYMENT:** Onyx Academy for the Performing Arts does not offer tenure. Employees may be terminated with or without cause.
  
- 2) **ATTENDANCE:** Unless otherwise outlined in the employee job description, all full-time employees are expected to attend Onyx Academy on all scheduled school calendar days. On all days of regular school operation, full-time Onyx Academy employees are expected to arrive to the school no later 8:00 a.m. and remain on the premises until at least 4:30 p.m. Excessive tardiness and/or absenteeism may result in disciplinary action, including termination.
  
- 3) Before the start of the school year, the Principal's will present all part-time employees with a more detailed schedule. Procedures regarding vacation, sick days, and Onyx Academy's Board of Trustees will determine other types of leave.
  
- 4) **DRUG AND ALCOHOL POLICY:** The use or possession of drugs and/or alcohol on the premises of Onyx Academy is not permitted. Employees who appear to be under the influence of drugs and/or alcohol are subject to investigation and possible disciplinary action.

Onyx Academy is a smoke-free environment. Smoking is not permitted by anyone anywhere on school grounds.

- 5) **HARASSMENT:** Harassment or bullying of any nature, whether in-person or via the Internet, and whether verbal, physical, sexual, racial, or otherwise harassing or bullying will not be tolerated. Such behavior violates the School's Honor Code and is unwelcome in the Onyx Academy community. Any member of Onyx Academy who feels that he or she has been the target of harassment should report it to the Principal immediately. All accusations of harassment will be investigated.
- 6) **EQUAL EMPLOYMENT AND NON-DISCRIMINATION:** Equal employment and volunteer opportunities will be granted to all those who apply for Onyx Academy for the Performing Arts does not discriminate on the basis of gender, race, creed, veteran status, handicap, sexual orientation, religion, age, marital status, national origin, citizenship, disability, or financial status.
- 7) **SALARY AND BENEFITS:** Onyx Academy for the Performing Arts strives to offer competitive salaries. Onyx Academy plans to pay teachers as close as possible to the New York City Department of Education salary schedule.
- 8) All faculty members are required to keep office hours and will teach and/or sponsor at least one after school club, seminar, or sport.
- 9) All faculty and staff are expected to follow all rules and guidelines as outlined in Onyx Academy's staff handbook.

#### **QUALIFICATIONS REQUIRED FOR INDIVIDUAL POSITIONS:**

Onyx Academy for the Performing Arts is committed to recruiting and hiring the finest teachers and staff. Federal standards for Highly Qualified teachers will be followed, as well as those set by No Child Left Behind (NCLB) legislation, which requires teachers in core subject areas to meet Highly Qualified standards. Where necessary, Onyx Academy will assist its teachers in becoming New York State certified, licensed and highly qualified.

All teachers who wish to be considered for employment at Onyx Academy must have a minimum of a four-year college degree in the field in which they teach, and must clear a criminal background check.

Each member of our teaching staff will uphold the mission of the school and will continually work to develop and implement the best possible ways in which to fulfill the mission of the school through the curriculum. Each teacher must be able to support all aspects of student learning.

Where required, teachers will implement student IEPs.

Instructors in the Performing Arts areas will also be accomplished artists, and will continue to present work to the school and community.

Additional qualifications for positions include:

**Executive Director** will possess a minimum of a Master's degree in the performing arts and certification as a school administrator. The Executive Director will possess 5 or more years as a school administrator, and 5 or more years as an administrator of an arts organization. The Executive Director will serve as the leader of Onyx Academy by maintaining the organizational and academic vision of excellence, and by also ensuring that all staff and students exceed performance outcomes. The Executive Director is ultimately responsible for ensuring the school's meets all accountability standards.

**Director of Business and Operations** will possess a minimum of a Master's of Business Administration. The Business Director will manage all non-pedagogical aspects of Onyx Academy including financial management, human resources, legal compliance, and day-to-day operations of the school. The Business Director will supervise the payroll operations of all staff; including health benefits and retirement programs.

**Principals** will possess a minimum of a Master's Degree, and have a minimum of three years experience in administration. The Principal is expected to uphold the school's mission, inspire students and faculty/staff to implement high standards of learning, build and sustain relationships with the Executive Director, Board of Trustees, parents, students, and members of the community, and other duties as outlined by the Board of Trustees.

**Director of Curriculum and Instruction** will have completed a minimum of a Master's Degree in Curriculum and Instruction and will have a minimum of two years experience overseeing curricular development, including overseeing employees. The Director will assist all teachers in implementing and upholding the school's mission and curriculum. The Director will also provide support to the Principals and will uphold any duties outlined by Onyx Academy Board of Trustees.

**Guidance Counselor** someone who is licensed in this area will fill the school's guidance counselor position. The counselor will support and encourage students and support them in endeavors including, but not limited to: academic, career, college, and social skills. The Counselor will effectively consult and collaborate with parents, and will help to monitor student attendance and behavior.

**Teaching Staff:** All teachers must have a minimum of a four-year degree in the field in which they will be teaching at Onyx Academy. Teachers are expected to uphold and implement the mission statement and curriculum of Onyx Academy. All teachers will strive to implement the best possible methods for each student, course, after-school seminar or activity, or any other aspect within the school community. Teachers will participate in staff development as assigned/outlined by the Principals.

**Assistant to the Executive Director** will possess a Bachelors of Arts/Science degree and is knowledgeable of various computer systems, videography and editing, computer graphic design, and is highly organized and self-directed.

**Principal's Secretary:** will possess 5 or more years experience as a principal's secretary. Will work directly with the principals.

**Pupil Accounting Secretary:** will possess 3 or more years as a pupil accounting secretary. Will work directly with the business director and guidance counselor. Maintains and updates all student records academic, health, and legal.

**Data Specialist:** will possess the minimum of a Bachelors degree in math. Will compile all school data reports, create charts and graphs, and will create and maintain student programs and schedules. Trains staff on utilization of Skedula: grading and homework tracking system. Provides principals with teacher reports noting homework and grading input in the system.

**Parent Coordinator/Family Worker:** Will possess a Bachelor's degree in communication or other related area. Will work to ensure parental support and awareness regarding student progress, attendance, school meetings, and disciplinary issues.

**School Nurse:** Will possess a license and certification for a school nurse and a Bachelors degree in nursing. Will maintain a health office to ensure all students are treated for health and safety related issues.

**School Aide:** Will possess an Associates degree in any subject. Will assist in the general office, cafeteria, book room, and with issues related to school safety and security.

**Custodial staff** should have a minimum of a high school diploma.

**ATTACHMENT 8b  
PROPOSED LEADERS RESUMES**

**REGINALD RICHARDSON**



---

**PROFESSIONAL EXPERIENCE**

**Performing Arts and Technology High School (Thomas Jefferson Campus) Brooklyn, NY**

Principal

Present

- Identified immediate instructional priorities based on analysis of available data.
- Restructured school curriculum so that it was aligned to the schools mission and state standards.
- Restructured teacher teams to support inquiry and collaborative practice.
- Aligned budget to support school mission and instructional objectives.
- Successfully secured over \$650,000 in grants from United Way, Capital One Bank, New Visions and the City Council to fund attendance improvement, technology upgrades, peer mediation and conflict resolution programs, a male leadership program and parent involvement initiatives.
- Created a college office and hired a full time college advisor which has resulted in over 90% of the current graduating cohort being accepted into college.
- Partnered with New Visions to participate in the College Access program which is designed to help develop a college going culture and increase college enrollment in high needs schools.
- Created a new parent center that is staffed daily by parent volunteers to increase the level of parent engagement in the school.
- Conducted daily walkthroughs and classroom observations to inform decisions regarding professional development and curriculum.
- Initiated partnership with Lincoln Center Institute to support the performing arts program.
- Supervised YABC Program for over-aged, under-credited students.
- Worked collaboratively with campus principals to improve school safety procedures and share instructional resources.

**NYC Leadership Academy, Sunset Park High School**

**Brooklyn, NY**

Aspiring Principal

2009 - 2010

- Supervised visual art and physical education departments.
- Led inquiry team for one small learning community, analyzed data to identify trends and patterns and developed strategies to improve student performance in writing.
- Conducted weekly classroom observations and post observation conferences with teachers to assist them with identifying instructional goals and creating strategies to achieve them.
- Developed school-wide safety plan, trained deans in investigation and reporting of incidents using the online occurrence reporting system, coordinated training for building response team and developed school safety protocols.
- Served on building council, school safety committee and principal's leadership team.

**Manhattan Theatre Lab High School**

**New York, NY**

Assistant Principal  
2007 – 2009

- Worked as part of an administrative team that moved the school's progress report rating from an "F" to a "B" in one year.
- Provided professional development to teaching staff (topics have included using data to set instructional goals, lesson planning, assessment, effective use of differentiated instructional strategies, early identification and academic intervention for at-risk students).
- Conducted classroom observations of teachers to assist them with utilizing data to inform their lesson planning and implementation of differentiated instructional strategies.

**Manhattan Theatre Lab High School (continued) New York, NY**

Assistant Principal  
2007 – 2009

- Served as chair of the School Leadership Team (SLT) which required working with all of the school's stakeholders to identify goals and arrive at consensus on strategies to improve student performance and the school's progress report grade.
- Served as principal writer for the school's Comprehensive Education Plan (CEP). This required identifying SMART goals for school improvement based upon the analysis of relevant data, identifying the resources available within the school to achieve these goals, and working collaboratively with stakeholders to create an action plan and timeline to meet the goals.
- Facilitated daily grade level and academic department meetings.
- Served as testing coordinator.

**Savannah Arts Academy High School**

**Savannah, GA**

Program Coordinator  
2006 – 2007

- Initiated a brand new school district program in Historic Preservation.
- Established partnerships with area colleges, universities, businesses, community and civic organizations.
- Created curriculum for the Historic Preservation Program.

**Wadleigh Secondary School for the Performing and Visual Arts**

**New York, NY**

Assistant Principal  
2003 – 2006

- Supervised School Safety, Physical Education, Social Studies, Student Affairs and Activities and the College for Every Student (CFES) program, a national college awareness and preparation program.
- Created the "Wadleigh Academy" a program designed specifically to address the needs of the school's at-risk student population.

**Wadleigh Secondary School for the Performing and Visual Arts**

**New York, NY**

Social Studies Teacher

1998 – 2003

- Taught U.S. History and Government, Participation in Government and Economics.
- Initiated and coached the mock trial team.
- Served as senior class advisor and Coordinator of Student Activities (COSA).
- Initiated an after school academic enrichment program for college bound students. Created curriculum for this program.

**Hon. A. Leon Higginbotham Jr., Chief Judge Emeritus, U.S.C.A.,** Cambridge, MA  
Research Assistant  
Fall 1998

- Conducted extensive research in the area of civil rights and affirmative action.
- Drafted briefs and legal memorandum in connection with a book on Supreme Court Justice Clarence Thomas.

**Public Defender Service – Juvenile Division,** Washington, DC  
Legal Intern  
1997

- Assisted with case investigation, trial preparation and client counseling.

## **EDUCATION AND CERTIFICATIONS**

**New York City Leadership Academy** New York, NY  
Aspiring Principals Program Cohort #7 2009 – 2010  
SBL Certificate - Baruch College C.U.N.Y. January 2010

**Harvard University Graduate School of Education**  
**Cambridge, MA**  
Ed.M., June 1998

**Howard University School of Law**  
**Washington, DC**  
J.D., May 1997

**Hunter College, City University of New York** New York, NY  
B.A., *cum laude* Political Science 1993

### **CERTIFICATION**

New York State School Building Leader (SBL)  
New York State Social Studies 7-12 - Permanent

# RHODE OCTOBRE-COOPER

## PROFESSIONAL EXPERIENCE

### **The Frederick Douglass Academy II**

*Assistant Principal of Middle School*

**New York, NY**

*08-06/ Present*

- Worked as part of an administrative team that moved the middle school's progress report rating from a "C" to an "A" in three years.
- Lead all inquiry teams in the middle school to analyze data in order to identify trends and patterns and to develop strategies to improve student performance.
- Created Learning Environment Team that is designed specifically to address the needs of the school's at risk student population by celebrating students and providing social support network for family members.
- Testing coordinator for all State, City, Periodic, Diagnostics and Acuity Exams.
- Served as Special Education Department Chairperson by facilitating monthly meetings with all special education staff within the school and with IEP Specialists to assure all compliance with New York State mandates.
- Conduct weekly classroom observations, formal observations and post observation conferences with teachers to assist them with identifying instructional goals and creating strategies to achieve them.
- Served as principal writer of CEP by crafting goals and completing all appendices based upon the analysis of relevant data, identifying the resources available within the school to achieve these goals, and working collaboratively with stakeholders to create an action plan and timeline to meet the goals.
- Provide professional development to teaching staff (topics have included using data to set instructional goals, lesson planning, assessment, testing, behavior management, electronic grading system, department meetings, etc.
- Use quantitative and quantitative data to meet the needs of all students by creating, supervising and facilitating an attendance team which serves to review and maintain accurate records of our attendance.
- Managed the main office by ensuring that the needs of students, parents and staff are met by supervising secretary, parent coordinator and school aides.

### **Choir Academy of Harlem**

*Assistant Principal of the Lower School*

**New York, NY**

*09-05 / 08-06*

- Responsible for all of the daily duties of the Assistant Principal and Administration.
- Day to day supervision of teachers from grade four through eight, guidance counselor, Dean, support staff and students.
- Coordinated all State Exams from Grades four through eight.
- Facilitated weekly curriculum meetings, which focused on the analysis of data.
- Served on school safety committee, pupil personnel team meeting, hiring and principal's leadership team.

**Regional Suspension Center***Assistant Principal (Interim Acting)***New York, NY***02-05/09-05*

- Responsible for the day-to-day management of a suspension site for middle and high school students.
- Supervised a staff of fifteen personnel and evaluated tenured, non-tenured teachers, counselors, based on their contracts.
- Managed all infractions and reported incidents whenever they occurred at the site.
- Maintained records of admissions and discharges for all students on suspension by creating school programs for students at the site.
- Organized workshops through community based organizations in order to provide students with better choices about life decisions.

**Dean of Students***The Albert Einstein Intermediate School***Bronx, NY***09-02/02-05*

- Designed and implemented school discipline policies for school and academy.
- Managed all student infractions, supervised detentions and conducted floor sweeps.
- Organized, supervised grade trips, lunch periods and grade meetings.
- Designed and implemented literacy and social studies workshops for academy.
- Chair-person of the School Leadership Team and served on the Pupil Personnel Committee and School Safety Team.

**Social Studies Teacher***PS/MS 75***Bronx, NY***01-99/06-02*

- Implemented daily instruction curriculum to meet New York State learning standards in Social Studies for middle school students.
- Coordinated exams and workshops for staff in Social Studies and English.
- Head Coach of the Academic Olympics Team for Middle School 75.
- Served on committee for grant writing to the State of New York.
- Served on committee for the writing of the Comprehensive Educational Plan.

**EDUCATION AND CERTIFICATIONS****The College of Saint Rose**

SDA &amp; SAS

**Albany, NY***01-03/01-04***Touro College Graduate School of Education***M.S., cum laude* Cognitive Education**New York, NY***01-99/01-03***Binghamton University***B.A., golden key national honor society* Political Science**Binghamton, NY***09-94/06-97***CERTIFICATIONS**

New York State School District Administrator (SDA) – January 2004

New York State School Administrator &amp; Supervision (SAS) - January 2004

New York State Social Studies 7-12 (Permanent)

# Evelyn Collins

---

## OBJECTIVE:

To lead an educational or cultural organization which specializes in the performing arts.

---

## PROFILE

- Visionary and Creative Leadership
- Experienced high school Principal, Assistant Principal, and Teacher
- Artistic Director of a not-for-profit theatre company
- Theatre Director, filmmaker, playwright, actor, and producer
- 

## EDUCATION

- **Doctorate of Education**, (*Anticipated graduation 2015*)  
Urban Education Leadership – Fordham University – New York, New York
- **Master of Fine Arts, Theatre/Drama**  
Directing for the Theatre – University of Michigan – Ann Arbor, Michigan
- **Bachelor of Arts, Education**  
Education and Theatre – University of Michigan – Ann Arbor, Michigan

## CERTIFICATION

---

- **2008 Permanent Certification – School Administration/Supervision**  
New York State Administrator Certificate

## PROFESSIONAL EXPERIENCE

---

- **Principal** – Manhattan Theatre Lab High School – *New York, New York*  
2006 – 2012
- **Assistant Principal** – Wadleigh Secondary School for the Performing and Visual Arts – *New York, New York*  
2003 – 2006
- **Teacher** – Wadleigh Secondary School for the Performing and Visual Arts – *New York, New York*  
1998 – 2003
- **Adjunct Instructor** – Parson School of Design/New School University – *New York, New York*  
1996 – 2000 (*Summer Terms*)
- **Teacher** – Community High School – *Ann Arbor, Michigan*  
1988 – 1998
- **Founder/Artistic Director** – Harlem Ensemble Company – New York, NY  
2002- Present

## AWARDS

---

- ❖ **Community Trail Blazer Award** – Alpha Kappa Alpha Sorority, Inc. (2004)
- ❖ **Josephine Abady Award – Professional League of Theatre Women, Inc.** (2005)
- ❖ **Standing on Their Shoulder’s Award** – Delta Sigma Theta Sorority Inc. (2005)
- ❖ **New York State Assembly Citation Award** - State of New York (2006)
- ❖ **Outstanding Contributions in Theatre** – University of Michigan (1998)

