

APPLICATION SUMMARY

Charter School Name	Sankofa School for Boys in Harlem Charter Academy
Applicant Name(s)	Ashanti Chimurenga
Applicant Email Address	[REDACTED]
Applicant Contact Telephone Number	[REDACTED]
Public Contact Name	Ashanti Chimurenga
Public Contact Email Address	achimurenga@gmail.com
Public Contact Telephone Number	917-601-0885
District of Location	Community School District Five
Opening Date	August 24, 2015
Proposed Charter Term	2015-2019
Proposed Management Company	Not Applicable
Proposed Replication of Successful School or Model	Not Applicable
Projected Enrollment and Grade Span During Charter Term	2015-2016 K-1-150 2016-2017 K-2-225 2017-2018 K-3-300 2018-2019 K-4-375 2019-2020 K-5-450 2020-2021 K-6-525 2021-2022 K-7-600 2022-2023 K-8-675
Projected Maximum Enrollment and Grade Span	1050 Students in Grades PreK-12
Mission Statement	Premised on the belief that learners actively engage with learning when they are treated like equals, Sankofa School's mission is to create a learning environment where every member thinks critically, secures a rigorous education, acts on their beliefs, and embraces the good in others

SANKOFA SCHOOL FOR BOYS IN HARLEM

Sankofa School for Boys in Harlem will serve boys in the historic community of Central Harlem where residents living in the lower income strata face barriers to receiving high quality essential services, including education. Nowhere have the lingering effects of our uneven society been more devastatingly apparent than in the impact on the educational progress of Black and Latino boys in the United States. According to the *Schott* report, 52% of black males and 58% of Latino males graduate from a high school in four years compared to 78% of white males. U.S. Secretary of Education, Arne Duncan, observed that graduation rates for black and Hispanic boys was still "unacceptably high", especially in a "knowledge-based economy."

In a report by the American Academy of Pediatrics, the term ecobiodevelopmental is used to describe an emerging framework which encompasses dimensions of ecology, biology and health and development. According to the report, there are three types of stress: positive, tolerable and toxic. While positive stress contributes to children's developmental growth by creating healthy and manageable levels of stress, toxic stress can have a corrosive and lasting effect on young children's developmental processes. Subsequent alterations in neuronal architecture and size can lead to structural changes with functional consequences, including individual differences in learning, memory, and executive functioning. During early childhood, the brain is particularly sensitive to chemical influences and patterns established during these 'prime times' in the brain's evolution. Toxic stress triggers a cascading effect on the body. The brain's plasticity during early brain development can disrupt the brain's developing architecture and can cause "persistently elevated levels" of stress hormones. Children may also show diminished executive function and display less topdown control as well as impaired memory and mood control. January 2012. *The Lifelong Effects of Early Childhood Adversity and Toxic Stress*, Technical Report, PEDIATRICS, Vol. 129, No. 1

Sankofa School for Boys will help boys to heal so that they can soar through the adoption of a dialectical and relationship-driven approach that supports the image of the child as capable and competent with innate abilities and curiosities. Our commitment is to nurture and teach the Whole Child and we believe that our task is to design a learning environment that supports boys who may enter school with social and emotional needs that will impact the learning process if they are not explicitly supported with appropriately sensitive and professional responses.

Sankofa School for Boys in Harlem design model builds on seven key design elements and on ten core competencies that every student of Sankofa School will acquire. Four of these key design elements are unique to our school model and were specifically created to advance our vision of education for boys (extended day schedule; onsite school museum; mini-archives; comprehensive family and student supports and ten-point ethics-based social emotional development framework). The other three design elements (RTI, Integrated Arts, and Project-Based Learning, have proven effective in achieving outstanding academic results in charter schools and other similar school settings. We then chose three instructional strategies (project-based learning, 1-to-1 Computing, and collaborative team teaching) as the major modalities by which we will launch the school's culturally sensitive teaching and learning platform. Each of these modalities has been proven to support the various approaches to teaching and learning. Together, they will offer a vision of leading and child development that will change the life trajectory of boys by transforming them and by transforming how we come to think of school.



SANKOFA

Charter School for Boys in Harlem

MORE THAN A SCHOOL

YEAR 1 SANKOFA MUSEUM

The world inside a school.
Discover your history here.

"Love is somehow the key that unlocks
the door to all human understanding."
- Dr. MLK, Jr.

YEAR 2

GLOBAL
FOOTPRINTS
Study and
learn with
sister schools
everywhere.

Strong Home, School,
Parent Connection.

"WHERE LEARNING IS A WAY OF LIFE"

KNOWING
CHILDREN IS KEY TO
HELPING THEM.

YEAR 3

THE EYE
Engaging young
entrepreneurs.

YEAR 4

VIRTUAL OFFICE
Run a business office
in a real office
setting.

"Preparing students for top
colleges and a life of finding
solutions to world problems."

YEAR 5

MODEL AIRPLANE COCKPIT SIMULATION
Metal Shop, Sports: Swimming, Track and Field,
Biking, Hiking, Baseball, Flag Football, Basketball

 [sankofaschoolforboysinharlemcharteracademy@facebook](https://www.facebook.com/sankofaschoolforboysinharlemcharteracademy)
Email: sankofaschoolharlem@gmail.com
Telephone: 340-690-5257

Contents

I. MISSION, KEY DESIGN ELEMENTS, ENROLLMENT, AND COMMUNITY.....	1
A. Mission Statement and Objectives	1
B. Key Design Elements	3
C. Enrollment, Recruitment and Retention	6
D. Community to be Served	8
E. Public Outreach	10
F. Programmatic and Fiscal Impact.....	12
II. EDUCATIONAL PLAN	12
A. Achievement Goals	12
B. School Schedule and Calendar	13
C. Curriculum and Instruction	16
D. Assessment System.....	38
E. Performance, Promotion, and Graduation Standards.....	40
F. School Culture and Climate.....	41
G. Special Student Populations and Related Services	45
III. Organizational and Fiscal Plan.....	48
A. Applicant(s) Founding Group Capacity	48
C. Management and Staffing.....	51
C1. Charter Management Organization	51
C2. Partner Organization	51
D. Evaluation	51
E. Professional Development	52
F. Facilities	54
G. Insurance.....	54
H. Health, Food, and Transportation Services.....	54
I. Family and Community Involvement.....	55
J. Financial Management.....	56
K. Budget and Cash Flow	57
L. Pre-Opening Plan.....	Error! Bookmark not defined. 58
M. Dissolution Plan	59

Attachments

Attachment 1: Admissions Policies and Procedures

Attachment 2: Samples of Evidence of Community Outreach

Attachment 3a: Sample Daily Schedules

Attachment 3b: First Year Calendar

Attachment 4: Student Discipline Policy

Attachment 5a: Charter School Trustee Background Information

Attachment 5b: By-Laws

Attachment 5c: Code of Ethics

Attachment 6a: CMO Information (not applicable)

Attachment 6b: Proposed Management Contract with CMO (not applicable)

Attachment 7: Partnership Information

Attachment 8a: Hiring and Personnel Policies and Procedures

Attachment 8b: Resume for Proposed School Leader

Attachment 9: Budget and Cash Flow Template

Attachment 10: Replication Strategic/Business Growth Plan

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

A. Mission Statement and Objectives

Mission Statement: Premised on the belief that learners actively engage with learning when they are treated like equals, Sankofa School's mission is to create a learning environment where every member thinks critically, secures a rigorous education, acts on their beliefs, and embraces the good in others.

Objectives: Realizing that perhaps no dream offers as much hope as the possibility of a good education, we intend to serve boys in the historic community of Central Harlem. For Sankofa, the hallmark of life will be having a personal identity and personal experiences. At Sankofa, learning will be a way of life. This mission-driven approach to education and school development means that we seek to go beyond doing an outstanding job of educating boys of color but also seek to create *new ways* of educating boys. We are so committed to the complete transformation of state of the education of boys that we believe that if we succeed without innovation we have not fully succeeded at what we set out to do.

Furthering the Purpose of Education Law: It is the intent of Sankofa to meet all six objectives of the New York State Charter School Law:

a) **Improve student learning and achievement.** Several features of the school will improve student learning and achievement including, first, the school's choice of rigorous and time-tested curriculum that supports the Common Core requirement. The evidence-based curricula include: *Open Court Imagine It! Reading*, *Great Books Reading*, *FOSS Science*, *Singapore Math* and *Core Knowledge History*. Each program has had proven success improving student achievement of children in socioeconomic circumstance similar to students in Central Harlem. Secondly, students receive 180 minutes of ELA daily and 90 minutes of Math during primary grades when students are building critical foundational skills. The school's balanced literacy curriculum will focus on the five core areas of reading and implement strategies to increase student comprehension. Thirdly, starting in Kindergarten, students will spend five periods a week in science, including a period each week in our LEGOS and Robotics class. In addition, during student's annual capstone project, they will learn to use authentic and rigorous practices to conduct close study of a single problem and will collaborate together to use inquiry-based strategies to complete challenging performance tasks aligned with CCSS. Fourth, starting in fourth grade, boys will have a separate writing and archives course. The school will also have a Library and Media Resource Center.

b) **Expand learning opportunities for students at risk of academic failure.** While the entire school design is specifically geared toward successfully remediating past academic failure, three specific features of the school design will specifically expand learning opportunities for students at risk of academic failure. First, Sankofa will use an accelerated model that increases the amount of time that students spend in school compared to the public school student in Harlem. In contrast to NYC Public Schools with 183 days of instruction each year, Sankofa students will attend school for 210 days each year, including a mandatory full-day summer school. In addition, students will spend 100 more minutes in school each day than children in attendance at neighborhood schools. Students will also receive one-on-one tutoring afterschool by high school tutors who will help engage students and support their academic and personal growth through strength-based character development.

Second, Sankofa will use a comprehensive RTI framework, supplemented with proven structured

intervention curriculum, such as Fountas & Pinnell Leveled Literacy, STAR MATH, and Scholastic Math Inventory. Sankofa also uses parallel block scheduling to embed intervention into the academic day. The school's unique teacher teams allows one teacher to focus on using culturally sensitive instructional strategies to teach new concepts while another team of two teachers use the same lesson plan to modify and reteach in small groups of 6 to 9 students daily. During these daily 90-minute structured interventions, taught by two Special Education and ESL teachers, students benefit from direct and explicit systematic Tier 2 instruction. Third, Sankofa's teachers have a common planning period and meet together daily to modify instruction based on formative assessment using CCSS aligned standards. The school uses looping to keep the same students and teachers together for two years, further fostering an orderly yet sensitive and nurturing learning environment. Finally, the school has worked hard to create a school model that uses relationships to help children socio-emotionally by seeking to increase student motivation and encourage positive behaviors. Sankofa will have a Child Study Team comprised of a pediatrician and psychologist that will conduct monthly reviews of Tier 3 cases with the goal of providing the least restrictive environment.

c) **Innovative teaching methods.** In addition, a number of the school's key designs offer innovative teaching methods, including the Sankofa School Museum. Offering students integrated opportunities for experiential and active learning, the school museum will feature a Zen Garden, art space, and historical photo exhibit of Harlem. Sankofa will use basic museum and archival studies and performance tasks aligned with CCSS to stir student's interest in authentic practice as students conduct community-based explorations with primary and secondary sources. Second, the Math, Science and Technology block courses will be taught using 1 to 1 Computing. Students will use Google Chromebooks programmed by classroom teachers with individualized lesson plans using free Apps that will support the school's differentiated instruction. For less than one thousand dollars per year, students as young as Kindergarten will also use the online database EBSCO Host, one of the largest online collections of its kind in the world. With EBSCO, students will be able to download pictures, photographs, books, videos and other materials that can also be used at home and that will also help to support parents. Third, boys have a Wood Shop Class learning to create design models with software; local high school students will work with them in small groups and one-on-one to make robots and model race cars, applying the basic engineering principles recommended by the National Science Foundation. The "Buffalo Corps", as the high school leaders will be called, will expose boys to more males as per research linking boy's achievement with the educational achievements of male figures in their lives. Boys will enjoy also communicate with a sister school in Africa using blogs, video-journal, and Skype as they work together on a common problem.

d) **Provide new professional opportunities for teachers and staff.** Sankofa School has created new professional opportunities for teachers and staff through the school's use of Small Learning Communities (SLC), parallel block scheduling, looping and mini-semesters. First, SLCs create collaborative team teaching principles that foster stronger teamwork, trust, leadership, and expertise. SLCs are teams of three teachers and two classes who learn and stay together in the same SLC for two years. SLCs have a lead teacher and two specialists who divide tasks coordinating the SLC that develops their leadership skills. Teacher teams receive experience leading meetings, delivering professional development workshops, and coordinating assessment and data. These performance tasks will align with the duties and expectations of Coaches, Assistant Principal, and Director of Curriculum positions, and the school will place value on promotion from within. The school's innovative schedule also offers teachers extended time for professional development opportunities. During the school's 15-Day Mini-Semester, teachers take turns visiting other schools and attending online webinars and outside training opportunities. In addition, all of the schools teachers will receive extensive training on classroom management and social emotional development and will learn to become trained facilitators of the *Incredible Years Program*. Teachers will also develop skills in

shared inquiry, project based learning and 'object-based inquiry' which will be modeled by museum educators who co-teach a weekly class once a quarter with each class where they bring in actual museum replicas for students to explore. In Attachment A, a letter from the N.Y. Historical Society describes the institutions' support and plans to support the students, teachers, families and leaders of the school.

e) **Expand parent and student opportunities.** More than a school, learning will be a way of life at Sankofa School for Boys in Harlem. From couches and chairs, to an onsite cultural museum, and dedicated marketplace for 'kid' businesses, Sankofa will return boys to their home, only to pick up the next day in a seamless experience in a learning community that will not separate learning from the process of being a full human being. The school's intent to take a trauma-induced approach means that it will take a responsive and strength-based approach that actively recognizes the causes and effects of the chronic stress and trauma caused by socioeconomic conditions in vulnerable communities. Similar to the highly successful Children's Aid community school model, Sankofa's family centered and trauma-induced holistic school model features strategic community partnerships with child welfare, mental health and domestic violence programs which will expand the comprehensiveness of the school's offerings and identifies problems that may impact students' readiness to learn. The program component of this will be the school's **Parent Home Connection**, a home visitation model that will support parents and children in the home, a technique now being used in NYCDOE schools. Research shows that building resiliency in vulnerable families can be effective to remove barriers to children's learning.¹ By the school's fourth or fifth year of operation, we have plans to operate a mobile van called The Midnight Learning Experience that will visit neighborhoods and function as a satellite academy and hub for the school's parenting and home visitation activities.

f) **Shift to performance based accountability systems.** The Sankofa community believes that the school should be held accountable for measurable student achievement. To that end, Sankofa has developed an accountability system that will provide on-going monitoring throughout the year as well as summative achievements. High expectations can be seen in the metrics the school has set for itself. Each grade is tied to standardized diagnostic and summative assessments and student progress is measured twice a year with the Terra Nova Examination, comparing student progress of students in grades 1-5. To assess student progress in Kindergarten, we will use benchmark assessments on the school's intervention programs. Each year the school will prepare a Comprehensive Educational Plan with input from all stakeholders. In the CEP, schoolwide and classwide target goals and benchmarks will be specified. Three times a year, at the beginning, middle and end of the year, the Board of Trustees and School Principal conduct a review of the CEP to determine school progress. Once a year, Sankofa will also administer the NYCDOE Parent Climate Survey.

B. Key Design Elements

Overview and Rationale: At the core of Sankofa's mission is its desire to remove the impediments to learning and full engagement that can prevent boys of color from the realization of their full human potential. If the school's vibrant arts program forms the soul of Sankofa, the heart of our school is its commitment to the Whole Child. We have created a safe space where children find developmentally appropriate supports to strengthen their social emotional intelligence and robust intellectual values.

Sankofa School school design model builds on ten key design elements and ten core competencies that every graduate of Sankofa will possess. Four of these key design elements are unique to our school model

and were specifically created to advance our vision of education for boys of color (e.g., onsite museum, mini-archives, ten-point ethics-based curriculum framework, extended schedule). We then chose three instructional strategies (project-based learning, 1-to-1 Computing, and differentiated instruction) as the major modalities by which we will launch the school's culturally sensitive teaching and learning platform. Each of these modalities has been proven to support the various approaches to teaching learning that together lay out a vision that changes the life trajectory of students.

Key Design Element # 1: Single Sex School: Sankofa School believes in four types of proven strategies (individual, pedagogic, socio-cultural and organizational) to increase student outcomes for boys² and implements some of the most promising practices found in high performing boys schools, such as writing instruction, merit assemblies and short-term benchmarks. Sankofa intends to serve as an innovative model for student success in narrowing achievement. Our nurturing child development model includes ethics and character development and the involvement of male role models shown to be important with boys.³

Key Design Element # 2: Responsive Nurturing Approach: Sankofa School believes in a nurturing and sensitive approach known as 'trauma-induced' care that purposefully seeks to view the needs and challenges of families and students through an informed strength-based lens. Experts such as John Shonkoff at the Center for the Developing Child at Harvard University have found that children exposed to the proper set of attitudes and practices can overcome the problems documented among households in vulnerable and economically disadvantaged communities such as Harlem. Sankofa's focus on the Whole Child recognizes that young children are dependent on their family and on their home lives to help them develop the attitudes and the behaviors they need to successfully function in school. The centerpiece of this approach is a research-based social emotional development program called *The Incredible Years Program (IYP)*, a comprehensive intervention designed for children exposed to adverse conditions. IYP's social emotional development and classroom management curriculum will offer members of the school a common language designed to reduce behavioral problems, improve classroom management, and establish a culture of high expectations in schools with similar student bodies. The school will implement IYP's three components for teachers, students and parents over the school's first two years in operation. We have also partnered with several partners that will help the school develop competencies in three major spheres of intellectual and social emotional development: executive function, language acquisition, and emotional self-regulation.

Key Design Element # 3: Year-Round School with 100 Extra Minutes per Day of Time on Learning: Sankofa believes that it is important to place low performing students on grade level by the end of third grade, if not before, by offering an accelerated instruction model that provides 6 years of instructional time in 4 years. Featuring longer days and longer classes, Sankofa School's prevention model revolves around early, sequential interventions made possible by increased time and explicit instruction. In the oft-cited Casey Foundation report, entitled *Double Jeopardy*, studies found that students who were not reading on grade level by the end of third grade were three to six times more likely to repeat the sixth grade. Sankofa's innovative year-round schedule is the key lever to driving the school's accelerated model and was created by Dr. Lynn Canady, a national regarded expert and author on school scheduling, and a member of the Sankofa Founding Team. The 75/15/75/15/30 adds thirty full additional days to the NYC official public school 180-day school schedule for a total of 210 instructional days per year. This amounts to 30 additional days of instructional time during the academic year. Students also receive 100 more minutes that the

² McLellan, Ros, 2003, *New Ways of Thinking About Boys' Achievement*, Univ. of Cambridge

³ Noguera, P., 2012, *Saving Black and Latino Boys*, [Phi Beta Kappan](#)

typical NYC public school child receives. In four years, students at Sankofa receive 240 more days of instruction than a peer in a similarly situated public school in the same community.

Key Design Element #4: Response to Intervention (RTI) Framework: Sankofa School's integrated three-tiered approach to RTI include direct and explicit systematic instruction, more time to learn, daily assessment, small group instruction, differentiated instruction, and leveled reading. During daily common planning periods, teachers collaborate together to implement the school's comprehensive Response to Intervention (RTI) framework to modify student's plans and monitor student's progress in meeting monthly, quarterly, and annual benchmarks. Led by a pediatrician and learning expert, The Yellin Center will participate in monthly Child Study Meetings to review Tier 2 and 2 intervention plans and train teachers on differentiated instruction a few times a year. In addition, community based organizations such as the school community partner, Harlem Dowling West Side Center, will assist families with issues such as educational neglect preserve family stability. NYC Mission Mini-Sink Townhouse. a full service community center, will be available for families to receive assistance with tutoring, job and vocational assistance, and mental health.

Key Design Element # 5: Project-Based Learning and Object-Based Inquiry: Project based learning has been shown to enhance retention, comprehension and engagement.⁴ Starting in Grade One, students work on a yearlong project where they engage in the systematic study of one topic, theme, artifact, or historical era. Honors Projects have a set of rigorous rubrics, content and performance tasks that are aligned to CCSS by teachers. During our media studies course, taught by the school's academic partner, The LAMP, children learn to express themselves through digital media while they master content-rich materials through close and sustained examination of essential questions. Under the mentorship of the Schomburg Center and the NY Historical Society, Sankofa will also purchase authentic museum replicas for use in classrooms. During object-based inquiry, students use the close study of objects to better understand and contextualize what they are learning. While engaged in museum projects, students also learn how to use research tools and techniques. The school's rigorous approaches to building a strong writing foundation in every student will also incorporate content and process writing. Students also start to experiment with basic engineering principles in the school's Legos and Robotics classes.

Key Design Element # 6: Sankofa Museum: Sankofa will have a public space that will serve as a cultural museum, emphasizing our rigorous yet humane and global approach. During museum projects, students use the basics of archival research to learn more about primary and secondary sources and come to appreciate the value of authentic, process-oriented approaches. As they work concretely with artifacts, children discover for themselves the importance of authentic practice that underlies universal domains and embodies the ethos and issues at hand. In our quest to learn, Sankofa School Museum will promote the school's progressive socio-cultural and constructive philosophy of teaching and learning. In addition to a Zen Garden, where students use design methods to beautify the garden during class projects and learn about the natural elements, students will use the school museum as an art gallery. Students and local artists will display their work in Sankofa School Museum, which will be open to the public in non-school hours. The third feature of the museum will be a photography exhibit, "Harlem Past and Present", which will embody the vision of community in schools and the role of community place-based learning within such a historic community. Both the school's Humanities and Arts curricula will integrate museum themes in the classroom though learning activities aligned with Common Core standards. Through our collaboration with the Schomburg Center and the NY Historical Society, students regularly visit museums and teachers are

trained to use 'object-based' inquiry to simulate the close study of historical objects in the classroom with museum replicas used to give boys a hands-on feel for the study of history. During evenings and weekends, we will also hold public exhibits of borrowed museum artifacts during nonschool hours.

Key Design Element #7: Sankofa Mini-Archives: Located in the school's Media Resource Center and Library, Sankofa will have a mini-archive to operate as a historical and present-day "archive." The Mini-Archives will hold resource materials for students to use during museum projects or during their domain project. Materials will include old newspaper and journal articles, maps and family photos. Partially structured like a school library, the archive bolsters the traditional school library through its "hands-on" archival format; students will engage with the archival process such as filling out archival slips and following instructions on how to examine certain documents. The mini-archive is designed provide structured resources for students to produce original "research" based on analytical inquiry of rich primary sources. Common Core calls for students to have sturdier relationship with tools of research and authentic dialogue.

Key Design Element #8: Integrating the Arts: Committed to robust integration of art in the process of learning and personal enrichment, boys have daily music instruction in primary grades where they choose to learn to play the guitar, piano or take vocal instruction. In Grades K-2, Sankofa will opt for depth over breadth in concentrating teaching resources on offering five days of instruction of music in order for students to master one or more of the three areas. In Grade 3, students choose an art and drama class on a rotating cycle that will change each semester so boys survey all of the artistic branches. To supplement the school's Arts instruction, Sankofa School has also partnered with Big Fun Education to provide short plays shown online and to support teachers with professional development on teach drama in the classroom. In our first year, we also collaborate with two local Harlem museums, El Barrio Museum and Studio Museum, to bring teaching artists into the school to introduce students to painting and mural making.

Key Design Element # 9: Sankofa Blueprint for Empowerment and Healing

To fully commit to their learning, boys must be sufficiently curious about life and passionate enough about what drives them to take purposeful and sustained action, and to act on these drives with consistency and persistence. Sankofa has culled the literature to identify the critical competencies needed for young people to reach their full potential and organize them together into a blueprint that will be used as a character education framework for students and staff. The Sankofa Blueprint for Empowerment and Healing will focus on the following eight competencies and habits of mind: love, empathy, reasoning, curiosity, perseverance, discipline, courage, and honesty. These ten essential qualities will be cultivated and 'measured' through our morning meetings and ethics courses. In addition, there will be a whole school assembly at the end of each day where students will be recognized for acts that embody the ten points. Through the merit recognition activity known as "Act of the Day", students learn what conduct and behavior is more wholesome and effective and teachers will receive training on ways to encourage positive behaviors. As boys acquire a broader palette of mental cues, they will be better prepared to accommodate the many diffuse images and mindsets that may have meaning to them.

10. Key Design Element: The Buffalo Corps

Sankofa School believes in the value of role models and creates a pipeline for males to tutor and mentor boys at Sankofa during Legos and Robotics. Local high school youth are trained to offer one-on-one tutoring for boys during afterschool activities and once a week during science instruction.

C. Enrollment, Recruitment and Retention

To craft a strong school culture, we will open incrementally so that we can focus on each new entering class. We start with 75 students in grades Kindergarten and 75 students in Grade One. After this, we will only enroll one Kindergarten grade each year. We will not enroll students after first grade unless fiscal difficulties arise. When below capacity, Sankofa will first offer seats to students in Kindergarten and First Grade. At full capacity with 10% attrition, the school will serve 405 students; should the school be re-chartered and expand to grade 8, and again assuming no attrition, the school would serve a maximum of 675 in Grades K-8 with no attrition. At full capacity, Sankofa hopes to serve as a full Prek-12 school. In 2016, Sankofa would implement a Prek class. In the chart below, we project 0% attrition.

Table A: Projected Enrollment over the Charter Term

Grade		Year 1	Year 2	Year 3	Year 4	Year 5
Age		2015-2016	2016-2017	2016-2017	2017-2018	2018-2019
K	5	75	75	75	75	75
1	6	75				
2	7					
3	8					
4	9					
5	10					
Totals		150	225	300	375	450

Recruitment: Sankofa School for Boys in Harlem will comply with all aspects of the Charter School Law of 1998, as amended and specifically including the amendments of 2010, which includes the development of specific strategies to attract students with disabilities, English Language Learners, and students eligible for the free and reduced lunch program (“At-Risk Students”). Sankofa will set aggressive enrollment targets based on the document published by the Charter Schools Institute of The State University of New York, entitled, “Preliminary Enrollment Targets”. Table B displays the targeted enrollment goals of Sankofa in Community School District Five.

Table B: Preliminary Enrollment Targets

	Free and Reduced Lunch	Limited English Proficiency	Students with Disabilities	
CSD 5 Targets	(91.8%)	(16.6%)	(20.3%)	
Our Enrollment	95%	20%	21%	
Our Retention Rates	95%	95%	95%	

In addition to the recruitment strategies above, we will hold parent orientations at schools, preschools, Headstart programs and daycare centers to provide assistance to families of At-Risk students. Our Student Supports Service Director hired in the school’s third year will attend all such parent orientations and answer questions parents of At-Risk Students may have. In our third year, we will also hire a full-time parent manager who will be responsible for coordinating a Back to School Street Fair to draw the community to the

school and publicize the school's innovative features. Until then, the school principal and the Director of Curriculum will handle these responsibilities with the help of the school social worker, hired in the first year.

Admissions and Enrollment: The Sankofa application will be made available in walk-in, fax, mail, and via our website. In addition, we will distribute the applications through various Headstart programs, preschools, and day-care organizations throughout the community. Also, we will use the Online Common Application as organized by the New York Charter School Center. Sankofa will hold public lottery in the sited community in fair and blind manner, giving preference to siblings and then students located in our Home District. (More details of our enrollment process are described in our Admissions Policies in Attachment 1.)

Retention: In addition to having a comprehensive RTI framework, Sankofa has a home-visitation and parent support program designed to partner with our students and families across the academic and social domain to ensure students and parents are adequately supported. Sankofa's supportive school environment and structured discipline intervention process place intensive supports around students and families *before* problems arise. Our partners include: Harlem Dowling, a child welfare agency, CONNECT, a domestic violence and male counseling program, NY Mission Society Minisink Townhouse, a community center, and the Parent-Infant Child Center, a mental health program for infants, children and adults. All family-based supports will help families remain stable, strengthening the school relationship.

In its reauthorization application, in 2019, the school intends to delineate a transportation visitation program. In the interim, we will explore safe transportation services supplemented by private funds so students can still attend school at Sankofa if they leave the neighborhood. In applicable cases, the school will seek to supply Metrocards to parents who require them. Studies show that students who change schools frequently perform lower than students who remain in a single school community. The school will make sure that our orientation and marketing materials include a clear description of our long school day and longer school year. Prior to enrollment, we will meet with prospective parents explaining a detailed description of our school, our policies, and our nonnegotiable requirements, including our longer school year. This will help reduce the incidence of parents changing their mind after they learn about our school practices. Our structured discipline intervention process includes the strength-based PBIS program.

Vacancies: While we do not expect to enroll students after the first grade, a separate waiting list will be used in case of excess vacancies. To give students the fullest advantage of our accelerated model, the school will fill vacant seats in the school by adding students to Kindergarten and Grade One. Sankofa will document its attempts at locating families on the waiting list; if we are unable to locate a child's family, then the next child on the list may be offered admission.

Withdrawal or Transfer: Families of students may withdraw at any time. All withdrawal notifications must be made in writing. We will provide as seamless a transfer or withdrawal as possible.

D. Community to be Served

The Sankofa School for Boys in Harlem is located within the bustling hub of Central Harlem just miles from the prewar building where Ralph Ellison wrote a part of the iconic *Invisible Man*. This vibrant community continues to brim with such lofty signs of elegant resistance to the deep-seated challenges that come with entrenched intergenerational poverty and social and political inequities, the charismatic pull of the world known hub of culture remains a powerful draw and the demographics of Harlem has dramatically changed in recent years. Sankofa School for Boys in Harlem will be located in the 13th Congressional District.

Despite gains, however, public district schools in Central Harlem continue to struggle to provide students with quality educational options and the community has been identified by the New York City Department of Education as a community with a “high need” for quality educational options.

In the fall 2013 issue of *Child Welfare Watch*, the Center for New York City Affairs at the New School focused child welfare provider’s attention on recent research findings and policy implications on chronic stress. According to the New York City child welfare agency, out of 18 highest community districts for fiscal year 2001, Central Harlem ranked first/highest in foster care placement (531), second in victimization rate (32.1), third in indicated reports (765) and seventh in abuse/neglect reports (1,614).

Home to growing gentrification amidst entrenched pockets of intergenerational poverty, over 30% of residents of Central Harlem qualify for some form of general assistance. Central Harlem has seen a growing Latino and immigrant population, including from West Africa and countries within Central America and other Spanish speaking countries. More than two-thirds of Harlem students are eligible for free or reduced-price lunch. Our goal is to serve at risk students and families and we seek to enroll a high percentage students who are eligible for free lunch, have limited English skills, or have special needs.

According to the May 2014, NYC Charter Center Annual Lottery Survey, over 7,968 students applied for 2,709 seats in charter schools in Harlem in the 2013-2014 school year. In the 2012-13-2021—22 Enrollment Projections for NYC Public Schools, the borough of Manhattan was projected to increase from 1, 036, 979 residents to 1,033, 329 residents in 2016. The increase is expected to continue into 2017.

Central Harlem:

Table C shows the number of students in District 5 in Central Harlem who reached the “Proficient Standard” of reading (Level 3). The table shows that test scores have remained stagnant since 2006 (actually decreasing slightly), and have decreased substantially since 2010. Not only are 30% of all District 5 students not reaching an acceptable level of reading achievement—a disconcerting statistic by itself—but it is troublesome that the Achievement Gap continues to exacerbate when over twice as many students in the more affluent area of District 2 have reached a Proficient level of reading than those in District 5.

Table C: Reading Levels Across Districts: Level 4 - Advanced

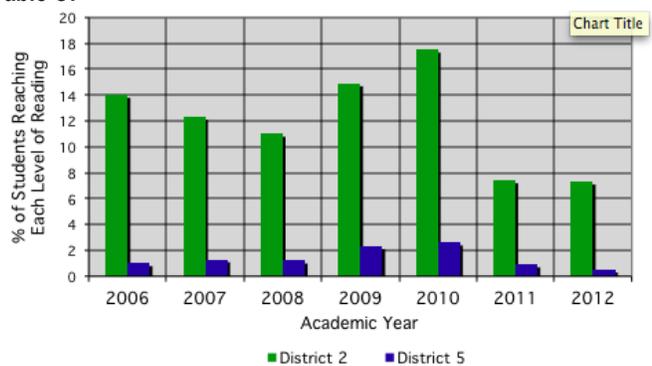
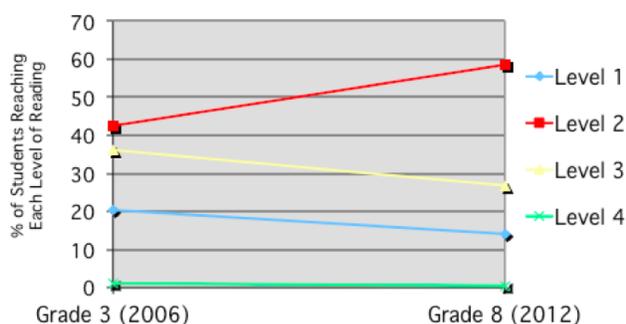


Table C illustrates this problem at the “Advanced” Level. This problem ties into the detrimental “glass ceiling” concept that exists; as Table D (below) illustrates: Students in Grade 3 have higher levels of relative reading achievement compared to when they reach Grade 8 in Reading Levels 1, 3, and 4. However, this trend in Level 2 is uncharacteristically reversed;

Student Cohort Reading Level Grade Comparison



NOTE: Grades 3 and 8 were compared because these students are a part of the same cohort.

unlike in the other levels of achievement, *more* of the same students in Grade 8 scored in the Level 2 rating of having a “partial understanding” of English, according to the NYS Education Department, than 8 in Grade 3 (NY State, 2011). Such results highly

suggest the “glass ceiling’s” viability—students are marginally improving their reading skills from Grade 3 to Grade 8, but, not to levels that are deemed acceptable or within the standards needed for academic success. Students should not plateau at low levels of achievement (i.e., Level 2). Clearly, current literacy instruction and pedagogy concerning English/Language Arts has been ineffective in helping students in District 5 overcome such barriers and reach high levels of achievement.

E. Public Outreach

In the course of sustained community outreach, we have secured over 800 signatures from people in the Harlem community in support of opening of Sankofa School for Boys in Harlem. These residents range in age from teens to senior citizens, were engaged in meeting and street corners, and were all consulted for their opinion on how the school should and can best serve boys. The attached petition showing 18 of the signatures of residents reflects some of the feedback that we received including for students to wear uniforms. A young man on 125th Street told the Lead Founder that he wore uniforms and they improved his school experience. In addition to talking with residents in and around Harlem, the Founding Team engaged a large group of people who live, work or support work in the community or with boys and schools. Dr. Alfonso Wyatt was one of the people who gave written feedback after reviewing the charter application; his written comments are included in the school’s diverse samples of Evidence of Community Outreach. Based on Dr. Wyatt’s recommendation that the school add more arts focus, the application was changed to include third graders having a wider choice of the arts, through a rotating cycle. We also added an arts teacher in the second year. The school will also incorporate his feedback to have an active Parent Association with activities just for fathers to foster their engagement in playing a robust and informed role in school affairs. While the school planned to end the already long school day, we used this feedback about afterschool to develop a plan for the Buffalo Corps to help middle school students with their homework and lead afterschool student clubs, including the Chess Club.

Highlights of Community Supports

Fifteen documents are included in Attachment 2, Evidence of Community Outreach, but due to space limitations, all of the letters describing support and partnerships could not be submitted. **Below is a list of all of the organizations and individuals who have written a letter of support:**

- Dr. Pedro Noguera, NYU University
- NYS Assemblyman Keith Wright
- Minisink Townhouse-Mission Society
- Harlem Dowling West-Side Center
- New-York Historical Society
- Congressman Charles Rangel
- Dr. Beverly Falk, City College of New York
- New York Urban League
- The Yellin Center
- The LAMP
- Bubble Foundation
- Mnara School, Kenya Africa
- CONNECT
- Community Life Center Headstart

800 Signatures and 800 Conversations: Sankofa School collected over 800 signatures from people in Harlem community. An additional 300 people signed our petition on change.org. This strong showing of community support evidences a robust interest in the school’s intervention focus, extended day, and holistic vision for educating black boys. We are confident that we will fill a need. Below are some of the highlights:

***NYC Charter Ctr, Special Education Parent Mtg (February 2013):** In response to feedback from parents

about special education process, the school enlisted The Yellin Center to consult on complex cases.

***Community Bd. 10 Education and Library Committee** (March 2013): CB10 suggested a social service team to handle complex issues that arise during home visitation programs. In addition to a social worker being added the first year, the school hires a school psychologist in year three.

***NYCHA Resident Tenant Assn-General Grant/Meeting with Leroy Williams, Deputy Director of Community Operations, NYCHA (NY City Housing Authority)** (April 2013): During meetings and conversations with NYCHA administrative personnel and attendance of NYCHA meetings, attendees expressed the need for afterschool support for children whose parent cannot assist them. Through our parent-based program, **Parent Home Connection**, parents receive frequent and explicit support.

***New York Urban League Community Education** (Spring 2013): In response, our founding team began to volunteer on NYUL Community Education Council and helped organize community conversation on Common Core with State Ed. Commissioner John King and former NYC Schools Chancellor in June where Ashanti Chimurenga the school's Lead Founder, asked about closing the gap for boys.

***Sankofa School Public Meeting** (August 29, 2013/July 2014): **During a public meeting**, a parent asked what school would do to prepare Kindergarteners. In 2016, the school will offer PreK.

***Boys of Color Community Conversations** (November 14, 2013): Spearheaded by Sankofa School, this activity was facilitated by Dr. Pedro Noguera, a leading expert on boys, and Sankofa Founding Members, Ramik Williams and Ashanti Chimurenga. Boys were asked how they experience school and how schools can best engage boys of color between the age of 7 and 24. Dr. Noguera also reviewed application and commented on the application's needs to have a robust RTI Framework and appropriate ESL supports.

***One-quarter page advertisement in El Diario** (Spanish Language) (Monday, September 2, 2013): To maximize outreach, we purchased a ¼ page fact sheet printed in Spanish with information on our design elements and contact information to begin the education and recruitment process. A copy is attached.

***Full page article in Harlem News** (August 29, 2013): Similarly, we purchased a full page spread in a free widely circulated Harlem weekly newspaper that is attached.

***125th Street Face Painting and Outreach Days Petition Drive** (July, August and Sept. 2013, July and August 2014): During seven major street canvassing efforts, we handed out over 900 flyers and personally engaged hundreds of people in questions and answers about the school: Our petition included a section for residents to state what they believed the school should offer and residents were provided clipboard and pens and encouraged to make comments. A sample petition is included. Repeatedly, residents suggested longer school days, emphasis on student heritage, and school uniforms.

***Change.org Petition Drive** (August/September 2013, August 2014): Close to 300 people signed an online petition in support of Sankofa. Change.org seeks to engage parents of childrearing age in social media and technological advancement. We also have a Facebook Page and email address.

Recruitment and Retention of ELL, Special Needs and At Risk Students

Committed to an inclusive learning community, the school's commitment to social and emotional competence will facilitate inclusion of special needs in general education classrooms. Teachers and staff will receive extensive support and development in differentiated instruction and collaborative team teaching. All students, regardless of their learning ability, linguistic ability or learning style will be educated

in the least restrictive environment with equal access to quality services that allow them to be successful in school and life. Staff and students will be taught to appreciate and value human differences and similarities. Each child will receive a challenging, educational experience consistent with their abilities and needs have access to multilevel and multi-modality curriculum. Our comprehensive RTI Framework will ensure access to individualization in terms of diagnostic services, curriculum accessibility, instructional strategies, assistive technology devices physical modifications, and an array of related services based on their needs.

F. Programmatic and Fiscal Impact

Table E: Chart of Programmatic and Fiscal Impact

Below are the estimated annual budgets for Sankofa School per year, as well as estimated impact with co-location:

Number of Students	Per Pupil Rate	Per Pupil Aid	Other District Revenue (SPED Funding, Food Service, Grants, etc.)	Total Dollars to Charter School from NYCDOE	Total Operating Budget for NYCDOE	% of Total Budget
150	14,127	2,119,050	423,810	2,542,860	\$20,600,000,000	1.0%
225	14,127	3,291,075	658,215	3,949,290	\$20,600,000,000	2.0%
300	14,127	4,388,100	877,620	5,265,720	\$20,600,000,000	3.0%
375	14,127	5,485,125	1,097,025	6,582,150	\$20,600,000,000	3.0%
450	14,127	6,582,150	1,316,430	5,939,584	\$20,600,000,000	4.0 %

II. EDUCATIONAL PLAN

A. Achievement Goals

Goal 1: Students at Sankofa School for Boys will demonstrate proficiency in reading.

- a.) 80% of all students who have been enrolled at Sankofa school for 3 full academic years or more will score at Level 3 or higher on the State English Language Arts Test (ELA).
- b.) Sankofa School’s average score on the ELA will exceed the average score of its home district and of the city as a whole, for each grade.
- c.) Beginning in Grade 2, each cohort of Sankofa School enrolled at the school for 3 full academic years or more will improve their literacy scores by an average of 3 percentiles per year, as measured by the Terra Nova or State Test.

Goal 2: Students at Sankofa School for Boys will demonstrate proficiency in Mathematics

- a.) 80% of all students who have been enrolled at Sankofa school for 3 full academic years or more will score at Level 3 or higher on the State Mathematics Test.
- b.) Sankofa School for Boys’ average score on the State Mathematics Test will exceed the average score of its home district and of the city as a whole, for each grade.
- c.) Beginning in Grade 2, each cohort of Sankofa school who has been enrolled at Sankofa school for 3 full academic years or more will improve their math scores by an average of 3 percentiles per year, as measured by the Terra Nova or State Test.

Goal 3: Students at Sankofa School for Boys will demonstrate proficiency in science

- a.) 70% of all students who have been enrolled at Sankofa School for 3 full academic years or more will score at Level 3 or higher on the State Science Test.
- b.) 70% of all eighth grade students who have been enrolled at Sankofa for 3 full academic years or more will score at least 3 or higher on the Terra Nova or State Science Test.

Goal 4: Sankofa School for Boys will demonstrate strong annual attendance and enrollment

- a.) The average daily attendance rate will meet or exceed 95% each year.
- b.) The annual rate of student retention will be 90% or more during the term of its charter.

Goal 5: Sankofa School for Boys will provide students with a safe learning environment with strong communication on student achievement between home and school.

- a.) 85% of Sankofa School for Boys parents through the NYC Department of Education’s Learning Environment Survey will consider Sankofa School a “safe” school.
- b.) 85% of Sankofa School for Boys parents through the NYC Department of Education’s Learning Environment Survey will indicate strong communication between school and home regarding student achievement.

B. School Schedule and Calendar

When combined with high quality curriculum and instruction, more time in school proves to have a positive impact on student proficiency and on a child’s educational experience. Each year, US students typically spend 175 to 180 days in school while Japanese students spend an average of 240 days and have been noted for their consistent outscoring of American students on rigorous standardized examinations. Studies specifically found that more time in school can result in: (1) more engaged time in academic classes; (2) more time devoted to enrichment classes and activities enhancing student educational experiences and engagement in school; and (3) more time for teacher collaboration and embedded professional development.⁵ Sankofa’s expanded school schedule will offer all of these benefits. With more time on task, students will have more time for accelerated instruction and small flexible groupings that target individual student gaps in learning that will be the school’s hallmark. Sankofa will work from a model of prevention to give students who enter school behind on-grade level of their peers early, sequential interventions. Students who enter school with limited literacy experiences will receive increased literacy instruction and explicit instruction, targeted to meet identified skill needs.⁶

75-15-75-15-30 School Schedule

Table G: Sankofa School for Boys: Hours of Schooling in Four Year Calculations

	Minutes/Day	Days/Year	Hours/Year	Hours in 4 Yrs
Current DOE Schedule	400	180	1,200	4,800
Sankofa School Schedule	500	210	1,750	7,000

⁵ FARBMAN

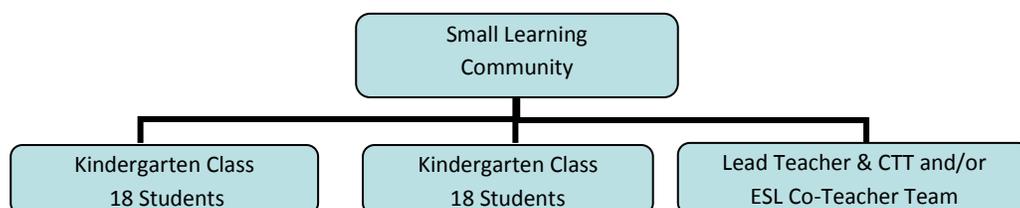
⁶ (Allington, R. March, 2011).

30-Day Mandatory Summer Term	500	30	250	250
Total Hours			7,250	

The typical school day in New York City is between 375 and 405 minutes, and the school year consists of 180 school days, with 90 days per semester. Sankofa is scheduled on a 75/15/75/15/30 model school year, with a proposed full 30-day mandatory summer program. The 75 days will include 500 minutes of schooling each day. By meeting for 500 minutes daily for 75 days, Sankofa School will have met the clock hour requirements of a semester in 75 days instead of 90. Then, we are planning a 15-day cycle of intensive interventions and enrichments based on student needs. During this additional instructional time we will provide intensive remediation, conduct assessment, and students will work on project based learning activities. After the first semester, we plan to have a second semester of another 75-15 days. Children are also required to attend the summer session. Between our two fifteen-day mini-semesters, students attend school for the full day. During the thirty day summer session, students will receive clock hours of six years of typical instruction during the critical K-3 years.

Small Learning Communities

The hub of the school instructional framework will be the school’s Small Learning Communities (SLC). Each grade level is divided into small learning communities with two classes on the same grade level. Using looping, the two classes share a team of three teachers for two years, led by a Lead Teacher. In addition to teaching responsibilities, teachers develop leadership skills. While Lead teachers serve as data coaches for the SLC, Skills teachers are responsible for coordinating IEPs and the administration of formative and summative assessments. During their daily common planning period, teachers look at student data together and modify lesson plans as needed. SLCs encourage collaboration among faculty and allow for more specialization so teachers can better focus on discrete aspects of the learning process. Students and teachers learn to work together in a collaborative manner to solve problems, construct knowledge, and make connections between curricular themes.



Parallel Block Class Schedule Creates Safe “Rooms for Learning”

Sankofa’s school model seeks to remove every possible barrier to learning that children encounter when faced with the challenge of learning with younger children, or of learning material designed for younger learners. The schedule helps to minimize grade and age in favor of a more developmentally appropriate approach that allows students to learn at their own pace. During the school day, our school is structured into “rooms for learning” that make it safe for boys to invest in their own learning. This lack of judgment is a core school value interwoven into the fabric of the school through our SLC and Parallel Block structure. As classrooms focus on ‘themes’ and ‘studio skills’, students spend time in each room working at their own pace and on their own individual learning goals. Our heterogeneous

groupings will help children to view learning through the lens of what they need academically rather than what they may perceive to be the social cost of admitting need investing in their development. In Rooms for Learning, teachers have more time to focus on rigorous standards-based instruction and students receive a more personalized learning experience. Both theme and skills classes emphasize the five core areas of reading, provide direct explicit instruction, and involve daily writing.

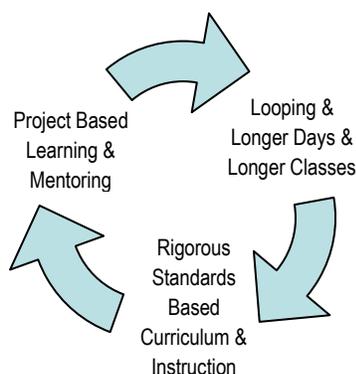
Highlights of SLCs and Rooms for Learning:

The Common Core's emphasis on evidence, argument and textual sources demand greater writing and analysis and critique of student work to determine if CCSS performance tasks are being met. The school's co-teacher model and small learning communities will help to support teachers and to ensure that teachers are providing standards level instruction consistently across the curriculum. During their extended planning time together, teachers in SLCs develop a working knowledge of each other's strengths and professional styles and learn to plan with greater efficacy and wisdom. During mini-semester, teaching artists and museum educators will collaborate with teacher teams to develop inquiry-based instruction that will make learning more accessible for struggling students and ELL and IEP students. While students work on projects with our teaching partners, teachers use this time to spend time outside the classroom in professional development or on school trips.

- Teacher Teams stay with children for two years and so come to know their students well.
- Teacher Teams include CTT and ESL certified teachers who support ELL and IEP students.
- Teacher Teams share responsibility for creating powerful content and skills instruction.
- Teacher Teams create less teacher overload, and leads to better planning and instruction.
- Teacher Teams meet regularly during a daily common planning meeting.
- Teacher Teams act as "Critical Friends" and look at student work together once a month

Parallel Block Schedule at Sankofa School for a Typical SLC K-2 Primary Grade Classroom

During daily 90-minute Themes classes, lead teachers will use evidence-based strategies to provide students with high quality, systematic, and explicit instruction on foundational principles and core concepts. Teachers focus on the introduction of new themes and new content and deliver developmentally appropriate rigorous and standards-based instruction using cognitive and socio-cultural teaching methods to connect instruction to student's background knowledge. Following whole group instruction on new concepts in "theme rooms," boys split into smaller groups in "studio rooms."

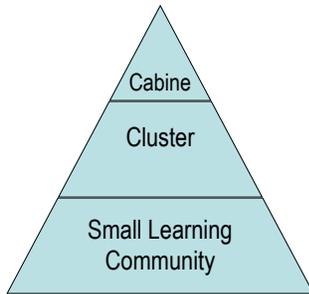


In Studio Rooms, two teachers work as a team to modify, reteach and introduce multi-media using direct instruction and explicit and systematic strategies. During intervention and enrichment activities, teachers work with students in small groups of 6 to 9 students with similar learning needs. Teacher teams find new ways to scaffold concepts taught in themes courses, and implement modified individual work plan for students performing below grade level, and for ESL and Special Education students. Teacher teams receive regular support by the School Principal and Director of Curriculum as well as the school's coaches. During the team's daily common

planning period, the team of three teachers will collaborate to consolidate what they know about the 36 students in their SLC to tailor instruction. Teachers will be supported and evaluated on their ability

to deliver developmentally appropriate rigorous and standards-based instruction using cognitive and socio-cultural teaching methods that connect the delivery of instruction to student's background knowledge. Teachers will use sheltered instructional strategies to develop language skills and content knowledge among English Language Learners. Lesson planning will be differentiated for special education students who receive additional direct instruction in developing reading and math strategies.

In addition to hiring quality teachers, Sankofa School's highly-functioning school learning communities (SLCs) support specific instructional strategies and practices essential to successful implementation of a rigorous standards-based curriculum. They include the following:



- Provide extended time for whole-group and multi-tiered instruction;
- Use research-based reading strategies to teach Common Core content in whole and small group;
- Integrate the essentials of effective reading instruction within each multi-tiered intervention and enrichment lesson;
- Flexibly group students based on assessed skill and strategy needs;
- Develop a media center to provide effective use of resources and access to books and materials.

Clusters

SLCs are further grouped together into clusters, consisting of two SLCs on different grade levels. Clusters further organize the school community into smaller circles of people that help to create the culture of family and home underlying Sankofa's desire to be "more than a school." With 36 students in a SLC, clusters will each be comprised of 72 students. In 2015, the cluster of Kindergarten and first Grade SLCs will stay together for two years. Though the school's use of looping, clusters create opportunities for teachers and students on different grade levels to benefit from the social and academic benefits associated with looping.⁷

Cluster coordinators meet together once a week to coordinate lesson planning and ensure curriculum and instruction is vertically and horizontally aligned and that students are receiving the same consistent level of instruction across the grade level. Once a month, teachers meet in their cluster to share what is working. During a monthly award ceremony, clusters meet to present awards and badges for positive conduct and strong performance. Finally, once a year, the entire cluster of 72 boys take a daylong trip to Camp Ramapo's high ropes camp inn Rhinebeck, New York where they participate in team-building and self-esteem activities.

C. Curriculum and Instruction

Philosophy and Overview: The National Research Council has identified three specific core principles of learning that will inform the school's overall approach to teaching and learning: 1.) Students hold beliefs about the world that schools must explore before new understanding fully takes place; 2.) Schools must emphasize depth over breadth and provide multiple opportunities for students to examine the same concept and gain deep factual knowledge of content areas; 3.) Metacognitive skills help children take control of their own learning and should be taught

⁷ Butzin 2004; Cistone & Shneydermand 2004

throughout the curriculum in many ways.⁸ At Sankofa, boys gain practice setting high standards for what they set out to do through challenging tasks that instill the discipline in them to persist with what they start and to take pride in mastering what they set out to do.

Using space as the “third teacher”, Sankofa starts to communicate our vision for children’s social, emotional and academic success from the time that boys step into the school. In primary school, classrooms will be painted in bright and sunny colors. From plants, to bean bag reading centers, to 3D Ant Farms, students will be encouraged to explore, discover, and to take joy in learning. With couches, chairs and computer portals in hallways and classrooms, the school will communicate the message that learning is natural, ongoing, and student-driven. Sankofa’s lively and high tech environment will include Chromebook computers so students and parents can easily access instructional materials available on each class’ free home page. Instead of student desks, boys sit together at thick wood tables that create the feeling of family at the root of our efforts.

Character development is also a core value at Sankofa and students receive daily ethics instruction starting in the third grade. In Grades K-2, students spend the first thirty minutes of the day in Morning Meeting or Dinosaur School where explicit instruction in social emotional development is given to children by classroom teachers trained in the IYP curriculum during the summer.

Morning and Afternoon Block

To further embed our holistic framework in our school design, we have three curriculum clusters. Sankofa’s systematic approach to the integration of subject-specific scope and sequences offers opportunities for students to participate in, and reflect on, the assessment of their work.

- **ELA and Social Studies:** These subjects are taught during Morning Block, where students spend 180 minutes in the Reading House, dedicated to literacy, critical media inquiry, and reading and writing. This instructional block will include the use of three research-proven CCSS aligned curricula, *Open Court Imagine It! Reading Program*, *Core Knowledge History* and *Great Books Reading*, as well as supplemental curriculum and instructional materials. We will also have a Writing Club for students in K-5 that meets at lunch.

Math, Science and Technology: These subjects are taught during the Afternoon Block, where students learn concepts and application of math, science and technology principles and spend time in a digital environment. Teachers explore use of different media including One-to-One Computing which will match each child with their own learning tool. This instructional block will use *FOSS Science*, *Singapore Math*, and the National Council for Teaching Mathematics’ online math intervention program *MOTO*, as well as supplemental curriculum and instructional materials. In our third year we will offer an Animation Club. CONTENT STRANDS

- **ARTS:** These subjects are taught throughout the day and will expose students to the performing, dramatic and visual arts. Students have daily music classes and visit Wood Shop and LEGOS Lab once a week. In addition, the Bubble Foundation will provide an instructor for a weekly Movement class for students. In Grades 3-8, boys have physical education every day and can join the music band or choir

⁸ (*How to Learn: Brain, Mind, Experience and School*, 2000, National Academy Press)

Balanced Literacy

Students study broad questions that shape Sankofa's integrated and emergent approach to critical inquiry. Each theme shines a light on issues in the study of literature, writing, history, and the arts and are regarded by the schools as a sort of 'critical lens', to be fused with universal questions of our own making, thereby crafting a marriage of the curriculum's broad universal framework and our personal vision of empowering boys to acquire a rigorous college preparatory education. This vision advances Sankofa School's understanding of education as a liberating act that makes us "more fully human."⁹ This approach creates a sustainable and synergistic bond that ties our curriculum framework tightly to our school mission as cultural place within a multicultural diverse community. Like our emblem, the Sankofa bird, we return boys to the past so that they may know where they are going in the future. Throughout our curriculum, we place constant attention on the concepts of *identity*, *memory*, and *witness* to speak to our awareness in New York City and Harlem.

1. **Who we are:** *Who am I?*
Students study the role of identity and how it is shaped.
2. **Where we are in place and time:** *Where do I come from?*
Students study how memories are made.
3. **How we express ourselves:** *Why am I here?*
Students explore becoming a 'witness'.

The Reading House

Time is effectively used in Reading House to build language awareness, increase vocabulary strategies, and to develop decoding and comprehension in every student. Sankofa will integrate the essentials of effective reading instruction (i.e., Phonemic Awareness (PA), Phonics, Fluency, Vocabulary, Comprehension) into every lesson as identified by the National Reading Panel. Students spend a full 180 minutes in ELA classrooms where teachers use multicultural literature and nonfiction, hands-on medium, and storytelling as a primary tool to capture, interpret and retell or express information, ideas, thoughts and emotions. Starting in Kindergarten, students develop phonemic awareness and learn about concepts of print, as well as letters, sounds, and the alphabetic principle. Selected based on its effectiveness with other students residing in economically disadvantaged communities similar to Central Harlem. *Open Court Reading* uses explicit and systematic strategies such as inquiry to teach decoding, comprehension, inquiry, and writing in a logical progression.

Open Court Imagine It!

The most recent edition of *Open Court Reading, Imagine It!* is a systematic reading program that uses explicit lessons to develop strong phonemic awareness. The program will help to get young children at Sankofa School reading early with a strong beginning reading strand that focuses on explicit and systematic phonics instruction, using manipulatives such as Sound/Spelling Cards. In addition to children's literature and expository selections, *Imagine It!* uses leveled readers and places emphasis on the quality of children's literature. Teachers are able to use Decodable Books to help children apply their skill knowledge to achieve greater fluency and automaticity that improves accuracy, rate, and prosody.

⁹ Freire, Paulo. Pedagogy of the Oppressed.

Once students are reading, *Imagine It!* offers a toolkit of resources to use as intervention in studio rooms. Students use comprehension strategies such as prediction and summarizing that are proven effective and teachers use higher order questioning that are open-ended and designed to build upon students' background knowledge. Teachers integrate writing throughout every lesson and provide explicit instruction in process writing. Skills and theme teachers use RTI to help Tier 2 students participate in the basic program and modify the curriculum to create alternative ways to explain lessons. Teachers create games with content concepts related to science, social studies, math and art, as students use leveled content readers.

Fountas & Pinnell Literacy Intervention

For students who are not making adequate progress, despite high quality instruction using the school's core reading program, Sankofa will provide students with Tier 2 instruction, using *Fountas & Pinnell Leveled Literacy Intervention System*. *F &P intensive* is a structured supplementary literacy intervention designed to help teachers provide intensive daily, small-group instruction for low performing students. Students work with one teacher in a group of six or nine students for thirty minutes daily on reading, writing and phonics/word study. The *Leveled Literacy System* will be used with the *Fountas and Pinnell Benchmark System* administered three times a year. The highly precise and methodical interim assessment will provide teachers and school staff with a detailed breakdown of student strengths and weaknesses and teachers will choose appropriate leveled books matched to student's leveled reading level. During daily 30-minute intervention lessons, teachers engage in guided, shared and independent reading. Through Read Alouds, students engage with reading above their reading level but within their comprehension range so they can understand the structure and power of ideas in text. Teachers model reading strategies and provide multiple opportunities for students to practice and to reinforce what they have learned. Teachers also use explicit instruction to deepen students' ability to comprehend what they read and apply their skills to analyze disciplinary reading, literature inquiry, and writing about reading.

During daily activities on Word Study, students and teachers develop target words together made up of sight words and new and old content words. Students receive daily practice using words in sentences while beginning readers draw stories and act out their interpretation of readings during the daily storytelling period. Teachers help students to notice the details of written language and learn how words 'work'. Word walls and word families will help students to group words by their attribute or characteristics. Students learn systematic strategies to improve spelling and vocabulary skills. Students look for patterns and for likenesses and for differences in the words they study. Teachers use interactive and multi-sensory strategies to make connections between concepts and explicitly model and demonstrate lessons.

Sankofa School's research-based and aligned strategies for literacy learning meet Common Core standards and prepare boys for literacy applications across a variety of contexts. This will be accomplished by mapping the scope and sequence of ELA and Writing instruction for each grade level and mapping this to Common Core standards. Sankofa School will map out Common Core correlations for all five curricular areas. Curriculum goals will be further aligned to each other and to Common Core Standards.

In the Strategy Chart below, Sankofa further illustrates just some of the strategies and learning tasks that will be implemented in the school's Kindergarten classroom. Strategies incorporate print and visual to teach reading and students with Limited English Proficiency and with special needs benefit from such scaffolding.

Many of the activities integrate visual, auditory and kinesthetic activities. Through this process, strategies will be developed for supporting students until they reach independence as readers and writers.

Table J: Sample Kindergarten Emergent Literacy Strategies and Activities for ELA/Writing

KINDERGARTEN		
Type of Instruction	Literacy Strategy	Literacy Activity
<i>Whole Group and Cooperative Instruction</i>		
Decoding	<ul style="list-style-type: none"> Use ABC Name Guide and Finger Pointing/Tracking to the ABC Song to identify letter names. Use ABC Sound Guide and Finger Pointing/Tracking to the Letter Sound Song to track letter sounds Common Core Standards	<ul style="list-style-type: none"> Sing ABC Song while pointing to each alphabet letter. Letter Sound Review
Fluency	<ul style="list-style-type: none"> Model fluent reading. 	<ul style="list-style-type: none"> Read Aloud
Vocabulary	<ul style="list-style-type: none"> Use Beck, McKeown, Kucan (2002) instructional framework to introduce vocabulary 	<ul style="list-style-type: none"> Read Aloud
Comprehension	<ul style="list-style-type: none"> Use Character Feeling Identification, Modeling, Picture Walk, Shared Writing, Predicting, and Summarizing to identify problem(s), attempted/actual solution(s). 	<ul style="list-style-type: none"> Oral Retelling
Writing	<ul style="list-style-type: none"> Use Draw and Label to compare and contrast pictures vs. words Use List Making to sequence events. Use a Handwriting Guide and Sky Writing to review letter formation. Use Sentence Frames to support sentence writing. Use Graphic Organizers and Story Frames to plan writing of stories. 	<ul style="list-style-type: none"> Modeled, Shared, Independent Writing Letter Formation Review Sentence and Story Writing
Small Group Instruction (Readiness – GR-C Instructional Reading Level)		
Phonemic Awareness	<ul style="list-style-type: none"> Use Picture Sorting to compare and contrast sounds (by initial-consonant sound, by final-consonant sound, and by short-vowel word family) 	<ul style="list-style-type: none"> Picture Sorting
Decoding	<ul style="list-style-type: none"> Use Word Sorting to compare and contrast words by short-vowel word family. Use Tracking and Memorized Text to recognize words in isolation. 	<ul style="list-style-type: none"> Letter Sound Review Push It Say It CVC Word Sorting
Fluency	In the context of familiar, independent, and instructional level text: <ul style="list-style-type: none"> Use decodable and predictable books Prompting Finger Pointing to accurately track print. Use visual, auditory, and meaning-based prompts (Make the beginning sound; Look at the picture; Does that make sense?) to help students recognize words. Use Push It, Say It and Rabbit Talk to blend CVC words. 	<ul style="list-style-type: none"> Push It, Say It Rabbit Talk Reading and Rereading guided practice in

Great Books Shared Inquiry and Content-Based Readings

Students who perform on and above grade level will receive daily structured enrichment using the Junior *Great Books Reading Program*. Recognized for decades for its shared inquiry method, *Great Books* uses the Socratic Method to encourage original thought and to promote reading comprehension skills. The Socratic Method is a question-driven method of teaching where teachers carefully formulate open-ended questions that guide students to construct knowledge from what they know. Teachers learn to ‘wait’ and to use accountable talk to give students practice in processing higher order responses to teacher and student comments and questions. *Great Books’* comprehension strategies teach children how to engage in a close reading of text, identify argument types, find convincing evidence in the text, argue their opinions, and find clues of author’s purpose that do or do not support them.

In Grades K-1, teachers use *Junior Great Books* for Read-Alouds with the school’s library of poetry, folklore and children’s literature. Student books and activity kits made for nonreaders involve them in drawing and writing their responses. Most books in the series are intended to be read over four sessions. During the first reading, students may perform a song, draw in their activity book, and circle their answers to questions they answer orally in response to teacher questions. In the second session, teachers focus children’s attention on key words and phrases. In the third and fourth session, students share their opinion during discussions. Teachers lead a discussion in response to children’s questions and draw their different interpretations.

Beginning in Grade Two, teachers will be trained in the use of literature circles to give students frequent opportunities to listen to and respond to each other’s perspectives. Common Core standards ask that children have a better insight into the textual structure of readings and develop deeper skills in making independent interpretations of complex themes, ideas and information. Boys learn to cite text and find passages that illustrate and reinforce the author’s purpose. *Great Books’* systematic instructional strategies help students build higher order thinking skills and provide regularly structured practice. Students practice the use of compare and contrast, cause and effect, process, expository, and persuasive writing protocols and prewriting strategies. Students also spend time talking and writing about characters, settings, plots and themes in the literature they read together. During readings, students develop competencies and habits of mind of critical thinkers. Students practice responding to literature with reasoned arguments, and learn to make an informed literary analysis of fiction and nonfiction elements.

Great Books will also help build student’s vocabulary and knowledge of concepts in the content areas, such as Math, Science and Social Studies. Teachers will be trained to use Shared Inquiry and Open Ended Questioning in every content area and will regularly embed opportunities for students to investigate. Throughout the day, students in every classroom will use content journals with learning goals, major completed tasks, and rough drafts. Content journals will be reviewed weekly by SLC teacher. Students and teachers use Chromebook computers to access hundreds of titles in the EBSCO Host online library during daily independent reading activities. Every classroom will also regularly use *Great Books* content area readings, aligned with literacy, content area and Common Core standards and objectives. Teachers will receive professional development on reading and writing across the curriculum and will link thematic literature to uncover the meaning of new content to increase comprehension among ELL and IEP students.

Sankofa’s carefully planned instructional day meets the recommendations of the National Reading Panel. The table below shows how instructional time in Reading House will be allocated. Both themes and studio teachers use the *Open Court’s Imagine It!* reading program every day. Students spend 80-100 minutes or more of instructional time with this core reading program daily. Students with

additional need will receive direct instruction on *Fountas* five days a week for 30 minutes. Students in enrichment groups receive similar direct instruction with *Great Books* in groups of six or nine.

Table K: Time Breakdown for Explicit Instruction of Reading and Writing

10-20 minutes	Quality fiction and non-fiction text	Modeled Reading (Teacher Read-Aloud) Whole Group	Above grade-level text
45 minutes	Open Court Imagine It!	Shared Reading Whole Group, Cooperative Groups	Grade-level text
60-80minutes (30-40 min X 2grps)	Fountas & Pinnell Leveled Intervention Systems Small-Group Differentiated Reading Model	Small Group Reading (6 or fewer students)	Instructional Reading Level
25-35 minutes	Independent Reading (add'l small group)	Individual or Partner Reading	Independent Reading Level

Explicit and situational teaching of writing

Sankofa School will teach boys specific writing strategies proven to increase children’s writing ability. During Writing Workshop, teachers provide students with frequent opportunities to write; utilizing some form of process writing; connecting reading and writing; and emphasizing journal and personal narrative writing. During professional development, teacher teams work together on interactive activities designed to build specific teacher behaviors that lead to exemplary instruction. Teachers receive support on communicating high expectations for all students through clear and transparent rubrics and grading. Teachers regularly communicate regularly with parents on writing assignments. Teachers also receive regular coaching on the use of modeling to deliver clear and engaging demonstrations, and learn how to group students for maximum learning opportunities using formative assessment on joint writing tasks. During the course of planned collaborative writing activities, boys discover a safe place to share their writing and to pool their skills. Teachers practice explicit strategies to target gaps in student learning that requiring. In addition to direct and explicit instruction, teachers will support children in engaging in independent writing.

Processes and strategies for teaching

The Six Traits of Writing Framework will provide a common language to support the school’s cross-disciplinary approach and systematic standards-based instruction. Six Traits provides explicit and situated writing instruction and allows children to focus on a particular aspect of writing. Six Traits rubrics are designed to meet CCSS and use an interdisciplinary approach. Students receive instruction in how to plan, deliver, and evaluate instruction aimed to evaluate six discrete elements within a body of writing: Idea Development; Voice; Sentence Fluency; Word Choice; Organization; Conventions; and Presentation. Students practice how to evaluate their own work using Six Trait’s student friendly rubrics, which support peer editing. During Individual Case Conferencing, teachers give students one-to-one feedback, assign individual write assignments, and make suggestions on work in progress. Students learn the prewriting process and learning centers for stages of the writing process will be available to help students master

each stage of the prewriting, writing, revision and editing, and publication process.

Teachers also engage in explicit teaching of fiction and especially the six non-fiction text structures: recount, report, procedure, explanation, persuasion, and discussion. Boys learn to recognize and create different expository text structures as they read and learn to listen to fiction and nonfiction selections from stories and memoirs, and how different genres have different audience and purposes.

LEGOS Story Builder

Sankofa will use *LEGOS* tiles and software in writing and storytelling activities to promote teamwork, critical thinking and creativity. Neuroscience shows that the brain acts together to construct knowledge.¹⁰ The full range of cognitive processing, including tactile, visual oral, sensory, and auditory, play a role in the neuronal network's processing of information. Teachers use the concrete manipulatives to teach organization, story order and word choice, and students observe firsthand how context affects literary. In addition to hundreds of different tiles in various shapes, *Story Builder* uses downloadable software that will enable students to document and present their stories. Students create drawings and pictorial representations and manipulate them visually while working with a team or alone. Students with Limited English can use visual tools to become strong writers and take pride and joy in their work. Studies show that students who enjoy writing write more frequently and develop stronger writing skills.¹¹

Habits of Mind

Students will be taught to examine events and seek patterns and structure in them, and to understand why those patterns occur. Boys will learn to develop concepts based on comparisons or interpretations or syntheses and apply intellectual skills to the information at hand. They will use decision-making skills to decide what to do about their findings. Boys will practice engaging in metacognitive processes as they monitor their thinking and learning processes with a strategic focus on knowing when to apply an action or series of actions. Using Bloom's Taxonomy, teachers will foster abilities, to: classify, interpret, analyze, summarize, synthesize, and evaluate information, as well as decision-making and metacognition skills. After gathering data, thinking, and making decisions about it, students communicate those decisions to others. Sankofa's courses seek to promote effective participation in our democracy at all three levels. Personal, group interaction, and social and political participation skills will be diversely emphasized.

During daily common planning, teacher teams forge a common academic framework based on Common Core standards and formative assessment. When children travel from classroom to classroom building on a collective body of interests, information, and competencies, they acquire similar themes from different perspectives in different classrooms. Sankofa's curricular units are structured into modules with instructional goals and objectives designed to meet relevant Common Core standards and performance tasks, and lessons and assessments.

Academic Language

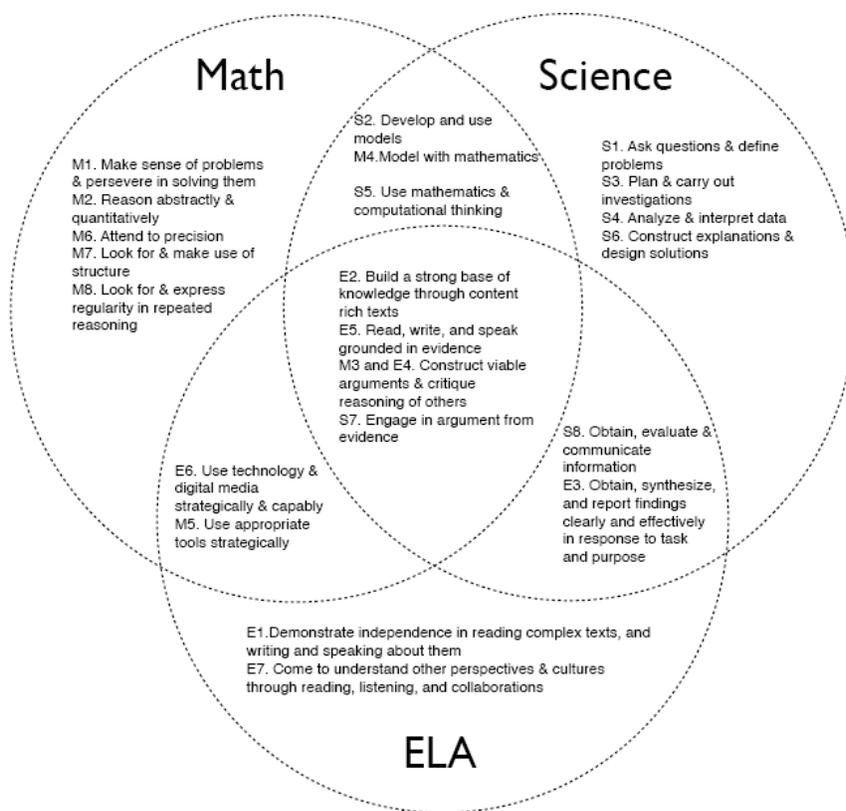
Teachers incorporate specific strategies that support student's use of discipline-specific language, including systematic instruction in vocabulary, morphology, and grammatical structures. Students have exposure to a

¹⁰ Shonkoff, J. From Neurons to Neighborhoods: The Science of Early Child Development (2000)

¹¹ Writing to Read: Evidence of How Writing Can improve Reading (Carnegie Report 2010)

wide variety of informational text types across content areas, including biographies, technical reports, speeches and other primary resources. For ESL, teachers will integrate content and language instruction, and set both language and content objectives. Teachers will use direct explicit and systematic instruction to help students construct arguments in the context of specific disciplines and for specific academic purposes.

The diagram below shows how the Relationships and Convergences found in the Common Core State Standards in Mathematics (practices), Common Core State Standards in ELA/Literacy*(student portraits), and A Framework for K-12 Science Education (science & engineering practices) converge. These student practices and portraits are grouped in a Venn diagram developed at Stanford University.¹² This Venn diagram identifies the relationships and convergences of student expectations across three disciplines, with the ELA focusing on how literacy is supported in History, Social Studies, Science, and technical subjects. Teachers will target specific academic language structures for students to practice.



In Figure O, the Venn diagram represents the practices in which students will be engaged as they are investigating topics from mathematics and science. Students will explain the meaning of a problem or task, look for entry points into the discussion, analyze what they know, conjecture, strategize how to reach a viable and reasonable solution, and monitor and evaluate their work along the way. There will be investigations and tasks where students will have to first ask questions in order to define the problem. They will develop a plan and carry it out, collecting data that will need to be analyzed and

interpreted. They may make a model as a tool for representing the problem. Students will be given daily opportunities to engage in these practices so they can develop these mathematical and scientific habits.

Integrated Social Studies Unit

Core Knowledge History

In grades K-5, students study the *Core Knowledge* History curriculum. *Core Knowledge* offers students a rigorous content-rich learning experience and has been effectively used in low SES communities. The *Core*

Knowledge Scope and Sequence takes a parallel view of world and local history that is presented in a clear and chronological order. Along with the school's systematic and explicit approaches, children receive an in depth overview of local and world history. Teachers use the chronological framework to use storytelling to help students understand and retain important historical events.

In addition to *Core Knowledge* materials, students will discover how to use newspapers, supplemental handouts, atlases, encyclopedias, guest speakers, videos and films, field trips, and the World Wide Web will provide a wealth of information for students to understand, make sense of, and organize ideas and key concepts. Teachers use strategies to develop reading skills and strategies, study skills, reference and information search skills, and technical skills unique to electronic devices.

Annual Honors Project

In addition to paper and pencil assessments the Common Core requires students be able to demonstrate what they know in multiple formats. According to The Erikson Institute, these learning experiences should reflect real tasks with real consequences, contribute to a community of practice, and link personal experiences to something larger.¹³ In order to encapsulate this continuum in differentiated contexts, we use domain projects to expose students to each of the multiple intelligences outlined by Howard Gardner (linguistic, kinesthetic, interpersonal, intrapersonal, spatial-temporal, visual, logical-mathematical).¹⁴ Sankofa plumbs the depths of our student's latent and hidden talents to spark their interest and cultivate each boy's individual talents and abilities. The school's self-directed projects promote agency and executive control in young learners as they generate ideas on their own and with peers. Through the school's emergent approach, boys strengthen their relationship with learning and learn to show what they know and are able to do using diverse media, including cameras, movement, drama, music, art, science kits, authentic museum replicas, paper and pencil, paint, math manipulative, wood, computers, and more.

During their yearly Honors Project, students practice investigating the questions "why" and "how." Students use a wide variety of informational text types across content areas, including biographies, technical reports, speeches and other resources. Teachers do curriculum mapping to develop a matrix of activities, goals, tasks, and assessments for each domain. Time is built into curriculum units for students to work on the cross-curricular project, including in science and math classrooms, so students have the opportunity to meaningfully explore the problem from different lens.

Critical Media Studies

The learning and use of media beyond books and reading/writing is an essential tool of knowledge of 21st century learners as well. During a weekly Media Literacy workshop, taught once a week by skilled staff from The LAMP, students discover how to use visuals, sound, text digital technologies and other tools of expression. Common Core recognizes the importance of students studying critical media and having mastery of multiple literacies, which fulfills the common core standards of literacy and critical thinking as part of a study of critical media literacy. During a ten-week media studies workshop each year, taught by teaching artists from The LAMP, students are introduced to moving visual images and using video cameras. Boys learn how moving images differ from still images; how to shoot simple video images;

¹³Sokol, 2009

¹⁴ Gardner, 1993

perform simple digital edits and post-production techniques. Students collaborate on creating video poems based on community using sound, movement, visuals and words. Continued emphasis is placed on how and why decisions are made in a visual production; and how words, sound and text work together. Students continue to learn scripting and storyboarding.

Students also learn to use the language of the moving image through immersion in film, video and media arts to integrate the process of digital storytelling into classrooms and enable students and teachers to use technology to deepen understanding and enhance expression by creating original work. Students document their family's journey through the collection and preservation of primary and secondary documents, such as photos of family members, birth records, and deeds to family property that trace ancestor's past achievements. Students learn to make pictures that tell stories as they learn basic visual literacy skills: what's in a photo (what is in, what is left out); how to frame a picture; different camera shots; how pictures tell stories; how visual re-ordering can change a story; operating a digital camera.

Capstone Theme by Grade

In Kindergarten, students produce a family video while studying the question of, *how does the past compare to the present*. Boys compare their daily lives with people who lived long ago by examining authentic touch objects and images of works of art and artifacts. Students learn to use diverse media to access the multiple literacies that have become the hallmark of a global digital age. During Reading House, boys read books about how families live in different cultures and produce a family video that explores a culture or practice their own family shares together.

In Grade One, students use sound and visuals to tell a story. Students will use their understanding of visuals, then sound, to begin documenting stories about themselves, their families, and their communities, with time for critical reflection, verbal and written descriptions of their visual work. As boys explore the deeper question, *how have families and communities changed over time*, they will study historically accurate touch objects, and images of works of arts and artifacts from the New- York Historical Society's collection to explore how family life and the city of New York have evolved over the last four-hundred years.

In Grade Two, Students develop an oral presentation and study the essential question, "*How does geography shape history?*" Students learn to use maps and visit the New York Historical Society's collection to learn how the geography of Harlem has defined the community, and how a community can change the geography of a place over time. During a Harlem Walking Tour, students visit the Mini-Archive and read poems from famous Harlem writers such as Langston Hughes or Wallace Thurman, in which students use the archives to request and examine those poems or short prose.

In Grade Three, boys make a PSA and ask, *how do historians learn about the past?* Boys play an active role in Sankofa museum, including drawing murals, creating art displays, writing descriptions, stories, research papers, media pieces, and reviews on museum topics for exhibition. Students experiment with still and moving images, as well as sound, introducing techniques of persuasion across media genres, specifically as used in news/information genres and in advertising and Public Service Announcements (PSAs). Students also compare representations of communities across media and across genres as building-blocks of critical thinking and continue to build on skills in collaboration, decision-making, script-writing, verbal and written description and reflection.

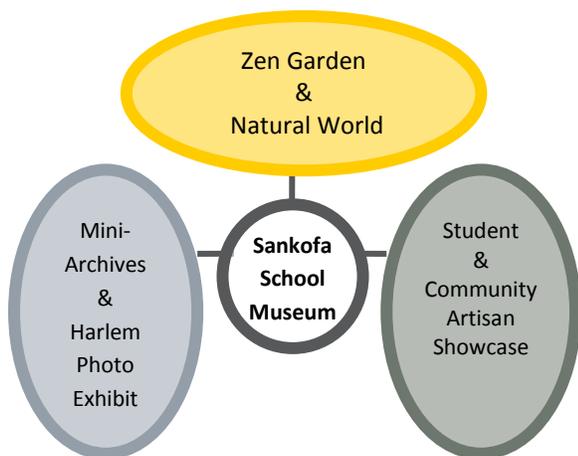
In Grade Four, boys produce a documentary during their study New York and the State's role in the history

of North America during their Core Knowledge studies. During art classes with visiting artists from the Historical Society, fourth graders also create artifacts of the Lenape people. Boys also visit the Museum of the American Indian where they actively explore the museum’s indigenous collections and interactive museum exhibits for children. Students focus on interviewing skills as they create community-based short news and/or documentary projects featuring community members and issues of interest within the community and world, integrating Social Studies themes of local history and governance, civics and history. Boys explore forms of news and how it differs from other media genres; how news is constructed; how decisions are made in gathering and producing news; how news across media differs in visual, textual and sound formats. LAMP artists explore video documentary and teach boys how it compares with news. These genre-specific skills will build on previous learning about persuasion, audience and interpretation, while allowing students to hone their skills in visual literacy, story-telling, and script-writing as required by Common Core Standards.

In Grade Five, students focus on producing a culminating documentary and building healthy digital relationships. Students work with a range of media forms—images, text, sound—integrating them into documented community-based photographic and video-based informational pieces about themselves and their communities. A significant added component is an introduction to broader digital literacy, including gathering and evaluating online resources as documentary research, and an emphasis on what it means to be online. Issues of online safety and privacy will be included. Students will be encouraged to find their place in these communities. Continued emphasis will be placed on critical thinking, writing, collaborating, comparing communication across modes, and technologies.

Sankofa School Museum

Sankofa’s school model is based on rigor, structure, and accountability, but our model also is designed to reach boys’ souls. Sankofa School will empower boys with a sense of identity, place, and history consistent with Sankofa’s purpose. Sankofa School Museum will be a public space designed to connect the school to the community in meaningful ways. The museum will provide an outlet where they can express their feelings about exhibits. Museum collections offer evidence, illustrate ideas, stimulate curiosity, provoke questions, and suggest new ways of presenting knowledge.¹⁵ Students learn to explore, apply and create knowledge in the context of individual and group learning. Furthermore, they act as apprentices and learn what real historians do. Scholars suggest that historical focus on social justice and human agency can later on have wide-ranging impacts.¹⁶



Zen Garden

More than a school, Sankofa School will offer the school community the opportunity the experience of building and maintaining their own Zen Garden. Perfect for the school’s emphasis on science, Zen gardens are Japanese rock gardens or dry sand-based landscape gardens that incorporate and represent the

¹⁵ New York Museum School Website

¹⁶ Canella, 1997

natural world. Growing popular in schools, the school museum's Zen Garden will encourage exploration and multi-sensory approaches especially useful with autism, or students with special needs or limited English proficiency. The tactile, visual and auditory experience will be ideal for students at Sankofa who do not learn best through traditional classroom instruction.

During the school's two fifteen-day mini-semesters, classrooms will take turns designing the garden's natural display. Students will be motivated to learn about the environment and their role as stewards of the earth, one of the school's essential questions. Students will take trips to the community's many local gardens in search of natural objects they can use in the garden, such as moss, wood, sand and rock. The Zen Garden will become a natural science lab. In the Kindergarten hands-on study of trees with their FOSS science kits, teachers integrate their explorations with excursions in Riverside Park and Central Park as well as Harlem's many community maintained gardens. In the 2nd Grade unit on directions in math and maps in social studies, teachers will create an integrated lesson that will include community mapping, where students will collect items that are representative of the community's historic architecture and parks during a walking tour the school will conduct annually as part of teaching unit called the 'Harlem Walk'.

During social studies classes, students will integrate their knowledge of other cultures and historical periods into their designs and choices of natural items. Students will study the cultural artifacts of the time and investigate the natural environment of the historical period they are studying.

In ELA, students locate readings that evoke relevant themes and maintain journals of their process and planning drawings. Students learn why the role of detail and setting is so relevant as they bring their themes alive in garden designs. Students read children's literature about Japan and other faraway places and teachers and students read and write haikus in the garden that will also serve as a student performance space. In the Upper Grades, students create digital models in Computer Lab and actual physical models in Wood Shop. Boys blueprint garden displays and apply math skills to create bridges and pulleys that teach basic engineering and architectural principles.

Student Art Work

Sankofa School Museum will also embrace holistic practices and become a repository for student and community art, and for photos and historical artifacts from earlier Harlem eras. Artifacts will be selected based on their potential to spark understanding and awareness of human development, contribute to student understanding of connections between historical events, promote global responsibility and global acceptance, and inspire debate and student action. Teachers will use strategies honed during personal coaching sessions in their classroom with our museum and library partners to employ "object inquiry", so young learners can better comprehend the analytical process used to examine history.

Through the school's collaboration with El Barrio Museum and Studio Museum, each class will spend one school quarter a year working with a teaching artist from the museums. Through artwork, murals, and photos and documents collected or borrowed, Sankofa Museum will illuminate the history of Harlem and elsewhere. Research shows that having students think historically, work with primary sources, and engage in the archival process have numerous advantages. Students who engage with primary sources are shown to think critically about why certain events happened in history. When students have to rely on context and a document/artifact's content—as opposed to given information from a textbook—students develop chronological cognizance (Levstik & Barton, 1994). Sankofa will be purposeful in developing a consistent

message and vision of boys as active and informed learners. The items in the museum will speak to the children and will be content will be relatable to their lives, and invoke emotion and a sense of purpose.

Mini-Archives Practical Applications

More than just a school library, the Sankofa Mini-Archive (SM-A) will also empower youth through affirming educational experiences while combining the traditional structures of a school library with the benefits of an interactive in-school historical archive. The importance of school libraries has been well documented and the school will have a Media Resource Center when it first opens with an online library from EBSCO Host. The Mini-Archive bolsters the library through a “hands-on” archival format.¹⁷ When engaged at an early age, students who engage with primary sources are shown to think critically about why certain events happened in history. When students have to rely on context and a document/artifact’s content—as opposed to given information from a textbook—students develop chronological cognizance (Levstik& Barton, 1994). Through learning the rudiments of archival research, students learn the nature of collecting and needing to examine primary sources for student research and therefore advances Sankofa’s goal of inquiry-based learning. Such learning encourages the “process of discovery on the part of the student, rather than the straightforward transmission of knowledge from teacher to student.”¹⁸ Importantly, the SM-A will bolster Sankofa’s adherence to the Common Core English-Language Arts Standards in Kindergarten and beyond, as well in CCSS Math Standards in the Measurement and Data Domain.

The SM-A also adheres to Sankofa’s overall educational goals by increasing the student body’s historical awareness of Harlem and develop an awareness of place. The SM-A’s content will be unique to Sankofa and the surrounding community, in that it will focus on collecting *primary* sources (i.e., original or photocopies of first-hand accounts) in four subject areas: history of Harlem; student family histories; history of Sankofa School; and subject-area discipline history. Under the leadership of one of the school’s Founding Team, Barry Goldenberg, a historian from Columbia University’s Teachers College will help aid in the collection of these documents, specifically geared toward young learners, prior to school opening. Families will also contribute to the SM-A each year by helping decide the archive’s content; for young learners. The process of categorizing and verbalizing descriptions of certain documents expands on the concept of a “student-involved classroom library.”¹⁹

Students will engage with the archival process such as filling out archival slips and following instructions on how to examine (i.e., read, write, or view) certain documents with a goal of providing structured resources for students to produce original and authoritative research based on analytical inquiry of rich primary sources. The SM-A will tangibly benefit all learners, including those in Kindergarten and those who are English Language Learners (ELL). Research states that having students think historically, work with primary sources, and engage in the archival process: There will be archival sections for each subject-area discipline. In science and math, histories of successful multicultural scientists and mathematicians will be available for students. Studies suggest that narratives provide powerful structures for organization and storage of curriculum content in memory and throughout the curriculum teachers use storytelling to make connections to new content and link children’s life experiences. According to Robert Marrzano, “Stories often contain a rich variety of supplemental information and connect to personal experiences, as well as

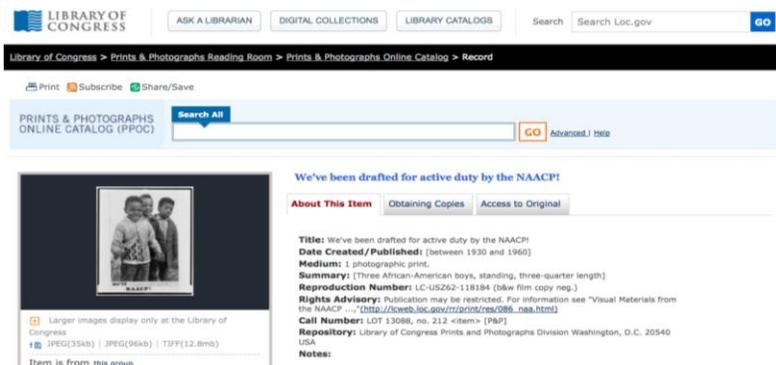
¹⁷ Lance, 2002.

¹⁸ Hendry, 2007.

¹⁹ Jones, 2006.

being integrated and held together by a familiar structure.”²⁰

Learning that is culturally affirming has been shown to promote engagement. The SM-A will help teachers with aiding students with the ability to ask and answer questions, prompt relationship investigations, and other inquiry-based questioning. Even emergent readers will take advantage of the SMA and learn from their experience visiting the SM-A. For example, students who are not yet reading visit the SM-A to view an original picture of three African-American boys in Harlem in the 1950s acquired from the Library of Congress (see Picture 1).



Picture 1. A picture of Harlem children available from the Library of Congress.

According to the New York State Standards, the primary ELA and social studies curriculum is primarily focused on students' understanding of themselves and others. Emergent readers draw (or write) the differences and similarities between these three young boys in the picture and themselves. More importantly, students design the folders that their documents—including the one they just created—to stress the value of their voice and to increase the hands-on component of the activity. The folders will be held in and stored in the Mini-Archive for use throughout their time at Sankofa. This activity will begin the students' archival folder that both they and their family add to in subsequent years. The SM-A will also hold useful documents relevant to other subjects, for example, copies of plays from the historic American Negro Theater in Harlem (documents accessible from the NYPL) for students to examine in drama class and copies of a 1918 newspaper clipping of famous Black mathematician Benjamin Banneker for students to read in math class. Such documents will greatly enrich students' learning and sense of pride, in addition to helping them appreciate Harlem's history.

Media Resource Center: EBSCO HOST

Studies show that schools with media resource centers and school libraries have higher rates of achievement and that fluency, accuracy, and prosody improve with increased reading. For less than one thousand dollars a year, the school will offer EBSCO Host's online database to families with access at home to thousands of books, articles, and other materials. The EBSCO Primary Online Package contains age appropriate magazine and newspaper content for elementary school students. ESL and Special Education Teachers will particularly love the image collection and parents and science teachers will love the encyclopedia of animals and Interfaces: *Searchasaurus* and *Kid Search*. Used on many college campuses, EBSCO will help prepare students for higher education and teachers and students will receive regular support and training on integrating it into regular classroom instruction. During time working on their Honors Projects, students use the database and conducting research for class papers.

In addition, parents and teachers can use EBSCO Host at home. With EBSCO's *Novelist* database, students, teachers and families gain access to over 73,000 fiction titles. The database also generates search results based on student's interests and students can find books based on their favorite: subjects, themes, genres/writing style, authors, topics or series. EBSCO users will also have the option to search by popularity, lexile scores, award winners, series, age range and other criterion. Teachers will also use *Novelist* to find curriculum requirements for reading, listening and writing.

EBSCO Primary Search

General Reference full text magazine database

- **82 magazines:** Ranger Rick, Cricket, Cobblestone, Spider, Highlights, Nat Geo for Kids (Unique to EBSCO)
- **The *Encyclopedia of Animals***
- ***Funk & Wagnall's New World Encyclopedia***- easy-to-read encyclopedia for kids
- ***American Heritage® Children's Dictionary*, 3rd Edition**

Newspaper Source

- Full text for 47 national newspapers/international newspapers
- Selective full text for 390 regional newspapers
- ***Christian Science Monitor, USA Today, The Washington Post, The Washington Times, The Times (London), Toronto Star***

ERIC

(Education Resource Information Center)

- Provides access to education literature and resources ·Contains more than 1.3 million records and links to more than 323,000 full-text documents from *ERIC* back to 1966

Professional Development Collection

This is the most comprehensive and most valuable collection of full-text education journals in the world

- Full text for nearly 520 high quality education journals
- 729 Abstracted and Indexed Journals

The Exploration

During Afternoon Block, students apply mathematical and scientific principles in real world technological experiments and programs. Emphasis will be placed on experiential learning and design with the goal of inspiring students to take an interest in scientific or environmental interests. The FOSS science curriculum and its focus on experiment kits will provide easy and extensive hands-on opportunities for young scientists. Once a week, high school students with backgrounds in Robotics will lead Legos and Robotics activities. Students conduct close study and make connections as they learn how the scientific process works. The critical lens during The Exploration block will be on three essential questions. These essential questions ask boys to become stewards of the earth and

encourage the application of 21st Century skills to solving societal needs.

1. How the world works: *What is my world like?*

Students study the world around them.

2. How we organize ourselves: *How does society work?*

Students will study the structures and economics of communities.

3. Sharing the planet: *Why must I care about my planet?*

Students will study the rights and responsibilities of being a member of a global society.

EARLY CHILDHOOD SCIENCE LEARNING

Inquiry science involves an exploration of the biological, chemical and physical aspects of the natural world, and the relationships between them. The Full Option Science System (FOSS) Kits bridge research and practice in the science arena. The FOSS approach provides accessibility for ESL and ELL students as well as those with special needs: FOSS investigations naturally use multisensory methods to accommodate students with physical and learning disabilities and also to maximize information gathering for all students.

FOSS allows students to use inquiry to study the natural world and its laws, the interconnectedness of human-made systems and communities, and the rights and responsibilities in the struggle to share finite resources with other people and other living things. Lines of inquiry are identified in order to explore the scope of the central idea for each unit. These inquiries are substantial and in-depth. Since these ideas relate to the world beyond the school, students see their relevance and connect with it in an engaging and challenging way. Students who learn in this way begin to reflect on their roles and responsibilities as learners and become actively involved with their education.

LEGOS FOR GRADES K-5

When early learners think, they want to translate it into doing, and when they are doing they are thinking.

Lego building stations will prove to be an apt tool for Grades K-5. Students will engage with these tactile units to show what they know and how they are thinking. As with *Storybuilder*, LEGO activities will serve to organize the mind of the student from an early age. To construct knowledge and make sense of the world around them it is important for children in the early childhood process to make sense of what they are learning. Both cognitive and tactile hands-on approaches are required by Common Core State Standards. Performance tasks designed to construct or represent the physical and biologic world that surrounds them, such as trees, animals, the sun, stars, etc. creates opportunities for early learners to connect doing and thinking and engage in the active learning process. The learning goal for using LEGO will be to enable students to demonstrate core knowledge content using specific processes, complex procedures, with multiple steps and responses.

LEGO units will be used in a dual fashion. Teachers will use the construction units to augment the learning unit as culminating tasks and or performance tasks. Legos will also be used as “Starting Tasks”, where students are asked to create and construct and then self analyze their work for comprehension base on their prior knowledge. This will be a useful procedure for students in the upper elementary grades.

Mathematics

In a review of the literature, four factors have emerged as contributing positively to the mathematics identities for African American boys in research by Berry, Thunder, & McClain (2011). The four factors are: (a) the development of computational fluency by third grade, (b) extrinsic recognition in the form of grades, standardized test scores, tracking, and gifted identification, (c) relational connections between teachers, families, and out-of school activities, and (d) engagement with the unique qualities of mathematics. Based on the core math’s program proven results, Sankofa believes that *Singapore Math Series* will promote achievement of CCSSM goals. Since implemented in the U.S., from Singapore, the math curriculum has been effective in improving student performance in Math and is aligned to Common Core standards. *Singapore Math* encourages inquiry, mastery, and self-confidence in learners through 1.) encouraging students to explore multiple strategies to solve a specific problem; 2.) using visual models and other graphic tools to help teachers scaffold instruction and help students better understand mathematical steps and procedures; and 3.) building mastery by structuring the curriculum to encourage in depth study of foundational skills and concepts. Singapore materials also incorporate the use of literature, manipulatives, critical thinking, writing, and are easily differentiable and offer instructional support for teachers.

Singapore Math’s in depth instruction will give boys a strong foundation and the student’s double block math period will give students adequate time to form the firm foundational skills in math they will need for fractions in grade three and pre-algebra in middle school. During 90 minute blocks of time, co-teachers split up groups of 18 into smaller groups of 6 to 9 boys based on assessment and student needs. The low 9 to 1 student teacher ratio in Math Skills classes will ensure students master fundamental math principles and develop fluency with math computations. During Mental Math, students put these strategies to work as students apply math principles to day to day Math tasks. Teachers use formative and interim assessments to identify short term goals that students learn to monitor on their own with student rubrics..

Learning Progressions for Mathematics

The CCSSM learning progressions model for Math reinforces the trend of CCSSM to encourage schools to cover less but to a much deeper level of understanding. The Common Core State Standards in mathematics are built on progressions or narrative documents describing the progression of a topic across a number of grade levels, informed both by research on children's cognitive development and by the logical structure of mathematics. (Illustrative Mathematics Project, Arizona Univ.)

Table L: Learning Progressions for Math Common Core State Standards for Math

CCSSM – Standards Progression									
Kindergarten	1 st	2 nd	3 rd	4 th	5 th	6 th	7 th	8 th	HS
Counting & Cardinality									Number & Quantity
Number & Operations in Base Ten					The Number System				
			Number & Operations – Fractions		Ratios & Proportional Relationships				
Operations & Algebraic Thinking					Expressions & Equations				Algebra
							Functions	Functions	
Geometry									
Measurement & Data					Statistics & Probability				

MOTO RTI Series

During One-to-One Computing, students also engage in current mathematics in a manner that is appealing and interesting to them and help support the development of deep understandings of mathematical topics as well as providing practice to build fluencies. Developed specifically for a digital environment, the National Council for Teachers of Mathematics Navigations Series and MOTO RTI Series (NCTM: K – 2) will be used as enrichment and intervention resources. MOTO’s free online math intervention program is produced by the National Council on the Teaching of Mathematics (NCTM) and the series is designed to meet and support the Common Core State Standards for Mathematics. MOTO is designed specifically to support Tier 1 and Tier 2 for RTI. MOTO encourages active learning through interactive games, puzzles, songs, tasks, videos, and stories. Using apps such as The Musical Numbers app supports students with different learning styles. The Musical Numbers app incorporates kinesthetic, visual, and auditory learning styles at the same time to help early mathematicians enhance the development of number values. Through the use of musical tones that are assigned to values on an abacus, children build numbers, listen, and visualize their values. The use of multiple media will also support math instruction of ELL and IEP. In grades 3-5, students use Scholastics Math Inventory for Tier 2 instruction with built-in diagnostics, timed fluency games, and a master console for teachers to individualize instruction for students.

Working along with the MOTO family of characters, students learn mathematics by doing. In each student book, four math friends (Addison, Mina, Split, and Multiplex), practice such essential skills as counting, telling time, adding and subtracting, sorting data, and other computational tasks. Interactive stories engage and involve each child while teaching and demonstrating key mathematical concepts. Technology allows students to practice key skills, put answers directly on the page, and get gentle but instant feedback to those answers. Through Teacher Connect, the central website for the MOTO RTI digital series, teachers can track the progress of each student, comment on his or her work, and share those comments with the student. In the chart below, the skills and concepts assessed by MOTO RTI have been aligned with the learning progressions for Common Core standards for K -2 Mathematics so teachers can quickly evaluate when students are at risk and can make appropriate adjustments. A similar framework will apply for grades 3-5.

Table M: NCTM MOTO Response to Intervention Framework

TOPICS/CCSSM DOMAIN(S)		K	1 st	2 nd	TOPICS/CCSSM DOMAIN(S)		K	1 st	2 nd
Patterns/ Counting & Cardinality, Operations & Algebraic Thinking	Repeating Patterns	X	X		Time/ Counting & Cardinality, Measurement & Data	Basics of Time	X		
	Growing Patterns	X	X	X		Telling Time Hours & Half Hours		X	
	Number Patterns	X	X	X		Telling Time w/ Five Minutes			X
Numbers/ Counting & Cardinality, Operations &	Learning Numbers	X	X	X	Geometry/ Measurement & Data, Geometry	Shapes	X	X	X
	Composing & Decomposing	X	X	X		Making Shapes	X	X	

Algebraic Thinking	Numbers									
	Comparing Numbers	X	X	X				X	X	
Adding & Subtracting/ Operations & Algebraic Thinking, Numbers Base Ten	To Ten & Back	X				Data/ Operations & Algebraic Thinking, Measurement & Data	Sorting & Classifying	X	X	
	Doubling	X	X	X			Classifying & Graphing		X	X
	Adding & Subtracting	X	X	X			Taking a Survey		X	X
Measurement/ Operations & Algebraic Thinking, Measurement & Data	Comparing	X	X	X						
	Ordering	X	X	X						
	Measuring w/ Non-Standard & Standard Units		X	X						

Ethics

Evidence shows that well-reasoned judgment does not come automatically as young people mature and that these skills are best developed by engaging children in collaborative dialogue. Ethics courses help students build critical reasoning skills by learning to recognize and distinguish between good and bad moral reasoning. Children are challenged to provide reasons to support their arguments. Once acquired the research also shows that these skills accompany individuals into adulthood. In Grades K-2, the school will use the *Incredible Years Program* and the Dinosaur School’s puppet activities to explicitly teach children social emotional learning. In Grades 3-5, Sankofa will use the *Primary Ethics’* curriculum to teach children how to approach ethical issues while developing their capacity for moral reasoning. *Primary Ethics* will complement IYP’s therapeutic and sensitive direction and throughout the curriculum will explore topics such as Respectful Disagreement, Courage and Getting Even. Boys examine sensitive topics such as being left out, sharing and bullying, and older children also reflect on issues such as homelessness to help them consider the feelings and interests of others.

Movement

During a weekly movement classes taught by Bubble Foundation, boys are encouraged to commit themselves to the process of structured play and movement. Over the course of two years, Bubble will work with every student in the school, the teachers and administrations, and many of the students’ families using an intensive, weekly class format that seeks to make a systematic change within a school’s philosophy, making education

Music

Sankofa’s music curriculum, programs, lessons and activities are fully aligned with the benchmarks, core music content, desired learning outcomes and indicators of *NYCDOE Blueprint for the Teaching and Learning of Music & National Music Standards K- 5th* that measures student achievement and growth.

Research shows that students who learn how to play an instrument and learn to read music have increased spatial-temporal skills (Matthews, 2011). Movement games and activities for body awareness in space, time and flow, lead to movement improvisation and dance forms. Children will learn through movement, including the playing of toned and untoned instruments, moving, interpreting music by listening to as they play instruments and dance. In addition to fusing movement, our music program will also explore technology applications. Students create new musical styles, explore music in environmental elements and their communities, creating problem solvers. Boys develop higher mind and body awareness, analytical skills, through improvisation, composition and the encouragement of originality.

Music, movement, and speech/chant will be prominent throughout the school day. Use of songs, chants, individual percussive instruments like, hand drums, rhythm sticks, movement aids like, ribbons, and scarves will be available for the children to use as they sing and dance to classical, jazz, folk and even modern music, as well as music home and other parts of the world. In first and second grade, boys select to learn to play either the guitar or the piano. In primary grades, students learn simple songs, use pitched and unpitched instruments, take part in movement activities associated with simple songs, improvisation via speech, and learn movement and rhythm and music activities. In grade three, additional focus is also placed on learning music notation. Boys will also begin developing ensembles that will play instruments, sing and use movement as means of creativity, improvisation and expression. In fifth grade, students also begin to experiment with electronic music, recording of music and how music and music & technology can be used together in creative and innovative ways.

Drama

Sankofa's drama program will emphasize five fundamentals and developments of drama: 1. Students develop internal and external personal resources; 2. Students develop interpersonal skills and awareness; 3. Students develop aesthetic sensitivity and theater skills; 4. Students create theatre through peer collaboration 5. Students use drama as a learning tool. Through drama, Sankofa will educate students about bullying and it will assist in the prevention and elimination of bullying from classrooms and the school. In Year Three, Sankofa hires a part-time drama teacher who will start a Drama Club.

Each year, Big Fun Education will offer teachers and classroom support on incorporating drama in the classroom. Big Fun's 3-8 minute classical plays with audio can be viewed in the classroom. The Drama Online Festival software allows children to click on a word they want to know more about and find a contextual explanation of each color-coded word. During class discussions, students learn to take turns and to listen and to speak with authority and confidence about their opinions. Teachers use Accountable Talk by asking probing questions that allow students to build on others' ideas, articulate their own ideas, and confirm they have been understood.

Creative drama also enhances reading and storytelling for young children. While listening to a story, children who are not yet reading or speak another language will pantomime, act out the story independently, or explore the theme with related role-playing games. Students will develop content knowledge through interacting with everyday, academic, and domain-specific vocabulary that is color-coded. For English Language Learners and special education students, the acting exercises embedded throughout the script will offer students a creative media of expression. Students learn to adapt their communication in relation to audience, task, and purpose. Students also use compare and contrast skills to examine the differences between the original speech, the adapted speech, an audio recording, and a video performance. This exposure will allow students to refine their critical thinking in media. Sankofa will also

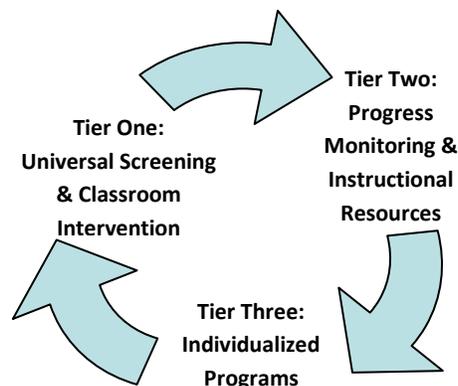
collaborate with local cultural institutions like the National Black Theatre to introduce theatrical field trips to children, parents, teachers and faculty to experience live drama on stage

Art

Sankofa School believes that the visual arts are an important media and will provide opportunities for students to develop drawing and painting skills. In our second year, we hire a full-time art teacher who will introduce students to basic drawing and painting skills. In our first year we partner with local museums including N Historical Society which uses the art of the period and object inquiry to study historical events.

Response to Intervention (RTI) Framework

Instruction at Sankofa will be delivered within a Response to Intervention (RTI) framework. This includes universal assessment and progress monitoring as well as delivery of research-based classroom and multi-tiered small group instruction. The school's RTI model is designed to provide early help to children who are having difficulty learning and design high-quality instruction through direct, systematic and explicit instruction by certified and trained teachers. Universal screening will serve as initial identification of students who require instructional support beyond the regular classroom to read, write and compute on grade level. Progress monitoring will include quick and frequent checks to determine student's mastery of Core Content skills and strategies.



Sankofa School will offer a three-tiered response to intervention approach: Tier I consists of teachers receiving regular professional development and classroom support on how to differentiate literacy instruction that will be administered based on assessed needs. All students receive large and small group reading instruction on a daily basis (Tier 1) and students who are not reading on grade level are identified for small group literacy intervention. Tier II includes small group instruction offered to students who are not proficient. Tier III will be the most intense individualized or very small group instruction offered to boys who have not responded to Tier II. Sankofa's RTI model aligns with

the National Center for Intervention's six essential components of a quality RTI framework. The six include:

1. Universal Screening in the regular classroom during core instruction

Before each unit, classroom teachers introduce the new body of study with bridge modules containing a variety of performance tasks that will help to identify and to pinpoint student's strengths and weaknesses. Both themes and skills classes use a wide variety of formative assessments on a daily basis including running record. The shortened curriculum units will contain new words and terminology, examples of rubrics, related learning tasks, diagnostic and predictive assessments, and a parent fact sheet in Spanish and English introducing parents to the new unit of study. Bridge modules also include a toolkit of intervention strategies for teachers on the best use of graphic organizers for the content or skill being taught, how to adapt lessons and differentiate instruction so students successfully engage with new content, and how to support students with IEPs or language needs.

2. Predictive or diagnostic assessments that support high quality instruction and uncover early opportunities for intervention

Sankofa will use diagnostic tools in Math and Literacy to be administered on a quarterly basis. The Fountas and Pinnell (F&P) Benchmark Assessment System is an established resource used to identify language development, vocabulary expansion, reading acquisition, and reading difficulties. In addition it addresses issues of student motivation and interest in reading. The STAR Math assessment will also be used.

3. Tailored intervention specific to each student's instructional need

The Individual Learning Plan's (ILP) teacher-friendly written plan compiles in one place a comprehensive data base of historical information on individual students. The tool will be used assess, monitor, and plan instruction for students with different learning interests. During common planning, Teacher Teams meet daily to update and to modify ILPs based on student's progress. Monthly Child Study conferences will be conducted by the school's multidisciplinary RTI Committee made up of teachers, school leaders, and The Yellin Center.

One of the school's partners, The Yellin Center is run by Dr. Paul Yellin, a pediatrician and founder of The Yellin Center. Dr. Yellin also teaches at NYU Medical School and has a renowned reputation for his work on the impact of chronic stress and trauma on learning and development. In addition to his active participation in helping to diagnose and support children with learning disabilities, Dr. Yellin will conduct workshops for teachers and school leaders two to three times per year. During the beginning and end of each year students will take interim assessments that pinpoint learning needs and help set school goals. Short-term benchmarks will be reviewed more frequently, including on a quarterly, monthly and daily basis.

4. Online tutoring that provides opportunities for students to practice and improve their writing skills across different content areas

One-to-One Computing matches each child with a technology tool that will aid in individualizing instruction. Since much of its resources for teachers are online, the school's use of the NCTM's curriculum will facilitate this approach and will build opportunities for teachers to be creative and modify lessons and instruction to meet diverse learning styles. Each child's programming will be tailored to their own individual plan and learning device so that children are in the room together but engaged in individual learning. Starting in Grade Three, the school will also use a standardized writing assessment tool such as Writing Roadmap or the Iowa Writing Inventory to track how the school is progressing in developing proficient writers. In Grade 3, boys will also practice Math fluency with Scholastic's *Fast Math* online remedial math program.

5 A team-based multi-level prevention system

Teacher teams work together to ensure that students have a rigorous educational experience tailored to their level. SLCs and clusters support team-based approaches and help to facilitate alignment. During daily planning periods, teachers continuously modify instruction based on daily diagnostics. Weekly grade meetings will further facilitate schoolwide strategies and clusters meet monthly.

D. Assessment System

Sankofa will have a Lead teacher for each SLC who will help to coordinate and lead the school's Data

Plan under the supervision and active direction of the Principal, Asst. Principal, Coaches, and Director of Curriculum and Instruction. Lead teachers also monitor and support the school and staff with the creation and implementation of Small Learning Communities (SLC). Baseline data will be taken during initial assessment in reading, writing and mathematics upon enrollment. This information will inform curriculum development, lesson planning and Intervention and Enrichment instruction.

- Academic and developmental goals are charted in an Individualized Student Plan (ISP) prepared annually. The ISP is prepared jointly by school staff and helps to establish benchmarks. Students and family members participate in goal setting three times a year. In addition to grades, test scores, educational reports and special education evaluations, the ISP will include qualitative assessment garnered from close questioning and interviews of family members will also be included.
- Every student in grades 1-5 takes the Terra Nova Examination twice a year. At the end of each year students are assessed with the Terra Nova again to measure growth and progress.
- Students in K-5 will take the *Fountas Pinnell* Reading Assessment two times a year.
- Students in grades 3-5 also take the Writing Roadmap or IOWA Writing Assessment twice a year.
- Honors Projects use rubrics that incorporate Common Core standards
- Students receive narrative reports three times a year that evaluate their progress as both student learner and student citizen. Narrative reports will be written in Spanish, French and English.
- Formal and informal assessment will be used to help shape learning instead of as an indicator of learning. Throughout the year teachers engage strategic and targeted use of pre-assessment and assessment to identify readiness levels and use testing and evaluation to tell how each child is progressing in reaching goals and objectives that have been set.
- Teacher observation and documentation are important tools of formative assessment and help to provide qualitative measures not found in many of types of instructional tasks. Students will be photographed and videotaped during play and work activities.

Table N: Timeline of Formative and Summative Assessment

TEST	Aug	Sept	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	June
Fountas	K-5										K-5
Writing Roadmap	3-5										3-5
TerraNova		K-5									K-5
State ELA/Math									3-8		
State Science										4,8	4,8
Social Studies											
Running Record	K-5		K-5		K-5		K-5		K-5		K-5
Interims		K-5		K-5		K-5		K-5		K-5	

The school will use a wide range of assessment tools to screen, provide intervention, and ensure that students have met the targets of instruction for their grade. Classroom teachers will be monitoring students daily through formative instruction. The NY State assessments will be employed for summative assessments to monitor the yearly growth of the students.

Table O: Chart of Screening and Assessments

Grade	Subject	Universal Screening and Outcome	Progress Monitoring (Sample
-------	---------	---------------------------------	-----------------------------

Level	Area	Assessments	Learning Checks)
K	ELA	<i>Fountas and Pinnell</i>	<ul style="list-style-type: none"> • Concept of Word Checks • Letter Sound Checks • Beginning Sound, Rhyming Checks • Spelling Assessment (5 mixed vowel CVC words)
	Math	<ul style="list-style-type: none"> • STAR Math • Terra Nova assessments – then use the <i>Quantile</i> Framework for support 	<ul style="list-style-type: none"> • MOTO (NCTM) • Benchmarks based upon adopted curriculum
1-2	ELA	<ul style="list-style-type: none"> • Benchmark Reading Assessment • <i>Fountas and Pinnell</i> 	<ul style="list-style-type: none"> • Running Records • Spelling Quick Checks
	Math	<ul style="list-style-type: none"> • ESA Common Core for 1-2 • Terra Nova assessments – then use the <i>Quantile</i> Framework for support 	<ul style="list-style-type: none"> • MOTO (NCTM) • Benchmarks based upon adopted curriculum
3-5	ELA	<ul style="list-style-type: none"> • QRI-V (for students who read below grade level only) • Words Their Way Elementary Spelling Inventory (3-5) • Fountas and Pinnell 	<ul style="list-style-type: none"> • Running Records • Spelling Quick Checks
	Math	<ul style="list-style-type: none"> • Terra Nova assessments – then use the <i>Quantile</i> Framework for support for grades 3 - 5 	<ul style="list-style-type: none"> • Benchmarks based upon adopted curriculum
Science & Social Studies			
For Grades 1-5, the Terra Nova will be used, in addition to the NY State assessments, to measure student progress in Social Studies and Science.			

E. Performance, Promotion, and Graduation Standards

Sankofa School will have high expectations for every child. For promotion to the next grade, students must:

- Pass all core subjects as evidences by a 70% year-end average in each subject
- Achieve a '3' or '4' on the relevant New York State ELA, Math, and Science tests
- Achieve proficiency or mastery on required State, or on the TerraNova and Fountas assessments in Kindergarten through fifth grade; and
- Have no more than 15 days unexcused absences during the school year

If the school fails one core subject, or does not demonstrate proficiency or mastery on required State exams, the student will receive remediation in Summer Bridge Academy for the opportunity to be promoted to the next grade level. If a scholar fails two or more core subject areas, he/she will be automatically retained. There is no Summer Bridge Academy option for failure to meet the required attendance level. Families receive immediate phone calls and letters for all student absences, and a meeting with parents will be arranged when the student is within three absences of the promotion limit. Students with excessive absences will receive extra academic support and

families will be referred for case management services.

The last opportunity for support and demonstration of academic achievement is during the summer. Scholars who fail one core subject or a required State exam will attend a 4-week summer program starting on the next week after the end of the regular school year. Students must pass a subject-specific minimum competency test (or go up to reading level) at the conclusion of summer school to be promoted. If the student does not, he/she will be retained.

F. School Culture and Climate

In order for boys to engage fully with the learning process, they must be sufficiently curious about life and sufficiently passionate about what drives them to take purposeful and sustained action, and they must learn to act on these drives with consistency and persistence. Every aspect of the Sankofa School environment will promote behavioral, emotional, and cognitive engagement. According to educational expert Robert Marzano, full engagement functions as the engine for “learning and development” and “highlights the central role of students’ emotion, cognition, and personal voice.”

Sankofa Core Competencies

- Sankofa students use the ability to think objectively to place one’s self in another person’s shoes
- Sankofa students use process and content knowledge to read, write, and speak with skill
- Sankofa students use higher order thinking to reason and create new knowledge
- Sankofa students use Math and Science to devise real world solutions
- Sankofa students use creative skills to make beauty, visualize, and discover the self
- Sankofa students use metacognition and reflection to examine their own learning and behavior

As stated in our Discipline policies attached in Attachment 4, Sankofa School will comply with all Federal and state laws (including the Dignity for All Students Act) regarding the long-term suspension and expulsion of students with disabilities. In order to provide some consistency for parents who may have children in more than one school, Sankofa School has adopted the Discipline Code of the New York City Department of Education. In the attached copy of the school’s Student Discipline Policy, the school outlines categories of behaviors that warrant attention and possible disciplinary action. Sankofa School will also inform students of the Student Bill of Rights. In all cases, families will receive Due Process under the Law as prescribed by pertinent laws and statutes. Prior to the imposition of disciplinary sanctions, the school will take all steps to support the student and family with additional individual supports, including one-on-one counseling with the school’s social worker, individual behavioral assessments, and therapy with the school’s psychologist (Y3) and social worker who will start in the school’s first year.

The goals of the Sankofa Code of Conduct are to:

- Ensure that our school is a respectful place for learning where all feel safe
- Allow all students to focus on learning
- Prepare students to embody the core competencies in the *Blueprint for Empowerment & Healing*.

Ritual and Routines: We Will Strive to be Different!

The hub of school life is Town Hall. Sankofa School creates a shared culture that recognizes the

importance of every stakeholder in making each school day successful and every student successful in making academic adequate progress. Building a common mission, every staff member participates in the rituals and routines that make Sankofa more like a home than a school. The first part of each morning revolves around establishing personal student relationships, focusing on community-building among members of the school, and embedding opportunities for group learning in rituals and routines in the 500 minute school day. Designed to ensure boys are prepared for the day and 'ready to learn', Morning Meeting will provide an opportunity for the Student Support Team to help teachers and students troubleshoot problems and engage boys in role play on creative ways to resolve conflict and manage their time. The end of each day concludes with Town Hall where the entire school gathers for news and achievements. Each day we recognize an "Act of the Day" for each class to foster awareness of Sankofa's Ten Core Competencies embodied in the Sankofa Blueprint. Once a month, *each class presents a project..*

Serving students in K-2, the mission of the Primary School will be to provide boys with a nurturing and developmentally appropriate learning experience designed for the 'whole' child that cultivates social and emotional intelligence, builds strong foundational skills in reading, writing, and math, and instills habits of mind. Youngsters need to make meaning of the world around of them and to find effective modes of expression through creative use of the arts and innovative ways of doing. The school partners with parents, families and community based organizations with the goal of having students reading on grade level by the end of first grade.

Incredible Years Program

In K-2, Sankofa will use *The Incredible Year Program's* (IYP). IYP will take a comprehensive approach to building a school culture that is responsive to the behaviors and issues that children living with chronic stress and trauma regularly demonstrate. During IYP's training, educators focus on becoming intentional pro-social teachers. Social and Emotional Learning (SEL) is the process of developing fundamental skills for life success within supportive, participatory learning environments. Parents/guardians, school personnel and community members as well as our students collaborate together to create a safe, supportive, engaging and flourishing school community. Prosocial education or Character education (Berkowitz & Bier, 2005) as well as social emotional learning (Durlak, Weissberg, Dymnicki, Taylor,&Schellinger, 2011) promotes student academic achievement as well as reducing disruptive behavior. They also support life success (Cohen, 2006).

Attained through both curricula and instructional practices, SEL's skills include recognizing and managing emotions, developing caring and concern for others, establishing positive relationships and making responsible decisions. Teachers receive systematic training and ongoing guidance and support in selecting and implementing pedagogic strategies, including the school's Morning Meetings, cooperative learning, service-learning, and regular moral dilemma discussions. School faculty and leaders will integrate social emotional lessons and activities in the core curriculum using evidence-based lesson plans and units.

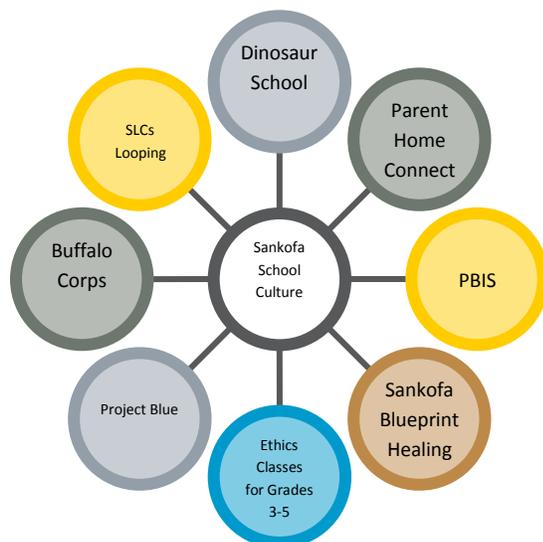
The signature program of IYP is the Dinosaur Room, a whole class or small group therapeutic intervention for grades K-2 that uses puppets and acting to build social and emotional development in children. The creative use of puppets allows children to understand emotional dynamics more concretely and allows teachers a chance to suspend disbelief in relate to children through puppet play. The close and special bond that forms as students use the interactive process to explore complex social and emotional issues in a safe environment using research proven strategies and principles explicitly taught by two trained facilitators for 30 minutes a day.

Serving students in 3-5, the mission of the Lower School will be to support boys as they enter the grades where they typically begin to struggle as concepts become more challenging and the instructional focus switches from learning to read to reading to learn. This is a crucial time in the formation of the boys' habits of minds and relationships with learning. Both sets of qualities will now play a transformative role in their academic journey and the purpose of the Lower School will be to concentrate on giving boys what they need to bridge this crucial time between primary and middle school.

Sankofa School will use Positive Behavior Intervention Systems (PBIS) to create and sustain positive behaviors and discipline and an orderly and respectful learning environment. PBIS uses Applied Behavior Analysis (ABA), a discipline that uses knowledge of behavioral analysis to help individuals and schools analyze behaviors and devise appropriate intervention strategies. Along with The Incredible Years Program (IYP), PBIS will help the school staff to decrease problem behavior and increase student's social skills in school. Research has found that many commonly used strategies, such as suspension, expulsion, and other reactive strategies, are not effective for ameliorating discipline problems and may, in fact, may the situation worse. Charter school student attrition rates are also signal that more is required than a solid educational foundation to fully support students achieve academic success.

Project Blue: Resiliency Extracurricular Resiliency Programming

Designed to use nature-building activities and physical challenges to engage boys, Project Blue is a resiliency building program designed to cultivate confidence, self-esteem and leadership skills through a curriculum-based series of "challenges" and "passions". Once a month, boys in grades 2-5 participate in a weekend adventure-based character development project with high school excursion leaders in the Buffalo Corps that will take place on and off school grounds. Boys will participate in developmentally appropriate physical excursions where they establish confidence in their ability to undertake new hobbies and tasks and learn how to engage in safe risk-taking through wholesome activities such as hiking, rock climbing, and mountain biking. During an annual daylong retreat to Camp Ramapo at the beginning of the school year, boys engage in team building activities and learn to take safe risks on high ropes activities scattered throughout the hundred acre high ropes camp. Geared to meet the need of special needs children, Camp Ramapo self-esteem building activities help boys experience adventure and risk within acceptable and wholesome boundaries. The retreat will be part of the structured "rite of passage" used by Project Blue that consists of a pathway to mastery of goals identified by each boy. Benchmarks outlined in the Blueprint for Empowerment and Healing are incorporated in adventure projects.



Using a systematic and school-wide approach, Sankofa School will collect and evaluate patterns of students', parents' and school personnel's experience of school life and will lead whole school reflections twice a year on the norms, goals, values, interpersonal relationships, teaching and learning practices, and organizational structures that impact school climate. Through this comprehensive approach, we will create a sustainable, positive school climate that fosters youth development and learning necessary for a productive, contributing and satisfying life in a democratic society.

During the year, students will have a Standard Code of Conduct called The Sankofa Blueprint for Healing & Empowerment. Each month, during Family Meal, students who have excelled in one of the nine competencies in the Blueprint. The Act of the Day ceremony will help to model positive behaviors while encouraging boys to continue positive achievements.

Table P: Sankofa Blueprint for Healing & Empowerment

Competency	Instructional Pathways	Students as Learner The student will:	Student as Citizen The student will:
<u>September: Love</u> “Start the year off with love.”	1. Provide professional development to teachers in social emotional learning.	create relationship supports <i>and</i> work collaboratively in groups.	show respect for others <i>and</i> protect welfare of others.
<u>October: Hope</u> “Show children that where there is love, there is hope.”	1. Establish high expectations buttressed by workable plan for every student.	present work with pride <i>and</i> awareness of audience.	respond appropriately to suggestions or criticism <i>and</i> develop plans with clear goals.
<u>November: Honor</u> “Help children understand that honor is a badge of self-love.”	1. Recognize good conduct in different ways.	take responsibility for their action, mistakes, <i>and</i> focus on truth.	play fairly, <i>and</i> be respectful of rules <i>and</i> procedures.
<u>December: Empathy</u> “Provide authentic examples of empathy through our school coming together.”	1. Encourage projects that require students to analyze ‘causes <i>and</i> effects’ to understand the roots of an issue.	take an interest in current events <i>and</i> volunteer/assist with maintaining school community.	accept differences in others <i>and</i> work on behalf of the entire community.
<u>January: Metacognition</u> “We believe in our children’s their ability to empower <i>and</i> know themselves.”	1. Teachers practice on implementing intentional strategies in classroom.	make relevant verbal <i>and</i> written responses using evidence.	apply past knowledge to new situations <i>and</i> use all sense to gather information.
<u>February: Perspective</u> “Expose students to a world beyond their own, broadening their perspectives of themselves <i>and</i> others.”	1. Facilitate opportunities for students to engage with diverse populations.	consider <i>and</i> respond to other’s needs <i>and</i> be able to forgive.	think flexibly <i>and</i> show an interest in the needs of others.
<u>March: Discipline</u> “Help children understand the value of discipline in embracing the good they discover.”	1. Provide opportunities for students to provide feedback on rules <i>and</i> regulations. 2. Be explicit in making clear a rule’s purpose.	respect classroom routines <i>and</i> limits, <i>and</i> be engaged <i>and</i> productive.	manages impulses, keep focus, <i>and</i> sustain concentration with attentiveness.
<u>April: Creativity</u> “Model multiple	1. Integrate art into disciplines <i>and</i> provide	use scientific tools to explore <i>and</i> make	create, imagine, <i>and</i> innovate <i>while</i> remaining

intelligences by offering pathways for every learner to express their dreams.”	explicit instruction.	connections, <i>and</i> play with energy and enthusiasm.	open to new ways of learning.
May: Reasoning “Instill a love for the truth and the understanding that comes with inquiry and self-reflection.”	1. Create opportunities for problem solving and use Socratic Method.	see patterns <i>and</i> see generalizations in each subject and in everyday life.	listen with understanding, <i>and</i> use concepts and information to solve problems.

Family Support Services

Parent-Home Connection creates partnerships between parents by placing them together in clusters similar to cohort learning. During monthly family workshops and quarterly home visits, families who are at risk of not meeting the school’s academic expectations will be supported in playing a meaningful role in the success of students. Parents will learn to 1.) conduct effective read-aloud; 2.) utilize games for learning; 3.) model accountable talk; 4.) observe a lesson; 5.) implement the Great Books Reading Program Parent Program; and 6.) use the Internet to increase educational resources in the home.

Once a month, we collaborate with Bubbles Foundation to hold a family meal sponsored by Bubbles. During Family Meal, families and school staff celebrate student’s achievements during the period. During the monthly ceremony, students receive certificates and badges for making progress and exemplary scholarship and character. Students learn the importance of student governance and democratic principles. The Act of the Day will be used to foster and promote good behavior and to educate students on being a one-hundred percent bully-free environment.

G. Special Student Populations and Related Services

In accordance with the requirements of the Individual Disabilities Education Act (IDEA) and in compliance with Child Find requirements (34 CFR 300.125) Sankofa will have processes to identify, locate and evaluate students with disabilities. Upon enrollment, and with the support of families sending school districts, we will

- Secure incoming student records, including Individual Education Plans (IEP)
- Work with relevant CSE as students on pre-existing IEPs transition to Sankofa;
- Work as needed with the CSE to suggest identifications to any pre-existing IEPs
- Cooperate with CSE to ensure that all services are provided on IEP
- Provide timely and effective services onsite when possible for counseling, speech and language therapy, occupational therapy, physical therapy) to the local sending district or a well-qualified third party.

Implement classroom strategies to address academic difficulties; when these strategies are not sufficient as determined by frequent assessment and evaluation of multiple forms of data, we will : a) notify the family of the child’s referral to district CSS in written letter in two languages if necessary; ensure that family is provided a copy of referral and all safeguard notices as set forth in 34 CFR 300.504; and refer student to appropriate CSE which conducts an initial screening and determination, with appropriate school representation, Special Education (SPED) eligibility.

Least Restrictive Environment and Free Appropriate Public Education

Committed to an inclusive learning community, the school's commitment to social and emotional competence will facilitate inclusion of special need students in general education classrooms. Teachers and staff will receive extensive support and development in differentiated instruction and collaborative team teaching. All students, regardless of their learning ability, linguistic ability or learning style will be educated in the least restrictive environment with equal access to quality services that allow them to be successful in school and life. Staff and students will be taught to appreciate and value human differences and similarities. Each child will receive a challenging, educational experience consistent with their abilities and needs have access to multilevel and multi-modality curriculum. Our comprehensive RTI Framework will ensure access to individualization in terms of diagnostic services, curriculum accessibility, instructional strategies, assistive technology devices physical modifications, and an array of related services based on their needs.

The school's inclusive environment will include a shared knowledge base among teachers and school administrators about effective ways to work with students with special needs supported by the school's collaborative teaching methods and SLCs that stay with students for two years. Both Tier 1 and Tier 2 classroom instruction will include academically rich programs that integrate basic skills instruction with the teaching of higher skills supported with high quality certified special education teachers.

Specifically, all teachers at Sankofa will utilize developmentally appropriate strategies and teaching practices: Specifically, teachers providing direct instruction to students with special needs will:

- Use additional scaffolding of both content and language
- Get to know the backgrounds, experiences, motivations, and interests of the learners
- Differentiate instruction based in diagnostic and formative assessments
- Purposefully integrate speaking and listening skills into content instruction
- Make important connections between oral language development and reading comprehension
- Use academic language in regular open-ended questions followed by sufficient wait time

Students with Limited English Proficiency

Sankofa's educational environment will be conducive to the academic success of ELL and teachers will regularly use instructional strategies known to be effective with these students. The Center for the Applied Linguistics identified a checklist of best practices for effective second language instruction focuses on context-embedded instruction and authentic task-based practices. The strategies address the three shifts required in instructional emphasis to help children meet the rigorous new standards including, a greater emphasis on language and literacy across content instruction; a shift toward using more informational nonfiction text; and a focus on argumentation.

Teacher strategies

- Maintain formative assessment of speaking through checklists or rubric of targeted language forms
- Identify language embedded in a particular topic, to select the language features most appropriate for instruction, and to identify strategies to help students learn these features.
- Scaffold language use, giving students authentic reasons to communicate and the skills to apply their academic language to contexts beyond the classroom.
- Distinguish between content knowledge and language skills when assessing student progress.
- Encourage students to use their first language to express content understanding

- Consider the prerequisite skills at lower grades at the CCSS when necessary.
- Differentiate instruction according to language proficiency and educational background as needed.
- Shelter instruction by making content concepts and academic language transparent.
- Promote higher order thinking skills for all students, including beginning English learners.
- Focus on meaning, not accuracy, to build students' confidence to share their understanding
- Learn about English learners' prior content knowledge and life experiences.
- Learn about English learners' first language knowledge and use.
- Use technology such as Singable Books

Digital Media: The school program for English Language Learners is designed to ensure that language does not become a barrier to high academic achievement by all students. Central Harlem has a growing number of residents from African countries and various Spanish-speaking areas. Students struggling with traditional reading and writing because of attention or emotional barriers also often have more educational success when they engage alternatively with digital media through visual and audio production. Successful use of these media, as content and technologies, can boost the self-esteem and learning potential of all students who, for various reasons, struggle in the traditional classroom with a traditional curriculum. Our library and media and resource center will function as a resource center and multimedia lab where students and families will have access to audiovisual resources including computer-based remediation programs with visual and interactive learning experiences that facilitate whole group and individual instruction.

Structured Immersion: We will use a number of strategies including structured immersion to support students with limited English Proficiency. Structured immersion will include the classroom teacher customizing instructional strategies in a sequential fashion that permits LEP students to remain in the "general" education classroom. Teachers in structured immersion settings are provided with specific professional development tools to aid in improving the LEP scholar's comprehension and fluency in English, such as clarity of speech training, classroom noise control, use of native language when appropriate, maintaining positive outlook, setting academic goals, use of visual aids, remedial assistance, and planning toward total "mainstreaming" or declassification. Teachers will be trained to provide sheltered English instruction which has been proven to increase performance of English Language Learners. Teachers will use clear, direct, simple English and a wide range of scaffolding strategies to communicate meaningful input in the content area to students. Teachers ensure that ELLS receive grade-level instruction of their English-speaking peers, while adapting lesson delivery to suit their English proficiency level.

Math RTI: Because of the sequential nature of mathematics we also plan to build interventions as close to identified student performance weaknesses as possible. If students do not understand something in October and we continue instruction, for those students the "hole becomes larger." Reduced groups are provided for intervention and enrichment. The co-teaching will occur with the core teacher, SPED and ELL teachers working as co-teachers during the reduced groups that contain the IEP students. Sankofa will also use interactive computer-based remediation programs such as Scholastic Fast Math and NCTM MOTO.

Arts: Defined as "organized sounds and silences in a flow of time", (Eagle, 1978, vi), music can support the learning if children with special needs or English Language Learners. Our approach to music and drama classes will be intentional in their use of creative expression to scaffold learning and help students express what they know. Research shows that the rhythmic process of music helps the brain to organize information and repetition aids retention. Pellitteri, J,(2000) Music Therapy in the Special Education Setting. Journal of Educational and Psychological Consultation, 11(3&4).ps 379-391

LEP Support Program: Sankofa will comply with all applicable federal, state, and local law. In accordance with federal law, including Title VI of the Civil Rights Act of 1964 and the Equal Educational Opportunities Act of 197, Sankofa is committed to ensuring that all students are given the best opportunity to succeed: Sankofa’s language support program consists of five elements:

Identification: Incoming students administered Home Language Questionnaire as required to identify all students for potential limited English proficiency. If the student’s home language is not English or the student’s home language is not English, an informal interview conducted in native language and English. This objective system ensures equitable and universal screening.

Assessment: If determined appropriate, school will administer the Language assessment Battery-Revised (LAB-R). A score below the designated cut-off score for the child determines ELL status. The Lab-R is administered only once to each incoming scholar. The Lab-R assesses English language proficiency in reading, writing, speaking and comprehension. Students will not be labeled LEP without a valid HLQ and LAB-R data on file. Boys will be assessed annually to assess student’s LEP classification.

Placement and Services: Students who have an LEP classification will learn in the same classroom as English-speaking children. When appropriate, such as in the case of certain State tests, accommodations such as extended time, individual administration, translation of directions, and oral reading of directions in English may be used. LEP scholars requiring special education services will receive those services using Sheltered English and/or their home language. No student will be placed in Special Education settings solely as a result of their language proficiency.

Transition: Sankofa will administer the New York State English as a Second Language Achievement Test (“NYSESLAT”. Scores on the NYSELAT indicate the proficiency level beginning, Intermediate, or Advanced) the student has achieved each year, and whether or not the scholar’s level of English is high enough to exit the LEP program. Our goal is for all students to achieve English proficiency by the second grade, so they will be ready to excel on the State exams that begin in third grade.

Monitoring: Sankofa will assess students through: A written Lab-R assessment to measure English proficiency; New York State as a Second Language Achievement Test (as required); teacher observations, and state tests. Boys will also assess, monitor and evaluate LEP students individually through their individual plans that are reviewed bimonthly to assure that students exited from the language support program are achieving academic excellence without encountering barriers due to limited English proficiency. Written and telephone messages will be delivered in the native tongue when needed as well as home visits. Teachers and school staff will include members who speak Spanish and French.

III. Organizational and Fiscal Plan

A. Applicant(s) Founding Group Capacity

The founding team utilized an inclusive and participatory process to develop the application. Several years ago, the Lead Applicant Ashanti Chimurenga and Lead Partner Ron Tabano began to consider a collaboration to develop a school around the principle of the importance of social emotional learning. In January 2013, they decided to partner on a school application and Ron agree to serve as a board member. Ron Tabano is the founder and principal of John V. Lindsey Charter High School and has helped a number

of charter schools be launched. Mr. Tabano will assist Sankofa with charter operations and governance and will be on the school's board. The lead Applicant made an email appeal to Dr. Robert Lynn Canady, a highly regarded scheduling expert who she had consulted with before during her principalship of a school with an arts program requiring flexible scheduling. He agreed to design a schedule for an elementary school with time for boys to move around and be interactive during an extended school day and year.

Barry Goldenberg, a doctorate student in Education and History at Teacher's College, who developed an afterschool program for secondary students called Youth Historians in Harlem, helped to develop the mini-archives and school museum aimed at engaging students to learn the tools of original research. Once the school opens, Barry will also help involve other graduate students at Teacher's College to come into the school and tutor and instruct students in how to find, to study, and to write with primary and secondary resources.

Katherine Frye is a professor in Media Studies at Brooklyn College and lectures at colleges worldwide. Like Barry, Dr. Frye founded an organization called The LAMP which supports classroom instruction in using media such as photography and filmmaking. Dr. Frye developed the media studies curriculum.

Sabrina Francis designed the school's music curriculum and designed the school's K-5 curriculum. Ms. Francis is an opera and jazz singer and has a preschool music program.

Ramik Williams has served in a number of administrative and foundation positions, most recently serving as a Program Officer at the Woodrow Wilson Foundation. He helped develop the staffing and professional development plan. Ramik was a founding member of two other charter schools and shares a vision of the school to support children living in public housing who fare worst than their peers.

The lead founder, Ashanti Chimurenga, utilized her knowledge of teaching English and serving as a school principal to develop the actual school curricular resources in consultations with reading and math teachers. She developed the school's clusters and teacher team models based on her previous success with the implementation of Lead Teacher programs and gender-specific classes. She also developed the idea of a museum after consultation with the American Association of Local and State History. She also used her extensive experience developing trauma-induced care systems in alternative schools and most recently as program director of a maternal child health program designed to reduce infant mortality.

B. Board of Trustees and Governance

Table Q: List of Board of Directors

Trustee Name	Voting Y/N	Position on the board	Length of initial term
Ron Tabano	Y	Member	3
Mary Ann Tsournakis	Y	Member	3
Emmanuel Tsournakis	Y	Member	3
Ramik Williams	Y	Member	3
Kara Olidge	Y	Member	3

Governance Practices and Procedures:

Trustees: The steering committee of The Sankofa Charter School for Boys in Harlem will elect the initial Board of Trustees. This initial Board will organize itself such that one-third of the members will serve

through each consecutive year.

Private entities will be involved in the operation of The Sankofa School Advisory Grievance Committee: An advisory grievance committee will hear complaints on the part of individuals or groups who allege a violation of the provisions of the school's Charter. This grievance committee will be an ad hoc committee of the Board of Trustees, including trustees, parents, and teachers as members. The grievance and complaint review process will include: 1) written description of the grievance, along with any supporting documentation, to be presented by the aggrieved party to the grievance committee no later than one month after the fact; 2) committee review of the grievance and all supporting materials along with interview of the aggrieved and other relevant parties within one month's time; 3) committee decision within one week's time or a call for more information, in which case the process starts again with 2); 4) the advisory grievance committee makes its decision and nonbinding recommendations concerning the disposition of the complaint known to the school's Board of Trustees; 5) the Board of Trustees considers the recommendations of the grievance committee at its next regularly scheduled meeting and renders a decision; 6) if the Board decides wholly or partially for the aggrieved, any remedial action is to be taken as expeditiously as possible; 7) if the aggrieved is dissatisfied with the Board's decision, an appeal may be made to the Commissioner of Education.

The Sankofa Charter School for Boys in Harlem will be governed by a Board of Trustees whose ultimate responsibility is to uphold the mission of Sankofa School by providing for the well-being of the institution in the present as well as the future. The Board protects the public interest and upholds the public trust by applying the highest standards of service in governing the school according to its Charter, by-laws, and relevant state and federal statutes. It is the duty of the Board of Trustees to make plans, establish policies, and assess the performance of the school as a whole. The Board also bears ultimate responsibility for the school's finances and physical plant. The Board must also identify, select, work with, support and evaluate the Head of School, who is the professional educational leader of the school as well as its administrator. In order to successfully undertake all these responsibilities, the Board must organize, manage, and assess itself in an efficient, business-like manner.

First and foremost, Trustees are nominated and elected on the basis of a firm commitment to the mission, goals and objectives of Sankofa; they should unequivocally support the educational philosophy espoused in this document and confirmed by the granting of a charter to the school. In addition, Trustees are nominated and elected for the qualities of leadership, service, and expertise in a range of fields that they bring to the school. No Trustee represents a specific constituency. It is imperative that the Board of Trustees make its decisions for the present and future welfare of Sankofa School as a whole, rather than in response to personal priorities or the wishes of vocal factions. No Trustee may speak for the Board on any issue until the Board in its entirety has decided that issue. All Board meetings are held in compliance with the provisions of the "Open Public Meetings Act." For a detailed review of the role of the Board of Trustees, please refer to the by-laws available upon request.

The Board of Trustees will include at least five members, with the exact number to be specified in the by-laws. (The by-laws currently specify 9.) The Sankofa School Head sits on the Board ex officio. Members of the Board serve a term of three years, with approximately one-third replaced each year. Terms of office of outgoing trustees will expire on June 30, and incoming trustees will take office on July 1 annually. The by-laws provide for a majority of the Board members to be elected from among the parents and guardians of students enrolled in the school. Seats reserved for parent trustees are elected by the parents/guardians of enrolled students. Candidates are nominated by the nominating committee of the Board of Trustees, or by

petition of the parents/guardians of students enrolled in the school. The number of signatures shall be no less than ten percent of the number of enrolled students. The non-reserved seats are filled by majority vote of the Board of Trustees and may provide desirable expertise or diversity.

Parents of PCS students participate directly in the governance of the school through the seats reserved for them on the Board of Trustees. Because the Board is empowered by its by-laws to create committees that include non-Trustees as committee members, it is expected that the Head of School, parents, and faculty members will be included in such committees as appropriate. The Board may choose to create a standing Teachers' Advisory Committee to serve as a permanent channel for teachers to make their concerns known directly to the Board, including the Head as a Trustee ex officio. Such a standing teacher's committee would also provide feedback to the Board in its self-evaluation exercises which serve as the basis for future planning. The students may influence issues of immediate concern to them in their daily school environment by forming a school government which may provide input to the formulation of in-school discipline, codes of conduct, etc.

C. Management and Staffing

The Sankofa Charter School for Boys in Harlem will hire highly qualified, state or national certified instructors. The Instructional Team will play a vital role in all aspects of the school including student development, school community environment, parent relations, and school growth and development. Upon award of a New York State Charter, the Sankofa Charter School for Boys in Harlem will begin recruiting, hiring and training for all academic staff including teachers, academic coaches, Specialty Teachers (ELL, SPED, Foreign Language, Arts, Physical Education). Teacher candidates will be recruited nationally. The Sankofa Charter School for Boys-Harlem understands the need and benefits of a strong, diverse (in skills, training, and culture), high qualified teaching staff. Teacher candidates will be recruited using on-line social media (LinkedIn, Idealist); candidates will also be recruited from teacher development programs including those with special emphasis (Math for America, Call Me Mister, Summerbridge Alumni Network, Teachers as Leaders, Troops as Teachers, Teach for America, Woodrow Wilson Teaching Fellowship-STEM, and the Urban Teacher Residency program).

C1. Charter Management Organization

Not Applicable

C2. Partner Organization

Not Applicable

D. Evaluation

Our school planning process will incorporate the collection, analysis, and interpretation of data and will involve all stakeholders in the learning community-teachers, parents, administrators-in the process. Each year the school will develop a Comprehensive Education Plan. Three times a year the School Principal and Board of Trustees evaluate the school's performance against established metrics. Evidence will be derived from measurable and objective factors rather than subjective, untested and value-laden criteria.

Accountability mandates contained in the No Child Left Behind Act rely on data analysis to monitor school improvement and compliance with the Act. The study will examine multiple sources of data, including 1.) Test results on citywide assessments, 2.) Teacher-generated assessments; 3.) Student work; 4.) Principal data and behavior; 5.) Instructional practices; 6.) Contextual conditions; and 7.) Teacher profiles and strength assessment; 8.) Parent Satisfaction; 9.) Attendance; and 10.) standardized formative and summative assessments . Every two years, the school will also conduct a comprehensive grade level study

as well. Grade Level Studies include a description and analysis of data and identify implications for instruction, operations and professional development. In addition to achievement data, we will also regularly look at the design and delivery of instruction, demographic data, and the attitudes and perceptions of our stakeholders about learning, teaching, school programs, and safety. (*Why Data Skills Matter in School Improvement*, pg. 709)

- **New York State Education Department Charter Reauthorization:** Starting in 2015, we will develop a five year plan with yearly benchmarks to evaluate school performance and progress toward meeting standards contained in the school’s charter. Each year the board of directors will establish new goals and objectives based on how well the school has met prescribed benchmarks and milestones. We plan to enlist outside reviewers, including Professor Pedro Noguera and New York University to help us assess and monitor our progress of these important markers of our progress and success.
- **Standardized Examinations:** Starting in 2015, Sankofa will use the Terra Nova and other standardized examinations to have an annual measure Sankofa’s progress against similar district, charter and private schools. Benchmark assessment and interim assessments will also help measure student progress.

E. Professional Development

During our yearlong professional development program, teachers work together in small groups called clusters to facilitate weekly and monthly sessions, similar to literature reviews, where peers share and learn from each other. Eleanor Drago-Severson states that transformational learning “changes how a person knows” while “informational learning-new skills and information-adds to what a person knows.” (Drago-Severson, E. (2004) *Becoming Adult Learners” Principles and Practices for Effective Development*, page 19) The hour and a half provides an opportunity for specialized professional development based on current needs of teachers. It also is the practical grouping for the ongoing curricular “check-ins” that assists with keeping teachers in tune with best practice in their core areas and with developmentally appropriate teaching techniques. Teachers are additionally encouraged to take advantage of professional development opportunities that are not scheduled or organized by Sankofa. Opportunities include school-sponsored attendance at a variety of professional conferences, workshops and college seminar. The overall intent is for professional development to be relevant and intensely practical, in keeping with Corcoran (1995), who stresses that the focus of professional development must be on the central issues of teaching and learning as experienced by teachers daily.

Integrating Training into the School Year

- Four Day Summer Orientation
- 15 Day Mini-Labs Intervisitation Season
- Weekly Staff Development Workshops
- Monthly Grade and Dept. Meetings
- Daily Common Planning Periods
- Online Promethean Board Training

Three Year Professional Development Plan

Year One: How can we build a culture of high quality direct instruction that results in every student becoming a capable and proficient reader and writer? How do we differentiate instruction so as to fully meet the need of diverse learners? *Effective Differentiated Instruction:* Explore usefulness of different types of student assessment and compare classroom performance with standardized testing data and look at

different examples of rubrics (generic, task, or subject specific) designed to help students think more clearly about the quality of work. In addition to the specific topics listed above, there will be ongoing topics related to Differentiated Instruction, Special Education and English Language Learners including, but not limited to: Techniques for successful mainstreaming and inclusion.

Year Two: How do we engage students in thinking and active reasoning about concepts they are expected to learn? **Year Three:** How can our students respond to and ask questions that demonstrate metacognition? Metacognition is defined as the process of thinking about thinking and refers to one's knowledge concerning one's own cognitive processes. Teachers must know how to help students discover efficient ways to interpret, acquire, store, and express information and skills.

First Year Schedule: 2015-2016

Summer Session: During the three and a half week summer session, teachers spend one week in workshops, one week in SLC and Cluster meetings, and one week in their classrooms, two with their students who will attend a two day orientation and take diagnostic assessment. During the five day training, teachers understand the ritual, routines and learning goals behind the *Incredible Years Program(IYP)*.

Topical Areas include:

Providing Direct or Explicit Instruction: What is the Difference?

The First Thirty Days: Can You be Warm and Be Firm?

September-December: *The First Ninety Days* will focus teachers on establishing the critical components they will need to have a successful school year. The focus will be on establishing classroom management, social emotional development and the school culture and climate. Teachers and staff will study the school's SLC and Cluster Structure to determine best utility in achieving these goals. Teachers also participate in teacher training workshops conducted by The Yellin Center on identifying learning needs. Teachers also continue to practice the principles of *Incredible Years*.

Topical Areas:

Classroom Management: How do we create a culture of discipline and social emotional development that supports a quality learning experience for each child?

January-March: *The Second Ninety Days* will focus in on honing in on how to provide systematic instruction that increases reading and writing ability in diverse learners. Teachers will unpack the school's ELA curriculum and assessment resources. Teachers will study and align curricula and state standards, know how to make teacher-created assessments and use online resources, and learn how to interpret the findings and how to integrate the school's curriculum resources, including online assessments, into daily instruction.

Topical Areas:

- Teachers use multi-media to express, scaffold and deliver new or old information
- Teachers align learning goals and activities in curricular with standards
- Teachers group students for effective collaborative learning.
- Teachers create opportunities for repeated student practice.
- Teachers give strength-based feedback and formative assessment.
Teachers give student feedback on becoming capable and independent readers and writers.

March-July: *The Third Ninety Days* will focus on providing instruction that increases student's higher order thinking skills and habits of mind. Teachers will focus on the use of individual conferencing, domain projects

and home and community resources to engage students in developing the core competencies and habits of mind of original thinkers.

Topical Areas:

\ Building a Culture of Inquiry

- Teachers use Bloom's Taxonomy to ask questions that require students to analyze, evaluate, synthesize and problem-solve.
- Teachers examine samples of student work collaboratively and develop a shared understanding. Teachers model Accountable Talk in the classroom and practice open-ended questioning.

F. Facilities

Sankofa School will seek co-location in a public school in CSD 5. In the alternative the school has located suitable space within in CSD5. The details are discussed in the two page attached narrative.

G. Insurance

Sankofa School for Boys will maintain insurance according to (at least) the schedule below. This schedule was developed after the school reviewed other similar charter school histories. However, Sankofa School will seek bids annually to ensure that it is 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	400,000
Directors and Officers	3,000,000
Umbrella Utility	5,000,000
Workman's Compensation	2,300,000
Excess Crime	1,000,000
Student Accident Unemployment Insurance	25,000

H. Health, Food, and Transportation Services

a. Food Services

Breakfast and lunch will be provided by the National School Lunch Program and served by Sankofa School in a manner consistent with State and Federal guidelines. Over 80% of students in Central Harlem are eligible for Free or Reduced Lunch, as administered by the US Department of Agriculture.

To determine free and reduced lunch status (the status can be carried over from the prior school year as per Chancellor's Regulation A-810 II.D), parents/guardians will be asked to complete the School Meal Application, Form SD1041. During orientation, computers will be available for families to access the new Online School Meals Application directly. For those families who chose to complete the paper form, this will be scanned into the school's database through ATS. From this data students will receive either a free lunch, half-fare lunch, or will be asked to pay the full price based on income requirements. No student will be denied lunch due to lack of funds regardless of their free and reduced lunch status.

While the school intends to have its own cafeteria, if the building does not have proper facilities, the school

will arrange for all food to be prepared off-site and delivered to students in the classroom. In the future, Sankofa will compare nutritional value of food service and decide to consult with a private vendor such as Preferred Food.

b. Health Programs

Sankofa School will comply with all health services requirements applicable to public schools, including Educational Law 901-914 and 136.2 (d)(2) of the Commissioner's Regulations. To the extent possible, Sankofa will provide on-site health care services similar to those services available to children attending NYC public schools in related districts. School staff will work with the Department of Health, the host district, and other appropriate agencies to provide these services. Health services will include:

- Physical examinations upon enrollment
- Annual vision screenings for all students per 905 of the New York Education Law
- Annual scoliosis (spinal) screening tests for Sankofa students ages 8 through 16
- Maintenance of cumulative health records
- Emergency care of ill or injured students
- Compliance with and enforcement of mandatory immunization requirements.
- Onsite automated external defibrillator (AED) equipment with at least two trained staff.
- Maintenance and coordination of medication needs of students by authorized school staff.

Transportation:

Students at Sankofa School will be offered transportation services as required by 2853 (4) (b) and 3635 of the Education Law. All transportation services will be received through the NYC Department of Education. Parents of students who are not eligible for transportation by their school district are responsible for transporting their children, and will be notified of such. Transportation for special education students will be provided in accordance with all applicable State and Federal laws. For those times where Sankofa School would require transportation services when the surrounding district does not require them, the school may seek to purchase those services from NYC Department of education pursuant to Education Law.

I. Family and Community Involvement

Sankofa School Museum: Family and Community Members attend regular museum public events.

Bubble Family Meal: Parents share in a family meal every month where student efforts are recognized.

New York Historical Society: Students regularly visit museum and children's museum.

The LAMP: Teaching artists join classroom teachers to instruct students in the use of media.

New York Urban League: Parents attend parent workshops and receive job search help.

Big Fun Education: Students watch plays and Big Fun drama trained staff support teachers.

NYC Mission Society: Families receive free help with mentoring, job placement and education.

El Barrio Museum: Students visit museum and teaching artists instruct students in visual arts.

Studio Museum: Students visit museum and teaching artists instruct students in visual arts.

Buffalo Corps: Local high school mentor students and teach LEGOS Lab in apprentice model

Harlem Dowling: Parents at risk of neglect such as excessive attendance receive preventive services

The Yellin Center: Parents and school receives expert consultation on Tier 2 and 3 learning issues.

J. Financial Management

Sankofa School's proposed Board of Trustees has over 30 years of experience in school and real estate finance. The team has created a conservative financial plan, featuring a comprehensive cash flow and accounting model, to analyze its financial health from the planning year through the fifth year of operation and beyond.

The model demonstrates that Sankofa School for Boys could operate successfully and deliver its core academic program with no external fundraising. Federal, State and City per pupil funding and entitlement grants will provide sufficient funding to achieve the school's mission. A \$30,000 Start-up grant from the Walton Foundation was applied for and received in 2013. Upon authorization of a charter, Sankofa School will apply for additional start-up funding from Walton Foundation of a one-time grant of \$225,000. During year one, we also anticipate receipt of \$500,000 CSP grant, funding of which is spread over three years. To be conservative, our budget assumes no receipt of additional resources through fundraising; however members of the Sankofa Founding Team have developed relationships with foundations that the school will cultivate appropriately with the goal of securing additional funding for school. Meanwhile, each board member will also be expected to individually raise at least \$2,000 annually. Starting in our second year, the school will hold an annual fundraiser with the goal of raising \$25,000.00 from all proceeds and donations in the second year and will anticipate a 10 to 20% increase in that fundraised amount each year. The school has received the support of political leaders, cultural institutions and community based organizations and anticipates continued support. In addition, the proposed School Principal has over a decade of fundraising experience with major donors, grant development and special events. She also presently lives and works in the Central Harlem community and has garnered wide and strong support from community bodies and members of the community at large that she will leverage to benefit the school. She will actively build partnerships that lead to donated and in-kind services, including volunteer guest speakers, professional development expertise, and free community based services for parents and students.

The School fully understands its obligations for an annual independent audit of its finances. An independent firm will be hired to audit the records of Sankofa each year according to General Acceptable Government Accounting Standards (GAGAS). Once required, the School is prepared to conduct an A-133 circular audit. This procedure is outlined in the Financial Policies and costs are included in the budget. Sankofa understands the importance of transparency in terms of its financial obligations. To this end, the a Financial Report will be presented to the Board of Trustees for approval which will then be submitted to the NYSED, NYC DOE, and will be posted to the School's website for general public review.

During the first three years of operation, Sankofa School will partner with the Charter School Business Management (CSBM) which the school has contracted with to assist with the development of the school's Five Year Budget. In our second year, we will hire a Director of Operations, and the following year, the school will also hire a Chief Operating Officer. As the school grows, we anticipate hiring an Operations Associate to assist with these duties.

The Principal will oversee the daily fiscal and accounting functions of the School and will report to the Board. The Board will have overall responsibility for the fiscal oversight. Prior to August, all back office bookkeeping which will include setting up of all systems, finalization of fiscal policies, establishing purchasing and payroll systems, as well as all other fiscal matters will be completed. An accounting company will be identified to maintain the books at Sankofa until the Financial Officer is hired. CSBM will work closely with the principal and the Board of Trustees establish and implement these policies at the

school level, and will analyze, reconcile and adjust account balances, to ensure the records are maintained in accordance with GAGAS. CSBM will also develop the School's chart of accounts and implement an accounting software system. For auditing purposes, a second firm will be contracted to conduct an annual audit each year. Sankofa has developed an initial internal financial controls policy and procedure manual that dictates the policies and procedures related to the School's financial transactions and activities which Sankofa will implement. The Sankofa Board will review and approve/modify these policies and procedures. The manual addresses the following particular areas:

Documentation of authorized pay rates shall be maintained in the employee's personnel file. Personnel files shall be secured with access limited to authorized individuals. The School will contract with a payroll service to provide payroll processing. Each payroll will be recorded to the accounting system, including any payroll accruals, in accordance with GAGAS. All services performed by independent contractors will be processed as accounts payable. At the close of the fiscal year, Forms 1099 will be issued to independent contractors in accordance with IRS regulations.

Guiding the purchase of all goods and services will be: (a) price; (b) quality; and (c) dependability. Particular vendors may be chosen for any one or any combination of these factors; however, at all times the selection of a particular good, service, or vendor shall be with the intention of maintaining a top-quality school.

K. Budget and Cash Flow

The proposed Sankofa School budget was developed by the proposed Principal and trustees, and strategically reviewed by members of the Founding Team. Both the proposed Principal and the board member have significant financial and budgeting experience through their educational experience as school principals.

With regard to students, we assume receiving 75 scholars per year (K and 1 our first year), refilling any attrition in the Kindergarten or First Grade, a 10% attrition rate (conservatively), 20% of our scholars being in special education. This number is based on the data that boys constitute 80% of special education students in NYC schools and is comparable to the rate in similarly situated schools. Similarly the school has noted that 20% of ELL students have an IEP which are also a target group for enrollment. However, for budget purposes, we only calculated a 12% rate of special education enrollment to be conservative and because entering Kindergarten and First Grade students may not have had time for evaluation even if circumstance suggested such action.

The budget assumes the following revenues: Initial per pupil District funding of 13, 777, the CSP grant of \$500,000 spread over the planning year and the first two years of operation. The school also anticipates receipt of \$225,000 startup grant from the Walton Foundation for new charter schools in Central Harlem.

The largest expense in the school budget is for payroll, comprising between 60 and 80% of our annual budget every year. We have also, as required by law, assumed a \$75,000 Dissolution Fund for expenses.

Principal	\$95,000
------------------	-----------------

Director of Curriculum	80,000
Administrative Assistant	40,000
Lead Teacher	70,000
Senior Teachers	52,000
Director of Operations-starting in year 2	60,000
Special Education Coordinator -year 3	80,000
Assistant Principal- year 3	80,000
Building Staff: Custodian and Security	40,000
Director of Student Supports Services -yr. 2	80,000
Parent Manager-year 3	50,000

L. Pre-Opening Plan

Table Q: Timetable for School Opening

Date	Opening Activity
January 2015 to August 2015	Founding Team continues community engagement and fundraising
August 2014	Founding Team submits Full Charter Application to NY State Education Department Round 2 Charter Review Process
November 2014	Founding Board of Trustees Meet With NYSED Board of Regents for Capacity Interview
November 2014:	Founding Board of Trustees of Sankofa Charter School Awarded NYS Five-Year Charter
December-January 2015	Interview with Walton Fdtn for 2 nd part of start up grant awarded to new charter school in CSD5
January-March 2015	Sankofa School Conducts Recruitment and Lottery
January-March 2015	Sankofa School Finalizes School Facilities
March 2015	Sankofa School Hosts Teacher Forum
March 2015	Sankofa School Hires Dir of Curriculum and Dir. of Operations
March 2015	Sankofa Completes Student Enrollment and Wait List
March 2015:	Sankofa School Hires Teachers
June 2015:	
July 21-August 21, 2015	Sankofa School Conducts Four Week Teacher Orientation
August 17-21, 2015	Student Orientation for all Students
August 24, 2015:	Sankofa School for Boys in Harlem Opens

M. Dissolution Plan

Sankofa School will commit to providing smooth exit for the benefit of its students, parent, staff and local community. Prior to any decision, and in accordance with the New York Open Meetings Law, the Board of Trustees will post notification of its meetings to the community, and any known issues or concerns will be addressed to these points. As required by 2851 (2)(t) of the New York Charter Schools Act and Education Law 219 and 220, Sankofa School has set forth procedures in the event that Sankofa School either dissolves or chooses to close.

Within five days of the decision, a Trustee will be appointed by the board to manage the dissolution and will distribute an official public notice explaining the dissolution, and its impact on all parties. By the 10th business day after the date of dissolution, the Trustee will coordinate a public board Meetings to provide all parties, especially parents, with an official statement and a timeline of the planned meetings leading to a seamless dissolution, as well as updates on the transition.

b. Transfer of Student Records

The trustee will provide the district with files of all scholars currently enrolled at Sankofa School. Copies of such files will be given to parents and guardians at the school's expense.

c. Student Transfer Logistics

The Trustee will also work with the home District office to transfer all current students to local schools as per typical regulations. Sankofa School will work with the district to ensure that all students are transferred to the applicable public or non-public school.

d. Transfer of School's Assets

Consistent with the timeline, the Trustee will begin locating possible buyers or renters of Sankofa School non-financial assets, including fixed assets. All the remaining assets will be liquidated and all debt obligations will be repaired, as much as possible. After satisfaction of outstanding debts and pursuant to Education 220, all remaining assets shall be transferred to another charter school within the NYC district, or directly to the NYC school district. Lastly, the school will create an escrow account with a minimum balance of \$75,000 to cover dissolution expense.

ADDENDUM: FACILITIES

Sankofa School for Boys in Harlem seeks to be co-located in CSD 5 in Central Harlem. Sankofa is requesting a space in a school for an incubation period.

If the school is not co-located Sankofa School has found a suitable private location. As with the vast majority of charters, we expect to occupy a used building. We will be subject to the NYC zoning, land use, and building regulations for non-public schools. We are allowed by zoning to occupy a facility in a residential area subject to certain restrictions. We would like to have an ‘all-purpose’ room that would serve as a gymnasium, cafeteria and auditorium.

Because of the steep ramp-up of students (about 300% in three years), to minimize paying for unused space we seek to rent an “incubation space” for the first 2 to 3 years. If fundraising development is sufficiently strong and an excellent opportunity exists, we hope to either buy/lease a building and sublease a portion to another entity, most typically another charter school, or vice versa. We expect to spend 15-20 of our budget on facilities cost. Ideally, we would own a building, but, as with most schools, we expect to enter into lease agreements on an annual or bi-annual basis.

Sankofa School for Boys is aware of new laws that assure charter schools of a right to coexist in publicly owned schools. The provision of such facilities frees up funds that Sankofa School would apply during the incubation period toward the instructional needs of our students.

Estimate Private Rent Cost Presently Projected in Sankofa Five Year Budget

Year	Year	Grades	Enrollment	Classrooms	Facilities	Cost
1	2015-16	K – 1	150	8	12,750	\$341,250
2	2016-17	K-2	225	12	19,125	\$511,875
3	2017-18	K-3	300	16	25,500	\$682,500
4	2018-19	K-4	375	20	31,875	\$853,125
5	2019-2020	K-5	450	24	38,250	\$1,023,750

Proposed Private Space:

Address: 145 East 125th Street (125th and Lexington)

Rental: Yes

ADA Accessible

Number of Classrooms: 18

Maximum Persons Permitted Each Classroom: 180

Number of Offices: 9

Numbers of Lounges:9

Located at the Entrance/Exit of The 4,5,& 6 Subway Lines and several bus lines

The Sankofa School for Boys in Harlem Charter Academy

Enrollment and Admissions Policy and Procedures

Introduction

Sankofa School for Boys in Harlem Charter Academy's admission policy is non-sectarian and the school strictly adheres to the non-discrimination policy established by the New York State Education Department:

A charter school shall not discriminate against or limit the admission of any student on any unlawful basis, including on the basis of ethnicity, national origin, gender, disability, intellectual ability, measures of achievement or aptitude, athletic ability, race, creed, national origin, religion or ancestry. A school may not require any action by a student or family (such as an admissions test, interview, essay, attendance at an information session, etc.) in order for an applicant to either receive or submit an application for admission to that school.

Any child who is qualified under New York State law for admission to a public school is qualified for admission to Sankofa School. The School will ensure compliance with all applicable anti-discrimination laws governing public schools, including Title VI of the Civil Rights Act and § 2854(2) of the New York Education Law, governing admission to a charter school. For admission to Sankofa during the School's initial year, a child/student must be resident in New York State at the time of application and eligible to enter kindergarten or 1st grade in September 2014. Seventy-five (75) Kindergarten and 75 1st grade students will be accepted in the inaugural lottery. Every year thereafter, Sankofa School will have 66 new Kindergarten seats available in the school. Sankofa School's admissions will be open to both entering kindergarten students as well as students in every grade above kindergarten that the School is currently serving through Grade 1, in the event that seats are available in those grades. Admission to Sankofa School will be limited each year to pupils within the grade levels to be served by the School. In order to be eligible to apply for Kindergarten, students must turn 5 by December 31 of the year in which they will enter Kindergarten. The law provides explicit preference for siblings of students and students residing in CSD 5 in Manhattan.

In its admission policies and procedures, Sankofa School will not engage in any of the following:

- (1) Requiring any action by a student or family (such as an admissions test, interview, essay, attendance at an information session, etc.) in order for an applicant to either receive or submit an application for admission.
- (2) Having an unduly narrow enrollment period (e.g. fewer than 30 days);
- (3) Giving enrollment preference to children of members of the Sankofa School board or founders group;
- (4) Requiring parents to sign agreements or contracts imposing certain responsibilities or commitments to Sankofa School, regardless of their virtue, as a condition of enrolling their children (e.g. correcting a child's homework, volunteering, etc.);
- (5) Mandating that students or parents agree with Sankofa School's mission or philosophy; or
- (6) Giving preference to students interested or talented in a particular Sankofa School program (e.g. foreign language proficiency).

Enrollment Period

Formal recruitment of incoming students will begin after the charter school is authorized. It is important to note that all aspects of this process will be carried out in English and Spanish (and any other dominant language, including French and West African dialects, in the community, as necessary). Beginning on or before January 1 of each year, the charter school will advertise open registration and families, if they choose, will have opportunities to meet with staff and learn additional details about the School. Interested families may submit applications through April 1. Applications must be postmarked or transmitted electronically by fax, email, or web form by April 1 to be eligible for the lottery.

Admissions Lottery

If as of the application deadline, the number of applicants to the charter school exceeds capacity, a random selection process (lottery) will be used to admit students. This lottery, if necessary, will be held annually on or about April 15. The date of the lottery and the number of spaces available will be publicized at the beginning of the enrollment period. Notice of the lottery, including its date and venue, will be given at least one week in advance. The lottery will be open to the public and names will be drawn from the lottery drum by a disinterested individual or organization unaffiliated with Sankofa School.

Sankofa School will include a description of the public lottery in its application material distributed to families during the outreach phase of the process. Should a lottery be required, all families who applied to the school will be informed of the details of the lottery, including the date, time and location that it will be held.

Admission preference shall be granted to applicants in the following manner:

- (1) First preference (after the first year) will be given to returning students, who will automatically be assigned a space at the School and whose families will be formally contacted prior to the beginning of the school year to confirm automatic admission of their child.
- (2) Second preference will be given to siblings of students already enrolled in the charter school or siblings of a student whose name is drawn in the lottery whose names are also in the current year's lottery.
- (3) Third preference will be given to residents of CSD 3.

In the event that a lottery process is necessary, names will be drawn randomly by grade to fill available seats (75 seats in Kindergarten and 75 seats in Grade 1 for the inaugural lottery, and for expected vacancies in the upper grades during the next academic year). After those names are drawn, names will continue to be drawn after all available spaces 12/12

have been filled in order to form a waiting list at each grade level for the school according to the following order of preference:

- (1) Siblings of students previously enrolled or selected in the lottery
- (2) Children residing in CSD 5
- (3) Children residing outside CSD 5
- (4) Applications postmarked or transmitted electronically after April 1.

This waiting list will be the only official, legal document identifying the names of grade-eligible students with applications to the charter school pending acceptance when vacancies arise, based upon the order of random selection from the lottery. The School will keep accurate records of the waiting list, including the students' names, home addresses, phone numbers, and grade levels throughout the year. The previous year's waiting list will expire annually at the lottery drawing.

Student Registration and Parental Intent to Enroll

Once the lottery has been conducted, Sankofa School will notify parents and guardians of applicants by mail whether their child has been granted a seat at the School or if they are on the waiting list. The mailing will include an admission acceptance form that each parent of a child who has been selected for admission will fill out to confirm his or her intent to enroll the child in Sankofa School. In subsequent years, the School will also contact the parents of students currently enrolled and require them to confirm their intent for the student to remain in the school the next year. Reasonable and multiple attempts will be made to reach parents regarding their decision to enroll or re-enroll their children. Parents/guardians will have a period of 4 weeks (28 days) from the date of the acceptance letter to enroll or re-enroll their child before the School determines that they do not intend to enroll and makes that seat available to the next student on the waiting list for the next academic year. Parents who either actively or passively decline to enroll their children in the School will receive a confirmation letter to this effect.

Prior to the commencement of each academic year, families of children who enroll at the School must complete the student registration process. As part of this process, parents must provide original, current, and valid documentation that includes the following:

- ▣ A photo ID of the student's parent/legal guardian

- Original student's birth certificate or passport
- Original student's immunization records
- Student's prior year academic record and/or parent/guardian consent form for release of academic records
- NYC notice of transfer form (if available)
- Student's Individualized Education Program (IEP) and/or 504 Accommodation Plan (if applicable and available)
- Home language survey
- Photo release form
- Ethnic identification survey
- Additional medical restrictions form (if applicable)
- Student health insurance form indicating what coverage the student has
- Proof of Residence which includes any TWO (2) of the following documents:
 - o A residential utility bill (gas or electric) in the resident's name issued by (must be dated within 60 days of the time of registration)
 - o Documentation or letter on letterhead from a federal, state, or local government agency, including the Internal Revenue Service (IRS), City Housing Authority, Human Resources Administration (HRA), the Administration for Children's Services (ACS), or an ACS subcontractor indicating the resident's name and address* (must be dated within 60 days of the time of registration)
 - o An original lease agreement, deed, or mortgage statement for the residence
 - o A current property tax bill for the residence
 - o A water bill for the residence (must be dated within 60 days of the time of registration)
 - o A landlord affidavit – If a parent/guard is subletting an apartment or home, or if more than one family shares a living space, the parent must present an affidavit or notarized letter from the leaseholder or homeowner and attach any of the above acceptable proofs of address, such as the lease, deed or utility bill

Parents will also complete student registration forms, lunch program applications, emergency contact information, and transportation forms. Sankofa School staff will be available to assist parents in understanding the registration requirements, obtaining required information and completing the required forms. In addition, forms and instructions will be published in languages other than English to facilitate

successful registration by ELL parents and families. Once information becomes available from the Office of Pupil Transportation of the NYC Department of Education regarding the deadlines and requirements for requests by parents for the School to provide transportation, this information will be communicated to the students' parents and guardians.

All families of students currently enrolled in Sankofa School will be sent a renewal form by February of each year in order to indicate whether or not they will re-enroll their child for the next academic year. This process will inform the school as to any planned vacancies in Grades 1-2 that will need to be filled through the current year's application and lottery process.

When a vacancy occurs, either prior to the start of a particular school year or during the course of that school year, Sankofa will contact the parents of the student next on the appropriate waiting list. The Head of School, in consultation with the Board, will determine each year the date beyond which no additional students will be admitted. Reasonable attempts will be made to contact the family of the student on the top of the waiting list and get confirmation of whether the student is still interested in enrolling at Sankofa before proceeding to the next name on the list. If reasonable attempts to contact the student's parents are unsuccessful and the student's parent or guardian has not responded within 1 week (7 days) of the initial attempt, then the School may remove that student from the waitlist. Documentation of the attempts made to contact the parents of any student removed from the waitlist will be maintained by the School. Waiting lists

will not be carried over from year to year. Instead, the annual admission lotteries will be used to create newly randomized waiting lists. The School will send a new enrollment application directly to the parents of each child on the prior year's waiting list to fill out if they are still interested in enrollment.

Voluntary Withdrawal

Sankofa School is a public school of choice, both for application and withdrawal. At any time, a parent may wish to transfer their child to a different school. A parent wishing to withdraw his/her child from the School will be asked to complete a request for student withdrawal form. Sankofa School personnel will offer to meet with the family and discuss their reasons for withdrawing from the School, as well as to seek solutions to any problems that arise from these discussions. If the parents still wish to transfer their child to another school, Sankofa School staff will make every reasonable effort to help the student find a school that better serves the family's desires. Sankofa School will ensure the timely transfer of any necessary school records to the student's new school. Upon withdrawal of any student, Sankofa School will seek to fill that vacancy in a timely manner with the next student on the relevant grade's waitlist.

The
WALTON FAMILY
FOUNDATION

| P.O. Box 2030 | Bentonville | AR 72712-2030

June 20, 2013

Jonathan Cohen
National School Climate Center
f/b/o The Sankofa Charter School for Boys in Harlem
341 West 38th Street, 9th Flr
New York, NY 10018

RE: Grant# 2013-623

Dear Mr. Cohen,

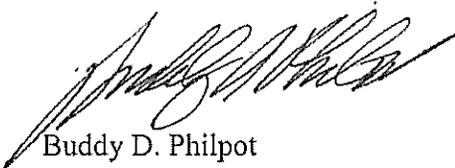
I am pleased to enclose a grant from The Walton Family Foundation, Inc., in the amount of \$30,000.00 to National School Climate Center to be used for the benefit of The Sankofa Charter School for Boys in Harlem to support the full request as described in the Pre-Authorization Start-up application dated April 11, 2013. This grant is pursuant to our grant agreement dated May 30, 2013.

The Foundation desires that all of the Grantee's resources be dedicated to accomplishing Grantee's philanthropic purposes. Therefore, Grantee agrees that it will not furnish the Foundation, any of its Board of Directors, staff, or affiliates with any membership, commemorative items, recognition plaques or gratuities of any sort.

Grant publicity related to this grant consistent with Grantee's normal practice is permitted, subject to the following provisions. The Foundation expects any announcements and other publicity to focus on Grantee's work and the project or issue funded by the grant. Recognition of the Foundation's role in funding the project is permitted. Publicizing the grant and the Foundation in Grantee's publications and communications in a manner consistent with similar grants obtained by Grantee is permitted.

For all communications regarding this grant, please contact the Foundation by email at EdReform@wffmail.com. Please reference Grant# 2013-623 in your communication.

Sincerely,



Buddy D. Philpot
Executive Director

Enclosure



August 1, 2014

Meryl Tisch
Chairman
Board of Regents
New York State Education Department

Dear Chairman Tisch:

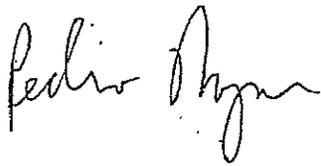
I am writing to express my support and willingness to provide ongoing professional assistance to The Sankofa School for Boys in Harlem, a new charter school for boys seeking authorization from the New York State Education Department Board of Regents. The proposed school is aiming to open in September 2015 in Central Harlem for the explicit purpose of responding to the widening achievement gap and the broad array of social challenges confronting for boys of color. Having spent many years studying this problem myself I believe that the approach the school will take is compelling and well thought out. The charter application of Sankofa School includes a number of innovative practices that will lead to the type of nurturing and holistic educational program needed to successfully carry out this critical work.

The school's founder is uniquely suited to lead this exciting new educational project to increase high quality educational outcomes for families in Central Harlem. Ms. Ashanti Chimurenga is a former assistant public defender where she represented indigent defendants, many of them young male teens and later taught and directed in alternative schools. She brings over thirty years of professional expertise serving urban families and advocating for vulnerable individuals and groups. Her prior experience as the director of numerous human rights and social welfare programs globally and in Central Harlem shows that she has a proven track record working with the student and family population that Sankofa School will serve. The design team that she has assembled and the skilled board of directors have executed a powerful vision that I believe that boys in Harlem very much need and I urge you to approve the school's charter's application.

For all of these reasons I am pleased to enthusiastically support this rigorous, innovative and holistic school proposal. I believe that it offers exceptional promise and a coherent educational plan rooted in a bold new vision that will result in new ways to ensure boys of color achieve academic success and improve their life outcomes.

Please notify me if you have any questions or concerns. I can be reached at 212 998-5787.

Sincerely,

A handwritten signature in cursive script that reads "Pedro A. Noguera".

Pedro A. Noguera, Ph.D.

Peter L. Agnew Professor of Education

New York University

212-998-5787

pan6@nyu.edu

NEW-YORK HISTORICAL SOCIETY MUSEUM & LIBRARY

July 30, 2014

Merryl H. Tisch
Chancellor
Board of Regents
New York State Education Department

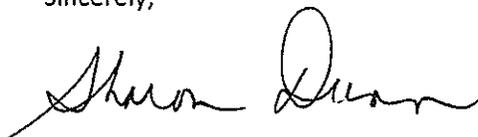
Dear Chancellor Tisch,

I am writing this letter of partnership on behalf of the Sankofa School for Boys in Harlem, a new charter school seeking authorization from the New York State Education Department Board of Regents in September 2014 to open in Central Harlem in September 2015. The widening achievement gap for boys of color is a very compelling reason to support educational initiatives that present effective approaches to advancing their achievement. The charter application of Sankofa School offers a number of innovative practices and envisions the creation of a nurturing environment that supports the holistic social-emotional development of the 'whole child' needed to successfully carry out this critical work.

The New-York Historical Society has reviewed the approach that the school's founder, Ashanti Chimurenga plans to implement for the Sankofa School. The school will have a cultural mission that includes an on-site museum that serves as a think tank and public space to connect the school to the community in meaningful ways and sharpens students' sense of place, of self, and of history. In addition, they are implementing a Common-Core aligned approach to primary sources by creating "mini-archives."

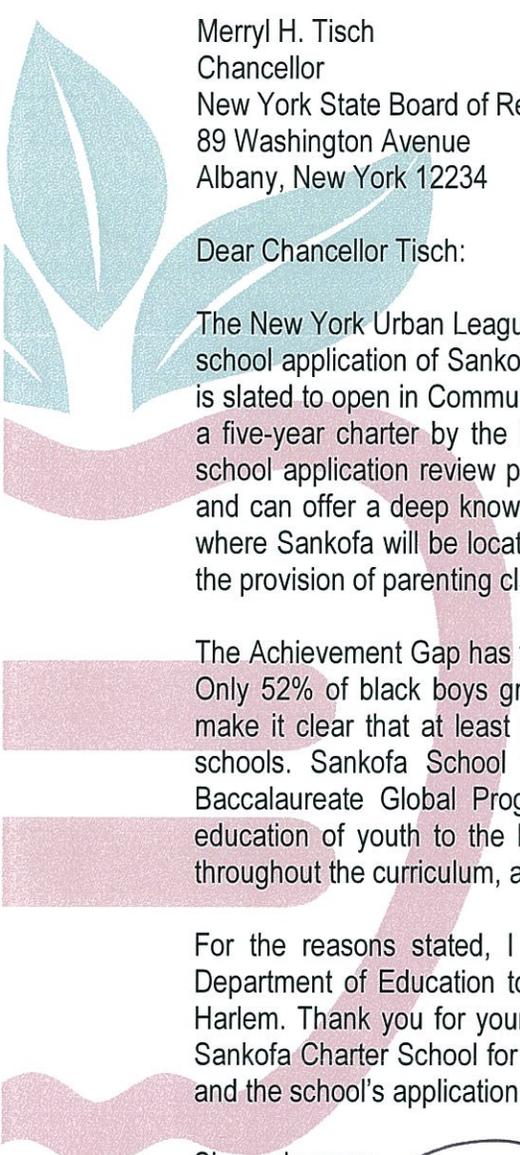
Ms. Chimurenga has worked with us to establish a partnership that will help Sankofa create a museum in their school through our Social Studies Enrichment program. A New-York Historical Society educator will visit classrooms once per month, bringing historically-accurate "touch-objects," primary sources, and images of works of art from our collection to teach students to do the work of real historians. By practicing their observation and interpretation skills, students will learn American history content in this dynamic, multi-sensory way. The Social Studies Enrichment residency concludes with a culminating project at the end of the year that Sankofa teachers will be able to use to create their own classroom exhibitions. Our teaching approach aligns with the Common Core Standards and the mission of the Sankofa School. We are privileged to call them partners.

Sincerely,



Dr. Sharon Dunn
Vice President of Education
The New-York Historical Society

August 29, 2013



Merryl H. Tisch
Chancellor
New York State Board of Regents
89 Washington Avenue
Albany, New York 12234

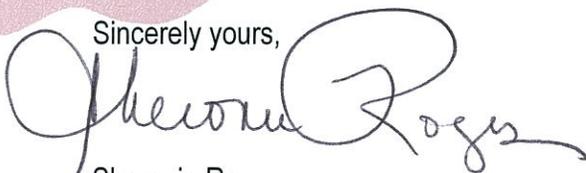
Dear Chancellor Tisch:

The New York Urban League has chosen to write a letter of partnership and support for the charter school application of Sankofa School for Boys in Harlem Charter Academy. The K-8 grade school is slated to open in Community School District Five in the City of New York in 2014, if approved for a five-year charter by the New York State Education Department during the 2013 RFP charter school application review process. The NYUL has historically been involved in education issues and can offer a deep knowledge of the needs of parents and children residing in Central Harlem where Sankofa will be located. We will support Sankofa School with this mission by assisting with the provision of parenting classes in conjunction with other resources provided by the school.

The Achievement Gap has widened for boys of color and the consequences have been disturbing. Only 52% of black boys graduate from high school across the nation. Early childhood statistics make it clear that at least part of the solution is starting with better preschools and elementary schools. Sankofa School for Boys in Harlem plans to invest in the rigorous International Baccalaureate Global Programme to establish high expectations, another major pillar of the education of youth to the NYUL. Sankofa offers an extended school day and uses technology throughout the curriculum, a third feature aligning with sound educational practices.

For the reasons stated, I would like to urge the Board of Regents of the New York State Department of Education to approve the charter application of The Sankofa School for Boys in Harlem. Thank you for your attention to my letter of support for the charter school application of Sankofa Charter School for Boys in Harlem. I would be happy to speak to you regarding my letter and the school's application and may be contacted at 212-926-8000.

Sincerely yours,



Sheronia Rogers
Vice President of Programs & Operations



KEITH L.T. WRIGHT
Assemblyman 70th District
New York County

THE ASSEMBLY
STATE OF NEW YORK
ALBANY

CHAIRMAN
Committee on Housing

MEMBER
Black, Puerto Rican, Hispanic, and
Asian Legislative Caucus
MTA Capital Program Review Board
Task Force on Criminal Justice Reform
Puerto Rican/Hispanic Task Force
High Speed Rail Task Force

COMMITTEES
Ways and Means
Codes
Correction

September 16, 2013

Honorable Merryl H. Tisch
Chancellor
NYS Education Department Board of Regents
Room 110 EB
89 Washington Avenue
Albany, New York 12234

Dear Chancellor Tisch;

I am writing to express my support for the charter application submitted by the Sankofa Charter School for Boys in Harlem. At this time, the School has secured financing and has identified an independent, suitable location that would allow them to open in New York City's Community School District Five, Central Harlem, and begin instruction for the 2014-15 school year. Initially, Sankofa Charter School for Boys will offer K through 8, and will eventually grow to accept young men through grade twelve.

As we all know, a child's path to success begins very early. If we want our young men and women to grow up to become successful, fulfilled adults, we must commit to doing whatever is necessary to ensure that a quality foundation is built. Our time is limited. We must accomplish this goal before any negative outside forces have a chance to destroy the confidence and drive for greatness that we try to instill in all our children. It remains a tragic fact that young men of color are among the lowest performing students in our city and it follows that this demographic also has one of the lowest rates of high school graduation. Chancellor, these trends must not continue.

That is why I believe institutions like the Sankofa Charter School, which has innovatively proposed to incorporate other providers and community organizations into the learning experience, are just the kind of transformative catalysts our children need. The school's educational plan includes partnerships with prominent institutions like the New York Historical Society and the Schomburg Center for Research in Black Culture, for the creation of a hands-on, teaching and learning approach that focuses on nurturing the whole child. I am confident that we can expect as much innovation and reform in the level of parental and familial involvement in the education of these young men owing to the years of experience in education, community-based programming and social service held by the school's founder.

As a lifelong resident of the village of Harlem, I believe that the Sankofa Charter School, would be a tremendous asset to the young men living in the Harlem Community. Over the years, I have been an outspoken advocate on the need for quality schools and so it is with utmost conviction that I respectfully request your favorable consideration of this charter application. Please feel free to contact me at (518) 455-4793 if I can be of any further assistance in this matter.

Sincerely,

Keith L.T. Wright
Member of Assembly, 70th AD



COMMITTEE:
WAYS AND MEANS
JOINT COMMITTEE
ON TAXATION

Congress of the United States House of Representatives

August 23, 2013

Honorable Meryl Tisch
Chairman
NYS Education Department Board of Regents
Room 110 EB
89 Washington Avenue
Albany, New York 12234

Dear Chairman Tisch,

I write in support of the Sankofa Charter School for Boys in Harlem. The school will open in New York City's Community School District Five in 2014. We must continue to support quality schools in Harlem, and The Sankofa Charter School for Boys will enhance the education of Harlem's youth.

The Sankofa School's holistic approach to child development will help to address the profound educational crisis that boys of color have traditionally faced. Providing a comprehensive range of parental support programs, the school will help families create a home environment conducive to learning. When funding allows, the Sankofa School will also assist the surrounding community by providing a full-service school-based health clinic and mobile van. I am also pleased to find that The Sankofa School has chosen to pursue a rigorous academic program that will foster high expectations and prepare students for success in top high schools and top colleges. The high school plans to implement the International Baccalaureate Global Programme, recognized worldwide for its high standards, commitment to character building, and rigorous academic framework. The school's extended day schedule and year-round schedule will give boys more time to learn and to become resilient and independent thinkers.

Therefore, I request that you give the Sankofa Charter School your strongest consideration when reviewing its charter school application. Thank you for your time and consideration. Please know that you can continue to count on my strong support.

Sincerely,

Charles B. Rangel
Member of Congress

CBR/aps/sss

WASHINGTON OFFICE
2354 RAYBURN HOUSE OFFICE BUILDING
WASHINGTON, DC 20515-3213
TELEPHONE: (202) 225-4365
FAX: (202) 225-0816

PLEASE RESPOND TO OFFICE CHECKED

DISTRICT OFFICE
163 WEST 125TH STREET
NEW YORK, NY 10027
TELEPHONE: (212) 663-3900
FAX: (212) 663-4277

You are using a version of Internet Explorer which Gmail no longer supports. Some features may not work correctly. Up

Gmail

More

COMPOSE

Northeastern - Online MBA - Earn your MBA Online. 8 specializations. 100% Online. AACSB Accredited. Start Now!

Inbox (11,667)

Important

Sent Mail

Drafts (106)

Spam (202)

Personal



Search people...

- Cajay Jacobs
- Hellura lyle
- katherine fry
- Leayrohn King
- Tsedek Roberts
- Ann Murray
- Marty Buccafusco
- Maurice A. Cumm...
- tiana.thomas227...
- Wynisha Fredericks

Re: Sankofa School Draft--Need Feedback

Inbox x

Ashanti Chimurenga

I am resending the draft. ----- Forwarded message ----- From: Ashan...



alfonso wyatt

to me

I was able to peruse application... Impressive...

I would vote for a strong Parent Association with a special split-out for fathers/meaningful men in the lives of students (scholars)...

I would look at more arts offerings (even replace wood shop with painting/sculpting with clay), or a choir/music lessons.

After school academic enrichment/fun activities built into schedule

Ashanti Chimurenga <achimurenga@gmail.com>

to alfonso

thank you so much and I will incorporate

great ideas'

love the wood show and painting/sculpting a lot!

we have five days of music--are you thinking it is what we offer with music

I selected one art to focus on the most so kids would have five days a week of an art

art is taught so piecemeal--2 days here and there--children do not gain mastery

as far as afterschool, we go to 4:30 but maybe we need to go to 5:30? so parents can get to kids--we will need additional funding so I cannot include now

I did not discuss pta and will do so with father breakout



alfonso wyatt

to me

I saw wood shop in proposal and that made me think of other arts...

If music is already in the plan that is great. Even if the school purchased wood wind instruments (wood/plastic) flutes to start... something musical that can grow with the school

Ashanti Chimurenga <achimurenga@gmail.com>

to alfonso, bcc: me

you mean that we could make the wood-wind instruments or just start with them

I initially decided guitar, music or vocal--as a mandatory five days per week--

from feedback, I am rewriting to state K-3 will follow that music program to gain concentration--at grade 3 we will offer art and drama three times a week i by grade 3 in music as well.

How about STEP - somehow I really like boys learning STEP for cultural ceremonies, connect them with historic black colleges, and teamwork

by grade five we can offer band

once a year we put on a play with parents in it

we have a zen garden I also see parents loving

- Tsedek Roberts
- Ann Murray
- Marty Buccafusco
- Maurice A. Cumm...
- tiana.thomas227...
- Wynisha Fredericks

THE FIRST 2000 DAYS CAMPAIGN

Event: SANKOFA SOUTHERN FOR BOYS IN/AROUND Event Date: Aug. 29, 2013

Location: NYC

Name	Company/Organization/Affiliation	Phone	Email
Bobby Jackson			
Daseka Gray	Sabree educational services		
Talmi Durham			
Tonya Wood	Dept of Ed		
Andre Rogers	filmmaker/educator		
Kim Parker			

ARTHUR GREGG

RESEARCHER

Kareem Meekock

Thursday, August 29, 2013 6pm-8pm

YOU ARE CORDIALLY INVITED TO ATTEND...

Sankofa Charter School for Boys in Harlem will open its doors in September 2014.
Come learn about our mission, goals, values and how you can enroll your child.

The
Sankofa Charter School for Boys in Harlem

Every child will have the opportunity to thrive and to realize their human right to a quality education regardless of personal circumstance. On this journey to excellence, Sankofa School for Boys in Harlem will hold true to four pillars of action and belief:

Rigor; Rights; Respect; and Responsibility.



**Community and Public Meeting
New York Urban League
204 W 136th St
New York, New York 10030**

Date: August 29, 2013 Time: 6pm-8pm

For more information contact:

**Ashanti Chimurenga, School Leader and Founder
Cell: (340)-690-5257**

Email: sankofaschoolharlem@gmail.com
[sankofaschoolforboysinharlemcharteracademy@facebook](https://www.facebook.com/sankofaschoolforboysinharlemcharteracademy)

Sankofa School for Boys in Harlem



We are More Than a School!

Informational Sessions

July 2, July 10, July 30
Oberia Dempsey Center
127 West 127th Street
New York, N.Y.
917-601-0885
Sankofaschoolforboys
@gmail.com

Sankofa School for Boys in Harlem is a new charter school seeking approval to open in 2015. Sankofa School will offer boys an extended day, social emotional development, Integrated Arts, and a standards-based curriculum that meets Common Core Standards. Sankofa will serve students in grades PreK-12 and will open with 150 students in PreK and K and add one grade per year.



CITY OF NEW YORK
MANHATTAN COMMUNITY BOARD 10
215 West 125th Street, 4th Floor—New York, NY 10027
T: 212-749-3105 F: 212-662-4215

HENRIETTA LYLE
Chairperson

CHRISTOPHER T. WOODLEY, Esq.
District Manager

ANDREW LASSALLE
Assistant District Manager

EDUCATION/LIBRARIES & YOUTH Committee

Tuesday, April 16, 2013
6:00pm

Hon. Jennifer Prince, Chair

AGENDA

1. Welcome/ Introduction
2. New York City Department of Probation
3. Sankofa School for boys
4. Public Hearing/PEP Statement Revisions
5. Uptown Education Collaborative, Uptown Education Summit
6. Announcements
7. Adjournment

SANKOFA SCHOOL FOR BOYS IN HARLEM

PETITION

I support the development of the high quality educational options for children in Harlem. The Sankofa School for Boys in Harlem is filing a charter school application with New York State to become a new tuition-free public school in Harlem opening in 2014. Sankofa School will serve boys in grades K-8 and will offer a diverse range of educational programs tailored to improve the educational outcomes of boys of color who lag behind other student groups across the academic continuum. I understand that Sankofa School for Boys in Harlem will be located in private space and will not co-locate in a public school that could result in overcrowding. I ask the New York State Education to fully and fairly review the charter application for compliance with all laws and regulation and to approve the school's application. If the NYSED Board of Regents determines that the school's charter application to fully and completely comply, I support the creation of The Sankofa School for Boys in Harlem and ask that it be authorized.

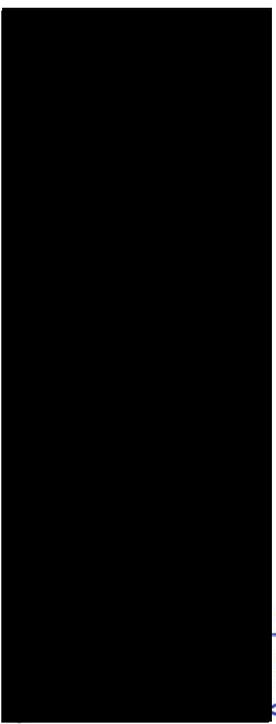
Name	Telephone/Email	Comment
AWILDA SANTANA		ase make this charter school happen Now!
Yerde Carlos		ds to happen
Patricia Jacopo		ool is bad
Erica Lewis		eed to support movements in education For ble you
Deborah King		el overdue
Brandon McArt		END TO HAPPEN
HAMIDU		NEED IT
Laverne Stinson		ase Help
Ladorn Brown		
Azal Yeric		ase Help.
LATANYA SIMS		MAKE A difference
B. White		jectwright2020@gmail
JOHN C Boodie		ors of Self esteem / economic history
Anna Lyson		NEED IT NOW!
Keshia Small		NEED IT NOW!
Tiffany Faulter		need it NOW!
Anthony Assembl		

Jamie Ahmed 10/18 917 803 8453 aaf-juma@hotmail.com

Reeshmah Brightley Sabree Special Events

Jhvinge Smith UMM. RES. —

Tommy Smith Comm. RES. — Present



Public Meeting - July 10, 2014

Harlem News - Aug 2013

Harlem News Group

EVENTS

Coming Soon - The Sankofa School for Boys in Harlem

The Sankofa School for Boys in Harlem will be opening with Grades K and First Grade in 2014! Their motto is "Leave No One" groups of youth in making adequate progress. The Sankofa School for Boys in Harlem is specially designed to meet the needs and interests of every student receives daily

Plans are to be a One-One Computing school with a digital media environment. Students use iPads and learn at their own pace. Parents will receive support to be able to provide computer and Internet access at home.

Sankofa's school day will be from 8am to 5pm. Boys will also attend a 30 day mandatory summer bridge academy. Research shows that students who are already behind forget the most information during summer months. Their goal is to accelerate learning so that students are at grade level. Their long days are long year give children and the school the time to accomplish these goals.

The Sankofa School for Boys in Harlem will support the "whole child." They will offer mentoring and character development programs so they can have fun while building their self-esteem. Boys learn to swim, hike rock climb, and mountain bike. A public library, the Schorburg Center is partnering to help senior citizens and high

EL MUNDO NEWSPAPER - AUG 2013

The Sankofa School for Boys in Harlem
Abre en Harlem con los Grados K y 1º. en 2014.
Para obtener más información, llame al 340-690-5257, o visítenos en sankofaschoolharlem@gmail.com

Hoja Informativa
Nuestro Lema: "Ayudar a Todos"

¿Por qué es Sankofa una escuela para niños de un solo sexo?

La terrible crisis que enfrentan los niños de color demanda nuestro enfoque singular. Sólo el 14% de los niños negros leen en nivel del grado y sólo 50% se gradúan de la escuela secundaria. En general, los niños negros y latinos están rezagados en comparación con otros grupos de jóvenes para progresar adecuadamente. The Sankofa School for Boys in Harlem está especialmente diseñada para satisfacer las necesidades e intereses de los chicos de color.

¿Cuántos grados ofrecerá Sankofa School for Boys?

Sankofa School for Boys in Harlem servirá a los estudiantes en los grados K-8. Comenzaremos con dos grados en 2014. Aceptaremos 66 estudiantes en Kindergarten y 66 estudiantes de Primer Grado. Cada año, vamos a añadir un grado hasta llegar al tamaño completo. Nuestro objetivo es agregar una Escuela Secundaria y eventualmente ofrecer de K-12.

¿Cómo apoya la escuela a los alumnos con necesidades diferentes de aprendizaje?

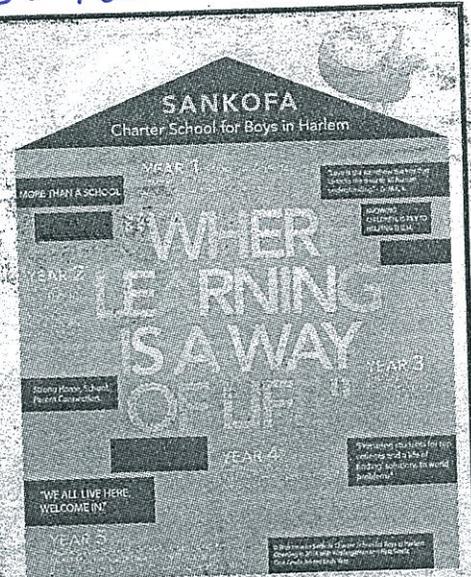
Cada estudiante recibe instrucción diaria de 1-a-1 y tiene un plan individual de aprendizaje. A los chicos se les enseña en clases pequeñas con cuatro clases de 10: en proporción por 1: estudiante. Aceptamos tanto a los estudiantes con IEPs como a los estudiantes que están aprendiendo el idioma inglés. También ofrecemos arte, música y teatro para crear conexiones visuales.

¿Cuál es el plan de tecnología de la escuela?

Somos una escuela de computación uno a uno con un ambiente de medios digitales. Los estudiantes utilizan iPads para aprender a su propio ritmo. Los padres recibirán apoyo para proveer computadores y acceso a Internet en la casa.

¿Cuál es la jornada escolar y el año escolar?

La jornada del día escolar de Sankofa es de 8am a 5pm. Los chicos también



asisten a una Academia de puente de verano obligatoria de 30 días. Las investigaciones demuestran que los estudiantes que ya están atrasados olvidan la mayoría de la información durante los meses de verano. Nuestro objetivo es acelerar el aprendizaje para que los estudiantes estén en el nivel del grado. Nuestro año largo y días largos dan a los niños y a la escuela el tiempo para lograr estos objetivos.

¿Cuál es la filosofía y el programa de Sankofa para los padres y las comunidades?

The Sankofa School for Boys in Harlem apoyará "Totalmente al niño", ofrecemos tutoría de niños y programas de desarrollo de carácter así podrán divertirse mientras que aumentan su autoestima. Los niños aprenden a nadar, caminar, a escalar y bicicleta de montaña. Una biblioteca pública, el Centro Schomburg se ha asociado para ayudar a que los adultos mayores y los muchachos de secundaria emparejen con nuestros alumnos de la escuela primaria para así apoyar a ambos grupos de jóvenes. La Liga Urbana de Nueva York ha accedido a ayudar con habilidades parentales. Ofrecemos apoyo completo a los padres y entrenamos a los padres en el hogar para modelar clases efectivas y utilizar la tecnología para mejorar el aprendizaje. Los niños en riesgo de no leer en el nivel del grado tendrán un plan de mejoramiento intensivo. ¡Únase a nosotros! ¡Damos la bienvenida a todos en Sankofa!



ESTE ES TU EQUIPO

Sankofa School for Boys in Harlem
Third Grade – Student Schedule

	Monday	Tuesday	Wednesday	Thursday	Friday
8:00-8:30 a.m.	Planet Earth: <ul style="list-style-type: none"> Ethics Planet Mars: <ul style="list-style-type: none"> Ethics 	Planet Earth: <ul style="list-style-type: none"> Ethics Planet Mars: <ul style="list-style-type: none"> Ethics 	Planet Earth: <ul style="list-style-type: none"> Ethics Planet Mars : <ul style="list-style-type: none"> Ethics 	Planet Earth: <ul style="list-style-type: none"> Ethics Planet Mars : <ul style="list-style-type: none"> Ethics 	Planet Earth: <ul style="list-style-type: none"> Ethics Planet Mars : <ul style="list-style-type: none"> Ethics
8:30-9:45 a.m.	Planet Earth: <ul style="list-style-type: none"> Reading – Theme A <i>Open Court Imagine It! Reading/ Core Knowledge History</i> Planet Mars: <ul style="list-style-type: none"> Reading-Studio Skill B <i>Fountas & Pinnell-30 min</i> <i>Words Their Way-30 min</i> <i>Great Books -30 min,</i> 	Planet Earth: <ul style="list-style-type: none"> Research Project A Planet Mars: <ul style="list-style-type: none"> Research Project B 	Planet Earth: <ul style="list-style-type: none"> Reading – Theme A <i>Open Court Imagine It! Reading/ Core Knowledge History</i> Planet Mars: <ul style="list-style-type: none"> Reading -Studio Skill B <i>Fountas & Pinnell-30min</i> <i>Words Their Way-30 min.</i> <i>Great Books -30 min.</i> 	Planet Earth: <ul style="list-style-type: none"> Reading – Theme A <i>Open Court Imagine It! Reading/ Core Knowledge History</i> Planet Mars: <ul style="list-style-type: none"> Reading -Studio Skill B <i>Fountas & Pinnell-30 min.</i> <i>Words Their Way-30 min.</i> <i>Great Books -30 min.</i> 	Planet Earth: <ul style="list-style-type: none"> Reading – Theme A <i>Open Court Imagine It! Reading/ Core Knowledge History</i> Planet Mars: <ul style="list-style-type: none"> Reading -Studio Skill B <i>Fountas & Pinnell-30 min.</i> <i>Words Their Way-30 min.</i> <i>Great Books -30 min.</i>
9:45-10:00 a.m.	SNACK	SNACK	SNACK	SNACK	SNACK
10:00-11:30 a.m.	Planet Earth: Reading- Studio Skill A <i>Fountas & Pinnell-30 min.</i> <i>Words Their Way-30 min.</i> <i>Great Books-30 min.</i> Planet Mars: Reading –Theme B Humanities-Core Knowledge History	Planet Earth: Reading –Studio Skill A <i>Fountas & Pinnell</i> <i>Words Their Way</i> <i>Great Books</i> Planet Mars: Reading – Theme B Humanities Humanities-Core Knowledge History	Planet Earth: Reading –Studio Skill A <i>Fountas & Pinnell</i> <i>Words Their Way</i> <i>Great Books</i> Planet Mars: Reading– Theme B Humanities Humanities-Core Knowledge History	Planet Earth: Reading – Studio Skill A <i>Fountas & Pinnell</i> <i>Words Their Way</i> <i>Great Books</i> Planet Mars: Reading –Theme B Humanities Humanities-Core Knowledge History	Planet Earth: Reading – Studio Skill A <i>Fountas & Pinnell</i> <i>Words Their Way</i> <i>Great Books</i> Planet Mars: Reading-Theme B Humanities-Core Knowledge History
11:30-12:30 p.m.	Lunch/Recess	Lunch/Recess	Lunch/Recess	Lunch/Recess	Lunch/Recess
12:30-1:15 p.m.	Planet Earth: <ul style="list-style-type: none"> Math – Studio Skill B Planet Mars: <ul style="list-style-type: none"> Math-Theme A 	Planet Earth : <ul style="list-style-type: none"> Math – Studio Skill B Planet Mars <ul style="list-style-type: none"> Math- Theme A 	Planet Earth : <ul style="list-style-type: none"> Math – Studio Skill B Planet Mars <ul style="list-style-type: none"> Math- Theme A 	Planet Earth: <ul style="list-style-type: none"> Math – Studio Skill B Planet Mar <ul style="list-style-type: none"> Math- Theme A 	Planet Earth : <ul style="list-style-type: none"> Math – Studio Skill B Planet Mars: <ul style="list-style-type: none"> Math- Theme A
1:15-2:00 p.m.	Planet Earth: <ul style="list-style-type: none"> Math - Theme B Planet Mars: <ul style="list-style-type: none"> Math – Studio Skill A 	Planet Earth: <ul style="list-style-type: none"> Math - Theme B Planet Mars: <ul style="list-style-type: none"> Math – Studio Skill A 	Planet Earth: <ul style="list-style-type: none"> Math - Theme B Planet Mars: <ul style="list-style-type: none"> Math – Studio Skill A 	Planet Earth: <ul style="list-style-type: none"> Math - Theme B Planet Mars: <ul style="list-style-type: none"> Math – Studio Skill A 	Planet Earth: <ul style="list-style-type: none"> CHESS Planet Mars: <ul style="list-style-type: none"> CHESS
2:00-2:45 p.m.	Planet Earth: <ul style="list-style-type: none"> Step Dance or Band/Music (2x3) Planet Mars: <ul style="list-style-type: none"> Wood Shop 	Planet Earth: <ul style="list-style-type: none"> Step Dance or Band/Music (2x3) Planet Mars: <ul style="list-style-type: none"> PE 	Planet Earth: <ul style="list-style-type: none"> Step Dance or Band/Music (2x3) Planet Mars: <ul style="list-style-type: none"> PE 	Planet Earth: <ul style="list-style-type: none"> Step Dance or Band/Music (2x3) Planet Mars: <ul style="list-style-type: none"> PE 	EARLY DISMISSAL 1.5 hr. Staff Development
2:45-3:30 p.m.	Planet Earth: Science Planet Mars: Science	Planet Earth: Science Planet Mars: Science	Planet Earth: Science Planet Mars: Science	Planet Earth: Robotics Planet Mars: Robotics	EARLY DISMISSAL 1.5 hr. Staff Development
3:30-4:15 p.m.	Planet Earth: <ul style="list-style-type: none"> Wood Shop Planet Mars: <ul style="list-style-type: none"> Step Dance or Band/Music (2x3) 	Planet Earth: <ul style="list-style-type: none"> Wood Shop Planet Mars: <ul style="list-style-type: none"> Step Dance or Band/Music (2x3) 	Planet Earth: <ul style="list-style-type: none"> Wood Shop Planet Mars: <ul style="list-style-type: none"> Step Dance or Band/Music (2x3) 	Planet Earth: <ul style="list-style-type: none"> Wood Shop Planet Mars: <ul style="list-style-type: none"> Step Dance or Band/Music (2x3) 	Planet Earth: <ul style="list-style-type: none"> Wood Shop Planet Mars: <ul style="list-style-type: none"> Step Dance or Band/Music (2x3)
Town Hall Dismissal 4:15-4:30 PM					

Sankofa School for Boys in Harlem
Grade Six MIDDLE SCHOOL Student Schedule – Planet Saturn*
Sample Middle School Schedule with EIGHT Daily 50 Fifty- Minute Periods of Instruction (400minutes a day)

	Monday	Tuesday	Wednesday	Thursday	Friday
8:00-8:30 a.m. Ethics	Planet Saturn • Ethics	Planet Saturn • Ethics	Planet Saturn • Ethics	Planet Saturn • Ethics	Planet Saturn • Ethics
8:30-9:20 ELA 100 MIN.DOUBLE BLOCK/ 50MIN. PER PERIOD	Planet Saturn • ELA – Theme C <i>Open Court /Great Books/Supplements</i> Planet Jupiter • ELA- Skill D <i>Scholastic Reading Inventory /</i>	Planet Saturn • ELA – Theme C <i>Open Court /Great Books/Supplements</i> Planet Jupiter • ELA- Skill D <i>Media Resource Center</i>	Planet Saturn • ELA – Theme C <i>Open Court /Great Books/Supplements</i> Planet Jupiter • ELA- Skill D <i>Scholastic Reading Inventory /Great Books</i>	Planet Saturn • ELA – Theme C <i>Open Court /Great Books/Supplements</i> Planet Jupiter • ELA-Skill D • <i>Media Resource Center</i>	Planet Saturn • ELA – Theme C <i>Open Court /Great Books/Supplements</i> Planet Jupiter • ELA- Skill D <i>Scholastic Reading Inventory /Great Books</i>
9:20-10:30 ELA 100 MIN. DOUBLE BLOCK. ----- 500 MIN. ELA PER WEEK	Planet Saturn • ELA- Skill C <i>Scholastic Reading Inventory /Great Books</i> Planet Jupiter • ELA – Theme D <i>Open Court /Great Books/Supplements</i>	Planet Saturn • ELA- Skill C <i>Media Resource Center/IE**</i> Planet Jupiter • ELA – Theme D <i>Open Court /Great Books/Supplements</i>	Planet Saturn • ELA- Skill C <i>Scholastic Reading Inventory /Great Books</i> Planet Jupiter • ELA – Theme D <i>Open Court /Great Books/Supplements</i>	Planet Saturn • ELA-Skill C <i>Media Resource Center</i> Planet Jupiter • ELA – Theme D <i>Open Court /Great Books/Supplements</i>	Planet Saturn • ELA- Skill C <i>Scholastic Reading Inventory /Great Books</i> Planet Jupiter • ELA – Theme D <i>Open Court /Great Books/Supplements</i>
10:30-11:20 Math 50 min 5 Days 250 mins week	Planet Saturn • Math	Planet Saturn • Math	Planet Saturn • Math	Planet Saturn • Math	Planet Saturn • Math
Specials 11:20 to 12:10	Planet Saturn • Physical Education	Planet Saturn • Physical Education	Planet Saturn • Wood Shop	Planet Saturn • Physical Education	Planet Saturn • Physical Education
Lunch 12:10 1:00	Lunch	Lunch	Lunch	Lunch	Lunch
History 1:00 to 1:50	Planet Saturn • History & Geography <i>Core Knowledge</i>	Planet Saturn • History & Geography <i>Core Knowledge</i>	Planet Saturn • History & Geography <i>Core Knowledge</i>	Planet Saturn • History & Geography <i>Core Knowledge</i>	Planet Saturn • Computer
1:50-2:40 p.m.	Planet Jupiter • Science	Planet Jupiter • Science	Planet Jupiter • Science	Planet Jupiter • Science	Planet Jupiter • Robotics
2:40-3:30 p.m.	Writing Workshop	Spanish	Spanish	Computer	EARLY DISMISSAL
3:30-4:20 p.m.	Art/Music/Drama***	Art/Music/Drama***	Art/Music/Drama***	Art/Music/Drama***	
4:20-5:30 PM Afterschool	Animation Club Chess Club BUFFALO CORPS***	Animation Club Chess Club BUFFALO CORPS	LEGOS CLUB Chess Club BUFFALO CORPS	LEGOS CLUB Chess Club BUFFALO CORPS	EARLY DISMISSAL

*Only the schedule for Planet Saturn is shown for the sake of clarity of presentation, expect for the Double ELA Parallel Block, when Planet Jupiter.

** Intervention and Enrichment based on individual need.

***Starting in Sankofa Middle School, the goal of the Arts Education Department is to encourage students to gain exposure to all forms of artistic instruction. In Grade Six, boys will study one arts subject per quarter for an intensive survey approach. In Grade Seven, however, Sankofa resumes the school's mastery approach in the Arts and requires boys in grades Six and Seven to choose two disciplines. Students in Grade Seven and Eight will then study both subjects for two years at the same time following a 3x2 or 2x3 block.

**** Buffalo Corps is the school's mentoring and tutoring program that pairs students with strong performing local high school males.

**Sankofa School for Boys in Harlem
Third Grade – Teacher Schedule
Three teachers work in a team"**

Teacher A=Lead Teacher (Themes Classes)

Teacher B=Team of two teachers (ESL and/or CTT Teacher)

In Small Learning Communities, Three Teachers Alternate Teaching Two Classes of Third Grade Students with 18 per Class

Time	Monday	Tuesday	Wednesday	Thursday	Friday
8:00-8:30 a.m. 30 min.	Teacher A: • Morning Mtg/Dinosaur School Teacher B: • Morning Mtg/Dinosaur School	Teacher A: • Morning Mtg/Dinosaur School Teacher B: • Morning Mtg/Dinosaur School	Teacher A: • Morning Mtg/Dinosaur School Teacher B: • Morning Mtg/Dinosaur School	Teacher A: • Morning Mtg/Dinosaur School Teacher B: • Morning Mtg/Dinosaur School	Teacher A: • Morning Mtg/Dinosaur School Teacher B: • Morning Mtg/Dinosaur School
8:30-10:00 a.m. 90 min.	Teacher A: • ELA Theme Class– Planet Earth (GRP A) Teacher B: • ELA Studio Skills Class-Planet Mars (GRP B)	Teacher A: • ELA Theme Class– Planet Earth (GRP A) Teacher B: • ELA Studio Skills Class-Planet Mars (GRP B)	Teacher A: • ELA Theme Class– Planet Earth (GRP A) Teacher B: • ELA Studio Skills Class-Planet Mars (GRP B)	Teacher A: • ELA Theme Class– Planet Earth (GRP A) Teacher B: • ELA Studio Skills Class-Planet Mars (GRP B)	Teacher A: • ELA Theme Class– Planet Earth (GRP A) Teacher B: • ELA Studio Skills Class-Planet Mars (GRP B)
10:00 - 11:30 a.m. 90 min.	Teacher A: • ELA Themes Class-Planet Mars (GRP B) Teacher B: • ELA Studio Skills Class-Planet Earth (GRP A)	Teacher A: • ELA Themes Class-Planet Mars (GRP B) Teacher B: • ELA Studio Skills Class-Planet Earth (GRP A)	Teacher A: • ELA Themes Class-Planet Mars (GRP B) Teacher B: • ELA Studio Skills Class-Planet Earth (GRP A)	Teacher A: • ELA Themes Class-Planet Mars (GRP B) Teacher B: • ELA Studio Skills Class-Planet Earth (GRP A)	Teacher A: • ELA Themes Class-Planet Mars (GRP B) Teacher B: • ELA Studio Skills Class-Planet Earth (GRP A)
11:30-12:30 p.m. 45min	Lunch/Recess	Lunch/Recess	Lunch/Recess	Lunch/Recess	Lunch/Recess
12:30-1:15 p.m. 45 min.	Teacher A: • Math Themes Class-Planet Earth (GRP A) Teacher B: • Math Studio Skills Class-Planet Mars (GRP B)	Teacher A: • Math Themes Class-Planet Earth (GRP A) Teacher B: • Math Studio Skills Class-Planet Mars (GRP B)	Teacher A: • Math Themes Class-Planet Earth (GRP A) Teacher B: • Math Studio Skills Class-Planet Mars (GRP B)	Teacher A: • Math Themes Class-Planet Earth (GRP A) Teacher B: • Math Studio Skills Class-Planet Mars (GRP B)	Teacher A: • Math Themes Class-Planet Earth (GRP A) Teacher B: • Math Studio Skills Class-Planet Mars (GRP B)
1:15-2:00 p.m. 45 min.	Teacher A: • Math Themes Class-Planet Mars (GRP B) Teacher B: • Math Skills Class-Planet Earth (GRP A)	Teacher A: • Math Themes Class-Planet Mars (GRP B) Teacher B: • Math Skills Class-Planet Earth (GRP A)	Teacher A: • Math Themes Class-Planet Mars (GRP B) Teacher B: • Math Skills Class-Planet Earth (GRP A)	Teacher A: • Math Themes Class-Planet Mars (GRP B) Teacher B: • Math Skills Class-Planet Earth (GRP A)	Teacher A: • Math Themes Class-Planet Mars (GRP B) Teacher B: • Math Skills Class-Planet Earth (GRP A)
2:00-2:45 p.m. 45 min.	Teacher A: • Common Planning Teacher B: • Common Planning	Teacher A: • Common Planning Teacher B: • Common Planning			
2:45-3:30 p.m. 45 min.	Teacher A: • Science Teacher B: • Science	Teacher A: • Science Teacher B: • Science	Teacher A: • Science Teacher B: • Science	Teacher A: • Supervise Robotics Class Taught by High School Students Teacher B: • Supervise Robotics Class Taught by High School Students	Grade and Dept. Mtg
3:30-4:15 p.m.	Teacher A: • Prep Period Teacher B: • Prep Period	Grade and Dept. Mtg			
4:15-4:30 p.m.	Town Hall/Dismissal	Town Hall/Dismissal	Town Hall/Dismissal	Town Hall/Dismissal	Town Hall/Dismissal

Sankofa School for Boys in Harlem Disciplinary Code

Every student has a right to an education in a bully free-environment. Under the Dignity in Schools Act, children are protected from bullying and harassment. Every student should let someone know if they feel mistreated, bullied or humiliated.

IMPORTANT NOTICE **Dignity for All Students Act**

All children have the right to attend school in a safe, welcoming, and caring environment. DASA specifically ensures this for New York State public school students.

The Dignity for All Students Act (The Dignity Act also known as DASA) was signed into law on September 13, 2010. The legislation amended State Education Law by creating a new Article 2, *Dignity for All Students*, and revising Section 801-a regarding instruction in civility, citizenship, character education, tolerance, respect for others, and dignity. It combats bias-based bullying, harassment, and discrimination in public schools, and includes awareness and sensitivity in the relations of people including individuals of different races, weights, national origins, ethnicity, religions or religious practices, mental or physical abilities, sexes, sexual orientations, gender identities or expressions.

Highlights of the new law, effective July 1, 2012

- All public elementary and secondary school students are protected.
- DASA prohibits the harassment and discrimination of students by students and by school personnel.
- Each school's Code of Conduct must be amended to reflect the prohibition of discrimination and harassment of students by students or staff in age-appropriate language.
- Districts must appoint at least one staff member in each school to handle all bullying incidents on school property (including athletic fields, playgrounds, and parking lots), in school buildings, on a school bus/vehicle, as well as at school-sponsored events or activities).
- Administrators must report incidents of bullying or bias-based harassment to the NYS Department of Education

In order to be consistent with the bulk of other public schools, Sankofa School adopts the same Student Discipline Code of Conduct as the NYC Department of Education.

Major Things You Show Know

Sankofa School uses a discipline system called Positive Behavioral Interventions Systems.

Steps Taken

Primary Discipline Responses
Individual Behavior Contract
Short Term Behavioral Progress Report
Referral to Pupil Personnel Team

Progressive Infraction

Level 1: Uncooperative Non-Compliant Behavior
Level 2: Disorderly Behavior
Level 3: Disruptive Behavior
Level 4: Aggressive or Injurious Harmful Behavior
Level 5: Seriously Dangerous or Violent Behavior

When Does the NYC Discipline Code Apply?

During, before and after school hours
On School Property
During School Events
On School Vehicles

STUDENT CODE OF CONDUCT

Please review our expectations with your child(ren) and return the tear-off to your child's teacher. We appreciate your cooperation in maintaining a safe and positive learning environment.

The students at Sankofa are expected to follow "The 3 Bs":

Be Safe!

- Know your full name, address and telephone numbers.
- Follow the rules in the restrooms, playground, cafeteria and classroom.
- Walk at all times unless engaged in recess or P.E. activities.
- Students should only be dropped off and picked up at the designated locations.

Be Responsible!

- Behave in a manner that does not interfere with the rights of other students to learn.
- Use kind words and actions. Play fairly, include everyone, and be a team player.
- Respect property and equipment – yours and others.
- Take lost and found items to the designated "lost and found" location.

Be Respectful!

- Be honest and accept responsibility for your actions.
- Be prepared to learn. Have your pencils, paper, books and completed homework with you daily.
- Always play in designated play areas. Stay away from unsupervised areas.
- Food and drink served by the cafeteria staff may not leave the cafeteria area.
- Candy, gum, soda, toys, collection cards, electronic games are not allowed in school.
- Use restroom facilities and drinking fountains appropriately.
- Cell phones may not be turned on during the school day. Cell phones will be taken from students who use them during the school hours. Staff persons will give confiscated cell phones to an administrator who will store it until a parent retrieves it.

General Playground Rules

- Play games that are **safe**, not dangerous. Contact sports are not allowed. Students should keep their hands and feet to themselves. We follow the “**hands off**” policy. Pulling and tugging at clothing, fighting (even “play fighting”), wrestling and karate are not allowed.
- Tag is played with either **one-finger or two-finger touch**. No pushing or shoving.
- Stay in **designated play areas**. Students should be in eye view of teachers at all times. If a student is hurt, get a referral slip from a yard supervisor and travel with one student partner (not a group) to the office.
- Do not climb any of the equipment poles (tetherball, volleyball, basketball poles). Avoid hanging from or pulling on the volleyball nets.
- There are no “lock-outs.” Any student wanting to play, can. **Play fairly** and allow for others to rotate into the game.
- **Toys are not to be brought to school**. Quiet games such as cards, checkers, etc. may be played only in the quiet game areas. No selling or trading of cards is allowed at school. Return all games/materials when finished with them.
- Be **respectful and patient** with students learning to play the games.
- Snacks are not allowed on the yard. Snacks must be eaten in the cafeteria before going to the playground.
- Try to **solve a problem** before going to an adult. Children are encouraged to solve minor problems themselves, using discussion, voting and/or “rock, paper, scissors” or “I Statements”.
- Listen for the bell. Freeze when bell rings. Follow directions of school personnel immediately and with good manners. Pick up your belongings. Take balls back to the ball box or back to your classroom. Be in line and ready for your teacher when he/she comes to get you.
- Playground equipment and assigned areas are to be used for the game it was intended. Do not kick handballs or basketballs. Do not sit on the balls. Misuse eventually ruins the balls.
- Inform an adult if a ball has gone over the fence.
- Take turns. No one can “hold” a place for a friend. There are no “cuts”.

For severe cases or if you repeatedly break the rules in the classroom or on the playground, a teacher or teacher’s aide will fill out a behavior log explaining what rule or rules you broke and send you to the school office. In the office, you will be asked to write (or draw as needed) on the log why you were sent to the office and what you intend to do about it. Your parents will be notified by telephone that you were sent to the office and that you will be bringing home your Behavior Log for them to read, discuss with you, sign and

return to your classroom teacher the next day. On the log, your teacher will request a conference with you and your parents. If appropriate, the principal will see you and your parents, and then write her comments on the log.

For repetitive behavior problems, your teacher may request a classroom suspension on the behavior log, in that case, you will stay in the office until your parents can pick you up. In very severe cases, your teacher and the principal will suspend you from school until you and your family can meet with the teacher and principal to make a plan for improving your behavior.

Discipline Policy

Every student, parent, teacher, administrator, staff, parent, community member has a role which includes:

1. Supporting the school-wide positive behavior support and discipline policy
2. Knowing, communicating and consistently monitoring the policy
3. Maintaining open lines of communication between school and home
4. Using positive response strategies and corrective feedback for disruptive students

In order for our students to receive a high quality standards-based education, it is important and expected that all students adhere to the NYC Department of Education Student Discipline Code.

All adults should communicate the same message and should have the same expectations. Together we can work together to maintain a positive school culture with individuals interacting in a safe, responsible and respectful way towards themselves and one another.

Definitions of Unacceptable Behaviors:

Minor Fighting: Mutually engaging in physical contact (pushing, shoving, punching, hitting, kicking, scratching, hair-pulling) with another student

Major Fighting: Mutually engaging in physical contact (punching, hitting, kicking, scratching, hair-pulling, biting) with another student, resulting in injuries requiring first aid from school nurse or further medical attention

Classroom Disruption: Causing a sustained and significant amount of interruption in a class or of an activity

Defiance: Knowingly refusing to follow staff directions and/or school-wide rules

Teasing: Teasing, name-calling, insulting, and/or excluding

Bullying: Extremely offensive and/or repeated teasing, name-calling, insulting, excluding, and/or discriminating that can be accompanied by threats of injury or harm

Property Damage: Intentionally damaging other people's or school property

Sexual Harassment: Unwelcome conduct of a sexual nature that is either verbal, visual, physical, or threats/pressure/demands

Theft: Taking something that does not belong to you

Inappropriate Language: Communicating inappropriate verbal messages – that include swearing – in any learning environment

Consequences

1. Problem Solving with an adult
2. Behavior Reflection Log or Oral/Written apology
3. Possible Time out/Missed yard time
4. Call to parents
5. Conference with teacher
6. Administrative Intervention

Tardiness & Attendance Policy

Tardiness

If a student is late three times in one reporting period, a notice will be sent home to be signed by the parent. If a student is late more than 6 times, a second notice will be sent (signed by the principal) and your child's teacher will call you to set up a conference to discuss the reasons for the continual tardiness and to provide assistance as necessary.

Absences

Students who develop patterns of good attendance are much more likely to be successful both academically and socially than students who develop patterns of poor attendance. If a child's chronic absenteeism is not addressed in its early stages, the odds are greatly increased that he or she will 1) need costly instructional remediation and/or special services, and/or 2) develop a negative self-concept, experience academic failure, drop out of school, engage in anti-social behavior, and fail to contribute positively to the local community as an adult.

The parents or guardians of each student have the responsibility to enroll their child(ren) in school and to send them to school on a daily basis on time.

A student who is absent three full days without a valid excuse, or on three occasions is tardy or absent for more than thirty minutes, or any combination thereof, is a truant. If your child is absent, please remember to send an explanatory note when your child returns to school. An unexcused absence is one where the student is not ill or under the care of a physician. Please plan vacations and family events around the school calendar.

School Trustee Background Information

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

Name: Kara Olidge

Charter School Name: Sankofa School for Boys in Harlem Charter Academy

Charter School Address: To be determined

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): President

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. The lead applicant Ashanti Chimurenga contacted me in my capacity as Deputy Director of Schomburg Center for Research of Black Culture and requested that we become partners and that I serve on the board of directors.

5. Please explain why you wish to serve on the board. I received a doctorate in Educational Administration and I was a recipient of public schools and seek to give back.
6. Please indicate whether you have previously served or are currently serving on a board of a school district, a non-public school or any not-for-profit corporation.(to the extent not otherwise indicated in your response to Item 1, above). In addition, please describe any other experience, knowledge or skills you feel is relevant to service on the charter school board. This does not apply to me. Yes. (Include description here):

I served as a board member for Hallwalls Contemporary Arts Center in Buffalo, New York for two years (2008 – 2010).

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. I would bring it to the attention of the board of trustees immediately and pursue thorough investigation.

Educational Philosophy

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

Sankofa is designed to meet the explicit needs of boys of color through a child-centered emergent curriculum that encourages them to develop a sense of place within a historical community that the Schomburg seeks to support by preserving and exhibiting works that document the journey of people of African descent.

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

The school will use the IB Global Programme to give boys a college preparatory education that teaches higher order thinking. The school's extended day will make it possible for boys to accelerate learning so they can gain a concrete academic foundation to support them through secondary school and college. The IB Programme supports Schomburg's vision of inculcating in children a world-view that prepares them for a global society. I particularly like the school's museum program because it will help children actually 'discover' history from an action inquiry perspective that helps them understand and appreciate their own history and that of other people here and in the past.

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 am in agreement of the use of evaluation and planning tools that allow the school's stakeholders to gather and analyze relevant and multiple sources of empirical data that measure how well the school is making progress toward established goals and targets. I will actively ensure that Sankofa School Board of Trustee stays cognizant and abreast of international, national and state and local trends, policies and best practices. Twice a year the board will evaluate the school's strategic plan and will make appropriate modifications and adjustments. In addition to providing a quality education in a rigorous educational environment that is culturally sensitive and engaging I believe that a successful charter school is fiscally sound, has a strong relationship with parents and community, and offers a progressive set of services for teachers and staff including a significant investment in their professional growth and longevity at the school. I believe that teacher quality will be critical to our success and as a trustee member I will work to make sure that the school's hiring and retention policies and practices help achieve this objective.

Other

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

I believe that board members must exercise their duties with fiscal integrity, moral turpitude and due diligence. I believe that we are stewards of public funds and public institutions and must be scrupulous about the proper use and documentation of government funds.

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 I understand the charter school application, by-laws and proposed policies.

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

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

STATEMENT OF ASSURANCE

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

Kara Trina Olidge

9/16/2013

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: _____



KARA TUCINA OLIDGE, PHD

15 years of successful experience providing strategic and administrative leadership in educational institutions and community-based organizations.

I am a dynamic, results-oriented leader with a strong record of accomplishment of performance in high-paced organizations. Utilizing keen analysis, insights and a team approach to meet goals and implement best practices, I am capable of resolving multiple and complex issues to motivate staff to peak performance. I am a creative thinker with excellent planning, organizing, human resources development and directing skills. Additional areas of expertise include:

- Advocacy
- Coalition and Consensus Building
- Effectively Managing Multiple Programs
- Technical Assistance
- Fundraising, Grant-writing & Grants Management
- Program Development and Implementation
- Public Relations
- Strategic Planning
- Capacity Building
- Data Interpretation, Management & Tracking
- Excellent Communication Skills
- Fiscal Management
- MS Office Software Applications
- Project Management, Logistics & Operations
- Staff Training and Supervision
- Working with Diverse Populations

EDUCATION

Ph.D.	Educational Leadership & Policy State University of New York at Buffalo	2/2010
	Dissertation: <i>Critical Cosmopolitanism and the Intellectual Work of Alain Locke</i>	
M.A.	Arts Administration University of New Orleans	8/2000
B.A.	Philosophy/Arts History Minor Spelman College	5/1992

CERTIFICATE PROGRAMS

Human Resource Assistant Certificate Division of Continuing & Professional Studies State University of New York at Buffalo	6/2009
--	--------

RESEARCH EXPERIENCE

Research Assistant, City Voices/City Vision
Graduate School of Education
State University of New York at Buffalo, Buffalo, NY
9/2002 – 10/2004

Worked as a research assistant in four high schools in the Buffalo Public Schools system. Qualitative research included conducting interviews, facilitating roundtable discussions, transcribing data, and collecting multimedia materials from participants in the City Voices/City Visions Program.

TEACHING EXPERIENCE**Writing Instructor**, The New Jersey Law and Education Empowerment Project (NJLEEP)

9/2010- present

Provide instruction in the four genres of essays (description, narration, exposition, and argumentation). In addition, process learning documentation and progress forms (lesson plans, student portfolios, homework or testing results and other learning assessments) for students in accordance with directed timeline requirements.

Adjunct Professor, Department of Interdisciplinary Studies

Medaille College, Buffalo, New York

9/2009 – 12/2009

Course Title: Introduction to Critical Thinking (GEN 110)

Introduced students to the fundamentals of critical thinking. The coursework integrated basic critical thinking, argumentation, and related written and spoken communication lessons with the exploration and evaluation of significant ideas. Thus, it addressed some of the most important academic skills required not only for success in college, but also for open-minded and reflective inquiry, substantial understanding, and informed judgment.

Course Title: A Global Perspective on Colonial North America (GEN 220)

Examined the ways in which widely divergent cultures interacted and transformed each other and with specific environments in seventeenth and eighteenth century North America. The course uses historical, anthropological, social, economic, political, and other perspectives to assist students in developing more sophisticated understandings of women's experiences in the American past. Colonial North America is placed in the larger global context to understand how outside forces helped shape the region.

Adjunct Professor, Department of African American Studies

State University of New York at Buffalo

1/2009 – 6/2009

Course Title: Education of African Americans (CPM 288/AAS 294/HIST 454)

Focused on education from the perspective of equality and educational opportunity for African Americans (and by implication other racial minorities). Topics included: racial perspectives on intelligence; affirmative action; the socio-economic and socio-psychological basis of school achievement; teachers and racial identity; the multi-cultural curriculum; desegregation and re-segregation; race and school finance; and race and ethnicity in higher education.

Reading Instructor, Educational Opportunity Program

State University of New York at Buffalo

2/2008 – 6/2008

Provided educational instruction in reading and reading comprehension that produces educational improvements for all assigned students as measured by student pre/post educational testing. Also, developed and submitted learning documentation and progress forms (lesson plans, student portfolios, homework or testing results and other learning assessments) for students in accordance with directed timeline requirements.

Instructor/Team Coordinator, Urban Arts Training Program

Arts Council of New Orleans, New Orleans, Louisiana

7/1998 – 8/1998

Co-developed a six-week curriculum for high school students on early 20th century African American artists. Also taught students how to research, organize, and promote a professional exhibition featuring works from the Amistad Research Center and Stella Jones Gallery.

PROFESSIONAL EXPERIENCE**Deputy Director**, The Schomburg Center for Research in Black Culture

The New York Public Library

11/2012 – Present

- Works closely with the Executive Director to direct the Schomburg's future growth and strategic response to an ever-increasing demand for the institution's services.
- Manages increasing segments of information technology, human resources (recruiting, reviews, staff deployment/workload balancing, career progression) with related internal communications and budgeting/finance duties.
- Identifies best practices and improve internal systems with an eye toward future needs and budget realities.
- Structures and leads teams to deliver outstanding programs and services.
- Represents the Schomburg at conference, in professional associations, and other public venues.
- Develops thought leadership around specific topics/emerging practice areas.
- Shares in knowledge dissemination, reporting, and communications.

Director, HMI: Newark

The Hetrick-Martin Institute

9/2010 to 10/2012

- Implemented effective staffing and management structure for Newark project; Oversee hiring, orientation, supervision, training and termination of project staff, interns and volunteers; Manage daily operations and monitor all risk-management issues; Create and implement policies and procedures.
- Worked with HMI NYC and community stakeholders to develop supportive programs, supports and service learning opportunities for youth members; Link with consultants, researchers and other external supports to create effective programs; Oversee trainings and workshops for to community stakeholders.
- Managed, implement and ensure timely internal and external data collection, analysis and reporting and monitor applicable contractual compliance; Ensure preparation of monthly contractual reports; Provide monitoring and oversight for purposes of quality care and compliance.
- Managed grant budgets and budget allocations within HMI To Go program catalogue.
- Assisted in the creation of targeted evaluation tools to assess program outcomes; Assisted in the assessment of evaluation tools and data to inform program creation, re-design and ongoing oversight.
- Collaborated with community agencies and constituencies to achieve HMI's mission; Assist in legislative advocacy as needed and required.

Program Director, Community and College Connections

Educational Opportunity Center

State University of New York at Buffalo

6/2008 – 11/2009

- Provided leadership for and monitored the development and implementation of post-secondary, career pathway, workforce development, service-learning and community education programming marginalized youth and adults.
- Supervised and assisted in the curriculum development of the Life Sciences Program and Re-Entry for Ex-Offenders Program.
- Developed and supervised the production and distribution of outreach materials necessary to support program goal of introducing EOC students to post-secondary education and establish the link between the EOC and pathways to post-secondary education and/or vocational careers.
- Collected and analyzed data from students and prospective students regarding their aspirations and levels of preparedness for post-secondary education.
- Advised EOC faculty and staff on programs, recruitment and counseling in response to student data collected.

- Planned and implemented activities and events, including workshops, tours and forums, to prepare students and community members for post-secondary education and career pathways.
- Prepared and disseminated regular reports on outcomes accomplished at externally funded community programming offered by the EOC in conjunction with community partners.
- Monitored site conditions at community-based organizations where EOC programming is offered.
- Designed and implemented an eight-week Institute for College Readiness through collaboration with City of Buffalo's Department of Community Services, Buffalo Employment Training Center, Medaille College, Buffalo State College, Erie Community College, and the State University of New York at Buffalo to provide internship opportunities for 100 students of color.

Senior Program Officer, Good Schools for All

Community Foundation for Greater Buffalo

7/2007 – 6/2008

- Coordinated Buffalo's first Workforce Literacy and Economic Development Summit of a combined total of 200 national, local and state representatives from corporate, civic, educational, state and local government and philanthropic organizations within a three-month period.
- Developed and implemented the strategies to successfully deliver a citywide literacy campaign's strategic plan to support workplace literacy, PreK-16 education initiatives, and the youth culture program.
- Facilitated an organization of working groups comprised of community stakeholders to plan the implementation of selected projects within overall plan. Managed relationships with providers of literacy services to the community and building collaborative, synergistic arrangements with existing literacy initiatives.
- Managed and facilitated a fifty-member Workforce Literacy Steering Committee comprised of community stakeholders to strengthen the capacity of literacy service providers to deliver workforce literacy services and programs.
- Networked with other community coalition members around the country, national foundations, national literacy organizations, New York State Education Department, and others to elicit and share best practices, policy evaluation, and advocacy.
- Assisted the Executive Director with managing administrative aspects of campaign's implementation, including budget management, project tracking and reporting, communication, and organizing events.

ATTAIN Lab Site Supervisor & Manager

University Center for Academic and Workforce Development

The State University of New York

10/2004 – 7/2007

- Collaborated with the Niagara County Work Source One, the Niagara County Youth Bureau, Niagara County Community College, and Orleans/Niagara BOCES to create educational programs for at-risk populations including out-of-school youth, re-entry populations, and adults with disabilities.
- Designed an annual five-month training program involving Western New York construction trade unions, Niagara County Workforce Investment Board, and Orleans/Niagara BOCES for the Niagara Falls Housing Authority's HOPE VI project.
- Collaborated with the Office of Temporary and Disability Assistance to implement the New York State Jobs Program within the ATTAIN Lab.
- Partnered with Niagara County Community Center of Education to establish a GED program within the ATTAIN Lab.
- Managed site staff, including: daily responsibilities, attendance, scheduling, payroll, personnel records, evaluations and constructive feedback.
- Managed and developed academic and vocational programs for adults and children, including an after-school academic program for grades K- 12.

- Successfully collected and managed data for ATTAIN administrative agencies (the Office of Temporary and Disabilities Assistance, The Research Foundation of the State University of New York and the Niagara Falls Housing Authority).
- Assisted community organization and educational institutions in developing computer-based components of lesson plans for the purpose of integrating technology projects into the curriculum over a two-year period.
- Responsibilities included program development, student recruitment and enrollment, student referrals, grant writing, program evaluation and serving as a lab instructor.

Program Director, Legacy for Tomorrow

Arts Council in Buffalo & Erie County

9/2002 – 10/2004

- Worked with arts organizations of color to strengthen the capacity to deliver programs and services in Erie, Niagara, Chautauqua, Cattaraugus, Monroe, Allegany, Wayne, and Wyoming counties.
- Facilitated trainings and provided technical assistance on grant-writing, contractual agreements, program documentation and evaluation, and provided a series of workshops on not-for-profit management.
- Worked with organizations to create collaborative partnerships and roundtables to share best practices.
- Responsibilities included project development, administering contractual agreements, resource management, creating and administering grant services and programs, and program documentation and evaluation.

Director, Coalition of Arts Providers for Children

2/2001– 9/2002

- Administered an 18-member arts organization coalition dedicated to increasing arts-in-education programs in Buffalo, New York.
- Responsibilities included identifying national and regional resources for AIE programming, professional networking, support and creation of collaborative projects, increase public awareness, and advocating for children's needs for high quality arts experiences in safe, inclusive environments.

Site Coordinator, Ronald McNair Elementary

New Orleans Outreach, New Orleans, Louisiana

8/1994 – 12/1997

- Recruited and trained 60+ volunteers at R. McNair Elementary to serve as teacher assistants, tutors, and parent support teams.
- Coordinated a variety of seminars, workshops, and programs at R. McNair Elementary based on special requests from staff and volunteers.

Library Principal Assistant, Fulton County Community Service

Atlanta, Georgia

1/1992 – 7/1994

- Served Fulton County communities through the Bookmobile emphasizing library skills and enhanced literacy skills for adults and children.

CONFERENCE, POD CAST & RESEARCH PRESENTATIONS

“LGBTQ Youth and HIV in 2011: An Update,” North Jersey Community Research Initiative Conference. Newark. New Jersey, September 201.

“Homophobia and HIV Risk: What's Family Got to Do With It?” The Body, <http://www.thebody.com/content/62469/homophobia-and-hiv-risk-whats-family-got-to-do-wit.html>, June 2011.

“New Jersey Youth Development Forum: Innovations in Youth Development,” Rutgers, The State University of New Jersey. New Brunswick, New Jersey April 2011.

“Critical Identities Formed at the Crossroads of Race, Class, Gender, Sexuality, and Spirituality and Intersecting with Education, Administrators, Educators and Students,” Northeastern Educational Research Association (NERA). Rocky Hill, Connecticut, October 2009.

“Infusing Literacy across the Community, Workforce Literacy Panel,” Read, Rattle & Roll: National Community Literacy Leadership Conference. Memphis, Tennessee, March 2008.

“Rereading Alain Locke: Specter of the Black Queer Intellectual in Black Antiracist Discourse,” Leadership and Diversity: Critical Challenges and Possibilities Conference. University at Buffalo, Buffalo, New York, June 2007.

“The City as Curriculum: Place-Conscious Education with an Attitude,” American Educational Research Association 2005 Annual Meeting (AERA). Montreal, Canada, April 2005.

“Race and Class in the New Orleans Parochial and Public Education Systems: A Personal Perspective,” Graduate School of Education Student Symposium, State University of New York at Buffalo. Buffalo, New York, Spring 2003.

INTERNSHIPS & MENTORSHIPS

National Arts Administration Mentorship Program (NAAMP); a program funded by the National Endowment for the Arts, The Andy Warhol Foundation for the Visual Arts, Albert A. List Foundation, and the Doris Duke Charitable Foundation	8/2000 – 8/2001
Director of Education, Shakespeare Festival at Tulane, Tulane University	1/2000 – 8/2000
Site Director, Urban Arts Training Program, New Orleans Arts Council	7/1999 – 8/1999
Gallery Manager, Stella Jones Gallery, New Orleans, LA	10/1998 – 7/1999
Visual Art Curator, The Amistad Research Center, Tulane University	1/1998 – 9/1998

ASSISTANTSHIPS & AWARDS

Mark Diamond Research Grant, University at Buffalo	6/2008
Graduate Assistant, UB Baldy Center for Law and Social Policy	6/2003
Graduate Assistant - Graduate School, University of New Orleans	9/1997 – 6/1998
Marcus B. Christian Scholarship, University of New Orleans	9/1998 – 6/1999
Coca Cola “I Have a Dream Scholarship” Recipient	9/1987 – 5/1991

ACADEMIC & COMMUNITY SERVICE

All America City Grade-Level Reading Committee, Newark, NJ	11/2011 – present
Queer Newark Oral History Project Steering Committee	5/2011 – present
Member, Essex County LGBTQ Commission	5/2011 – present
Board Development Committee Chair, Hallwalls Contemporary Arts Center	1/2009 – 1/2010
Planning Committee Co-Chair, Hallwalls Contemporary Arts Center	1/2008 – 12/2009
Site Supervisor, IRS Volunteer Income Tax Assistance Program	10/2004 – 4/2007
Emerging Arts Administrators Southeast Representative, National Association of Arts Organizations	2/1999 – 8/2000
Co-founder and Member, Black Arts Alliance	5/1998 – 8/2000

School Trustee Background Information
--

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

Name: Emanuel N. Tsourounakis, DC

Charter School Name: The Sankofa School for Boys

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

Ashanti Chimurenga- Lead Applicant- shared the opportunity.

5. Please explain why you wish to serve on the board.
I am a child of Greek immigrant parents who was raised in the projects and educated in the NYC public schools. I met many challenges. I believe my experiences will inform my work and will find it an honor to give boys the help they deserve.
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. X 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.
X 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.
X 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. X Yes.
If your answer is yes, please indicate the precise nature of your relationship here: My spouse, Mary Ann Tsourounakis is also applying for this privilege.

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:
As above
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.

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

X None Yes

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

I would be ethically bound to report this to the DOE.

Educational Philosophy

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

The mission is to bring opportunities to boys at risk and to lay the groundwork for productive futures

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

The program would be an inclusive learning 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.

To be successful, the Board will need to be present to see first-hand that the policies/procedures are adhered to, assessed, re-assessed and improved.

Other

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

Providing oversight and direction is vital. Drawing on the Board members relationships with various communities where they work or live could further enhance the boys' experiences.

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 so affirm.

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

This school will be a sacred trust and my mission. Please accept my application.

5. Please explain why you wish to serve on the board.
The best work of my life has been in the service of the disadvantaged. To be able to help these high risk boys have a quality education and experiences would be an honor and a privilege.

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. X 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.

X 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.

X 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.

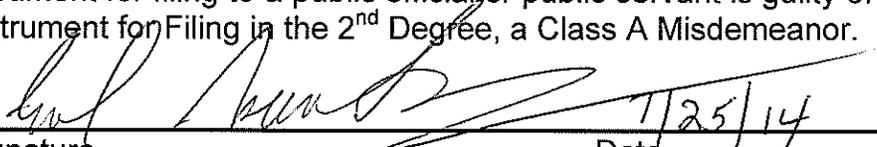
I / we do not know any such persons. X Yes.

If your answer is yes, please indicate the precise nature of your relationship here: My spouse, Dr. Emanuel Tsourounakis is also applying for this privilege.

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

STATEMENT OF ASSURANCE

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


Signature Date 7/25/14

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

Business Tele

Business Add

E-Mail Address

Home Telepho

Home Address



Curriculum Vitae

Emanuel N. Tsourounakis, D.C., F.A.S.B.E.



- Private Practice at the same location from 1982 to present.
- Seminars in Diplomate Program in Applied Chiropractic Sciences.
- Seminar on Pediatrics.
- Completed two modules toward Biophysics certification.
- Pettibone Biomechanics Seminar.
- A seminar on Biomechanical and Physical Effects of Whiplash.
- Certified Impairment Rating 1985.
- Fellow in Applied Spinal Biomechanical Engineering 1988
- Earhardt X-ray Seminars - completed full program.
- Doctor of Chiropractic, Life Chiropractic College, Marietta, GA 1980.
- Hunter College Graduate School 1974-1976.
- B.A.- City University of New York, 1973.
- Member- New York Chiropractic Council.
- Director of Community outreach for NY Chiropractic Council.
- Member- National Down Syndrome Society.
- Chiropractors for Humanity- Founding Member
- Volunteer Xavier Soup Kitchen treating patients.

- Member -St. Demetrius Greek Orthodox Church.
- Member- Cretan Society.
- Member Fund Raiser for Queen's Momentum Project.
- Board Member National Academy of Child Development.
- Member of American Association of Retarded Children.
- Licensed in the State of New York.
- Volunteer with Red Cross 09/11/2001 World Trade Center.
- Coordinator for chiropractic services for Church of the Holy Apostle.

School Trustee Background Information
--

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

Name: Mary Ann Tsourounakis

Charter School Name: The Sankofa School for Boys

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

Ashanti Chimurenga- Lead Applicant- shared the opportunity.

5. Please explain why you wish to serve on the board.
The best work of my life has been in the service of the disadvantaged. To be able to help these high risk boys have a quality education and experiences would be an honor and a privilege.

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. X 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.

X 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.

X 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. X Yes.

If your answer is yes, please indicate the precise nature of your relationship here: My spouse, Dr. Emanuel Tsourounakis is also applying for this privilege.

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. X Yes.
If yes, please indicate the precise nature of your relationship here:
As above
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.
X 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.
X 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.
X 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.
X 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.

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

X None Yes

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

I would be ethically bound to report this to the DOE.

Educational Philosophy

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

The mission is to bring opportunities to boys at risk and to lay the groundwork for productive futures

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

The program would be an inclusive learning 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.

To be successful, the Board will need to be present to see first-hand that the policies/procedures are adhered to, assessed, re-assessed and improved.

Other

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

Providing oversight and direction is vital. Drawing on the Board members relationships with various communities where they work or live could further enhance the boys' experiences.

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 so affirm.

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

This school will be a sacred trust and my mission. Please accept my application.

Mary Ann Tsourounakis, RN, MS



Summary — Registered Professional Nurse with over forty years of clinical, management and education experience in a wide range of health care venues.

EXPERIENCE

1/2011-present Bellevue Hospital Center, New York, NY

10/2013-present **Senior Associate Director- Clinical Services Administration- Maternal Child Health**

- 24 hour responsibility for Inpatient pediatrics, Pediatric Intensive Care, Mother/Baby Unit, Labor and Delivery, Neonatal Intensive Care, Regional Perinatal Center and Child Life program

1/2011-10/2013 **Senior Associate Director- Clinical Services- Critical Care**

- 24 hour responsibility for a 54 bed Critical Care Unit caring for Medical, Surgical/ Surgical StepDown, Neurosurgical, Cardiac Care and Cardiothoracic patients.
- Co-chair- Patient/ Family Centered Care Initiative (PFCC)- a multidisciplinary group charged with enhancing the patient/family experience.
- Breakthrough Process Owner

8/2010-present **Licensed NYS Real Estate Salesperson**

- EXIT Realty Central Howard Beach, NY 8/2010-2/2012
- EXIT Strong Realty Franklin Square, NY 2/2012-present

5/2008- 3/2010 Greenwich Hospital, Greenwich, CT

Director Home Hospice

- 24 hour responsibility for a hospital-based home health agency that specializes in hospice home care serving lower Fairfield County
- Coordination of services, outreach, marketing, billing and compliance
- Reviewed/revised policies/and procedures using MCN/Elucid
- Implemented EMR- *firstHOSPICE*
- Provided education for hospital nursing staff, medical interns/residents, volunteers and Greenwich community
- Chaired the Palliative Care Consultation Committee
- Member of Ethics Committee
- Board member for Clinical Pastoral Education committee

1/2008-5/2008 Visiting Nurse Regional- Empire State Home Care

Clinical Manager

- Team Leader for 13 RNs in CHHA for over 300 patients.
- OASIS
- McKesson

2007-2010 St. Joseph College, Brooklyn, NY

Instructor/ Lecturer- Health Care Administration

- Strategic Planning
- Health Care Delivery Systems
- Research Seminar in Health Administration

2005 – 2007 Metropolitan Jewish Hospice, Brooklyn, NY

Clinical Nurse Supervisor

- Team leader for five nurses, three social workers, two chaplains serving over 100 patients in the New York City area.
- Community outreach and education
- Staff education for newly contracted long-term care facilities
- New hospice staff orientation
- Ongoing MISYS support for all clinical staff

2003-2005 Continuum Hospice Care, New York, NY

Director, Manhattan Home Care (Nov 2004 – Dec 2005)

- Promoted to directorship expanding responsibilities in supervision, budget planning and program development.
- Expanded role in orientation of new staff as well as staff development activities.
- Presenter to community groups: End of Life Care for Persons with Developmental Disabilities.

Regional Manager, Home Care (Sept 2003 – Nov 2004)

- Coordination of services for patients and families enrolled in the Hospice program including nursing, social services, pastoral care, and bereavement.
- Management of day-to-day operations including telephone triage, problem solving, documentation and regulatory compliance.

1984 – 2003 St. Vincent Catholic Medical Center, New York, NY

St. Joseph Hospital, Flushing, NY (1995 – 2003)

Clinical Nurse Manager, Med-Surg

Clinical Nurse Manager, Perioperative Services

Clinical Nurse Manager, Radiology / Special Procedures

St. John's Queens Hospital, Elmhurst, NY (1983 – 1995)

Nursing Unit Director, Ambulatory Care Services

Acting Nursing Unit Director, Emergency Services

Acting Nursing Unit Director, Ambulatory Surgery / PACU

Clinical Nurse Manager, Outpatient Department

Liaison Nurse, Child Health Center

Staff Nurse, Labor & Delivery

- Day-to-day operations managing patients and staff in these areas.
- Patient teaching, evaluation, and support.
- Scheduling services, communication and coordination with physicians.
- Quality Improvement / Regulatory Compliance activities

1982 – 1983 New York University Medical Center
Rusk Institute

Nurse Clinician – Pediatric Rehabilitation

- Direct patient care.
- Family and patient education.
- Patient advocacy and care coordination.

1981 – 1982 Gettysburg Hospital, Gettysburg, PA

Staff Nurse, Maternity

- Direct patient care in obstetrics, labor & delivery, and nursery.

1980 – 1982 Kimberly Nurses, Atlanta, GA

Private Duty

1974 – 1980 Grady Memorial Hospital, Atlanta, GA

Staff Nurse, Pediatric Emergency

Liaison Nurse, Pediatric Hematology / Oncology

Staff Nurse Pediatric Intensive Care

- Direct patient care in all areas
- Data collection for protocol studies for Southwest Oncology Group
- Patient teaching and family support.

1972 – 1974 Indiana University Medical Center
Riley Children's Hospital

Staff Nurse, Comprehensive Care

- Direct patient care for developmentally disabled children with medical / surgical problems.
- Patient advocacy.
- Patient teaching

EDUCATION

- June 1972 Purdue University, Lafayette, IN
Associate Degree — Nursing (with Distinction)
- June 1995 St. Joseph College, Brooklyn, NY
Bachelor of Science, Health Administration
 - Dean's List / Senior Honors
 - Certificates in Counseling, Leadership, and Management.
- June 2003 St. Joseph College, Brooklyn, NY
Masters Degree in Management — Health Care Administration
- Feb 2004 **Hospice Administrator Certification** — Corridor Group
- Sept 2006 **Hospice and Palliative Care Nursing Certification**
Renewed Sept. 2010 Expires Dec. 2014
- Oct 2006 **Train the Trainer** — Increasing Access to Hospice and Palliative Care for
Persons with Developmental Disabilities.
- Oct 2007 Co-presenter at National Association of Hospice and Home Care National
Conference, Denver, CO
 - "Hospice Medical Benefit — The Grey Zone"
- Aug 2010 **Licensed NYS Real Estate Salesperson**
- Feb 2012 **Train-the-Trainer** RELATE Service Excellence- Bellevue Hospital Center
- July 2012 **Breakthrough Green Training**
- Oct 2012 **Train-the-Trainer** TeamSTEPPS- Bellevue Hospital Center
- Mar 2013 **Breakthrough Process Owner**
- Nov 2013 **Breakthrough Bronze Training**
- June 2014 **LGBT Cultural Competence and Empathy Training**
- July 2014 **FEMA** Hospital Decontamination Team

REFERENCES AVAILABLE UPON REQUEST

School Trustee Background Information
--

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

Name: Ronald Tabano

Charter School Name: Sankofa School for Boys in Harlem Charter Academy

Charter School Address: TBD Harlem

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.): _____

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

school by the lead applicant, Ashanti Chimurenga and was invited to become a board member by Ms Chimurenga.

5. Please explain why you wish to serve on the board. I believe in the school's mission and that my experience and training will be helpful to the school during its start-up period and beyond.
6. Please indicate whether you have previously served or are currently serving on a board of a school district, a non-public school or any not-for-profit corporation (to the extent not otherwise indicated in your response to Item 1, above). In addition, please describe any other experience, knowledge or skills you feel is relevant to service on the charter school board. This does not apply to me. Yes. (Include description here): I am currently a member of the Board of Trustees of the New Dawn Charter School.
7. Please indicate whether or not you have ever been convicted of a misdemeanor and/or felony in state or federal court in any jurisdiction. This does not apply to me. Yes.
If the answer to this question is yes, please provide the following details regarding your conviction(s): (1) the name of the criminal offense(s); (2) whether the criminal offense(s) was a misdemeanor or felony; (3) the facts and circumstances surrounding your conviction(s); (4) the date(s) of your conviction(s); and (5) the date(s) of disposition(s).

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

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

Conflict of Interest

9. Please indicate whether you, your spouse, or other family member knows any of the other prospective or current board members. I / we do not know any such persons. Yes.
If your answer is yes, please indicate the precise nature of your relationship here:

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

In the event I had reason to believe that one or more members of the board are involved in a form of conflict of interest, I would immediately bring my concern to the members of the board and request that the board invoke the conflict of interest policy. If the board failed to act on my request, I would make certain that the minutes detailed my request along with my reasons for the request along with the board's response. I would inform the board that I will discuss this matter with the school's attorney and if I was not satisfied, I would pursue this matter with the school's authorizer.

Educational Philosophy

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

Sankofa School for Boys in Harlem Charter Academy will meet the need of boys of color living in central Harlem and throughout the city of New York. The school seeks to take holistic approaches that take into account socioeconomic adversities on school success and meets every child where they are at with individual planning. Sankofa has high expectations of every child and will have a challenging internationally recognized curriculum, a longer time in school, and an intensive support system for low performing and struggling students.

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

Charter schools are free public schools designed to give greater voice to communities especially in economically disadvantaged communities. Sankofa School starts with a longer day that gives students 100 more minutes of instruction and 180 minutes of literacy instruction every day. The school will use individualize learning, especially in math and ELA. Teachers visit student homes to also coach parents one-on-one. Boys have exposure to the arts and take drama, music and visual arts. During a 150 minute

afternoon block boys have an integrated block of math, science and technology and music. Science is taught every day starting in first grade and 75 minutes is dedicated to math concepts. All students will have one to one computing. Sankofa School's balanced literacy program will include more time to learn, small group instruction, and leveled reading. The Master Teacher Series brings new and diverse voices with an exciting range of skills, interests and backgrounds into the school as presenters and guest speakers to expose the students to new and diverse voices. Teachers and staff at Sankofa will become part of a team approach to education. This model will allow teachers and staff the opportunity for collaboration and inquiry in non-traditional ways. On-going transformational professional development will support the teams in all areas of the educational process.

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. Characteristics of a successful charter school include the following:

A clear sense of mission and a defined institutional culture dedicated to achieving the school's mission;

A set of organizational structures and systems supporting student learning;

Purposefully chosen teachers and administrators who understand the school's goals and objectives and are committed to achieve them;

Families that are aware of and willing to carry out the responsibilities to support their children; and

Classroom procedures that maximize time spent on instructional tasks and link content to state standards.

To the extent that the board supports through appropriate policy development and budgeting the shared central themes of successful charter school, it will ensure that the school remains successful. The shared themes are- culture, mission, people, and structures and systems.

The board must provide the necessary oversight to ensure that the school is an academic success, a viable organization and in compliance with all applicable laws and regulations. Active participation by all board members at monthly board meetings is essential.

Other

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

Members of a charter school Board of Trustees owe allegiance to the school and must act in good faith with the best interest of the school in mind. The conduct of a trustee must, at all times, further the school's goals and not the member's personal or business interests. Consequently, trustees should not have any personal or business interest that may conflict with their responsibilities to the institution. A trustee should avoid even the appearance of impropriety when conducting the institution's business. Acts of self-dealing constitute a breach of fiduciary responsibility that could result in personal liability and removal from the board. The Board of Trustees is a policy making body and should refrain from direct implementation of policy by school's administrators and others. The Board hires and fires upon the recommendation of the administration and evaluates the performance of top levels of school management

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 by my signature to the Statement of Assurance that I have read and understand the charter school application, the board's 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, Ronald Tabano

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

Ronald Tabano

Signature

7/24/14

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: 

RONALD J. TABANO

SUMMARY OF QUALIFICATIONS

Experienced professional possessing strong communication skills with the ability to relate well on all levels. Good organizational skills with the ability to develop staff and students to fullest potential. A strong administrator with exceptional decision making and problem solving skills. Capable of working independently or as an integral part of a team effort to coordinate and complete projects in a timely manner. A solid understanding of classroom techniques, curriculum and the needs of students. A keen desire to implement innovative programs in support of the educational process.

EDUCATION

QUEENS COLLEGE – NEW YORK, NEW YORK
PROFESSIONAL DIPLOMA – SUPERVISION, ADMINISTRATION

NEW SCHOOL FOR SOCIAL RESEARCH – NEW YORK, NEW YORK
MASTER OF ARTS Human Resource Management GPA: 3.9

ST. BONAVENTURE UNIVERSITY – Olean, New York
BACHELOR OF ARTS – Journalism - Cum Laude
Minor – Education

TEACHERS COLLEGE COLUMBIA UNIVERSITY – New York, New York
Adkins Life Skills Program
Certified Life Skills Trainer of Educators

HONORS

Agnes Wise Award – Writing
Selected into Journalism Honor Fraternity – Sigma Delta Chi
Latin Medal

SIGNIFICANT ACCOMPLISHMENTS

- *Co – founded the Wildcat Academy, the Second Opportunity School and New Beginnings. Three Board of Education high schools established for students who are at –*

Ronald J. Tabano

- *risk of failure due to violent behavior, weapons possession, criminal activity, poor attendance and poor academic achievement. Co-founded the New Dawn Charter High School for at-risk youth.*
- *Designed model and wrote successful proposals for each school. Designed the model for five schools in Santiago, Chile and one in Caracas, Venezuela.*
- *Provide educational leadership to both high schools and prepare and administer their budgets.*
- *Administer the daily operations of the John V. Lindsay Wildcat Academy which has received public recognition as a successful small school from the mass media and educators across the world.*
- *Administered the daily operations of a successful training center that consistently placed over 85% of all participants in full time employment positions.*
- *Developed student body of Training Center from Adult Male Offenders to Welfare Mothers; incorporating Youthful Offenders, Foster Care and English As A Second Language populations.*
- *Initiated a "Three Track Program"; offering an alternative between work and education. Programs ranged from Basic courses in Business, English, Mathematics and Life Skills to Advanced studies in Business and English.*
- *Drafted and negotiated a \$2.5 million contract with **IBM CORPORATION** resulting in a perpetual grant providing for the establishment and on-going support of an IBM Learning Center at WILDCAT SERVICE CORPORATION.*
- *Introduced the first Hockey Sports Program in the South Bronx, New York.*

PROFESSIONAL EXPERIENCE

ADMINISTRATION:

- *Develop curricula, instruction and assessment procedures.*
- *Insure all curricular requirements in compliance with state and district regulations.*
- *Work directly with Board of Ed in the establishment and negotiation of budgets.*
- *Plan and implement student programs and internships.*
- *Determine operating costs and arrange funding.*
- *Meet with corporate executives and public officials in support of educational recommendations.*
- *Conduct staff meetings and workshops to facilitate program participation.*
- *Attend weekly management committee meetings.*
- *Provide worldwide consultation on new teaching methods for at-risk students.*
- *Interview, hire and evaluate teaching staff.*

Ronald J. Tabano

- *Institute student disciplinary procedures to assist in the creation of overall effectiveness within school climate.*

TEACHING:

- *Instruct classes according to state requirements.*
- *Evaluate individual learning skills and capabilities.*
- *Develop lesson plans and specialized programs in support of specific learning skills.*
- *Prepare and teach lessons utilizing different learning procedures.*
- *Work directly with students individually or in groups.*
- *Maintain communication with parents and agencies regarding students' needs and achievements.*

EMPLOYMENT ASSOCIATIONS

John V. Lindsay Wildcat Academy – New York, New York
Educational Administrator 1992 – Present

Wildcat Service Corporation – New York, New York
Vice President of Training; 1991 – 1992
Director of Training; 1984 – 1991
Deputy Director of Training; 1980 – 1984

ST. PIUS V JUNIOR & SENIOR HIGH SCHOOL – Bronx, New York 1971- 1980
Assistant Principal – English – Social Studies Teacher; 1976 – 1980
Sixth Grade Teacher; 1971 – 1976

MEMBERSHIP – COMMUNITY INVOLVEMENT

Bayside Hills Civic Association – Board of Directors
Bayside Little League – Manager – Coach
Flushing Tribune Newspaper – Freelance Writer – Contributor
Secundo Ruis Belvis Health Center – Sports Director
New York City Works Coalition – Co-Chair
City Budget – Alterbudget

MILITARY

United States Army – Honorable Discharge

Reference will be furnished upon request

School Trustee Background Information
--

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

Name: Ramik Jamar Williams

Charter School Name: Sankofa Charter School for Boys

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.): President, vice president, operations, teacher recruitment

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 have been a colleague to the school founder for two years. I was invited to be a board member by the lead applicant, Ashanti Chimuregna.

5. Please explain why you wish to serve on the board.
As a native of Harlem, I have seen many charter schools established but very few if any with a sole focus of empowering boys and families of color. This school has a chance to transform the lives of the students and their family members. I would like to add my passion, training, and experience to the development of the school.

6. Please indicate whether you have previously served or are currently serving on a board of a school district, a non-public school or any not-for-profit corporation (to the extent not otherwise indicated in your response to Item 1, above). In addition, please describe any other experience, knowledge or skills you feel is relevant to service on the charter school board. This does not apply to me. Yes. (Include description here): I am a former member of the District 5 Community Education Council as well as a current Junior Board member of the United Neighborhood Houses. These experiences will help inform the procedures, composition and operations of the school board.

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).

In college I was arrested in Fredonia, New York for disorderly conduct, 1998, a misdemeanor. The case was closed and disposed in 1999 with no additional action.

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.

I would bring the matter directly to the school leaders both the Executive Director and the Principal. If I was not satisfied with their response I would bring the matter to the NYSED.

Educational Philosophy

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

Charter schools exist to give students and parents a high quality, viable education choice other than traditional district schools. The Sankofa School is aligned with that said mission. The school will be an option for any male student to participate and thrive in as they will be exposed to world culture, high level math, science and writing concepts with an emphasis on understanding their place in the international community.

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

The educational program of the school focuses on skill and character development. Teachers will be pushed to expose the students to academic rigor and support their learning with key exercises and assessments. Students will learn how to become informed, independent decision makers.

20. Please indicate what you believe to be the characteristics of a successful charter school. In particular, please provide the specific steps you think the

board of the charter school will need to take to ensure that this charter school is and remains successful.

A successful charter school is one that responds to the needs of the community and students which and where it serves. The school leadership must be both willing and able to adjust planning and strategy as needed and communicate with parents and families on any and all decisions that they make.

In order to remain successful the board must identify and hire a school leader that can effectively implement the start up plan, communicate with teachers and parents, the mission and vision of the school. After the board has buy-in and good leadership the board should work almost exclusively on identifying funds and resources needed to keep the school operational.

Other

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

A board members main function is to provide oversight of the school and provide due diligence of the school operations and practices.

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

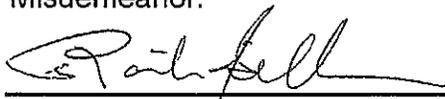
I have read the bylaws and policies.

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

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


Signature

4/24/14
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.

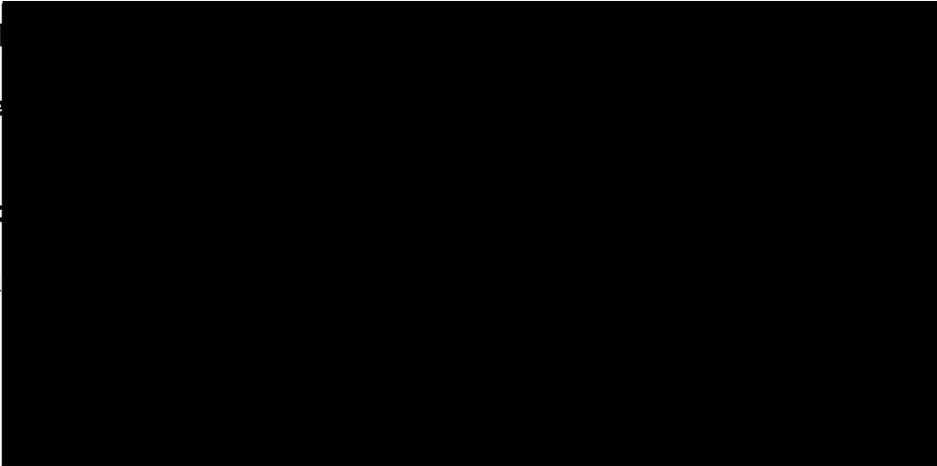
Business Telephone:

Business Address:
Foundation

E-Mail Address:

Home Telephone:

Home Address:



RAMIK J. WILLIAMS

Doing good well

PROFESSIONAL EXPERIENCE/QUALIFICATIONS

Non Profit Independent Consultant, 2007 - Current

- Strategic Planning, including Board of Directors
- Grant and Foundation Research, Grant Writing
- External Affairs; building private sector interest in public service programs

Woodrow Wilson Foundation, (Princeton, New Jersey) Admissions Fellowship Team and Program Assistant-Admissions Counselor- 2012-Current

- Work within the Mission and Vision of the Woodrow Wilson Foundation
- Provide Admissions vision to 280 Fellows and Perspective Fellows
- Oversee the Teaching Fellows marketing on-campus outreach and recruitment strategies
- Provide Technical Assistance to the Rockefeller Brother Fund on fund development

St. HOPE Leadership Academy Charter School, (New York, NY) External Affairs and Recruitment Manager 2010-2012

- Created robust, community engagement plan resulting in higher student recruitment
- Identified public and private funding streams to increase school capacity and resources for Expanded Learning
- Researched and submitted grant proposals to foundations and corporate giving programs
- Created national teacher recruitment plan; recruited over 60 new teachers
- Maintained supporter correspondence including public officials
- Represented the school at meetings and events

City University of New York (New York, NY)

Program Manager, Teachers as Leaders Program 2007-2009

(Deutsche Bank of Americas Foundation and the Schott Foundation for Public Education collaboration, member of the Clinton Global Initiative)

- Maintained funder and grant compliance requirements (\$1 million dollar central budget)
- Lead teacher development initiative across 23 college campuses, 80 teachers total
- Coordinated Teachers as Leaders Advisory Board, Lead monthly stakeholder meetings
- Oversaw program's marketing and promotion strategy
- Reported program development to Board Members and funders, Vice Chancellor/SVA and CUNY Chancellor

Union Settlement Association (New York, NY)

Director, Youth Services Department 2001-2007

- Created, implemented a campaign plan that resulted a budget surplus of over \$4 million, after a 35% department budget cut
- Instituted revenue generating partnership ventures including Per Scholas Computer Company which generated 100% profit
- Worked directly with Board Members to identify department and program needs and strengths
- Cultivated collaborative relationships with outside programs and organizations
- Successfully lead a program department reengineering including revisions of the instructional manual, and policy and procedures manual



RAMIK J. WILLIAMS

Doing good well

- Provided professional development and supervised staff of 10 full time middle managers, and 60 part time staff workers
- Successfully managed public and private grants including DYCD OST, WIA(SYEP), YABC, LTW, 21st Century Community Learning Center, Advantage Afterschool, ACS/ACD

EDUCATION/PROFESSIONAL DEVELOPMENT

Fredonia College (Fredonia, NY)

Dual Major Program, B.A. in History and B.S. Secondary Education 1995-1999 degree conferred in 2000

- Chairperson of the President's Student Task Force which resulted in the establishment of the office of Multicultural Affairs
- Appointed as Student Representative for the creation of the Black and Latino Studies Department

Columbia University (New York, NY)

Graduate School of Business 2004 Certificate Program

Institute of Non Profit: Management

Robert Bowne Foundation and Wellesley College, NYC DYCD

National Out of School Time Fellowship 2012

Other professional and learning experiences:

- Former middle school teacher (Social Studies)
- Menlo Marks Scholarship Recipient, Pinkerton Foundation
- PASE Certified
- Foundation Center Grant Writing Series
- CUNY Fundraising Academy

GROUPS & AFFILIATIONS

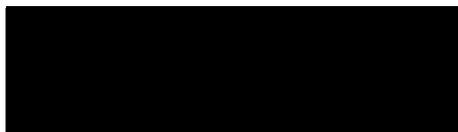
Foundation Center, CUNY Fundraising Academy, New York Blacks in Philanthropy, Black Agency Executives, National Institute of Out of School Time, Columbia University Non-Profit Management Alumni Group, United Neighborhood Houses Junior Board, Community Education Council (CEC)

INTERESTS

Reading, calligraphy, Mentoring/ basketball (youth coaching), historiography

CONFERENCES AND PRESENTATIONS

Association for Black Educators- Grant Writing and funding for your school, community based organization (2011); Multiple Pathways to Graduation (2012)
Love Heals-Staff Development, team building (2012)



School Trustee Background Information

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

Name: Barry Goldenberg

Charter School Name: Sankofa School for Boys in Harlem

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

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.

Ms. Ashanti Chimurenga, the lead applicant for Sankofa School for Boys, found out about my Youth Historians in Harlem (YHH) program (held at a local public school) via the program website, and contacted me to learn more about the

program. After a series of meetings, we talked more about how my program, which is an after-school program that allows students to study the history of their community, is very much in synergy with Ms. Chimurenga's vision for Sankofa. After further discussion over the course of a year and a half, Ms. Chimurenga and I discussed a more formal role to get involved with Sankofa as a Board Member.

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

I wish to serve on this Board because there is a dire need for high-quality education for students in Harlem, particularly early childhood learners – in which Sankofa can, in part, fulfill this need. From my many discussions with Ms. Chimurenga and other founding members of Sankofa, I believe strongly that this school's unique educational model for early childhood learners will provide both an empowering and academically rigorous education. There are few (if any) options for young children in Harlem to learn about their community in powerful ways, and combined with my belief in community-centered education, Sankofa's educational vision meshes with my beliefs about how to educate students, particularly primarily students of color. This opportunity to serve on the Board represents a unique opportunity for me to help mold a school that reflects my personal work in the Harlem community.

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

*I have **not** served on any of other board in any capacity. However, with regards to my experience relevant to the charter school board, I am a doctoral student at Teachers College, Columbia University, where I conduct research. Most importantly, I founded a program called Youth Historians in Harlem (YHH), in which I still currently direct; YHH seeks to engage local Harlem high schools in the "doing" of history by having them conduct real historical research on their Harlem community. Thus, my knowledge of Harlem's history, experiences in education, and YHH curriculum will serve as useful knowledge on this Board.*

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.

After first carefully performing my due diligence to make sure this suspicion is warranted (i.e., additional research), and I would then approach the Board Director and other Board Members about this specific person to address this situation. I would forcefully push to having this member step down, and if not, I would step down myself and inform NYSED, as I would not want to be part of a board in which members are serving solely for their own personal/corporate benefit and/or welfare.

Educational Philosophy

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

From my understanding, Sankofa's school mission is to provide an effective education – one that is both empowering but also academically rigorous – to high-need young learners in Community School District 5. From a broad philosophical point of view, Sankofa seeks to do this through a self-affirming curriculum, at least partly based on the Harlem community, as well as high levels of community (i.e., parent and family) involvement. In addition, Sankofa's mission is to also make sure students excel academically, and is committed to provide outstanding resources and extra levels of instructional time to meet these goals.

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

From my understanding, the educational program at Sankofa is based around seven unique elements that will combine to educate the young learners: one, to have a "boys-only" (i.e., single sex school) school that increases outcomes for boys; educate using a "trauma-induced" approach that recognizes the stressful environments students come from by having various health practitioners and social workers at Sankofa; include 100 extra minutes of the school day more than the traditional NYC public school; a "Reading House" time-block that focuses on literacy during humanities instruction; the Sankofa Museum that will promote the history of Harlem (and of Sankofa) in which students and teachers can utilize and build over time; accessible and up-to-date educational technology for students; and an integrated arts program. These elements form the basis of Sankofa's educational model.

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.

The characteristics of a successful charter school are like any other school – it must have strong leadership on an administrative level, starting with the Principal, excellent teachers who are not only highly trained, but who are passionate about their craft and love for their students, a sound and research-based curriculum and pedagogical vision, and resources that provide students the opportunity to compete in today's society. While all these characteristics are important, a school must also have a warm, positive, and inviting school culture/climate; I believe that a successful charter school is not only one that advances students' metrics, but creates a school climate that is culturally affirming and empowering, enough where students look forward to coming to school each and every day, and who feel (along with their families) welcome

inside school doors. As a board, it is imperative that we try to advance all of these characteristics, but most specifically, work to hire top leadership – that is our most important responsibility, and one that I believe is most pressing for board members. Once we have leadership in place, we can begin to look at other aspects such as hiring practices for teachers as well as obtaining the necessary resources for students. Of course, remaining fiscally sound is extremely important to the success of the school, and this process of maintaining and acquiring resources/funding will always be occurring.

Other

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

As a member of a public charter school board, I understand my role to be part of a group of people who oversee – and are accountable for – the school's general governance and fiscal strategies, including, but not limited to, decisions around school administrators, fundraising, significant curricular issues, etc. As a board member, it will also be my responsibility to advocate for the school's students, making sure that our decisions are made in the best interest for our student population and not outside factors. I take this latter responsibility very seriously, and it is my understanding that all board members must seek to make the school the best it can possibly be with the sole purpose of educating students to the highest degree.

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

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

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

I believe strongly in Sankofa's educational program, the school's initial leadership, and the school's overall vision. It is one that will be self-affirming and culturally relevant, while also being rigorous, and I look forward for the opportunity to be a part of this opportunity to help educate Harlem's brilliant youth who deserve the finest schooling experience.

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

STATEMENT OF ASSURANCE

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


Signature

2/30/14

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: _____

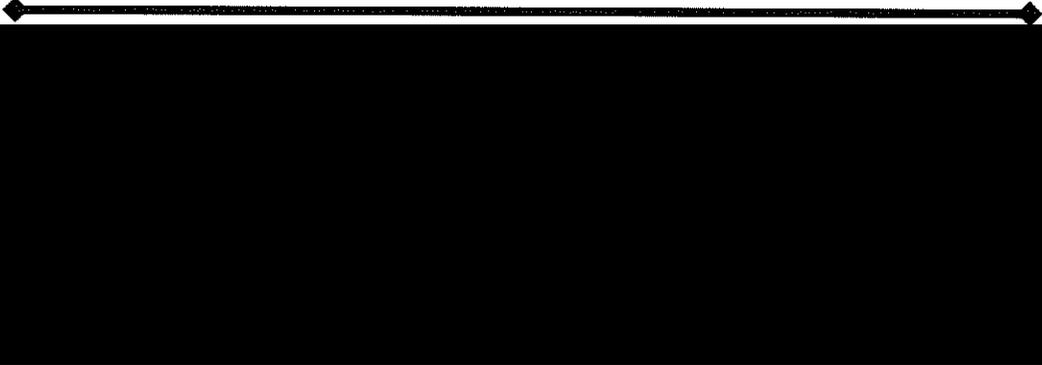
E-Mail Address: _____

Home Telephone: _____

Home Address: _____

Fee

Barry M. Goldenberg



Columbia University, New York, NY
M.A., History and Education, 2013

University of California, Los Angeles (UCLA), Los Angeles, CA
B.A., History (*with highest departmental honors*), 2011
Magna Cum Laude, Phi Beta Kappa

RESEARCH INTERESTS

Urban Education, Public/Community History, History of Education and Activism, History Pedagogy

PUBLICATIONS

Goldenberg, B. M. (2014). White Teachers in Urban Classrooms: Embracing Non-White Students' Cultural Capital for Better Teaching and Learning. *Urban Education*, 49(1), 111-144.

Goldenberg, B. M. (2011). *The Unknown Architects of Civil Rights: Thaddeus Stevens, Ulysses S. Grant and Charles Sumner*. Los Angeles: Critical Minds Press. (ISBN: 9780615504582).

PRIZES, FELLOWSHIPS AND GRANT SUPPORT

Vice President's Grant for Diversity & Community Initiatives, *TC, Columbia University*, 2013-2014
ING Unsung Heroes Award Recipient (with Andrew Wintner), 2013-2014
Teachers College Doctoral Fellow, *TC, Columbia University*, 2013-2016
Research Fellow, Institute for Urban & Minority Education, *TC, Columbia University*, 2013 to Present
Dean's Grant for Student Research, *TC, Columbia University*, 2012-2013
Carey McWilliams Prize Recipient, Department of History, *UCLA*, 2012

RESEARCH EXPERIENCE

Project Director, "Youth Historians in Harlem," *Teachers College, Columbia University*, 2012-2013
Research Assistant, History and Education Program, *Teachers College, Columbia University*, 2012
Lead Research Assistant, UCLA Middle School Diversity Project, *UCLA*, 2010-2011

PRESENTATIONS

Conference and Peer-Reviewed Presentations

- “Creating Youth Historians in Harlem: Utilizing Local Urban Youth as a (New) Research Methodology for Historians of Education,” *History of Education Society Annual Conference*, November 2014 (forthcoming)
- “Using Local History to Improve Middle School Writing,” *CUFA at the National Council of Social Studies Annual Conference*, November 2014 (forthcoming)
- “Middle School Harlem Historians: Using Historical Stories as a Successful Tier II Intervention,” *National Council of Teachers of English Annual Convention*, November 2014 (forthcoming)
- “Youth Historians in Harlem: A YPAR Study Re-thinking History in Urban Schools,” *American Educational Research Association Annual Conference*, April 2014
- “Youth Historians in Harlem Project: A Community-Based Initiative in Rethinking History Education in Urban Schools,” *CUFA at the National Council of Social Studies Annual Conference*, November 2013
- “Youth Historians in Harlem: Rethinking History Education in Urban Schools,” *Teaching Social Activism in the Classroom Conference*, March 2013
- “Culture, Pedagogy, and Liberation: A Multi-racial and Multi-lensed Examination of Race Inside the Classroom,” *Critical Race Studies in Education Association Conference (CRSEA)*, May 2012
- “Analyzing the Social Well-Being on Minority vs. Majority Students in Urban Schools,” *Psychology Undergraduate Research Conference (PURC)*, May 2011

Invited Presentations and Lectures

- “Dynamic Education: Youth Historians in Harlem,” *IUME Colloquium at Teachers College, Columbia University*, May 2013
- “A Summer in South Africa: Reflections and Research on Race, Schools, and Humanity,” *IUME Colloquium at Teachers College, Columbia University*, April 2012

PROFESSIONAL ACTIVITIES AND SERVICE

Service to the College

- Columbia University Senator, Teachers College Representative, *Columbia University*, 2013-2015
Chair of the Honors & Prizes Subcommittee on Public Life & Government (2014)
Student Senator, Dept. of Arts & Humanities, *Teachers College, Columbia University*, 2011-2013
Office of Admissions Correspondent, *Teachers College, Columbia University*, 2011-2013
Historian of Mortar Board National College Senior Honor Society, *UCLA*, 2010-2011

Service to the Community

- Intern for United States Senator Dianne Feinstein (D-CA), *Los Angeles, CA*, 2009

Service to the Profession

Committee Chair, Trayvon Effect Conference, *Teachers College, Columbia University*, 2014
Manuscript Reviewer, *Urban Education*, 2013-Present

Professional Memberships

American Educational Research Association
Critical Race Studies in Education Association
National Council for Social Studies
History of Education Society

PROFESSIONAL EXPERIENCES IN EDUCATION

After-school Program Director (Frederick Douglass Academy II High School)
Youth Historians in Harlem, *New York, NY*, 2012-Present

Curriculum Consultant and NYSED Charter School Application Writer
Sankofa Charter School for Boys in Harlem, *New York, NY*, 2013-2014

Media Producer/Curriculum Designer
NCAA Men's Final Four -- "Youth Day," *Atlanta, GA*, 2013

Assistant to Guidance Counselor (Full-time Internship)
Christel House Academy School, *Cape Town, South Africa*, 2010

ADDITIONAL SKILLS/CERTIFICATIONS

Skills and Proficiencies

Languages: *Spanish Reading Proficiency*
Research Tools: *STATA Proficiency, Functional SPSS, Omeka*
Media Tools: *Adobe Photoshop, Adobe InDesign, iMovie Proficiency*
Other: *Website Design Expertise*

Certifications

Teagle Summer Institute Teaching Certification, *GSAS, Columbia University*, 2014
Personal Trainer Standard Certification, *National College of Exercise Professionals (NCEP)*, 2013

References available by request.

SANKOFA CHARTER SCHOOL

BY LAWS

ARTICLE I. GENERAL PROVISIONS

Section 1. Name:

The name of the school is the SANKOFA School for Boys in Harlem Charter Academy (hereafter known as the "School").

Section 2. Mission of the SANKOFA School for Boys:

Premised on the belief that learners actively engage with learning when they are treated like equals, Sankofa School's mission is to create a learning environment where every member thinks critically, secures a rigorous education, acts on their beliefs, and embraces the good in others

Section 3. Purpose:

The purpose of the School is to operate and maintain a public school under a charter granted by the New York State Board of Regents as set forth in its Charter, as amended from time to time.

Section 4. Charter:

The Charter is hereby made a part of these Bylaws and the powers of the School and of its Trustees and Officers and all matters concerning the conduct and regulation of the affairs of the School, shall be subject to such provisions in regard thereto, if any, as are set forth in the Charter. In the event of any inconsistency between the Charter and these Bylaws, the Charter shall be controlling. All references in these Bylaws to the Charter shall be construed to mean the School's Charter as from time to time amended.

ARTICLE II. MEMBERSHIP

The Corporation has no members. The rights, which would otherwise vest in the members, vest in the Board of Trustees (hereinafter the "Trustees") of SANKOFA Charter School. Actions, which would otherwise require approval by a majority of all members or approval by the members, require only approval of a majority of all Trustees or approval by the Board of Trustees (hereinafter the "Board").

ARTICLE III. TRUSTEES

Section 1. Powers:

The Board of Trustees is responsible for overall policy and direction of the School. The Board shall conduct or direct the affairs of the School and exercise its powers, subject to the limitations of the Education Law, Not-for-Profit Corporation Law, the School's Charter and these Bylaws. The Board may delegate the management of the day-to-day operations to the School to committees, Officers and employees, so long as the affairs of the School are managed, and its powers are exercised, under the Board's ultimate jurisdiction.

Without limiting the generality of the powers hereby granted to the Board, but subject to the same limitations, the Board shall have all the powers enumerated in these Bylaws, and the following specific powers:

- a. To elect and remove Trustees;
- b. To select and remove Officers, agents and employees of the School; to prescribe powers and duties for them; and to fix their compensation;
- c. To conduct, manage and control the affairs and activities of the School, and to make rules and regulations;
- d. To enter into contracts, leases and other agreements which are, in the Board's judgment, necessary or desirable in obtaining the purposes of promoting the interests of the School;
- e. To carry on the business of operating a charter school and apply any surplus that results from the business activity to any activity in which the School may engage;
- f. To act as Trustee under any trust incidental to the School's purposes, and to receive, hold, administer, exchange and expend funds and property subject to such a trust;
- g. To acquire real or personal property, by purchase, exchange, lease, gift, devise, bequest, or otherwise, and to hold, improve, lease, sublease, mortgage, transfer in trust, encumber, convey or otherwise dispose of such property;
- h. To borrow money, incur debt, and to execute and deliver promissory notes, bonds, debentures, deeds of trust, mortgages, pledges, hypothecations and other evidences of debt and securities;
- i. To lend money received only from private sources and to accept conditional or unconditional promissory notes therefore, whether interest or non-interest bearing, or secured or unsecured; and
- j. To indemnify and maintain insurance on behalf of any of its Trustees, Officers, employees or agents for liability asserted against or incurred by such person in such capacity or arising out of such person's status as such, subject to the provisions of the New York Not-for-Profit Corporation Law and the limitations noted in these Bylaws.

Section 2. Number of Trustees:

The number of Trustees of the School shall be not less than five (5) nor more than fifteen (15). The Board shall fix the exact number of Trustees, within these limits, by Board resolution or amendment of the Bylaws.

Section 3. Composition of the Board of Trustees:

The Board of Trustees shall include:

- a. the Board of Trustees Chairperson;

- b. the Executive Director of the school;
- c. one parent representative;
- d. any additional Trustees determined by the Trustees provided that the total number of Trustees may not exceed fifteen (15).

Section 4. Election of Trustees:

- a. The Corporation of the Board of Trustees shall be elected by a plurality of votes cast by all employees and Officers of the School.
- b. The parent representative shall be elected by a plurality of votes cast by the parents or guardians of students enrolled at the School at the time of the vote. Parents and guardians shall be entitled to one vote per enrolled student. The parent/guardian representatives may hold office only so long as the parent or guardian has a child enrolled at the School.
- c. The Trustees may at any special or regular meeting by an affirmative vote of a majority of Trustees then in office, increase the number of Trustees and elect new Trustees to complete the number so fixed.

Section 5. Removal of Trustees:

The Board may remove a Trustee from office on examination and due proof of the truth of a written complaint by any Trustee, of misconduct, incapacity or neglect of duty, provided, that at least one week's previous notice of the proposed action shall have been given to the accused and to each Trustee. (Education Law 226(8))

Section 6. Resignation by Trustee:

A Trustee may resign by giving written notice to the Board Chair or Secretary. The resignation is effective upon receipt of such notice, or at any later date specified in the notice. The acceptance of a resignation by the Board Chair or Secretary shall not be necessary to make it effective, but no resignation shall discharge any accrued obligation or duty of a Trustee. Any Trustee that shall fail to attend three consecutive meetings without an excuse accepted as satisfactory by the Trustees shall be deemed to have resigned, and that vacancy shall be filled.

Section 7. Vacancies:

A vacancy is deemed to occur on the effective date of the resignation of a Trustee, upon the removal of a Trustee, upon declaration of vacancy pursuant to these Bylaws, or upon a Trustee's death. A vacancy is also deemed to exist upon the increase by the Board of the authorized number of Trustees.

Section 8. Compensation of Trustees:

Trustees shall serve without compensation. However, the Board may approve reimbursement of a Trustee's actual and necessary expenses while conducting School business.

ARTICLE IV. PRINCIPAL OFFICE

The School's principal office shall be at the following address: SANKOFA Charter School (TBD) or at such other place as the Board may select by resolution or amendment of the Bylaws. The Secretary shall note any change in office on the copy of the Bylaws maintained by the Secretary.

ARTICLE V. MEETINGS OF THE BOARD

Section 1. Place of Meetings:

Board Meetings shall be held at the School's principal office or at any other reasonably convenient place as the Board may designate.

Section 2. Annual Meeting:

An Annual Meeting shall be held in the month of June of each year for the purpose of electing Trustees, making and receiving reports on School affairs, and transacting such other business as comes before the meeting.

Section 3. Regular Meetings:

Regular Meetings shall be held at least ten (10) times per year and at other times as the Board determines.

Section 4. Special Meeting:

A Special Meeting shall be held at any time called by the Chair, or by any Trustee upon written demand of not less than one-fifth of the entire Board.

Section 5. Adjournment:

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

Section 6. Notices:

Notices of Board Meetings shall be given as follows:

- a. Annual Meetings and Regular Meetings may be held without notice to the Board Members if the Bylaws or the Board fix the time and place of such meetings.
- b. Special Meetings shall be held upon four days' notice by first-class mail or 48 hours notice delivered personally or by telephone, facsimile or e-mail. Notices will be deemed given when deposited in the United States mail, addressed to the recipient at the address shown for the recipient in the records, first-class postage prepaid; when personally delivered in writing to the recipient; or when faxed, e-mailed, or communicated orally, in person or by telephone, to the Trustee or to a person whom it is reasonably believed will communicate it promptly to the Trustee.

Section 7. Waiver of Notice:

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

ARTICLE VI. ACTIONS BY THE BOARD

Section 1. Quorum:

Unless a greater proportion is required by law, a majority of the entire Board of Trustees shall constitute a quorum for the transaction of any business or of any specified item of business.

Section 2. Action by the Board:

- a. Actions Taken at Board Meetings. Except as otherwise provided by statute or by these Bylaws, the vote of a majority of the Board present at the time of the vote, if a quorum is present at such time, shall be the act of the Board. If at any meeting of the Board there shall be less than a quorum present, the Trustees present may adjourn the meeting until a quorum is obtained.
- b. Board Participation by Other Means. In all events, a quorum of Trustees must be present to lawfully conduct a Board Meeting of the School. Trustees participating by means of video-conferencing may be counted toward achieving a quorum. Trustees participating by means of video-conferencing shall do so from a site, at which the public may attend, listen and observe. Trustees who attend a Board meeting by telephone may not be counted for purposes of establishing a quorum. Once a quorum is present, Trustees may participate in a Board meeting through conference telephone or similar communication equipment, provided that all Trustees participating in such meeting can hear one another and there is no objection from any Trustee or any person in the public audience. Trustees other than in-person and live video-conferencing shall not vote. (i.e., Trustees who attend a Board meeting by telephone). (See Chapter 289 of the Laws of 2000; Gen. Const. Law Sections 102, 103, 1ne 104.)

Section 3. Committees:

- a. Appointment of Committees. The Board may create committees for any purpose, and the Chair of the Board shall appoint members to and designate the Chairs of such committees. A Board Standing Committee will consist of not fewer than three Trustees, who shall serve at the pleasure of the Chairman of the Board. An Executive Committee shall consist of not fewer than five members who shall serve at the pleasure of the Chairman of the Board.
- b. Authority of Board Committees. The Chair of the Board may delegate to a Board committee any of the authority of the Board, except with respect to:
 - 1.) The election of Trustees;
 - 2.) Filling vacancies on the Board or any committee, which has the authority of the Board;
 - 3.) The amendment or repeal of Bylaws or the adoption of new Bylaws; and
 - 4.) The appointment of other committees of the Board, or the members of the committees.
- c. Procedures of Committees. The Board may prescribe the manner in which the proceedings of any Board Committee are to be conducted. In the absence of such prescription, a Board Committee may prescribe the manner of conducting its proceedings, except that the regular and special meetings of the Committee are governed by the provisions of these Bylaws with respect to the calling of meetings, and in accordance with the state Open Meetings Law.
- d. Standing Committees of the Board. The standing committees of the Board will include the following:
 - 1) An Executive Committee responsible for setting Board direction, evaluating the Board's effectiveness, and nominating new Trustees;

- 2) A Finance Committee that presents monthly and annual financial statements to the Board and proposes the annual budget for Board approval;
 - 3) An Educational/Accountability Committee that monitors the academic achievement of students based on data from the School's comprehensive assessment program as well as the progress of the School's overall educational program in relation to the goals and objectives stated in the School's charter application; and
 - 4) A Community and Parent Committee that monitors the involvement of the community and parents ensuring that both have a voice in the school.
- e. Ad hoc committees. Other ad hoc committees may be convened as necessitated by circumstances (e.g., a Charter Renewal Committee).

Section 4. Standard of Care:

- a. Performance of Duties. Each Trustee shall perform all duties of a Trustee, including duties on any Board Committee, in good faith and with that degree of diligence, care and skill, including reasonable inquiry, as an ordinary prudent person in a like position would use under similar circumstances.
- b. Reliance on Others. In performing the duties of a Trustee, a Trustee shall be entitled to rely on information, opinions, reports or statements, including financial statements and other financial data, presented or prepared by:
 - 1.) One or more Officers or employees of the School whom the Trustee believes to be reliable and competent in the matters presented;
 - 2.) Legal counsel, public accountants or other persons as to matters that the Trustee believes are within that person's professional or expert competence; or
 - 3.) A Board Committee on which the Trustee does not serve, duly designated in accordance with a provision of the School's Charter or Bylaws, as to matters within its designated authority, provided the Trustee believes the Committee merits confidence and the Trustee acts in good faith, and with that degree of care specified and after reasonable inquiry when the need is indicated by the circumstances, and without knowledge that would cause such reliance to be unwarranted.
- c. Investments. In investing and dealing with all assets held by the School for investment, the Board shall exercise the standard of care described above and shall consider among other relevant considerations the long and short term needs of the School in carrying out its purposes, including its present and anticipated financial requirements. The Board may delegate its investment powers to others, provided that those powers are exercised within the ultimate direction of the Board.

Section 5. Rights of Inspection:

Every Trustee has the right to inspect and copy all books, records and documents of every kind and to inspect the physical properties of the School, provided that such inspection is conducted at a reasonable time after reasonable notice, and provided that such right of inspection and copying is subject to the obligation to maintain the confidentiality of the reviewed information, in addition to any obligations imposed by any applicable federal, state or local law.

Section 6. Participation in Discussions and Voting:

Every Trustee has the right to participate in the discussion and vote on all issues before the Board or any Board Committee, except that any Trustee shall be excused from the discussion and vote on any matter involving such Trustee relating to:

- a. a self-dealing transaction;
- b. a conflict of interest,
- c. indemnification of that Trustee uniquely; or
- d. any other matter at the discretion of a majority of the Trustees then present.

Section 7. Duty to Maintain Board Confidences:

Every Trustee has a duty to maintain the confidentiality of all Board actions, which are not required by law to be open to the public, including discussions and votes, which take place at any Executive Sessions of the Board. Any Trustee violating this confidence may be removed from the Board.

ARTICLE VII. OFFICERS

Section 1. Officers:

The Officers of the School consist of a President (hereinafter "Chair"), Vice President (hereinafter "Vice Chair"), a Secretary and a Chief Financial Officer (hereinafter "Treasurer"). The School also may have such other Officers, as the Board deems advisable.

- a. Chair. Subject to Board control, the Chair has general supervision, direction and control of the affairs of the School, and such other powers and duties as the Board may prescribe. If present, the Chair shall preside at Board meetings.
- b. Vice Chair. If the Chair is absent or disabled, the Vice Chair shall perform all the Chair's duties and, when so acting, shall have all the Chair's powers and be subject to the same restrictions. The Vice Chair shall have other such powers and perform such other duties as the Board may prescribe.
- c. Secretary. The Secretary shall:
 - 1.) keep or cause to be kept, at the School's principal office, or such other place as the Board may direct, a book of minutes of all meetings of the Board and Board Committees, noting the time and place of the meeting, whether it was regular or special (and if special, how authorized), the notice given, the names of those present, and the proceedings;
 - 2.) keep or cause to be kept a copy of the School's Charter and Bylaws, with amendments;
 - 3.) give or cause to be given notice of the Board and Committee meetings as required by the Bylaws; and
 - 4.) have such other powers and perform such other duties as the Board may prescribe.
- d. Treasurer. The Treasurer shall:
 - 1.) keep or cause to be kept adequate and correct accounts of the School's properties, receipts and disbursements;
 - 2.) make the books of account available at all times for inspection by any Trustee;
 - 3.) deposit or cause to be deposited the School's monies and other valuables in the School's name and to its credit, with the depositories the Board designates;
 - 4.) disburse or cause to be disbursed the School's funds as the Board directs;

- 5.) render or cause to be rendered to the Chair and the Board, as requested but no less frequently than once every fiscal year, an account of the School's financial transactions and financial condition;
- 6.) prepare or cause to be prepared any reports on financial issues required by an agreement on loans; and
- 7.) have such other powers and perform such other duties as the Board may prescribe.

Section 2. Election, Eligibility and Term of Office:

- a. Election. The Board shall elect the Officers annually at the Annual Meeting or a Regular Meeting designated for that purpose or at a Special Meeting called for that purpose, except that Officers appointed to fill vacancies shall be elected as vacancies occur.
- b. Eligibility. A Trustee may hold any number of offices, except that neither the Secretary nor Treasurer may serve concurrently as the Chair.
- c. Term of Office. Each Officer serves at the pleasure of the Board, holding office until resignation, removal or disqualification from service, or until his or her successor is elected.

Section 3. Removal and Resignation:

The Board may remove any Officer, either with or without cause, at any time. Such removal shall not prejudice the Officer's rights, if any, under an employment contract. Any Officer may resign at any time by giving written notice to the Board, the resignation taking effect upon receipt of the notice or at a later date specified in the notice.

ARTICLE VIII. NON-LIABILITY OF TRUSTEES

The Trustees shall not be personally liable for the School's debts, liabilities or other obligations.

ARTICLE IX. INDEMNIFICATION OF CORPORATE AGENTS

The SANKOFA Charter School may, to the fullest extent now or hereafter permitted by and in accordance with standards and procedures provided by Sections 721 through 726 of the Not-for-Profit Corporation Law and any amendments thereto, indemnify any person made, or threatened to be made, a party to any action or proceeding by reason of the fact that he, his testate or in testate was a Trustee, Officer, employee or agent of the School, against judgments, fines, amounts paid in settlement and reasonable expenses, including attorneys' fees.

ARTICLE X. SELF-DEALING TRANSACTIONS

The School shall not engage in any self-dealing transactions, except as approved by the Board. "Self-dealing transaction" means a transaction to which the School is a party and in which one or more of the Trustees has a material financial interest ("interested Trustee(s)"). Notwithstanding this definition, the following transaction is not a self-dealing transaction, and is subject to the Board's general standard of care:

- A transaction which is part of a public or charitable program of the School, if the transaction
- a. is approved or authorized by the Board in good faith and without unjustified favoritism, and
 - b. results in a benefit to one or more Trustees or their families because they are in a class of persons intended to be benefited by the program.

ARTICLE XI. OTHER PROVISIONS

Section 1. Fiscal Year:

The fiscal year of the School begins on July 1 of each year and ends June 30.

Section 2. Execution of Instruments:

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

Section 3. 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 School may be signed by the Chief Administrative Officer or Treasurer.

Section 4. Construction and Definitions:

Unless the context otherwise requires, the general provisions, rules of construction, and definitions contained in the Not-for-Profit Corporation Law and the Education Law shall govern the construction of these Bylaws. Without limiting the generality of the foregoing, words in these Bylaws shall be read as the masculine or feminine gender, and as the singular or plural, as the context requires, and the word "person" includes both a corporation and a natural person. The captions and headings in these Bylaws are for reference and convenience only and are not intended to limit or define the scope or effect of any provisions.

Section 5. Conflict of Interest:

Any Trustee, Officer, key employee, or Committee member having an interest in a contract, other transaction or program presented to or discussed by the Board or Board Committee for authorization, approval, or ratification shall make a prompt, full and frank disclosure of his or her interest to the Board or Committee prior to its acting on such contract or transaction. Such disclosure shall include all relevant and material facts known to such person about the contract or transaction, which might reasonably be construed to be adverse to the School's interest. The body to which such disclosure is made shall thereupon determine, by majority vote, whether the disclosure shows that a conflict of interest exists or can reasonably be construed to exist. If a conflict is deemed to exist, such person shall not vote on, nor use his or her personal influence on, nor be present during the discussion or deliberations with respect to, such contract or transaction (other than to present factual information or to respond to questions prior to the discussion). The minutes of the meeting shall reflect the disclosure made, the vote thereon and, where applicable, the abstention from voting and participation. The Board may adopt formal policies requiring:

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

Section 6. Interpretation of Charter:

Whenever any provision of the Bylaws is in conflict with the provisions of the Charter, the provisions of the Charter shall control.

ARTICLE XII. AMENDMENT

A majority of the Trustees may adopt, amend or repeal these Bylaws.

CERTIFICATE OF SECRETARY

The undersigned does hereby certify that the undersigned is the Secretary of the New Dawn Charter High School, a school duly organized and existing under the laws of the State of New York; that the foregoing Bylaws of said School were duly and regularly adopted as such by the Board of Trustees of said School; and that the above and foregoing Bylaws are now in full force and effect.

Signed:

_____ Date: _____

Secretary, Board of Trustees
SANKOFA Charter School

ARTICLE III. AMENDMENTS

Section 1:

These Bylaws may be amended when necessary by a two-third majority of the Board of Trustees. Proposed amendments must be submitted to the Secretary to be sent out with regular Board announcements.

Code of Ethics

The following Code of Ethics shall apply to the Trustees and employees of Sankofa School for Boys in Harlem:

The Board of Trustees shall conduct or direct the affairs of the School and exercise its powers subject to the applicable limitations of the Education Law, Not-for-Profit Corporation Law, the Sankofa School for Boys in Harlem Charter School's charter and its bylaws. The Board may delegate aspects of the management of School activities to others, so long as the affairs of the School are managed, and its powers are exercised, under the Board's ultimate jurisdiction.

- Not more than 40 percent of the people serving on the SANKOFA School for Boys Charter School's Board of Trustees may be comprised of: (a) people currently being compensated by the School for services rendered to it within the previous 12 months, whether as a full-time or part-time employee, independent contractor or otherwise; or (b) any sister, brother, ancestor, descendant, spouse, sister-in-law, brother-in-law, daughter-in-law, son-in-law, mother-in-law or father-in-law of any such person.
- Every Trustee has the right to participate in the discussion and vote on all issues before the Board or any Board Committee, except that any Trustee shall be excused from the discussion and vote on any matter involving such Trustee relating to: (a) a "self-dealing transaction" (see below); (b) a conflict of interest, (c) indemnification of that Trustee uniquely; or (d) any other matter at the discretion of a majority of the Trustees.
- The Board of Trustees and the employees of the School shall not engage in any "self-dealing transactions," except as approved by the Board. "Self-dealing transaction" means a transaction to which the School is a party and in which one or more of the Trustees has a material financial interest. Notwithstanding this definition, the following transaction is not a self-dealing transaction, and is subject to the Board's general standard of care: a transaction that is part of a public or charitable program of the SANKOFA Charter School, if the transaction (a) is approved or authorized by the Board in good faith and without unjustified favoritism, and (b) results in a benefit to one or more Trustees or their families because they are in a class of persons intended to be benefited by the program.
- Any Trustee having an interest in a contract, other transaction or program presented to or discussed by the Board of Trustees for authorization, approval, or ratification shall make a prompt, full and frank disclosure to the Board of his or her interest prior to its acting on such contract or transaction. Such disclosure shall include all relevant and material facts known to such person about the contract or transaction, which might reasonably be construed to be adverse to the Board's interest. A person shall be deemed to have an "interest" in a contract or other transaction if he or she is the party (or one of the parties) contracting or dealing with

the School, or is a Trustee or has a significant financial or influential interest in the entity contracting or dealing with the School.

- Trustees representing any not-for-profit corporation proposing to do business with the Charter School shall disclose the nature and extent of such business propositions.
- No Trustee or employee of a for-profit corporation having a business relationship with the Charter School shall serve as voting member of the Board of Trustees for the duration of such business relationship, provided, however, that this provision shall not apply to the following: (a) Individuals associated with a partnership, limited liability corporation, or professional corporation, including but not limited to doctors, accountants and attorneys; (b) Individuals associated with an educational entity (including but not limited to schools of education) some of whose faculty may be providing paid services directly or indirectly to the SANKOFA Charter School; (c) Individuals associated with a bank, insurance, mutual fund, investment bank, stock brokerage, financial planning, or other financial services organization.
- In no instance shall a Trustee or employee of a for-profit educational management organization having a business relationship with the Charter School serve as a voting member of the Board of Trustees for the duration of such business relationship.
- Trustees or employees of any external organization shall hold no more than 40 percent of the total seats comprising the Board of Trustees.
- Trustees shall avoid at all times engaging in activities that would appear to be unduly influenced by other persons who have a special interest in matters under consideration by the Board. If this occurs, a Trustee shall write a letter disclosing all known facts prior to participating in a Board discussion of these matters, and the Trustee's interest in the matter will be reflected in the Board minutes.
- Trustees shall make all appropriate financial disclosures whenever a grievance of conflict of interest is lodged against them.
- No Trustee shall use his or her position with the Charter School to acquire any gift or privilege worth \$50 or more that is not available to a similarly situated person, unless that gift is for the use of the Charter School.
- Charter School Trustees or employees may never ask a subordinate, a student, or a parent of a student to work on or give to any political campaign.

Code of Ethics

The following Code of Ethics shall apply to the Trustees and employees of Sankofa School for Boys in Harlem:

The Board of Trustees shall conduct or direct the affairs of the School and exercise its powers subject to the applicable limitations of the Education Law, Not-for-Profit Corporation Law, the Sankofa School for Boys in Harlem Charter School's charter and its bylaws. The Board may delegate aspects of the management of School activities to others, so long as the affairs of the School are managed, and its powers are exercised, under the Board's ultimate jurisdiction.

- Not more than 40 percent of the people serving on the SANKOFA School for Boys Charter School's Board of Trustees may be comprised of: (a) people currently being compensated by the School for services rendered to it within the previous 12 months, whether as a full-time or part-time employee, independent contractor or otherwise; or (b) any sister, brother, ancestor, descendant, spouse, sister-in-law, brother-in-law, daughter-in-law, son-in-law, mother-in-law or father-in-law of any such person.
- Every Trustee has the right to participate in the discussion and vote on all issues before the Board or any Board Committee, except that any Trustee shall be excused from the discussion and vote on any matter involving such Trustee relating to: (a) a "self-dealing transaction" (see below); (b) a conflict of interest, (c) indemnification of that Trustee uniquely; or (d) any other matter at the discretion of a majority of the Trustees.
- The Board of Trustees and the employees of the School shall not engage in any "self-dealing transactions," except as approved by the Board. "Self-dealing transaction" means a transaction to which the School is a party and in which one or more of the Trustees has a material financial interest. Notwithstanding this definition, the following transaction is not a self-dealing transaction, and is subject to the Board's general standard of care: a transaction that is part of a public or charitable program of the SANKOFA Charter School, if the transaction (a) is approved or authorized by the Board in good faith and without unjustified favoritism, and (b) results in a benefit to one or more Trustees or their families because they are in a class of persons intended to be benefited by the program.
- Any Trustee having an interest in a contract, other transaction or program presented to or discussed by the Board of Trustees for authorization, approval, or ratification shall make a prompt, full and frank disclosure to the Board of his or her interest prior to its acting on such contract or transaction. Such disclosure shall include all relevant and material facts known to such person about the contract or transaction, which might reasonably be construed to be adverse to the Board's interest. A person shall be deemed to have an "interest" in a contract or other transaction if he or she is the party (or one of the parties) contracting or dealing with

the School, or is a Trustee or has a significant financial or influential interest in the entity contracting or dealing with the School.

- Trustees representing any not-for-profit corporation proposing to do business with the Charter School shall disclose the nature and extent of such business propositions.
- No Trustee or employee of a for-profit corporation having a business relationship with the Charter School shall serve as voting member of the Board of Trustees for the duration of such business relationship, provided, however, that this provision shall not apply to the following: (a) Individuals associated with a partnership, limited liability corporation, or professional corporation, including but not limited to doctors, accountants and attorneys; (b) Individuals associated with an educational entity (including but not limited to schools of education) some of whose faculty may be providing paid services directly or indirectly to the SANKOFA Charter School; (c) Individuals associated with a bank, insurance, mutual fund, investment bank, stock brokerage, financial planning, or other financial services organization.
- In no instance shall a Trustee or employee of a for-profit educational management organization having a business relationship with the Charter School serve as a voting member of the Board of Trustees for the duration of such business relationship.
- Trustees or employees of any external organization shall hold no more than 40 percent of the total seats comprising the Board of Trustees.
- Trustees shall avoid at all times engaging in activities that would appear to be unduly influenced by other persons who have a special interest in matters under consideration by the Board. If this occurs, a Trustee shall write a letter disclosing all known facts prior to participating in a Board discussion of these matters, and the Trustee's interest in the matter will be reflected in the Board minutes.
- Trustees shall make all appropriate financial disclosures whenever a grievance of conflict of interest is lodged against them.
- No Trustee shall use his or her position with the Charter School to acquire any gift or privilege worth \$50 or more that is not available to a similarly situated person, unless that gift is for the use of the Charter School.
- Charter School Trustees or employees may never ask a subordinate, a student, or a parent of a student to work on or give to any political campaign.

Sankofa School for Boys in Harlem

Hiring Process and Procedures

Teachers will be hired based on six (6) pillars; experience (age and grade level), demo lesson and interview performance, deep belief in student achievement, commitment to school mission, organizational and analytical skill usage, and a demonstrated commitment to enhancing each student's life. Sankofa will have small class sizes with average class sizes of 18. We will place a lead teacher with two additional certified teams trained in English as a Second Language and Special Education to create small learning communities (SLC). SLCs stay together for two years. The Lead Teacher Role and Data Coach carry out beginning leadership level duties and will create opportunities for growth as teachers move from Senior Teacher to Lead Teacher and Data Coach, to Director of Curriculum and Assistant Principal.

Teachers will be hired by a team of teachers, administrators, parents and students. The hiring process will include five steps:

1. Applicant Pool: Applications will be screened by a team made up of staff, parents and community partners using a standard rubric.
2. Principal Interview: Candidate will interview with the principal who will use a rubric developed by the school community.
3. Group Interview: Candidates who make it to the second round will interview with the hiring team to engage in simulated activities, answer questions framed as case scenarios primarily, and take a short timed writing prompt. Writing competency will be a crucial requirement in the school's writing culture.
4. Demonstration Lesson: Selected candidates return to teach a 30 minute lesson using technology and highlighting the use of differentiated instruction. Prior to the demo lesson, candidates will be assigned a rubric to evaluate their ability to incorporate diverse standards. This step will evaluate whether teachers have the ability to plan and deliver developmentally appropriate standards-based instruction.
5. In a Feedback Sessions, candidates will be evaluated on their ability to demonstrate the ability to accept constructive criticism, persist in reaching a desired goal, and make decisions based on data of each student's individualized needs while meeting recognized Common Core Standards. The principal will have the sole authority to dismiss teachers. Teachers will be provided due process through the school's comprehensive teacher development and support program. New teachers will participate in a full year of teacher development workshops and initiatives and during fifteen day mini-sessions teacher teams will take advantage of online courses. Mentor teachers will be provided to new and teachers receive coaching and support by outside service providers.

Faculty Evaluation Process

The three top criteria for evaluating teacher job performance as Sankofa School will be:

1. Knowledge of content areas and demonstration of best practices in curriculum and instruction
2. Knowledge, ability and record of teaching to diverse student populations and providing holistic measures to achieve student success, including effective involvement of parents and other members of student support network
3. Knowledge and use of data in planning and conducting instruction and willingness and evidence of collaboration with school staff. Teacher evaluations will be conducted by school leaders, including

the Principal, Director of Curriculum, Coach, and Lead Teacher.

Evaluations will take place four times a year for new teachers (less than three years of experience at school) and three times a year for teachers with the school with more than three years of experience. The evaluation will include qualitative evaluative measures (i.e., leadership, initiative, collaboration, creativity, enterprise, agency, continuing education) as well as quantitative measures (test scores, grades, informal assessment.) Coaches, teachers and administrators will create and use narrative reports that are rich in insight into teacher potential and learning and work style. Sankofa will help teachers and school leaders to reflect on the following dimensions: strengths, proclivities, talents, interests, strengths, and incremental needs. Sankofa's progressive salary structure will take into account advanced education and experience.

Danielson's Framework

Used by NYSED and NYCDOE, Sankofa will also implement Danielson's *2013 Framework for Teaching* to evaluate teachers in four dimensions of practice. The Framework will serve as the foundation of a school of Sankofa's mentoring, coaching, professional development, and teacher evaluation processes, thus linking all these activities together and helping teachers become more thoughtful practitioners.

Domain 1: Planning and Preparation

- 1a Demonstrating Knowledge of Content and Pedagogy
- 1b Demonstrating Knowledge of Students
- 1c Setting Instructional Outcomes
- 1d Demonstrating Knowledge of Resources
- 1e Designing Coherent Instruction
- 1f Designing Student Assessments

Domain 2: Classroom Environment

- 2a Creating an Environment of Respect and Rapport
- 2b Establishing a Culture for Learning
- 2c Managing Classroom Procedures
- 2d Managing Student Behavior
- 2e Organizing Physical Space

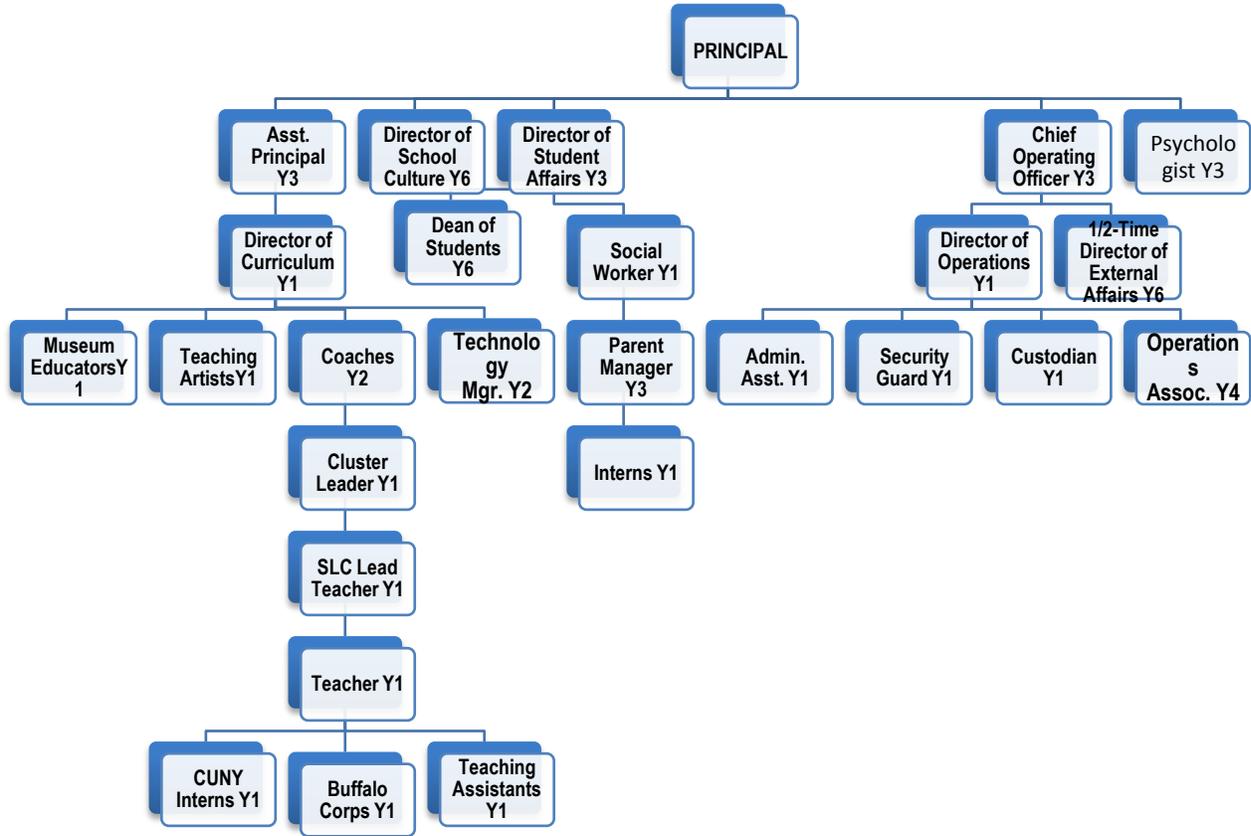
Domain 3: Instruction

- 3a Communicating with Students
- 3b Using Questioning and Discussion Techniques
- 3c Engaging Students in Learning
- 3d Using Assessment in Instruction
- 3e Demonstrating Flexibility and Responsiveness

Domain 4: Professional Responsibilities

- 4a Reflecting on Teaching
- 4b Maintaining Accurate Records
- 4c Communicating with Families
- 4d Participating in the Professional Community
- 4e Growing and Developing Professionally
- 4f Showing Professionalism

Sankofa School for Harlem Organizational Chart



Salary Structure

The basic salary structure is the following: Lead Teacher: \$61,000.00 and Senior Teacher: \$51,000.00 Lead teachers may be hired externally but eventually the position will serve as a pathway for promotion and professional growth for senior teachers. Lead teachers will have five or more years of related experience, while senior teachers will have at least three years of experience. Salary increases will be based on cost of living and performance. In evaluating performance we will consider a holistic package of performance metrics ranging from peer evaluations; formal and informal written teacher evaluations; collaboration, and other factors. Incentives will be discretionary and no set amount or guarantee will be set. As much as possible we will endeavor to recognize teacher value throughout its relationships and interactions with teachers, in addition to financial remuneration. Our salary figures represent a basic average for certified teachers in New York City and seek to be competitive with the average salaries of other charter school teachers in NYC and to a lesser degree with the salary structure of NYC public school system.

JOB DESCRIPTIONS

Position Title: Principal

The Principal bears a responsibility for the total operation of the school and all matters that concern the school. The Principal answers to the Board of Trustees and is responsible of all outcomes at all levels of the School Improvement RoadMap. The Principal supervises the leaders of the four operation sections of the school (Pedagogy—Director of Curriculum and Instruction; Support Services—Student Supports Services Director; Operations and Compliance—Director of Operations; and Fiscal—Chief Operating Officer.)

Responsibilities: The Principal's responsibilities include acting as a consensus builder, supervisor and evaluator of staff, the developer and evaluator of programs for all students and ensuring the coordinator of all services for students. The Principal must ensure compliance with the school's approved charter, board policies, appropriate governmental statutes, NYSED regulations, and the No Child Left Behind Act. The Principal will work in the community developing relationships that will propel the school forward in all areas: funding, internships, college, as well as general support from local residents. The Principal has responsibility to the school's authorizer regarding progress towards the school's goals and objectives and other school accomplishments as well as school practices and policies. In addition to the above responsibilities, the Principal will perform all additional duties assigned by the Board of Trustees. In selecting a person to fulfill these responsibilities, the following criteria to be met:

Vision: *The Principal will have knowledge and understanding of:*

1. The vision and mission of Sankofa School for Boys in Harlem, including its commitment to educate students who are struggling educationally and have not had the opportunities that many students have had, and may have social-emotional problems as well.
2. The School Implementation Roadmap and a firm belief in the Comprehensive School Improvement Survey and an understanding of the importance of using data at all levels of the school to inform decisions.
3. The importance of a vocational component to education and why it is important to improved performance of boys of color.
4. The importance of a college component to the education of students of poverty and how it can improve the quality of student and their family's lives.
5. NCLB and AYP and how this integrates into the state and city's progress reports.

6. Relevant research findings and strategies for using data to develop, implement, and maintain the school vision.

Commitment: *The Principal will be committed to:*

1. All decisions being made in the best interests of the students and the school.
2. Upholding high standards in the day-to-day operation of the school and using current technology to support and improve school operations. Managing a well-functioning school to make sure that it does not operate in a “crisis mode.”
3. A team approach to educational change. Engaging in collaborative problem solving and decision making, building capacity through staff development, and encouraging shared accountability among all the members of the school community.
4. Ensuring that the belief that all students should have as many opportunities for an education as needed is integrated into the daily functioning of the school.
5. Upholding local, state, and federal laws, policies, regulations, and procedures, including being fiscally responsible and ensuring quality support services.

Demonstrated capacity and experience: *The Principal will have demonstrated capacity in:*

1. Using facilitative leadership in the management of the school.
2. Working collaboratively with the school community to develop and maintain a shared school vision.
3. Ensuring that decision-making regarding all parts of the organization are consistent with and supportive of the school vision.
4. Fostering a caring, growth-oriented environment for faculty and students, one in which high expectations and high standards for student achievement are emphasized.
5. The use of compensation plans to reward and maintain effective staff.
6. Managing fiscal resources responsibly, efficiently, and effectively.
7. Managing human resources responsibly by selecting and inducting new personnel appropriately, assigning and evaluating all staff effectively, and taking other appropriate steps to build an effective school staff.
8. Monitoring support services such as transportation, food, health, and extended care responsibly.
9. Facilitating school-based research and use these and other research findings to plan school improvement initiatives, pace the implementation of these changes, and evaluate their impact on teaching and learning.

Knowledge and Understanding: *The Principal will have knowledge and understanding of:*

1. Organizational theory and principles of organizational development.
2. Human Resources management and development, including related/support/ancillary services.
3. Relevant local, state and federal laws, policies, regulations, and procedures.
4. Sound fiscal procedures and practices.
5. Time management to maximize the effectiveness of the school community.
6. Current technologies that support management functions.
7. Organizational learning for school cultures, goal setting, change processes, and group dynamics; and resource management.
8. Assessing the overall impact of professional development activities on the improvement of teaching and student learning.

Minimum Qualifications and Training:

- Understanding of and commitment to the mission, goals, educational philosophy and activities of the Sankofa School for Boys as described in the school's charter.
- A Master's Degree at a minimum. Eight or more years of experience leading an urban school. State Certification preferred.
- Experience with using data to inform decision making.

Position Title: Director of Curriculum and Instruction

Responsibilities: The Director of Curriculum and Instruction reports to the Principal and has critical responsibilities for supporting the implementation, evaluation and execution of the school's educational program. S/he will have direct responsibility for all teachers, including special education, ELL, and special education coordination. The Director of Curriculum will lead the Pedagogy in conjunction with the Principal in the Organizational structure and his or her responsibilities include acting as educational leader, supervisor and evaluator of teachers, the developer and evaluator of programs for all students and the coordinator of curriculum and services. The Director of Curriculum will play an instrumental role in developing an effective parent participation program and as such will maintain open channels of communication with parents, students, and teachers regarding the responsibilities of individual stake holders and how they impact the school's accomplishments as well as school practices and policies. The Director of Curriculum supervises the Cluster Coordinator, Lead Teacher, Literacy Coach, Math Coach and Data Coach.

Vision: *The Director of Curriculum will have knowledge and understanding of:*

1. The use of data to inform decision and strengthen curriculum and instruction.
2. Group process strategies for supporting teachers through their professional growth.
3. A belief in teachers and students as life-long learners.
4. Relevant research findings and strategies for using data.

Commitment: *The Director of Curriculum will be committed to:*

1. All decisions being made in the best interests of the students.
2. A team approach to educational change. Engaging in collaborative problem solving and decision making, building capacity through staff development, and encouraging shared accountability among all the members of the school community through facilitative leadership.
3. Aligning the curriculum, instruction, and assessment to promote students' learning and development.
4. Daily common planning time for teachers so that they are able to collaborate on designing and implementing the curriculum as well as participate in professional development.
5. Oversee and help plan staff development throughout the year
6. Assist school staff with orientation, academic placement and assessment of students,
7. Assist with identification of students for AIS,
8. In consultation with school staff, plan and facilitate integration of academic and internship goals and objectives,
9. Supervise writing and revision of curricular materials,
10. Oversee the development of class curriculum materials,
11. Implement and oversee the creation of academic units in all core areas

Demonstrated capacity and experience: *The Director of Curriculum will have demonstrated capacity and experience in:*

1. Using shared decision making effectively in the management of the school.
2. Working collaboratively with the school community to develop and maintain a shared school vision.

3. Focusing the faculty on designing learning experiences that enable students to succeed in their current grade and to prosper in subsequent grades and as adults.

4. Conducting classroom visits and periodic observations, providing constructive feedback to faculty and staff, and suggesting models of effective teaching techniques when needed.

5. Fostering a caring, growth-oriented environment for faculty and students, one in which high expectations and high standards for student achievement are emphasized.

Coordinate planning, implementation and evaluation of academic program,

- Formulate academic goals in conjunction with New York State and Common Core and other prevailing standards,

- Promote academic goals through formal and ad hoc staff development,

- Employing the Danielson Group's Classroom Observation metrics and rubrics, assess all teachers throughout the year in classroom management and instructional skills,

Knowledge and Understanding: *The Director of Curriculum will have knowledge and understanding of:*

1. The curriculum and instructional methodology of Sankofa School for Boys in Harlem, as described in the school's charter.

2. Supervisory and observational techniques that promote effective teaching and learning.

3. Authentic and research-based methods for assessing student learning.

4. Relevant technologies and their use in enhancing student learning.

5. Time management to maximize the effectiveness of the school community.

6. Current technologies that support data driven decisions.

7. Organizational learning for school cultures, goal setting, change processes, and group dynamics; and resource management.

8. Assessing the overall impact of professional development activities on the improvement of teaching and student learning.

Minimum Qualifications and Training:

- Master's in Education

- Appropriate certifications

- Excellent time management and organizational skills

- Facility with computer technology in gathering information and coordinating technical resources for students, teachers, and classrooms.

Position Title: Chief Operating Officer(COO)

The Chief Operating Officer has overall responsibility for the Financial component of the Organization and ensures compliance with federal, state, and local government policies and procedures as it pertains to financial and operational audits in public charter schools. S/he manages and coordinates the processing and reporting of financial activities for the charter school. S/he develops internal controls designed to help safeguard the assets of the charter school. The Chief Operating Officer reports directly to the Principal. All finance, human resource, and purchasing staff report to the Chief Operating Officer.

Responsibilities:

- Ensures financial stability, sound financial planning, effective asset management and full compliance with government and charter audit requirements.

- Responsible for planning, organizing and directing all day-to-day fiscal operations.

- Coordinates fund development, including the creation and implementation of long-term financial development plan, donor management and the acquisition of entitlement and competitive grants and corporate sponsorships.

- Works with Board Treasurer, outside auditors and charter authorizer to address operational

improvements and recommends actions identified as part of the annual audit.

- Establishes and maintains accurate and timely fiscal records and reports for ongoing analysis of the organization's fiscal condition.
- Submits periodic financial reports to the Board of Trustees. Submits all financial reports required by charter authorizer and New York State Education Department.
- Monitors legislative and policy developments related to fiscal operations, including analysis thereof for legal and administrative compliance
- Maintains accounting records for funds received and distributed.
- Oversees payroll processing and required tax reporting.
- Audits for adequacy and effectiveness of the charter school's internal financial control and reporting systems.
- Assures the charter school meets specifically assigned ongoing and annual operational and financial objectives.
- Reviews and advises on all reports that have financial implications.
- Assists with developing and monitoring the charter school's annual budget.
- Reviews financial statements for accuracy of account classification and analyzes activities in various accounts.
- Assumes overall responsibility of the integrity and adherence to individual and professional standards of all financial activities, including individual school financial recordkeeping.
- Responsible for accounts payable for timely payment to vendors.
- Upholds the principles of the School Implementation Roadmap.
- Performs other duties as needed or requested by the School Principal or Board Treasurer

Minimum Qualifications and Training

- Bachelor's degree in accounting, finance or a closely related field or
- Master's degree in finance preferred.
- Five years experience in financial accounting, preferably in an educational environment.
- Knowledgeable of all Education Codes, particularly those sections covering school finance requirements, accounting procedures, and the audit process.
- Prior successful experience with principles, practices and methods of financial management, budget preparation and control.
- Working knowledge of computer applications including accounting software, spreadsheets, databases, and word processing.
- Working knowledge of Federal programs and grants
- Ability to prepare clear, concise, accurate and complete financial reports including statistical analysis.

Position Title: Family Manager

The Family Director reports to the Student Supports Director of the Organizational Structure. The Family Manager is responsible for establishing the family support and counseling services at the school. S/he will be the liaison with community and school partners and providers and will be the key contact for parents.

Responsibilities:

- Responsible for establishing external referrals for students in need of more intensive services.

- Working with the Principal, Director of Student Supports Services and Director of Curriculum to assess the curriculum in the advisories.
- Working closely with the Principal, Director of Student Supports Services and Director of Curriculum, schedule the advisories and the appointment of staff to oversee advisories.
- Develop linkages with community and corporate institutions to place and secure interns and the assessment of the internships
- Establishing connections with the community and employers to strengthen the school's visibility.
- Tracking the attendance of students and implementing appropriate reporting and interventions in the case of students with excessive absences
- Overseeing student recruitment and outreach.
- Tracking students who have enrolled in the school but have not been attending school; making referrals for these students or returning them to school.
- Assisting with the organization of field trips and schedule motivational speakers for students.
- Any other tasks that align with the support of students in all areas of their lives including home, school, and future career.

Minimum Qualifications and Training

- Bachelor's degree in counseling, human services, or a closely related field or
- Master's degree in social service field preferred.
- Five years experience in developing social service in school settings, or
- Seven years experience of growing responsibility within the social service field.
- Knowledge and full understanding of the ethics around family dynamics and working with vulnerable families. Knowledge of chronic stress and trauma and principles of trauma induced care

Math/Literacy/Data Coach

The Math/Literacy/Data Coach will support and assist the Principal, Asst. Principal and Director of Curriculum of Instruction in all activities of the School.

Responsibilities:

- Coordinate planning, implementation and evaluation of academic program,
- Formulate academic goals in conjunction with New York State and Common Core and other prevailing standards,
- Promote academic goals through formal and ad hoc staff development,
- Employing the Danielson Group's Classroom Observation metrics and rubrics, assess all teachers throughout the year in classroom management and instructional skills,
- Oversee and help plan staff development throughout the year,
- Assist school staff with orientation, academic placement and assessment of students,
- Assist with identification of students for AIS,
- In consultation with school staff, plan and facilitate integration of academic and internship goals and objectives,
- Supervise writing and revision of curricular materials,
- Oversee the development of class curriculum materials,
- Promote Reading, Writing and Math across the curriculum,
- Oversee and implement Assessment Builder and Tracker through Curriculum Connector
- Working with teachers and administration, assist with the development of the Individual Learning Plans for students
- Other activities as requested by Principal.

Minimum Qualifications and Training

- Master's degree in Education.
- Five years experience in increasing responsibilities in education supervision.
- Appropriate certifications.

POSITION TITLE: Teacher

QUALIFICATIONS FOR POSITION:

- Demonstrated experience in teaching elementary school in core area,
- Certification in Elementary Education from the NYS Education Department,
- Demonstrated knowledge of curriculum and 'best practice' pedagogy,
- Demonstrated ability to write and plan lessons aligned with curriculum,
- Demonstrated ability to work with students struggling in core teaching area who are at varied levels of proficiency,
- Knowledge and ability to correlate curriculum with state standards, and
- Knowledge of Instructional Technology and technology integration.

MINIMUM LEVEL OF EDUCATIONAL ATTAINMENT:

- 1) MA in appropriate field for certification
- 2) Completion of content area to achieve High Qualified status

REPORTING:

- 1) Report to the principal but with oversight from Assistant Principal.

STRATEGIES/ACTIVITIES TO BE PERFORMED:

- 1) Provide classroom instruction in core area,
- 2) Write lesson plans and syllabus as per NYS Standards
- 3) Work with other teacher(s) in core area, Education Specialist and AP to develop targeted lessons for students,
- 4) Serve on committee to develop Individual Student Learning Plans,
- 5) Supervise, encourage, counsel and evaluate students,
- 6) Create an effective classroom environment,
- 7) Refer students with behavioral/emotional issues to counselors,
- 8) Participate in academic support activities across curricula,
- 9) Use pertinent testing information (Scantron or in-class assessments) to inform curriculum to target specific weaknesses in core area,
- 10) Work with the Family Director and Social Worker to conduct outreach to parents as appropriate,
- 11) Meet with parents/guardians during scheduled day and evening conferences and as necessary,
- 12) Participate in staff development activities,
- 13) Maintain and organize attendance and academic records in accordance with Title, IEP, and general education program requirements, and
- 14) Assist with the mandated data reports and assist in the gathering of data and writing of all required reports for the final Consolidated Application (Title program) Report and Annual report as required by the program.

POSITION TITLE: Teacher—Special Ed/Core Subject

QUALIFICATIONS FOR POSITION:

- Experience in teaching elementary school as Special Education teacher,
- Dual certification in Elementary Education, or Reading a plus,
- Demonstrated knowledge of curriculum and 'best practice' pedagogy as it applies to students with disabilities,

- Demonstrated ability to write and plan lessons aligned with curriculum and IDEA requirements,
- Demonstrated ability to work with students struggling with academic subjects,
- Knowledge and ability to correlate curriculum with state standards,
- Knowledge of Instructional Technology and technology integration, and
- Understanding, or willingness to learn, the NYC/NYS SPED system.

MINIMUM LEVEL OF EDUCATIONAL ATTAINMENT:

- MA in appropriate field for certification
- Completion of content area to achieve High Qualified status

LOCATION AND REPORTING:

- Work at Manhattan campus
- Report to CEO/principal

STRATEGIES/ACTIVITIES TO BE PERFORMED:

- Provide classroom instruction in core subject area (if applicable),
- Co-teach with teachers to provide special education services as per IEP,
- Provide support to classroom teachers to modify curriculum and classroom to meet the needs of special learners.
- Write lesson plans and syllabus as per NYS Standards (if applicable),
- Write out IEP's and work with CSE
- Work with other teachers to develop targeted lessons for students,
- Serve on committee to develop Individual Student Learning Plans and IEPs,
- Supervise, encourage, counsel and evaluate students,
- Create an effective classroom environment,
- Refer students with behavioral/emotional issues to counselors,
- Participate in academic support activities across curricula,
- Use pertinent testing information (Scantron or in-class assessments) to inform curriculum and assessments,
- Meet with parents/guardians during scheduled day and evening conferences and as necessary,
- Participate in staff development activities,
- Maintain and organize attendance and academic records in accordance with Title, IEP, and general education program requirements, and
- Assist with the mandated data reports and assist in the gathering of data and writing of all required reports for the final Consolidated Application (Title program) Report and Annual report as required by the program.

POSITION TITLE: Teacher—ELL

QUALIFICATIONS FOR POSITION:

- Experience in teaching elementary school ELA and ESL,
- Dual certification in Elementary Education from the NYSED,
- Demonstrated knowledge of curriculum and 'best practice' pedagogy,
- Demonstrated ability to write and plan lessons aligned with curriculum,
- Demonstrated ability to work with students struggling with reading and writing who are at varied levels of proficiency who are also ELL,
- Knowledge and ability to correlate curriculum with state standards, and
- Knowledge of Instructional Technology and technology integration.

MINIMUM LEVEL OF EDUCATIONAL ATTAINMENT:

- MA in appropriate field for certification

- Completion of content area to achieve High Qualified status

LOCATION AND REPORTING:

- Report to the Principal, observed by the Director of Curriculum and Coaches

STRATEGIES/ACTIVITIES TO BE PERFORMED:

- Provide classroom instruction in ELA/reading,
- Provide classroom instruction for English Language Learners,
- Write lesson plans and syllabus as per NYS Standards,
- Work with other ELA teacher(s) and Curriculum Coordinator to develop targeted lessons for students,
- Assist other teachers to modify lessons to meet the needs of ELLs,
- Serve on committee to develop Individual Student Learning Plans,
- Supervise, encourage, counsel and evaluate students,
- Create an effective classroom environment,
- Refer students with behavioral/emotional issues to counselors,
- Participate in academic support activities across curricula,
- Use pertinent testing information (Scantron or in-class assessments) to inform curriculum to target specific weaknesses in ELA,
- Work with the Dean of Students and the Parent Coordinator to conduct outreach to parents as appropriate,
- Meet with parents/guardians during conferences and as necessary,
- Participate in staff development activities,
- Maintain and organize attendance and academic records in accordance with Title, IEP, and general education program requirements, and
- Assist with the mandated data reports and assist in the gathering of data and writing of all required reports for the final Consolidated Application (Title program) Report and Annual report as required by the program.

Position Title: School Social Worker

The social worker reports to the Director of Student Supports Services.

Provides counseling to students and parents to assist in meeting social and school adjustment goals.

Refers parents and students to relevant community services or agencies when problems are of such a nature that the school cannot offer relevant help.

Provides environmental information about students to appropriate school personnel when they need for such information is evident in order to assist the students to make an appropriate school adjustment.

Consults with school personnel regarding social adjustment factors of students in school, at home and in the community

Provides consultation to staff and parents regarding techniques and activities for teacher's use with students who have emotional and/or adjustment problems.

Maintains an ongoing liaison with community agencies and other resources to meet special needs; refers parents and child to agencies when appropriate.

Actively participates in the deliberations of the Child Study Team and jointly identifies students for Team.

Qualifications and Certifications.

New York School Social Worker Certification; Minimum of 2 years of counseling/therapy experience in a school based environment or collaborating regularly with schools in casework or clinical work. Significant

experience in working with young children (ages five through eight). Experience and commitment to family oriented counseling with children, within a strength based therapeutic model.

Position Title: Special Education Coordinator

Roles and Responsibilities:

Manage and support a caseload of special education students with a variety of disabilities through our academically rigorous program;
Implement and oversee all related services for students with special needs, including but not limited to: speech and language therapy, occupational therapy, physical therapy, hearing impaired services, ESL, and general intervention;
Communicate all students' service needs to teachers and Academic Deans;
Collaborate and coordinate with the Committee of Special Education to ensure that students have the appropriate reviews, re-evaluations, etc.;
Work with families to ensure all timely communication and to be a liaison between teaching staff and families;
Coordinate training and best practices with staff and families to best serve students;
Liaise between leadership and support staff regarding student behavior and performance in all classes;
Track student progress by gathering data from cognitive and interim assessments;
Manage all testing accommodations to ensure that all students have accessibility to the appropriate testing conditions;
Establish and maintain relationship with NYC Committee on Special Education;
Update all appropriate student information on the Special Education Student Information System (SESIS);

Qualifications:

Bachelor's degree required;
Master's degree or higher preferred in Special Education;
At least five years of Special Education teaching experience strongly preferred;
Clear and persuasive communication and writing skills;
Strong knowledge of Special Education laws and regulations;
A desire to make a difference in the lives of our students, families and community;
A commitment to working with diverse populations of families and students, including those at risk of educational failure;
Bilingual (Spanish/French) preferred

Position Title: Licensed School Psychologist

The Psychologist reports directly to the Principal. The duties and responsibilities for the school psychologist

Adheres to all Agency and departmental Safety Procedures including reporting any unsafe practices, equipment and environment, and takes an active role in correcting the unsafe practice, equipment or environment through proper notification.

Shall provide clinical intake assessments and provide consultation services.

Provides mental health screenings to youth and determines recommendations for follow up assessments and clinical services.

Documents clinical activity presenting diagnostic and interview findings, clinical evaluations, and recommendations.

As a member of an interdisciplinary team, reviews diagnosis and treatment plans with other professional and technical staff;

Participates as a therapist in individual, group or family therapy sessions as needed.

Provides crisis counseling for individuals experiencing acute episodes, evaluates patients and assists in arranging for voluntary or involuntary admission to specialized mental health facilities for observation and treatment, helps coordinate with treatment team on treatment planning for youth in crisis.

Confers with and advises clients' relatives to secure their understanding of and cooperation in treatment and rehabilitation programs.

Educates clients and their families regarding their diagnosis, prognosis, treatment, and rehabilitation process.

Develops, conducts, and/or participates in quality assurance and program evaluation studies.

Analyzes situations and takes necessary actions to provide crisis intervention.

Ensure completion of all weekly, monthly, quarterly and yearly reports as required.

Assists and makes recommendations to Director regarding program design, development, and implementation of treatment and transitional programs

Meets all state and federal laws, regulations, and guidelines in provision of client services

Qualifications and Experience: An experienced licensed professional with a sufficient level of professional knowledge, skill and experience providing clinical services; and who keeps up with developments and trends in the field of Child Development, Trauma-Induced Care, and Learning Disorders.

ASHANTI CHIMURENGA
853 St. Nicholas Ave. , Apt. 601
N.Y., N.Y. 10031
917-601-0885
achimurenga@gmail.com

PROFESSIONAL PROFILE

- Passionate and articulate strategic planner with the ability to lead, reach consensus, establish goals, and attain results
- 8 years of experience as a practicing attorney on behalf of indigents analyzing complex issues, conducting research, writing legal documents, advocating for clients, and litigating cases.
- 10 years of experience as a senior nonprofit administrator building programs from the ground up through proven competencies in grant writing, supervision, and program evaluation
- 10 years of experience as an administrator and classroom teacher at the college and secondary level with expertise developing and implementing special programs.

EDUCATION

- **M. Ed., Educational Administration**, Baruch College, New York, NY (07/14)
- **15 Hours toward Doctorate Degree, Educational Psychology**, Teachers College, Columbia Univ.
- **Juris Doctorate**, New York University School of Law, New York, New York,
- **B.S., Philosophy**, University of Illinois, Chicago, Il.,

HIGHLIGHTS OF PROFESSIONAL EXPERIENCE

Program Director, Northern Manhattan Perinatal Partnership, New York, N. Y.
(June 2013-present)

- Direct one million dollar maternal and child health HHS funded Healthy Start site in Central Harlem with 10 staff designed to reduce infant mortality and improve health outcomes for homeless and low-income women through case management services, health education, and workshops
- Organized major conference attended by over 175 professionals and community residents on Chronic Stress and Trauma and Early Brain Development in April 2014
- Co-wrote a two million dollar federal grant for maternal child health program and conducted research and writing on development of infant mental health and parent education initiatives
- Wrote, secured and implemented Center Disease Control (CDC) grant **Act Early; Learn the Signs** designed to increase awareness of developmental milestones in children 0-5 years old
- Recruited twenty providers including two hospitals to become part of Manhattan Family Health Corridor, a network to improve health access and quality care for women in Northern Manhattan

Teacher, All Saints Cathedral School, St. Thomas, USVI, 2010-2013

Taught English Literature (AP and Honors), Government, and Writing, using technology to engage learners

- Organized the school's first two annual high school student delegations to participate in Model United Nations conference at U.N. Headquarters attended by students from 30 countries
- Created the school's first USVI Business Directory with over 40 business sponsors for fundraising
- Collaborated with Office of the Governor of the Virgin Islands to prepare an Official Proclamation declaring December 10 as "Human Rights Day" in the USVI territory

Assistant Manager of Office Operations, St. Thomas, USVI, 2010, 1/20-8/2010

- Managed office operations in Virgin Islands Census Headquarters responsible for start-up and close-out of 2010 U.S. census operation; handled purchasing and vendor relations; directed and trained 40-50 temporary staff; developed systems and procedures to process, edit and store 30,000 confidential census documents; completed census operation by target date and earned eight percent bonus for all Office staff

Vice Principal for Academic Affairs, St. Thomas, USVI, 2008-2010

- Led the academic affairs department in a private college preparatory school serving 280 students in grades PreK-12, including supervision and evaluation of 25 teachers, development of master schedule, and coordination of Iowa assessment.
- **Prepared strategic** planning documents for Middle States reaccreditation site visit to enhance curricular offerings; expand professional development for teachers; and assessment for learning
- Served as Program Manager for Title V program and wrote and secured \$300,000 grant, and a Technology Grant for Mini-Laptops for 11th graders to take home
- Increased school climate and culture through implementation of a middle school advisory period; a six week summer enrichment academy for grades PreK-12 with SAT Prep; and a parent series ("Saturday Gatherings") on the college process with 90% parent and student attendance

Principal, Choir Academy of Harlem, N.Y, N.Y., 2005-2008

- Administered a \$4,000,000 annual budget and supervised 60 professional and support staff members in a public school of 500 in Central Harlem serving grades 5-12
- Procured and administered \$100,000 grant for Lead Teacher Program and \$200,000 grant for Middle School Improvement.
- Created a Saturday Academy and Credit Recovery Program resulting in 30% increase in graduation rate and credit accumulation
- Expanded high school offerings to include four instead of three years of Math and Science
- Increased student engagement and academic rigor through partnerships with universities and educational organizations, and infused social and emotional education into the curriculum

School Director, Wildcat High School, Bronx, New York, 2002-2005

- Transformed a small alternative school for students with long-term suspensions in NYCDOE in grades 6-12 resulting in 35% increase in student retention.
- Implemented intensive guidance and counseling programs, including comprehensive intake procedures, individualized learning plans with benchmarks, daily advisories, one-on-one counseling, therapeutic clinical services for families and students, workshops on conflict resolution, self esteem, and decision making, and a paid work internship programs.
- Expanded paid internship program linking students with corporate and government job partners

School Coordinator/Teacher, NYC Department of Education, NY, NY, 1997 to 2002

- Served as Language Arts Teacher and Coordinator in alternative education programs.
- Created a transition program that helped 75% of students gain admission in small strong performing schools where they could receive maximum academic supports

Adjunct Asst. Professor, City Colleges of New York, N.Y., N.Y., 1997-1999

- Taught undergraduate law and government courses and developed Freshman Readiness programs designed to improve retention and success rates

Associate Director of Programs, Bronx Perinatal Consortium, Bronx, N.Y., 1994-1997

- Oversaw \$4,000,000 federal Healthy Start/Healthy Family model demonstration project designed to reduce infant mortality, juvenile delinquency, and child abuse and neglect in low income communities through universal services and home-based social case management
- Provided technical assistance to participating community agencies on mission and program development, board development, service delivery, and community outreach
- Chaired citywide committee on juvenile justice and infant mortality and served as a member of Bronx Borough President's multidisciplinary team on juvenile justice and child abuse and neglect prevention

National Program Director, Amnesty International, Chicago., Il, 1991-1993

- Directed global human rights programs in five regional offices advocating for the human rights of women, children, refugees, and death row prisoners; evaluated program effectiveness, and presented regular reports to the Board of Directors.
- Coordinated local, regional and national workshops and conferences and provided technical assistance to organizations
- Traveled nationally to provide technical assistance to large volunteer base on strategic planning and community action
- Planned and executed grassroots and legislative campaigns in Europe and major US cities leading to high profile actions and statements by local, national and international leaders; organized press conferences and successfully made outreach to major national media outlets resulting in widespread coverage of human rights issues.

LEGAL EXPERIENCE

Asst. Public Defender, Cook County Public Defender's Office, Chicago, Il., 1988-1991

Associate Counsel, Hinds, Stevens & White, N.Y., N.Y., 1985-1988

Judicial Law Clerk, U.S. Court of Appeals, New York, N.Y., 1983-1985

Student Law Associate, Late Hon. Bruce Wright, N. Y. Supreme Court, 1980-1983

PROFESSIONAL DEVELOPMENT

Certifications

Outcomes Management and Frameworks, Foundation Center, 4 Part Webinar Series, 2014

Parenting Journey Facilitator, Evidence-Based Parent Education Program Using Experiential and Empathetic Communication to Build Reflective and Mindfulness Skills and Competencies, 2013

New York City Leadership Academy Aspiring Principals Program, 2005-2006, Received NYS School Building License

New York City Department of Education, Academic Intervention Services Administrator Training Series, 2006, Received Certificate of Participation

Reggio Emilia Study Group of North America, Traveled to Reggio Emilia, Italy to study acclaimed early childhood system designed to promote critical thinking and student-centered instruction, 2006

Orton Gillingham Reading Program, 2003, Certification of Completion

United Way Management Institute, 2000, Certificate of Completion