Charter School Name: Young Scholars Charter School for the Arts

Applicant Name: Earlene Warren-Fernandez
Email: ewarrenf@aol.com
Phone: 917-701-5836

Applicant Name: Jennifer Charles

Media Contact Name: Earlene Warren-Fernandez
Media Contact Email: ewarrenf@aol.com
Phone: 917 701 5836

District of Location: CSD 17

Opening Date: August 18, 2014

Proposed Charter Term: 5 years

Proposed Management Company or Partners: NA

Projected Enrollment and Grade Span During charter term:
Grades K – 8 for 630 students

Mission Statement:

Young Scholars Charter School will provide students with a unique, rigorous and relevant education that integrates the visual and performing arts with a standards-based academic program, preparing them to become life-long learners, in their quest for college, careers and a productive role in society. Students will become critical thinkers and creative problem solvers with strong ethical values while experiencing the rich cultural diversity of the school and surrounding community.

YSCSA will serve K – 8 students in CSD 17, which is located in Community Board 9 and includes Crown Heights, Prospect and Lefferts Gardens, Wingate and surrounding neighborhoods. This is a culturally vibrant, racially diverse, largely immigrant community. Our student population will include the 87% of the district’s students who are eligible for free or reduced meals; the 9% who are from homes with languages other than English as the main language spoken and the 10% who are special needs students.

YSCSA will provide its students with the foundation to become self-motivated, competent, life-long learners who will succeed in high school, college and beyond. Common Core Standards based academic program will ensure that students develop proficiency in multiple literacies. The
curriculum will follow Bloom’s Taxonomy in providing activities in three educational domains: cognitive skills, affective emotional/behavioral skills, and psychomotor manual/physical skills. The curriculum will stress communication skills, language arts, foreign language, mathematics, physical education, social sciences, technology, multiculturalism and the visual/performing arts. Students will develop the ability to be critical and analytical learners, confident decision makers, problem solvers, collaborative workers and creative thinkers. They will communicate in at least two languages after attending the school for a minimum of three years.

YSCSA will use Gardner’s Multiple Intelligence (1983) theory as the philosophy governing its curriculum development. In order to capture the full range of abilities and talents our students possess, Gardner’s theory suggests that people do not have only an intellectual capacity but have many different intelligences including musical, interpersonal, spatial-visual and linguistic intelligences. Therefore YSCSA’s curriculum will include the visual and performing arts with it’s’ academics program so as to educate the “whole student.”

Through the Arts, our students will develop additional skills, such as the ability to appreciate and reflect upon the history, culture, and art forms of Brooklyn and the New York City community. It will also include the arts within the diverse cultures found in the community. The arts will be taught as a subject matter in and of themselves using the Visual and Performing Arts Framework (VAPA) of the Department of Education. The program will draw from the various individual talents in the community as well as performing arts CBOs.

YSCSA will provide extended school days, a Saturday Academy and summer school as added support for the at-risk and ELL population so as to narrow the achievement gap academically and socially. They will be exposed to all areas of the arts based on their interest and abilities. The instructional staff model will facilitate inclusion of a general education and special education teacher in each classroom, providing a framework that will offer all students an equal opportunity to learn.

The Renzulli Learning Program and Smart board will be used to support the core academic subjects. The RLP is a computerized/Smart board learning program, which differentiates and individualizes instruction in mathematics and ELA, and will support teachers and parents’ involvement in monitoring students’ progress. The Renzulli Curriculum covers and includes coursework for remedial, advanced placement, College Readiness, ELL/ESL, Gifted and Talented, Response to Intervention, and Summer/Extended Day. The Renzulli program will also be used as an internal evaluation tool at the end of each school year.

YSCSA will develop in our students a sense of value, understanding and respect for self, peers, authority and the community as a whole through after-school clubs and a House system. The House system will provide an opportunity for students to belong to a social group which focuses on loyalty and commitment. They will compete and gain or lose points for various aspects of their school life including homework completion, Spelling Bee, Sports, Community Service, punctuality, deportment, talent, etc. Clubs will include Scouts of America, PAL, swimming, basketball, culinary arts, band, orchestra, 4H, etc.
CERTIFICATION AND ASSURANCES STATEMENT

Proposed Charter School Name: Young Scholars Charter School for the Arts
Proposed School Location (District): CSD 17

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

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

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

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

Signature of Applicants: [Signature]
Date: 3/10/2013
Print/Type Name: Earlene Warren-Fernandez

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6 N.Y. Education Law § 2854(2)(a)
7 ESEA § 5203(b)(3)(B)
8 ESEA § 5203(b)(3)(K)
9 ESEA § 5203(b)(3)(N)
CERTIFICATION AND ASSURANCES STATEMENT

Proposed Charter School Name: YOUNG SCHOLAR CHARTER SCHOOL FOR THE ARTS.
Proposed School Location (District): CSD 17

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- An assurance that the charter school will annually provide the Secretary of the U.S. Department of Education and the State Education Department such information as may be required to determine if the charter school is making satisfactory progress toward achieving the objectives described in this application\(^7\)
- An assurance that the charter school will cooperate with the Secretary of the U.S. Department of Education and the State Education Department in evaluating the program assisted under this subpart;\(^8\) and,
- That the charter school will provide such other information and assurances as the Secretary of the U.S. Department of Education and the State Education Department may require.\(^9\)

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<tr>
<th>Signature of Applicants:</th>
<th>Jennifer Charles</th>
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<td>Print/Type Name:</td>
<td>JENNIFER CHARLES</td>
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\(^6\) N.Y. Education Law § 2854(2)(a)
\(^7\) ESEA § 5203(b)(3)(j)
\(^8\) ESEA § 5203(b)(3)(k)
\(^9\) ESEA § 5203(b)(3)(n)
Young Scholars Charter School for the Arts

Full Application

Submitted to New York State Department Charter School Office
89 Washington Avenue
Room 471 EBA
Albany, New York 12234
Email: charterschools@mail.nysed.gov

Friday March 15, 2013
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1. MISSION, KEY DESIGN ELEMENTS, ENROLLMENT AND COMMUNITY

A. Mission Statement, Goals and Objectives

Young Scholars Charter School will provide students with a unique, rigorous and relevant education that integrates the visual and performing arts with a standards-based academic program, preparing them to become life-long learners, in their quest for college, careers and a productive role in society. Students will become critical thinkers and creative problem solvers with strong ethical values while experiencing the rich cultural diversity of the school and surrounding community.

GOALS

The main goal of YSCSA is to produce high achieving students who will be equipped with the knowledge and tools needed for high school, college and beyond. YSCSA has set the following six goals as set forth in the State Education Law 2850 (2):

**Improve student learning and achievement.**

- YSCSA will provide rigorous and relevant academic programs that meet or exceed state and national standards, allowing students to spend instructional time mastering the Common Core State Standards through the use of innovative pedagogy and technology.
- Students will be provided opportunities to foster an understanding of self and the world by having an avenue for creative expression and communication through the universal language of the arts - transcending culture, time, language and place.
- All students (special needs, low income and English language learners) will be provided with a solid educational foundation and then accelerated to learning levels higher than their peers in similar demographics and Community School District 17.
- Learning requires changes in behavior. High standards of behavior are necessary for students to achieve a good education. Embedded in the learning process at YSCSA will be high behavioral standards to ensure that our students are held accountable for their actions and take ownership of their own learning.

**Increase learning opportunities for all students, especially those children at-risk of academic failure.**

- YSCSA will provide a longer school day and year for all students. The school year will be 190 days. An extended day will facilitate the inclusion of an arts component and will not affect the instructional time needed for core subject areas. Struggling and at risk students will receive enrichment and remedial sessions on weekday evenings, Saturdays and during early summer. Recreational and cultural enrichment programs will be embedded in the performing arts programs and the Friday Club sessions.
• Each week, students will have between 6 and 8 hours of language arts instruction and between 5 and 7 hours of mathematics instruction, based on grade levels and needs. Science and Social Studies will be 2-3 hours respectively, dependent on grade level. All students will have 5 hours of foreign language instruction weekly.

• All K to 2nd grade students will participate in all forms of the visual and performing arts: dance, music and art. By the third grade they will choose two of the arts and by the fourth grade they will choose one performing art elective based on talent and interest, which they will follow through until graduation in the eighth grade.

• All students will have steel pan instrumental music instructions. (The steel pan is the only musical instrument developed in the 20th century) The steel pan was chosen because this musical instrument is ubiquitous throughout the Caribbean and has a strong influence on the majority of the immigrant population that we will serve. Research has shown that formal instruction in music positively affects learning in math and science.

• Students will be provided with a platform for showcasing their achievements and abilities in academics and the arts, both in school and in the community.

Encourage the use of different and innovative teaching methods

• YSCSA will employ the best teaching practices as demonstrated by successful charter schools. The instructional staff model of co-teachers in each classroom, one special education and one general education, will facilitate inclusion and provide a framework for equal opportunities and maximizing instructional time.

• YSCSA will utilize The Renzulli Learning System, a technology-based academic support system to cater to the individual needs of all its students. This learning tool can maximize and individualize learning for at-risk, the mainstream and the accelerated student. This computerized learning will enhance the use of the Smart board in the classroom provide performance data for teachers, students and parents. It also facilitates evaluation and accountability at the end of the academic year.

Create professional opportunities for teachers, administrators and other school personnel

• YSCSA recognizes that employing highly qualified personnel is only one aspect towards achieving success for students. It recognizes that continuous exposure to the latest instructional innovative and enrichment opportunities will keep its faculty abreast of the latest ideas and trends in education. If teachers are motivated to improve academically, it is expected that they will motivate their students to achieve success. With this in mind, staff/faculty will be provided with opportunities for in-service workshops, collegial forums, staff development sessions, study plans and retreats. The Board of Directors will
also have periodic workshops and a yearly retreat to review and plan for the following academic year.

**Provide parents and students with expanded choices in the type of educational opportunities that are available.**

- Due to the fact that we are catering to a high volume of immigrant children and children of immigrant parents, YSCSA will incorporate cultural elements in its educational framework. The targeted population brings with it a diversity of Black, Hispanic and Caribbean cultures. To capitalize on this culturally rich community, instructions in the arts and core subjects will mirror the cultural diversity of students. Students will have opportunities to share their own and experience other cultures in the performing arts programs and other aspects of school life. Students will also visit local CBOs and businesses as a means of understanding the business culture and choosing career paths. The school culture will support our students intellectually, socially, emotionally, physically and morally so they acquire more than a competitive edge in society.
- Parents will receive newsletters and correspondence in their native language and will be given opportunities to participate in the learning process as much as possible. Parents are often a source of rich knowledge which YSCSA plans to utilize in order to make learning more meaningful for both students and parents.
- YSCSA will put in place other measures to support parents. For example, the school will provide workshops to aid parents in understanding their child’s homework, improving their English language skills, helping their child with projects, and other means to support their child’s academic advancement.

**Provide a method to change from rule-based to performance-based accountability systems in order to hold the school accountable for meeting measurable student achievement, under the Charter School law and corresponding article.**

- YSCSA plans to emphasize high performance across the board in terms of overall student achievement and operational success. Everyone will be held accountable for the educational process at YSCSA. The success of the students will not only lie with the teaching staff but with every employee, student, parent and Board member. Everyone will have to buy into and work towards achieving the mission of the school. YSCSA’s mission will achieve its mission, using its resources and finances effectively. We expect strong student performance, attendance rates, parent involvement, teacher/staff satisfaction and involvement, a personalized learning plan for every student, local governance, finances, research-based instructional and assessment strategies, and character education will embedded in our strong sense of community.
Objectives

To achieve its goals, YSCSA has set forth the following objectives:

YSCSA’s students will:

- **Read, write and speak the English language at or above grade level.** Mastery of the English language is fundamental to academic achievement. Continual acquisition of knowledge is dependent on mastering English so as to perform linguistic skills such as communication, research, comprehension, critical analysis and evaluation.

- **Use applications, computations and mathematical concepts to analyze and solve problems, at or above grade level.** Knowing how to add, multiply, subtract and divide is an important aspect of everyday life. Our students will not only acquire these skills, but also higher order skills such as creating, posing and solving mathematical questions, puzzles and problems. They will be able to apply critical and complex mathematical skills so they are empowered to address important issues in high school, college and beyond.

- **Understand and apply knowledge and skills at or above grade level in global, national and community history and geography.** Students will develop an understanding of terms, concepts and principles related to each of these disciplines. They will understand the cause-effect relationship of geographical, economic, political, social and technological forces on the past and present development of history and culture. They will comprehend the role of these forces in shaping our culture at the global, national and community levels. They will understand and question patterns, trends and processes in their cultural community and beyond, and learn how people use natural and human resources to build elements of a culture. They will respect the past and appreciate how the history of their ancestors has paved the way for them to create their own history. They will communicate with elders in the community and beyond in order to appreciate the natural talents and culture passed on from generation to generation. Also important to our immigrant students and those of immigrant heritage is an understanding of immigration, its causes, consequences and impact on family life and values.

- **Understand scientific concepts and participate in inquiry, analysis and design so as to demonstrate proficiency in physical and life science.** Science literacy is important in the 21st century. Through hands-on exploration, investigation, and inquiry our students will develop scientific skills which will be applicable to lifelong learning. They will learn to theorize, hypothesize, experiment, analyze and evaluate scientific problems. All of these skills are necessary for life in a world that is constantly evolving technologically and scientifically. Students will be taught that scientific knowledge and skills are not confined to the scientific arena but are necessary for Corporate America, social interaction and life in general.
• **Speak, write and read in at least one foreign language after two years of instruction.** Our students are living in a predominantly immigrant community where several languages are spoken. Due to the large Haitian, African and Hispanic population, YSCSA has chosen Spanish and French as the foreign languages of choice. After exposure to both languages, students will select one language and will be taught to become proficient in speaking, reading and writing the language. They will also learn about the culture associated with the language to appreciate cultural diversity and bi-literacy. According to Piaget (1896-1980) and Vygotsky (1986-1934), the development of language and thought are closely associated and are a crucial part of early childhood development. Foreign language acquisition as early as Kindergarten will aid in developing a student’s verbal and written language skills promoting better comprehension of the language and its culture.

• **Learn good study and work habits in a nurturing environment.** Success in life is dependent on discipline, and especially self-discipline. Students will learn the importance of good study and work habits in relation to success as they will use study routines, work procedures, and teacher and peer support during daily after-school sessions to complete classroom and homework assignments. They will be held responsible for completion of classwork and homework, projects, classroom deportment, portfolios, group activities, test preparation and general self-management.

• **Demonstrate appropriate behavior and respect for their peers by learning and respecting the rules and regulations of the school.** YSCSA will develop in our students a sense of value, understanding and respect for self, peers, authority and the community as a whole through after-school **clubs** and a **House system**. The House system will provide an opportunity for students to belong to a social group which focuses on loyalty and commitment. They will compete and gain or lose points for various aspects of their school life, including homework completion, Spelling Bee, Sports, Community Service, punctuality, deportment, talent, etc. Clubs will include Science, Scouts of America, PAL, swimming, basketball, culinary arts, band, orchestra, 4H, etc.

• **Apply principles of good citizenship with respect to deportment, nutrition and service.** An important aspect of success is good citizenship. Students will learn to use their knowledge and skills to better their community. They will have a choice of volunteer projects in the community as part of their school’s curriculum where they will be allotted credits for volunteering. As incentives they will receive social recognition from community leaders for some of their outstanding work. They will have opportunities to volunteer at parks, libraries, animal shelters, the local botanical garden, senior centers, etc. They will learn to support those less fortunate by collecting for the needy and shut-in. Students will be taught good nutrition beginning with the school which will provide healthy menus for lunch and breakfast daily, with the hope that the students will continue healthy eating habits outside of the school.

• **Perform, explore, experience, talk, write and read in at least one arts discipline.**
Once students gain a general grounding in the arts, they will select one arts discipline that will become their focus of study from grade 4 to grade 8. Throughout their stay at YSCSA, students will be required to read, discuss, explore information and write about topics relating to the nature, role and development of the arts in general and their area of study in particular. These topics will be aligned to the Visual and Performing Arts Framework (VAPA) and the Common Core Learning Standards, and will complement the creative hands-on work they will accomplish in various arts disciplines. Students will focus in depth on the impact of past, present and possible future developments on their chosen arts discipline to gain an appreciation of the effect of these developments on their potential careers.

- **Utilize all services and supports to raise their achievement levels and perform at their personal best.** The educational model, staffing plan, and use of support systems will allow students to raise their achievement. YSCSA will use the differential learning model and the Renzulli Learning System (RLS) as instructional supports to address the needs of our varied student population. The co-teaching staffing plan will provide a general education teacher and a Special Education teacher in each classroom, maximizing instructional time and support to meet the needs of both general education and special needs students.

- **Build self-confidence and self-esteem by embracing the positive school culture.** At YSCSA we will work together to build a positive and cooperative culture in which faculty, staff, and administrators are bound by similar norms and a widely shared sense of purpose in educating our students. We will develop, communicate and critique ideas, strategies and our work through collaborative activities that encourage reflection, collective inquiry and sharing of best practices. We will identify and offer high quality professional development to support teachers’ diverse needs and sustain their professional growth. We will encourage initiative and risk-taking as we seek ongoing solutions to learning issues in meeting the needs of all of our students. We will maintain a nurturing familial environment that will encourage our students to take risks and develop their abilities and talents to the fullest degree. Teachers will communicate high expectations of their students and hold them accountable for their performance. They will serve as positive role models through their interaction with students and the care they express for the latter’s well-being. Students will be provided with opportunities to develop and showcase their learning through school fairs, talent shows and award ceremonies. Teachers, staff and students will be honored regularly and publicly for their academic and social efforts and their contributions to the school and neighborhood community.

All stakeholders will:

- Participate in all school activities and programs to promote student achievement.
- Provide opportunities for students to develop and grow academically and socially.
- Explore funding opportunities to enable YSCSA to achieve its mission.
- Attend school functions, fundraisers and other activities.

Faculty will:

- Utilize differentiated and innovative instructional approaches to enhance student engagement and promote learning. In addition to having a highly qualified staff, YSCSA will provide professional development on different facets of teaching and train all teaching staff in the best instructional practices in order to reach the many students who bring with them various learning styles. The staff will have ongoing opportunities to share their experiences and success with peers.

- Provide a safe environment to foster students’ well-being. The benefits of creating a positive learning environment, a culture of inquiry and thought, and a climate of passion and excitement will be embedded in the learning process at YSCSA. The school will be a place that all students will enjoy coming to everyday. Teachers will build a safe classroom environment by consistently solidifying their classroom routines and procedures, while administrators will provide support through routine enforcement of discipline measures. For example, staff and students will consider bullying a serious offense, and rules and regulations for an infraction will be put in place. YSCSA’s administration will be proactive in its efforts to anticipate, focus on and remove obstacles and impediments to success while it looks at results. Cooperative learning, conflict-resolution and anti-bullying programs will be part of the health program, and students will build camaraderie through the school’s clubs and House system. As a result, YSCSA will be an institution for which parents will be grateful and work to support, and a source of pride for the community in general.

- Seek opportunities for professional growth. Staff will have weekly departmental and grade level meetings as a means of engaging in collegial collaboration and periodic staff development. All staff members will be highly qualified so they can provide high quality service to the students and the school. Staff members will set timelines for improvement and for reaching their highest possible potential in their field of expertise based on their professional goals (Danielson Framework). They will be held accountable for student achievement in the classroom and on the New York State exams.

B. Key Design Elements

YSCSA’s curriculum design is based on proven educational methods, diligent research on best practices in successful schools, and a track record of successful experience in education by its founding team. All of its founding members either work and/or live in the community and, therefore, have a working knowledge of the community and its educational needs.
Multiple Intelligences. In keeping with our mission of providing high quality relevant education, YSCSA will use Gardner's Multiple Intelligence (1983) theory as the philosophy governing the inclusion of a visual and performing arts component in our curriculum. In order to capture the full range of abilities and talents our students possess, our curriculum will recognize not only children's intellectual capacity but the many different intelligences, including musical, interpersonal, spatial-visual and linguistic intelligences, that they possess. YSCSA's curriculum will include the visual and performing arts as a means of educating the whole child and capturing the full range of all students' abilities.

At YSCSA we will also meet the needs of all of our students with a flexible approach to instruction. Gardner's Multiple Intelligences will also support a variety of teaching styles and practices that appeal to our students' diverse learning styles. Our academic curriculum will incorporate lessons and activities that teachers will adapt to support different forms of learning, including visual, interpersonal, intrapersonal, naturalistic, kinesthetic, musical, verbal and logical. For example, a math lesson can be adapted to the kinesthetic style as the teacher can provide manipulatives and activity centers to enhance the learning needs of students, while he or she can provide experiments and constructions for another group with a naturalistic style. Our co-teaching model and use of group strategies can provide the flexibility needed to facilitate such a range of instructional practices.

Bloom's Taxonomy Our curriculum design is based on our high expectations for all students, which is reflected in our integration of the visual and performing arts. Adding an arts component will ensure that our goal of developing students' cognitive skills, affective emotional/behavioral skills, and psychomotor manual/physical skills is achieved. The arts will both provide and support other academic activities in these three educational domains based on Bloom's Taxonomy of learning.

Collaborative Curriculum Instead of being add-ons, the arts will be at the very heart of learning at YSCSA. Adopting a Common Core Standards based academic program, classroom teachers will ensure that their students develop proficiency in multiple literacies while relying on the arts to deepen students' learning. On the other hand, the arts teachers will rely on the classroom teachers to provide the content and context for students to develop their artistic sensibilities. With this culturally rich diversity, learning will be a reflection of the community as seen through the eyes of the students. Students will use mastery of the arts to develop their proficiency in the academic subjects. The success of this design rests on effective communication and collaboration between the classroom teachers and the arts specialist/teachers. It also calls for the allocation of time for planning and implementation of both the arts and academic programs.

Professional development will be a high priority at YSCSA in building this collaborative curriculum. With the oversight of the school's instructional leader, the arts and classroom teachers will collaborate to produce the necessary integration of the academic curricula with the visual and the performing arts curriculum and coursework. Another mechanism that will facilitate collaboration is the support that the classroom teacher provides during arts instruction. All students are required to participate in all disciplines of the arts until third grade; therefore, the general education and special education teachers are to accompany students to the arts classes. This will allow the classroom teachers to correlate aspects of the arts and academic instruction, while it will also add a "fun" element as teachers see their students in various "flight" moments.
**Differentiated Instruction** YSCSA’s instructional design is also based on the differential teaching model. Teachers will be guided during their weekly departmental and grade level meetings in uncovering the needs of their diverse students. They will routinely review instructional issues, confer with students and examine student work to determine how to address these needs using teacher-created materials and technology resources. The Renzulli Learning System (RLS) will support this differential learning design and help to fulfill the goals and objectives of YSCSA. The Renzulli Learning System (RLS) is an on-line comprehensive system that matches students’ abilities, interests, learning styles and preferred modes of expression to many different activities designed to provide enriched and challenging learning. RLS provides teachers, students and parents with tools that support learning, teaching and assessment through activities that foster the development of multiple intelligences (MI). In scaffolding the learning process, it can be used to identify and develop slow learners’ gifts and talents through easy access to high quality materials and resources.

**Tracking Progress** YSCSA will use a range of data collection methods and systems, including the NYCDOE ARIS data and SESIS information system, to provide oversight of our students’ needs. We will use ARIS to obtain an overview of student learning data to analyze, determine and target the needs of individual students and specific cohorts. SESIS data will be used to help us manage the special education process, meet state mandated requirements, provide electronic individualized student records and monitor student progress.

YSCSA recognizes that students begin at different levels of understanding and familiarity in a given subject; therefore, teachers' expectations of progress will be different for each student. To keep track of individual progress, teachers will construct a content (what is being taught) / process (how it is taught) / product (method of evaluation) chart for our three categories of students: challenged (ELL or special needs), mainstream and gifted. This chart could be used to monitor individuals or groups, and establish goals and benchmarks for their progress. For example, students with average math skills would receive modeling and work independently, whereas students challenged by math problems would receive direct instruction. Gifted students would receive minimal modeling or compacting and be encouraged to do independent study. The Renzulli Learning System would strengthen our oversight of our students’ academic development as it is ideal for this type of learning/teaching and record keeping.

**Learning Through the Arts** Through the Arts, our students will develop creative, analytical and interpretive skills, such as the ability to appreciate and reflect upon the history, culture, and art forms of various communities, including Brooklyn, the New York City community and beyond. The arts will be taught as separate subjects using the standards set forth in the Visual and Performing Arts Framework (VAPA) of the California Department of Education. These standards will serve as curriculum guideposts for teachers and provide clear-cut curriculum goals for all learners. The curriculum will be based on the content standards and will require active learning through the study, practice, creation, or performance of works of art. It will also include reading about the arts and artists; researching the arts from the past and present; writing about the arts and artists to reflect on one’s own observations, experiences, and ideas about the arts; and participating in arts criticism based on reliable information and clear criteria. Arts instruction will provide avenues for each student to work at a personalized pace to learn and develop self-expression and self-confidence. Students will have opportunities to showcase what they have
learnt to their peers, stakeholders and the community. They will also have an opportunity to learn from the local artistes in the community. Visual and performing arts teachers will collaborate with general education, ELL and special needs teachers in a collegial forum to determine ways of applying the Multiple Intelligences theory and make learning personally meaningful for students. Assessment of student work in the arts will help students learn more about their strengths and weaknesses, provide teachers with information for improving curriculum and instruction, and furnish the data required for ensuring accountability. Performance assessments will include but not be limited to portfolios, projects, exhibitions and reflections - all integral to the arts and the artistic process.

**At-risk and ELL Students** Academic curriculum and instruction in the arts will be modified or adapted to encourage the successful participation of students with a variety of disabilities and those who are English language learners. YSCSA recognizes that giftedness and talent acceleration is possible among these students and will make all necessary provisions to accommodate such students. These students will receive additional support to achieve academic and social success. They will be exposed to all areas of the arts based on their interest and abilities. They will also have an opportunity to improve their work with our extended day activities, Saturday tutorials and summer sessions.

**Co-Teaching** The instructional staff model will facilitate inclusion of a general education and special education teacher in each classroom, providing a framework that will offer all students equal opportunity to learn. This model will empower teachers to teach the Common Core Learning Standards and prepare students for the state assessments by providing resources, such as Renzulli Learning, that develop students' critical thinking and reasoning skills and ensure they are college and career ready. The general education/special education co-teaching model will increase learning opportunities for all students who will have more opportunities for conferencing, guided instruction and small group work. Teachers can practice compact teaching for accelerated students who can work on advanced projects, while they implement and monitor differentiated tasks among other general education students. Teachers will be able to divide responsibilities, such as tracking students' performance on the Renzulli Learning System, while attending to other students in the classroom. They will also use YSCSA's comprehensive assessments and academic intervention services to provide appropriate intervention and remediation for students.

**Ethics** Students will be held accountable for their academic and social behavior. They will be taught the importance of belonging to a community, and that individual and shared responsibility is critical for the success of the community. They will be responsible for making the House system work. Students will belong to one of four houses and will be responsible for the acquisition of merits or demerits for its success. The observance of rules and regulations, as well as academic achievement, attendance, punctuality and general deportment, will be an important aspect of the House system. With its sense of communal obligation the House system will improve individual social skills as all students will be held accountable for their contributions to the House as well as the school system.

**C. Enrollment, Recruitment and Retention**

|--------|------|---------|---------|---------|---------|---------|

Young Scholars Charter School For the Art
<table>
<thead>
<tr>
<th>Grade</th>
<th>5-6</th>
<th>90</th>
<th>90</th>
<th>90</th>
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</thead>
<tbody>
<tr>
<td>K</td>
<td>6-7</td>
<td>90</td>
<td>90</td>
<td>90</td>
<td>90</td>
<td>90</td>
</tr>
<tr>
<td>1&lt;sup&gt;st&lt;/sup&gt;</td>
<td>7-8</td>
<td>30</td>
<td>90</td>
<td>90</td>
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<tr>
<td>2&lt;sup&gt;nd&lt;/sup&gt;</td>
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<td>90</td>
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<td>90</td>
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<tr>
<td>3&lt;sup&gt;rd&lt;/sup&gt;</td>
<td>9-10</td>
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<td>4&lt;sup&gt;th&lt;/sup&gt;</td>
<td>10-11</td>
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<td>90</td>
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<tr>
<td>5&lt;sup&gt;th&lt;/sup&gt;</td>
<td>11-12</td>
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<td>30</td>
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<tr>
<td>6&lt;sup&gt;th&lt;/sup&gt;</td>
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<td>30</td>
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<tr>
<td>7&lt;sup&gt;th&lt;/sup&gt;</td>
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<td>TOTAL</td>
<td>240</td>
<td>360</td>
<td>480</td>
<td>570</td>
<td>630</td>
<td></td>
</tr>
</tbody>
</table>

**Rationale for Enrollment Selection**

YSCSA believes that a good educational foundation and continuity of schooling is necessary for success. Targeting the daycare centers where children leave after attending the Universal Pre-K will put YSCSA in an advantageous position to accept some of these students and continue where the Universal Pre-K program left off. For students who never attended daycare, YSCSA’s program is geared to offer them a good early foundation that can be built upon throughout each grade, once students begin at the Kindergarten or first grade level.

YSCSA has taken the decision to begin with a start-up group consisting of a second grade class and a fifth grade class as a way of proving its theory that all students can learn once given the opportunity, instruction and support necessary for success. YSCSA believes that all of its students will achieve and perform at their personal best, given its solid curriculum and educational framework. YSCSA plans to continue recruiting new enrollments in the fifth grade for the first three years. Thereafter, the previous year's third grade will be promoted to the fourth grade, thus eliminating outside enrollment for the fifth to eighth grades.

Adapting a co-teaching model will provide a 15:1 ratio in a classroom of 30 students. YSCSA believes that a school should maximize resources; therefore, having three classes per grade will maximize the resources supplied to each level. The general school population in a small school guarantees that no child would be lost in the system. Administrators will also be able to have a relationship with all students and vice versa, mirroring the culture found in the various close-knit immigrant communities.

**Enrollment Projections**

YSCSA will target daycare centers in the district as most four-year-old students are enrolled in a universal Pre-K program. Targeting these students yearly will give the school a substantial waiting list for its lottery. YSCSA will also target the general student population in the community, which will allow it to reach and surpass its enrollment goals. YSCSA will follow all applicable charter school regulations in allowing accessibility to the school for all eligible English language learners, students who are eligible for free and reduced meals, and students with disabilities.

YSCSA’s enrollment projections will exceed grade and school-wide and enrollment and retention targets set by the Board of Regents, according to N.Y. Education Law § 2852(9-16).
a)(b)(I). According to the Community School District 17 Students with Disabilities Report, an NYC DOE external school audit conducted by Learning Point Associates in 2010-11, the district had 50 schools, including 17 elementary schools, 10 middle schools, 13 high schools, 5 K-8 schools, and 5 secondary schools (grades 6-12). The district served 26,897 students from pre-kindergarten through grade 12, of whom 13 percent were Students with Disabilities and 9 percent were ELLs. Eighty-five percent of the residents are African American/immigrant, 11 percent are Hispanic, and 2 percent are Asian. Many of the students are economically disadvantaged, with 80 percent qualifying for free lunch and 7 percent for reduced-price lunch.

Recruitment and Retention Plan
YSCSA will use diverse means of advertising to publicize its education program to a broad cross-section of prospective students and their families. Advertisements have been and will continue to be written in various languages and distributed through flyers, community newspapers, church bulletins, CBOs, daycare centers, door-to-door, and on Internet social networking sites. YSCSA has had an open house and plans to hold other town hall meetings, open houses and information sessions in churches, libraries and daycare centers to inform the community about the school's educational program. Agendas will be made public prior to these meetings.

We have been targeting students in CSD 17, which is a predominantly immigrant community. Our targeted group is comprised of students who will be eligible for free and reduced lunch due to the fact that they make up 87% of the population in CSD 17. We have been distributing flyers and speaking to parents at most subway stations, daycare centers, street fairs and libraries. According to NYSED Demographic data for CSD 17 in 2011, 10% of the student population is classified as LEP/ELL students. To reach this population, we plan to liaise with all the LEP/ELL coordinators and teachers of CSD 17 schools once our charter is approved. We have been reaching out to the appropriate language speaking (Spanish, Haitian Creole) community-based organizations and individuals who work with or provide services to families whose children are classified as LEP/ELL students. The school will continue to distribute all marketing and outreach materials available to parents and families of these students in the family's native language.

To recruit students with disabilities at a rate comparable to or greater than the number enrolled in CSD 17 schools, YSCSA has implemented in its recruitment efforts a set of strategies and techniques designed to attract and interest special needs students and their families. These efforts include: (1) at open-house sessions held in the community, information about aid to special needs students will be disseminated and information will be geared toward including parents and families of Special Education students; (2) meetings with all CSD 17 elementary and middle school special education coordinators prior to opening in order to describe the school's program and to distribute related literature; (3) distribution of flyers that advertise YSCSA's Special Education program printed in English, Spanish, and Haitian Creole.

YSCSA's curriculum model with its emphasis on the visual and performing arts will attract students of varying abilities and will be a catalyst to motivate students once enrolled. We will inform parents and community organizations about our teaching model (one general and one special education teacher in each class), which will maximize teaching opportunities for special needs students and will aid in the progress and retention of these students.
Enrolled students with disabilities will receive extra services in accordance with federal and state regulations including section 504 of the Rehabilitation Act of 1973 (and amendments thereto, at 29 USC Section 794 et seq. and its implementing regulations at 34 CFR Section 104), and the Individuals with Disabilities Educational Act (IDEA at 10 USC Section 14010 et seq. and its implementing regulations at 34 CFR section 300).

An appropriate education will be provided to such students in accordance with their individualized Education Plans (IEP), as required by the IDEA, and 504 plans as required by Section 504 of the Rehabilitation Act and the most recent Americans with Disabilities Amendment Act (ADAA).

All special education programs and services at YSCSA shall be provided in accordance with Education Law §2853(4) (a) and applicable federal laws and regulations, and in accordance with the IEP recommended by the CSE of the student’s school district of residence. YSCSA will use the NYCDOE Special Education Operating Procedures Manual as its guideline for compliance.

Enrollment process
YSCSA will accept applications from all students on an on-going basis. Once the number of timely submitted applications exceeds the number of slots available in a given grade, there will a random selection process through a lottery pursuant to the requirements of charter school law.* Section 119.5.* After the first year, YSCSA will give enrollment preference to students residing in CSD 17 where the charter school is located, to siblings of students already enrolled in the charter school and to students returning to the charter school in the second or any subsequent year of operation. If the situation arises, preference will be given to students at-risk for academic failure, English language learners and student with disabilities.

Notice will be provided to the public through flyers distributed and posted in strategic places, advertisement in local newspapers and church bulletins of the date, time and place for the lottery. The school will use an external nonpartisan person to conduct the lottery. The lottery shall be held in a space that is open and accessible to the public and capable of accommodating the anticipated number of attendees. If anticipated attendance exceeds capacity, separate grade level lotteries may be held in separate locations consistent with the requirements of Public Officers Law section 104. YSCSA shall document the lottery process, and make such records available to the Board of Trustees and the charter authorizing entity upon request. Records shall be sufficiently detailed to enable the reviewer to identify and compare the process used to the lottery procedures contained in the charter school’s charter, and determine that the procedures used were consistent with those set forth in the charter.

Retention of Students
Comprehensive Academic Plan (CAP): YSCSA will provide rigorous and relevant instruction to better engage students in learning the knowledge and skills they need to graduate. YSCSA will develop a CAP for each student during September of each school year. This plan will determine each student’s academic needs and learning style by using data we collected from the Developmental Reading Assessments for NYC students (DRA), The Writing and Reading Profile assessment (WRAP) and the baseline assessments in academic areas. Staff will determine learning goals based on the collected data, which they will share with students so they are aware of their strengths and the areas they need to work on. The CAP will also be used to develop lesson plans, design activities to address the diverse needs of each student, differentiate instruction, and promote academic success in order to close the achievement gap.
After School and Saturday Academy: YSCSA will provide tutorial classes as part of the after-school program and Saturday Academy for its “at-risk” students in need of academic help. Counseling services, peer and one-to-one tutoring will be offered to re-enrolled drop-outs and those students whose performance is below grade level.

Attendance Monitoring:

To discourage a student from dropping out of school, attendance will be monitored daily, and incentives will be offered to motivate students to ensure 100% attendance. Home visits will be made for students who have been absent for three days or more without notifying the school.

Nurturing Environment: YSCSA will provide a nurturing community and a safe haven for students and their families. The social worker will offer services to address students and their families’ social and emotional needs. The school will serve a large immigrant population by providing activities to acclimate students to their new environment. YSCSA will provide a health program to address students’ academic and behavioral needs if there are health issues that prevent them from attending school on a regular basis. It will also offer a culturally and linguistically supportive environment where students can relate their experiences to national and international issues.

D. Community to be Served

According to NYSED Demographic data for CSD 17, ELA results for the major racial/ethnic groups, i.e. African Americans and Hispanics/Latinos, in CSD 17 reflect the stubborn persistence of an achievement gap in this community. In 2010, just 26% and 35% of eighth grade students scored at or above grade level on the state English Language Arts and Mathematics exams respectively. In 2011, the percentage of students performing or exceeding grade level in ELA was below 50% for all grades 3 through 8 students. 43% of the African-American and Hispanic groups tested performed at or above grade level. Only 16% of the special needs students performed at or above grade level, and 31% of the limited English proficient students performed at grade level in ELA. Average scale scores on the Mathematics test for the 2011 year mirrored that of the ELA test and were also below 51% in all grades. Moreover, in 2009, only 34% of eighth graders were proficient in Science. The graduation rate for students residing in CSD 17 for the 2008/2009 school year was 64%.

The New York State District Report Card Accountability and Overview Report 2010-11 data for CSD 17 reflects a similar trend for grades 3-8 in the ELA, Mathematics and Science NY State exams as indicated in the table below.
YSCSA plans to provide a rigorous and unique academic curriculum and arts program aligned to the Common Core State Standards and tailored to meet students' individual needs. Diagnostic assessments will be used to identify gaps in learning and drive instruction, and support services will be provided during after-school, Saturday Academy and summer sessions to ensure student success.

The CSD 17 community was chosen because of its longstanding academic needs. The founding members live and/or work in the community and are very familiar with its dynamics and educational needs. Our combined experience as educators, residents and service providers in CSD 17 gives us a unique perspective on the academic and social problems that are embedded in the fabric of this community. Our desire to support this community and its academic needs has propelled us to seek solutions through creation of this charter school.

The future of this community is dependent on the success of its children. Our research of other schools in CSD 17 has shown that traditional methods and teaching practices are not enough to motivate these students because of the abundant social issues that cannot be solved by many of the existing schools. YSCSA will provide a comprehensive approach to schooling, innovative school culture and curriculum, and an internal nurturing support system that is geared to developing the whole child. Corresponding attachment shows that the founding members have and will continue to garner family and community support within CSD 17. The table below indicates the members of the community we have reached out to:

<table>
<thead>
<tr>
<th>Community Members</th>
<th>Addresses</th>
<th>Method of Outreach</th>
</tr>
</thead>
<tbody>
<tr>
<td>Traditional Daycare Inc.</td>
<td>1112 Winthrop St</td>
<td>Send correspondence; met with director;</td>
</tr>
<tr>
<td>Moreen King</td>
<td>Brooklyn, NY 11212</td>
<td>met with PTA;</td>
</tr>
</tbody>
</table>

School District 17 (Brooklyn) Enrollment Data

<table>
<thead>
<tr>
<th>Total District Enrollment:</th>
<th>26,188</th>
</tr>
</thead>
<tbody>
<tr>
<td>Black/African-American/Caribbean:</td>
<td>83%</td>
</tr>
<tr>
<td>Hispanic/Latino:</td>
<td>13%</td>
</tr>
<tr>
<td>White:</td>
<td>1%</td>
</tr>
<tr>
<td>American Indian/Alaskan Native:</td>
<td>1%</td>
</tr>
<tr>
<td>Asian/Native Hawaiian/Pacific Islander:</td>
<td>2%</td>
</tr>
<tr>
<td>Free/Reduced Priced Lunch:</td>
<td>86%</td>
</tr>
<tr>
<td>English Language Learners:</td>
<td>10%</td>
</tr>
<tr>
<td>Students with Disabilities:</td>
<td>13.6%</td>
</tr>
<tr>
<td>Graduation Rate</td>
<td>61%</td>
</tr>
<tr>
<td>Organization</td>
<td>Phone Numbers</td>
</tr>
<tr>
<td>--------------------------------------------------</td>
<td>----------------------------------------</td>
</tr>
<tr>
<td>Magna Daycare</td>
<td>718 346 5777</td>
</tr>
<tr>
<td>Bambi Daycare Center</td>
<td>1662 Carroll St. Brooklyn NY 11213 718 493 8467</td>
</tr>
<tr>
<td>Allison Reid Manley</td>
<td>300 Rogers Avenue Brooklyn NY 11213 718 771 1603</td>
</tr>
<tr>
<td>Medgar Evers Head Start</td>
<td>60 East 93rd St Brooklyn NY 11212 718 221 2531</td>
</tr>
<tr>
<td>Claire Wilson, Deputy Director</td>
<td></td>
</tr>
<tr>
<td>Bryan Educational Center Inc. Stephanie George</td>
<td>3924 Church Ave Brooklyn NY 11203 718 282 6944</td>
</tr>
<tr>
<td>Little Flowers Daycare</td>
<td>305 Remsen Av Brooklyn NY 11212 718 342 0908</td>
</tr>
<tr>
<td>Patricia</td>
<td></td>
</tr>
<tr>
<td>St Marks Day School</td>
<td>1346 President St Brooklyn NY 11213 718 756 6602</td>
</tr>
<tr>
<td>Derrick Smith, Principal</td>
<td></td>
</tr>
<tr>
<td>Montgomery Academy</td>
<td>Utica Ave Brooklyn, NY 11213</td>
</tr>
<tr>
<td>Helga Burton PTA representative</td>
<td></td>
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<tr>
<td>PB Children Academy</td>
<td>3504 Church Av Brooklyn NY 11203 718 941 1102</td>
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<tr>
<td>Karen Charles De Freitas Asst. Director</td>
<td></td>
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<tr>
<td>Rema Church of God</td>
<td>2403 Albermarle Rd. Brooklyn NY 11226</td>
</tr>
<tr>
<td>Patrick Phillips, Pastor</td>
<td></td>
</tr>
<tr>
<td>St Anthony Baptist Church</td>
<td>425 Utica Av Brooklyn NY 11213 718 778 3459</td>
</tr>
<tr>
<td>Dr. Duane Cooper, Pastor</td>
<td></td>
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<tr>
<td>Byways and Hedges Youth for Christ Ministry</td>
<td>846 Utica Av Brooklyn NY 11203 877 331 8822</td>
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<tr>
<td>Terry Lee</td>
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<tr>
<td>Sesame Flyers International</td>
<td>3510 Church Av Brooklyn NY 11203 718 693 0500</td>
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<tr>
<td>Curtis Nelson, CEO</td>
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<tr>
<td>Caribbean Women's Health Association</td>
<td>3508 Church Av Brooklyn, NY 11203</td>
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<td>Council Member, Darlene Mealy</td>
<td>Union Street Brooklyn, NY 11213</td>
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<tr>
<td>William Boyland NY State Assemblyman</td>
<td>467 Thomas Boyland St Brooklyn NY 11212 718 567 8681</td>
</tr>
<tr>
<td>NY State Senator, John Sampson</td>
<td>1222 E 96 St Brooklyn NY 11236 718 649 7653</td>
</tr>
</tbody>
</table>
E. Public Outreach

YSCSA’s founding group has visited daycare centers in CSD 17 as we are targeting preschoolers for our initial Kindergarten and grade 1 students. We have not informed them about our intended location due to the fact that the school will be located in a CSD 17 public school building. During our information sessions, daycare directors and parents have been informed of our school design, target population, the grades we will serve, and the academic and arts educational program(s) we will offer.

Once the school is open, invitations and announcements of the enrollment time-line for the new year will be widely distributed to parents and students throughout the local school district and city-wide through flyers in local newspapers and postings in various community organizations. Due to the fact that we are trying to reach immigrant at-risk students and families in the CSD 17 and its neighboring communities, we will knock on doors and target families in supermarkets, bodegas, medical centers, local retail establishments, apartment complexes, shelters and public housing. We will reach out to local daycare centers, private schools, community-based organizations, businesses and religious organizations. We will disseminate materials and post information sessions at daycare centers, Head Start programs, afterschool programs, Beacon programs and youth centers. Parental outreach and recruitment activities will be conducted in multiple languages. Our marketing will highlight our services for students with disabilities and English language learners and our school model’s highlights will be emphasized.

We plan to hold a public meeting with parents and the community at large in April in a public forum in CSD 17. Here everyone will be given an opportunity to offer comments and feedback on the school. The Board and founding members will provide answers and clarification. The meeting will be advertised one week in advance and the agenda will be made available before the meeting. Community members can also reach YSCSA’s founding members via email and phone.

F. Programmatic and Fiscal Impact

The projected programmatic and fiscal impact of the proposed school on other public and non-public schools in the area:

<table>
<thead>
<tr>
<th>Number of Students Enrolled in YSCSA Per Year</th>
<th>YSCSA Proposed Funding Per Year</th>
<th>CSD 17 Public School Enrollment (2011)</th>
<th>CSD 17 Public School Funding</th>
<th>YSCSA Impact on CSD 17 Public School Funding</th>
<th>YSCSA Impact on CSD 17 Non-public School Enrollment</th>
</tr>
</thead>
<tbody>
<tr>
<td>NY State Assemblyman Nick Perry</td>
<td>903 Utica Avenue Brooklyn NY11203 718-385-3336</td>
<td>Met with Assemblyman Perry, Mr. Cyrus and the Assemblyman has been in on-going dialogue and he has made helpful suggestions to the founding Board.</td>
<td>Friends of Crown Heights</td>
<td>Letter was sent and we await response</td>
<td>PS 81 Cheryl Ault, Principal 990 Dekalb Av Brooklyn NY 11221</td>
</tr>
<tr>
<td>Year</td>
<td>Enrollment</td>
<td>Tuition</td>
<td>Future</td>
<td>Change</td>
<td>Percentage</td>
</tr>
<tr>
<td>-------</td>
<td>------------</td>
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<td>--------</td>
<td>--------</td>
<td>------------</td>
</tr>
<tr>
<td>1</td>
<td>3,246,480</td>
<td>17,613</td>
<td>238,251,051</td>
<td>.0001%</td>
<td>0%</td>
</tr>
<tr>
<td>2</td>
<td>4,869,720</td>
<td>17,613</td>
<td>238,251,051</td>
<td>.0002%</td>
<td>0%</td>
</tr>
<tr>
<td>3</td>
<td>6,492,960</td>
<td>17,613</td>
<td>238,251,051</td>
<td>.0027%</td>
<td>0%</td>
</tr>
<tr>
<td>4</td>
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<td>17,613</td>
<td>238,251,051</td>
<td>.0032%</td>
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</tr>
<tr>
<td>5</td>
<td>8,522,010</td>
<td>17,613</td>
<td>238,251,051</td>
<td>.0036%</td>
<td>0%</td>
</tr>
</tbody>
</table>

The calculations above assume charter school basic tuition rates in the charter period (2014-15 through 2017-18) is based on a present tuition rate of $13,527 per student. We are assuming that the New York State Education Department tuition disbursement is constant during the duration of the school’s charter.

It should be noted, given the nature of district-based per-student funding, that the estimates made by YSCSA in conducting this analysis are subject to unpredictable financial fluctuations. For forecasting purposes, the fiscal impact of this charter school on Community School District 17 assumes that there will be no fluctuations in the grade levels served by existing public schools over the course of the charter term; the charter school will be able to meet its projected maximum enrollment; all students will come from NYCSD 17; and all students will attend every day for a 100% FTE. YSCSA is targeting students who are eligible for free and reduced price lunch and, therefore, are unlikely to afford private education. Therefore, our programmatic and fiscal impact on nonpublic schools will be negligible. The fiscal impact on the public schools in the district will be minimal as compared to the academic impact that YSCSA will have in the district.

**II. EDUCATIONAL PLAN**

A. Achievement Goals

Following are the achievement goals for all students, including English language learners, students who receive free or reduced meals and special needs students. Students will:

- be proficient readers, writers and speakers of the Standard English language
- use applications, computations and mathematical concept to analyze and solve problems
- be knowledgeable about world history and geography with emphasis on immigration and culture
- become proficient in their understanding of science and scientific concepts
- become proficient speakers, readers and writers of a foreign language
- become proficient in at least one visual or performing arts
- relate visual and performing arts to core subjects as a means of mastering academic subjects

Following is the assessment YSCSA will use to evaluate whether students have achieved the set goals and have met or exceeded NYS Standards.
<table>
<thead>
<tr>
<th>Description of Student Achievement Goals</th>
<th>ELA</th>
<th>Math</th>
<th>Science (Grades 4,8)</th>
<th>Arts</th>
<th>Foreign Language</th>
</tr>
</thead>
<tbody>
<tr>
<td>75% of each level cohort scores level 3 and above Grades 3-8 on NY State Tests</td>
<td>x</td>
<td>x</td>
<td>x</td>
<td></td>
<td></td>
</tr>
<tr>
<td>75% of each level cohort perform at or above grade level in the Terra Nova assessment for grades K-8</td>
<td>x</td>
<td>x</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>75% of each level cohort performs at grade level on Fountas &amp; Pinnell Benchmark Assessment System</td>
<td>x</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>100% of all students will perform at or above grade level in the visual and performing arts assessments</td>
<td></td>
<td></td>
<td></td>
<td>x</td>
<td></td>
</tr>
<tr>
<td>75% of each level cohort perform at or above grade level in Spanish/French in grades 6-8</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>x</td>
</tr>
</tbody>
</table>

Continual progress monitoring towards meeting goals will be addressed at different levels:

- At the student level, teachers will use individual and class aggregated and disaggregated assessment data for student instruction.
- At the classroom level, administrators will use individual, class, and grade level aggregated and disaggregated data to evaluate the effectiveness of curriculum and instruction.
- At the school level, the Board of Trustees will use grade level and school-wide aggregated and disaggregated data to make programmatic changes and resource allocation decisions.
- At the authorizer level, the Board of Regents will use the school’s data to evaluate the effectiveness of the school.

B School Schedule and Calendar

School/First Year Calendar: The school will operate for one hundred and ninety days in a school calendar year. Attachment 3(b) provides the schedule for academic year 2014 – 2015. All staff will attend a two week pre-opening professional development session two weeks before the first day of school. The school will be in session for ten (10) days more than the public school.

Student and Teacher Schedule: The school day will begin at 7:30 am with instruction beginning at 8:00 am. The school day will end at 4:00 pm for elementary level K – 4 and 4:30 pm for grades 5 – 8. The 7:30 am – 8:00 am period breakfast will be served because we are catering for students who receive free or reduced meals. All students are to arrive by 7:45 if they are not participating in breakfast. From 7:45 am to 8:00 am students in all grades will have mandatory Journal writing and/or newspaper reading in the third grade and higher. Attachment 3(a) and (b) provide a sample of a daily schedule for teachers and students. Our scheduling model provides adequate time in the core subjects. The performing and visual arts schedule is also factored in with adequate scheduled time for proficiency. In the event there is more time needed for instructions for a particular child or cohort, the schedule will be adjusted for less time.

Young Scholars Charter School For the Art
to be spent on the performing arts and more time for the academic subject. The co-teaching model will also aid in providing the necessary in-class instruction without loss of time in transitioning.

**Planning/professional Development Time:** All teaching staff members are to report to school at 7:45am for a daily general 15 minute meeting to receive announcements and information. Teacher planning and collaboration is an integral part of the daily activities. Teachers are to have lunch during the time the students are having their lunch for the first half hour and the next half hour (part of students’ lunch time and free time), teachers will have grade level meeting daily while some teachers will have lunch duties. On Fridays between 1:00 pm and 3:00 pm staff will have general or grade level meetings. The Friday meetings will be attended by the principal and appropriate instructional leaders and staff. They will work on reviewing the week’s assessments results, problems and successes, individual student cases and putting in place plans for the next week. Pre-opening and various staff development sessions will be included in the schedule to address program design, assessment and data recording, training on the Renzulli Learning System, special population, charter school law and school policies. The principal will monitor teachers' individualized performance plans during the course of the year.

**Intervention:** The school schedule provides specific time for individual and group support. There will be compulsory Saturday Academy for students in need of tutoring and additional help. Instructions will be given for one hour each in Mathematics and ELA instruction to enable them to progress so as to achieve grade level proficiency or higher. YSCSA believes that its enrollment model of targeting and enrolling students beginning in the Kindergarten will lessen the need for widespread intervention because the instructional model will provide the necessary teaching for gradual and adequate progress from grade to grade for mainstream students, leaving intervention time for students who have special learning needs.

**Saturday Academy:** Students in need of additional academic help and those who have been identified as in jeopardy of failing/repeating the grade will have to attend the Saturday Academy. There will be a one hour tutoring or small group session each in mathematics and Language Arts.

**Summer Academy:** YSCSA will have mandatory summer classes for students not making the grade in Mathematics and ELA. Summer academy will run for four weeks from 8:00 am to 12 noon.

**C Curriculum and Instruction**

YSCSA plans to use the Core Knowledge Sequence as the basis for its academic curriculum, which will be mapped and aligned to the New York State Standards. These standards account for the rigor and high learning standards YSCSA had set so that students can master the necessary skills for success. Teachers will utilize a scope and sequence for each subject to determine the
content and progression of instruction. During common planning periods, teachers will examine, refine and modify the scope and sequence based on assessment data and students actual needs.

**D Assessment System**

YSCSA’s selection of standardized assessments is based on their alignment to the Core Knowledge Curriculum and Common Core State Standards. These assessments have been used by other charter schools and have proven to be valid and reliable. YSCSA will use both formative and summative assessments, and with the inclusion of the performing arts and foreign languages, assessment will be based on proficiency. Following is a table of YSCSA's assessments.

<table>
<thead>
<tr>
<th>Assessment</th>
<th>Purpose</th>
<th>Grades and Administrative Time</th>
</tr>
</thead>
<tbody>
<tr>
<td>Terra Nova Common Core Assessment Reading, Math, Science, Social Studies, Language</td>
<td>Rigorous, benchmarked, and require students to show, demonstrate, and produce their work based on the common core standards, which is beyond the ability of a multiple-choice test. Students receive partial credit for items such as constructed-response, extended constructed-response, technology enhanced, and performance tasks.</td>
<td>1. Entrance/placement for all new students 2. Every Spring Grades 3 - 8</td>
</tr>
<tr>
<td>Terra Nova Battery Reading, Math, Science, Social Studies, Language</td>
<td>Selected-response items that provide detailed comparative and diagnostic information or that can be used to provide norm referenced achievement scores; criterion referenced objective mastery scores; and performance-level information. Complete Battery supports student achievement at every stage of the instruction/assessment cycle.</td>
<td>1. Entrance/placement for all students. 2. Every Spring Grades K - 2</td>
</tr>
<tr>
<td>Fountas &amp; Pinnell Benchmark Assessment</td>
<td>Determine benchmark reading levels for each student and for grouping students for reading instruction. Results aid efficient and effective lesson planning. Identifies students in need of intervention and supports effective data collection.</td>
<td>1. Entrance/placement for cohorts across all grades. 2. Beginning of each semester (3) times a year Cohorts of students</td>
</tr>
<tr>
<td>NYS ELA Exam</td>
<td>Identify students’ ability to meet or exceed grade level standards in reading, comprehension, and writing.</td>
<td>Yearly in April/May Grades 3 - 8</td>
</tr>
<tr>
<td>NYS Mathematics Exam</td>
<td>Identify students’ ability to meet or exceed grade level standards in mathematical computation, reasoning and problem solving.</td>
<td>Yearly in May Grades 3 - 8</td>
</tr>
<tr>
<td>NYS Science Exam</td>
<td>Identify students’ ability to meet or exceed grade level standards in both written and performance science content.</td>
<td>Yearly in June Grades 4 and 8</td>
</tr>
<tr>
<td>LAB - R</td>
<td>Determines English proficiency based on ESL or bilingual types of services needed</td>
<td>At enrollment for ELL students (Grades K, 1, and 5).</td>
</tr>
<tr>
<td>NYS Alternative Assessment</td>
<td>Identify Special Needs cohorts’ ability to meet or succeed at grade level standards in all areas. Students who are identified as bilingual will receive all test material in native language or have an interpreter.</td>
<td>October 1 - February Grade K 1 special needs cohorts as determined by an IEP</td>
</tr>
<tr>
<td>Renzulli Assessments</td>
<td>Computer program developed summative assessment covering course work done through the Renzulli Learning System.</td>
<td>Ongoing throughout the year.</td>
</tr>
</tbody>
</table>
Teacher Generated tests | Weekly or end of unit summative assessment to determine achievement of weekly/unit objectives. | Grades K - 8 | Weekly or at the end of a unit of study. Grades K - 8
VAPA Assessment | To determine proficiency in the visual and performing arts | At the end of units of study Grade K - 8
Foreign Language Assessment | To determine proficiency in foreign language: Spanish or French | At the end of each unit of study Grades K - 8

**Use of Assessment:** Diagnostic assessment will be used to assess every student’s entry level needs. The Terra Nova and Fountas & Pinnell assessments will be YSCSA’s assessment of choice. The Renzulli Learning System’s diagnostic assessment will also be used for determining the point of entry of each child into the program. The LAB₁ R will also be administered at the beginning of a student’s school life at YSCSA to determine their English language needs. The data collected from these assessments will be used to determine the starting point, to set goals and to make progress comparisons. Faculty, academic instruction leaders and administrators will be able to use the data to plan coursework, set goals and provide appropriate intervention.

The Board will use the results of the assessments to validate the quality of YSCSA’s educational programs. It will also assess the validity of the measurements, the extent to which the assessments actually measure the goals and objectives of YSCSA in keeping with its mission.

Educational leaders will be able to align content with provided feedback on students’ strengths and weaknesses relative to specific curriculum goals. They will be able to monitor and evaluate learning by providing information on how well current programs, curriculum, or other resources are helping students achieve learning goals. YSCSA will also use assessment data to evaluate patterns and trends in teacher performance.

Teacher generated assessments and Renzulli Learning System assessments will provide students, teachers, and parents with information about what knowledge and skills are valued and important to learn, and how learning will be measured. Teachers will then focus on classroom instruction and what will be assessed. Teachers will use traditional and other formats to assess students during and at the end of units, including multiple-choice questions, constructed response items, essays, extended multi-part questions, portfolios, and even experiments, taking into consideration the differential learning and multiple intelligences in any given class. Varied assessment tasks will communicate the expectation to all stakeholders that complex thinking, individual differences and problem solving are important aspects of the curriculum and instruction.

YSCSA’s assessments will provide predictive data about whether our students and classes are on-course to meet specific year-end goals and reach proficiency on the end of year state test or Terra Nova assessments. End of year performance data will be disaggregated at the individual student, sub-group, classroom, and school levels to identify those in need of additional support. The performance data will also provide teachers and administrators with information on the best form of intervention.

YSCSA will utilize a sound information system to handle data collection and storage. Instructional staff and leaders will be able to view, analyze and report on individual students,
groups, and cohorts. Weekly communication on end of week testing will be sent home to parents. Parent/teacher conference will be held once every semester at the end of the marking period to discuss individual student’s progress and ways on improving student’s performance as parents will receive individual report cards. Parents or teachers can request additional conference if they think the student is in jeopardy of failing and there is need for intervention or specific help.

The use of the Renzulli learning system will also add to the assessment process. The Renzulli Learning System (RLS) combines computer-based assessment with search engine technology to match thousands of carefully selected resources to specific student strengths through a two-step process. The first step consists of a computer-based diagnostic assessment that creates a profile of each child’s academic strengths, interests, learning styles, and preferred modes of expression. The online assessment takes about thirty minutes to complete and results in a personalized profile that highlights individual student strengths and sets the stage for the next step. In the school setting, student profiles can be analyzed to create groups of students who share common interests. RLS also has a management tool that allows parents to access their own child’s profile from home. In step two the search engine matches student strengths and interests to a database of 15,000 enrichment activities, materials, resources, and opportunities for further study that are available online and are grouped into the following categories: virtual field trips, real field trips, creative training, critical thinking, projects and independent study, contests and competitions, web sites that promote creativity, higher level thinking skills, and investigative activities, fiction and non-fiction books, how-to book, summer programs, on-line classes and activities, research skills, and videos and DVDs.

Accountability Plan and Dissemination of Data to the Board of Trustees: All instructional staff and educational leaders will assess students’ academic performance data and compare it to the school’s performance indicators. The Principal and CEO will review and complete an annual accountability report, which will be presented to the Board of Trustees for review. The Board of Trustees will then review and evaluate this report objectively to determine if the school has achieved its goals and mission. Any deficiencies will be marked for remediation in the following year.

E Performance, Promotion and Graduation Standards

Students will be held to high academic performance standards and other criteria in order to be promoted. The year’s academic objectives set by a student’s comprehensive educational plan (CAP) must be achieved in order to be promoted. This plan will be evaluated by the many various assessments set forth in the plan. In the event that a student is evaluated as being in jeopardy of failing, academic intervention will be prescribed in a timely manner and parents will be notified in the winter semester. Students will then have to attend mandatory Saturday Academy. If at the end of the year’s evaluation, the student has not shown improvement enough for promotion, that student will have to attend mandatory summer school. At the end of summer school, students should have improved so they can be promoted to the next grade. Students need to satisfy various criteria other than academics in order to be promoted. Criteria such as attendance and completion of course work are a few examples. For some cohorts, criteria other than standardize testing will be considered. Teachers and educational leaders will take into consideration portfolios with sample work, projects, teachers’ weekly assessments, observation and benchmark assessments. YSCSA will make a determination on promotion when certain
criteria are not fulfilled as students must satisfy the many criteria in order to graduate from the eighth grade. YSCSA’s academic model does not encourage retention; the founding group is sure that with early detection and intervention, students will achieve objectives set forth in their individual plan. In the event that students do not achieve learning goals as planned, individual solutions will be sought.

Course Outline for Grade 1 is as follows:

**LANGUAGE ARTS**

I. Listening and Speaking  
A. Classroom Discussion  
B. Presentation of Ideas and Information  
C. Comprehension and Discussion of Read-aloud All Texts  
D. Comprehension and Discussion of Read-aloud Fiction, Drama, and Poetry  
E. Comprehension and Discussion of Read-aloud Nonfiction and Informational Text  

II. Reading  
A. Print Awareness  
B. Phonemic Awareness  
C. Phonics: Decoding and Encoding  
D. Oral Reading and Fluency  
E. Reading Comprehension All Texts  
F. Reading Comprehension Fiction, Drama, and Poetry  
G. Reading Comprehension Nonfiction and Informational Text  

III. Writing  
A. Narrative Writing  
B. Informative/Explanatory Writing  
C. Persuasive Writing (Opinion)  

IV. Language Conventions  
A. Handwriting and Spelling  
B. Parts of Speech and Sentence Structure  
C. Capitalization and Punctuation  

V. Poetry  

VI. Fiction  
A. Stories  
B. Aesop’s Fables  

C. Different Lands, Similar Stories  
D. Literary Terms  

VII. Sayings and Phrases  

**HISTORY AND GEOGRAPHY**

I. World Geography:  
A. Spatial Sense  
B. Geographical Terms and Features  

II. Early World Civilizations  
A. Mesopotamia: The cradle of Civilization  
B. Ancient Egypt  
C. History of World Religions  

III. Modern Civilization and Culture: Immigration  
A. Geography  
B. Culture  

American History:  
I. Early People and Civilizations  
A. The Earliest People: Hunters and Nomads  
B. Early American Civilizations  

II. Early Exploration and Settlement  
A. Columbus  
B. The Conquistadors  
C. English Settlers  

III. From Colonies to Independence: The American Revolution  

IV. Early Exploration of the American West
V. Symbols and Figures

VI. Our community: The Effects of Modern Immigration

Science

I. Living Things and Their Environments
   A. Habitats
   B. Oceans and Undersea Life
   C. Environmental Change and Habitat Destruction
   D. Special Classifications of Animals

II. The Human Body
   A. Body Systems
   B. Germs, Diseases, and Preventing Illness

III. Matter

IV. Properties of Matter: Measurement

V. Introduction to Electricity

VI. Astronomy

VII. The Earth
   A. Geographical Features of the Earth’s Surface
   B. What’s Inside the Earth

VIII. Science Biographies

Visual Arts

I. Art from Long Ago

II. Elements of Art
   A. Color
   B. Line
   C. Shape
   D. Texture

III. Kinds of Pictures: Portrait and Still Life

Music

I. Elements of Music

II. Listening and Understanding
   A. Musical Terms and Concepts
   B. Music Can Tell a Story
   C. American Musical Traditions (Jazz)

III. Songs

Dance

1. Learning through active practice, rehearsal, and creation or performance
2. Reading about the art and artists in cultures in the community
3. Researching, writing, and communicating about the art
4. Reflecting on the arts in thoughtful essay or journal writing on one’s observations, feelings, and ideas about the arts
5. Participating in arts criticism on the basis of observation, knowledge, and criteria

Mathematics

I. Patterns and Classification

II. Numbers and Number Sense

III. Money

IV. Computation
   A. Addition
   B. Subtraction
   C. Solving Problems and Equations

V. Measurement

VI. Geometry
Outline for course work for Grade 5

Language Arts

I. Writing, Grammar, and Usage
   A. Writing and Research
   B. Grammar and Usage
   C. Vocabulary

II. Poetry
   A. Poems
   B. Poetic Terms

III. Fiction and Drama
   A. Stories
   B. Drama
   C. Myths and Legends
   D. Literary Terms

IV. Speeches

V. Sayings and Phrases

HISTORY AND GEOGRAPHY

World:

I. World Geography
   A. Spatial Sense
   B. Great Lakes of the World

II. Early American Civilizations
   A. Geography
   B. Maya, Aztec and Inca Civilizations
   C. Spanish Conquerors

III. European Exploration, Trade, and the Clash of Cultures
   A. Background
   B. European Exploration, Trade, and Colonization
   C. Trade and Slavery

IV. The Renaissance and the Reformation
   A. The Renaissance
   B. The Reformation

V. England from the Golden Age to the Glorious Revolution
   A. England in the Golden Age
   B. From the English Revolution to the Glorious Revolution

VI. Russia: Early Growth and Expansion
   A. Geography
   B. History and Culture

VII. Feudal Japan
   A. Geography
   B. History and Culture

American:

I. Westward Expansion
   A. Westward Expansion before the Civil War
   B. Westward Expansion after the Civil War

II. The Civil War: Causes, Conflicts, Consequences
   A. Toward the Civil War
   B. The Civil War
   C. Reconstruction

III. Native Americans: Cultures and Conflicts
   A. Culture and Life
   B. American Government Policies
   C. Conflicts

IV. Local Community
   A. Culture and Life
   B. Immigration

IV. U. S. Geography

VISUAL ARTS

I. Art of the Renaissance
II. American Art: Nineteenth-Century United States

III. Art of Japan

Music

I. Elements of Music

II. Listening and Understanding
A. Composers and Their Music
B. Musical Connections

III. Musical Traditions (Spirituals)

IV. Songs

V. Instrumental music

DANCE

I. Learning through active practice, rehearsal, and creation or performance

II. Reading about the art and artists in cultures in the community

III. Researching, writing, and communicating about the art

IV. Reflecting on the arts in thoughtful essay or journal writing on one’s observations, feelings, and ideas about the arts

V. Participating in arts criticism on the basis of observation, knowledge, and criteria

MATHEMATICS

I. Numbers and Number Sense

II. Ratio and Percent
A. Ratio
B. Percent

III. Fractions and Decimals
A. Fractions
B. Decimals

IV. Computation
A. Addition

B. Multiplication
C. Division
D. Solving Problems and Equations

V. Measurement

VI. Geometry

VII. Probability and Statistics

VIII. Pre-Algebra

SCIENCE

I. Classifying Living Things

II. Cells: Structures and Processes

III. Plant Structures and Processes
A. Structure: Non-Vascular and Vascular Plants
B. Photosynthesis
C. Reproduction

IV. Life Cycles and Reproduction
A. The Life Cycle and Reproduction
B. Sexual Reproduction in Animals

V. The Human Body
A. Changes in Human Adolescence
B. The Endocrine System
C. The Reproductive System

VI. Chemistry: Matter and Change
  o Atoms, Molecules, and B. Elements
  o C. Chemical and Physical Change

Science Biographies
We have selected the Core Knowledge curriculum because of its specificity, coherence across grades, and alignment to State Standards. The content is specific and moves from grade to grade in a manner to ensure success and academic excellence for all groups—main stream and at-risk students by providing greater equity and increased literacy. The sequence is designed to build knowledge systematically year by year with adequate room for instructional and curriculum modification.

Curriculum Development:

The Core Knowledge Sequence establishes specific knowledge to be taught in English Language Arts, American and World History, Geography, Visual Arts, Math and science. The Core Knowledge Sequence would be used as a guide to aid teachers in developing the scope and sequence for each lesson and mapping out units of instruction to address the students’ needs and abilities. As we are targeting immigrant students, teachers will have to modify lessons and content to make learning personally meaningful and yet aligned to state standards and assessments. The lessons will also be aligned to the performing arts aspects of the curriculum.

YSCSA recognizes that all students can learn once they are given the opportunities to fulfill their needs. The founding group has observed that a great many at-risk students are gifted and talented and have no avenue for expressing or developing these gifts. Teachers, students and parents will have ample time to discover these hidden talents and avenues for development will be provided. They will also have an opportunity to use these talents in students’ academic development, setting a course of studies as early as the fourth grade. YSCSA has found it is always productive to use students’ interests and passions as a channel to get them interested in areas that are necessary for academic success.

Classroom teachers, including special education and general education teachers and performing and visual arts teachers, will spend time developing and coordinating lesson plans and creating objectives while utilizing all possible resources to develop lesson content, choose texts and learning materials, tailor the Renzulli program to students’ needs, perform diagnostic assessments, and create a data base for collecting summative assessments. They will work collaboratively throughout the year planning strategies on how to satisfy the school’s mission.

At the end of each academic year, the previous year’s academic results will be reviewed and evaluated. Revisions will be made to improve the alignment of the curriculum and instruction to school’s mission and students’ performance.

Instructional Planning: Co-teachers will have daily collaboration time. Grade level teams and VAPA teachers will have common planning time to review student performance data, identify instructional strategies and materials, and plan lessons. Teachers will submit weekly lesson plans on a set date, the week before, outlining learning objectives, teaching strategies, and activities and materials for whole-class, small group and computer-based instruction. Lesson plans will also include formative assessments and accommodations necessary for students with special needs. Time will be allotted every Friday for weekly assessments in each core subject. Teachers will use the weekly assessments to plan lessons. Instructional leaders will review the lesson plans and provide critical feedback. They will post lesson plans on a shared server so that support staff
can coordinate their intervention activities with general classroom instruction. After lessons have been conducted, teachers will record their annotated weekly plans to identify effective practices and areas of weakness, and then archive them for end of year planning and evaluation. Evaluation of each student will be done on an on-going basis and recorded. The Renzulli Learning System will facilitate this process.

F. School Culture and Climate
YSCSA is committed to the creation of a safe orderly and caring school environment. YSCSA believes that building such an environment begins with effective instruction, a key to student engagement in learning. As students become focused, occupied and interested in learning, there is greater stability and safety in the classroom and the school itself. In addition, YSCSA will also establish a firm approach to discipline to help students develop self-discipline and self-motivation so they are aware that their behavior affects their own well-being as much as that of their peers. YSCSA will develop a Code of Conduct that will identify its discipline policy, rules and guidelines regarding student conduct, dress and the maintenance of order throughout the school and beyond. The Code of Conduct will be printed in the YSCSA Teacher and Student Handbook to be distributed to teachers and students respectively from the first day of school. To set the appropriate tone and expectations, teachers will be introduced to the Code of Conduct and the YSCSA Teacher Handbook during the pre-opening Professional Development session, where the school’s discipline policy will be reviewed and discussed and teachers will begin training on the implementation of disciplinary procedures. Furthermore, parents and students will be informed of these discipline policies and measures by school administrators during the initial orientation and during Parent-Teacher Conferences. Teachers will review the Code of Conduct with all students as part of their classroom procedures to set clear expectations, and copies of the Code of Conduct will be posted prominently in the hallways. At YSCSA, discipline is considered part of the self-development process and a component of each student’s Personal Plan. Infractions are addressed individually and in accordance with the level of misbehavior, from insubordination to more violent behavior, through a range of consequences and disciplinary actions. Whenever possible, interventions should begin with the lowest level of disciplinary response. Students will report to the Dean in disciplinary cases and can be referred to the Guidance Counselor who will work with particular students on an ongoing basis.

While all staff, faculty and students at YSCSA will be provided with copies of the Code of Conduct, other measures will be taken to sustain a safe and secure school climate. Students will also be exposed to anti-bullying, conflict-resolution, problem-solving and other programs to help them utilize more constructive approaches in social communication situations. As part of their Personal Plan, students will select their own arts project, thereby instilling a greater sense of motivation and control over their educational path.

Built into the disciplinary plan will be the school’s House System. The system will be used to encourage appropriate behavior among the students. Students will receive bad points or bad marks for behavioral infractions with points being the small value for minor infractions and bad marks equaling three points and are given for more serious infractions. The students will be divided into four houses and their marks, be it merits or de-merits will go towards their house. These marks are tallied and at the end of the academic year, individual students, groups of students and individual houses will be awarded. The students will learn to buy into a community system where they have an active role in making it
successful. The house system will include academics, deportment, punctuality and all other aspects of student life that will contribute to academic success and good citizenship.

**Dignity for All Students Act:** YSCSA is committed to all requirements of the Dignity for All Students Act (DA) which took effect on July 1, 2012. YSCSA will be in compliance with the DA mandate that all students in public schools be provided with an educational environment free from discrimination and harassment, particularly from harassment based on a student’s actual or perceived race, color, weight, national origin, ethnic group, religion, religious practice, disability, sexual orientation, gender or sex. YSCSA will also prohibit activities that create a hostile environment at school and school-sponsored events in accordance with the DA. All staff and faculty will be given training on the DA as part of YSCSA’s plan for building a positive school culture during a pre-opening orientation session. The school’s Dean and Guidance Counselor will oversee the school’s anti-bullying and other social consciousness programs, which will also be built into the Student Advisory period. Besides the Dean and Guidance Counselor, the faculty will also receive training in order to recognize and respond effectively to harassment and bullying in classroom and other school situations.

**Evaluation of School Climate:** YSCSA will evaluate satisfaction with the school climate through formal and informal means. The annual NYCDOE Learning Environment surveys will be distributed to parents and school staff in the middle grades. YSCSA will also develop an evaluation instrument to gauge responses of parents and the school staff in the elementary grades as well as all students in both the elementary and middle school. YSCSA’s leadership will discuss the survey results as part of the school’s accountability plan, and use this data to identify strengths in the school culture and make appropriate modifications where necessary. YSCSA will foster parent involvement in their children’s academic lives through the Student Goals Contract. Parents will also be offered access to community resources, technology and other programs and encouraged to participate in the school through the PTA, fund-raising activities and school events.

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

**Special Needs Students [Ed.L. §2851(2) (s)]**

YSCSA will ensure that all of our Special Education Students with an Individual Educational Plan (IEP) will receive their programs and services in the Least Restrictive Setting (LRE) as indicated in accordance with New York State Education Law 2853(4) A. A Least Restrictive Environment is an environment where a student can receive an education designed to meet his or her special educational needs while still being educated with non-disabled peers, to the maximum extent appropriate, depending on the student’s individual needs. Our classroom design with a special education teacher as one of the co-teachers will facilitate this law.

**Along with the inclusion, we will provide the following services:**

**General Education with Supplementary Aids and Related Services:** Supplementary aids and services are supports that enable a student with a disability to be educated within the general education class alongside non-disabled peers to the maximum extent appropriate. Supplementary aids and services may include services of various special education providers and other materials, devices and instructional adaptations. For students whose needs cannot be met in general education with supplementary aids and services, special time is allocated daily for added help.
Special Education Teacher Support Services (SETSS) This service will only be given if it is required by a student's IEP. The services will be provided by the Special Education Teacher who will provide direct services (in the general education class, or a combination of direct and indirect (separate location at a specific time slot). The student's IEP must indicate the amount of time the student will receive Special Education Teacher Support Services, the distribution of the time between direct and indirect services and the location of services (i.e. the general education classroom or a separate location). Group size for the provision of Special Education Teacher Support Services provided in the separate location will not exceed a maximum of eight students.

Direct and Indirect Services

**Direct Services** will provide specially designed instruction and/or supplementary instruction delivered by the special education teacher through individual and/or small group instruction to provide the student with compensatory skill development and remediation activities. They address the areas of deficit that have been identified for that student and strengthen the student’s cognitive skills. Direct Services are provided to address educational needs directly related to the student's disability and are not extra tutoring services. The SE teacher will work with the general education teacher to strength the cognitive skills of the student in the topic at hand.

**Indirect Services** provide collaborative consultation between the special education teacher and the general education teacher, which focuses on adjusting the learning environment and/or modifying and differentiating instructional techniques and methods to meet the individual needs of the students in the general education classroom. Agreed upon strategies are delivered by the special education teacher and/or the general education teacher.

Collaborative Team Teaching Services (CTT)

Our learning/teaching strategies will include CTT or as we call it co-teaching, will allowing special needs students to be educated with age appropriate peers in a general education classroom (non-disabled students) with the full-time support of a special education teacher throughout the day to assist in adapting and modifying instruction. The co teaching team teaching classroom consists of one special education teacher and one general education teacher. They meet to co-plan and prepare lessons, activities and projects that incorporate all learning modalities. Together, the general education and special education teacher carry out instruction employing a range of methodologies.

The team will ensures that students master specific skills and concepts in the general education curriculum, as well as ensuring that their special education needs and alternative curriculum goals are met.

The number of students with disabilities in a class may not exceed forty percent of the total class register. At YSCSA it will not exceed 12 in our classroom of 30 students.

Emergent Language Learners (ELL)

The IEP Team (with appropriate bilingual membership as described in the New York City Board of Education's Standard Operating Procedures Manual) must determine the appropriate needs of the individual, who have a disability and score at or below the 40th percentile on the LAB R. Determinations may include bilingual services; monolingual services with ELL; or monolingual services without ELL.

The language service option chosen must reflect the needs of the individual student. It may not be selected on the basis of availability of personnel, programs or financial resources, which are
never appropriate criteria for determining instructional services. The language service option chosen for a student determines the language for that student's reassessments. Students recommended for bilingual or ELL-only services must receive a bilingual assessment during any re-evaluation. Students who are recommended for an English monolingual program, without ESL, receive future assessments. The language service option chosen must reflect the needs of the individual student.

**Counseling Services** may be recommended for students who have chronic social emotional difficulties, which significantly interfere with their learning. These problems can include difficulty interacting appropriately with adults or peers, withdrawal or acting-out, low self-esteem, or poor coping skills.

**Hearing Education Services**: are designed to provide intensive instruction in speech reading, auditory training and language development to enhance the growth of receptive/expressive communication skills.

**Occupational Therapy (OT) Services**: This service will be offered depending on the student’s IEP. The service emphasizes independence in activities of daily living (e.g. dressing, feeding, money management), skill acquisition (e.g. self-management skills, vocational skills) and school participation in various settings including the classroom, cafeteria, bathroom, and playground. Occupational Therapy is designed to maintain, improve or restore function of students in all educationally related activities including neuromusculoskeletal function (e.g. range of motion, muscle strength, endurance, postural control), motor function (e.g. fine motor skills, oral motor control, visual motor integration), sensory and perceptual function (e.g. integrating and processing of tactile, visual, auditory information), cognitive function (e.g. attention, memory) and psychosocial function (e.g. self-concept, interpersonal skills).

**Orientation and Mobility Services**: Instructions provided for students with visual impairments that require instruction to improve their ability to perceive and move safely in their environment. The student is assigned an Orientation and Mobility Paraprofessional when a student who is blind or visually impaired requires a guide to move safely from place to place during school activities, and requires reinforcement of orientation and mobility skills for independent movement and safety.

**Physical Therapy Services (PT)**: Provide physical function and independence in various settings including the classroom, bathroom, gym, staircase, playground and transitions between settings. Physical therapy uses manual/handling techniques, exercise and sensory processing activities to maintain, improve or restore function including gross motor development (e.g. mobility, ambulation, posture), neuromata status (e.g. muscle tone, strength, balance, coordination), motor planning (e.g. negotiating the environment). Physical Therapy is provided by state licensed Physical Therapists.

**School Health Services** School Health Services are designed to address the specific health needs of the student and to ensure a safe educational environment. School Health Services are also designed to enhance the student's ability to access the least restrictive environment and participate to his/her fullest potential. A registered nurse or a paraprofessional may provide the services.
Health services that can be provided by a paraprofessional are designed to provide students with assistance in activities of daily living (ADL), and usually include, but are not limited to, transfers from wheelchair to adaptive equipment, ambulation assistance, diapering and toileting assistance, feeding, dressing, managing orthotics and use of assistive communication or writing devices.

**Speech/Language therapy** is designed to address deficits in a student's auditory processing; articulation/phonological skills, comprehension and use of semantics, syntax, pragmatics, voice production and fluency Speech/Language Therapist provide services.

**Vision Education Services:**
Services are designed to provide instruction in utilizing Braille, large print, optical and non-optical low vision devices and other skills that are necessary to attain academic, social, vocational and life adjustment skills, literacy and acquisition of information using tactile, visual, and auditory strategies.
This service is provided for students who are blind or have a visual impairment related to pathology of the eyes or visual pathways with a visual acuity no greater than 20/70 in the better eye with best correction or limitations in visual acuity and visual field which adversely affect student performance.
This service is provided by teachers of the blind and visually impaired.

- **Special Class Services (part or full-time)**

  1. **Autistic**
  A student with a developmental disability, significantly affecting verbal and nonverbal communication and social interaction that adversely affects educational performance. Other characteristics often associated with autism are engagement in repetitive activities and stereotyped movements, resistance to environmental change or change in daily routines and unusual responses to sensory experiences.
The term does not apply if a student's educational performance is adversely affected primarily because the student has an emotional disturbance...

  2. **Hearing Impaired**
  A student with an impairment in hearing, whether permanent or fluctuating, that adversely affects the student's educational performance but that is not included under the definition of deafness in this section.

  3. **Emotional Disturbed**
  A student who exhibits one or more of the following characteristics:
  (1) Student manifests an inability to learn, that cannot be explained by intellectual, sensory, or health factors.
  (2) Student shows difficulty building or maintaining satisfactory interpersonal relationships with peers and teachers;
  (3) Outward moods of unhappiness or depression; or
  (4) A tendency to develop physical symptoms or fears associated with personal or school problems.
  (5) Student displays inappropriate types of behavior or feelings under normal circumstances
4. Self-Contained
A self-contained special class, for part of the day, with the student spending the remainder of the day in the general education classroom or in activities with students who do not have disabilities.

Young Scholars Charter School does not provide the following Special Needs Services:

Students with severe multiple disabilities whose programs consist primarily of habilitation and treatment;

1. Home and Hospital instruction
Students who are recommended for home and hospital instruction, whose special education needs are determined to be highly intensive, and who require a high degree of individualized attention and intervention.

2. State Supported/Operated and SED approved non-public schools:
Students whose needs are so severe that they can be met only in a seven-day residential program; Students whose management needs are deemed highly intensive, who require a high degree of individualized attention/intervention;

3. SED Approved Residential Services
Residential programs are provided for students whose severe educational needs require related and rehabilitative services on a twenty-four hour basis in order to facilitate management of the student's educational needs, achievement of IEP goals and maintenance of educational gains provided in the school. A residential school program may be required for a student who demonstrates several needs.

State Operated and Supported (4201) Schools
These schools provide special class services to disabled students who are deaf, blind, severely emotionally disturbed, or physically disabled. Some of these schools offer both day and residential programs, while others offer only day programs. State Operated or State Supported school may be initiated either by the student's parent or guardian, or by the Committee on Special Education through the PHC-10 application process. This application to the State Commissioner of Education must be supported by adequate written evidence of the student's specific disability. Students with severe disabilities for whom a State Operated or State Supported school is determined to be the least restrictive environment based on individual educational characteristics must receive any program(s) or service(s) necessary to effectuate an appropriate IEP.

YSCSA will educate students with disabilities in the least restrictive environment, with their non-disabled peers to the extent appropriate and allowed by each student's Individualized Education Plan (IEP) prepared by the Committee on Special Education (CSE) of the student's school district of residence and all applicable federal laws, including the Individuals with Disabilities Education Act (IDEA ñat 10 USC Section 1410 et.seq. and its implementing regulations at 34 CFR section 300). The School shall not discriminate in admission and enrollment practices on the basis of a student having or being suspected of having a disability.
All special education programs and services at the School shall be provided in accordance with Education Law § 2853(4)(a) and applicable federal laws and regulations and in accordance with the IEP recommended by the CSE of the student's school district of residence.

YSCSA is committed to educating each student including those students classified as special education, to the maximum extent appropriate, in the classroom he or she would otherwise attend. Thus, the School will maintain an integrated, developmentally appropriate academic program that will ensure that the social, emotional and academic needs are met regarding the education of our special education students. Full integration involves bringing the necessary support services to the student regardless of their condition or severity, (rather than moving the student to the services), the student will benefit from the integrated class (rather than having to miss assignments and experiences with their fellow classmates). According to this model, special education students will not be removed from the classroom, only if appropriate services cannot be provided in the regular classroom setting.

Special education students will receive their differentiated instruction, curriculum work and other services, such as speech-language therapy, occupational therapy and other additional support services in the realm of the regular education classroom, when appropriate.

The special education coordinator, special education teacher and classroom general education teacher will assist with the implementation of the goals on the Individual Education Plan (IEP). "Full inclusion" maintains that the social interactions with regular education students are vitally important and that special services can be provided most effectively in the context of the regular classroom. For special education students, this setting provides the opportunity to model the behaviors and actions of others. For general education students, this setting fosters an appreciation and respect for the fact that everyone has unique characteristics and abilities, and helps them develop feelings of empowerment and self-control.

III. ORGANIZATIONAL AND FISCAL PLAN

A Applicant(s)/Founding Group Capacity

<table>
<thead>
<tr>
<th>Name</th>
<th>Current employment</th>
<th>Relevant experience/skills</th>
<th>Role on founding group</th>
<th>Proposed role(s)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Earlene Warren-Fernandez</td>
<td>Stars and Knights Day School Principal</td>
<td>Private school leadership; non-profit governance; community outreach; fundraising; cultural youth organization board member; resident of CSD 17 (Crown Heights). Wrote and coordinate RFP</td>
<td>Principal</td>
<td>Principal</td>
</tr>
<tr>
<td>Dr. Jennifer Charles</td>
<td>Keeping Matters Educational Consultant</td>
<td>Educational consulting, professional development; educational technology specialist; journalism editor; educator for over 30 years. Co-wrote RFP</td>
<td>Principal</td>
<td>Principal</td>
</tr>
<tr>
<td>Leslie-Ann Bolden, PhD</td>
<td>New State University Sociology</td>
<td>Elementary school educator, Immigration research specialist. Experience working with immigrant children and families. Chair</td>
<td>Principal</td>
<td>Principal</td>
</tr>
<tr>
<td>Sociology</td>
<td>Research Assistant</td>
<td>meetings, wrote correspondence, and collected data.</td>
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<tr>
<td>Dr. Merle Cann</td>
<td>D.O.E District #75</td>
<td>18 years special education teacher and supervisor with the DOE; music therapist; professional Development trainer; supervised inclusion program; provided data and helped develop aspects of the special Ed. component.</td>
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<tr>
<td>Merlene Ruttie Campbell</td>
<td>Board Of Education</td>
<td>MA in Special Education. BSc. State certified in early education; experience working with students with IEPs. Coordinated Special needs portion of RFP with Dr. Cann</td>
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<tr>
<td>Wendeceta Powell</td>
<td></td>
<td>Certified Holistic Health coach, community and charter school activist since 1995, public school PTA fund-raiser. Worked with Mr. Black with distributing surveys/meeting parents, making calls in the community</td>
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<tr>
<td>Derek M J Cyrus, JD</td>
<td>CEO of DNC Management Group, INC.</td>
<td>CEO/President of a CBO; experience in administration, 35 years experience in corporate law; consultant/developer of business/private schools. Offered legal and corporate advice, communicated with, chaired meetings with elected officials and community leaders.</td>
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<tr>
<td>Denton Black</td>
<td>Montgomery Academy</td>
<td>Assistant Principal.PRO coordinator: communicated with, called, booked meetings and followed up with day care centers, churches, private schools, etc.</td>
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<tr>
<td>Marion Noel</td>
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<td>Financial and tax consulting background; worked on the budget</td>
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</table>

**B. Board of Trustees and Governance**

YSCSA shall be deemed an independent and autonomous public school with the Board of Regents as the chartering entity and, therefore, the public agent authorized to supervise and oversee the school. YSCSA’s Board of Trustees shall have final authority for policy and operational decisions and the power to delegate decision-making authority to officers and employees in accordance with the provisions of the charter.

In its capacity as overseer, the Board of Regents shall have the authority to visit, examine and inspect YSCSA’s operations, including all records, to ensure that the charter school is in compliance with all applicable laws, regulations and charter provisions. All decisions made by
the Board of Trustees will be guided by the approved charter agreement. The Trustees will seek approval prior to changing any decisions made in the charter agreement.

YSCSA’s Board of Trustees will submit to the Board of Regents an annual report detailing the school’s academic and fiscal performance. This includes but is not limited to: (a) information related to student academic performance; (b) a description of progress in achieving its Accountability Plan Goals; (c) a certified financial statement and audit report; (d) a demonstration of meeting enrollment targets of all three at risk groups. The Board of Trustees will also ensure that all reports and data required by the authorizer will be accurately represented and delivered in a timely manner.

Roles and Responsibilities of the Board and Its Officers:
The Board of Trustees will be YSCSA’s oversight and policy-making body. The role and function of the Board of Trustees will include but not be limited to:

- **Personal Commitment and Involvement**: Provide oversight, set policy, develop resources to fulfill the School’s mission, and refrain from delegating to staff and engaging in daily management issues. Be informed about the mission, policies, and programs as well as developments in the field of education and charter school legislation.

- **Board Commitment and Participation**: Actively participate in monthly board meetings and committee work sessions by preparing for and attending all meetings, and chairing or co-chairing one committee. Ensure effective organizational planning by actively participating in the school’s planning process, and assist in implementing and monitoring the plan’s goals.

- **Advocacy and Support**: Engage in outreach and garner support for YSCSA by articulating the school’s mission, accomplishments, and goals to the community. Increase the school’s visibility by attending community events as a representative of the organization.

- **Board Recruitment**: Identify strong candidates who can make significant contributions to the work of the board and the school. Actively participate in the recruitment and orientation of new board members, and the evaluation and assessment of board performance.

- **Professional Development**: Support the Chief Executive Officer and school leadership to further the goals of the school. Assess the performance of the Chief Executive Officer and school leadership in fulfilling the goals and mission of the school.

- **Financial Oversight**: Provide proper financial guidance by assisting with the development of the annual budget, internal financial controls, and external auditing processes. Assist the board in carrying out its fiduciary responsibilities, such as reviewing the organization’s annual financial statements.

- **Benefit and Special Events**: Contribute to benefit activities and invite friends, neighbors, relatives, co-workers and others to share in the school’s growth and achievements. Actively participate in other special events for fundraising purposes.

- **Corporation & Foundation Networks**: Utilize contacts through a variety of networks to develop institutional support and diversify fundraising portfolio.

- **Duty of Care**: Exercise reasonable care when making a decision as a representative of the school.

- **Duty of Loyalty**: Act in a way that is consistent with the mission and goals of the organization, and in the best interest of the school and its families.

- **Duty of Obedience**: Adhere to conflict of interest and confidentiality policies.
Board Development: The Board presently is in its startup stage. Development of the Board will be an ongoing process until enough members are recruited to build a strong Board. We will continually recruit new members, with particular attention to the following areas: finance, accounting, real estate, elementary education, fundraising, community and public relations, marketing, business and strategic planning, legal and human resources. The Board will create a Board Development Committee to engage in prospecting, contacting, recruiting, orienting, supporting, training, and evaluating Board members. The Board Development Committee will ensure that the Board’s constitution reflects and strengthens its relationship with the community served by the charter school.

Board Training: The Trustees will plan a formal program of Board training and development for all members. In addition to new Board member orientation, the Executive Committee will be responsible for planning an annual and ongoing Board education and training program for all Trustees, including preparing Trustees to take officer positions. Professional development service providers will be selected by the Executive Committee after identifying Board training needs.

Parent and Staff Involvement in School Governance:
YSCSA recognizes the importance of parents’ involvement in the affairs of the school and that they are one of the most important stakeholders in the education of our students. Their input in the governance and membership on the Board is necessary. YSCSA will form a Parent Association whose president or representative will be on the Board of Trustees. The staff will also be represented on the Board by the CEO and the principal. Both will present reports on any issue at general monthly meetings. Parents may also participate as members of standing and ad hoc Committees. More detail on parent involvement in the school is provided in “Family and Community Involvement” section. The school will encourage at least one teacher volunteer to attend every Board meeting. A regular agenda item at each meeting will be reserved for teacher feedback. The Board will promote parents and staff involvement in school improvement initiatives, such as the Title I school-wide planning process and on ad hoc committees.

C Management and Staffing

The school will be managed by the Board of Trustees and day-to-day governance will be managed by a Chief Executive Officer. The Board of Trustees’ primary mission is to ensure that the school implements the educational program described in this charter and operates in compliance with all applicable state and federal laws. The Board of Trustees will report any changes in personnel, curriculum and operating procedures to the Board of Regents.

During the planning months, the lead applicants, Board members and founding members will implement all plans that will ensure the school’s preparedness to receive the students in September, 2014. To ensure the smooth opening of the school, the lead applicants will work with the Board of Trustees to hire the CEO and school principal. They will develop partnerships with community organizations and stakeholders, hire the rest of the staff and recruit the school’s students. They will, together with the Director of Operations, establish protocols that will advance the school’s financial integrity and operational health. During the planning months, activities such as community outreach, organizing the school facility, recruitment of students, implementation of the staffing plan and ordering of start-up furniture, instructional materials and
supplies will take place. Key organizational decisions regarding curriculum, instruction, student achievement, fiscal planning, and operations will be developed by the School Leadership Team. The leadership team will be composed of school administrators, teachers, parents, a Board of Trustee representative, and the Director of Finance. Once plans are developed, they will be presented to the full Board of Trustees for further input and final approval.  

*YSCSA* will diligently seek to hire its employees through a variety of means, including advertisements in newspapers and the Internet. During the planning year, the founding members will be responsible for the selection of the staff. In future years, a Recruitment/Staffing Committee will be formed composed of the CEO, the Principal, teachers, a Parents Association representative and a member of the Board of Trustees. The Recruitment/Staffing Committee will conduct all new staff interviews. A teacher-recruitment fair will be held every April to accommodate interviews with the Recruitment/Staffing Committee.

The quality of the professional staff determines the quality of instruction and students’ progress. It is the responsibility of the CEO and recruitment team to recruit the best qualified candidates to meet the school’s educational needs. Staff selection will be based on strong academic preparation, state certification, professional competence, emotional maturity, professional knowledge and commitment to education. Attention will be paid to the candidate’s academic records and relevant experience. The candidates must demonstrate willingness to work longer days and over an extended academic year, attend Saturday professional development days, demonstrate sensitivity and awareness of the needs of the student population, and be able to work in co-curricular settings with other members of the school team. Even though the recruitment committee will seek to promote diversity within the staff, due to the fact that *YSCSA* will be catering to a predominantly immigrant group of students, it will be advantageous if members are from or have experience working with the majority represented immigrant groups in the community as is cited in the target group.

The school will comply with all federal, state, and local laws and requirements regarding hiring of staff, and will not discriminate in hiring and retaining staff for reasons of race, sex, age, religion, disability or other reasons prohibited by law.

**Chief Executive Officer**

The school’s Chief Executive Officer (CEO) will be the overall leader of the school, charged with the responsibility of ensuring academic success, organizational viability, and adherence to the charter’s mission and vision, including the development of character, values, skills, and the confidence that the founding group seeks to instill in the students. The ideal CEO will be someone who lived or presently lives in the targeted community and has a working knowledge of its residents and many cultures. Experience will include work with Kindergarten through eighth grade in a private or public school setting. The CEO will have classroom, leadership and administrative experience in a setting inclusive of all categories of at-risk students: ELL, LEP, special needs and students who qualify for free and reduced meals. Our CEO must have excellent
verbal and written communication skills. The CEO's educational philosophy must be aligned to YSCSA and the belief that all students can achieve at high levels. There must be a commitment to: preparing every student for college; developing every student's values and character; and establishing a school culture that is conducive to learning and the love of learning. A positive attitude, strong work ethic, the ability to work well with others, high personal and professional integrity; and a strong belief in the need for cooperation and team building are all attributes our school CEO must possess or develop. Finally, this person must possess perseverance in the face of challenges, be willing to listen and adhere to the advice of the Board, and possess a powerful commitment to the mission and goals of the school.

It will be the CEO's responsibility to inspire the administrative team and work with the school community to prepare orientation training for all school personnel, and community informational meetings about the school. The CEO will ensure that all policies and procedures established by the authorizers, Federal and State mandates are implemented and that the school's curriculum meets all state core curriculum content standards, as well as values/ character education objectives, and that the school's technological resources support its educational program. The CEO will be evaluated by the Board of Trustees. In turn, the CEO will evaluate the performance of the Director of Operations and all instructional staff; ensure the safety of students and staff; oversee student diagnostic assessments and placement; monitor academic achievement; ensure the development of students' values, confidence, and character; manage parent communications and relations; and present internal data to the Board of Trustees on a monthly basis and the State in the annual report. The CEO will provide the Board of Trustees with reports showing academic progress toward attaining the goals established in the charter and prepare the annual progress report to be presented to the authorizers, the Board of Regents.

**Director of Operations**
The Director of Operations (DOO) will be responsible for school related services, and will coordinate the school's food program and school transportation. The DOO will have responsibility for student related services, such as recruitment and enrollment, and all data collection and reports to be presented to the Principal, the CEO and the Board of Trustees. The responsibility for spearheading and installing student movement patterns at arrival, lunch, dismissal, etc. is also one of the DOO's jobs. Also included will be facility management, such as setting up, cleaning and securing used property; and oversight of office staff and equipment.

**Director of Finance (DOF)/ Director of Business**
The Director of Finance will report to the CEO. The DOF will lead the school's Finance Committee. The Finance Committee will be created no later than September 2014 and will be composed of the CEO, the bookkeeper, the DOF, a parent, and two Trustees. The school's DOF will oversee budget and finance matters, and handle personnel matters regarding employee files, statements of hire, and benefits and state reporting. Duties will include but not be limited to: reporting payroll, strategic sourcing, collecting and disbursing funds, managing cash flow, account reconciliation, and monthly reporting of financial affairs, including budget status, to the
principal and the Board of Trustees. The DOF’s monthly reports will include a Profit & Loss Statement covering the previous month, a year-to-date previous year comparison, and a balance sheet. In the first year, the DOF will be the person who will be responsible for overseeing student recruitment, transportation, school lunch and the building facilities until this responsibility is handled by the DOO thereafter. The DOF will coordinate and supervise all services provided by contractors and vendors; manage and oversee the part-time bookkeeper who will aid in financial transactions and record keeping; supervise and manage students’ records (first year), manage attendance for staff; maintain staff personal contact information, maintain students’ emergency information and parental consent documents; supervise custodial staff, the school aides, and the school nurse. To achieve transparency in operational, programmatic and fiscal management, the DOF will provide the Principal and the Board of Trustees with the following reports: monthly financial reports detailing budget v. actual expenses; annual end-of-year financial reports; 3) annual Report (in compliance with state-mandated data requirements) and provide the authorizers with any financial information requested.

Principal

The school’s Principal will report to the school’s CEO. The Principal’s main responsibility will be to implement and supervise the instructional program and ensure the academic success of the students. The Principal will coordinate exams, monitor student and school performance, monitor school trends, recommend necessary actions and trends, and observe and support the teachers, staff development and teacher coaching. The Principal will collaborate with the teaching staff in the smooth transfer of students’ data from class to class by utilizing the existing or creating a computerized database, along with hard copies. The Principal will supervise teachers directly and represent the CEO when the latter is absent.

The Principal will work with curriculum specialists, the visual and performing arts team leader, consultants and planning teams in developing and implementing the school’s curriculum and its educational program procedures and functions; supervise the implementation of the school educational technology component and oversee the academic data systems; complete periodic reports in a timely manner; ensure that a smooth and efficient working relations exist between all faculty members; coach and mentor the faculty; coordinate internal and external assessments and the timely and accurate recording of scores; identify problems, implement and recommend solutions; review and sign off on all report cards; make sure that teaching is at all times engaging, rigorous and aligned to the mission of the school; ensure that textbooks and materials are aligned to state standards and that all materials needed for students success, in all cohorts, will be available to the teachers and students; coordinate all referrals of special needs and ELL students to the appropriate intervention services; work efficiently and closely with the CEO and the School Leadership Team to ensure student success and smooth running of all operations and to recruit excellent educational staff; reinforce positive behavior and establish communications.
with students; coordinate and approve communications with parents with regards to students’ progress; all in all, to establish a high expectations/no excuses culture in a caring school climate.

**Dean**

The Dean of Students is responsible for shaping and sustaining the school’s distinctive culture and ensuring that the students internalize the school’s values and aspirations for academic excellence. The deans will oversee the creation of a culture of highly ambitious academic expectations, structure and order, intellectual rigor, happiness, weekly and necessary assemblies, celebrations, special programs; coaching teachers on classroom management; meeting with students and parents; developing and implementing a House system that will manage merits and demerits, which will include student government and a class prefect program.

The Dean of Students will be responsible for defining and building a conducive school culture consistent with our design; work with the school’s CEO in designing and implementing programs that will reward student achievements; create and implement a school-wide after-school program including but not limited to meetings, clubs and celebrations that promote the culture and sustain the school’s values; shape and manage the physical environment to enhance the school’s culture; help build the school’s House System; select and implement behavior management tools, including overseeing staff training in behavior management policies, techniques, and strategies; meet with students referred by teachers for behavioral problems; communicate and meet with students’ parents/guardians with respect to addressing behavioral problems and ensuring that consequences for infractions are fairly and consistently implemented throughout the school; recognize patterns of misbehavior and coordinate appropriate measures as needed with the CEO and principal; respond immediately and appropriately to acute behavioral issues; coordinate in-school and out-of-school suspensions, ensure regulatory compliance and oversee school safety for faculty and students.

The Dean will serve as an expert resource to teachers on issues of school culture, classroom management, discipline, and relationships with students; coaching teachers and staff in holding all students to high and consistent behavioral expectations and enforcing the House System for merits and demerits. The Dean will communicate with students’ meeting with, listening to, and seeking to understand them while helping them define high aspirations and build a support network for students.
## Staffing and Qualification

<table>
<thead>
<tr>
<th></th>
<th>Certified</th>
<th>1&lt;sup&gt;st&lt;/sup&gt; Year</th>
<th>2&lt;sup&gt;nd&lt;/sup&gt; Year</th>
<th>3&lt;sup&gt;rd&lt;/sup&gt; Year</th>
<th>4&lt;sup&gt;th&lt;/sup&gt; Year</th>
<th>5&lt;sup&gt;th&lt;/sup&gt; Year</th>
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<tbody>
<tr>
<td><strong>Grades</strong></td>
<td></td>
<td>K-2, 5</td>
<td>k-3, 5, 6</td>
<td>k-7</td>
<td>k-8</td>
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<tr>
<td><strong>Enrollment</strong></td>
<td></td>
<td>240</td>
<td>360</td>
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<td><strong>CEO</strong></td>
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<td>1</td>
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<td><strong>Principal</strong></td>
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<td>1</td>
<td>2</td>
<td>2</td>
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<tr>
<td><strong>Dean</strong></td>
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<tr>
<td><strong>Director of Operations</strong></td>
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<td>1</td>
<td>1</td>
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<tr>
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<td>1</td>
<td>1</td>
<td>1</td>
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<tr>
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<td>0</td>
<td>1</td>
<td>1</td>
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<tr>
<td><strong>Data Specialist</strong></td>
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<td>1</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td>1</td>
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<tr>
<td><strong>Teachers</strong></td>
<td>Yes</td>
<td>8</td>
<td>12</td>
<td>16</td>
<td>19</td>
<td>21</td>
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<tr>
<td><strong>ELL/LEP Coordinator</strong></td>
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<td>1</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td><strong>Special Ed. Teachers (1 per class)</strong></td>
<td>Yes</td>
<td>8</td>
<td>12</td>
<td>16</td>
<td>17</td>
<td>17</td>
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<tr>
<td><strong>Math/Literacy Coordinator</strong></td>
<td>Yes</td>
<td>2</td>
<td>2</td>
<td>2</td>
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<tr>
<td><strong>Counselor</strong></td>
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<td>2</td>
<td>2</td>
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<tr>
<td><strong>Performing/Visual Arts</strong></td>
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<td>2</td>
<td>4</td>
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<tr>
<td><strong>Coordinator/Teachers</strong></td>
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<td>0</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td>1</td>
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<td><strong>Foreign Language</strong></td>
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<td>2</td>
<td>2</td>
<td>2</td>
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<td>2</td>
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<td><strong>31</strong></td>
<td><strong>45</strong></td>
<td><strong>53</strong></td>
<td><strong>57</strong></td>
<td><strong>59</strong></td>
</tr>
</tbody>
</table>
YSCSA’s Organizational Chart

BOARD OF TRUSTEES

CHIEF EXECUTIVE OFFICER

DIRECTOR OF OPERATION

CLEANER NURSE

PRINCIPAL

DEAN

COUNSELOR

BOOKKEEPER

FINANCIAL MANAGER

EXTERNAL ACCOUNTANT

SPECIAL EDUCATION TEACHERS

SPECIAL NEEDS SPECIALIST

VISUAL AND PERFORMING ARTS COORDINATOR

ELL/LEP COORDINATOR

VISUAL AND PERFORMING ARTS TEACHERS

CLASSROOM TEACHERS: GENERAL ED.

FOREIGN LANGUAGE TEACHERS

MATH / LITERACY SPECIALIST

STUDENTS

PARENTS
III.D. Evaluation

The ultimate goal in evaluation is to improve performance. YSCSA believes that performance management is an ongoing and daily process, not just an annual event. Evaluation of staff members involve many formative evaluation steps and includes walkthroughs, classroom "pop-in" visits, informal observations, formal observations with post-observation conferences, working with employees to correct problem areas, setting goals and strategies to improve performance, detailed documentation of progress, and a culminating final summative assessment.

The CEO, as head of the school, will be held accountable for the overall academic, operational and financial success of the school and the well-being of its staff and students.

The Principal, as the head of academics at the school, will be accountable for high student achievement and will have the primary responsibility for overseeing the implementation of all assessments. The principal will be responsible for supervising the academic success of the students and will support staff members to ensure that all students are proceeding at the proper pace. Performance data at the student, class and school-wide levels will be used to evaluate progress and to make necessary adjustments to the program. Accountability will be a strong component of YSCSA’s agenda for all the stakeholders in the school community. Board members, administrators, teachers, teacher assistants, students and parents will have a personal responsibility for student success. The Principal will be evaluated by the CEO and then report findings with data driven results will be presented to the Board of Trustees. This evaluation will include: the scores on the standardized tests; whether the state mandates have been met; the learning environment of the school; student growth and achievement; student and parent satisfaction, and concerns expressed by the Parent Association in generated surveys.

In order to meet and exceed the academic goals and objectives developed for the school, a number of evaluative activities will be developed to ensure successful implementation of its pedagogy and assessment practices to attain outstanding student performance results as quickly as possible. Data generated by standardized exams and soft data collected by the school administration throughout the year will provide a clear view of the school’s effectiveness as an institution for learning.

The Principal, in cooperation with all academic leaders, will formally evaluate all teachers at the end of each school year and evaluation results will be shared with the Board of Trustees. The Principal will use evaluations to determine whether the quality of an employee’s performance is sufficient for them to remain on the staff. The principal and her/his team will conduct frequent formal and informal teacher observations to identify strengths and professional growth targets.
The principal will be responsible for directing and overseeing performance improvement as well as undertaking any necessary corrective action against an employee.

The Principal will monitor and evaluate students' academic growth, attendance and student satisfaction data to determine progress towards achieving school's objectives. The Principal and administrators will continuously review formal and informal testing results, identify students in need of academic intervention, and identify sections or classes where re-teaching needs to occur. The principal and subject area coordinators will collaborate with teachers and Specialists to create appropriate lesson plans, coordinate intervention strategies, and arrange for additional student support.

Data collection will drive every component of the school. The administrators will use achievement data to evaluate teachers, revise standards, guide revision of curriculum, and identify areas of strength and concern. Teachers will use the student performance data to inform their own professional development, determine which students require additional support on which standards, revise lessons, and devise intervention strategies as needed. Students will use their assessment data to reflect on their own performance and develop action plans to improve performance; they will also use the results to seek tutoring. Parents will use students' performance reports to monitor their child's level of performance, evaluate the effectiveness of the school, and express their opinions during parent conferences.

The Principal will have the responsibility for creating an atmosphere that fosters accountability, the use of disaggregated data, collaboration and teamwork among the professional staff ensuring that students are able to achieve at high levels. The school will use a variety of sources to generate the data necessary to drive the instructional plan. Among the various sources will be national standardized tests such as the Terra Nova, the New York State Reading and Math tests, Renzulli exams; teacher made tests and projects; unit tests; and the Fountas and Pinnell Assessments.

Using authentic assessment evaluations, such as portfolios and weekly student assessments, to generate data, the educational team will identify the areas of strength and weakness of each student. This data will enable the classroom general education teacher and special education teacher to tailor student instruction. Further, it will enable ongoing professional development to be tailored to the needs of the students, and will be used in the Saturday Academy Program and summer sessions.

A teacher's knowledge of subject matter is critical if students are going to achieve high standards. Teachers who possess a deep knowledge of the subject matter are able to teach more effectively in the classroom. Therefore, our ideal teachers will have deep subject knowledge combined with the ability to motivate students and instill in them a love for learning. They will be hard working; conscientious; flexible; cooperative; polite; tolerant of differences in beliefs, culture and customs; positive in attitude and outlook; have an amiable disposition; and get
outstanding student performance results. Teachers’ evaluation will measure but not be limited to 1) Practice of effective classroom management and cooperation with the co-teacher; 2) Achievement of instructional goals outlined in this charter 3) effective teaching to propel learning; 3) Videotaping of mini lessons for the Flip classroom and 4), maintenance of high standards of professionalism.

Co-teachers will be formally observed six times a year i three times in each semester. This does not include informal, ongoing assessments by the Principal and subject area coordinators. The evaluation model will follow state mandates: 50% will be teacher lesson evaluations; 20% standardized test results; 20% in house testing results, and 10% attendance and participation in extra-curricular activities. This information as well as the previously discussed assessments will drive the ongoing professional development. We will collect comprehensive data from multiple sources, analyze the data in real-time, make decisions, and take action based on the results of the data.

This approach will encourage every staff member to view their work as data-driven and that they will be held accountable for using data to develop, execute, and refine their work.

To evaluate the school’s fiscal soundness, internal audits will be conducted and results reported to the CEO and Board of Trustees. A CPA will conduct a quarterly review of fiscal activities, and in addition, an external audit will be conducted as required. A staff survey measuring the effectiveness of our financial department will be generated to all staff members for their input. The instructional program will drive the school budget. The CEO, Principal, and Director of Finance will work together to ensure teachers have what they need to teach our students. The Director of Finance will be evaluated by the CEO at the end of each semester; in a mid-year review and an end of the year evaluation. The evaluation will measure job performance in the context of job description as well as the DOF’s ability to create a safe welcoming learning/working environment for the students and staff. The results of the evaluations will be shared with the Board of Trustees.

Administrative Staff and non-pedagogical Evaluation: Annual evaluations of non-pedagogical staff will be performed by the CEO, DOO and DOF, using an evaluation rubric that will be developed in the planning months.

Non-academic goals are measured in a number of ways. Our goal of creating a safe and caring school, where students value their work and develop strong study habits; and develop confidence, character, and a desire to contribute to the community, will also be measured. Daily attendance, retention rates, behavior infractions, work completion, parent satisfaction ratings, faculty observations, participation in Saturday program, community service in and out of school, and surveys will provide the data needed to assess effectiveness of the non-academic goals.
Parent and Student Satisfaction measures will be determined by an annual survey. Each year at least two thirds of all parents will express satisfaction with the school program, and 95% of all students enrolled during the course of the year will return the following September. Each year the school will have an average daily student attendance rate of 90%.

The school will be evaluated by teacher and student surveys measuring the quality and relevance of the lessons. Teachers will develop study plans in order to improve classroom performance and to keep abreast of modern trends and best teaching practices, especially in special education to better support students with special needs. They will be offered staff development through conferences, workshops and ongoing classroom support. The effectiveness of these measures will be evaluated through surveys, and attendance at conferences and workshop,

Each year we will comply with all applicable federal and state laws, rules and regulations; its by-laws, and the charter school agreement. Each year we will have in place policies and procedures for ensuring that the legal and charter requirements are met.

The effectiveness of the Board of Trustees will be evaluated by Parent Association generated surveys, parental meetings, student success, school climate and parental and community involvement in school life. Board members will also evaluate each other’s effectiveness.
Monthly meetings will be held with the parents, members of the Educational Committee of the Board, the CEO, the Principal and staff to discuss their concerns, satisfactions, suggestions, school tone and ideas for the future growth of the school. As the saying goes: "It takes a village to raise a child." YSCSA and the community will be the proverbial village raising and educating six hundred and thirty children.

The New York State Alternate Assessment (NYSAA) is a part of the New York State Testing Program. It is a data folio-style assessment in which students with severe cognitive disabilities demonstrates their performance toward achieving the New York State learning standards. Eligibility for participation in NYSAA is determined by the Committee on Special Education (CSE) according to criteria described in the Administrators' Manual. Student performance is recorded through direct observation and documentation and may include other information such as student work products, photographs, audio and videotapes. Students must be assessed once a year beginning in the school year when they become 9 years old through the school year when they become 14 years old (grade equivalents 3-8).

**III. E. Professional Development**

YSCSA believes that everyone must invest in the success of our students. To that end, every individual deserves to be trained and nurtured to perform to the best of his or her capabilities. Professional development will be ongoing and include all school personnel.
Principal

The principal will be trained by the principal-mentor through the discussion, application, and evaluation/reflection model. The principal will be encouraged to keep a daily log of accomplishments, highlights and problems which will provide the catalyst for future discussion, application, and reflection. In addition, the principal-mentor will begin a professional library dealing with school leadership and best practices for teachers and administrators.

Teachers

The school founders believe that professional development is a blueprint that leads to high quality instruction and students’ success in college, careers and life. Recent studies have shown that “better teachers produce better students.” Effective professional development fosters a culture of continuous improvement for all engaged in the teaching and learning process. YSCSA is committed to implementing a professional development plan that fosters collective effort for improved teacher and student performance that is aligned with rigorous state student academic achievement standards, school improvement goals, and a shared commitment to serve all learners.

Instructional planning will be supported by ongoing and embedded professional development, carefully selected resources, and coaching from our instructional leaders, coordinators, and curriculum partners. The professional development plan will be adjusted each year and will be reflective of the desegregated students’ results, analysis of our curriculum, and the deliverance of instruction. It will be learning-focused with shared instructional leadership and mutual accountability. A collaborative culture based on trust will unify the professional development plan.

The professional development plan will be developed based on teachers’ needs assessed through observations, planning needs, self-analysis, student achievement results and professional development choices (teachers may choose three workshops during the year). Common planning time and weekly scheduled periods for professional development have been imbedded in the teachers’ programs. In addition, a minimum of four Saturdays during the year will be devoted to professional development.

The professional development plan will be developed during the planning months and will be adjusted once the staff is selected. School administrators will conduct training on the school’s goals, objectives, and approaches, as well as laws and regulations pertaining to ELL’s, SIFE, and students with Special Needs. Research based strategies that support at-risk students as well as students’ learning styles will be addressed during the pre-service training in August. As per Commissioner’s Regulation 80-3.6, teaching professionals must complete a minimum of 175 hours of professional development. Education conferences, seminars, and workshops will be
open to them. In addition, special courses that would be designed based on our student and teacher educational needs will be created and conducted.

The following topics are anticipated to be included during the pre-service August training and during the year: NYS Standards and the Common Core Standards, cooperative learning strategies, differentiated instruction, thematic teaching and planning, reading mastery, the writing process, use of disaggregated student data (qualitative and quantitative) to determine learning priorities, monitor progress, and sustain continuous improvement, reflection/sharing of teaching techniques, and the Flip Classroom.

Professional development will be a shared responsibility. The staff will be encouraged to communicate their individual teaching needs and school administrators will arrange and schedule demonstration lessons using the apprentice model. The implementation of concepts learned during professional development will be observed by teams of teachers. YSCSA will implement a Peer Review Process that will engage the staff in reflective practices. The professional development plan’s effectiveness will be evaluated by observations of teachers’ lessons (six formal observations per year), students’ achievement results, and self-assessment/reflection. Each series of workshops will also be evaluated by the teaching staff.

We will establish a professional climate where staff members will feel supported as they seek to implement the school mission. Their ideas and suggestions for the improvement of teaching and learning will be encouraged. A budget line item dedicated for the purpose of sending staff to workshop and conferences has been included. The school leaders also need to grow in their leadership skills. The CEO and Principal will attend all national conferences.

Counselor and Dean of Students

Professional development will also include an ongoing update for the School Counselor and Dean of all national, state and local regulations concerning all members of our student community – regular education students, students with special needs, LEP, and ELLs. Furthermore, the Counselor must be up-to-date on all services available to students and parents both in the school and in the surrounding neighborhood. The Counselor will be given the opportunity to attend workshops and local conferences to hone people skills, present a positive atmosphere along with positive reinforcement, and understand the teen-age mind etc. The Counselor and Dean will work closely with the Principal and the principal-mentor in fostering the school’s vision.

School Aides and Security Guard

Very often the school aides and security guards are the first school personnel to greet the student and/or the parent. To this end, we believe they should fully understand the climate and vision of the school. Periodic meetings will be held to underline, discuss, and reflect on the implementation of this vision. The code of discipline, food safety, the school safety plans and
recreation activities will be some of the topics covered in their professional development. The principal and principal-mentor will monitor and meet periodically with these key personnel to ensure a seamless positive school day.

Board of Trustees:

The founders are committed to developing a well-informed Board, one with the knowledge and skills needed to lead an effective charter school. Providing new trustees with the training they need to perform effectively is a critical step in developing a strong Board of Trustees. Working closely with the CEO, the Trustees will identify professional development needs that will provide them with the knowledge needed to serve on school committees. The Lead Applicants who will serve as the CEO-mentor will conduct an interest survey yearly to identify areas of concern and schedule professional development for the board of trustees and school administration. All Trustees will begin orientation by receiving an overview session, and charter application. Board members will select committees on which they would want to serve. Training will be provided by the CEO, the principal-mentor and outside consultants on important areas such as laws for charter schools, hiring practices, school policies and procedures, the importance of community relationships, the instructional program, evaluation, and budget.

III F. Facilities

The proposed location of YSCSA will be in NYC School District 17 in Brooklyn. The DOE Office of Portfolio Planning was contacted. They were asked to begin the process of locating a DOE facility in District 17 that would be able to accommodate a proposed population of 630 students in grades K to 8. However, they informed the contact person that nothing could be done until the Charter is approved. We must provide for ample space to house the needs of the targeted student population of ELL’s, SIFE, special needs and children from low socioeconomic backgrounds. We must cater for an adequate dance and music studio. We need a facility that offers space for small group instruction with multiple teachers (ESL and Special Ed service providers and co-teachers. In the event that the classroom space is not adequate, additional space will be required for small group instruction. If the Charter is approved, the Office of Portfolio Planning will address the location of a facility for the school.

The following space is needed over the five year term of the Charter.

<table>
<thead>
<tr>
<th>Year</th>
<th>Classroom</th>
<th>Grades</th>
<th>Specialized Spaces</th>
<th>Office Spaces</th>
<th>Total sq. footage</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>8</td>
<td>K, 1, 2, 5</td>
<td>Art, Music, Dance, gymnasium/ lunchroom/ auditorium, staff room, sick room, PA room, storage, Library, bathrooms.</td>
<td>Main office, CEO, principal, business, Dean, DOO, DOF, Counselor, Special Needs coordinator</td>
<td>20,000</td>
</tr>
<tr>
<td>2</td>
<td>12</td>
<td>K - 3, 5, 6</td>
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<td>5</td>
<td>21</td>
<td>K - 8</td>
<td></td>
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<td>35,000</td>
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</table>
This table assumes an increase in the number of bathrooms each year in accordance with mandated requirements for the number of students enrolled, including bathrooms with handicapped access.

The applicant team understands the cost of private location and, therefore, seeks space in a DOE school building. This will allow time for the school to obtain necessary funds to locate a suitable private facility and make the necessary renovations for the school. The new charter school law defines the procedures for sharing DOE space. A Shared Space Committee will be established and will include the CEO, the principals of both schools, Board members, the Director of Finance, and teachers and parents from both schools. The Share Space Committee will meet a minimum of four times per year or as often as needed to review the implementation of the building usage plan and to resolve any issues that affect the smooth operation of the schools.

The square footage is estimated 30,000sq. ft. Each successive year, classrooms and bathrooms will be added with specialized, office and common spaces remaining constant. There is need for a music room to house the music equipment and steelpans. The Arts department will also need a dance studio and art-room.

Upon approval of the Charter, the Lead Applicants will contact the Office of Portfolio Planning to locate a DOE facility that conforms to the requirements set forth in the educational plan or to assist the school in locating a facility to lease. The founding members anticipate purchasing a building in year three or four of the Charter.

**III G. Insurance**

The following coverage will be secured to meet all requirements by authorizing agencies and/or additional insurance as appropriate. It includes but not limited to the following categories:

<table>
<thead>
<tr>
<th>Type of Insurance</th>
<th>Coverage</th>
<th>Cost</th>
</tr>
</thead>
<tbody>
<tr>
<td>General Liability</td>
<td>$1,000,000</td>
<td>$36,000 per annum</td>
</tr>
<tr>
<td>Workers Comp</td>
<td>$1,000,000</td>
<td></td>
</tr>
<tr>
<td>Automobile/Bus</td>
<td>$5,000,000</td>
<td></td>
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<tr>
<td>Umbrella Liability</td>
<td>$10,000</td>
<td></td>
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<tr>
<td>School Board Error</td>
<td>$1,000,000</td>
<td></td>
</tr>
<tr>
<td>Employment Practices</td>
<td>$1,000,000</td>
<td></td>
</tr>
<tr>
<td>Educators'Liability</td>
<td>$1,000,000</td>
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<tr>
<td>Employment Practices</td>
<td>$1,000,000</td>
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<tr>
<td>Employee Benefits</td>
<td>$1,000,000</td>
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</tr>
<tr>
<td>Sexual Misconduct</td>
<td>$1,000,000</td>
<td></td>
</tr>
<tr>
<td>Student Accident</td>
<td>25,000</td>
<td></td>
</tr>
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</table>
III. H. HEALTH, FOOD AND TRANSPORTATION SERVICES

Health:

YSCSA will comply with all health service requirements that apply to public schools including, but not limited to immunization and diagnostic requirements. The school shall provide health care services similar to the services available at local schools. YSCSA will use the services of the local health centers and the nurse housed in the public school whose facilities we plan to share. The nurse will also supervise the storage and administration of medications to students, the treatment of students who are ill or injured, train the staff in first aid, including CPR and emergency response using the Automated External Defibrillator (AED). Students will have hearing and vision screenings as well as keeping records and correspondence related to his/her responsibilities. We will incorporate into the school plan the Office of School Health (OSH) used by the NYCDOE. The OSH is a joint program of the Department of Education and the Department of Health and Mental Hygiene. Services to students include case management of chronic health problems, preventive health screenings, urgent care, medication administration, preventive counseling, health education, referral for care and assurance of ongoing effective treatment.

The school, in accordance with NYS law, will require that each student entering the school have a certificate of immunization at the time of registration or by the first day of school. The following immunizations are required: Diphtheria, Polio, Measles/Mumps/Rubella, Hepatitis B, and Varicella. Parents may waive immunization in accordance with Public Health Law. YSCSA will adhere to the DOH certification policy with regards to administering of medication.

Transportation

YSCSA will not provide transportation services but will partner with New York City Department of Education Office of Pupil Transportation to provide metro cards to all students who are eligible. Students who live in walking distance will not be entitled to metro cards. Students with disabilities and in need of special travel accommodations for travel will be provided for (as required by law.) We will work with the school district to ensure that accessible transportation for all students. Additional monies will be set-aside for students for the additional 11 days when the District is not in session.

Food Service

YSCSA will provide nutritional foods to all students. We will partner with the New York City Office of Foods and Nutritional services to provide breakfast, lunch, and a pm meal for all students. OSFNS will provide the food from the Federal School Foods Program reducing the cost to the school in accordance with surpassing the criteria with 87% eligible for free and reduced meals in the CSD. We will adhere to all federal, state and NYCDOE guidelines; including
pricing for meals, eligibility, reporting guidelines, and all sanitary and nutritional guidelines. The school will comply with all New York State nutritional guidelines for health and nutrition. Families will be notified in a timely manner whether meals will be free, reduced, or if their child has to pay.

As part of the healthy life style YSCSA will also include proper nutrition in the SS curriculum.

III I. Family and Community Involvement

The founding members and Board of Trustees of YSCSA are convinced that the essential ingredient for academic and social success of our students will be parent, family and community involvement. We realize that a child does not exist in a vacuum, and their achievements will be determined by all the partners coming together to work collaboratively with them. We also believe that the growth and success of our school will depend on strong family and community involvement.

In keeping with these principles, parent involvement includes, but not limited to:

Participating in the Parent Teacher Organization:

All parents are automatically members of YSCSA (PTO) at no cost. The PTO allows parents to plan and communicate with other parents, gather information and resources within the school and the community. The PTO is the voice of the parent body and the liaison to the school administration and teaching staff. Parents will participate in the school wide planning of activities and serve on committee to help develop strategic plans which will play an important role in the development of the schools success.

Parents are empowered to become active in their children’s school community. They will get involved with their Community School Board 17, to receive information about careers, educational opportunities, housing and tenant rights, businesses in the community, Parks and Recreations, Youth Services and Monies allocated for their community.

An integral and essential piece of YSCSA’s philosophy is service. Our parents and students will be required to participate in the Family and Community Service Initiative (FCSI) a community service for the entire family. We believe that children learn from observation so, when parents and students get involved in service projects the rewards will be immeasurable.

Some of these projects will include: creating and maintaining a food pantry; Breast Cancer Awareness Activities; helping senior citizens learn about technology, programing cell phones, checking smoke alarms etc. sponsoring Grandparents Day; Baking treats for holiday gifts and special events; Community Care Day; Knit/Crochet blanket for babies and seniors; Solicit donations for women serving in the Arm Forces. YSCSA believe that we can keep our parents and community involved in our school by keeping our website up to date and face book friendly. Parents will be able to complete a Family Community Form on line or via hard copy. We will
communicate with our families through the use of the messenger service, in the parent appropriate language.

We also believe that family and community can work together to implement events and activities such as homework assistance; Family Movie Night; Directory, yearly and monthly calendar, directory will include contact (e-mail, phone extensions) for Administration, teachers and support staff; Father child events, Mother child game night; Job Readiness (resume writing etc.)

In our outreach effort, we have had the opportunity to communicate with a Community Based Organization CBO, Ground works that serves our catchment population, to create a partnership to support our schools vision. This partnership will be instrumental in exposing parents and students to resources in the community.

III J. Financial Management:

Establishing an accurate annual budget will be an essential component of managing the school’s finances. The Director of Finance will be responsible for developing the annual budget in consultation with the CEO, the Principal, Finance Committee, and the Treasurer. Once finalized, it will be submitted to the full Board of Trustees for approval. An independent fiscal audit will be conducted yearly by a certified public accounting (CPA) firm. The audit will be comparable in scope to those required of other public schools and will adhere to accepted accounting procedures (GAAP) for non-profit organizations. The Board of Trustees will select an accounting firm with experience in non-profit organization and charter school finances. The Board will develop the internal financial policies and guidelines for the school no later than August 2014. The school’s financial management obligations will be continuously reviewed by the elected Treasurer of the Board of Trustees who will be ultimately responsible for overseeing and ensuring the school’s welfare.

To ensure the financial health of the school and monitoring of everyday assets and liabilities two positions have been created: Director of Finance and a bookkeeper, with oversight from the Treasurer. The Director of Finance will be in charge of managing the school’s finances on a day-to-day basis and will operate with a clear understanding of the annual budget. The DOF will be responsible for continually monitoring the fiscal health of the school. The duties of the Director of Finance will include establishing a strong financial foundation and a culture of exemplary financial practice. A monthly, a quarterly and an annual budget report on the financial status will be submitted to the Finance Committee for its input and then presented to the Board of Trustees. Financial reports and independent audits will be submitted to the authorizers as per requirements. The DOF will complete the financial sections of grant applications, seek grants and financial support from foundations, and oversee all fundraising activities.

QuickBooks or a similar program will be used as the school’s accounting software, if the DOF so chooses. On-demand synchronization of bank account transactions and balances will provide up-to-date information on cash flow. Although all financial transactions will go through the Director of Finance, access will be available to the CEO and any member of the Board of Trustees. A
transparent environment will help assure that the school’s finances remain in line with its budget and goals. The DOF will have decision-making authority for day-to-day financial transactions made in the ordinary course of business. In the case of major financial decisions, whether they involve revenue or expenditures, the Director of Finance may act only with the advice and consent of the Board of Trustees and the CEO. The Board of Trustees will set long-range financial goals for the school, with advice and counsel from the Finance Committee, and will see that the annual budgets advance those goals.

To segregate duties, a bookkeeping position will be added. The bookkeeper will assist the Director of Finance with the following responsibilities: working with the payroll company; analyzing, reconciling and adjusting account balances; closing the fiscal year; and maintaining all financial records in accordance with the education laws. The bookkeeper will be responsible for the security of the financial data. The Director of Operations will be responsible for students’ data, which will include enrollment information; attendance; data on English Language Learners, students with disabilities, and those qualifying for free and reduced lunch. Such data will be used to determine eligibility for state and federal funding. A tracking system will be implemented to monitor and protect the school data.

**III K. Budget and Cash Flow**

The budget will address the needs of a quality education—highly qualified teachers, research-based educational materials, continual professional development, a facility that will house the school’s core subject and visual and performing arts classrooms; a finance team that uses state of the art processing to maximize fiscal growth; a school leader with the vision to make each section complement the others and the services that will enable children and parents of low socio-economic status, limited English learners and those with special needs to reach success. Budget assumptions are annotated on the budget spreadsheet.

During the planning months, the founding members will use the services of the lead applicants, the Director of Operations and a team of consultants to develop the curricula, time lines, resources, hire the staff, and make ready the facility to house the school, while being prudent with the start-up funds; thus, leaving more of these funds to assist in year one operations. In addition to the Charter School Program (CPS) funds, we will seek alternative sources of funding. We will investigate a bank line of credit, identify grant opportunities, and launch a fundraising campaign.

Office space for the planning months will be donated space; hence, it will not be included in the budget. It is anticipated that a line of credit will be needed to provide the school with needed funding. The instructional design calls for co-teachers in every class. Our target population will give priority to ELLs and Title 1 eligible students and will demand a smaller teacher-student ratio than in the regular public school in order to enable us to close the existing achievement gap. Starting in year 3, the school will realize a net income and the founders plan to acquire an
independent facility that will meet the needs of the students and would accommodate the instructional design of YSCSA. As required by NYS law 2851 (2)(e) and the By-Laws, an escrow account must be established in the amount of $75,000 to cover expenses that would be incurred if a dissolution occurred. The budget provides for three payments of $25,000 to be made in years one, two and three into this account. The calculated student revenue is based on the 2011-2012 figure of $13,527 per student with no increases projected due to the unpredictable economic climate. Each year’s budget is based on full enrollment and does not include special education funding such as Title 1. These funds are dependent on New York City School District’s submission of data on free and reduced lunch students. Due to the fact this is not fixed income, YSCSA is conservative and will not include an amount in its budget projection even though our research shows that New York City schools receive between $300 and $1100 per student. Special education revenue and E 1 Rate funding will also be excluded from our projection.

YSCSA will have a fully functioning business office that will conduct and maintain all financial responsibility for the school. The staff will include a full time Director of Finance, bookkeeper and a Director of Operations. A Trustee elect will serve as Treasurer. The Director of Finance will be responsible for the financial health of the school. The Director of Finance will provide monthly financial reports to the CEO, the Principal, school treasurer and, in anticipation of the school’s community public meetings, to the Board of Trustees. A contracted accountant will be added to the budget to ensure all procedures and expenditures are appropriately recorded and documented and thus ready for an external audit. This will ensure proper data entry, calculation, and reconciliations. Further, we plan to be in full compliance with GAAP and all state reporting requirements, therefore segregation of duties will be practiced for necessary checks and balances. The budgetary assumptions are based on 2012 financial figures for the five-year period. Future adjustments in revenue and salaries will be acknowledged based on actual figures.

An estimate of fundraising revenue of $50,000 is included in the first year budget, with increases each of the following year. This category includes grants and donations.

In the hiring of certified teachers and highly qualified staff members, attrition and employment in other schools are likely to be competing factors. Therefore, salaries are closely based on the New York City UFT (United Federation of Teachers) negotiated pay scale. Salary increases and per session rates will be in accordance with the same negotiated pay scale. The health care package of benefits will begin in the first operational year. The planning month’s budget includes salaries for the inter-acting Principal (lead applicant), Director of Finance, a part time secretary and various curriculum consultants budgeted at $200,000.

Transportation costs will be in-kind in the start-up months. However, fundraising efforts might lead to YSCSA being able to include transportation in its expenses. While the school plans to use the services of the Office of School Nutrition Services (OSFNS) {see section III. H for details}, YSCSA plans to prepare its meals on premises once the facilities become available. Breakfast,
lunch and snacks will be prepared on the premises after the first year. This will ensure that the best possible healthy diet is provided to the students. OSFNS will provide for reimbursement of students who are classified and entitled to receive free or reduced price meals. This will enable the school to keep the budgetary costs within target.

III. Pre-Opening Plan

The pre-opening period will begin from January 2014 through June 30, 2014. The founding members already have engaged in considerable work (which has been referenced in the application). The founding members will continue to work diligently to ensure that the school is ready for a September 2014 opening. The founding team and proposed Board of Trustees understand their responsibility for assuring that the facility meets all requirements and is ready to receive the staff and students.

<table>
<thead>
<tr>
<th>Start Date</th>
<th>Tasks</th>
<th>Responsibility</th>
<th>End date</th>
</tr>
</thead>
<tbody>
<tr>
<td>01/10/14</td>
<td>Process for Tax exempt status</td>
<td>CEO</td>
<td>01/31/2014</td>
</tr>
<tr>
<td>01/03/14</td>
<td>Equip temporary office</td>
<td>DOF</td>
<td>01/10/2014</td>
</tr>
<tr>
<td>02/01/2014</td>
<td>Elect Officers for Board of Trustees, adapt By-Laws, establish Board Calendar, Board training schedule</td>
<td>Existing Board Of Trustees</td>
<td>02/01/2014</td>
</tr>
<tr>
<td>01/05/2014</td>
<td>Secure facility</td>
<td>Director of Finance</td>
<td>02/28/2014</td>
</tr>
<tr>
<td>01/03/2014</td>
<td>Develop and implement marketing plan</td>
<td>Founding Team, CEO</td>
<td>01/10/2014</td>
</tr>
<tr>
<td>01/03/2014</td>
<td>Prepare marketing and recruitment materials (English, Spanish, French)</td>
<td>Founding Team, CEO</td>
<td>01/21/2014</td>
</tr>
<tr>
<td>01/22/2014</td>
<td>Distribute marketing materials, publicize school, schedule recruitment events</td>
<td>CEO, BOT, DOF, Founding Team</td>
<td>On going</td>
</tr>
<tr>
<td>01/05/2015</td>
<td>Establish bank relationship, activate insurance policies</td>
<td>DOF, Treasurer</td>
<td>01/12/2014</td>
</tr>
<tr>
<td>02/01/2014</td>
<td>Finalize building space</td>
<td>DOF</td>
<td>02/01/2014</td>
</tr>
<tr>
<td>03/01/2014</td>
<td>Order sample materials, work with hired team to design curriculum and curriculum map</td>
<td>DOO, Principal</td>
<td>04/15/2014</td>
</tr>
<tr>
<td>05/02/2014</td>
<td>Start formal interview process to hire school staff</td>
<td>CEO, Principal</td>
<td>05/31/2014</td>
</tr>
<tr>
<td>04/01/2014</td>
<td>Develop and implement financial systems with internal controls; establish payroll system, contract a financial auditing firm</td>
<td>DOF</td>
<td>05/01/2014</td>
</tr>
<tr>
<td>01/22/2014</td>
<td>Advertise lottery and collect applications; Contact families who submitted Application Forms during the planning stage. Accept student applications.</td>
<td>Founding Team, CEO, Principal, DOO</td>
<td>On going</td>
</tr>
</tbody>
</table>
III. M. Desolution Plan

_Governing Law:_ A description of the procedures to be used if the charter school closes-
_Education Code Section 47605(b) (5) (p)_

Closure of the YSCSA will be documented by official action of the Board of Trustees. The
action will identify the reason for closure. The official action will also identify an entity and
person or persons responsible for closure-related activities.
The Board of Directors will promptly notify parents of the school’s closing. Other entities to be
informed are CSD 17 and the Board of Regents. They will be told of the effective date of the
closure. This notice will also include the name(s) of and contact information for the person(s) to
whom reasonable inquiries may be made regarding the closure; the pupils’ school districts of
residence; and the manner in which parents/guardians may obtain copies of pupil records,
including specific information on completed courses and credits that meet graduation
requirements.
The Board will ensure that the notification to the parents and students of YSCSA provides
information to assist parents and students in locating suitable alternative programs. This notice
will be provided promptly following the Board’s decision to close the Charter School.
The Board will also develop a list of pupils in each grade level and the classes they have
completed, together with information on the pupils’ school districts of residence, which they will
provide to the entity responsible for closure-related activities.
YSCSA will provide parents, students, and the District with copies of all appropriate student
records and will otherwise assist students in transferring to their next school. The Charter School
will ask the District to store original records of the students. All records of YSCSA shall be
transferred to the District upon its closure. If the District will not or cannot store the records, the
Charter School shall work with CSD 17 district office of the DOE to determine a suitable
alternative location for storage.
All state assessment results, special education records, and personnel records will be transferred
to and maintained by the entity responsible for closure-related activities in accordance with
applicable law.
As soon as reasonably practical, the Charter School will prepare final financial records. The
Charter School will also have an independent audit completed within six months after closure.
The Charter School will pay for the final audit. The audit will be prepared by a qualified
Certified Public Accountant selected by the Charter School and will be provided to the District
promptly upon its completion. The final audit will include an accounting of all financial assets,
including cash and accounts receivable and an inventory of property, equipment, and other items
of material value, an accounting of the liabilities, including accounts payable and any reduction
in apportionments as a result of audit findings or other investigations, loans, and unpaid staff
compensation, and an assessment of the disposition of any restricted funds received by or due to
the Charter School.
The Charter School will complete and file any annual reports required pursuant to Education
Code section 47604.33.
On closure of the Charter School, all assets of the Charter School, including but not limited to all
leaseholds, personal property, intellectual property and all ADA apportionments and other
revenues generated by students attending the Charter School, remain the sole property of the
Young Scholars Charter School For the Art
Charter School and upon the dissolution of the non-profit public benefit corporation shall be distributed in accordance with the Articles of Incorporation. Any assets acquired from the District or District property will be promptly returned upon Charter School closure to the District. The distribution shall include return of any grant funds and restricted categorical funds to their source in accordance with the terms of the grant or state and federal law, as appropriate, which may include submission of final expenditure reports for entitlement grants and the filing of any required Final Expenditure Reports and Final Performance Reports, as well as the return of any donated materials and property in accordance with any conditions established when the donation of such materials or property was accepted. On closure, the Charter School shall remain solely responsible for all liabilities arising from the operation of the Charter School.

As the Charter School is operated by a non-profit public benefit corporation, should the corporation dissolve with the closure of the Charter School, the Board will follow the procedures set forth in the California Corporations Code for the dissolution of a non-profit public benefit corporation and file all necessary filings with the appropriate state and federal agencies.
Attachment: 1
YSCSA’s Admission Policies and Procedure

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

All children who are eligible for enrollment in a public school in New York City will be eligible to enroll in YSCSA. The Charter School will admit each eligible student in grades K-8 who submits a timely application, unless the number of applications exceeds the capacity of the student’s requested grade level or of the school building. In such case, the process set forth below will be used to determine which student applicant(s) will be admitted:

ENROLLMENT PROCESS

Stage 1:
- Prospective students attend comprehensive presentation about the school. The Open Houses will be held in the winter and spring.
- Those families who did not attend the Open House will be provided with a packet of written material addressing school programs.
- School staff will ensure students and parents/guardians understand the values of the school and its social and academic expectations through question and answer sessions and school tours (December-April).

Stage 2:
- Interested parents/guardians will be required to submit an application form. Applications will be made available at Open House, in the school’s main office, and accessible locations throughout the community. Applications request information on basic biographical information, contact information and other important facts. In addition, applications will be asked to provide any information necessary for the school to make a determination of the student’s special needs.

Stage 3:
- If the number of eligible applications for admission exceeds the spaces available for students, a random lottery will be held. Lotteries are open to the public and are audited by a representative of a dispassionate outside organization. The admission lottery will have the following features:
  - First preference for admission will be given to siblings of students already enrolled at YSCSA.
  - As Kindergarten and first grade are the grades of highest intake with the greatest number of applications, the lottery process will define the random selection of candidates for the number of seats available. Students not selected by this process are placed on a waiting list according to the date of their application.
- Should a selected applicant refuse the offer of enrollment, then calls are made to waiting list applicants until the space(s) are filled.
Grades 1-8
To the extent to which vacant space is available in the school, a waiting list will be developed and the order followed will be according to the date on which the application was received. Separate waiting lists will be maintained for each grade level in the event that vacancies occur. Once a child is admitted as a student at YSCSA, his/her enrollment is guaranteed throughout the grade sequence providing that enrollment is continuous from year to year.

Outreach
Prior to the winter and spring school tours and “open houses,” invitations and announcements of the new year’s enrollment time-line will be widely distributed to parents and students throughout the local school district and city-wide through flyers in local newspapers and postings in various community organizations, churches and shelters. Due to the fact we are trying to reach at risk students and families in the CSD 17 and its neighboring communities, we will knock on doors and target families in supermarkets, bodegas, medical centers, local retail establishments, apartment complexes, shelters and public housing. We will reach out to local schools, community-based organizations, businesses and religious organizations. We will disseminate materials and host information sessions at day care centers, Head Start programs, afterschool programs, beacon programs and youth centers. Parental outreach and recruitment activities will be conducted in multiple languages. Our marketing will highlight our services for students with disabilities and English language learners and our school model’s highlights will be emphasized.
March 14, 2013

Cliff Chuang, Director
Charter Schools Office
Room 471 EBA
89 Washington Avenue
Albany, NY 12234

Dear Director Chuang:

I write in support of the charter school application submitted by the Young Scholars’ Charter School for the Arts (YSCSA).

I believe that it is vitally important to provide children with the opportunity to experience the visual and performing arts. I am confident that the Young Scholars’ Charter School for the Arts will expand the minds of students that attend and provide them with all of the tools necessary for success later in life. In addition, I understand that the educational plan submitted by the school contains an excellent student-teacher ratio of 15:1. This will certainly provide a very conducive learning environment.

After reviewing the experience levels of the Founding Members and the Board of Trustees, I note that many of them have over 30 years of educational experience and a wide variety of diverse educational fields; several also have additional experience in school administration. I believe that the broad experience level of the instructors, administrators and Board of Trustees will ensure that the students enjoy a varied and extensive curriculum.

Once again, I write in support of the charter school application submitted by the Young Scholars’ Charter School for the Arts (YSCSA). I believe that it will be an asset to the young people in my community.

Sincerely,

John L. Sampson
Member, State Senate
19th Senatorial District

63
March 13, 2013

Director, Charter School Office
New York State Department Of Education
89 Washington Avenue
Albany, N. Y. 12234

Dear Mr. Chang,

As per our conversation on Sunday, March 10, 2013 please accept this letter of support for application being filed for Young Scholars Charter School for the Arts.

The St. Anthony Baptist Church are looking forward to working and supporting YSCSA within our community.

If there’s any questions feel free to contact me at the above number.

Your in Christ,

[Signature]

Rev. Dr. Duane E. Cooper, Pastor
Rhema Church Of God
2403 Albermarle Road, Brooklyn, NY 11226
Email: Rhemacog22@gmail.com
(718) 567-1113
Website: www.Rhemacog.com
Senior Pastor
Bishop Patrick A.G Phillips

Associate Pastors
Hyacinth Hill
Carol Goodhitt-Hibbert

Administrative Secretary
Paulette Sanderson
Church Treasurer
Bro. Michael Young

Director Of Charter School Office
New York State Department Of Education
89 Washington Ave
Albany, New York 12234

January 12, 2013

Dear: Mr. Chang

Rhema Church of God is pleased to announced its’ support for the development of Young Scholars’ Charter School for the Arts. We believe that they have proven that they will be an integral part of our community based on their curriculum and that they will provide outstanding education to our children. There are children within our church who can benefit from such a school.

Our church children are involved in the musical ministry and can benefit and develop their talents at this school.

We are looking forward to working with the administration, teachers and parents of the Young Scholars’ Charter School for the Arts. We know that they will be an asset to the Brooklyn community and school district.

Respectfully,

Patrick A.G Phillips
Bishop

“Whatever your hand findeth to do, do it with thy might: for there is no work, nor device, nor wisdom in the grave whether thou goest.” Ecc 9:10KJV
March 12, 2013

Director, Charter School office
New York State Department of Education
89 Washington Avenue
Albany, NY 12234

Dear Mr. Chang:

I have been in communication with the founders of Young Scholar’s Charter School for the Arts. Their proposal to establish a learning center for the Arts is an excellent idea that we at St. Mark’s Day School fully support. It will further enhance learning opportunities for all children, especially minority children who will benefit greatly from the program.

I am also sure that it will give parents options when shopping for schools.

Respectfully,

[Signature]

Derick Smith
Principal
March 14, 2013

Director, Charter School Office
New York State Department of Education
89 Washington Avenue
Albany, NY 12234

Dear Mr. Chang,

I am writing to express my support to the approval of Young Scholars Charter School for the Arts (YSCSA). As the pastor of "By-ways and Hedges Youth for Christ Ministries Inc, I believe that YSCSA share our mission to educate the community through various programs. I strongly believe that YSCSA will be a valuable asset to the Brooklyn community and a great benefit to the children, families and local community for the following reasons:

- The Young Scholars' Charter school for the Arts will provide every child access to a quality education through the visual arts and performing arts and the education tool necessary for the future.
- YSCSA will fill a long standing need where by immigrant and non-immigrant children can receive support in getting an education that is align to their needs

For these reasons I am in support of the approval of Young Scholar Charter School for the Arts to be established in the Brooklyn.

Respectfully,

[Signature]
Director of Charter School Office
New York State Department of Education
39 Washington Avenue
Albany, N.Y. 12234

Dear Mr. Chang,

Medgar Evers Head Start would like to welcome Young Scholars’ Charter School for the Arts to the District #17 Community. In speaking with a member of the team, we are more than willing to collaborate in preparation of opening your doors in August 2014. Since we are a preschool catering to children between the ages of 3 – 5 year olds, we will be able to assist in providing children and families who may be interested in attending your school when reaching the kindergarten age.

Medgar Evers Head Start has a Kindergarten Fair which takes place every year at our school. This is a time when we invite neighboring schools to come in and present their school to our families. This is a perfect time for Young Scholars Charter School to come in and meet our families first hand. We look forward to you joining our team of educators as we mold and create leaders for the future.

Young Scholars’ Charter School for the Arts has our support in making sure that every student is represented and to ensure the best possible education necessary for all children. We look forward to working with them in the upcoming months.

With regards,

Lillie Akeem
Education Director
Medgar Evers Head Start
MAGNA DAY CARE CENTER
1662 CARROLL ST
BROOKLYN NY 11213

Director, Charter School office
New York State Department Of Education
89 Washington Avenue
Albany, NY 12234

January 15, 2013

Dear Mr. Chang:

Please accept this letter of support for the charter application being filed for Young Scholars’ Charter School for the Arts. After meeting with members of the founding team I am excited about the opportunity this will offer to kindergarten graduates of my daycare and others in the community.

As the director and owner of two daycare centers here in CSD#17 where 100% of the students enrolled are below the poverty line and receiving government funding. I openly welcome YSCSA I to our community. We find it difficult to place our daycare graduates because of the many problems the parent’s faces. Now we can be sure that some of these needs will be met by this charter school.

I am very impressed that Young Scholar Charter School for the Arts plans to develop a curriculum focused on the arts and educating the whole child. I am also pleased to know that the curriculum will include the cultural aspects of the residence within the community and that this residence will have an opportunity to share their experiences and knowledge with the students.

I look forward to working with YSCSA in their student recruitment effort and plan to include many of our children as possible in their lottery process.

It is my hope that you will recognize the tremendous benefit this school will offer and they will be chartered.

Respectfully,

Allison Reid Manley
Director
Director, Charter School office
New York State Department of Education
89 Washington Avenue
Albany, NY 12234

January 10, 2013

Dear Mr. Chang:

I am writing this letter of support on behalf of the applicant team of Young Scholars’ Charter School for the Arts. I believe that YSCSA will be an excellent contribution to meeting the needs of our strong immigrant community. Like the immigrants who came before them our parents, some of whom do not speak English fluently truly believing that America is still the land of opportunities, and those who preceded them, they are pacing their hopes and dreams in their children. They wholeheartedly believe that their children can achieve anything in this country if they have a great education.

My conversation with some of the founding members this proposed charter school project have left me with the uttermost confidence that they are aware of the needs of the immigrant families within our community. As the director of “Traditional Daycare Inc.” We recently received the Early-Learn learn program which caters to children whose fees are paid by ACS, due to their financial needs. Our children going to kindergarten will qualify as part of YSCSA’s target group. Based on their mission I believe that this school wills that this school will provide the children with the opportunities to achieve success.

I welcome Young Scholars’ Charter School for the Arts and look forward to working with them for the improvement of education opportunities for all children.

Respectfully,

____________________
Director
Bambi Day Care Centers, Inc.

300 Rogers Avenue
Brooklyn, New York 11225

August 14, 2012.

Charter School Office

89 Washington Avenue
Albany, New York 12234

To whom it may concern,

I am happy to learn of Young Scholars Charter School for the Arts intention and multifaceted plan to improve the educational opportunities for a segment of inner-city, at-risk children in need of more definition and development in their primary/secondary educational program. Inner city families in search of more predictable English language and math teaching for their children are routinely expressing wishes for direction from my daycare as to how their children can secure expanded primary educational programs that can build on the foundation laid by daycares. Most of these parents are immigrants who came to America seeking better opportunities for themselves and their children. They have expressed to us their concern for the mediocre/marginal rankings of the nation’s children on the world educational scene. In particular, they have major concerns for the failing report cards most of the schools in our community are receiving.

Young Scholars Charter School proposed educational program is particularly interesting and valuable to the children and their families in our community. The lead applicant is the most appropriate person to address the particular needs of our immigrant population which includes English language learners, children with special needs and low income, at risk children.

At our meeting with the founding group, we were impressed with the school’s educational plan of coupling rigorous academia with the arts. This will address the restlessness of some of our children, discover hidden talents and motivate them to achieve academically. The school also addresses the concern parents of my daycare and other daycare children have of finding an appropriate school for their children, after they graduate out of my program.

YSCSA is nothing but a positive addition to the community. We eagerly await the opening of the school and look forward to collaborating efforts with YSCSA.
I must enthusiastically applaud and support the efforts of this group as they work towards a heightened educational program for the inner city children of my community. Congratulations to YSCSA! This group has taken a positive step towards raising the bar for children who otherwise might not succeed.

Respectfully,

Allison Reid Money

Director
OPENING SEPTEMBER 2013
GRADES K - 8

Location: Community School District #17

"Catering for students in Crown Heights, Wingate, Jefferson and Prospect gardens, and surrounding neighborhoods."

Accepting all students including:

- IEPs, gifted and talented, English language learners and mainstream.
- Now registering: Kindergarten, grade 1, grade 2 and grade 5 students for September 2013

A school with a difference:

- Visual and performing arts
- Family involvement
- Extended day and year
- Rigorous academic
- Family support tools

Contact Information

Telephone Number: 377-712-456
Email Address: youngschool.student@schools.net

Contact us with comments, feedback or for further information.
Memorandum

To: Parents/Guardians  
From: Denton Black  
Subject: New Charter School proposed for District 17

Dear Prospective family

We are writing with some exciting news. Young Scholars’ Charter School for the Arts is seeking to open a new K-8 charter school for the 2014-2015 school year providing both academics and the arts. If approved, the proposed school will open in August 2014 serving K, 1, 2 and 5, and by the end of its initial charter term will enroll students in grade K-8.

As we develop the proposal for this new school the voices of the community are very important to us.

Please share your comments about the educational needs of our community and how our new school can best meet them. Please complete and return this short survey or email us at: youngscholarscharterschool@gmail.com
Young Scholars Charter School for the Arts

Information and Parent Survey

Young Scholars Charter School for the Arts will be a charter school located in Brooklyn serving students in K to grade 8.

The mission of the school is to provide all students with a unique, high quality, personally meaningful education in small classes. Our curriculum will integrate the visual and performing arts with standards-based academic instructions. Our programs will prepare your children for success. Our exceptional teachers will provide opportunities to nurture your child/children's wide-ranging skills and work habits. They will also set high behavioral standards for them to succeed in high school, college and future careers.

Our planning team includes principals, teachers of main stream and special education, lawyers, financial experts, curriculum developers for academics and performing arts, etc. Your input is vital to our planning so take the time to fill out the following survey and return it to us. We can also be contacted at:

Phone # 917 272 4155
Email us at youngscholarscharterschool@gmail.com

YSCSA Parents Survey
Young Scholars Charter School for the Arts
(Expected opening September, 2013)
Parent Survey

YSCSA is a charter school that will be located in CSD 17 in Brooklyn, serving students in K to grade 8, once approved by the State Education Department. Our mission is to provide our students with a uniquely rigorous and relevant, high quality and personally meaningful education that integrates visual and performing arts instruction with a standards-based academics program. Students will acquire the knowledge, skills, and work habits that will enable them to reach their full academic and artistic potential. They will become community minded citizens, and will be prepared for success in high school, college and careers. Our uniqueness will be in addressing the individual differences in children, discovering and developing their talents and allowing each child to develop to his/her personal best academically.

We need your input and comments in order to cater to all prospective parents and students. **Tell us, what are you looking for in an elementary/ middle school? What do you consider the five most important elements in a school?**

**Please check off the five most important elements below in order for us to know what you are looking for:**

- [ ] Participate more actively in my child’s daily education
- [ ] Be more familiar with my child’s school curriculum
- [ ] Have my child receive support in school with his or her homework
- [x] Cooperative learning and conflict-resolution workshops
- [ ] Research skills
- [x] Advanced educational programs
- [x] Performing arts program (music, dance, theatre, art)
- [ ] A wide range of sport activities
- [ ] Daily healthy and nutritious meals at school
Other: frequent progress reports

Continuity from elementary to middle school

Do you think this community needs another charter school? Yes ☑ No ☒

Parent Name (optional)

Comments: This community needs another charter school. Charter schools offer varied curriculum and a new approach. They also offer parents an easier opportunity to assist in the classroom. From my experience, there is greater or easier ways to reach the teachers. All my daughter's teachers are provided with school given cell phones and are easily reached.
### YSCSA’S WEEKLY STUDENT SCHEDULE

**KINDERGARTEN – 4TH GRADE**

<table>
<thead>
<tr>
<th>TIME</th>
<th>MONDAY</th>
<th>TUESDAY</th>
<th>WEDNESDAY</th>
<th>THURSDAY</th>
<th>FRIDAY</th>
</tr>
</thead>
<tbody>
<tr>
<td>7:30 - 8:00</td>
<td>BREAKFAST / Daily Journal Entries</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>8:00 - 8:45</td>
<td>LA Grammar Spelling/Phonics</td>
<td>LA Literature Reading</td>
<td>LA Penmanship Comprehension</td>
<td>LA Composition Writing</td>
<td>Weekly Assessment</td>
</tr>
<tr>
<td>8:45 – 9:30</td>
<td>Mathematics</td>
<td>Mathematics</td>
<td>Mathematics</td>
<td>Mathematics</td>
<td>Weekly Assessment</td>
</tr>
<tr>
<td>9:30 – 10:15</td>
<td>Science</td>
<td>Social Studies</td>
<td>Science</td>
<td>Social Studies</td>
<td>Weekly Assessment</td>
</tr>
<tr>
<td>10:15 – 10:45</td>
<td>Reading</td>
<td>Reading</td>
<td>Reading/Poetry</td>
<td>Reading</td>
<td>Reading</td>
</tr>
<tr>
<td>10:45 – 11:30</td>
<td>*Foreign Language</td>
<td>*Foreign Language</td>
<td>*Foreign Language</td>
<td>*Foreign Language</td>
<td>*Foreign Language</td>
</tr>
<tr>
<td>11:30 – 12:15</td>
<td>Lunch</td>
<td>Lunch</td>
<td>Lunch</td>
<td>Lunch</td>
<td>Lunch</td>
</tr>
<tr>
<td>12:15 – 12:45</td>
<td>Free Time</td>
<td>Free Time</td>
<td>12:20 ÷ 1:00 PE</td>
<td>Free Time</td>
<td>Free Time</td>
</tr>
<tr>
<td>12:45 – 1:00</td>
<td>Transition/ bathroom</td>
<td>Transition/ bathroom</td>
<td>Transition/ bathroom</td>
<td>Transition/ bathroom</td>
<td>Transition/ bathroom</td>
</tr>
<tr>
<td>1:00 – 2:00</td>
<td>*Steelpan</td>
<td>*Steelpan</td>
<td>*Steelpan</td>
<td>*Steelpan</td>
<td>1st Club</td>
</tr>
<tr>
<td>2:00 – 2:45</td>
<td>*Remedial/ Accelerated/ Intervention</td>
<td>*Remedial/ Accelerated/ Intervention</td>
<td>*Remedial/ Accelerated/ Intervention</td>
<td>*Remedial/ Accelerated/ Intervention</td>
<td>2nd Club</td>
</tr>
<tr>
<td>2:45 – 3:00</td>
<td>Snack</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>3:00 – 4:00</td>
<td>*Visual and Performing Arts</td>
<td>*Visual and Performing Arts</td>
<td>*Visual and Performing Arts</td>
<td>*Visual and Performing Arts</td>
<td>House Meetings</td>
</tr>
</tbody>
</table>

**Legend**

*These subjects will be done at different times for different classes so as to maximize on human resources. They will be for the same duration in each grade but at different times.
<table>
<thead>
<tr>
<th>TIME</th>
<th>MONDAY</th>
<th>TUESDAY</th>
<th>WEDNESDAY</th>
<th>THURSDAY</th>
<th>FRIDAY</th>
</tr>
</thead>
<tbody>
<tr>
<td>7:30</td>
<td>BREAKFAST / Daily Journal Entries/Newspaper Reading</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>8:00</td>
<td>LA Grammar/ spelling Structure</td>
<td>LA Literature Reading</td>
<td>LA Penmanship Comprehension</td>
<td>LA Composition Writing</td>
<td>Weekly Assessment</td>
</tr>
<tr>
<td>9:00</td>
<td>Mathematics</td>
<td>Mathematics</td>
<td>Mathematics</td>
<td>Mathematics</td>
<td>Assessment</td>
</tr>
<tr>
<td>10:00</td>
<td>Science</td>
<td>Social Studies</td>
<td>Science</td>
<td>Social Studies</td>
<td>Weekly Assessment</td>
</tr>
<tr>
<td>10:40</td>
<td>Reading</td>
<td>Reading</td>
<td>Reading</td>
<td>Poetry/ Penmanship</td>
<td>Weekly Assessment</td>
</tr>
<tr>
<td>11:00</td>
<td>*Foreign Language</td>
<td>*Foreign Language</td>
<td>Technology</td>
<td>*Foreign Language</td>
<td>Science</td>
</tr>
<tr>
<td>12:00</td>
<td>Lunch</td>
<td>Lunch</td>
<td>Lunch</td>
<td>Lunch</td>
<td>Lunch</td>
</tr>
<tr>
<td>12:40</td>
<td>Free Time</td>
<td>Free Time</td>
<td>Free Time</td>
<td>Free Time</td>
<td>Free Time</td>
</tr>
<tr>
<td>1:00</td>
<td>*Steeplpan</td>
<td>*Steeplpan</td>
<td>*Steeplpan</td>
<td>*Steeplpan</td>
<td>1st Club</td>
</tr>
<tr>
<td>2:00</td>
<td>*Visual and Performing Arts</td>
<td>Visual and Performing Arts</td>
<td>Visual and Performing Arts</td>
<td>Visual and Performing Arts</td>
<td>2nd Club</td>
</tr>
<tr>
<td>3:00</td>
<td>snack</td>
<td>snack</td>
<td>snack</td>
<td>snack</td>
<td></td>
</tr>
</tbody>
</table>

**Legend**

*These subjects will be done at different times for different classes so as to maximize on human resources. They will be for the same duration in each grade but at different times.
## Teachers’ Weekly Schedule
Grades K–4th

<table>
<thead>
<tr>
<th>Time</th>
<th>MONDAY</th>
<th>TUESDAY</th>
<th>WEDNESDAY</th>
<th>THURSDAY</th>
<th>FRIDAY</th>
</tr>
</thead>
<tbody>
<tr>
<td>7:45-8:00</td>
<td>Daily staff meeting for morning briefing and announcements</td>
<td>Daily staff meeting for morning briefing and announcements</td>
<td>Daily staff meeting for morning briefing and announcements</td>
<td>Daily staff meeting for morning briefing and announcements</td>
<td>Daily staff meeting for morning briefing and announcements</td>
</tr>
<tr>
<td>8:00</td>
<td>LA</td>
<td>LA</td>
<td>LA</td>
<td>LA</td>
<td>LA</td>
</tr>
<tr>
<td>8:45</td>
<td>Math</td>
<td>Math</td>
<td>Math</td>
<td>Math</td>
<td>Math</td>
</tr>
<tr>
<td>9:30</td>
<td>Science</td>
<td>Social Studies</td>
<td>Science</td>
<td>Social Studies</td>
<td>Sc./SS Assessment</td>
</tr>
<tr>
<td>10:15</td>
<td>Reading</td>
<td>Reading</td>
<td>Reading/ Poetry</td>
<td>Reading</td>
<td>Reading</td>
</tr>
<tr>
<td>10:45</td>
<td>co - teachers collaborate</td>
<td>co - teachers collaborate</td>
<td>co - teachers collaborate</td>
<td>co - teachers collaborate</td>
<td>co - teachers review results of weekly tests</td>
</tr>
<tr>
<td>11:30</td>
<td>Lunch</td>
<td>Lunch</td>
<td>11:30-12:20 Lunch</td>
<td>Lunch</td>
<td>Lunch</td>
</tr>
<tr>
<td>12:00</td>
<td>Grade collegial meetings</td>
<td>Grade collegial meetings</td>
<td>12:20 ÷ 1:00 PE</td>
<td>Grade collegial meetings</td>
<td>Grade collegial meetings</td>
</tr>
<tr>
<td>12:45</td>
<td>Supervise class transitioning</td>
<td>Supervise class transitioning</td>
<td></td>
<td>Supervise class transitioning</td>
<td>Teachers meeting</td>
</tr>
<tr>
<td>1:00</td>
<td>steelpan</td>
<td>steelpan</td>
<td>steelpan</td>
<td>steelpan</td>
<td>steelpan</td>
</tr>
<tr>
<td>2:00</td>
<td>Remedial/ Acceleration/ Intervention Math/Literacy</td>
<td>Remedial/ Acceleration/ Intervention Math/Literacy</td>
<td>Remedial/ Acceleration/ Intervention Math/Literacy</td>
<td>Remedial/ Acceleration/ Intervention Math/Literacy</td>
<td>Remedial/ Acceleration/ Intervention Math/Literacy</td>
</tr>
<tr>
<td>2:45</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>3:00</td>
<td>2:45 ÷ 3:00 Snack supervision</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>4:00</td>
<td>Visual and Performing Arts supervision / Co teachers planning</td>
<td>House meetings</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

### Legend.
Class teachers will not necessarily teach foreign language. They are to accompany class to performing and visual arts classes.
<table>
<thead>
<tr>
<th>TIME</th>
<th>MONDAY</th>
<th>TUESDAY</th>
<th>WEDNESDAY</th>
<th>THURSDAY</th>
<th>FRIDAY</th>
</tr>
</thead>
<tbody>
<tr>
<td>7:45</td>
<td>Daily staff meeting for morning briefing and announcements</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>8:00</td>
<td>LA</td>
<td>LA</td>
<td>LA</td>
<td>LA</td>
<td>WEEKLY TEST</td>
</tr>
<tr>
<td>9:00</td>
<td>MATH</td>
<td>MATH</td>
<td>MATH</td>
<td>MATH</td>
<td>WEEKLY TEST</td>
</tr>
<tr>
<td>10:00</td>
<td>SCIENCE</td>
<td>Social studies</td>
<td>SCIENCE</td>
<td>SOCIAL STUDIES</td>
<td>WEEKLY TEST</td>
</tr>
<tr>
<td>10:40</td>
<td>READING</td>
<td>READING</td>
<td>READING</td>
<td>POETRY PENMANSHIP</td>
<td></td>
</tr>
<tr>
<td>11:00</td>
<td>CO TEACHERS COLLABORATE</td>
<td>TECHNOLOGY</td>
<td>CO TEACHERS COLLABORATE</td>
<td>SCIENCE</td>
<td></td>
</tr>
<tr>
<td>12:00</td>
<td>LUNCH</td>
<td>LUNCH</td>
<td>LUNCH</td>
<td>LUNCH</td>
<td>LUNCH</td>
</tr>
<tr>
<td>12:30</td>
<td>TEACHERS MAKE THEMSELVES AVAILABLE FOR COLLEGIAL SESSIONS AT GRADE LEVEL</td>
<td></td>
<td></td>
<td></td>
<td>GENERAL STAFF MEETING</td>
</tr>
<tr>
<td>1:00</td>
<td>STEELPAN</td>
<td>STEELPAN</td>
<td>STEELPAN</td>
<td>STEELPAN</td>
<td></td>
</tr>
<tr>
<td>2:00</td>
<td>TEACHERS ARE TO ACCOMPANY STUDENTS TO THE ARTS. TIME COULD BE USED FOR PLANNING OR/AND COLLABORATING</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>3:00</td>
<td>SUPervise snack</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>3:20</td>
<td>REMEDIAL, ACCELERATION, INTERVENTION</td>
<td></td>
<td></td>
<td></td>
<td>HOUSE MEETING</td>
</tr>
<tr>
<td>4:40</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>4:30</td>
<td>DISMISSAL</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
**Charter School Teacher 2013-2014 School Calendar**

<table>
<thead>
<tr>
<th>Dates</th>
<th>Events</th>
<th>Classes Resume on Dates</th>
<th>Number of Instructional Days Per Month</th>
</tr>
</thead>
<tbody>
<tr>
<td>August 19, 2013</td>
<td>Teachers report one week prior to the beginning of school</td>
<td>Classes resume September 3</td>
<td>5 days</td>
</tr>
<tr>
<td>August 26, 2013</td>
<td>School begins for all students</td>
<td>Classes resume October 15</td>
<td>22 days</td>
</tr>
<tr>
<td>September 2, 2013</td>
<td>Labor Day - Public Holiday</td>
<td>Classes resume November 15</td>
<td>19½ days</td>
</tr>
<tr>
<td>September 28, 2013</td>
<td>Early dismissal</td>
<td>Students are absent. Staff development day for teachers and review of test data and student work</td>
<td></td>
</tr>
<tr>
<td>October 14, 2013</td>
<td>Columbus Day - Public Holiday</td>
<td>Classes resume October 15</td>
<td>16 days</td>
</tr>
<tr>
<td>November, 2013</td>
<td>President Election Day</td>
<td>Students are absent. Staff development day for teachers</td>
<td></td>
</tr>
<tr>
<td>November 14, 2013</td>
<td>Veterans Day - Public Holiday</td>
<td>Classes resume November 15</td>
<td>15 days</td>
</tr>
<tr>
<td>November 2013</td>
<td>Teacher Meetings with Parents and Students/ Student Assessment (CAN)</td>
<td>Classes resume November 25</td>
<td></td>
</tr>
<tr>
<td>November 20 - 22, 2013</td>
<td>Thanksgiving Break</td>
<td>Classes resume January 6</td>
<td>15 days</td>
</tr>
<tr>
<td>December 23 - January 3, 2014</td>
<td>Winter Break</td>
<td>Classes resume January 21</td>
<td>19 days</td>
</tr>
<tr>
<td>January 20, 2014</td>
<td>Martin Luther King Jr.</td>
<td>Classes resume January 21</td>
<td></td>
</tr>
<tr>
<td>February 17 - 21, 2014</td>
<td>Mid-winter Recess</td>
<td>Travel week for school</td>
<td>15 days</td>
</tr>
<tr>
<td>February 24, 2014</td>
<td>Teacher Meetings with Parents and Students/ Student Assessment (CAN)</td>
<td>Classes resume</td>
<td></td>
</tr>
<tr>
<td>February 2014</td>
<td>Teacher Meetings with Parents and Students/ Student Assessment (CAN)</td>
<td>Half day for students. Staff development day for teachers.</td>
<td>20½ days</td>
</tr>
<tr>
<td>March 26, 2014</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Dates</td>
<td>Event</td>
<td></td>
<td></td>
</tr>
<tr>
<td>------------------</td>
<td>----------------------------------------------------------------------</td>
<td></td>
<td></td>
</tr>
<tr>
<td>April 17 ï 27, 2014</td>
<td>Spring Break</td>
<td></td>
<td></td>
</tr>
<tr>
<td>May 26, 2014</td>
<td>Memorial Day</td>
<td></td>
<td></td>
</tr>
<tr>
<td>May 2014</td>
<td>Travel week for school</td>
<td></td>
<td></td>
</tr>
<tr>
<td>June 2014</td>
<td>Teacher Meetings with Parents and Students/ Student Assessment (CAN). Portfolio Month</td>
<td></td>
<td></td>
</tr>
<tr>
<td>June 25, 2014</td>
<td>Early dismissal. Review students data for instructional decision-making for next school year</td>
<td></td>
<td></td>
</tr>
<tr>
<td>July 1, 2014</td>
<td>Last day of school</td>
<td></td>
<td></td>
</tr>
<tr>
<td>July 2, 2014</td>
<td>Staff professional development</td>
<td></td>
<td></td>
</tr>
<tr>
<td>July 8 - 18, 2014</td>
<td>Summer camp</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Total number of school days</td>
<td>191 days</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Dates</th>
<th>Event</th>
</tr>
</thead>
<tbody>
<tr>
<td>April 17 ï 27, 2014</td>
<td>Spring Break Classes resume April 28</td>
</tr>
<tr>
<td>May 26, 2014</td>
<td>Memorial Day Classes resume May 27</td>
</tr>
<tr>
<td>May 2014</td>
<td>Travel week for school</td>
</tr>
<tr>
<td>June 2014</td>
<td>Teacher Meetings with Parents and Students/ Student Assessment (CAN). Portfolio Month</td>
</tr>
<tr>
<td>June 25, 2014</td>
<td>Early dismissal. Review students data for instructional decision-making for next school year</td>
</tr>
<tr>
<td>July 1, 2014</td>
<td>Last day of school</td>
</tr>
<tr>
<td>July 2, 2014</td>
<td>Staff professional development                                                           Students not in attendance</td>
</tr>
<tr>
<td>July 8 - 18, 2014</td>
<td>Summer camp                                                                            Open to all students</td>
</tr>
<tr>
<td>Total number of school days</td>
<td>191 days</td>
</tr>
<tr>
<td>Date</td>
<td>Activity</td>
</tr>
<tr>
<td>----------------------</td>
<td>--------------------------------------------------------------------------</td>
</tr>
<tr>
<td>October 2013</td>
<td>Bi-weekly instructional walks by grade teams to build teacher reflection</td>
</tr>
<tr>
<td>January 2014</td>
<td>Teacher and student assessing progress in meeting goals based on CAN</td>
</tr>
<tr>
<td>January 20-24, 2014</td>
<td>Midline assessment to assess student growth</td>
</tr>
<tr>
<td>January 27- 31, 2014</td>
<td>Revisit students data to make instructional adjustments</td>
</tr>
<tr>
<td>February 3, 2014</td>
<td>One-on-one professional conversations between teacher and administrative team to assess teacher’s professional growth</td>
</tr>
<tr>
<td>June 2014</td>
<td>Teacher and student assesses his/her progress and identify goals for next school year based on CAN goals</td>
</tr>
<tr>
<td>June 25, 2014</td>
<td>Early dismissal. Review students data for instructional decision-making for next school year</td>
</tr>
</tbody>
</table>
School Trustee Background Information

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

Name: Denton Black

Charter School Name: Young Scholars' Charter School for the Arts

Charter School Address: CSD 17

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 Trustee

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

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

Background

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

2. Please affirm that you are or will be at least eighteen years old at the time of your appointment/election to the board. ☑ I affirm.

3. Please affirm that you have read Article 56 of the New York State Education Law, and understand the relationship between a charter school and the authorized chartering entity as defined in that statute. ☑ I affirm.

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

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

7. Please indicate whether or not you have ever been convicted of a misdemeanor and/or felony in state or federal court in any jurisdiction. □ This does not apply to me. ☑ Yes.
   If the answer to this question is yes, please provide the following details regarding your conviction(s): (1) the name of the criminal offense(s); (2) whether the criminal offense(s) was a misdemeanor or felony; (3) the facts and circumstances surrounding your conviction(s); (4) the date(s) of your conviction(s); and (5) the date(s) of disposition(s).

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

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

   **Conflict of Interest**

9. Please indicate whether you, your spouse, or other family member knows any of the other prospective or current board members. □ 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. □ 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.
☐ 1/ 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.
☐ 1/ 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.
☐ 1/ 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
Denton Black

Principal

Highly skilled and very student focused leader, possessing a strong commitment to the
development of students, staff and providing a stimulating, safe and motivating environment.
Dynamic, vision leader and solid team player with a proven track record in collaborating with
school community, increasing students academics and maintaining excellence in education,
trustworthy professional with superior communication skills to develop strong and lasting
relationship with all members of the school community.

Core Competence include

- School administration
- Teaching mentoring development
- Mission statement & Development
- Classroom Evaluation
- Student/Teacher Supervision
- Program Management Assessment
- Leadership team Building
- Workshop & Seminar Presentation

Education Credentials

- Master of Arts Educational Management (2007)
- Teachers Certification - Moneague Teachers ‘College (1978) JW1
- PhD. student - Columbia University 2012-Present

Administrative Experience

Montgomery Academy 2004- Present

Plans control and direct the overall activities for Daycare with over 200 and over 15 faculty
members. Devise and coordinate scheduling. Liaise with custodian and cafeteria staff on a daily
basis ensuring a safe and healthy learning environment for all school members. Staff recruitment,
• Lesion between staff and administration
• Assisted students to acquire full scholarship in specialized High school.
• Provide leadership for the planning and implementation of the elementary school’s curriculum
• Providing a stimulating environment in which students can develop their potential
• Evaluating and communicating with student progress and liaising with other professionals to discuss individual student need
• Preparing and implementing remedial programs for students requiring extra help.

Career Development

2. Classroom Management course
3. Department of Education Leadership Programs

Steer Town All Age (Grades 6-8) 1978-1980

Prepare course objective and outline for course of study following curriculum guidelines or requirement of education department. Assessed student progress on a regular basis, plan lessons in logical sequence. Collaborated with other educators in creating complete educational environment possible for students. Demonstrated an appreciation for diversity among students, colleagues and parents.

Community Service and Awards

President – Moneague Teachers College Alumni 2005-Present

1. Assisted in increasing alumni participation in the, Reunion and all other local and regional College events.
2. Develop an effective committee structure that will support the initiatives of the College and the MTCA.
3. Increase alumni awareness of the academic mission of the College and support its fund raising, admission and alumni career networking efforts.
4. Provide a direct means by which the alumni of Moneague Teachers’ College can actively participate in the affairs of the College.
5. Involve alumni with the College and each other to foster a deeper support of Moneague teachers’ college.
6. Gather and shard information about alumni to demonstrate and recognize the effectiveness of a College education.
development, and evaluating fiscal man management, record and maintenance, student discipline, program initiative, team building, shared decision making, advisory to parents

Highlights and Contributions

- Coordinate, direct, and plan with the academic and auxiliary staff activities of the school, managing the teachers, counselors, staff and students on a daily basis.
- In tandem with the Assistant Principal, duties include reviewing and approving new or existing programs and submitting proposals to the school board.
- Manage the recruitment of staff
- Ensure that all facilities operated effectively and efficiently and see that applicable health and safety standards are met
- Supervised in a fair and consistent manner effective discipline and attendance system with high standards, consistent with the philosophy, value, and mission of the school.
- Maintain order and discipline in the school. Participating in education conferences and workshops
- Developing the infrastructural facilities and keeping track of its proper maintenance
- Discussing school policies as well as problems and achievements of Students with parents and teachers.
- Checking the records of the school and keeping track of the yearly evaluation as well

Teaching Experience

St Marks’ Day School 1993-2004

- Appointed by principal as “Mentor Teacher” to assist new teachers.
- Head of Language Arts Department
- Evaluate staff performance
- Language Arts teacher for upper Grades
- Home room Teacher for Grades 3, 6, 7, 8
- Summer school director
- Coordinator of school activities (school fairs, book fairs etc.,)
- Teacher representative on school board
- Teacher Parent Teachers association representative
- Year book coordinator
7. Instrumental in assisting local schools in the Jamaican community in refurbishing computer room, library, home economic center etc.
8. Instrumental in promoting and advancing the reputation, prestige and well-being of the College.
9. Collect and preserve memorabilia and information about Moneague Teachers’ College.
10. Provide a liaison between alumni and the College including students, trustees, faculty, administration and the local community.
11. Instrumental in instilling a life-long commitment by students and new graduates to alumni responsibilities for the College

City Council Citation – Outstanding Community Award

Gold medal – Laparkan- Trading Company- Outstanding Community Award

Plaque-Moneague Teachers College Alumni (President) Outstanding Performance

**Personal Achievement**

Author: “Back to Roots a Caribbean Cookbook

Entrepreneur- Caribbean Restaurant

References upon Request
Background Information

#4 I became aware of the Charter school (YSCSA) when a few of the team member visited my school and requested to meet with my parents to inform them of their intention.

#5 I would love to serve on the school board because I consider it to be one of the most important responsibilities in our society in helping to plan the education of the children with our community. I believe that making this decision will positively affect the lives of the students and their parents and the livelihood of those the district employs and the economic and the well-being of the community.

#6 Over 16 years ago I served as the teacher representative on the board of St. Mark’s day school as the teachers’ representative.

Response to Questions 17 – 23

#17 If I believe that a member of the charter school board was involved in working for their own benefit I would bring all members to the table including the person concern. Discuss the matter at hand and come up with a solution that everyone can buy into. I would try to make sure that everyone realizes that whatever decision is made should always be in the interest of the students and school.

Education Philosophy

#18 I believe that the mission of charter is to help students to develop the ability to think critically, communicate effectively and excel academically. Through an integrated, place-based curriculum, the students will become stewards of their environment and community and one that will build stronger working relationships among educators, parents and other community members.
#19 I believe that the educational program within the charter school should be where students have the opportunity to express their uniqueness and develop an environment through students can become excited about what they are learning.

#20 I believe that a successful charter school is one that communicates with the head of the school and its staff. If I am selected to be part of the board I see what we can collectively do to have academic achievement for all students. Would ensure that the board monitors the progress of the children at the end of each semester, and oversee the finances so we can continue to move forward.

#21. I believe that the role of the charter school board is to develop and promote the schools’ mission, vision and purpose and to over-see the finances of the school

#22 I do affirm that I Denton Black have read and understood the charter school by-laws and purposed policies.
A Statement of Assurance must be signed by and submitted for each proposed Board Member.

**STATEMENT OF ASSURANCE**

I, [Name], 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: 2/20/13

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

Business Telephone: [Redacted]

Business Address: [Redacted]

E-Mail Address: [Redacted]

Home Telephone: [Redacted]

Home Address: [Redacted]
School Trustee Background Information

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

Name: Leslie Antico-Dunn

Charter School Name: Young Scholar Charter School for the Arts

Charter School Address: Community School District 17

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. ☑ 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.

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

7. Please indicate whether or not you have ever been convicted of a misdemeanor and/or felony in state or federal court in any jurisdiction. [✓] This does not apply to me. [ ] Yes. If the answer to this question is yes, please provide the following details regarding your conviction(s): (1) the name of the criminal offense(s); (2) whether the criminal offense(s) was a misdemeanor or felony; (3) the facts and circumstances surrounding your conviction(s); (4) the date(s) of your conviction(s); and (5) the date(s) of disposition(s).

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

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

Conflict of Interest

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

10. Please indicate whether you, your spouse, or other family member knows any person who is a prospective or current charter school employee. [✓] I / we do not know any such persons. [ ] Yes. If yes, please indicate the precise nature of your relationship here:

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

☑ No. ☐ Yes.
If yes, please describe the nature of the contract or business and, if applicable, the relationship of the person to the corporation, business or entity involved:

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

☑ Not applicable because the School does not/will not contract with a management company or charter management organization.
☐ I / we do not know any such persons. ☐ Yes.

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

☑ Not applicable because the School does not/will not contract with a management company or charter management organization.
☐ I / we have no such interest. ☐ Yes.

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

☑ Not applicable because the School does not/will not contract with a management company or charter management organization.
☐ I / we do not anticipate conducting any such business. ☐ Yes.

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

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

☑ None ☐ Yes
17. Please explain how you would handle a situation in which you believe one or more members of the charter school's board are involved in working for their own benefit, or the benefit of their friends and family.

**Educational Philosophy**

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

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

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

**Other**

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

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

23. Please provide any other information that you feel is pertinent to the Department's review.
A Statement of Assurance must be signed by and submitted for each proposed Board Member.

**STATEMENT OF ASSURANCE**

I, *Leslie Antioce Dunn* (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 03.2013

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

A- First a meeting among all board members would have to take place to discuss the situation and to start an investigation process. Once the results of the investigation demonstrate that the board member in fact is obtaining personal/family benefits a decision for his/her removal from the board should be taken.

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

A- My understanding is that the program counts with very high standards, and provides unique, high quality education for the learners; that will prepare them to excel in their elementary, high school and college studies.

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

A- I understand that the school program is based on building “S.T.R.E.N.G.T.H” (structure, talent, respect/responsibility, excellence, nurturing, goals, tolerance, and high academic performance) among the students in all levels.

Q- 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 ensure that this charter school is and remains successful.

A- The characteristics of a successful charter school should have are:

- Ensure that the charter school fulfils its mission and serves its students and families well.
- Ensure that the charter school functions in a prudent and ethical manner and complies with applicable laws and regulations.

- Develop the necessary plans to keep the charter school viable and relevant in the community.

- Evaluate the effectiveness of the charter school leader in managing all of the above.

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

A- My understanding is that the board member must ensure that the Charter School fulfills its Mission and Serves its Students and Families Well. The first and most important task of the board is to state clearly why the charter school exists and what it is to achieve over time. A clear mission statement will frame this discussion and guide future decisions about the organization. The board ensures that the charter school starts out and stays mission focused. It is the board’s job to ensure that there are real criteria in place to evaluate new initiatives and resource opportunities and to stay clear of those that take you off mission. It is also the job of the board to regularly review whether the charter school is achieving success. The board sets and maintains clear standards for success and then regularly asks for information about ongoing progress against these standards.

Q- Please affirm that you have read and understand the charter school application, the school board’s by-laws and all proposed policies.
A: Yes, I affirmed that I read and understood the charter school application, the school board’s by-laws and all proposed policies.
Lesbia Antioco

Education
December 2003
Central Michigan University
- Completed 30 graduate credits in Business Administration / Human Resources

December 1999
St. Joseph's College, School of Adult and Professional Education
- B.S. Organizational Management
- Leadership and Supervision
- Management

Certificates
Baruch College C.U.N.Y.
- General Courses

Sept. 1991 - 1993
Indiana University at South Bend
- Business Management Courses

Kingsborough Community College C.U.N.Y.
- Business Administration

Work experience
March 2005 – Present
Popular Community Bank
- Branch Manager
  - General oversee daily banking office functions
  - Implementation of multiple sales activities, and fully involvement of different types of community base activities.
  - Increase office revenue by implementing effective sales techniques.

Nov. 2000 – March 2005
Astoria Federal Savings Bank
- Assistant Bank Manager
  - Oversee daily banking office functions.
  - Implementation of various sales initiatives, outside business calling, and other community-base activities.
  - Manage banking office sales and activity.
  - Manage employee performance to ensure an environment of goal and staff development.

Astoria Federal Savings Bank
Management Trainee Program
- Lynn Reed – Building Partnership with clients
- Achieve Global – Quality Service Skills
- Cornell University – Supervising & Managing People
- Life Insurance/Fixed Annuity Pre-licensing Training
- EEO/Diversity Training


Assistant Operations Supervisor
- Conducting monthly banking office audits.
- Performing necessary system maintenance including periodic upgrades.
- Assisting with teller differences
- Ensuring proof of banking office on a daily basis.
- Reconciliation of the ATM


Personal Banker
- Promoting and selling bank’s products and services.
- Providing a consistently high level of customer service.


Teller / Customer Service Representative
- Receiving cash
- Additional banking transactions
- Data

Training

Opportunities For A Better Tomorrow
- Business English
- Business Math
- Office Procedures
- Computer Skills
- Data Entry
- Word Perfect 5.1

Skills
- Saving Bank Life Insurance Agent
- Bilingual: Spanish / English

References Available upon Request
School Trustee Background Information

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

Name: Merle O. Cann
Charter School Name: Young Scholars Charter School for the Arts
Charter School Address: School District 17

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

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

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

**Background**

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

2. Please affirm that you are or will be at least eighteen years old at the time of your appointment/election to the board. ✔ I affirm.

3. Please affirm that you have read Article 56 of the New York State Education Law, and understand the relationship between a charter school and the authorized chartering entity as defined in that statute. ✔ I affirm.

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

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

MOC
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. □ Yes. (Include description here):

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

☐ This does not apply to me. ☐ Yes.
If the answer to this question is yes, please provide the following details regarding your conviction(s): (1) the name of the criminal offense(s); (2) whether the criminal offense(s) was a misdemeanor or felony; (3) the facts and circumstances surrounding your conviction(s); (4) the date(s) of your conviction(s); and (5) the date(s) of disposition(s).

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

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

☐ This does not apply to me. ☐ Yes.

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

Conflict of Interest

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

☐ I / we do not know any such persons. ☐ Yes.
If your answer is yes, please indicate the precise nature of your relationship here:

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

☐ I / we do not know any such persons. ☐ Yes.
If yes, please indicate the precise nature of your relationship here:

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

☐ No. ☐ Yes.

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

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

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

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

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

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

☐ I/we have no such interest. ☐ Yes.

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

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

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

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

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

☑ None ☐ Yes
Background Information

#4 I became aware of the charter school and an opportunity to serve as a member of its board after attending administrative workshop with various members of the Young Scholars’ Charter School for the Arts founding team.

#5 I wish to serve on the charter school board because I would like to give back to the community. As a special education specialist I see my input as a vital aspect to Young Scholars’ Charter School for the Arts Board.

Response to Questions 17 – 22

#17 If members of the board have violated their trust, by pursuing their own interest rather than the school I would request a board meeting of the board to address the problem with the board members, and take the necessary steps to resolve the problem.

Education Philosophy

#18 The school’s mission embraces the belief that every child inclusive can maximize their potentials, through various models of learning including cultural and individualized system. the population is inclusive of children of lower socio-economic stratum and origin to become competent ELL.

#19 The educational program of the charter school facilitates and aligns with the common core New York State Standards. The unique and innovative techniques that are implemented enhance learning and
create inherent positive sense of achievement in educating the whole child.

#20 The efficacy of a charter school is characterized by a collaborative, actively engaged board members. The board members should comprise of a group of people who are committed to serve, and a knowledge of the schools mission and responsibilities. Board members. Members should conduct themselves professionally and follow board policies by ensuring that scheduled meeting are attended and protocols are implemented and be reviewed systemically. Incompetence should be dealt with, as well as scope for the modification and revision. Networking with the community and related educational Institutions should be an integral component of a successful charter school.

#22 I have read and fully understand the charter schools by-laws and proposed policies.
A Statement of Assurance must be signed by and submitted for each proposed Board Member.

STATEMENT OF ASSURANCE

I, MERLE O. CANN ________________________________ (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: 3/14/13

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: ________________________________
Merle O. Cann, Rev. Dr.

Pastor

Senior pastor Ark of Christ Mission International. Assisting to change lives spiritually and physically by exhorting, teaching and giving opportunities for individuals to maximize their potential, and presenting to individuals areas in which they may need counseling, mentorship etc.,

Education Credentials

- Long Island University Masters of Special Education (1994)
- Master of Arts General education (1994)
- BA Early childhood Education (1992)
- Dr. of Ministry - Friends International (2005)
- Etiquette Instructor (2008)
- Life Coach (2010)

Work Experience

Classroom teacher PS384

Duties:

- Classroom management
- Prepare IEP Instruction 6:1:1, 8:1:1, 12:1:4

Supervise Inclusive Program

- Ensure students are meaningfully participating in General Education classroom
- Coordinate paraprofessional schedules
- Assist participating teachers with classroom routines,

Special Education Supervisor

- Assist teachers in classroom management
• Scheduling of daily activities
• Teacher formal and informal observations
• Conduct workshops
• Participate in administrative meetings

Music Therapy

Music Therapy

• Involve students in activities with simple musical instrument-timing, following instructions.
• Encouraging physical movement with physically challenged students using musical cues.
• Singing daily activities.
• Social interaction through music. Eye contact, hand shaking.

Training Professional Development Program

• Observed student in special needs in various areas of New York
• Visited schools with special needs

Reference upon request
School Trustee Background Information

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

Name: Derek M. Young

Charter School Name: Young Scholars Charter School

Charter School Address: CSO 17

To which charter school board position(s) and/or office(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. [ ] 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.

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

Member of Community Board 17.

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. ☒ Yes. ☐ No.

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. ☒ Yes. ☐ No.

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
**Background Information**

#4 I am an active member of the community Board. I met one member about a year ago and volunteered to help disseminate their information because I share their vision. I started soliciting support from the elected officers in the community. I was then asked to join the board.

#5 I wish to serve on the charter school board because I would like to give back to the community. As a special education specialist I see my input as a vital aspect to Young Scholars’ Charter School for the Arts Board.

**Response to Questions 17 – 22**

# 17 I value giving back to the community especially when it involves children. I believe education should involve culture. For this reason I am willing to give my time to see the school succeed in its mission.

**Education Philosophy**

#18 The school’s mission embraces the belief that schools must provide parents and students with expanded choices in the type of educational opportunities that are available within the school system and provide a method to change from rule-based to performance-based accountability.

#19 The academic program of the school is to provide a place where both special needs and regular children can learn at their own pace yet meet the standard the Department of Education has set, to enable each child to grow in the performing arts and academics and to provide an opportunity to graduate and attain a college education.
#20 The efficacy of a charter school is characterized by a collaborative, actively engaged board members. The board members should comprise of a group of people who are committed to serve, and a knowledge of the schools mission and responsibilities. Board members should conduct themselves professionally and follow board policies.

#22 I have read and fully understand the charter schools by-laws and proposed policies.
A Statement of Assurance must be signed by and submitted for each proposed Board Member.

**STATEMENT OF ASSURANCE**

I, [Name], (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

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:
DEREK M.J.CYRUS, JD

PRESIDENT & CEO: DMC MANAGEMENT GROUP, INC. A New York base management and financial consulting firm for the past 20 years.

PARTNER: RENASCENCE PARTNER CAPITAL INC. A New York base Real Property Investors relations firm: for the past 7 years.

BOARD MEMBERS: (V.P ) ARIANNA PROSTATE CANCER COMMUNITY OUTREACH, INC.

(ICC) INTERCULTURAL CANCER COUNCIL,

BUILDING BLOCK LOCAL DEVELOPMENT CORPORATION.

GREAT OAK ELEMENTERY SCHOOL, INC.

TEACH NET, INC.

CARIBBEAN AMERICAN CHAMBER OF COMMERCE AND INDUSTRIES

MEMBER: COMMUNITY BOARD 17 YOUTH, EDUCATION, COMMERCE, LAND USE,

COMMETTIES.

BROOKLYN NEIGHBORHOOD ADVISORY BOARD

_________________________________________________

SUMMARY OF QUALIFICATIONS

A dedicated resourceful finance professional with over 40 years experience; demonstrated expertise in the areas of corporate management, legal and financial services.

_________________________________________________

EDUCATION

J.D: GEORGE WASHINGTON UNIVERSITY SCHOOL OF LAW, 1988

BA: GEORGE WASHINGTON UNIVERSITY, 1976
School Trustee Background Information

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

Name: Mélène A. Ruffé-Campber

Charter School Name: Young Scholars Charter School of the Arts

Charter School Address: CSD 17

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, trustee.

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

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

Background

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

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

#4 I am a SETTS teacher contracted by the NYC Department of Education presently servicing for student at the Stars and knights day school. I have had several (conversations) and as invited to a meeting with the founding group. They had questions on the special education components and I was able to provide pertinent information and answered questions.

#5 I became cognizant that charter schools were burgeoning. I also had the opportunity to interact and tutor privately with students who attends charter schools. The philosophy and curriculum offered seem to enhance a high quality of education. In an effort to contribute to community enrichment and to maximize students’ potentials, based on such premise, serving as a board member would be an avenue to serve my community and the society at large.

**Response to Questions 17 – 23**

#17 If members of the board have violated their trust, by pursuing their own interest rather than the school I would request a board meeting to be convened to address the problem with other board members, and through collaborative effort and a consensus take necessary steps to alleviate the problem.

**Education Philosophy**

#18 The school’s mission embraces the belief that every child inclusive can maximize their potentials, through various models of learning including cultural and individualized system. the population is inclusive of children of lower socio-economic stratum and origin to become competent ELL.
The educational program of the charter school facilitates and aligns with the common core New York State Standards. The unique and innovative techniques that are implemented enhance learning and create inherent positive sense of achievement in educating the whole child.

The efficacy of a charter school is characterized by a collaborative, actively engaged board members. The board members should comprise of a group of people who are committed to serve, and a knowledge of the schools mission and responsibilities. Board members. Members should conduct themselves professionally and follow board policies by ensuring that scheduled meeting are attended and protocols are implemented and be reviewed systemically. Incompetence should be dealt with, as well as scope for the modification and revision. Networking with the community and related educational Institutions should be an integral component of a successful charter school.
A Statement of Assurance must be signed by and submitted for each proposed Board Member.

**STATEMENT OF ASSURANCE**

I, **Merlene Rutkew-Campbell** (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**

3/1/2013

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:**
Merlene A. Campbell

PROFESSIONAL EXPERIENCE

BOARD OF EDUCATION, BROOKLYN, NY
Coordinator/Crisis Intervention Teacher, 1989 - Present
Teacher of Emotionally Disturbed (K-2), 1991 - 1999

TRIVISION THERAPY, INC, 1994-PRESENT
INFANT CHILD AND LEARNING CENTER (ICLC), 1995 - PRESENT
Evaluator/Special Instructor, Home Based Early Intervention for
Developmentally Delayed Infants

SCHOOL OF HOPE FOR THE MENTALLY HANDICAPPED, JAMAICA, WEST INDIES
Teacher, 1979 - 1991
Teacher Trainer/Resource Officer, 1989 - 1990
Spot assistance in class management establishing, maintaining liaison between staff and
administration and identifying and investigating problems in the classroom environment,
recommending appropriate action and implementing these when necessary.

MICO TEACHERS COLLEGE, JAMAICA, WEST INDIES
Part-time lecturer in Special Education, 1989 - 1990

NORTH CAROLINA CENTER FOR THE ADVANCEMENT OF TEACHING STAFF
Graduate Assistant/Seminar/Research Assistant to the Associate Director, 1987 - 1989

EDUCATION

WESTERN CAROLINA UNIVERSITY, CULLOWHEE, NC
Master of Arts in Education, 1989
Majo in Mental Retardation with a minor in Learning Disabilities.

COLLEGE OF ARTS SCIENCE AND TECHNOLOGY (CAST), KINGSTON, JAMAICA, WI
Credits in Early Childhood Course including one on Management Studies, 1986 - 1987

WESTERN CAROLINA UNIVERSITY, CULLOWHEE, NC
Bachelor of Science in Education, Magna Cum Laude, 6.81 GPA, 1987

UNIVERSITY OF THE WEST INDIES, EXTRA MURAL DEPT., KINGSTON, JAMAICA, WI
Certificate, Psychology, Personality and Behavior, 1980

MICO TEACHER'S COLLEGE, KINGSTON, JAMAICA, WI
Diploma in Special Education, 1979

HONORS

• Magna Cum Laude
• Who's Who Among International Students (Chartered Edition)

ORGANIZATIONS

• Kappa Delta Phi • United Federation of Teachers • Nominated for Teacher Recognition,
1997-98 • Exceptional Children and Youth

PUBLICATIONS

• Newspaper article on Mental Retardation for NC County newspaper.

REFERENCES

Furnished upon request.
School Trustee Background Information

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

Name: CHERYL ANJT BARKER
Charter School Name: Young Scholars Charter School for the Arts
Charter School Address: CSD 17

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. [ ] 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.

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

7. Please indicate whether or not you have ever been convicted of a misdemeanor and/or felony in state or federal court in any jurisdiction. ☐ This does not apply to me. ☑ Yes.
   If the answer to this question is yes, please provide the following details regarding your conviction(s): (1) the name of the criminal offense(s); (2) whether the criminal offense(s) was a misdemeanor or felony; (3) the facts and circumstances surrounding your conviction(s); (4) the date(s) of your conviction(s); and (5) the date(s) of disposition(s).

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

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

Conflict of Interest

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

10. Please indicate whether you, your spouse, or other family member knows any person who is a prospective or current charter school employee. ☑ I/we do not know any such persons. ☐ Yes.
    If yes, please indicate the precise nature of your relationship here:

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

☐ No. ☐ Yes.
If yes, please describe the nature of the contract or business and, if applicable, the relationship of the person to the corporation, business or entity involved:

12. If the charter school is partnered with an educational service provider (a management company, whether for-profit or not-for-profit), please indicate whether you, your spouse, or any family member knows any employees, officers, owners, directors or agents of that provider. If your answer is in the affirmative, please describe any such relationship.
☐ Not applicable because the School does not/will not contract with a management company or charter management organization.
☒ I/we do not know any such persons. ☐ Yes.

13. If the charter school is partnered with an educational service provider, please indicate whether you, your spouse or other family member has a direct or indirect ownership, employment, contractual or management interest in the provider. For any interest indicated, please provide a detailed description.
☐ Not applicable because the School does not/will not contract with a management company or charter management organization.
☒ I/we have no such interest. ☐ Yes.

14. If the charter school is partnered with an educational services provider, please indicate if you, your spouse or other family member anticipates conducting, or is conducting, any business with the provider. If so, please indicate the precise nature of the business that is being or will be conducted.
☐ Not applicable because the School does not/will not contract with a management company or charter management organization.
☒ I/we do not anticipate conducting any such business. ☐ Yes.

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

16. Please indicate the potential ethical or legal conflicts of interests (if any) that would, or are likely to, exist should you be approved for service on the charter school’s board.
☒ None ☐ Yes
September 12, 2012

To Whom It May Concern

My name is Cheryl Ault-Barker and I am the principal of Thaddeus Stevens Public School 81 in Brooklyn, New York. I became aware Young Scholars Charter School for the Arts when I was asked to be the main speaker of our graduation ceremony in June of 2012. At that time the principal shared her vision and asked me to serve as a member of its board.

As an educator, I am in the business to help ALL children receive quality education and to provide the access they need to compete globally. Having ten years of successful experience as an administrator in Public Education I feel that I am qualified and capable to enhance and support schools that are starting from the ground up. It will be a pleasure to work with educators. I am not serving or have served on the board of a school district, non-public school or not for Profit Corporation.

#17 If I believe that one or more members of the charter school’s board are involved in working for their own benefits or the benefit of their friends and family I would first do an investigation to determine what the facts are. After the investigation I would respond by presenting my findings to the board. We can then revisit the organization’s (charter school’s) by-laws, policies, missions and guidelines that govern charter schools to establish procedures or disciplinary actions as outlined in the by-laws. We will also meet with party/parties concerned.

#18 The Charter school’s mission and philosophy is to provide all students with a well rounded education that addresses the “whole” child regardless of ethnicity, economic status or disability. It will prepare students to be critical thinkers and life-long learners from elementary level through college and career paths.

#19 The educational program of the charter school will focus on differentiation of instruction and alignment to the Common Core Standards. It will provide for remediation, acceleration and
small group instruction. Academic rigor, daily attendance and cultural awareness are core values that will be integrated in the daily instruction of students.

#20 Parental involvement, student attendance, parent teacher relationship, academic rigor, community relations, parents, students and teachers having governance and voice in policy making are some of the characteristics of a successful charter school. In order to attain and maintain success it will be necessary to have buy-in from all the stake holders. There has to be transparency, on-going checks and balances, periodic evaluations of data, programs, personnel and student assessment to determine next steps.

#21 I believe that the role of the charter school board is to develop and promote the schools' mission, vision and purpose and to over-see the finances of the school.

#22 I do affirm that I have read and understood the charter school by-laws and purposed policies.
A Statement of Assurance must be signed by and submitted for each proposed Board Member.

STATEMENT OF ASSURANCE

I, CHERYL AULT-BARKER (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.

Cheryl Ault-Barker
September 12, 2012

Signature Date

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

Business Telephone:

Business Address:

E-Mail Address:

Home Telephone:

Home Address:
Cheryl Barker

Professional Profile

I have served as a school leader in the capacity of both principal and assistant principal for the past five years. I am currently the principal of PS 81 in Brooklyn. I have created a learning environment, which supports adult development, and in turn results in students achieving academically and socially. This is the essence of my educational philosophy. A philosophy that encompasses the core belief that every child can learn, grow and achieve. As an instructional leader, the fundamental principles of high expectations and excellence permeate all areas of our professional learning community. Students, teachers and parents collaborate to improve our primary goal of student achievement. To this end, I continue to provide differentiated professional development and analyze data to drive instruction.

Professional Accomplishments

EDUCATION

- 2012 New York City Leadership Academy Mentor for New Assistant Principals
- Kingsboro Wall of Fame in Recognition of Outstanding Achievement
- Brooklyn College’s Joseph J. Cohen’s Award for Excellence in Education
- 2008 Cahn Fellow Participants

Work History

Principal

PS 81
Brooklyn, NY

Assistant Principal

References

References are available upon request.
March 13, 2013

Young Scholars Charter School For the Arts  
416 Utica Ave. 2 Fl.  
Brooklyn, New York 11213

Dear Mr. Black,

As per our conversation on Sunday, March 10, 2013 I am replying and excepting your invitation on the Charter School Board of Directors within our community.

If there’s any questions feel free to contact me at the above number.

Your in Christ.

Rev. Dr. Duane E. Cooper, Pastor
School Trustee Background Information

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

Name: Denton Black

Charter School Name: Young Scholars' Charter School for the Arts

Charter School Address: CSD 17

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

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

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

Background

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

2. Please affirm that you are or will be at least eighteen years old at the time of your appointment/election to the board. ☑ I affirm.

3. Please affirm that you have read Article 56 of the New York State Education Law, and understand the relationship between a charter school and the authorized chartering entity as defined in that statute. ☑ I affirm.

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

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

7. Please indicate whether or not you have ever been convicted of a misdemeanor and/or felony in state or federal court in any jurisdiction.
☑ This does not apply to me. □ Yes.
If the answer to this question is yes, please provide the following details regarding your conviction(s): (1) the name of the criminal offense(s); (2) whether the criminal offense(s) was a misdemeanor or felony; (3) the facts and circumstances surrounding your conviction(s); (4) the date(s) of your conviction(s); and (5) the date(s) of disposition(s).

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

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

Conflict of Interest

9. Please indicate whether you, your spouse, or other family member knows any of the other prospective or current board members.
☑ 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.
☑ 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.
☐ 1/ 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.
☐ 1/ 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.
☐ 1/ 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
Denton Black

Principal

Highly skilled and very student focused leader, possessing a strong commitment to the development of students, staff and providing a stimulating, safe and motivating environment. Dynamic, vision leader and solid team player with a proven track record in collaborating with school community, increasing students academics and maintaining excellence in education, trustworthy professional with superior communication skills to develop strong and lasting relationship with all members of the school community.

Core Competence include

- School administration
- Teaching mentoring development
- Mission statement & Development
- Classroom Evaluation
- Student/Teacher Supervision
- Program Management Assessment
- Leadership team Building
- Workshop & Seminar Presentation

Education Credentials

- Master of Arts Educational Management  (2007)
- Teachers Certification- Moneague Teachers ‘College( 1978) JWI
- PhD. student- Columbia University 2012-Present

Administrative Experience

Montgomery Academy 2004- Present

Plans control and direct the overall activities for Daycare with over 200 and over 15 faculty members Devise and coordinate scheduling. Liaise with custodian and cafeteria staff on a daily basis ensuring a safe and healthy learning environment for all school members. Staff recruitment,
• Lesion between staff and administration
• Assisted students to acquire full scholarship in specialized High school.
• Provide leadership for the planning and implementation of the elementary school’s curriculum
• Providing a stimulating environment in which students can develop their potential
• Evaluating and communicating with student progress and liaising with other professionals to discuss individual student need
• Preparing and implementing remedial programs for students requiring extra help.

**Career Development**

2. Classroom Management course
3. Department of Education Leadership Programs

**Steer Town All Age**  (Grades 6-8)  1978-1980

Prepare course objective and outline for course of study following curriculum guidelines or requirement of education department. Assessed student progress on a regular basis, plan lessons in logical sequence. Collaborated with other educators in creating complete educational environment possible for students. Demonstrated an appreciation for diversity among students, colleagues and parents.

**Community Service and Awards**

**President – Moneague Teachers College Alumni**  2005-Present

1. Assisted in increasing alumni participation in the, Reunion and all other local and regional College events.
2. Develop an effective committee structure that will support the initiatives of the College and the MTCA.
3. Increase alumni awareness of the academic mission of the College and support its fund raising, admission and alumni career networking efforts.
4. Provide a direct means by which the alumni of Moneague Teachers’ College can actively participate in the affairs of the College.
5. Involve alumni with the College and each other to foster a deeper support of Moneague teachers’ college.
6. Gather and shard information about alumni to demonstrate and recognize the effectiveness of a College education.
development, and evaluating fiscal man management, record and maintenance, student discipline, program initiative, team building, shared decision making, advisory to parents

**Highlights and Contributions**

- Coordinate, direct, and plan with the academic and auxiliary staff activities of the school, managing the teachers, counselors, staff and students on a daily basis.
- In tandem with the Assistant Principal, duties include reviewing and approving new or existing programs and submitting proposals to the school board.
- Manage the recruitment of staff
- Ensure that all facilities operated effectively and efficiently and see that applicable health and safety standards are met
- Supervised in a fair and consistent manner effective discipline and attendance system with high standards, consistent with the philosophy, value, and mission of the school.
- Maintain order and discipline in the school. Participating in education conferences and workshops
- Developing the infrastructural facilities and keeping track of its proper maintenance
- Discussing school policies as well as problems and achievements of Students with parents and teachers.
- Checking the records of the school and keeping track of the yearly evaluation as well

**Teaching Experience**

**St Marks’ Day School** 1993-2004

- Appointed by principal as “Mentor Teacher” to assist new teachers.
- Head of Language Arts Department
- Evaluate staff performance
- Language Arts teacher for upper Grades
- Home room Teacher for Grades 3, 6, 7, 8
- Summer school director
- Coordinator of school activities (school fairs, book fairs etc..)
- Teacher representative on school board
- Teacher Parent Teachers association representative
- Year book coordinator
7. Instrumental in assisting local schools in the Jamaican community in refurbishing computer room, library, home economic center etc.
8. Instrumental in promoting and advancing the reputation, prestige and well-being of the college.
9. Collect and preserve memorabilia and information about Moneague Teachers’ College.
10. Provide a liaison between alumni and the College including students, trustees, faculty, administration and the local community.
11. Instrumental in instilling a life-long commitment by students and new graduates to alumni responsibilities for the College.

City Council Citation – Outstanding Community Award

Gold medal – Laparkan –Trading Company – Outstanding Community Award

Plaque-Moneague Teachers College Alumni (President) Outstanding performance

**Personal Achievement**

Author: “Back to Roots a Caribbean Cookbook

Entrepreneur- Caribbean Restaurant

References upon Request
**Back Ground Information**

#4 I became aware of the Charter school (YSCSA) when a few of the team member visited my school and requested to meet with my parents to inform them of their intention.

#5 I would love to serve on the school board because I consider it to be one of the most important responsibilities in our society in helping to plan the education of the children with our community. I believe that making this decision will positively affect the lives of the students and their parents and the livelihood of those the district employs and the economic and the well-being of the community.

#6 Over 16 years ago I served as the teacher representative on the board of St. Mark’s day school as the teachers’ representative.

**Response to Questions 17 – 23**

#17 If I believe that a member of the charter school board was involved in working for their own benefit I would bring all members to the table including the person concern. Discuss the matter at hand and come up with a solution that everyone can buy into. I would try to make sure that everyone realizes that whatever decision is made should always be in the interest of the students and school.

**Education Philosophy**

#18 I believe that the mission of charter is to help students to develop the ability to think critically, communicate effectively and excel academically. Through an integrated, place-based curriculum, the students will become stewards of their environment and community and one that will build stronger working relationships among educators, parents and other community members.
#19 I believe that the educational program within the charter school should be where students have the opportunity to express their uniqueness and develop an environment through students can become excited about what they are learning.

#20 I believe that a successful charter school is one that communicates with the head of the school and its staff. If I am selected to be part of the board I see what we can collectively do to have academic achievement for all students. Would ensure that the board monitors the progress of the children at the end of each semester, and oversee the finances so we can continue to move forward.

#21. I believe that the role of the charter school board is to develop and promote the schools’ mission, vision and purpose and to over-see the finances of the school

#22 I do affirm that I Denton Black have read and understood the charter school by-laws and purposed policies.
A Statement of Assurance must be signed by and submitted for each proposed Board Member.

STATEMENT OF ASSURANCE

I, ___________ (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.

_________________________ 2/20/13
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: ___________
School Trustee Background Information

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

Name: ____________________________
Lesbie Antico-Dunn

Charter School Name: Yung Scholar Charter School for the Arts

Charter School Address: Community School District 17

To which charter school board position(s) and/or office(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. ☑ 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.

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

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

7. Please indicate whether or not you have ever been convicted of a misdemeanor and/or felony in state or federal court in any jurisdiction. ☑ This does not apply to me. ☐ Yes. If the answer to this question is yes, please provide the following details regarding your conviction(s): (1) the name of the criminal offense(s); (2) whether the criminal offense(s) was a misdemeanor or felony; (3) the facts and circumstances surrounding your conviction(s); (4) the date(s) of your conviction(s); and (5) the date(s) of disposition(s).

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

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

Conflict of Interest

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

10. Please indicate whether you, your spouse, or other family member knows any person who is a prospective or current charter school employee. ☑ I / we do not know any such persons. ☐ Yes. If yes, please indicate the precise nature of your relationship here:

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

☑ No. ☐ Yes.
If yes, please describe the nature of the contract or business and, if applicable, the relationship of the person to the corporation, business or entity involved:

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

☑ Not applicable because the School does not/will not contract with a management company or charter management organization.
☐ I / we do not know any such persons. ☐ Yes.

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

☑ Not applicable because the School does not/will not contract with a management company or charter management organization.
☐ I / we have no such interest. ☐ Yes.

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

☑ Not applicable because the School does not/will not contract with a management company or charter management organization.
☐ I / we do not anticipate conducting any such business. ☐ Yes.

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

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

☑ None ☐ Yes
17. Please explain how you would handle a situation in which you believe one or more members of the charter school's board are involved in working for their own benefit, or the benefit of their friends and family.

**Educational Philosophy**

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

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

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

**Other**

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

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

23. Please provide any other information that you feel is pertinent to the Department's review.
A Statement of Assurance must be signed by and submitted for each proposed Board Member.

STATEMENT OF ASSURANCE

I, Leslie Anticeo Dunn (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

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

Business Telephone: [REDACTED]

Business Address: [REDACTED]

E-Mail Address: [REDACTED]

Home Telephone: [REDACTED]

Home Address: [REDACTED]
Q- Please explain how you would handle a situation in which you believe one or more members of the charter school’s board are involved on working for their own benefit, or the benefit of their friends and family.

A- First a meeting among all board members would have to take place to discuss the situation and to start an investigation process. Once the results of the investigation demonstrate that the board member in fact is obtaining personal/family benefits a decision for his/her removal from the board should be taken.

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

A- My understanding is that the program counts with very high standards, and provides unique, high quality education for the learners; that will prepare them to excel in their elementary, high school and college studies.

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

A- I understand that the school program is based on building “S.T.R.E.N.G.T.H” (structure, talent, respect/responsibility, excellence, nurturing, goals, tolerance, and high academic performance) among the students in all levels.

Q- 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 ensure that this charter school is and remains successful.

A- The characteristics of a successful charter school should have are:

- Ensure that the charter school fulfils its mission and serves its students and families well.
• Ensure that the charter school functions in a prudent and ethical manner and complies with applicable laws and regulations.

• Develop the necessary plans to keep the charter school viable and relevant in the community.

• Evaluate the effectiveness of the charter school leader in managing all of the above.

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

A- My understanding is that the board member must ensure that the Charter School fulfills its Mission and Serves its Students and Families Well.

The first and most important task of the board is to state clearly why the charter school exists and what it is to achieve over time. A clear mission statement will frame this discussion and guide future decisions about the organization. The board ensures that the charter school starts out and stays mission focused. It is the board’s job to ensure that there are real criteria in place to evaluate new initiatives and resource opportunities and to stay clear of those that take you off mission. It is also the job of the board to regularly review whether the charter school is achieving success. The board sets and maintains clear standards for success and then regularly asks for information about ongoing progress against these standards.

Q- Please affirm that you have read and understand the charter school application, the school board’s by-laws and all proposed policies.
A- Yes, I affirmed that I read and understood the charter school application, the school board’s by-laws and all proposed policies.
Lesbia Antioco

Education

December 2003
Brooklyn, N. Y.

Central Michigan University

• Completed 30 graduate credits in Business Administration / Human Resources

December 1999
Brooklyn, N.Y.

St. Joseph's College, School of Adult and Professional Education

• B.S. Organizational Management
• Leadership and Supervision
• Management

Certificates

New York, N.Y

Baruch College C.U.N.Y.

• General Courses

Sept. 1991 - 1993
South Bend, In

Indiana University at South Bend

• Business Management Courses

Brooklyn, N.Y.

Kingsborough Community College C.U.N.Y.

• Business Administration

Work experience

March 2005 – Present
Popular Community Bank
Brooklyn, N. Y.

Branch Manager

• General oversee daily banking office functions
• Implementation of multiple sales activities, and fully involvement of different types of community base activities.
• Increase office revenue by implementing effective sales techniques.

Nov. 2000 – March 2005
Astoria Federal Savings Bank
Brooklyn, N. Y.

Assistant Bank Manager

• Oversee daily banking office functions.
• Implementation of various sales initiatives, outside business calling, and other community-base activities.
• Manage banking office sales and activity.
• Manage employee performance to ensure an environment of goal and staff development.

Astoria Federal Savings Bank
Brooklyn, N. Y.
Management Trainee Program
- Lynn Reed – Building Partnership with clients
- Achieve Global – Quality Service Skills
- Cornell University – Supervising & Managing People
- Life Insurance/Fixed Annuity Pre-licensing Training
- EEO/Diversity Training

Assistant Operations Supervisor
- Conducting monthly banking office audits.
- Performing necessary system maintenance including periodic upgrades.
- Assisting with teller differences
- Ensuring proof of banking office on a daily basis.
- Reconciliation of the ATM

Personal Banker
- Promoting and selling bank’s products and services.
- Providing a consistently high level of customer service.

Teller / Customer Service Representative
- Receiving cash
- Additional banking transactions
- Data

Training

Opportunities For A Better Tomorrow
- Business English
- Business Math
- Office Procedures
- Computer Skills
- Data Entry
- Word Perfect 5.1

Skills
- Saving Bank Life Insurance Agent
- Bilingual: Spanish / English

References Available upon Request
School Trustee Background Information

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

Name: Mele O. Can

Charter School Name: Young Scholars Charter School for the Arts

Charter School Address: School District 17.

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

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

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

Background

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

2. Please affirm that you are or will be at least eighteen years old at the time of your appointment/election to the board. ✓ I affirm.

3. Please affirm that you have read Article 56 of the New York State Education Law, and understand the relationship between a charter school and the authorized chartering entity as defined in that statute. ✓ I affirm.

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

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

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

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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
**Back Ground Information**

#4 I became aware of the charter school and an opportunity to serve as a member of its board after attending administrative workshop with various members of the Young Scholars’ Charter School for the Arts founding team.

#5 I wish to serve on the charter school board because I would like to give back to the community. As a special education specialist I see my input as a vital aspect to Young Scholars’ Charter School for the Arts Board.

**Response to Questions 17 – 22**

#17 If members of the board have violated their trust, by pursuing their own interest rather than the school I would request a board meeting of the board to address the problem with the board members, and take the necessary steps to resolve the problem.

**Education Philosophy**

#18 The school’s mission embraces the belief that every child inclusive can maximize their potentials, through various models of learning including cultural and individualized system. the population is inclusive of children of lower socio-economic stratum and origin to become competent ELL.

#19 The educational program of the charter school facilitates and aligns with the common core New York State Standards. The unique and innovative techniques that are implemented enhance learning and
create inherent positive sense of achievement in educating the whole child.

#20 The efficacy of a charter school is characterized by a collaborative, actively engaged board members. The board members should comprise of a group of people who are committed to serve, and a knowledge of the schools mission and responsibilities. Board members. Members should conduct themselves professionally and follow board policies by ensuring that scheduled meeting are attended and protocols are implemented and be reviewed systemically. Incompetence should be dealt with, as well as scope for the modification and revision. Networking with the community and related educational Institutions should be an integral component of a successful charter school.

#22 I have read and fully understand the charter schools by-laws and proposed policies.
A Statement of Assurance must be signed by and submitted for each proposed Board Member.

**STATEMENT OF ASSURANCE**

I, MERLE O. CANN ____________________________ (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  3/14/13

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: ____________________________
Merle O. Cann, Rev. Dr.
Pastor

Senior pastor Ark of Christ Mission International. Assisting to change lives spiritually and physically by exhorting, teaching and giving opportunities for individuals to maximize their potential, and presenting to individuals areas in which they may need counseling, mentorship etc.,

**Education Credentials**

- Long Island University Masters of Special Education (1994)
- Master of Arts General education (1994)
- BA Early childhood Education (1992)
- Dr. of Ministry - Friends International (2005)
- Etiquette Instructor (2008)
- Life Coach (2010)

**Work Experience**

Classroom teacher PS384

**Duties:**

- Classroom management
- Prepare IEP Instruction 6:1:1, 8:1:1, 12:1:4

Supervise Inclusive Program

- Ensure students are meaningfully participating in General Education classroom
- Coordinate para professional schedules
- Assist participating teachers with classroom routines,

Special Education Supervisor

- Assist teachers in classroom management
- Scheduling of daily activities
- Teacher formal and informal observations
- Conduct workshops
- Participate in administrative meetings

Music Therapy

- Involve students in activities with simple musical instrument-timing, following instructions.
- Encouraging physical movement with physically challenged students using musical cues.
- Singing daily activities.
- Social interaction through music. Eye contact, hand shaking.

Training Professional Development Program

- Observed student in special needs in various areas of New York
- Visited schools with special needs

Reference upon request
School Trustee Background Information

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

Name: Derek M. Young

Charter School Name: Young Scholars Charter School

Charter School Address: CSO 17

To which charter school board position(s) and/or office(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. [ ] 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.

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

Member of Community Board 17.

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 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 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
**Back Ground Information**

#4 I am an active member of the community Board. I met one member about a year ago and volunteered to help disseminate their information because I share their vision. I started soliciting support from the elected officers in the community. I was then asked to join the board.

#5 I wish to serve on the charter school board because I would like to give back to the community. As a special education specialist I see my input as a vital aspect to Young Scholars’ Charter School for the Arts Board.

**Response to Questions 17 – 22**

#17 I value giving back to the community especially when it involves children. I believe education should involve culture. For this reason I am willing to give my time to see the school succeed in its mission.

**Education Philosophy**

#18 The school’s mission embraces the belief that schools must provide parents and students with expanded choices in the type of educational opportunities that are available within the school system and provide a method to change from rule-based to performance-based accountability.

#19 The academic program of the school is to provide a place where both special needs and regular children can learn at their own pace yet meet the standard the Department of Education has set, to enable each child to grow in the performing arts and academics and to provide an opportunity to graduate and attain a college education.
#20 The efficacy of a charter school is characterized by a collaborative, actively engaged board members. The board members should comprise of a group of people who are committed to serve, and a knowledge of the schools mission and responsibilities. Board members should conduct themselves professionally and follow board policies.

#22 I have read and fully understand the charter schools by-laws and proposed policies.
A Statement of Assurance must be signed by and submitted for each proposed Board Member.

STATEMENT OF ASSURANCE

I, _______________ (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

03/14/13
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: _______________
DEREK M.J.CYRUS,JD

PRESIDENT & CEO: DMC MANAGEMENT GROUP, INC. A New York based management and financial consulting firm for the past 20 years.

PARTNER: RENASCENCE PARTNER CAPITAL INC. A New York based Real Property Investors relations firm: for the past 7 years.

BOARD MEMBERS: (V.P) ARIANNA PROSTATE CANCER COMMUNITY OUTREACH, INC.

(ICC) INTERCULTURAL CANCER COUNCIL,

BUILDING BLOCK LOCAL DEVELOPMENT CORPORATION.

GREAT OAK ELEMENTERY SCHOOL,INC.

TEACH NET,INC.

CARIBBEAN AMERICAN CHAMBER OF COMMERCE AND INDUSTRIES

MEMBER: COMMUNITY BOARD 17 YOUTH, EDUCATION, COMMERCE, LAND USE,

COMMETTIES.

BROOKLYN NEIGHBORHOOD ADVISORY BOARD

__________________________________________________________

SUMMARY OF QUALIFICATIONS

A dedicated resourceful finance professional with over 40 years experience; demonstrated expertise in the areas of corporate management, legal and financial services.

__________________________________________________________

EDUCATION

J.D: GEORGE WASHINGTON UNIVERSITY SCHOOL OF LAW, 1988

BA: GEORGE WASHINGTON UNIVERSITY, 1976
School Trustee Background Information

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

Name: Merlene A. Ruttié-Campbell
Charter School Name: Young Scholars Charter School of the Arts
Charter School Address: CSD 17

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, Trustee.

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

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

Background

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

5. Please explain why you wish to serve on the board.
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
**Back Ground Information**

#4 I am a SETTS teacher contracted by the NYC Department of Education presently servicing for student at the Stars and knights day school. I have had several (conversations) and as invited to a meeting with the founding group. They had questions on the special education components and I was able to provide pertinent information and answered questions.

#5 I became cognizant that charter schools were burgeoning. I also had the opportunity to interact and tutor privately with students who attends charter schools. The philosophy and curriculum offered seem to enhance a high quality of education. In an effort to contribute to community enrichment and to maximize students’ potentials, based on such premise, serving as a board member would be an avenue to serve my community and the society at large.

**Response to Questions 17 – 23**

# 17 If members of the board have violated their trust, by pursuing their own interest rather than the school I would request a board meeting to be convened to address the problem with other board members, and through collaborative effort and a consensus take necessary steps to alleviate the problem.

**Education Philosophy**

#18 The school’s mission embraces the belief that every child inclusive can maximize their potentials, through various models of learning including cultural and individualized system. the population is inclusive of children of lower socio-economic stratum and origin to become competent ELL.
#19 The educational program of the charter school facilitates and aligns with the common core New York State Standards. The unique and innovative techniques that are implemented enhance learning and create inherent positive sense of achievement in educating the whole child.

#20 The efficacy of a charter school is characterized by a collaborative, actively engaged board members. The board members should comprise of a group of people who are committed to serve, and a knowledge of the schools mission and responsibilities. Board members. Members should conduct themselves professionally and follow board policies by ensuring that scheduled meeting are attended and protocols are implemented and be reviewed systemically. Incompetence should be dealt with, as well as scope for the modification and revision. Networking with the community and related educational Institutions should be an integral component of a successful charter school.
A Statement of Assurance must be signed by and submitted for each proposed Board Member.

**STATEMENT OF ASSURANCE**

I, Merlene Ruttie-Campbell (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: M A Campbell

Date: 3/1/2013

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

- Business Telephone: [Redacted]
- Business Address: [Redacted]
- E-Mail Address: [Redacted]
- Home Telephone: [Redacted]
- Home Address: [Redacted]
Merlene A. Campbell

PROFESSIONAL EXPERIENCE

BOARD OF EDUCATION, BROOKLYN, NY
Coordinator/Crisis Intervention Teacher, 1989 - Present
Teacher of Emotionally Disturbed (K-2), 1991 - 1999

TRIVISION THERAPY, INC., 1994-PRESENT
INFANT CHILD AND LEARNING CENTER (ICLC), 1995 - PRESENT
Evaluator/Special Instructor, Home Based Early Intervention for
Developmentally Delayed Infants

SCHOOL OF HOPE FOR THE MENTALLY HANDICAPPED, JAMAICA, WEST INDIES
Teacher, 1979 - 1981
Teacher Trainer/Resource Officer, 1989 - 1990
Spot assistance in class management establishing, maintaining liaison between staff and
administration and identifying and investigating problems in the classroom environment,
recommending appropriate action and implementing these when necessary.

MICO TEACHERS COLLEGE, JAMAICA, WEST INDIES
Part-time lecturer in Special Education, 1989 - 1990

NORTH CAROLINA CENTER FOR THE ADVANCEMENT OF TEACHING STAFF
Graduate Assistant/Seminar/Research Assistant to the Associate Director, 1987 - 1989

EDUCATION

WESTERN CAROLINA UNIVERSITY, CULLOWHEE, NC
Master of Arts in Education, 1989
Majors in Mental Retardation with a minor in Learning Disabilities.

COLLEGE OF ARTS SCIENCE AND TECHNOLOGY (CAST), KINGSTON, JAMAICA, WI
Credits in Early Childhood Course including one on Management Studies, 1986 - 1987

WESTERN CAROLINA UNIVERSITY, CULLOWHEE, NC
Bachelor of Science in Education, Magna Cum Laude, 3.81 GPA, 1987

UNIVERSITY OF THE WEST INDIES, EXTRA MURAL DEPT., KINGSTON, JAMAICA, WI
Certificate, Psychology, Personality and Behavior, 1980

MICO TEACHER'S COLLEGE, KINGSTON, JAMAICA, WI
Diploma in Special Education, 1979

HONORS

• Magna Cum Laude
• Who's Who Among International Students (Chartered Edition)

ORGANIZATIONS

• Kappa Delta Phi
• United Federation of Teachers
• Nominated for Teacher Recognition, 1997-98
• Exceptional Children and Youth

PUBLICATIONS

• Newspaper article on Mental Retardation for NC County newspaper

REFERENCES

Furnished upon request.
School Trustee Background Information

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

Name: CHERYL AWT- BARKER

Charter School Name: Young Scholars Charter School for the Arts

Charter School Address: CSP 17

To which charter school board position(s) and/or office(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. 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.

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

7. Please indicate whether or not you have ever been convicted of a misdemeanor and/or felony in state or federal court in any jurisdiction. ☑ This does not apply to me. □ Yes.
   If the answer to this question is yes, please provide the following details regarding your conviction(s): (1) the name of the criminal offense(s); (2) whether the criminal offense(s) was a misdemeanor or felony; (3) the facts and circumstances surrounding your conviction(s); (4) the date(s) of your conviction(s); and (5) the date(s) of disposition(s).

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

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

Conflict of Interest

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

10. Please indicate whether you, your spouse, or other family member knows any person who is a prospective or current charter school employee. ☑ I / we do not know any such persons. □ Yes.
    If yes, please indicate the precise nature of your relationship here:

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

☐ No. ☐ Yes.
If yes, please describe the nature of the contract or business and, if applicable, the relationship of the person to the corporation, business or entity involved:

12. If the charter school is partnered with an educational service provider (a management company, whether for-profit or not-for-profit), please indicate whether you, your spouse, or any family member knows any employees, officers, owners, directors or agents of that provider. If your answer is in the affirmative, please describe any such relationship.
☐ Not applicable because the School does not/will not contract with a management company or charter management organization.
☒ I/we do not know any such persons. ☐ Yes.

13. If the charter school is partnered with an educational service provider, please indicate whether you, your spouse or other family member has a direct or indirect ownership, employment, contractual or management interest in the provider. For any interest indicated, please provide a detailed description.
☐ Not applicable because the School does not/will not contract with a management company or charter management organization.
☒ I/we have no such interest. ☐ Yes.

14. If the charter school is partnered with an educational services provider, please indicate if you, your spouse or other family member anticipates conducting, or is conducting, any business with the provider. If so, please indicate the precise nature of the business that is being or will be conducted.
☐ Not applicable because the School does not/will not contract with a management company or charter management organization.
☒ I/we do not anticipate conducting any such business. ☐ Yes.

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

16. Please indicate the potential ethical or legal conflicts of interests (if any) that would, or are likely to, exist should you be approved for service on the charter school’s board.
☒ None ☐ Yes
September 12, 2012

To Whom It May Concern

My name is Cheryl Ault-Barker and I am the principal of Thaddeus Stevens Public School 81 in Brooklyn, New York. I became aware Young Scholars Charter School for the Arts when I was asked to be the main speaker of their graduation ceremony in June of 2012. At that time the principal shared her vision and asked me to serve as a member of its board.

As an educator, I am in the business to help ALL children receive quality education and to provide the access they need to compete globally. Having ten years of successful experience as an administrator in Public Education I feel that I am qualified and capable to enhance and support schools that are starting from the ground up. It will be a pleasure to work with educators. I am not serving or have served on the board of a school district, non-public school or not for Profit Corporation.

#17 If I believe that one or more members of the charter school’s board are involved in working for their own benefits or the benefit of their friends and family I would first do an investigation to determine what the facts are. After the investigation I would respond by presenting my findings to the board. We can then revisit the organization’s (charter school’s) by-laws, policies, missions and guidelines that govern charter schools to establish procedures or disciplinary actions as outlined in the by-laws. We will also meet with party/parties concerned.

#18 The Charter school’s mission and philosophy is to provide all students with a well rounded education that addresses the “whole” child regardless of ethnicity, economic status or disability. It will prepare students to be critical thinkers and life- long learners from elementary level through college and career paths.

#19 The educational program of the charter school will focus on differentiation of instruction and alignment to the Common Core Standards. It will provide for remediation, acceleration and
small group instruction. Academic rigor, daily attendance and cultural awareness are core values that will be integrated in the daily instruction of students.

#20 Parental involvement, student attendance, parent teacher relationship, academic rigor, community relations, parents, students and teachers having governance and voice in policy making are some of the characteristics of a successful charter school. In order to attain and maintain success it will be necessary to have buy-in from all the stake holders. There has to be transparency, on-going checks and balances, periodic evaluations of data, programs, personnel and student assessment to determine next steps.

#21. I believe that the role of the charter school board is to develop and promote the schools’ mission, vision and purpose and to oversee the finances of the school.

#22 I do affirm that I have read and understood the charter school by-laws and purposed policies.
A Statement of Assurance must be signed by and submitted for each proposed Board Member.

STATEMENT OF ASSURANCE

I, CheryL Ault-Barker (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.

CheryL Ault-Barker September 12, 2012

Signature Date

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

Business Telephone:

Business Address:

E-Mail Address:

Home Telephone:

Home Address:
Cheryl Barker

Professional Profile

I have served as a school leader in the capacity of both principal and assistant principal for the past five years. I am currently the principal of PS 81 in Brooklyn. I have created a learning environment, which supports adult development, and in turn results in students achieving academically and socially. This is the essence of my educational philosophy. A philosophy that encompasses the core belief that every child can learn, grow and achieve. As an instructional leader, the fundamental principles of high expectations and excellence permeate all areas of our professional learning community. Students, teachers and parents collaborate to improve our primary goal of student achievement. To this end, I continue to provide differentiated professional development and analyze data to drive instruction.

Professional Accomplishments

EDUCATION
- 2012 New York City Leadership Academy Mentor for New Assistant Principals
- Kingsboro Wall of Fame in Recognition of Outstanding Achievement
- Brooklyn College’s Joseph J. Cohen’s Award for Excellence in Education
- 2008 Cahn Fellow Participants

Work History

Principal
PS 81
Brooklyn, NY

Assistant Principal

References

References are available upon request.
March 13, 2013

Young Scholars Charter School For the Arts
416 Utica Ave. 2 Fl.
Brooklyn, New York 11213

Dear Mr. Black,

As per our conversation on Sunday, March 10, 2013 I am replying and excepting your invitation on the Charter School Board of Directors within our community.

If there's any questions feel free to contact me at the above number.

Your in Christ,

[Signature]

Rev. Dr. Duane E. Cooper, Pastor
PROPOSED BYLAWS

YOUNG SCHOLARS CHARTER SCHOOL FOR THE ARTS BYLAWS

ARTICLE I

NAME AND APPLICABLE LAW
1.1 The name of the Corporation is Young Scholars Charter School for the Arts (the School). 
1.2 The School is a charter school as defined in the New York State Charter Schools Act (Article 56) of the Education Law of the State of New York. Except as otherwise provided by the Education Law of the State of New York, the School is an independent and autonomous public school. 
1.3 Pursuant to the Education Law of the State of New York, and except as otherwise provided by said law, the School is a Type B New York State not for profit corporation as defined in the Not for Profit Corporation Law of the State of New York. The School is a non-membership corporation.

ARTICLE II

MEMBERSHIP
The School has no members. The rights which would otherwise be vest in the members, is vest in the Trustees (the Trustees). Actions which would otherwise require approval by a majority of all members or approval by the members require only approval of a majority of all Trustees or approval by the Board of Trustees (the Board).

ARTICLE III

BOARD OF TRUSTEES
A. Powers. The Board shall conduct or direct the affairs of the School and exercise its powers, subject to the provisions of applicable law (including the Education Law and Not-for-Profit Corporation Law), as well as the requirements of the School’s Charter and these Bylaws. The Board may delegate the management of the activities of the School to others, 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:
1. To elect and remove Trustees;
2. To select and remove Officers, agents and employees of the School and to prescribe powers and duties for them;
3. To conduct, manage and control the affairs and activities of the School, and to make rules and regulations;
4. 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;
5. To carry on the business of operating the School and apply any surplus that results from the business activity to any activity in which the School may engage;
6. 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;
7 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;
8. 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, subject to the provisions of the Not-for-Profit Corporation Law and any limitations noted in the By-laws;
9. 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 applicable provisions of the New York Not-for-Profit Corporation Law and the limitations noted in these Bylaws.

B. Number of Trustees. The number of Trustees of the School shall be not fewer than five (5) and shall not exceed fifteen (15). The Board shall fix the exact number of Trustees, within these limits, by Board resolution or amendment of the Bylaws.

C. Election of Trustees.
1. Election. The Board shall elect the Trustees by the vote of a majority of the Trustees then in office or, in the event that only one Trustee remains, then by the sole remaining Trustee. Trustees-elect assume office subject to approval by the [Charter Entity].
2. Eligibility. The Board may elect any person who is at least eighteen (18) years old and who, in its discretion, it believes will serve the interests of the School faithfully and effectively.
3. Interested Persons. Not more than forty percent (40%) of the persons serving on the Board may be interested persons. An “interested person” is: (1) any person 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 (2) any sister, brother, ancestor, descendant, spouse, domestic partner, sister-in-law, brother-in-law, daughter-in-law, son-in-law, mother-in-law or father-in-law, cousin or cousin-in-law of any such person.
4. Term of Office.
(a) The Trustees elected shall be divided into three classes for the purpose of staggering their terms of office. The Board Executive Committee will assign each founding Board member to a class prior to the first Board meeting. All classes shall be as nearly equal in number as possible. The assignment of any Board member to a particular class does not in any way restrict that Board member from participating fully in all Board activities and from serving additional terms.
(b) The terms of office of the Trustees initially shall be for one year. Thereafter, they shall be classified shall be as follows: that of the first class shall expire at the next annual meeting of the Trustees, the second class at the second succeeding annual meeting and the third class at the third succeeding annual meeting. Following the expiration of these designated terms, the term of each Trustee shall continue for three (3) years. Trustees may not serve more than two consecutive terms. (c) The term of office of a Trustee elected to fill a vacancy in these Bylaws begins on the date of the Trustee’s election, and continues: (1) for the balance of the unexpired term in the case of a vacancy created because of the resignation, removal, or death of a Trustee, or (2) for
the term specified by the Board in the case of a vacancy resulting from the increase of the number of Trustees authorized. (d) A Trustee’s term of office shall not be shortened by any reduction in the number of Trustees resulting from amendment to the Charter, the Bylaws, or other Board action. (e) A Trustee’s term of office shall not be extended or shortened beyond that for which the Trustee was elected by amendment of the school’s charter or the Bylaws or other Board action.

5. **Time of Elections.** The Board shall elect Trustees whose terms begin on July 1st of a given year at the Annual Meeting for that year, or at a Regular Meeting designated for that purpose, or at a Special Meeting called for that purpose.

D. **Removal or Suspension of Trustees, Officers and Employees.** The Board may remove or suspend from office by vote of a majority of the entire Board any Trustee 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), in accordance with the applicable provisions of the Education Law and the Not-for-Profit Corporation Law.

E. **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.

F. **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.

G. **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**

**OFFICES**

The School’s main office shall be located at the school (the “School Facility”), which may be selected from time to time by resolution of a majority of the Board. The Secretary shall note any change in office on the copy of the Bylaws maintained by the Secretary. The School may also have offices at such other places, within the State of New York, as the Board may from time to time determine.

**ARTICLE V**

**MEETINGS OF THE BOARD**

A. **Place of Meetings.** Board Meetings shall be held at the School Facility or at any other reasonably convenient place as the Board may designate; provided that Board meetings shall be scheduled at least monthly at the School Facility.

B. **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 corporate affairs, and transacting such other business as comes before the meeting.

C. **Frequency of Meetings.** A minimum of twelve (12) meetings shall be scheduled each year on dates determined by the Board; provided that Board meetings shall be scheduled at least
monthly at the School Facility.

D. Special Meetings. 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-half of the entire Board.

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

F. Notice to Trustees. Notices to Trustees of Board Meetings shall be given as follows:
1. If the Board fixes the dates of regular meetings (which may include the Annual Meeting) for the year, then such meetings may be held without further notice of time and place. In the event that the date of an Annual Meeting or regular meeting is changed (or a regular meeting is added), written notice of the new meeting date (or the date of the new regular meeting) will be provided at least ten (10) days in advance of the meeting.
2. Special Meetings shall be held upon reasonable notice (at least 48 hours, if practicable)
3. 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 School’s 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.

G. 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.

H. Public Notice. Public notice of all Board meetings and of all meetings of Committees shall be given in accordance with the requirements of the Article 7 of the Public Officers Law (the “Open Meetings Law”).

ARTICLE VI
ACTION BY THE BOARD

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

B. Action by the Board.

1. Actions Taken at Board Meetings. Any business may be transacted and any corporate action may be taken at any annual, regular or special meeting of the Board at which a quorum is present, whether such business or proposed action be stated in the notice of such meeting or not, unless special notice of such business or proposed action is required by law or by these bylaws. 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.

2. Board Participation by Other Means. In all events, a quorum of Trustees must be present to lawfully conduct a Board meeting. To the extent permitted by the Open Meetings Law, Trustees participating by means of video-conferencing may be counted toward achieving a quorum. Once a quorum is present, additional 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. Trustees shall not be entitled to vote unless
they attend the meeting in person or, to the extent permitted by the Open Meetings Law, by live video-conferencing. Trustees participating by means of video-conferencing shall do so from a site at which the public may attend, listen and observe. All meetings of the Board are subject to the provisions of the Open Meetings Law.

C. Committees. 

1. Appointment of Committees. The Board may create committees of the Board (each, a “Committee”) for any purpose, and the Chair of the Board shall appoint members to and designate the chairs of such Committees, subject to the approval of the Board. A Committee will consist of not fewer than three Trustees (or not fewer than five Trustees in the case of the Executive Committee), who shall be appointed by the Chair, subject to the approval of the Board.

2. Standing Committees. The Board shall have three standing Committees: an Executive Committee (chaired by the Chair), a Finance Committee (chaired by the Treasurer) and an Education and Accountability Committee. Additional Committee members shall be appointed by the Chair, subject to the approval of the Board.

3. Authority of Committees. The Board may delegate to a Committee any of the authority of the Board, except with respect to:
   (a) The election of Trustees;
   (b) Filling vacancies on the Board or any Committee which has the authority of the Board;
   (c) The amendment or repeal of Bylaws or the adoption of new Bylaws; and
   (d) The appointment of other Committees, or the members of the Committees.

4. Procedures of Committees. The Board may prescribe the manner in which the proceedings of any Committee are to be conducted. In the absence of such prescription, a Committee may prescribe the manner of conducting its proceedings, subject to the provisions of these Bylaws.

D. Standard of Care.

1. Performance of Duties. Each Trustee shall perform all duties of a Trustee, including duties on any 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.

2. 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:
   (a) One or more Officers or employees of the School whom the Trustee believes to be reliable and competent in the matters presented;
   (b) Legal counsel, public accountants or other persons as to matters that the Trustee believes are within that person’s professional or expert competence; or
   (c) A 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 in Paragraph D.1., and after reasonable inquiry when the need is indicated by the circumstances, and without knowledge that would cause such reliance to be unwarranted.

3. Investments. In investing and dealing with all assets held by the School for investment, the Board shall exercise the standard of care described above in Paragraph D.1., and shall consider among other relevant considerations the long and short term needs of the 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.

**E. 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.

**F. 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 Committee, except that any Trustee shall be excused from the discussion and vote on any matter involving: (a) a conflict of interest for such Trustee (even if such conflict of interest does not constitute a prohibited transaction under applicable law); (b) indemnification of that Trustee uniquely; or (c) any other matter at the discretion of a majority of the Trustees then present.

**G. 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**

**A. Officers.** The Officers of the School consist of a Chair (the *Chair*), Vice Chair (the *Vice Chair*), a Secretary and a Treasurer. The School also may have such other officers as the Board deems advisable.

1. **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 and these bylaws may prescribe. If present, the Chair shall preside at Board meetings.

2. **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.

3. **Secretary.** The Secretary shall: (a) 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 Committees, noting the time and place of the meeting, whether it was regular or special (and if special, how authorized), the notice given, the names of those present, and the proceedings; (b) keep or cause to be kept a copy of the School’s Charter and Bylaws with amendments; (c) keep or cause to be kept a copy of the School’s incorporation and tax status filings and documentation; (d) give or cause to be given notice of the Board and Committee meetings as required by the Bylaws; and (e) have such other powers and perform such other duties as the Board may prescribe.

4. **Treasurer.** The Treasurer shall: (a) keep or cause to be kept adequate and correct accounts of the School’s properties, receipts and disbursements; (b) make the books of account available at all times for inspection by any Trustee; (c) deposit or cause to be deposited the School’s monies and other valuables in the School’s name and to its credit, with the depositories the Board designates; (d) disburse or cause to be disbursed the School’s funds as the Board directs; (e)
render or cause to be rendered to the Chair and the Board, as requested but no less frequently than once every fiscal year, an account of the School’s financial transactions and financial condition; (f) prepare or cause to be prepared any reports on financial issues required by any loan agreement; (g) chair the Finance Committee; and (h) have such other powers and perform such other duties as the Board may prescribe.

B. Election, Eligibility and Term of Office.

1. 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.

2. Eligibility. A Trustee may hold any number of offices, except that neither the Secretary nor Treasurer may serve concurrently as the Chair.

3. 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.

C. 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 School, the resignation taking effect upon receipt of the notice or at a later date specified in the notice.

ARTICLE VIII
NO LIABILITY OF TRUSTEES; INDEMNIFICATION; INSURANCE

A. No Liability of Trustees. The Trustees shall not be personally liable for the School’s debts, liabilities or other obligations.

B. Indemnification. The School shall (in the case of Trustees and Officers) and may (in the case of employees and agents), to the fullest extent permitted by law, indemnify any person made, or threatened to be made, a party or witness to any action, investigation or proceeding by reason of the fact that he or she (or his or her testator) is or was a Trustee, officer, employee or agent of the School, against judgments, fines, amounts paid in settlement and reasonable expenses, including attorneys’ fees. No indemnification may be made to or on behalf of any person if (a) his or her acts were committed in bad faith, or were the result of his or her deliberate dishonesty and were material to such action or proceeding, or (b) he or she personally gained a financial profit or other advantage to which he or she was not legally entitled in the transaction or matter in which indemnification is sought.

C. Insurance. The School shall have the power to purchase and maintain all insurance policies deemed to be in the best interest of the School, including insurance to indemnify the School for any obligation which it incurs as a result of its indemnification of Trustees, Officers, employees or agents, or to indemnify such persons in instances in which they may be so indemnified.

ARTICLE IX
CONFLICTS OF INTEREST

A. Code of Ethics. The Board shall approve a Code of Ethics applicable to Trustees, officers and employees of the School, compliant with the General Municipal Law, which may be amended from time to time by the Board.

B. Conflict of Interest. Any Trustee, Officer, or Committee member having an interest in a contract, other transaction or program presented to or discussed by the Board or 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 that may 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 proceedings, including the disclosure made, the vote thereon and, where applicable, the abstention from voting and participation. The Board may adopt formal policies requiring:

1. Regular annual statements from Trustees, Officers and key employees to disclose existing and potential conflicts of interest; and
2. 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 a director, trustee or officer of, or has a significant financial or influential interest in the entity contracting or dealing with the School. These provisions will be consistent with the General Municipal Law.

ARTICLE X
OTHER PROVISIONS
A. Fiscal Year. The fiscal year of the School begins on July 1 of each year and ends June 30.
B. 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.
C. 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 Chair of the Board, the Head of School, or Treasurer. Check requests for amounts of $5,000.00 or greater must be signed by two (2) of these individuals.
D. 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 School 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.
E. Interpretation of Charter. To the extent of any conflict between any provision of these by-laws and the Open Meetings Law, the Open Meetings Law will control. Whenever any provision of the Bylaws is in conflict with the provisions of the Charter, shall control.

ARTICLE XI
AMENDMENT
A majority of the Trustees may adopt, amend or repeal these Bylaws, subject to approval by the Charter Entity, where applicable.

ARTICLE XII
REFERENCES TO DOCUMENTS
References in these Bylaws to the certificate of incorporation of the School (the "Charter"), or to any other document, shall include all amendments thereto or changes thereof unless specifically excepted.

CERTIFICATE OF THE SECRETARY
The undersigned does hereby certify that the undersigned is the Secretary of Young Scholars Charter School for the Arts, an education 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.

Secretary,
Young Scholars Charter School for the Arts (YSCSA)
Attachment: 5C

Proposed Code of Ethics

The YSCSA’s Board of Trustees recognizes that sound, ethical standards of conduct serve to increase the effectiveness of the Board Trustees and the staff as educational leaders in the community. Actions based on an ethical code of conduct promote public confidence and the attainment of school goals. The Board also recognizes its obligation under the General Municipal Law to adopt a code of ethics consistent with the provisions of the General Municipal Law, setting forth the standards of conduct required of all school trustees, officers and employees. Therefore, every officer and employee of the school, whether paid or unpaid, including Board Trustees, shall adhere to the following code of conduct:

1. **Gifts**: An officer or employee shall not directly or indirectly solicit any gifts; nor shall an officer or employee accept or receive any single gift having a value of $75 or more, or gifts from the same source having a cumulative value of $75 or more over a twelve-month period, whether in the form of money, services, loan, travel, entertainment, hospitality, thing or promise, or any other form, if it could reasonably be inferred that the gift was intended to influence him or her in the performance of his or her official duties or was intended as a reward for any official action on his or her part. However, the Board welcomes and encourages the writing of letters or notes expressing gratitude or appreciation to staff members. Gifts from children that are principally sentimental in nature and of insignificant financial value may be accepted in the spirit in which they are given.

2. **Confidential information**: An officer or employee shall not disclose confidential information acquired by him or her in the course of his or her official duties or use such information to further his or her own personal interest. In addition, he/she shall not disclose information regarding any matters discussed in an executive session of the Board, whether such information is deemed confidential or not.

3. **Representation before the Board**: An officer or employee shall not receive or enter into any agreement, express or implied, for compensation for services to be rendered in relation to any matter before the school board.

4. **Representation before the Board for a contingent fee**: An officer or employee shall not receive or enter into any agreement, express or implied, for compensation for services to be rendered in relation to any matter before the school board, whereby the compensation is to be dependent or contingent upon any action by the school with respect to such matter, provided that this paragraph shall not prohibit the fixing at any time of fees based upon the reasonable value of the services rendered.

5. **Disclosure of interest in matters before the Board**: A member of the Board of Trustees and any officer or employee of the school, whether paid or unpaid, who participates in the discussion or gives official opinion to the Board on any matter before the Board shall publicly
disclose on the official record the nature and extent of any direct or indirect financial or other private interest he or she has in such matter. The term “interest” means a pecuniary or material benefit accruing to an officer or employee.

6. **Investments in conflict with official duties**: An officer or employee shall not invest or hold any investment directly in any financial, business, commercial or other private transaction that creates a conflict with his or her official duties.

7. **Private employment**: An officer or employee shall not engage in, solicit, negotiate for or promise to accept private employment when that employment or service creates a conflict with or impairs the proper discharge of his or her official duties.

8. **Future employment**: An officer or employee shall not, after the termination of service or employment with the Board, appear before the Board or any panel or committee of the Board, in relation to any case, proceeding, or application in which he or she personally participated during the period of his or her service or employment or that was under his or her active consideration. This shall not bar or prevent the timely filing by a present or former officer or employee of any claim, account, demand or suit against the district on his or her own behalf or on behalf of any member of his or her family arising out of any personal injury or property damage or for any lawful benefit authorized or permitted by law.

**Distribution of Code of Ethics**

The Head of School shall cause a copy of this Code of Ethics to be distributed annually to every officer and employee of the school. Each officer and employee elected or appointed thereafter shall be furnished a copy before entering upon the duties of his or her office or employment.

**Penalties**

In addition to any penalty contained in any other provision of law, any person who shall knowingly and intentionally violate any of the provisions of the Board’s code of ethics may be fined, suspended or removed from office or employment, as the case may be, in the manner provided by law.

**CONFLICT OF INTEREST**

**PROPOSED POLICY ON CONFLICTS OF INTEREST**

The General Municipal Law defines prohibited conflicts of interest for school trustees, officers and employees.

Under the General Municipal Law, no school officer or employee may have an interest, direct or indirect, in any contract with the School, when such trustee, officer or employee, individually or as a member of the Board, has the power or duty to (a) negotiate, prepare, authorize or approve the contract, or authorize or approve payment under the contract; (b) audit bills or claims under the contract; or (c) appoint an officer or employee who has any of the powers or duties set forth above. No Treasurer may have an interest, direct or indirect, in a bank or trust company designated as a depository or paying agent or for investment of funds of his/her school. This, however, does not preclude payment of lawful compensation and necessary expenses of a school.
employee in one or more public offices or positions of employment, the holding of which is not prohibited by law.

Exceptions to Law

The General Municipal Law enumerates a number of exceptions to its general rule prohibiting conflicts. Specifically, the statute provides that its prohibitions on conflict of interest do NOT apply to:

a) The designation of a bank or trust company as a depository, paying agent, registration agent or for investment of funds of a municipality except when the chief fiscal officer, treasurer, or his/her deputy or employee, has an interest in such bank or trust company; provided, however, that where designation of a bank or trust company outside the municipality would be required because of the foregoing restriction, a bank or trust company within the municipality may nevertheless be so designated;

b) A contract with a person, firm, corporation or association in which a municipal officer or employee has an interest which is prohibited solely by reason of employment as an officer or employee thereof, if the remuneration of such employment will not be directly affected as a result of such contract and the duties of such employment do not directly involve the procurement, preparation or performance of any part of such contract;

c) The designation of a newspaper, including but not limited to an official newspaper, for the publication of any notice, resolution, ordinance or other proceeding where such publication is required or authorized by law;

d) The purchase by a municipality of real property or an interest therein, provided the purchase and the consideration therefore is approved by order of the supreme court upon petition of the governing board;

e) The acquisition of real property or an interest therein, through condemnation proceedings according to law;

f) A contract with a membership corporation or other voluntary non-profit corporation or association;

g) The sale of lands and notes pursuant to Section 60.10 of the local finance law;

h) A contract in which an officer or employee has an interest if such contract was entered into prior to the time he/she was elected or appointed as such officer or employee, but this does not authorize a renewal of any such contract;

i) Employment of a licensed physician as school physician for a school upon authorization by a two-thirds vote of the board of trustees;

j) A contract with a corporation in which an officer or employee has an interest by reason of stockholdings when less than five percent of the outstanding stock of the corporation is owned or controlled directly or indirectly by such officer or employee;

k) A contract for the furnishing of public utility services when the rates or charges therefore are fixed or regulated by the public service commission;

l) A contract for the payment of a reasonable rental of a room or rooms owned or leased
by an officer or employee when the same are used in the performance of his/her official duties and are so designated as an office;
m) A contract for the payment of a portion of the compensation of a private employee of an officer when such employee performs part-time service in the official duties of the office;
n) A contract in which a school officer or employee has an interest if the total consideration payable thereunder, when added to the aggregate amount of all consideration payable under contracts in which such person had an interest during the fiscal year, does not exceed the sum of seven hundred and fifty dollars;
o) A contract with a member of private industry council established in accordance with the federal job training partnership act or any firm, corporation or association in which such member holds an interest, provided the member discloses such interest to the council and the member does not vote on the contract.

Express Prohibitions
In addition, the law clearly states that a trustee, officer or employee may not:
a) Directly or indirectly, solicit any gift, or accept or receive any gift having a value of $75 or more, whether in the form of money, service, loan, travel, entertainment, hospitality, thing, or promise, or in any other form, under circumstances in which it could reasonably by inferred that the gift was intended to or could reasonably be expected to influence him/her in the performance of his/her official duties, or was intended as a reward for any official action on his/her part;
b) Disclose confidential information acquired in the course of his/her official duties or use such information to further his/her personal interests;
c) Receive, or enter into any agreement, express or implied, for compensation for services to be rendered in relation to any matter before the Board; or
d) Receive, or enter into any agreement, express or implied, for compensation for services to be rendered in relation to any matter before the Board whereby the compensation is to be dependent or contingent upon any action by the agency. This does not prohibit the fixing of fees based upon the reasonable value of services rendered.

Penalties
Any contract willfully entered into by or with a school in which there is a prohibited interest is void and unenforceable. In addition, any trustee, officer or employee who willfully and knowingly violates the foregoing provisions shall be guilty of a misdemeanor.
It should be noted that competitive bidding does not cure the prohibition against having any interest in a contract when the trustee, officer or the employee has the power to approve the contract.
The law further authorizes, in addition to any other penalty imposed, that any person who knowingly and intentionally violates the above may be fined, suspended, or removed from office or employment in the manner provided by law.

Disclosure of Interests
The Legislature has also enacted various disclosure requirements, in an effort to protect the public and to publicize conflicts of interest, so that both the public and the governing body might take appropriate account of any personal interests in assessing the public benefit of a personal transaction. Any trustee, officer or employee who has, will have, or later acquires an interest in any actual or proposed contract with the Board must publicly disclose the nature and extent of such interest in writing to the Board as soon as he/she has knowledge of it. Although certain interests may not be expressly prohibited by law, they are still subject to disclosure requirements. Legal counsel should be sought concerning any question regarding disclosure of specific items. The law requires that written disclosure be made part of and set forth in the minutes of the Board. Once made, no further disclosures with respect to additional contracts with the same party during the remainder of the fiscal year need be made.
Young Scholars Charter School for the Arts

Not Applicable
General Instructions and Notes for New Application Budgets and Cash Flows Templates

1. - Complete ALL SIX tabs in BLUE
2. - Enter information into the GRAY cells
3. - Cells labeled in ORANGE contained guidance pertaining to that tab
4. - Cells containing RED triangles in the upper right corner in columns B thru G contain guidance on that particular line item
5. - Funding by School District information for all NYS School districts is located on the State Aid website at [https://stateaid.nysed.gov/charter/](https://stateaid.nysed.gov/charter/) Refer to this website for per-pupil tuition funding for all school districts. Rows may be inserted in the worksheet to accommodate additional districts if necessary.
6. - Assumptions column should be completed for all revenue and expense items unless the item is self-explanatory. Where applicable, please reference the page number or section in the application narrative that indicate the assumption being made. For instance, student enrollment would reference the applicable page number in Section I, C of the application narrative.
<table>
<thead>
<tr>
<th>Contact Name:</th>
<th>Earlene Warren Fernandez</th>
</tr>
</thead>
<tbody>
<tr>
<td>Contact Email:</td>
<td><a href="mailto:ewarrenf@aol.com">ewarrenf@aol.com</a></td>
</tr>
<tr>
<td>Contact Phone:</td>
<td>917-701-5836</td>
</tr>
<tr>
<td>District of Location</td>
<td>CSD 17</td>
</tr>
</tbody>
</table>

**Pre-Opening Period**
- January 1, 2014 to June 30, 2014

**Operational Year ONE**
- July 1, 2014 to June 30, 2015
<table>
<thead>
<tr>
<th>Description</th>
<th>Amount</th>
</tr>
</thead>
<tbody>
<tr>
<td>Total Revenue</td>
<td>256,667</td>
</tr>
<tr>
<td>Total Expenses</td>
<td>256,632</td>
</tr>
<tr>
<td>Net Income</td>
<td>35</td>
</tr>
<tr>
<td>Actual Student Enrollment</td>
<td>-</td>
</tr>
<tr>
<td>Total Paid Student Enrollment</td>
<td>-</td>
</tr>
</tbody>
</table>

**REVENUE**

**REVENUES FROM STATE SOURCES**

<table>
<thead>
<tr>
<th>District of Location</th>
<th>CY Per Pupil Rate</th>
</tr>
</thead>
<tbody>
<tr>
<td>School District 1 (Enter Name)</td>
<td>13,527</td>
</tr>
<tr>
<td>School District 2 (Enter Name)</td>
<td>-</td>
</tr>
<tr>
<td>School District 3 (Enter Name)</td>
<td>-</td>
</tr>
<tr>
<td>School District 4 (Enter Name)</td>
<td>-</td>
</tr>
<tr>
<td>School District 5 (Enter Name)</td>
<td>-</td>
</tr>
</tbody>
</table>

Special Education Revenue
 Grants
 Stimulus
CSP Grants | 166,667 Anticipated 1/3 of $500,000 Grant
Local Contribution | 90,000 Anticipated Local Contribution and support

**TOTAL REVENUE FROM STATE SOURCES** | 256,667 |

**REVENUE FROM FEDERAL SOURCES**

IDEA Special Needs
Title I
Title Funding - Other
School Food Service (Free Lunch)
Grants
Charter School Program (CSP) Planning & Implementation
Other

**TOTAL REVENUE FROM FEDERAL SOURCES** | - |

**LOCAL and OTHER REVENUE**

Contributions and Donations, Fundraising
Erate Reimbursement
Interest Income, Earnings on Investments,
NYC-DOYCD (Department of Youth and Community Developmt.)
Food Service (Income from meals)
Text Book

**TOTAL REVENUE FROM LOCAL and OTHER SOURCES** | - |

**TOTAL REVENUE** | 256,667 |

**EXPENSES**

**ADMINISTRATIVE STAFF PERSONNEL COSTS**

<table>
<thead>
<tr>
<th>Description</th>
<th>No. of Positions</th>
<th>Amount</th>
</tr>
</thead>
<tbody>
<tr>
<td>Executive Management</td>
<td>0.50</td>
<td>60,000</td>
</tr>
<tr>
<td>Instructional Management</td>
<td>0.33</td>
<td>33,000</td>
</tr>
<tr>
<td>Deans, Directors &amp; Coordinators</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>CFO / Director of Finance</td>
<td>0.50</td>
<td>40,000</td>
</tr>
<tr>
<td>Operation / Business Manager</td>
<td>0.33</td>
<td>26,666</td>
</tr>
<tr>
<td>Administrative Staff</td>
<td>-</td>
<td>-</td>
</tr>
</tbody>
</table>

**TOTAL ADMINISTRATIVE STAFF** | 1.66 | 159,666 |

**INSTRUCTIONAL PERSONNEL COSTS**

Teachers - Regular
Teachers - SPED
Substitute Teachers
Teaching Assistants
Specialty Teachers
Aides
Therapists & Counselors
Other

**TOTAL INSTRUCTIONAL** | - | - |

**NON-INSTRUCTIONAL PERSONNEL COSTS**

Nurse
Librarian

**List exact titles included in the position category, if different from description, and Staff FTE’s (Full time equivalent)**

Executive Management: CEO begins duty on Jan 1, 2014
Instructional Management: Principal begins duty on March 1, 2014
CFO / Director of Finance: Director of Finance begins duty on Jan 1, 2014
Administrative Staff: DOO begins duty on March 1, 2014
<table>
<thead>
<tr>
<th>Custodian</th>
<th>-</th>
<th>-</th>
</tr>
</thead>
<tbody>
<tr>
<td>Security</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>Other</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>TOTAL NON-INSTRUCTIONAL</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td><strong>SUBTOTAL PERSONNEL SERVICE COSTS</strong></td>
<td>1.66</td>
<td>159,666</td>
</tr>
<tr>
<td>PAYROLL TAXES AND BENEFITS</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>Payroll Taxes</td>
<td>15,966</td>
<td>10% of gross salary</td>
</tr>
<tr>
<td>Fringe / Employee Benefits</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>Retirement / Pension</td>
<td>14,400</td>
<td>800 per employee toward health benefit per month</td>
</tr>
<tr>
<td>TOTAL PAYROLL TAXES AND BENEFITS</td>
<td>2,400</td>
<td>-</td>
</tr>
<tr>
<td><strong>TOTAL PERSONNEL SERVICE COSTS</strong></td>
<td>32,766</td>
<td>-</td>
</tr>
<tr>
<td>CONTRACTED SERVICES</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>Accounting / Audit</td>
<td>20,000</td>
<td>Contracted financial services; setup accounting systems policies and procedures</td>
</tr>
<tr>
<td>Legal</td>
<td>5,000</td>
<td>-</td>
</tr>
<tr>
<td>Management Company Fee</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>Nurse Services</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>Food Service / School Lunch</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>Payroll Services</td>
<td>400</td>
<td>Payroll processing fee</td>
</tr>
<tr>
<td>Special Ed Services</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>Titlement Services (i.e. Title I)</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>Other Purchased / Professional / Consulting</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>TOTAL CONTRACTED SERVICES</td>
<td>25,400</td>
<td>-</td>
</tr>
<tr>
<td><strong>SCHOOL OPERATIONS</strong></td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>Board Expenses</td>
<td>10,000</td>
<td>Board training</td>
</tr>
<tr>
<td>Classroom / Teaching Supplies &amp; Materials</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>Special Ed Supplies &amp; Materials</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>Textbooks / Workbooks</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>Supplies &amp; Materials other</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>Equipment / Furniture</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>Telephone</td>
<td>800</td>
<td>Cell phone service</td>
</tr>
<tr>
<td>Technology</td>
<td>3,200</td>
<td>Computers for 4 staff members</td>
</tr>
<tr>
<td>Student Testing &amp; Assessment</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>Field Trips</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>Transportation (student)</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>Student Services - other</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>Office Expense</td>
<td>2,400</td>
<td>Office Supplies for 6 months</td>
</tr>
<tr>
<td>Staff Development</td>
<td>1,200</td>
<td>Workshop conference/ seminar</td>
</tr>
<tr>
<td>Staff Recruitment</td>
<td>8,000</td>
<td>Ads for recruitment and other expenses related to recruiting staff</td>
</tr>
<tr>
<td>Student Recruitment / Marketing</td>
<td>12,000</td>
<td>Ads for recruitment and other expenses related to recruiting students</td>
</tr>
<tr>
<td>School Meals / Lunch</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>Travel (Staff)</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>Fundraising</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>Other</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>TOTAL SCHOOL OPERATIONS</td>
<td>37,600</td>
<td>-</td>
</tr>
<tr>
<td><strong>FACILITY OPERATION &amp; MAINTENANCE</strong></td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>Insurance</td>
<td>1,200</td>
<td>Prorated insurance expense</td>
</tr>
<tr>
<td>Janitorial</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>Building and Land Rent / Lease</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>Repairs &amp; Maintenance</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>Equipment / Furniture</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>Security</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>Utilities</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>TOTAL FACILITY OPERATION &amp; MAINTENANCE</td>
<td>1,200</td>
<td>-</td>
</tr>
<tr>
<td><strong>DEPRECIATION &amp; AMORTIZATION</strong></td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td><strong>DISSOLUTION ESCROW &amp; RESERVES / CONTINGENCY</strong></td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>TOTAL EXPENSES</td>
<td>256,632</td>
<td>-</td>
</tr>
<tr>
<td><strong>NET INCOME</strong></td>
<td>35</td>
<td>-</td>
</tr>
</tbody>
</table>

**ENROLLMENT - “School Districts Are Linked To Above Entries”**
- District of Location
- School District 2 (Enter Name)
- School District 3 (Enter Name)
- School District 4 (Enter Name)
- School District 5 (Enter Name)

**TOTAL ENROLLMENT**

**REVENUE PER PUPIL**

**EXPENSES PER PUPIL**
## Young Scholar Charter School for the Arts

### PROJECTED CASH FLOW FOR DISCRETIONARY PLANNING YEAR *

* This section should be left blank unless and/or until the charter agreement is duly modified to include a planning year.

<table>
<thead>
<tr>
<th>PROJECTED CASH FLOW FOR PRE-OPENING PERIOD</th>
<th>January 1, 2014 to June 30, 2014</th>
</tr>
</thead>
</table>

| Total Revenue | 42,772 | 42,779 | 42,779 | 42,779 | 42,780 | 256,666 |
| Total Expenses | 36,883 | 36,883 | 44,316 | 46,117 | 46,117 | 256,632 |
| Net Income | 5,889 | 5,896 | (1,738) | (3,339) | (3,339) | 34 |
| Cash Flow Adjustments | - | - | - | - | - | - |
| Net Income | 5,889 | 5,896 | (1,738) | (3,339) | (3,339) | 34 |

### REVENUE

#### REVENUES FROM STATE SOURCES

<table>
<thead>
<tr>
<th>Per Pupil Revenue</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>District of Location</td>
<td></td>
</tr>
<tr>
<td>School District 2 (Enter Name)</td>
<td>-</td>
</tr>
<tr>
<td>School District 3 (Enter Name)</td>
<td>-</td>
</tr>
<tr>
<td>School District 4 (Enter Name)</td>
<td>-</td>
</tr>
<tr>
<td>School District 5 (Enter Name)</td>
<td>-</td>
</tr>
</tbody>
</table>

#### Grants

| Stipend | 33,333 |
| Other | 42,772 |
| TOTAL REVENUE FROM STATE SOURCES | 86,666 |

#### REVENUE FROM FEDERAL FUNDING

| IDEA Special Needs | - |
| Title I | - |
| Title II | - |
| School Food Service (Free Lunch) | - |
| Grants | - |
| Charter School Program (CSP) Planning & Implementation | - |
| Other | - |
| TOTAL REVENUE FROM FEDERAL SOURCES | - |

#### LOCAL AND OTHER REVENUE

| Contributions and Donations, Fundraising | - |
| Fundraising | - |
| Endowment Reimbursement | - |
| Interest Income, Earnings on Investments, NYC-DOE (Department of Youth and Community Development) | - |
| Food Service (Income from meals) | - |
| Text Book | - |
| OTHER | - |
| TOTAL REVENUE FROM LOCAL AND OTHER SOURCES | - |

| TOTAL REVENUE | 42,772 |

### EXPENSES

#### ADMINISTRATIVE STAFF PERSONNEL COSTS

<table>
<thead>
<tr>
<th>Position (No. of Positions)</th>
<th>0.50</th>
</tr>
</thead>
<tbody>
<tr>
<td>Executive Management</td>
<td>10,000</td>
</tr>
<tr>
<td>Institutional Management</td>
<td>5,550</td>
</tr>
<tr>
<td>Deans, Directors &amp; Coordinators</td>
<td>6,666</td>
</tr>
<tr>
<td>CFO / Director of Finance</td>
<td>6,666</td>
</tr>
<tr>
<td>Operation / Business Manager</td>
<td>6,666</td>
</tr>
<tr>
<td>Administrative Staff</td>
<td>-</td>
</tr>
<tr>
<td>TOTAL ADMINISTRATIVE STAFF</td>
<td>22,166</td>
</tr>
</tbody>
</table>

#### INSTRUCTIONAL PERSONNEL COSTS

| Teacher - Regular, Teachers - SPED, Substitute Teachers, Teaching Assistants, Special Teachers, Therapists & Counselors | - |
| Other | - |
| TOTAL INSTRUCTIONAL | - |

#### NON-INSTRUCTIONAL PERSONNEL COSTS

| Nurse | - |
| Librarian | - |
| Custodian | - |
| Security | - |
| Other | - |
| TOTAL NON-INSTRUCTIONAL | - |

| SUBTOTAL PERSONNEL SERVICE COSTS | 22,166 |

#### PAYROLL TAXES AND BENEFITS

| Payroll Taxes | 2,217 |
| Fringe / Employee Benefits | 2,217 |
| Retirement / Pension | - |
| TOTAL PAYROLL TAXES AND BENEFITS | 4,434 |

#### TOTAL PERSONNEL SERVICE COSTS

| 26,592 |

#### CONTRACTED SERVICES

| Accounting / Audit | - |
| Legal | - |
| Management Company Fee | - |
| motel | - |
| Food Service / School Lunch | - |

| TOTAL CONTRACTED SERVICES | 26,592 |

| TOTAL REVENUE | 42,772 |
| TOTAL EXPENSES | 36,883 |
| TOTAL CASH FLOW | 5,889 |
| Net Income | 5,889 |
| Total Revenue | 42,772 |
| Total Expenses | 36,883 |
| Net Income | 5,889 |
| Net Income | 5,896 |
| TOTAL REVENUE FROM STATE SOURCES | 86,666 |
| TOTAL REVENUE | 42,772 |
| TOTAL EXPENSES | 36,883 |
| NET INCOME | 5,889 |
| Payroll Services | $7 | $7 | $7 | $7 | $7 | $7 | $7 | $7 | $7 | $7 | $7 | $7 | $7 | $7 |
| Special Ed Services | - | - | - | - | - | - | - | - | - | - | - | - | - | - |
| Tidelment Services (i.e. Title I) | - | - | - | - | - | - | - | - | - | - | - | - | - | - |
| Other Purchased / Professional / Consulting | - | - | - | - | - | - | - | - | - | - | - | - | - | - |
| **TOTAL CONTRACTED SERVICES** | 4,233 | 4,233 | 4,233 | 4,233 | 4,233 | 4,233 | 25,420 | - | - | - | - | - | - | - |
| **SCHOOL OPERATIONS** | | | | | | | | | | | | | | |
| Board Expenses | 1,967 | 1,967 | 1,967 | 1,967 | 1,967 | 1,967 | 10,000 | - | - | - | - | - | - | - |
| Classroom / Teaching Supplies & Materials | - | - | - | - | - | - | - | - | - | - | - | - | - | - |
| Special Ed Supplies & Materials | - | - | - | - | - | - | - | - | - | - | - | - | - | - |
| Textbooks / Workbooks | - | - | - | - | - | - | - | - | - | - | - | - | - | - |
| Supplies & Materials other | - | - | - | - | - | - | - | - | - | - | - | - | - | - |
| Equipment / Furniture | - | - | - | - | - | - | - | - | - | - | - | - | - | - |
| Telephone | 133 | 133 | 133 | 133 | 133 | 133 | 800 | - | - | - | - | - | - | - |
| Technology | 533 | 533 | 533 | 533 | 533 | 533 | 3,200 | - | - | - | - | - | - | - |
| Student Testing & Assessment | - | - | - | - | - | - | - | - | - | - | - | - | - | - |
| Field Trips | - | - | - | - | - | - | - | - | - | - | - | - | - | - |
| Transportation (student) | - | - | - | - | - | - | - | - | - | - | - | - | - | - |
| Student Services - other | - | - | - | - | - | - | - | - | - | - | - | - | - | - |
| Office Expense | 400 | 400 | 400 | 400 | 400 | 400 | 2,400 | - | - | - | - | - | - | - |
| Staff Development | 200 | 200 | 200 | 200 | 200 | 200 | 1,200 | - | - | - | - | - | - | - |
| Staff Recruitment | 1,333 | 1,333 | 1,333 | 1,333 | 1,333 | 1,333 | 9,000 | - | - | - | - | - | - | - |
| Student Recruitment / Marketing | 2,000 | 2,000 | 2,000 | 2,000 | 2,000 | 2,000 | 12,000 | - | - | - | - | - | - | - |
| School Meals / Lunch | - | - | - | - | - | - | - | - | - | - | - | - | - | - |
| Travel (Staff) | - | - | - | - | - | - | - | - | - | - | - | - | - | - |
| Fundraising | - | - | - | - | - | - | - | - | - | - | - | - | - | - |
| Other | - | - | - | - | - | - | - | - | - | - | - | - | - | - |
| **TOTAL SCHOOL OPERATIONS** | 6,381 | 6,381 | 6,381 | 6,381 | 6,381 | 6,381 | 37,500 | - | - | - | - | - | - | - |
| **FACILITY OPERATION & MAINTENANCE** | | | | | | | | | | | | | | |
| Insurance | 200 | 200 | 200 | 200 | 200 | 200 | 1,200 | - | - | - | - | - | - | - |
| Janitorial | - | - | - | - | - | - | - | - | - | - | - | - | - | - |
| Building and Land Rent / Lease | - | - | - | - | - | - | - | - | - | - | - | - | - | - |
| Repairs & Maintenance | - | - | - | - | - | - | - | - | - | - | - | - | - | - |
| Equipment / Furniture | - | - | - | - | - | - | - | - | - | - | - | - | - | - |
| Security | - | - | - | - | - | - | - | - | - | - | - | - | - | - |
| Utilities | - | - | - | - | - | - | - | - | - | - | - | - | - | - |
| **TOTAL FACILITY OPERATION & MAINTENANCE** | 200 | 200 | 200 | 200 | 200 | 200 | 1,200 | - | - | - | - | - | - | - |
| **DEPRECIATION & AMORTIZATION** | | | | | | | | | | | | | | |
| **DISSOLUTION ESCROW & RESERVES / CONTINGENCY** | | | | | | | | | | | | | | |
| **TOTAL EXPENSES** | 36,883 | 36,883 | 44,516 | 46,117 | 46,117 | 46,117 | 256,632 | - | - | - | - | - | - | - |
| **NET INCOME** | 5,899 | 5,899 | (1,738) | (3,339) | (3,339) | (3,339) | 34 | - | - | - | - | - | - | - |
| **CASH FLOW ADJUSTMENTS** | | | | | | | | | | | | | | |
| OPERATING ACTIVITIES | | | | | | | | | | | | | | |
| Example - Add Back Depreciation | - | - | - | - | - | - | - | - | - | - | - | - | - | - |
| Other | - | - | - | - | - | - | - | - | - | - | - | - | - | - |
| **Total Operating Activities** | - | - | - | - | - | - | - | - | - | - | - | - | - | - |
| INVEST IN MNH / ALG IV/IVLCS | | | | | | | | | | | | | | |
| Example - Subtract Property and equipment expenditures | - | - | - | - | - | - | - | - | - | - | - | - | - | - |
| Other | - | - | - | - | - | - | - | - | - | - | - | - | - | - |
| **Total Investment Activities** | - | - | - | - | - | - | - | - | - | - | - | - | - | - |
| FINANCING ACTIVITIES | | | | | | | | | | | | | | |
| Add Expected Proceeds from a Loan or Line of Credit | - | - | - | - | - | - | - | - | - | - | - | - | - | - |
| Other | - | - | - | - | - | - | - | - | - | - | - | - | - | - |
| **Total Financing Activities** | - | - | - | - | - | - | - | - | - | - | - | - | - | - |
| **Total Cash Flow Adjustments** | - | - | - | - | - | - | - | - | - | - | - | - | - | - |
| **NET INCOME** | 5,899 | 5,896 | (1,738) | (3,339) | (3,339) | (3,339) | 34 | - | - | - | - | - | - | - |
| **Beginning Cash Balance** | - | - | - | - | - | - | - | - | - | - | - | - | - | - |
| **ENDING CASH BALANCE** | 5,899 | 5,896 | (1,738) | (3,339) | (3,339) | (3,339) | 34 | - | - | - | - | - | - | - |
### PROJECTED BUDGET / OPERATING PLAN FOR YEAR ONE

#### Young Scholar Charter School for the Arts

**July 1, 2014 to June 30, 2015**

---

**Please Note:** The student enrollment data is entered below in the Enrollment Section beginning in row 147. This will populate the data in row 9.

| Total Revenue | 3,246,480 |
| Total Expenses | 2,944,584 |
| Net Income | 301,896 |
| Actual Student Enrollment | 240 |
| Total Paid Student Enrollment | 228 |

#### REVENUE FROM STATE SOURCES

<table>
<thead>
<tr>
<th>Per Pupil Revenue</th>
<th>CY Per Pupil Rate</th>
</tr>
</thead>
<tbody>
<tr>
<td>District of Location</td>
<td></td>
</tr>
<tr>
<td>CSD 17</td>
<td>3,246,480</td>
</tr>
<tr>
<td>School District 3 (Enter Name)</td>
<td>-</td>
</tr>
<tr>
<td>School District 4 (Enter Name)</td>
<td>-</td>
</tr>
<tr>
<td>School District 5 (Enter Name)</td>
<td>-</td>
</tr>
</tbody>
</table>

| Special Education Revenue | - |
| Grants | - |
| Stimulus | - |
| Other | - |
| TOTAL REVENUE FROM STATE SOURCES | 3,246,480 |

#### REVENUE FROM FEDERAL FUNDING

| IDEA Special Needs | - |
| Title I | - |
| Title I - Other | - |
| School Food Service (Free Lunch) | - |
| Grants | - |
| Charter School Program (CSP) Planning & Implementation | - |
| Other | - |
| TOTAL REVENUE FROM FEDERAL SOURCES | - |

#### LOCAL and OTHER REVENUE

| Contributions and Donations, Fundraising | - |
| Enrichment Reimbursement | - |
| Interest Income, Earnings on Investments, NYC-DOE (Department of Youth and Community Development) | - |
| Food Service (Income from meals) | - |
| Text Book | - |
| OTHER | - |
| TOTAL REVENUE FROM LOCAL and OTHER SOURCES | - |

| TOTAL REVENUE | 3,246,480 |

---

#### EXPENSES

<table>
<thead>
<tr>
<th>ADMINISTRATIVE STAFF PERSONNEL COSTS</th>
<th>No. of</th>
</tr>
</thead>
<tbody>
<tr>
<td>Executive Management</td>
<td>1.00</td>
</tr>
<tr>
<td>Principal</td>
<td>1.00</td>
</tr>
<tr>
<td>Instructional Management</td>
<td>4.00</td>
</tr>
<tr>
<td>O ES</td>
<td>1.50</td>
</tr>
<tr>
<td>CFO / Director of Finance</td>
<td>1.00</td>
</tr>
<tr>
<td>Director of Operations</td>
<td>1.00</td>
</tr>
<tr>
<td>Act Bookkeeper</td>
<td>1.00</td>
</tr>
<tr>
<td>TOTAL ADMINISTRATIVE STAFF</td>
<td>10.00</td>
</tr>
</tbody>
</table>

| INSTRUCTIONAL PERSONNEL COSTS | 440,000 |
| Teachers - Regular | 8.00 |
| Teachers - SPED | 8.00 |
| Substitute Teachers | - |
| Teaching Assistants | - |
| Speciality Teachers | 3.00 |
| Aides | 2.00 |
| Therapists & Counselors | 1.00 |
| Other | - |
| TOTAL INSTRUCTIONAL | 22.00 |

| NON-INSTRUCTIONAL PERSONNEL COSTS | - |
| Nurse | - |
| Librarian | - |
| Custodian | - |
| Security | - |
| OTHER | - |
| TOTAL NON-INSTRUCTIONAL | - |

| SUBTOTAL PERSONNEL SERVICE COSTS | 1,761,920 |

| PAYROLL TAXES AND BENEFITS | 100,776 |
| Payroll Taxes | - |
| Fringe / Employee Benefits | - |
| Retirement / Pension | - |
| TOTAL PAYROLL TAXES AND BENEFITS | 100,776 |

| TOTAL PERSONNEL SERVICE COSTS | 2,254,848 |

| CONTRACTED SERVICES | 42,500 |
| Contracted | | |
| Legal | NA |
| IT support | NA |
| Nurse Services | - |
| Food Service / School Lunch | - |
| Bank charges | NA |
| Payroll Services | 125 |
| Special Ed Services | - |
| Title I Services (i.e. Title II) | - |
| Other Purchased / Professional / Consulting | - |
| TOTAL CONTRACTED SERVICES | 42,500 |

| SCHOOL OPERATIONS | 6,000 |
| Board Expenses | 11 |
| Classroom / Teaching Supplies & Materials | 120 |
| Special Learning program Materials | 40 |
| Textbooks / Workbooks | 350 |
| Art supplies | 15 |
| Library books | 25 |
| Music supplies | 100 |
| First aid supplies | NA |
| Physical education | NA |
| Equipment / Furniture | 200 |
| Telephone | NA |
| Technology | 500 |
| Student Testing & Assessment | 100 |
| Field Trips | 20 |
| Transportation (student) | 30 |
| Printing and copies | 15 |
| Student Services - other | 10 |
| Postage and Shipping | 20 |
| TOTAL SCHOOL OPERATIONS | 6,000 |

---

List exact titles included in the position category, if different from description, and staff FTE’s (Full time equivalent)
<table>
<thead>
<tr>
<th>Office Expense</th>
<th>Total</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Staff Development</td>
<td>40,000</td>
<td></td>
</tr>
<tr>
<td>Staff Recruitment</td>
<td>NA</td>
<td></td>
</tr>
<tr>
<td>Student Recruitment / Marketing</td>
<td>NA</td>
<td>3,000</td>
</tr>
<tr>
<td>School Meals / Lunch</td>
<td>36,836</td>
<td>36,836</td>
</tr>
<tr>
<td>Travel (Staff)</td>
<td>3,200</td>
<td>3,200</td>
</tr>
<tr>
<td>Fundraising</td>
<td>NA</td>
<td>8,000</td>
</tr>
<tr>
<td>TOTAL SCHOOL OPERATIONS</td>
<td>467,236</td>
<td>467,236</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>FACILITY OPERATION &amp; MAINTENANCE</th>
<th>Total</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Insurance</td>
<td>20,000</td>
<td>20,000</td>
</tr>
<tr>
<td>Janitorial</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>Pumps &amp; Maintenance</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>Teacher's Furniture</td>
<td>19,200</td>
<td>19,200</td>
</tr>
<tr>
<td>Equipment / Furniture</td>
<td>25,600</td>
<td>25,600</td>
</tr>
<tr>
<td>Office Desks, Chairs</td>
<td>11,200</td>
<td>11,200</td>
</tr>
<tr>
<td>Office filing cabinet, book cases, etc</td>
<td>6,000</td>
<td>6,000</td>
</tr>
<tr>
<td>Security</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>Utilities</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>TOTAL FACILITY OPERATION &amp; MAINTENANCE</td>
<td>80,000</td>
<td>80,000</td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>DEPRECIATION &amp; AMORTIZATION</th>
<th>Total</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>DISSOLUTION ESROW &amp; RESERVES / CONTINGENCY</td>
<td>100,000</td>
<td>100,000</td>
</tr>
</tbody>
</table>

| TOTAL EXPENSES | 2,944,584 | 2,944,584 |

| NET INCOME | 301,896 | 301,896 |

<table>
<thead>
<tr>
<th>ENROLLMENT - “School Districts Are Linked To Above Entries”</th>
<th>REGULAR EDUCATION</th>
<th>EDUCATION</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>District of Location</td>
<td>240</td>
<td>240</td>
<td>240</td>
</tr>
<tr>
<td>School District 3 (Enter Name)</td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>School District 4 (Enter Name)</td>
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<td></td>
<td></td>
</tr>
<tr>
<td>School District 5 (Enter Name)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>TOTAL ENROLLMENT</td>
<td>240</td>
<td>240</td>
<td>240</td>
</tr>
</tbody>
</table>

| REVENUE PER PUPIL | 13,527 |
| EXPENSES PER PUPIL | 12,269 | 12,269 |
### Total Revenue

<table>
<thead>
<tr>
<th></th>
<th>July</th>
<th>August</th>
<th>September</th>
<th>October</th>
<th>November</th>
<th>December</th>
<th>January</th>
<th>February</th>
<th>March</th>
<th>April</th>
<th>May</th>
<th>June</th>
<th>TOTAL</th>
</tr>
</thead>
</table>

### Total Expenses

<table>
<thead>
<tr>
<th></th>
<th>July</th>
<th>August</th>
<th>September</th>
<th>October</th>
<th>November</th>
<th>December</th>
<th>January</th>
<th>February</th>
<th>March</th>
<th>April</th>
<th>May</th>
<th>June</th>
<th>TOTAL</th>
</tr>
</thead>
<tbody>
<tr>
<td>253,313</td>
<td>248,313</td>
<td>244,965</td>
<td>244,965</td>
<td>244,965</td>
<td>244,965</td>
<td>244,965</td>
<td>244,965</td>
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<td>244,965</td>
<td>244,965</td>
<td>244,965</td>
<td>2,951,280</td>
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### Net Income

<table>
<thead>
<tr>
<th></th>
<th>July</th>
<th>August</th>
<th>September</th>
<th>October</th>
<th>November</th>
<th>December</th>
<th>January</th>
<th>February</th>
<th>March</th>
<th>April</th>
<th>May</th>
<th>June</th>
<th>TOTAL</th>
</tr>
</thead>
</table>

### REVENUE FROM FEDERAL SOURCES

<table>
<thead>
<tr>
<th></th>
<th>July</th>
<th>August</th>
<th>September</th>
<th>October</th>
<th>November</th>
<th>December</th>
<th>January</th>
<th>February</th>
<th>March</th>
<th>April</th>
<th>May</th>
<th>June</th>
<th>TOTAL</th>
</tr>
</thead>
</table>

### LOCAL and OTHER REVENUE

<table>
<thead>
<tr>
<th></th>
<th>July</th>
<th>August</th>
<th>September</th>
<th>October</th>
<th>November</th>
<th>December</th>
<th>January</th>
<th>February</th>
<th>March</th>
<th>April</th>
<th>May</th>
<th>June</th>
<th>TOTAL</th>
</tr>
</thead>
</table>

### TOTAL REVENUE

<table>
<thead>
<tr>
<th></th>
<th>July</th>
<th>August</th>
<th>September</th>
<th>October</th>
<th>November</th>
<th>December</th>
<th>January</th>
<th>February</th>
<th>March</th>
<th>April</th>
<th>May</th>
<th>June</th>
<th>TOTAL</th>
</tr>
</thead>
</table>

### EXPENSES

#### ADMINISTRATIVE STAFF PERSONNEL COSTS

<table>
<thead>
<tr>
<th></th>
<th>No. of</th>
</tr>
</thead>
<tbody>
<tr>
<td>Executive Management</td>
<td>1.00</td>
</tr>
<tr>
<td>Principal</td>
<td>1.00</td>
</tr>
<tr>
<td>Instructional Management</td>
<td>4.00</td>
</tr>
<tr>
<td>Guidance Officers &amp; Coordinators</td>
<td>1.00</td>
</tr>
<tr>
<td>CFO / Director of Finance</td>
<td>1.00</td>
</tr>
<tr>
<td>Operation / Business Manager</td>
<td>1.00</td>
</tr>
<tr>
<td>Administrative Staff</td>
<td>1.00</td>
</tr>
<tr>
<td>TOTAL ADMINISTRATIVE STAFF</td>
<td>10.00</td>
</tr>
</tbody>
</table>

#### INSTRUCTIONAL PERSONNEL COSTS

<table>
<thead>
<tr>
<th></th>
<th>No. of</th>
</tr>
</thead>
<tbody>
<tr>
<td>teachers - regular</td>
<td>8.00</td>
</tr>
<tr>
<td>teachers - sped</td>
<td>8.00</td>
</tr>
<tr>
<td>Substitute Teachers</td>
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<tr>
<td>Teaching Assistants</td>
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<td>Speciality Teachers</td>
<td>3.00</td>
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<tr>
<td>Aides</td>
<td>2.00</td>
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<tr>
<td>Therapists &amp; Counselors</td>
<td>1.00</td>
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<tr>
<td>TOTAL INSTRUCTIONAL</td>
<td>22.00</td>
</tr>
</tbody>
</table>

#### NON-INSTRUCTIONAL PERSONNEL COSTS

<table>
<thead>
<tr>
<th></th>
<th>No. of</th>
</tr>
</thead>
<tbody>
<tr>
<td>nurse</td>
<td>-</td>
</tr>
<tr>
<td>librarian</td>
<td>-</td>
</tr>
<tr>
<td>custodian</td>
<td>-</td>
</tr>
<tr>
<td>security</td>
<td>-</td>
</tr>
<tr>
<td>TOTAL NON-INSTRUCTIONAL</td>
<td>-</td>
</tr>
</tbody>
</table>

#### SUBTOTAL PERSONNEL SERVICE COSTS

<table>
<thead>
<tr>
<th></th>
<th>No. of</th>
</tr>
</thead>
<tbody>
<tr>
<td>Payroll Taxes</td>
<td>32.00</td>
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</table>

#### PAYROLL TAXES AND BENEFITS

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Payroll Taxes</td>
<td>16,148</td>
</tr>
<tr>
<td>Payroll Taxes</td>
<td>16,148</td>
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<tr>
<td>Payroll Taxes</td>
<td>16,148</td>
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<tr>
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<td>16,148</td>
</tr>
<tr>
<td>Payroll Taxes</td>
<td>193,775</td>
</tr>
</tbody>
</table>

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*Total Column (Column U) for all lines other than Cash Flow Adjustments should equal the Total Column (Column N) on tab "4. Year Budget & Assumptions".*
OBJECTIVE
To support schools in realizing their educational perspective and vision, in strengthening their instructional capacity, and enhancing student learning through the application of effective educational ideas and practices.

PROFESSIONAL EXPERIENCE
A proactive, adaptable and conscientious educational consultant with over 15 year experience in the New York City school system. Overcomes challenges through a studied and reflective approach while drawing on wide-ranging technical expertise to improve student achievement and school performance by enhancing instruction and learning. Consistently provides advisory and consulting services to schools, districts and regions to support city and federal educational initiatives to deliver programs and projects that lead to the development of 21st century skills.

Professional Development

- Supported NYC middle schools in design, development and implementation of Common Core Standards-aligned ELA, Science, and Social Studies curriculum units and lessons, and development of differentiated resource materials to scaffold reading and writing of performance tasks.

- Developed instructional strategies to support teachers in implementation of close reading, open-ended questioning, group discussions, short constructed responses, and argument and expository essays to promote students’ critical thinking skills.

- Provided feedback to individual elementary and middle school ELA, Science, and Social Studies teachers and teacher teams, and recommended a range of strategies to enhance their classroom instruction after classroom observations and reviews of their student work.

- Supported middle schools in development of learning communities by collaborating with school leaders in planning and implementation of portfolio assessments and other school-wide initiatives via common planning meetings and instructional leadership meetings.

- Developed School Implementation Plan to support MSQI and integrate ISIS into middle school structures. Assisted principal in creating a range of systems and programs to enhance teachers’ professional practice and strengthen the school’s educational culture, to improve the practice of new and/or ineffective teachers and enhance its social climate, and to bolster teacher collaboration and reflection as part of its organizational environment.

- Provided coaching and other professional development support to ESL, Science, Social
Studies and Math high school teachers who developed Learning Experience Outlines (LEO) and related Understanding by Design-based projects to serve as instructional models in high school’s redesign of its Foreign Language department.

- Led middle school teachers in developing and using instructional strategies to build text dependent questions to support close analytic reading of text.

- Utilized Danielson’s Framework for Teaching in moving middle schools toward Common Core instructional alignment through teacher reflection on educational issues, case studies, reviews of student work sessions, classroom observations, and development of targeted instructional strategies to modify reading and writing lessons.

- Coached Yeshiva teachers in blending critical thinking elements into historical Sages and Living Museum projects to strengthen students’ understanding of the significance of the Jewish historical experience as part of Enhancing Education through Technology Grant.

- Coached elementary, middle and high school teachers in utilizing the Smartboard and designing Notebook lessons across the curriculum to enhance students’ content knowledge and build their research, reflective thinking, writing and other skills.

- Strengthened Newark middle school teachers’ instructional practices and use of project-based -learning through coaching, professional development and technology integration efforts during AED ISIS Middle Start Program.

- Modeled comprehension and writing strategies for middle school students and coached teachers in analyzing student work, diagnosing learning issues and determining instructional strategies to strengthen students’ analytical thinking and writing capabilities during ARRA federally funded Connected Learning Project.

- Created three-year needs-based professional development Innovation Roadmap for elementary-middle school leadership to address instructional and other concerns.

- Mentored new middle school teachers on instructional approaches to strengthen students’ creative writing through lesson development and observation of implementation practices.

- Tailored social studies civil rights program and modeled lessons for teachers who prepare unsuccessful high school grade 12 students to successfully complete the Regents exam.

- Guided teachers, students and administrators in New York City public, private and charter schools in implementing short and long-term technology integration projects. Instructed K-12 teachers and students in designing project-based learning experiences incorporating multimedia, presentation and productivity software, online tools and resources.

**Balanced Literacy**

- Redesigned and conducted workshops and professional development in citywide literacy program to provide general and special education teachers with instructional strategies and resources to support instruction across the curriculum.
Instituted and managed projects that focused on teacher development of project management and instructional strategies within the context of the Success for All (SFA) and Balanced Literacy reading and writing programs.

**Digital Documentaries**
- Led elementary and middle school teachers and students in crafting interdisciplinary informational, persuasive and narrative digital documentaries.

**Digital Portfolios**
- Managed and coordinated elements of yearlong Annenberg Grant middle school project that engaged students and teachers in creating literature and arts-based reflective portfolios.

**Civics Education**
- Coached middle and high school teachers in customizing and executing Voices and Choices Constitution and Civil Rights programs that promoted students’ social consciousness and civic involvement in the Teaching American History Grant program.

**Learning Technology Projects**
- Coached middle school teachers in building a two-year E-Commerce project that complemented the school’s business curriculum.
- Coordinated and guided district-wide website development that enhanced communication and collaboration between public and nonpublic elementary and middle schools.
- Guided administrators’ implementation of technology program with regard to access and equity issues, hardware and software concerns, and liaised with service providers to support integration.
- Consulted with public and charter school administrators in establishing school-based policies and planning for long-term technology integration projects.

**Curriculum Development**
- Developed middle school thematic social studies curriculum map aligned to Common Core Standards and created Election unit lessons to guide teachers in classroom implementation.
- Created 6th, 7th and 8th grade Humanities project-based curriculum maps aligned to New Jersey Common Core Standards to support middle school instruction.
- Guided elementary, middle and high school teachers in the NYC DOE and Jewish Board of Education in using Understanding by Design approach in redesigning their curriculum units to enhance instruction, while using video, presentation, Smartboard and web 2.0 technologies to improve their unit implementation.
• Coached grade 6, 7, and 8th grade teachers in adapting social studies program to create writing-workshop lessons to promote information research, critical thinking and independent learning skills among special needs, ELL and general education students.

• Collaborated with high school teachers in developing Regents DBQs and essays to align social studies program with high school history curriculum.

• Guided elementary and middle school teachers in customizing and implementing Writing Matters program units to enhance general and special education ELA instruction.

• Customized 6th grade ELA creative writing curriculum unit by aligning curriculum map to professional development program, and modifying and designing complementary lessons for special needs and general education students.

• Coached teachers in designing curriculum materials, including 5th and 6th grade differentiated instruction materials, technology-based K–5 literacy activities, an immigration social studies curriculum and math lesson plans.

**Data-Driven Instruction**

• Advanced middle school teachers’ understanding of use of data as indicators of success, in targeting student needs and devising appropriate instructional remediation approaches.

• Coached school leaders and data inquiry teams to utilize data based on the TERC model to identify student learning issues, determine and apply research-based instructional strategies to build more effective pedagogical models, and target classroom instruction.

• Guided teachers in using online Grow Report, Princeton Review and Acuity formative assessment and test data to create instructional decision-making activities to improve student academic performance.

**Formative Evaluation and Instructional Assessment**

• Conducted formative evaluation of New York City Alternative High School Math A project to address teaching and learning needs through professional development recommendations, meetings with project directors, interviews with school administrators teacher focus groups, and analysis of qualitative and quantitative data.

• Organized needs assessment through teacher interviews, classroom observations, review of student work, reflective practice and formative assessment that pinpointed areas of need and supported teachers’ development of new instructional practices.

• Provided formative and summative project reports and recommendations to support improvement in planning and implementation of technology-based instruction.

• Evaluated middle and high school Gear Up federally funded program and created online and school-based professional development recommendations for follow-up program.
**Project Coordination**

**Middle School Exit Projects**
- Responsible for management of project teams in execution of Web projects.
- Orchestrated and supported nonpublic and public elementary schools’ collaboration on e-learning projects, and coordinated instructional components of interdisciplinary 8th grade Exit projects. Liaised with staff developers re programs.

**Library Internet Project**
- Coordinated district-wide professional development programs over a three-year period. Managed website and workshops. Supported consultants in devising professional development strategies and creating digital projects database.

**Teaching**

**Bank Street College of Education**
- Conducted face-to-face educational technology courses with Bank Street College graduate teachers in hybrid distance learning program.

**Bank Street Principals Institute**
- Conducted in-service graduate educational technology courses with Principals Institute and principal trainees on the management of instructional data, technology, planning, technology and performance reviews.

**Train the Trainer**
- Designed, supervised and conducted courses to build district capacity. Organized and conducted district presentations and workshops to promote ICT programs; prepared instructional training materials; conducted presentations and workshops to foster parental interest in school programs.

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**WORK HISTORY**

*Professional Development Consultant, Academy for Educational Development/ FHI 360, 2010 - Present*

*Educational Consultant, Teaching Matters, Inc., New York, NY 1997 – Present*

*Educational Technology Consultant, Department of Education, 2006 - Present*


*English Instructor, College of New Rochelle. N.Y.*

*English Instructor, Adult and Continuing Education Program, CUNY, Brooklyn N.Y*

*English Teacher, Aranguez Middle School, Trinidad, W.I*
EDUCATION

Ed. D. Communication, Computing and Technology in Education
M. Ed, Communication, Computing and Technology in Education
Teachers College, Columbia University, New York, N.Y

M.A. English, University of the West Indies, Trinidad, W.I.
B.A. English/History, University of the West Indies, Trinidad, W.I.

RESEARCH

Fostering Collaboration and Developing Higher-Order Thinking with Digital Video.

The Role of Professional Development in Transforming and Enhancing Classroom Instruction Through Technology.
Paper presented at SITE Conference, 2009

REFERENCES

Dr. Ellen Meier, Co-Director
Ms. Gail Gaines
Dr. Kathy Powell-Manning