

Full Application submitted in response to  
*The 2011 New York State Education Department Request for Proposals to  
Establish Charter Schools Authorized by the Board of Regents*

For

Boys' Latin of Queens Charter School

March 31, 2011

**Lead Applicant:** Mr. David Hardy

**Media Contact Name:** Mr. David Hardy

**Email:** dhardy@boyslatin.org

**Phone number:** 215-387-5149

**CSD:** NYC CSD 28

**Total projected grade levels for first charter term:** 6-11

**Total projected grade levels at full capacity:** 6-12

**Total projected maximum enrollment by the end of first charter term:** 475

**Total projected maximum enrollment at full capacity:** 550

**Application in Support of the Establishment of Boys’ Latin of Queens Charter School**  
New York State Education Department Charter School Application

I. EDUCATION PLAN ..... 1

**A. Curriculum and Instruction** ..... 1

**B. School Calendar and Daily Schedule** ..... 17

**C. Target Population** ..... 17

**D. Assessment** ..... 18

**E. School Climate and Discipline** ..... 20

II. ORGANIZATIONAL PLAN ..... 27

**A. Governing Body** ..... 27

**B. Founding Group Composition** ..... 28

**C. Management and Operation** ..... 29

**C1. Charter Management Organization** ..... 29

**D. Staffing and Human Resources** ..... 29

**E. Student Recruitment, Enrollment, and Evidence of Demand** ..... 32

**F. Community Involvement** ..... 34

**F1. Joint Application** ..... 35

III. FINANCIAL PLAN..... 35

**A1. Charter School Budget and Cash Flow Template (Narrative)** ..... 35

**B. Financial Management** ..... 35

**C. Facility** ..... 36

**D. Transportation** ..... 37

**E. Food Service** ..... 37

**F. Insurance** ..... 37

**G. Pre-Opening Plan** ..... 37

# **Application in Support of the Establishment of Boys' Latin of Queens Charter School**

New York State Education Department Charter School Application

## **I. EDUCATION PLAN**

### **A. Curriculum and Instruction**

The design of the Boys' Latin of Queens Charter School ("Boys' Latin") springs from a body of literature supporting the academic benefits of single-sex education, and in particular the "remarkable effect" such schools can have boosting boys' performance in English and foreign languages in particular.<sup>1</sup>

The literature also suggests that the benefits of single-sex schools for African-American or Hispanic boys living in low socio-economic homes are particularly profound. "The performance of African-American and Hispanic students in single-sex schools is stronger on all tests, on average scoring almost a year higher than similar students in co-educational settings."<sup>2</sup>

Boys Latin of Queens Charter School is based on the premise that inner-city at-risk boys will succeed within a gender-based, highly structured environment that includes proper support systems, a strong and diversified curriculum, and a host of enrichment activities to stimulate and broaden students' horizons.

Boys' Latin will promote a comprehensive, standards-based educational experience that will build on the students' basic skills and knowledge and cultural awareness. Boys' Latin will use a curriculum that is research-based and aligned to the *Common Core State Standards* and *New York State Learning Standards*. Students will benefit from an extended school day with more time on task for mastery of academic subjects. We will have a school-wide focus on critical thinking and reading and writing across all content areas to improve the overall academic performance of every student.

The Latin component of the curriculum plays an integral role in meeting the Boys' Latin's mission to produce well-rounded, college-bound leaders who are prepared to compete and achieve in the global marketplace. Latin is a foundation for more rigorous study of literature, math, history, and science. All students will be required to take four years of Latin. The Latin requirement is a tool to help shape the boys into scholars of purpose and promise. Specifically, the Latin curriculum will:

- Develop the students' vocabulary skills to prepare them for college entrance exams.
- Enhance their understanding of and improve their performance in the sciences.
- Cultivate an appreciation for world cultures and an awareness of global issues.

In the 1970's and 1980's, the federal government funded Latin classes in under-performing urban school districts. These students out-performed their control group counterparts by five months to a year in reading comprehension and vocabulary. Studies conducted by the Educational Testing Service show that Latin students consistently outperform all other students on the verbal portion of the SAT:

The mean Verbal SAT scores for 2002 were: All students: 508 Latin: 681 French: 643 German: 637 Spanish: 573
--

Following are other reasons to study Latin:

*Latin provides a solid foundation for the acquisition of other languages.*

Latin equips a person with one of the strongest foundations (Greek is the other) for mastering Romance languages (French, Italian, Portuguese, Romanian, and Spanish), other languages such as Russian and

---

<sup>1</sup> Michael Younger and Molly Warrington, *Raising Boys' Achievement*, Cambridge University, 2005.

<sup>2</sup> Riordan, *Girls and Boys in Schools Together or Separate* (New York Teachers College Press, 1990).

## **Application in Support of the Establishment of Boys' Latin of Queens Charter School**

### New York State Education Department Charter School Application

German, and even non-related tongues such as Arabic, Chinese, and Japanese. Working with Latin broadens a person's notion of structures that show up in other languages. In addition, Latin gives students access to 80 percent of the vocabulary of the Romance languages. Students of the Boys' Latin will be encouraged to study foreign languages and pursue careers in foreign studies and international affairs.

#### *Reading, Writing, and Translating Latin Sharpens the Mind.*

On account of their non-English word structure and sentence patterns, the classical languages have for centuries stimulated the mental abilities of perception, observation, accuracy, analysis, and logical thinking, thus developing the mind in demanding and practical ways. Classics majors are often hired by firms that need personnel who can define and identify problems, think on their feet, and arrive at sound and creative solutions.

#### *The Civilizations of Greek and Rome Link Us with Cultures of 57 Nations on Four Continents.*

A background in the classical civilizations gives students an understanding of American customs, values, and ideas as well as an understanding of US government, religion, art, literature, and economic systems. Latin introduces students to the classical civilizations and how they influence the various American systems.

#### *Acquaintance with Ancient Cultures Promotes Tolerance and Understanding.*

Through the study of ancient civilizations, students will encounter exotic and extreme customs, which make one more appreciative of the diversity of views, religions, ideologies, etc. in one's own (Barrett, 2003, p1&2).

### **Curriculum Description**

#### **LATIN**

Boys' Latin' students must complete a minimum of three credits of Latin for graduation. This course of study affords students the time needed to thoroughly develop their language skills and grow in their appreciation of the complex grammatical structure of Latin. Although many colleges, universities and institutions of higher education with more competitive entrance standards look favorably on students with three years of a foreign language study. Boys' Latin graduates will have a minimum of four years of foreign language study.

#### **INTRO TO LATIN**

Grade 6, 2 sem.

Boys' Latin's sixth graders will be etymologists for the year in preparation for the Latin coursework they will take beginning in seventh grade. Students will receive explicit vocabulary instruction by studying English words with Latin origins. The English language has copious words of Latin origin. Latin words and phrases will also be taught as an integrated unit of study. As students learn about ancient civilizations during social studies, they will study words and phrases that have Latin origins. In addition, students will explore word origins as they read and analyze classic literature from ancient civilizations during the language arts block.

#### **LATIN I**

Grade 7 and 8, 4 sem.

This course will provide students with the instruction needed to form a grammatical foundation for learning Latin while fostering an appreciation for the many cultures of the Ancient Mediterranean. Language instruction will focus upon the development of translation and reading skills, implementing both through regular class work and homework as well as internet activities.

This course will be offered in 9<sup>th</sup> grade to students that did not attend Boys' Latin for middle school over the course of two semesters. Students that enter the school in 8<sup>th</sup> grade will take the Intro to Latin course.

Proposed Textbook(s): *ECCE Romani I*

## **Application in Support of the Establishment of Boys' Latin of Queens Charter School**

### New York State Education Department Charter School Application

#### **LATIN II**

Grade 9, 2 sem.

This course builds upon the foundation laid in Latin I, expanding both the vocabulary of the student enrolled as well as their understanding of syntactical structures. The course will essentially complete the student's exposure to Latin grammar and greatly expand his proficiency as a reader of the language.

This course will be offered in 10<sup>th</sup> grade to students that took Latin I during their freshman year.

Proposed Textbook(s): *ECCE Romani II*

#### **LATIN III**

Grade 10, 2 sem., 1 cr.

The time invested studying grammar in Latin I & II is rewarded in this course. Students will explore both Latin prose and poetry in greater depth than ever before. The course will focus upon strengthening student mastery of all points of grammar covered in Latin I and II while further broadening their vocabulary by exposing them to a wide range of reading material.

This course will be offered in 11<sup>th</sup> grade to students that took Latin I during their sophomore year.

Proposed Textbook(s): *ECCE Romani III*

#### **ENGLISH LANGUAGE ARTS**

The English Language Arts curriculum will be literature-based and standards- driven. English courses will focus on students developing an understanding of their values and their society, so that they will discover how to situate themselves in a dynamic and increasingly complex modern world. To facilitate this exploration, courses will center on careful examination of literature that both initiates and facilitates the development of these insights.

The department recognizes that a student must master a variety of language skills if he is to participate successfully in our society. Among these are the ability to read critically, to interpret logically, and to communicate effectively in both oral and written expression. The English curriculum will also stimulate the journalistic aspirations of students by having them participate in writing contests, publish monthly student run newspapers, and create a yearbook for the school.

Beginning in ninth grade, students must complete a course of study that includes the sequence of English I through IV for a minimum of four credits in order to graduate. A description of the courses offered during the first term of the charter can be found below.

#### **ANCIENT AND CONTEMPORARY WORLD LITERATURE**

Grade 6, 2 sem.

A major component of the English Language Arts curriculum for the sixth grade will focus on literature from ancient civilizations. Students will explore ancient history by reading the folktales, mythology, legends, and fables from the civilizations that they will study as part of the social studies curriculum. Sixth grade students will read contemporary literature from the East and West in order to explore literacy archetypes. Classic stories and poems will be read and analyzed from the following ancient civilizations: Egypt, China, Greece and Rome. Literature students will read and analyze will include *Narcissus and Echo*, *Legend of Perseus*, *Romulus and Remus*, *Isis and Osiris*, *the Story of Re*, *Aesop's Fables*, *Thirteen Yuan*, *Sweeping the Snow* and *Percy Jackson and the Olympians: The Lightning Thief*. Additional titles and authors will be selected by the English Department.

#### **CLASSIC AND CONTEMPORARY AMERICAN LITERATURE**

Grades 7 and 8, 4 sem.

In seventh and eighth grade, students will read and analyze classic and contemporary American literature. Students will explore history by reading literary works that describe life during major turning points in American history. Students will examine history through multiple lenses and discuss the social, cultural, and historical significance of each work. Novels will include: *The Call of the Wild* by Jack London, *The Last of the Mohicans* by James Fenimore Cooper, *Little Women* by Louisa May Alcott, *Narrative on the*

## **Application in Support of the Establishment of Boys' Latin of Queens Charter School**

### New York State Education Department Charter School Application

*Life of Fredrick Douglass* by Fredrick Douglass and *Roll of Thunder, Hear My Cry* by Mildred D. Taylor. Students will read 19<sup>th</sup> and 20<sup>th</sup> century poems from poets such as Thoreau, Dickinson, Elliot and Angelou. Short stories will be read by authors such as Jackson, Poe and Hemingway. Additional titles and authors will be selected by the English Department.

In grades 6<sup>th</sup>-8<sup>th</sup>, writing will be taught as a separate period. In addition, writing will be taught across the curriculum using the *New Common Core State Standards* as a guide.

#### **READING AND STUDY SKILLS**

Grade 9, 2 sem., 1 cr.

This course is for students who initially might benefit from additional assistance with their reading and writing as well as their study skills. Students will be taught how to develop the self-discipline necessary for success in their academic work while working closely with a teacher on reading comprehension and the grammatical expression of their ideas. The class will enable each student to create an individual program of study habits -- embodying the course principles of organization, concentration, and self-control -- suited to the student's special requirements and talents. The portions of this course devoted to developmental reading will aim to transform reluctant readers into passionate bookworms, cultivating within them the discipline necessary for effective understanding and appraisal of literature along with a taste for the pleasures of reading.

#### **ENGLISH I (World Literature)**

Grade 9, 2 sem., 1 cr.

To ensure students master the basic components of reading, writing and grammar through an appreciation of World Literature. This first-year course focuses attention on learning grammar and building vocabulary, in addition to reading literature and writing effective sentences and paragraphs. Grammar is taught with a workbook approach and then reinforced through functional integration into the writing of narrative and expository passages. Emphasizing the parts of speech and sentence components as well as the mechanics of punctuation and capitalization serves as an essential foundation to the writing process. Attention to vocabulary development is maintained throughout the year with a variety of approaches including an awareness of roots, prefixes, and suffixes, as well as the discovery of meaning through context. The approach to literature focuses on reading and writing skills in analyzing basic concepts like character development and plot resolution.

Proposed Literature: Sophocles, *Oedipus Rex*, Shakespeare, *The Tempest*, Tolstoy, *The Death of Ivan Illich*, Achebe, *Things Fall Apart*

Additional titles and authors will be selected by the English Department with input from the Social Studies Department.

#### **ENGLISH II (Composition)**

Grade 10, 2 sem., 1 cr.

This course will focus on compositional strategies and structures through an appreciation of the distinctive qualities of poetry, prose, and drama. Building on the writing skills introduced in English I, students will be taught how to brainstorm about ideas drawn from their reading and organize them into longer multi-paragraph essays. Writing along genre lines will be integrated into the course, and the editing and revising of essays will be emphasized as part of the writing process to inculcate habits of clarity and cohesion in written expression. Word lists drawn from the readings will be used to complement vocabulary development, and grammar skills are introduced in the context of the student's own writing. Special attention will be given to the principles of rhetoric and their application in a variety of contexts, including public speaking.

Suggested Literature: Shakespeare, Julius Caesar, Steinbeck, *Of Mice and Men*, Orwell, *Animal Farm*, Lee, *To Kill A Mockingbird*

Additional titles and authors will be selected by the English Department with input from the Social Studies Department.

## **Application in Support of the Establishment of Boys' Latin of Queens Charter School**

### New York State Education Department Charter School Application

#### **HONORS ENGLISH II**

Grade 10/11, 2 sem., 1 cr.

A challenging course of study for advanced English students offered to those sophomores who have developed a serious interest in the study of literature and who have demonstrated in the freshman year an ability to read critically and write proficiently. This course combines the study of American literature within the context of the skills developed by the attention on composition given in English II as well as the reflective focus of English III. Students will assume the responsibility for a greater volume of reading as well as more extensive writing and speaking assignments than given in English II. Particular emphasis is placed upon a process approach to writing. In addition to narration, several modes of expression are used to help the student develop his own voice as a writer: description, persuasion, journaling, reaction/response papers, and short story writing. During the second semester, the Honors student will begin the study and practice of critical writing. The student will expand his vocabulary through a close examination of American literature.

#### **SOCIAL STUDIES**

The Social Studies program involves the integrated investigation of history and societal behavior with the aim of inculcating a responsible, empathetic stance towards others as a result of this examination of multiple cultures. Graduates will not only gain an understanding and appreciation of the study of social structures, but will also explore ways people interact with their world both in history and today. In order to achieve such lofty goals the following approach is used.

To prepare our college-bound students, the Social Studies program will emphasize basic skill development in the areas of critical reading, logical outlining, systematic organization of materials, and research skills. Throughout the curriculum critical thinking skills, attitude formation, decision-making and values education are stressed.

In most courses the primary teaching technique utilized is the lecture/discussion method, although role-playing, problem-solving, simulation games, films, research projects, professional speakers, and field trips are also employed to stimulate interest and encourage student participation. Students will find themselves debating such topics as slavery, reparations, and presidential powers as well as participating in mock trials. The use of these methods depends on the course content and the ability level of the students; careful attention is given to the selection of teaching topics as well as the materials that are chosen.

Beginning in ninth grade, students are required to obtain a minimum of three credits in Social Studies. The required courses are United States History and two credits of World History. To meet the interests of students several electives are available for sophomores, juniors and seniors.

#### **THE EASTERN HEMISPHERE**

Grade 6, 2 sem.

The emphasis of the sixth grade social studies curriculum is on Eastern Hemisphere nations. The year is divided into two semesters. During the first semester students will explore the river civilizations of the East and receive a brief introduction to history and how and why people study the past. During the second semester students will explore the civilizations and cultures of China, India, Greece and Rome. Each civilization will be studied from the following perspectives: historical, geographical, civics/ sociopolitical, cultural and economics. During the latter part of the second semester, students will examine changes in the aforesaid cultures by studying current events.

Proposed Reading(s): A variety of books, articles and primary source documents will be kept for this content area.

#### **HISTORY OF THE UNITED STATES AND NEW YORK** Grades 7 and 8, 4 sem.

In grades 7<sup>th</sup> and 8<sup>th</sup>, students will explore the history of the United States and New York State history. Units of study will be organized chronically and will begin with pre-Columbian times to the present. The course will be divided into 11 units of study as suggested in the *New York State Social Studies Core Curriculum*. Teachers will juxtaposition trends and times frames in New York State history and United

## **Application in Support of the Establishment of Boys' Latin of Queens Charter School**

### New York State Education Department Charter School Application

States history. In addition, students will learn about the history of Canada and Mexico as they relate to United States history.

Proposed Reading(s): A variety of books, articles and primary source documents will be kept for this content area.

#### **WORLD HISTORY I and II**

Grade 9 and 10, 4 sem., 2cr.

This course seeks to explain and understand the impact of human contributions on a global scale. The course will trace the development of human society from pre-historic times to the present. This course will show the relationship of geography and its effect on history while simultaneously giving the student an orientation to numerous cultures (versus viewing cultures solely through the prism of the American Experience). Students will emerge with the ability to judge each culture critically on its own merits.

In World History I, students will study the history of the major empires and political entities that emerged after the fall of the Roman Empire, including the Byzantine Empire, the Ottoman Empire, the Moghul Empire, the Chinese dynasties, and the major pre-Columbian civilizations that existed in Central and South America. Students also examine the important political, economic, and religious developments of this period, including the development of democratic, scientific, and secular thought in Europe.

**In World History II, students will study the rise of the nation state in Europe and the economic and political roots of the modern world, including the Industrial Revolution, 19<sup>th</sup> century political reform in Western Europe, and European imperialism in Africa, Asia, and South America. They also examine the causes and consequences of the great military and economic events of the past century, including World War I, the Great Depression, World War II, the Cold War, the Russian and Chinese revolutions, the rise of nationalism, and the continuing persistence of political, ethnic, and religious conflict in many parts of the world.**

Proposed Textbook(s): Prentice Hall World History

Proposed Reading(s): A variety of books, articles and primary source documents will be kept for this content area.

#### **SCIENCE**

Boys' Latin believes that it is crucial students are well prepared in the basics of science prior to graduation in order to compete in the 21<sup>st</sup> Century. The core curriculum will be comprised of a sequence of courses covering biology, chemistry, physics, and earth science. This strong foundation will serve to prepare our students for both their post-secondary studies as well as for life in a time when an understanding of science is crucial to comprehending public policy debates. In addition, the study of science at Boys' Latin will also be a hands-on experience from a laboratory vantage point—and not just test tubes and Bunsen burners. For instance, the mechanics of gravity and pulley systems will be explored by students through teams that engineer and build the steering system of a soapbox derby car.

#### **INTERGRATED SCIENCE**

Grades 6, 7 and 8, 6sem.

The science curriculums for sixth, seventh and eighth grade are organized into units of study in life, earth and physical science. The resources for the unit will be authentic literature and science kits.

In sixth grade, students will learn about the transfer of matter and energy in biological communities and the interdependence of living things in life science. The focus of the earth science unit will be on weather and climate. In physical science, students will learn about simple machines. In addition, as part of an interdisciplinary unit of study, students will compare scientific explanations of natural phenomena such as earthquakes to the explanations given by ancient civilizations by reading origin mythology.

## **Application in Support of the Establishment of Boys' Latin of Queens Charter School**

### New York State Education Department Charter School Application

The life science focus for seventh grade will be the human body system and homeostasis in other organisms (simple and complex). The focus of the earth science unit will be Earth as a System. In physical science, students will learn about matter and energy.

In eighth grade, students will learn about reproduction, heredity and evolution in life science. Forces and motion will be explored in physical science. The Earth, Sun and Moon System will be the earth science focus for the year.

Proposed Reading(s): A variety of books and articles will be kept for this content area.

### **PHYSICAL SCIENCE**

Grade 9, 2 sem., 1 cr.

This course introduces students to such topics as motion, forces, and the structure of matter; chemical reactions, and The Periodic Table; density and buoyancy; force and energy, the laws of conservation; atoms, molecules and atomic and kinetic theory; as well as heat, motion, electromagnetism and wave phenomena. Students will grasp four concepts that help to unify physical science: force and energy; the laws of conservation; atoms, molecules and the atomic theory; and kinetic theory. Students will be trained in the methods of scientific discovery and while much of the science called for in the standards is "classical" physics and chemistry, it will provide students powerful basics for understanding modern science that will serve students well as adults.

Proposed Textbook(s): Prentice Hall *Physical Science: Concepts in Action*

### **BIOLOGY**

Grades 9/10, 2 sem., 1 cr.

Objectives: This course is a survey of the major themes of biological science, including the characteristics of living organisms, bio-chemistry, the structure and function of cells, genetics and human heredity, evolution and speciation, the five kingdoms of life forms, selective anatomy and physiology of diverse organisms, and the ecological relationships in biological communities. Students will also investigate contemporary issues of human reproduction, disease, health and environmental integrity. Laboratory exercises reinforce material covered in lectures, and students are trained in the procedures of the scientific method.

Proposed Textbook(s): *Biology* (Prentice Hall) or *Biology: The Unity and Diversity of Life* (Brooks and Cole)

### **CHEMISTRY**

Grades 10/11, 2 sem., 1 cr.

Objectives: This course is designed to develop a foundation of chemical principles with which students can begin to understand the processes that make up our world. To develop these principles students will examine diverse topics including atomic and molecular structure, chemical bonds, gases and their properties, acids and bases, solutions, chemical thermodynamics, reaction rates, chemical equilibrium, conservation of matter and stoichiometry, organic and biochemistry, and nuclear processes.. Laboratory experiences, including safety, are an integral part of this course. These laboratory experiences will serve not only to reinforce and clarify concepts taught in class, but to demonstrate application of concepts as well. At the end of their study, students will be capable of using sophisticated models and rigorous mathematical computations to make formal statements of principles of chemistry and understand their implications. They will be able to apply their understanding in another science course, in a higher level of science or engineering/technology learning.

Proposed Textbook(s): *Chemistry* (Merrill) or *Chemistry: Connections to Our Changing World* (Prentice Hall)

### **MATHEMATICS**

Recognizing the various individual needs, abilities, and goals which students bring to the classroom, Boys' Latin offers a rigorous integrated curriculum that motivates, encourages and guides all students in the pursuit of mathematical proficiency. The math department offers a program of study which contains courses sophisticated enough to challenge the brightest of students while offering preparatory courses to

## **Application in Support of the Establishment of Boys' Latin of Queens Charter School**

### New York State Education Department Charter School Application

help those who show some math deficiency. In the introductory classes emphasis is placed on study skills, critical thinking, and the writing of mathematical expressions, while upper level courses require the use of a graphing calculator. Real life applications are emphasized throughout the curriculum, and particular attention is directed towards practical mathematical skills like calculating probabilities and rates of interest.

Beginning in ninth grade, all students must complete four credits in mathematics to satisfy graduation requirements. These four credits must include specific courses required by the department, usually Algebra I & II, Geometry, and Trigonometry. The courses offered allow a student to work at his level of competence and likewise to advance to high levels of achievement as talent and ambition allow.

#### **INTEGRATED MATHEMATICS**

Grades 6, 7 and 8, 6 sem.

In an effort to create a challenging sixth, seventh and eighth grade learning environment with high expectations for all children, we have selected *Carnegie Learning* series. The *Carnegie Learning Math Textbooks* and software will be utilized in grades 6-8. The series provide formative assessments, relevant problem-centered activities to develop mathematical reasoning and sense making skills, and technology to personalize learning. The series was developed to align to the Common Core State Standards for Mathematics.

Our mathematics curriculum will be based on the National Forum to Accelerate Middle Grades Reforms identification of three components of academically excellent middle grades curriculum-- academic rigor, equity and developmental appropriateness. Our comprehensive program will include the strands of numbers and operations, proportional reasoning, geometry, probability and algebra, as well as the development of algebraic thinking. Student understanding of the algebra strand will evolve over a three year period, allowing such ideas as patterns, functions, proportional reasoning and algebraic structures and skills, to develop over time. Students will learn about mathematics as an essential tool that can be used to analyze information, help people in need, and change the world. Students will use problem solving skills and math concepts to analyze issues such as prison reform, immigration trends and wartime defense budgets. Teachers will deliver lessons directly to students, form cooperative groups of three or four students to practice what they have learned, and create project based activities to apply what they have learned in the real world.

The math block will be divided into two distinct components. The primary resource for the first math period will be the *Carnegie Learning* series. During the second math period will be critical thinking and problem solving. This period will also provide opportunities for remediation and review.

#### **ALGEBRA I**

Grades 9/10, 2 sem., 1 cr.

Students will be introduced both to the fundamentals of the language of mathematics and to the applications of this language towards problem solving. Topics include the four operations on positive and negative numbers, solving equations and inequalities, calculating absolute value, and review of the principles of fractions and decimals. After a review of the functions pertaining to the integers, new topics will be introduced including graphing linear functions, determining truth sets, computing powers and roots, factoring, and solving a system of linear equations using different methods.

Proposed Textbook(s): *Carnegie Learning Algebra I*

#### **ALGEBRA II**

Grades 9/10, 2 sem., 1 cr.

Students will continue their study of mathematics from Algebra I and Geometry. Additional topics not covered previously will include rational and irrational numbers, quadratic equations and systems, exponential and logarithmic functions, and complex numbers. Students will continue to explore powers and roots, factoring, and solving a system of linear equations using different methods.

Proposed Textbook(s): *Carnegie Learning Algebra II*

## **Application in Support of the Establishment of Boys' Latin of Queens Charter School**

### New York State Education Department Charter School Application

#### **HEALTH & PHYSICAL EDUCATION**

Students enrolled in the *Health and Physical Education* curriculum will learn through both physical and classroom activity practical information, which will help him to recognize and realize his potential as a healthy member of society. Courses include studies where students learn to appreciate and care for their physical bodies and understanding their physical, mental and social capabilities and responsibilities. First aid and other life-saving techniques will be covered so that not only would a student be able to take care of himself adequately, but he would also be able to help in the event of an emergency. In addition, the student will become acquainted with a basic understanding of healthy strategies for promoting his own well-being and the well-being of those around him. In 6<sup>th</sup> grade, students will receive physical education and health daily. In 7<sup>th</sup> and 8<sup>th</sup> grade, physical education and health will be taught a minimum of three times per week. In 9<sup>th</sup> – 12<sup>th</sup> grade, students must graduate with a minimum of two course credits in this area.

#### **HEALTH/PHYSICAL EDUCATION**

Grades 9-12, 8 sem., 2 cr.

The freshman physical education course is comprised of health education integrated with physical activities. Research shows there are many benefits for students who take regular physical education courses. Students have enhanced memory and learning, increased problem-solving skills and better concentration. Those that learn to incorporate physical activity into their everyday lives understand that an active lifestyle fosters individual growth, and enables them to meet challenges in society. The course also plays a crucial role in creating a healthy learning environment

The Health course is designed to give each student a basic understanding of the history, causes, and effects (both individual and social) pertaining to the use of alcohol and drugs and the contraction and spread of AIDS (including legal and social implications). The benefits of proper nutrition and a healthy diet will be discussed in relation to the major systems of the body, as well as the fundamentals of first-aid.

In the Physical Education segment of the course, all students will learn the basic fundamentals of basketball, tennis, softball, volleyball, baseball, golf, rowing, and lacrosse. Basic calisthenics exercises and flexibility are taught and practiced regularly to prepare the body for exercise. Each student will be given a physical fitness test in the fall and again in the spring to determine his state of physical fitness.

#### **ARTS**

##### **(Art, Music and Drama)**

An important goal of the school's mission is to further develop our students' creativity and higher order thinking skills. To achieve this end an emphasis will be placed on discipline-based arts education that teaches students to express their creativity and to experience satisfaction and accomplishment through art. In grades 6<sup>th</sup>-8<sup>th</sup>, students will study the importance and role of music in our everyday lives both around the world and through the ages, and learn the elements of music theory. Students will engage in hands-on art projects while they learn how to express themselves using different mediums. The courses will also require students to respond critically to works of art, and to understand the contributions artists make to our culture. Through the theater program, students will be provided opportunities in acting improvisation, writing, movement, and production and design. They will learn about performing traditions and cultures from around the world. In 9<sup>th</sup> through 12<sup>th</sup> grade, Boys' Latin will add chorus, band, drawing, painting and drafting to the arts curriculum.

#### **Instructional Strategies and Practices**

Teaching methods will include direct instruction, cooperative learning, and individualized and small group instruction. Other instructional methods and strategies that will be used will include:

## **Application in Support of the Establishment of Boys' Latin of Queens Charter School**

### New York State Education Department Charter School Application

**Cooperative Learning** - Students will work together in groups in all classes. This method will help students develop leadership skills and the ability to work with others as a team. Cooperative learning promotes higher level thinking skills, builds self-esteem, increases student retention and develops oral communication skills and social interaction. In addition, cooperative learning stimulates critical thinking and helps students clarify ideas through discussion and debate.

**Interdisciplinary Teaching** - In related curricular areas, teachers of all subject areas will integrate other subject areas into unit plans. In addition, the arts will be an integral component of unit designs for all subject areas. Teachers will also jointly plan, prepare, and teach courses (i.e. literature and social studies courses will be linked to Latin studies). Teachers will make a concerted effort to integrate literacy across the content areas; the new Common Core State Standards will drive this effort.

**Socratic Method** - Students will be encouraged to respond to open ended questions, to generate their own questions and to explore the connections between what they are learning and how the learning connects to other events and circumstances. Teachers will focus on creating opportunities for students to participate in Socratic circles, debates and classroom discussions where they will compare different points of view and formulate their own ideas by citing evidence.

**Declamations** - A critical component of the Boys' Latin curriculum design is growing our students' capabilities as effective communicators. One way we do this is through public speaking—this includes offering students the opportunity to present to their teachers and classmates as well as bringing in outside speakers to share their talents and expertise. Students will be required to recite the school pledge at the end of the sixth grade. In subsequent grades, students will have to recite excerpts from classic literature in Latin and English.

**Service Learning** - Service learning will be employed as a mechanism to integrate meaningful community service with instruction and reflection to enrich the learning experiences, teach civic responsibility, and strengthen communities. Students will build character and become active participants as they work with others in their school and community to create service projects in areas such as education, public safety, and the environment. In grades 6-8, students will complete a minimum of two school-wide service learning projects as integrated unit of study. Beginning in 9<sup>th</sup> grade, students will complete service learning projects independently. 9<sup>th</sup> graders will be required complete twenty hours of service learning. Students in 10<sup>th</sup> grade and above will be required to complete twenty-five hours of service learning.

**Explicit Vocabulary Instruction** - Vocabulary plays an essential role in comprehending written and oral language. Research has proven that effective vocabulary instruction allows for both incidental and planned experiences. This instruction includes a variety of strategies for acquiring new vocabulary and extending the depth of vocabulary learned. Students will be taught specific content vocabulary in each subject area at each grade taught; this will provide students with an excellent opportunity to acquire the academic background knowledge they need to understand subject area content.

**Writing Across the Curriculum** - Teachers in all disciplines will add writing to their courses. This will enhance students' general writing ability. Additionally, this will increase both the understanding of content while simultaneously reinforcing the specific vocabulary of the disciplines. Writing increases student engagement with course materials and content, and increases retention of information and depth of understanding.

**Technology Across the Curriculum** - Technology will become an integral part of instruction and learning for both teachers and students. Computers, internet, audio/visual delivery systems, and interactive whiteboards will be utilized as instructional tools. During the first year, the school will utilize

## **Application in Support of the Establishment of Boys' Latin of Queens Charter School**

### **New York State Education Department Charter School Application**

a laptop cart to integrate technology into instruction. Students will use electronic tools for research and evaluation as well as use technology to enhance oral and written presentations. In addition, students will use graphical and multi-media presentation technologies. Boys' Latin students will be familiar with major legal, ethical, privacy and security issues in information technology and have working knowledge of hardware and software.

**Project-Based Learning that Focuses on Problem-Solving** - Teachers will employ innovative strategies to teach students and to engage them in the instructional process. Hands-on, project-based classroom instructional strategies will employ inquiry based activities and problem solving strategies, which promote utilization of previously learned concepts and skills. The school program is designed to enable students to meet rigorous academic standards. Scheduling is planned to facilitate opportunities for extended projects, hands-on experiences, and inquiry-based learning.

**Data Driven Instruction** - Each teacher will use their student and classroom data to design instructional strategies to address the individual learning needs of each student. Boys' Latin will analyze classroom and school-level data to design appropriate interventions and instructional strategies to ensure that student achievement goals are met.

### **Students with Disabilities**

In accordance with §2853 (4)(a) of the Education Law, Boys' Latin will provide special education services to students with disabilities as per their individualized education plan ("IEP") as developed by the Committee on Special Education (CSE) of the student's school district of residence. The board understands that the school has no authority to create or modify IEPs or conduct multi-disciplinary evaluations to determine whether a student has a disability, and that it is not the local education agency with respect to providing special education services. In short, these responsibilities are left solely to the CSE of the student's district of residence. Moreover, students with disabilities will receive an appropriate education as required by their IEP.

We strongly believe in inclusion of all students, including special education students, in regular classrooms and that all students should have access to the same curriculum and materials as their peers. Extra assistance may be provided to special education students as required by their IEP, but they will have the same resources available to them to improve their skills as their fellow students and will have access to the same curricular content. Furthermore, Boys' Latin will provide professional development to teachers that will help them create an environment that supports learning for all students, including those with disabilities. We will work diligently to ensure that our enrollment reflects an adequate number of special education students every year.

For those students with IEPs that require consultant teacher services and/or a resource room setting, the school will directly provide these special education services. For those students with IEPs that require related services, such as counseling, speech, occupational, and physical therapies, the school will contract with either the student's school district of residence or a private provider. Should a student require more restrictive placement, such as a special class for part of the day, the school and parent will ask the CSE to convene an IEP meeting to determine whether the current recommendation is appropriate or if it can be modified. Finally, any chosen facility will accommodate the special education program and services outlined above and will be ADA compliant. In addition, the proposed budget will include a special education position and expenses associated with the related special education services. Additional Supports Boys' Latin will have several structures in place to assure that special education students of all levels are given appropriate instructional support. Boys' Latin will use Response to Intervention ("RTI") and Pupil Personnel Committees to support our students.

## **Application in Support of the Establishment of Boys' Latin of Queens Charter School**

### New York State Education Department Charter School Application

In Boys' Latin's general education classroom teachers will differentiate instruction to address different modalities of learners (RTI Tier I). Teachers will make accommodations that target student differences which may include manipulatives in all subjects, small group instruction, adding visual resources during verbal lessons, or stations in social studies or science classes.

For students who are still struggling to master curriculum content and skills, Boys' Latin will use small group instruction, push-in and pull-out Title I, and alternative supplies and materials (RTI Tier II). These Tier II interventions will be available to all students who need them including students with IEPs.

RTI Tier III is remedial and intensive in nature. Tier III supports both students who have IEPs that mandate pull-out SETSS (NYC)/Resource Room and those general education students who are identified as needing additional support based on their student assessments. The goal of this level of intervention is to extinguish inappropriate behavior and remediate academic deficits. This process may identify a general education student who needs this level of intervention and may need special education services. For students who already have an IEP, Tier III will provide the necessary information to request a review to adjust the IEP accordingly. In both instances, written parental consent is needed by the CSE to proceed. At this level, Boys' Latin will recommend that the student's parent be notified and encouraged to participate so that a referral is the result of collaboration and consent might be more forthcoming. In any case, the Tier III Interventions must continue whether or not the parent gives CSE consent. Also, this student is now "presumed to have a disability" and to have rights under IDEA, even if he/she does not have an IEP.

#### *Pupil Personnel Committee (PPC)*

Any student who is having trouble at the Tier II level, regardless of whether or not they have an IEP, can be referred to the PPC. The PPC discusses strategies and interventions with the general education teacher and they come up with a plan of intervention (Tier III) for behavior or academics. This plan is monitored and a progress report must be presented to the PPC.

Students who have IEPs for related services such as counseling, speech, occupational therapy, or physical therapy will not be excluded from appropriate interventions. In addition, if a child is pulled out for several services and SETTS, Boys' Latin will work to make sure the child still accesses the general education curriculum.

To ensure that teacher(s) of a student with a disability will have access to and understand their responsibility to implement the IEP, Boys' Latin will designate a special education teacher/coordinator to oversee the provision of special education services in accordance with each child's IEP. The special education teacher/coordinator position will be responsible for the following:

- communicating on a regular basis with the CSE of each student's district of residence;
- coordinating special education referrals to the CSE;
- ensuring that the appropriate school staff members and parents participate in CSE meetings;
- reporting to the CSE regarding student's progress toward meeting IEP goals;
- reviewing all students' IEPs;
- collecting student records from the CSE;
- maintaining and securing in a locked cabinet all confidential files; and
- coordinating the implementation of special education services as per the IEP with the school district, private providers, and the school's classroom and special education teacher(s), as appropriate.
- works with specialists to deliver on IEP goals
- supervises related service providers with CSE
- supervises collection of IEP's

## **Application in Support of the Establishment of Boys' Latin of Queens Charter School**

### New York State Education Department Charter School Application

- ensures IEP's are secure
- ensures compliance with all regulations
- sets up parent conferences when necessary

In accordance with §4402 (7) of the Education Law, the special education teacher/coordinator will ensure that each regular education teacher and any related service provider who is responsible for the implementation of a child's IEP will be given a copy of the IEP prior to its implementation. In addition, the school will require that the copy remain confidential and that it cannot be re-disclosed to any other person, in compliance with IDEA and FERPA. Moreover, prior to the implementation of the child's IEP, the special education teacher /coordinator will inform each teacher of his or her responsibility relating to the implementation of the IEP with respect to the accommodations, modifications, and supports required as described by the IEP. Finally, in an effort to provide general information about special education, the special education teacher /coordinator will provide pre-service and on-going training to all teaching staff covering the referral process to the CSE, implementation of a student's IEP, evaluation of a student's progress toward meeting IEP goals and objectives, reporting requirements to parents and the CSE, the importance of confidentiality of student records, and discipline of students with disabilities. Please note that there will be no specific mention of any child's IEP.

#### *English Language Learners*

Boys' Latin will serve all students with limited English proficiency using structured English language immersion, so that they achieve proficiency in the English language as quickly as possible. Boys' Latin will use an English language immersion model, which will include the following components:

- ELL students will receive the same academic content as native English speakers.
- All instruction will be in English and the level of English used for instruction –both verbal and written – will be modified appropriately for any ELL student (students will not be forced to stop using their primary language while learning English.).
- ELL students will receive instructional practice for English language acquisition in the classroom with appropriate ESL staff support.
- ELL students who are struggling with the structured English will receive ESL pull-out instruction and/or assignment to an aide or teacher who speaks that child's non-English language.
- ELL students will receive additional instructional time for English language acquisition (for example, during the remediation period, after-school or on Saturdays).
- Specialized curricular materials and staff will be provided to enable ELL students to achieve proficiency and maintain a satisfactory level of academic performance.
- Classroom teachers and administrators will receive in-service training sessions on communicating with students designated as English Language Learners and in techniques for detecting whether a student has English language deficiencies.

Boys' Latin's Title 1 teacher will be available during the school day to provide push-in and pull-out services for English Language Learners. In addition to this in-class support, the remediation/enrichment period will be used as an opportunity for the Title 1 teacher to work with students struggling with language acquisition on vocabulary development and literacy skills so that all our students are comfortable reading, writing, listening and speaking in English. We will ensure that the appropriate staff, curricular materials and the classroom space required for ESL instruction will be in place and used properly. The amount of staff, materials, and space will be based on expected enrollment rates of ELL students and adjusted accordingly to enable the students to achieve proficiency in the English language.

In addition, Boys' Latin plans to:

- seek at least one teacher with ESL extension or bilingual certification
- purchase English and native language materials, if available, so students can use the materials side by side to build English language fluency;

## **Application in Support of the Establishment of Boys' Latin of Queens Charter School**

### New York State Education Department Charter School Application

- provide space for limited pull-out when appropriate, as is done with Title I and special education students;
- provide ESL support staff to aid the classroom teacher with small group language instruction;
- translate all parent material in the appropriate native language;
- provide a translator for parent conferences; and
- provide professional development for all staff regarding English as a second language issues.

### **Curriculum Development**

The curriculum frameworks will be introduced during pre-service. The instructional staff will spend pre-service reviewing the school's mission, vision, curriculum frameworks and charter as well as creating curriculum maps. In addition, the *New Common Core State Standards* will be examined in great detail in order to determine the skills and concepts students need to master by the end of each grade. During the first year and every year thereafter, teachers will look at the grade that precedes and the grade that follows the current grade they are teaching. This will ensure that teachers are cognizant of what students should have learned and what they need to learn in order to be successful in the current grade and thereafter. During pre-service, all of the teachers on a grade level will collaborate to develop interdisciplinary curriculum maps for each subject. The curriculum maps will include the following: standards, objectives, essential questions, key vocabulary, resources and assessments.

During pre-service, teachers will create a ten month curriculum map following the work of Heide Hayes Jacobs and Susan Udelhofen. This curriculum map will delineate the monthly targets for each content area. Teachers will develop maps for each grade level. The maps will serve the following purposes:

- Maps will be used in both the unit planning process and the development of lessons
- Maps will provide teachers with an opportunity to determine when and how skills will be taught
- While curriculum maps are being developed, staff can gain information about ongoing work throughout the school, identify curriculum gaps, target potential areas for integration, match assessment with standards, and review for timeliness

Teachers will use the Understanding by Design (Wiggins, G., and McTighe.J.) model for planning. Units will be developed quarterly. Steps in this process include:

- Compress individual content standard strands into a unified themed direction with an essential question.
- Determine a project for the unit that measures skill progress in the content area.
- Determine resources and materials for executing the unit.
- Chart out the sequence of lessons for the unit working backwards from the end assessment/project.
- Review the unit to ensure that content is covered and skills are incorporated.
- Create a rubric for the unit end outcome/assessment.

A lesson plan format will be developed in conjunction with teachers. Teachers will have an opportunity to share lessons and provide support to each other during common planning time and meetings with coaches and/or consultants. Meetings and observations conducted by the Principal and Director of Curriculum and Instruction will provide additional opportunities for feedback and assistance.

Starting in April each school year, teachers will be allotted opportunity during common planning time and early student release time to do the following:

- Review school interim assessments and assessment data and see where changes are needed in curriculum maps, unit plans and Accountability Measures and Benchmarks. Identify how this review will impact on the school's goals for continuous improvement.

## **Application in Support of the Establishment of Boys' Latin of Queens Charter School**

### New York State Education Department Charter School Application

- Review curriculum units, maps and lessons to identify the focus for the following year and make adjustments and changes based on review and student needs.
- Review daily lesson plan binder and adjust lessons that might be repeated to insure student success.
- Provide topics needed to be addressed as part of Pre-Service and develop a professional development plan.

During the academic year, the Director of Curriculum and Instruction and Principal will facilitate curriculum and data sessions. The aforesaid individuals will also ensure that instruction is interdisciplinary and there is emphasis placed on teaching literacy across the curriculum as outlined in the New Common Core State Standards. On a bi-weekly basis, students will be dismissed at 12:30pm. The entire staff will meet from 12:30pm to 4:00pm. The Director of Curriculum and Instruction and the Principal will meet with staff weekly during common planning periods to ensure that teachers maintain fidelity to the curriculum maps while modifying instruction when appropriate based on assessment results. During professional development sessions and grade level meetings, the instructional staff will review data and review and revise curriculum. Boys' Latin will use the following cycle to develop and modify curriculum during the academic year:

1. Define learning outcomes based on standards and input from all stakeholders based on the curriculum map that was created during pre-service.
2. Design assessment tools and criteria that are explicitly linked to the standards and each learning outcome.
3. Design unit plans that are standards-based and objective-driven.
4. Design and implement lessons and assessment tools to gather evidence of student learning.
5. Analyze and evaluate the data that is collected; identify any gaps between desired and actual results.
6. Document and outline any changes that are needed in the curriculum, instructional materials and teaching strategies.

### **Professional Development**

Research supports the need for authentic, embedded, and sustained professional development (PD), including teacher coaching and modeling, as a way to increase students' overall progress (Vaughn et al., 2007). Building staff capacity is a multifaceted task that involves helping teachers to recognize the need to be reflective practitioners that use data and research to make instructional decisions. Building this capacity includes developing teachers' knowledge of content, research-based instructional strategies and intervention strategies as well as supporting their implementation attempts of the aforementioned. School-level systems and supports are critical in this respect. Providing teachers with time to problem-solve, consult with colleagues, and provide or receive structured training and coaching is important. PD on the overall framework, as well as the individual components and evidence-based practices, must be ongoing. Our model for professional development is based on research (Darling-Hammond & McLaughlin, 1995; Garet, et al, 2003) which says professional development programs should be:

1. Grounded in inquiry and reflection;
2. Participant-driven and collaborative, involving a sharing of knowledge among teachers within communities of practice;
3. Sustained, ongoing, and intensive; and,
4. Connected to and derived from teachers' ongoing work with their students.

To ensure higher levels of student achievement and to accomplish the mission of producing students who exceed the New York State learning standards and are prepared for the demands of college and beyond, Boys' Latin will implement a professional development program that has three parts: 1) pre-service training, 2) in-service training and coaching, and 3) continuous professional development opportunities. The goal of the professional development program is to equip administrators, teachers, and staff with the

## **Application in Support of the Establishment of Boys' Latin of Queens Charter School**

### New York State Education Department Charter School Application

knowledge and tools needed to effectively teach all students. The planning team anticipates that teachers will be at different levels and need varying degrees of support throughout the year based on our experience of running a charter school in Philadelphia. For this reason, the Director of Curriculum and Instruction and the Principal will provide differentiated professional development to all teachers. This flexibility ensures that all our teachers will have their professional development needs met.

The professional development structure is designed so that teachers have intensive professional development in the two weeks prior to the beginning of the school year and constant on-going professional development throughout the year. Pre-service professional development will include extensive training on content supported throughout the year through school-based activities. While the pre-service provides a comprehensive introduction for new teachers and reinforcement for returning teachers to our school's curriculum and priorities (based on returning teacher input), it is this constant on-going support that will ensure meaningful integration of our school's priorities and serve as a source of refreshment for teachers, keeping them motivated and inspired. Teachers will receive professional development for three hours bi-weekly as a cohort as well as professional development in grade level groups and individually. Throughout the year, teachers will benefit from regular coaching and support from the administrative team. The aforementioned individuals will provide weekly professional development for collaborative team teaching, modeling, "lunch and learn" sessions, or data interpretation.

#### *Pre-Service Training*

The purpose of pre-service training is to prepare all staff for the new school year and to induct new professionals. There will be ten days of pre-service professional development in August. In the initial year, the focus of the program will be to develop teachers' knowledge in content areas and to train staff on how to create a positive learning environment. Teachers will receive training in classroom management techniques, instructional and intervention strategies, the New York State Learning Standards and the Common Core State Standards, student data analysis, differentiation of instruction, and standards-based instruction, among others. Non-teaching staff will receive job specific training. In subsequent years, new teachers and staff will receive the initial year program and returning staff will receive professional development based on the needs of the school.

#### *ELL and Special Education Training*

Boys' Latin will provide specific training and professional development for all staff on strategies for teaching *English Language Learners* and *Students with Disabilities*. With regard to ELLs, staff will be trained on identification and assessment, instructional differentiation and programs, evaluation standards and assessments, program exit criteria, and parent notification. In an effort to provide general information about special education, the special education/coordinator will provide pre-service and on-going training to all teaching staff covering the referral process to the CSE, implementation of a student's IEP, evaluation of a student's progress toward meeting IEP goals and objectives, reporting requirements to parents and the CSE, the importance of confidentiality of student records and discipline of students with disabilities.

#### *Bi-Weekly Professional Development*

Students will be dismissed at 12:30pm on alternate Wednesdays. Teachers and administrators will develop curriculum, examine data and learn research-based instructional strategies for addressing the needs of all children including ELLs and students with disabilities. Teachers will also receive content specific professional development by consultant.

#### *Continuous Professional Development*

Teachers will be encouraged to explore additional professional development opportunities. Funds will be allocated to send selected teachers and administrators to conferences that address educational issues, trends and best practices.

## **Application in Support of the Establishment of Boys' Latin of Queens Charter School**

### New York State Education Department Charter School Application

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

In accordance with Education Law 2852(2)(n), Boys' Latin will meet the requirements of instruction time offered during the academic year as other traditional public schools. Additionally, Boys' Latin will operate in accordance with Education Law section 3204(4) stating that the school will be in session for at least 180 days. Provided the school operates on its planned 183 day schedule, 19 days of which students will be dismissed so teachers can participate in professional development sessions, Boys' Latin will offer 1233.5 hours of academic study – 7 hours on a regular school day and 4.5 on days in which students are dismissed early.

Our Board feels the extended school day, coupled with the 120 minute block of English language arts and 90 minutes block of mathematics, will create a learning environment that enables students to excel in their academic studies, as well as providing an atmosphere that will prepare them for success at Boys' Latin, through college, and into their professional careers. Additionally, the extended school day will provide students with an opportunity to spend additional time on complex subject matter, allowing our educators to create lessons plans that ensure every student understands the material being presented. Finally, the school day's 4pm dismissal will provide students time to participate in the required two extra-curricular activities per year. These activities will provide students with the opportunity to reinforce what they have learned in the classroom as well as characteristic traits including, leadership, character building, and team unity.

**Please see Attachment 3 for Boys' Latin's Sample Daily Schedule**

**Please see Attachment 4 for the 2012-2013 Academic Calendar**

#### **C. Target Population**

Grades	Projected Enrollment Table				
	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
<b>6</b>	75	75	75	75	75
<b>7</b>	75	72	72	72	72
<b>8</b>		72	69	69	69
<b>9</b>			75	75	75
<b>10</b>				72	72
<b>11</b>					69
<b>Total</b>	<b>150</b>	<b>219</b>	<b>291</b>	<b>363</b>	<b>432</b>

*Please note: The projected enrollment chart accounts for an expected 4% attrition rate.*

The New York State District Report Card's Accountability and Overview Report indicates New York City Community School District 28 served nearly 6700 middle school age students in the 2009-2010 school year. Nearly half of those students attended a school within a seven mile radius of Boys' Latin proposed location. Of those schools serving middle school age children within a seven mile radius of our proposed location - Catherine and Count Basie Middle School 72, Junior High School 217 Van Wyck, the Young Women's Leadership School of Queens, York Early College Academy, and Junior High School 8 Grossley – the highest achieving schools served a small school environment similar to what is proposed in this application. Additionally, the district is already home to a successful all girls public school that, at full capacity, will serve the same grades as Boys' Latin (save sixth grade). From the information available to our Board, the Young Women's Leadership School of Queens has shown that a single-gender learning environment can be successful in our proposed community. According to the New York State District Report Card's Accountability and Overview Report the Young Women's Leadership Academy of Queens had a 100% student stability rate, served a high population of free and reduced lunch students, and more

## **Application in Support of the Establishment of Boys' Latin of Queens Charter School**

### New York State Education Department Charter School Application

than twice as many African-American students and over one and a half times as many Hispanic students than the district average. Academically, the Young Women's Leadership Academy outperformed the district's seventh and eighth grade on the New York State English language arts and mathematics exams in the 2009-2010 school year. By this metric, our Board feels our proposed school will be able to successfully operate in our proposed location.

#### **D. Assessment**

The Boys' Latin of Queens Charter School assessment process will be comprehensive and rigorous. The school will primarily rely on standardized and diagnostic tests to assess student achievement throughout the life of the charter. The school will administer criterion-referenced tests, periodic formative tests, and unit and end-of-year tests. These assessments will provide the school with absolute, value-added, and comparative measures.

Each year, the school will administer all required New York State assessments—in particular the grade 6-8 ELA, math, and science assessments and high school Regents examinations—which will allow the school to assess how well the students are achieving the State learning standards in absolute terms and in comparison to similar schools in the district. We will also use any other state mandated assessments that are phased in subsequent to the application submission. These state assessments will serve two purposes: first, these assessments will determine the school's performance within the federal NCLB and statewide systems of assessment and accountability.

Second, the state assessments will help the school review its performance to make decisions about revising its policies and procedures. After the end of each year, the Board and school leadership will review the school's performance against its goals and how this performance compares to that of years prior. The Board and school leadership will use this review to decide if any major changes to the educational program need to be made for the upcoming school year. Examples of major changes may include supplementing or replacing the curriculum, modifying the system of academic intervention services, adding or replacing personnel, changing the system or focus of professional development, etc.. Teachers and school leaders will use data from the accountability assessments to modify/plan instruction in the same manner (described below) as for the school's periodic formative assessments.

In addition to year-end accountability assessments, the school will give assessments over the course of the school-year. Every 6-10 weeks, the school will administer brief formative tests that are aligned with the New York State Standards and, to the extent it is possible to determine, correlated with performance on the grade 6-8 and Regents exams. The school will undergo a review to identify an appropriate vendor from which to purchase or contract for design these assessments; however, if no vendor is deemed to have a suitable product or service, the school will design its own formative assessments. (The school will wait until close to opening to select a vendor for such an assessment, because the technology and vendors involved in this field change meaningfully from one year to the next.)

The school will also administer unit tests provided by curriculum publishers to allow for content assessment and will provide intra-year assessments of student performance in reading, math, social studies, and science. The regular feedback provided by these tests will help teachers adjust and personalize student instruction throughout the year as necessary. Data from these exams will not be used to support the school's application for charter renewal.

These tests will measure grade level performance (i.e. below, at, or above grade level) in specific skills and content knowledge. Given that each subject is taught using content that is aligned with the State learning standards, the test results will be good predictors of how well students are doing against those standards. Also, these assessments allow instruction for a particular youngster's need to be adjusted in real time each year, rather than waiting until end-of-year exams.

## **Application in Support of the Establishment of Boys' Latin of Queens Charter School**

### **New York State Education Department Charter School Application**

Teachers and school leaders will use the results of these assessments to identify/confirm students in need of additional support (i.e. within the RTI process) and to identify skill areas for differentiating instruction (in conjunction with further diagnostic assessments). Furthermore, high-level summaries of student subject-area proficiency (by grade and/or by class, as appropriate) will be reviewed by Board members to assess growth and ensure a plan of action to support students not showing enough growth within a given subject over the course of the school year. The Board will likewise review the school leadership's need for additional resources within the leadership's plan of action.

Teachers will regularly analyze student work throughout the year using performance rubrics, individually, in grade conversations, and in conversation with the principal. The principal will be responsible for ensuring consistent expectations of student work and assessment across the school. Grade and subject specific team meetings will allow for more in-depth examinations of student work and will allow teachers to share and discuss examples of student work and teaching practices, raising expectations across the board.

In pre-service and in-service training sessions, all student assessments employed by the school will be reviewed in detail with the teaching staff. The principal will discuss the content and format of the exams to ensure the teachers have a clear and common understanding of the student learning standards, and the format in which they will be tested. This understanding of the assessments will allow teachers to design classroom projects which move students toward mastery while permitting teachers to ascertain throughout the year which students may need additional instruction or practice to meet proficiency standards.

They will be able to benchmark student achievement across grade levels, monitor how individual classes are progressing toward state standards, and assess individual student strengths and weaknesses. With this data, teachers can differentiate instruction and provide direct remediation based on student's individual needs.

Students will be prepared for the state assessments on a daily basis in all classes since all classes will be aligned with the state standards and emphasize literacy and math skills regardless of the subject area. In addition, team teaching and common planning time will provide teachers with the opportunity to identify areas of need and tailor lessons and intervention to target those specific areas. We will also pursue offerings Supplemental test prep and specific programs designed for students with greater needs on Saturdays or at the end of the school day.

### **Promotion Criteria in Two Non-Consecutive Grades**

#### **Sixth Grade Promotion Standards/ English Language Arts and Mathematics**

Boys' Latin will promote all students scoring a level 2 on each of the following New York State assessments: English Language Arts and Mathematics. The following additional measures will be used to determine if students will be promoted from the 6<sup>th</sup> grade:

- Average of 75% on English Language Arts and Mathematics coursework.
- Average of 75% on program embedded assessments (including baseline and end of year).
- Average of a level 2 on performance based -writing assessments across content areas.
- Score at the Advanced level on the NYESLAT (ELLs only).
- Declamation: Recite school pledge.
- The Individualized Educational Plan (IEP) will guide promotional policy for students that qualify for special education services based on the severity of the disability.

#### **Eighth Grade Promotion Standards/ English Language Arts and Mathematics**

## **Application in Support of the Establishment of Boys' Latin of Queens Charter School**

### New York State Education Department Charter School Application

Boys' Latin will promote all students scoring a level 2 on each of the following New York State assessments: English Language Arts and Mathematics. The following additional measures will be used to determine if students will be promoted to the 8<sup>th</sup> grade:

- Average of 75% on English Language Arts and Mathematics coursework.
- Average of 75% on program embedded math assessments (including baseline and end of year).
- Average of a level 2 on performance based -writing assessments across content areas.
- Score at the Advanced level on the NYESLAT (ELLs only)
- Declamation: Recite an excerpt from a classic work of literature.
- The Individualized Educational Plan (IEP) will guide promotional policy for students that qualify for special education services based on the severity of the disability.

### **E. School Climate and Discipline**

#### **RULES OF CONDUCT**

*General Statement:* No student may engage in any conduct, or encourage any other person to engage in conduct that jeopardizes the health, safety, or welfare of any member of the school community or in any conduct that disrupts or undermines the basic educational mission of the school. Any student who acts in disorderly way or interrupts the educational process is subject to arrest for disorderly conduct and other disciplinary action. Any student who engages in a fight, or encourages others to fight, is subject to arrest and other disciplinary action for disorderly conduct, simple to aggravated assault including terrorist threats, etc.

#### **DISCIPLINARY CODE: OFFENSES/CORRECTIVE ACTIONS**

##### ***Level 1 Offenses***

- 1.1 **Disruption of School:** A student shall not use language in any classroom, dining hall, hallway, yard, or school-related venue, school publication, bulletin board, public address system, or on a book bags, books, buttons on his body, etc., which is profane, obscene, racist, sexist, homophobic, intentionally disruptive, libelous or offensive to other students, faculty or the community. A student shall not by use of force, noise, coercion, threat, intimidation, fear, passive resistance, or any other conduct intentionally or recklessly cause the substantial and material disruption or obstruction of the lawful mission, purpose, or function of the Boys' Latin.

Neither shall a student use as an excuse for the use of profane language or racial slurs, epithets, sexist, homophobic or intolerant language that he was "only kidding" or that "we use this language all the time".

Neither shall the student urge other students or outsiders to engage in such conduct as expressed in this rule.

This rule applies on school grounds or during a school activity or school function, or school event off campus, or coming to or from school.

- 1.2 **Damage, Destruction, Graffiti, or Theft of School or Private Property:** A student shall not, either on school grounds or during a school activity or school function, or school event off campus, or coming to or from school or resulting from school cause or attempt to cause material damage to school or personal property, or attempt to steal school or personal property. Damage resulting in a cost of more than \$25.00, repeated damage or theft, shall be considered an act of serious misconduct. (See Rule 3.4g)
- 1.3 **Smoking in the Building:** A student shall not smoke in any part of the building. The City Fire Code prohibits it; as well as common sense and health concerns that dictate that no smoking is permitted in the Boys' Latin building. Additionally, no smoking is permitted on school grounds;

## **Application in Support of the Establishment of Boys' Latin of Queens Charter School**

### New York State Education Department Charter School Application

- this includes the schoolyard, and the steps or sidewalk on any side of the building. No student may have in his possession any cigarettes or tobacco products.
- 1.4 **Disobedience to the Lawful Instructions of a Teacher:** A student shall not disobey the lawful instructions of a teacher, administrator, tutor, school support officer (SSO), or any adult staff member or volunteer of the Boys' Latin. Consequences include, but are not limited to, individual detentions or punishments.
  - 1.5 **Missing Homework or Class Work:** A student may not refuse to do assigned homework or class work. Usually, a school does not include this item in its disciplinary code; however, the special nature of the Boys' Latin s mission requires us to emphasize the importance of classroom concentration and hard work to achieve our academic goals.
  - 1.6 **Cheating and Plagiarism:** A student may not cheat or plagiarize material in class work, homework, tests, quizzes, reports, projects, or any other graded assignment. Cheating and/or plagiarism will be determined by the classroom teacher.
  - 1.7 **Graffiti, Unreadable or Sloppy Notebooks, Bags, etc:** A student shall not deface his books, notes, or book bags, particularly, but not limited to graffiti or references to drugs, drug corners or gangs, sexual conduct, or other illegal activities. Defaced books or book bags will be confiscated immediately and must be cleaned or replaced within 3 days.
  - 1.8 **In School in a Visible State of Intoxication or "High":** A student may not arrive at or become intoxicated or "high" in school, at a school activity, or coming to or leaving from school. The initial determination will be done at the discretion of the Chief Executive Officer (CEO) in consultation with the Director of Climate and/or Social Worker, Psychiatrist, or Nurse. A drug screening, at the parent's expense, at a licensed medical doctor's office or hospital may be required.
  - 1.9 **Overt Signs of Sexual Affection:** A student shall not express in the school building, on school grounds, on a school- sponsored trip or at any school activity overt sexual affection; this includes, but is not limited to, kissing, hand holding, notes, etc. The prominent display of "hickies" or passion marks is prohibited and any passion marks are discouraged. (Also see Rule 3.1)
  - 1.10 **Uniforms/Dress Code Violations:** (See Uniforms Regulations)
  - 1.11 **Prohibition Against the Wearing of Hats Indoors:** A student shall not wear a hat, cap, or other head covering in school or indoors during any school-sponsored activity whether in uniform or **not in uniform**. This rule may be waived only for religious or medical reasons; however, the Principal shall demand evidence of the religious or medical restrictions. This would include, but is not limited to, a signed note on official stationary, by an officially recognized pastor, rabbi, or imam. Students asserting a medical reason must provide a doctor's note signed by a PA-licensed M.D. or D.O.
  - 1.12 **Eating or Drinking in Classrooms:** Eating, drinking, or chewing gum is never permitted in classrooms, the lobby or hallways, before class, during class, or after class. Eating is permitted only in the dining hall during designated lunch periods and before and after school. Students may not leave trash or food in the dining hall.
  - 1.13 **Leaving School Building Without Permission:** No student may leave the school premises without the permission of the Chief Executive Officer (CEO), Director of Climate or their designees. (Early dismissal forms must be obtained at the school office.) No student may leave school during the lunch period.
  - 1.14 **Out-of-Bounds:** No student may be in any part of the building or grounds including bathrooms, at lockers, other classrooms, library, computer lab, schoolyard, elevator, etc., unless specifically scheduled to be there or has received permission from an appropriate authority. Any student exercising his right to see the Principal, Director of Climate or Social Worker/Counselor must report immediately to the main school office.
  - 1.15 **Possession of Prohibited Items:** A student may not have in his possession, in a school bag or coat, or in a locker any of the following:

## **Application in Support of the Establishment of Boys' Latin of Queens Charter School**

### New York State Education Department Charter School Application

Camera phones, beepers, electronic dialers, or paging devices; Radios, "iPods," CD Players, "Walkman," beeping (or any sound emitting) watches/devices, or sports equipment; Portable televisions; Electronic games, "PSPs," "Gameboys," or lasers; Items associated with gambling; Large markers or spray paint; Pornographic, obscene, or suggestive material; Racist, sexist, homophobic, and/or other material offensive to any ethnic or religious segment of the community; Any weapon or sharp object including scissors; Gum in any area and food or beverage in unauthorized areas; Items associated with drug use, such as blunts, "roach clips", pipes, rolling papers, "baggies," etc.; Cigarettes or tobacco products, if student is under 18 years; Mace containers/Pepper spray or stink bombs; Cameras, camcorders, or other electronic recording devices (unless the student has written permission from the Principal in the case of a special event, etc.);

Any other item(s) that from time to time may be added to this list by the Principal. If any of these items are confiscated more than once, it will result in an automatic suspension.

#### **Level One – Approved Corrective Actions:**

1. Interview with the Director of Climate.
2. Temporary assignment to a "cooling off" area, or temporary disciplinary assignment with the school
3. Before/after school detention
4. Suspension of privileges, including the dining hall and extra-curricular activities
5. Letter or phone call to parents
6. Mandatory Parent Meeting with the Director of Climate
7. Referral to mandatory counseling
8. Referral for mandatory drug screening, and/or to a substance abuse program
9. Restitution
10. For Rule 1.11, the hat or other head covering will be confiscated and returned to the student at the end of the day; for repeated offenses, Corrective Action .10 and 1.11 below shall apply
11. For Rule 1.15 and 1.15a the items will be confiscated, and will only be returned personally to a parent. If the parent refuses to come to school within 30 calendar days during normal working hours to pick up the item, the item will be destroyed or donated to a local charity or organization.
12. Suspension

#### **Level Two Offenses**

- 2.1 **Repeated School Violations:** A student shall not repeatedly fail to comply with the provisions of the rules as expressed in Level 1 Offenses above, Academic Policies, or with any other reasonable directions of the Principal, Director of Climate, teachers, or other authorized school personnel at any time when the student is properly under the authority of school personnel. Any student acquiring three (3) suspensions in an academic year, and on any one suspension thereafter if reinstated, is subject to expulsion for cause. Any student who has been expelled from the New York City Department of Education and repeats the same category of offense while at the Boys' Latin, e.g., fighting, weapons violation, possession or sale of a controlled substance, etc. is subject to expulsion for cause, even if it is a first offense at our school.
- 2.2 **Recklessly Endangering or Threatening/Intimidation of School Personnel, Students or Other Persons:** A student shall not recklessly engage in conduct which places or may place any school employee, fellow student or other person, i.e., visitor, etc., in danger of bodily harm. Nor shall a student attempt to by physical menace or threat (oral or written) put a school employee, fellow student, or other person in fear of imminent bodily injury, including but not limited to, drawings of weapons, inappropriate actions, etc.
- 2.3 **Possession of Drugs or Alcohol for Personal Consumption:** A student may not possess, use or be under the influence of any narcotic drug, hallucinogenic drug, steroid, growth hormone,

## **Application in Support of the Establishment of Boys' Latin of Queens Charter School**

### New York State Education Department Charter School Application

- amphetamine, barbiturate, marijuana, alcoholic beverage or intoxicant of any kind. (For possession not consistent with personal use see Level 3 Violations)
- 2.4 **Weapons on School Property:** No student shall possess on his person, in his school bag, or in any storage space (e.g. locker) provided by the school, or carry with him on any school-sponsored trip or activity, any weapon capable of causing bodily harm. (also see Level 3 Violations)
- 2.5 **Violation of Fire Drill Instructions:** No student may impede the safe exit of students in fire drill or other emergency situation. This includes, but not limited to, disruption of fire drill by talking, disobedience or inattentiveness. No student may make a false report of an emergency situation.
- 2.6 **Fighting:** No student may fight, push, strike, hit, or use violence, in any manner, against a fellow student, nor may any student encourage another student to violate this rule. No student may hold another in order that the student be hit or be the “second person in” a fight.
- 2.7 **Hazing:** Hazing of any sort is forbidden at all times within the scope of the Rules of Conduct. Hazing is defined as “To initiate or discipline (fellow student(s)) by means of horseplay, practical jokes, and tricks, often in the nature of humiliating or painful ordeals.
- 2.8 **Sexual Harassment:** The creation of/or maintaining of a sexually hostile environment and/or any sexual “quid pro quo” is forbidden. This may include but is not limited to making such comments verbally or in writing, displaying obscene or sexually suggestive photos, drawings, language, signs, features, tattoos, etc.
- 2.9 **Abuse:** Physical or psychological abuse or threats of such abuse of any person within the scope of the Rules of Conduct is forbidden.
- 2.10 **Detainment or Obstruction:** Physically detaining or restraining any other person or removing such person from any place where he is authorized to remain, or in any way obstructing the free movement of person or vehicles on school premises or at school activities within the scope of the Rules of Conduct is forbidden.
- 2.11 **Inciting Disorder:** Participating in or inciting a riot or an unauthorized or disorderly assembly is forbidden. This includes, but is not limited to inviting, bringing, or otherwise assembling family, friends, etc. to school to fight, harass, or otherwise threaten other students.
- 2.12 **Posting Materials:** No student may post, sell, solicit or distribute materials without permission of the Principal.
- 2.13 **Violating the Law:** Violation of any local, state, or federal law is prohibited and will result in school sanction and appropriate disciplinary action.
- 2.14 **Encouraging Others to Violate Rules:** Willfully encouraging others to commit any of the acts which are prohibited by these Rules of Conduct is forbidden.
- 2.15 **Excessive Absence/Lateness:** Any student exceeding ten (10) percent unexcused absences or lateness per quarter is subject to disciplinary action as a Level 2 violation, in addition to a full letter grade reduction.
- 2.16 **Theft:** A student may not steal money or property from a student, faculty/staff member or visitor.

#### **Level Two – Approved Corrective Action:**

1. Suspension
2. Restitution
3. Referral to mandatory counseling, mandatory drug screening, and/or to a substance abuse program
4. Any corrective action stated in Level 1 Offenses
5. Expulsion

#### **Level Three Offenses**

- 3.1 **Indecent Assault or Indecent Exposure:** A student shall not touch any other person or cause another person to touch him on any intimate or sexual part of the body for the purpose of arousing or gratifying sexual desire in either person or to intimidate that other person. Further, a student

## **Application in Support of the Establishment of Boys' Latin of Queens Charter School**

### New York State Education Department Charter School Application

- shall not expose his genitals under circumstances likely to cause affront or alarm to others. (Also see Aggravated offenses 3.4 below)
- 3.2 **Assault on School Personnel:** A student shall not cause or attempt to cause physical injury to any school employee, nor shall any student make threats to cause physical injury to any personnel.
- 3.3 **Possession of a Weapon Capable of Causing Death or Serious Injury:** A student shall not possess on his person, in his personal effects, or in any storage area provided by the school, any weapon capable of causing death or serious injury. Such weapons shall include, but are not limited to, fire arms, knives and blades two-inches or greater in length, razors, box cutters, BB guns, stun guns, throwing stars, baseball bats, scissors or explosive or incendiary devices.
- 3.4 **Aggravated Offenses:** A student shall not engage in or attempt to engage in conduct or encouraging others to engage in conduct which threatens the health, safety or welfare of any members of the school community:
- 3.5 **Possession of Illegal Substances and/or Drug Paraphernalia:** A student shall not possess on his person, in his personal effects, or in any storage or other area in the school any illegal substances of any nature including prescription medications not prescribed to student or any items associates with drug use, such as blunts, roach clips, pipes, rolling papers, baggies, etc.

#### **Level Three – Approved Corrective Actions:**

1. Expulsion
2. Notification of the New York City Police Department

#### **DEMERITS**

The demerit system is the method employed by Boys' Latin to calculate the relative impact of disciplinary infractions on the school community. Trimester totals of demerits will be subtracted from 100 to determine disciplinary grade for each student.

#### **Infractions and Penalties:**

<b>ACTION</b>	<b>DEMERITS</b>	<b>PENALTY/(Notes)</b>
Actions detrimental to Boys' Latin	25	Automatic Suspension/Possibility of Expulsion
Use of alcohol/drugs in or at school	25	Automatic Suspension/Possibility of Expulsion
Theft	20	Automatic Suspension/ Possibility of Expulsion
Fighting	20	Automatic Suspension/Possibility of Expulsion
Vandalism	15	Responsible for Damage
Truancy	10	
Computer Policy Violation	10	
Smoking	5	
Cutting Class/Clubs	5	
Dishonesty	3	
Out of Bounds	3	
Public Disorder	3	
Defiance	3	
Class Disruption	3	
Obscene or Vulgar Language	2	
Dining Hall Disruption	2	
Late to School	2	
Late to Class	1	
Gum /Eating Outside the Dining Hall	1	
Unprepared for Class	1	
Procedure Violation	1	
Dress Code Violation	1	

## Application in Support of the Establishment of Boys' Latin of Queens Charter School

### New York State Education Department Charter School Application

No School ID	1	
No Assignment Book	1	
No Student Handbook	1	

#### Accumulation of points will result in the following penalties:

<b>DEMERITS*</b>	<b>PENALTY</b>
5	1 Hour Detention
10	Two 1 Hour Detentions and Saturday Community Service
15	Saturday Community Service, Parent Reinstatement Meeting
20**	Suspension, Parent Recommendation Meeting

**\*Demerits reset every 6 weeks.**

**\*\* 20 or more demerits accumulated in one trimester will result in suspension**

**\*\*\*45 demerits accumulated in one school year will be grounds for expulsion.**

#### **The Following are the Uniform Regulations for Students:**

- 1. Blazer:** A navy blue blazer with gold buttons and the Boys' Latin emblem sewn on the left breast pocket.
- 2. Shirt and Tie:** Blue dress oxford shirt (buttoned down collar), with long sleeves, tucked in, and official school tie.
- 3. Pants:** Khaki dress pants: no jeans, Chinos, or slacks, etc.
- 4. Belt:** Pants must be worn with a plain black belt: no studs, ornamentation, logos, etc. The belt buckle should also be plain and standard size.
- 5. Socks:** Black dress socks
- 6. Shoes:** Black Eastland shoes
- 7. Ties:** Students are expected to wear a properly knotted tie.

#### **General Instructions for Students:**

1. Full uniforms are to be worn from the first day of classes to the last day of classes and on all school trips unless otherwise notified by the Director of Climate.
2. Full uniforms must be worn during all school events (e.g., Report Card Conferences, sibling graduations, Back-to School Night, etc.) unless otherwise notified by the Principal. Full uniform denotes that all restrictions, including jewelry restrictions, are in effect.
3. Full uniforms must be worn to and from school, including blazers, shoes, ties, pants, etc. unless an individual student receives a waiver from the Director of Climate.
4. School blazers, blue dress oxford shirts and official school ties are to be worn from October 15<sup>th</sup> to April 30<sup>th</sup> inclusive, unless notified in writing of any change by the Director of Climate.
5. Blazers must be worn in the hallways and assembly areas. Students must wear blazers in class unless instructed otherwise by their teacher. Students must wear blazers in the Dining Hall unless instructed otherwise by the Principal, Director of Climate, or other faculty or staff.
6. If a teacher gives permission for students to remove their blazer in class, it must be either placed on the back of the seat or according to the procedure of the teacher (e.g. hangers, etc.)
7. To prevent blazer theft, students must have their names (not initials) in a secure place inside.
8. All blazers must have the Boys' Latin logo patch sewn on them. Patches may be purchased at the School.

## **Application in Support of the Establishment of Boys' Latin of Queens Charter School**

### New York State Education Department Charter School Application

9. No "buttons," pins or ornamentation may be worn on the school uniforms, unless provided by, or approved by, the school.
10. Students may not wear hats in the school building. Health or religion waivers may be obtained, see Rules of Conduct 1.11.
11. Full uniforms must be worn to and from school. Class time may not be used in relation to dressing for the outdoors.
12. No outside coats may be worn in the hallways (except during dismissal), in the classroom, in the Dining Hall, or at assemblies.
13. Uniforms are always required for school trips, etc., unless notified otherwise by the Principal. If advised that uniforms are not required for a school trip, then appropriate dress clothes are required. All other dress code rules such as jewelry restrictions, etc., still apply.
14. For regulations regarding labs, sports, or other special circumstances, guidelines will be provided by the teacher or coach.
15. Uniforms must fit properly and may not be worn baggy/oversized.
16. Uniform blazers or pants may not be tattered or ripped at the seams.
17. Patch must be sewn on blazer (left breast pocket).
18. Summer Uniform shirt must be buttoned to the top.

### **APPROVED ACTIONS FOR UNIFORM REGULATION VIOLATIONS**

- A. A student who is out of uniform may be excluded from the classroom.
- B. Students who on rare occasion may forget or lose their school jackets, or ties may receive a loaner on a first-come-first-served basis, if available from the SSO's Office.
- C. If a loaner is not available or if a student has abused the loaner policy by three or more incidents, then disciplinary action may be taken. Students may not attend class out of uniform and therefore may 1) be sent home to return with the appropriate uniform within a time deemed appropriate by Director of Climate or his/her designee, 2) be suspended in-school, or 3) be suspended outside-of-school. Violations deemed minor by the Director of Climate may receive a one-time, one-day waiver at the discretion of the Administration.
- D. Repeated violations of the uniform regulations in excess of three times in a quarter may result in a disciplinary suspension or expulsion. Students will receive a grade on their report card regarding uniforms from the Director of Climate.
- E. All visible body-piercing (except as defined above) must be removed.

### **ACADEMIC INTEGRITY**

- A. **Cheating and plagiarism** are serious offenses against academic integrity and will be grounds for serious action that includes, but is not limited to, failing a quiz, test, exam, project, etc. and may lead to a failure for the course. (Disciplinary action will also be taken against a student as per Rule 1.6 of the Code of Conduct).
- B. **Determination of Cheating:** The teacher or exam proctor will determine incidents of actively participating in cheating or willfully assisting another in the act of cheating.
- C. **Plagiarism** is the representation of all or part of another's work as though it were one's own without permission and/or without proper citation. If plagiarism is suspected, the teacher will first discuss the suspicions with the student, and identify materials the student may present to determine the facts. For many projects, including the Senior Project, the school also employs the

## **Application in Support of the Establishment of Boys' Latin of Queens Charter School**

### New York State Education Department Charter School Application

use of [www.turnitin.com](http://www.turnitin.com), a web-based plagiarism detection system. The teacher will make the final determination as to whether the situation is an incident of plagiarism.

## **II. ORGANIZATIONAL PLAN**

### **A. Governing Board**

As the ultimate governing authority of the school the Board of Trustees will exercise, "final authority for policies and operational decisions of the school," [Educational Law §2854(1)(f)]. Primary responsibilities include:

- Developing and approving school policies, such as curriculum design, budget policies, Board of Trustee's code of ethics, and personnel policies
- Monitoring effectiveness of the educational program and educational outcomes
- Approving the hiring/firing of the principal
- Receiving and reviewing reports on academic, operational and financial performance
- Maintaining open communication with parents, the community and the general public
- Adhering to the Open Meetings Law [Education Law §2854(I)(e) [Article 7 of the Public Officers Law §100 et. Seq]
- Fundraising for the school

To this end, the Board will provide effective and ongoing academic and operational oversight through the leadership role of the Board chair, executive committee, and subcommittee structure who regularly meet with the appropriate school staff members to discuss progress and issues that may arise. As per the bylaws, the Board will establish the following committees: 1) Executive Committee, 2) Academic & Personnel Committee, and 3) Finance & Fundraising Committee. The Board may authorize members to serve on a subcommittee or to act as an official Board representative on matters of school business or policy. However, no opinion, decision or commitment can be made by a Board representative or subcommittee without the Board's authorization. In addition, the Board may create additional ad hoc committees to address specific processes or issues.

The *Executive* committee facilitates effective decision-making by the Board. Comprised of the Board's officers and additional members by nomination, the executive committee is responsible for planning Board meeting agendas; making decisions on behalf of the Board; serving as a communication link with other Board members; assessing the charter school's short and long-term needs and presenting a long range plan to the Board.

The *Academic and Personnel* committee will work closely with the school principal to focus on program planning, curriculum and professional development, and fulfillment of the school's Accountability Plan. Members of this committee will be expected to actively meet with the school's principal to discuss the academic program and its full implementation including student outcomes, certification status of staff, implementation of the Consolidated Application and any problems as identified. This committee will conduct regular walkthroughs of the school and provide a report at each Board meeting. They will be charged with overseeing the hiring of the School Principal and will make recommendations to the full Board on the principal's performance throughout the year.

The *Finance and Fundraising* committee will work closely with the business manager to oversee the financial viability of the school. The committee will meet periodically to review fiscal budgets for the upcoming year and provide guidance on the school's business objective. After the budget is completed, they will present to the rest of the Board and make a recommendation for approval. This committee will also oversee the hiring of the schools business manager position. When needed, the committee will arrange and obtain financing for the school for expansion, and will organize fundraising events.

## **Application in Support of the Establishment of Boys' Latin of Queens Charter School**

### New York State Education Department Charter School Application

The Board will hold monthly Board meetings at which the Committees and the principal will report on the educational, financial and operational functions of the school. Meetings will be open to the public and the Board expects that parents and other concerned community members will attend. At the meetings, members of the public and parents may pose questions to the Board.

In accordance with requirements of § 2855(4) of the Education Law, any individual or group may bring a complaint to the Board of trustees alleging a violation of the provisions of this article, the charter, or any other provision of law relating to the management or operation of the school. If, after presentation of the complaint to the Board of trustees, the individual or group determines that the Board has not adequately addressed the complaint, they may present that complaint to the State Education Department, which shall investigate and respond. The State Education Department shall have the power and the duty to issue appropriate remedial orders to charter schools under their jurisdiction to effectuate the provisions of this section. The grievance process will be prominently displayed and included in all school and parent manuals so that any individual or group may bring a complaint to the Board of Trustees.

**Please see Attachment 5 for the Boys' Latin Board of Trustees Corporate By-laws**

**Please see Attachment 6 for the Boys' Latin Code of Ethics**

### **B. Founding Group Composition**

The Boys' Latin founding group is made up of educators, successful entrepreneurs, academics, and filmmakers. In addition to the five founding members listed in the application, our board is currently interviewing potential board members with legal and financial expertise. A seat on the board will be reserved for the president of the school's Parent Organization.

Proposed board chair, Verone Kennedy, currently serves as a principal of the Riverton Street Charter School, located within two miles of our proposed site. Additionally, Mr. Kennedy lives in Saint Albans, Queens, a neighborhood that borders Jamaica, the community our board anticipates a significant percentage of our students to reside.

Lead applicant and proposed board members, David Hardy, is the founder and CEO of Boys Latin of Philadelphia Charter School. In addition to the educational experience Mr. Hardy will bring to the board, he also lead Boys' Latin of Philadelphia through the application and start-up phase and, as CEO, currently oversees the operations and financial aspects of the school.

Proposed board member Thomas James currently serves as Provost and Dean of Columbia University's Teachers College. He is also a tenured professor in the History of Education. Dr. James has over 25 years of experience in the field of education. Prior to his current position at Teachers College, Dr. James served as Dean and Professor of Educational History at the University of North Carolina at Chapel Hill's School of Education, Associate Dean for Academic Affairs at New York University, and a tenured senior faculty members at Brown University's Education Department and Taubman Center for Public Policy and American Institutions.

Proposed board members and award winning film makers Tina DiFelicianantonio and Jane Wagner bring over twenty years of experience in non-profit management and fund raising experience. As founders and managing partners of Naked Eye Production Ltd., Ms DiFelicianantonio and Ms. Wagner have lectured at New York University, the University of Pennsylvania, and the University of Texas, Austin. Naked Eye Productions Ltd. has received support from the National Endowment for the Arts, the Women In Film Foundation, and the New York State Council for the Arts. Ms DiFelicianantonio and Ms. Wagner are both members of The Academy of Television Arts and Sciences.

## **Application in Support of the Establishment of Boys' Latin of Queens Charter School**

New York State Education Department Charter School Application

**Please see Attachment 7 for Founding Group Resumes**

**Please see Attachment 8 for Statement of Assurances From the Founding Group**

**Please see Attachment 9 for the Requests for Information from Prospective Board Members**

### **C. Management and Operation**

The school's first two years of operation, the management team will consist of the Principal, Director of Curriculum and Instruction and the Business Manager. In the school's third year an assistant principal will be added. The principal is the educational leader of the school and as such will be responsible for creating a challenging learning environment with high academic and behavioral expectations for every child.

The principal will be evaluated by the Board of Trustees based on his or her ability to deliver on the following responsibilities:

- Monitoring classroom instruction and student achievement
- Oversee the school faculty and support staff
- Direct and monitor educational progress at the school
- Supervise the health, safety, and behavior of students
- Interact with parents, community and all other groups as representative of the school
- Supervise all aspects of school operation, instructional and financial

The Business Manager will report to the principal and will be responsible for all financial, operations and business affairs of the school. The Director of Operations will fulfill the following responsibilities:

- This position is primarily responsible for the overall management of the facility in conjunction with the Principal. These responsibilities include tasks related to staff, maintenance, food service, transportation and general operations, as well as the business functions of the school, including procurement, service contracts, and human resource management.
- Directly manage the school budget including expenditures, collection of funds, deposits, recording keeping, and any other relevant financial information.
- Assist the Principal with all projects and activities that create a successful school environment.

**Please see Attachment 10 for Boys' Latin's Organizational Chart**

**Please see Attachment 11 for Boy's Latin's Key Position Descriptions**

### **C.1. Charter Management Organizations**

Boys' Latin will not be partnering with a charter management organization.

### **D. Staffing and Human Resources**

The principal and members of the Board's academic subcommittee will work in conjunction to ensure the school is staffed with high qualified teachers and staff.

The principal and members of the Board of trustee's Academic Committee will shape an exceptional teaching staff, seeking individuals with:

- a strong undergraduate education;
- a passion for helping students attain high standards;
- high scores on standardized teachers' exams;
- high grade point averages from high school and college;
- consistently exceptional professional evaluations;
- teaching awards and other professional honors from parent groups, local businesses, and educational partnerships;

## **Application in Support of the Establishment of Boys' Latin of Queens Charter School**

### New York State Education Department Charter School Application

- outstanding references from peers, former students, and parents;
- certification or highly qualified status in accordance with NCLB requirements;
- a minimum Bachelor's degree (B.A.), working towards certification. Please note that Boys' Latin will only seek special education teachers with State certification and a M.A.

To ensure that Boys' Latin identifies and recruits a highly qualified cohort of teachers, our principal, Board, and members of our planning team will follow the procedures listed below:

- Draft recruiting plan
- Draft job description
- Attend local colleges' career fairs
- Place ads in newspapers, post on websites, circulate to networks, etc.
- Create/add to Facebook page
- Draft resume rubric/ideal candidate characteristics with school's (administration and/or Board) input
- Screen resumes
- Draft teacher interview questions/writing test
- Conduct 30-minute telephone screen
- Sit in on panel interview first-round candidates, if asked
- Draft demo lesson rubric and interview questions using clinical supervision model
- Recommend candidates to principal/Board for second-round interview

In accordance with § 2854(3)(a-1) of the statute, Boys' Latin teaching staff will not include more than 30% or five teachers, whichever is less, without certification. Any such non-certified teachers shall fulfill the requirements set forth in Education Law §2854(3)(a-1) and shall be 'subject based competent' in accordance with the federal *No Child Left Behind* law.

The teachers at Boys' Latin will be trained in and held accountable for the implementation of the Continuous Achievement Model (CAM), a systems approach to student academic achievement centered on accountability and measureable results.

The first part of this process involves reviewing student baseline data and setting both quarterly and annual achievement goals based on the number of students proficient in each subject area. These projected student outcomes then become the focus for all goals set within the five *Key Domains* of the CAM.

**Curriculum:** The first of the five *Key Domains* focuses on the implementation of a standards-based curriculum aligned to the school's charter requirements. Principals set goals to monitor the pacing and coverage of the curriculum, review lesson plans, provide objective feedback to teachers, and ensure mastery of the curriculum by students.

**Instruction** – The second *Key Domain* focuses on the use of research-based instructional strategies that have been shown to be effective in improving student achievement for all learners. Principals set individualized/small-group goals related to walk-through findings and teacher evaluations, as well as school-wide goals to ensure that all teachers apply research-based practices to ensure rigor, active engagement, and differentiation during each lesson.

**Assessment** – The third *Key Domain* involves the systemic use of interim assessment data to monitor academic progress. The principal and teachers will apply the *Data Analysis Model* to monitor student proficiency rates, strengths/areas of concern, and root-causes to plan and adapt instruction at the classroom level. Principals set goals related to findings from the *Data Analysis Model* meetings and dialogue with staff about student progress.

## **Application in Support of the Establishment of Boys' Latin of Queens Charter School**

### New York State Education Department Charter School Application

***Instructional Support System*** – The fourth *Key Domain* involves the school's commitment to all students through a multi-tier Instructional Support System. This system addresses the needs of students who do not meet, or who far exceed, proficiency standards. Principals facilitate the goal-setting process in response to the needs of underperforming/advanced students, as well as guide teachers in the effective use of targeted/data-driven interventions to differentiate support and align interventions to the root causes as identified through the data analysis process.

***System of Collaborative Teams*** – The fifth *Key Domain* involves the creation and support of a collaborative school culture to advance both teacher knowledge and organizational capacity to impact academic achievement. Principals set goals related to ongoing professional development for all school administrators and staff. Principals also set goals related to the creation of leadership teams to assist in implementing and monitoring progress on the schools' *Continuous Achievement Plans*. These teams meet regularly and set goals related to student needs; though each team focuses on specific goals, there is a general focus on student outcomes and building team capacity within the other four *Key Domains*. These teams may include: School-Based Instructional Team, Grade Level Teams, Pupil Personnel Committee, Special Initiatives/Grants, and the Academic Committee.

#### *Data Analysis Model*

As part of the CAM philosophy, the principal and teachers at Boys' Latin will apply a data-driven protocol referred to as the *Data Analysis Model* (DAM). DAM is designed to measure and monitor the impact of students' exposure to rigorous instruction and content within a standards-based curriculum.

Step one of the process is intended to facilitate inquiry into student growth and mastery of standards-based content. Steps two through four are integrated action steps. First, the principal at Boys' Latin will apply the findings from step one to set academic growth targets above the baseline scores in reading and mathematics. The targets serve as accountability benchmarks teachers are expected to reach or exceed each marking period. Next, the principal and members of the Board's academic committee, in conjunction with other teacher-leaders, will work together to develop an interim action plan designed to build teachers' instructional capacity through a combination of job-embedded professional development sessions. The final phase of the DAM protocol is to monitor and facilitate quality implementation of the required interventions. Teachers at Boys' Latin are required to implement recommended strategies that were identified as effective and have the best chance of improving student achievement. The principal will monitor the effective implementation of these strategies through the use of a *Teacher Appraisal System*. This collaborative teacher evaluation program rates teachers not only on their instructional delivery in the classroom, but also on their success in reaching the academic achievement targets set in the school's *Continuous Achievement Plan*.

Through the administration of baseline and quarterly interim assessments in both reading and mathematics, the Boys' Latin principal and staff will have a wealth of student data to draw upon when planning and delivering instruction. With the coaching and support the principal and academic committee, the school will analyze this data through the lens of the DAM, adapting instruction to meet the needs of Boys' Latin's students, and keeping a focus on student academic outcomes.

The school leader will meet monthly with the academic committee to discuss the results of the assessment data. The school leader will in turn include assessment results as part of their report to the Board at the monthly meeting.

Overall, the Board will communicate the academic progress of the school to parents, students, staff and the community in the following manner:

- Report on school progress during monthly and end-of year Board meetings;
- Make available accountability progress reports and annual reports;
- Administer parent satisfaction surveys and use key findings to evaluate school programs/procedures and make necessary changes;

## **Application in Support of the Establishment of Boys' Latin of Queens Charter School**

### New York State Education Department Charter School Application

- Disseminate information about the school through mailings;
- Facilitate regular parent teacher conferences and open houses;

The Boys' Latin's Board believes it is important for all of the school's employees to have the opportunity for their voice to be heard. In this spirit, the Board will have an open door policy prior to our monthly Board meetings in which any member of the school's staff can meet with the Board, in private or with other staff members, to discuss concerns, ideas, or strategic plans for the school. Additionally, the principal will set "open office hours" at least twice a month to meet with the school's staff. The principal and Board of trustees will share the results of these meetings in an executive session to ensure the confidence of staff members. Should the staff member's suggestion be a policy the Board of trustees and/or principal decide to explore, the staff member will be consulted for additional ideas and possible assistance in the implementation of said policies.

### **E. Student Recruitment, Enrollment, and Evidence of Demand**

#### ***Student Recruitment***

Upon approval of the charter, Boys' Latin will launch an extensive outreach effort in the local community and will not be selective in any way. A recruiting team composed of Board members, local volunteers and school staff will be formed to focus exclusively on this effort.

The goal of the outreach plan is to provide as much information as possible to families who may be interested in enrolling their child. To achieve this end, information kits containing brochures, flyers, application forms and vital school information will be distributed throughout the community. These information kits will be made available to local businesses, social service agencies, and any other institutions serving families with age appropriate children. In addition, the school will advertise in the local newspaper and hold a series of information sessions in the community, which will include open houses and recruitment fairs.

#### ***Attracting Students with Disabilities and English Language Learners***

Aligned with the charter law, Boys' Latin is committed to making good faith efforts to attract and retain students with disabilities and limited English proficient students comparable to the district of location. Any child eligible for admission to a traditional public school is eligible for admission to a public charter school including student with IEPs (Special Education Students) and English Language Learners (ELL's) or students with Limited English Proficiency (LEP). Boys' Latin will ensure that such students are welcomed and served in an effective manner. The planning team and staff of Boys' Latin will recruit families of students who are learning English as a second language and who have special education needs. Some of the strategies our recruitment team will employ to attract students with disabilities and ELL's include:

- Designing marketing materials that highlight the number of special education teachers on staff
- Designing marketing materials that contain a description of the special education and related services that the charter school will provide directly (inclusion model, etc.) and those that will be provided by the student's district of residence or other provider
- Designating one individual to oversee the provision of special education programs and services (possibly the principal)
- Designing marketing materials that will describe the type of program the school will provide LEP/ELL students
- Designing marketing materials that provide a description of how LEP/ELL students will have equal access to all programs and services including the following: instructional services (e.g., tutoring); support services (e.g., guidance and counseling); all school programs, including gifted, music, art, vocational, and technology programs; and all after school programs including athletics

## **Application in Support of the Establishment of Boys' Latin of Queens Charter School**

### New York State Education Department Charter School Application

#### ***Enrollment***

Aligned with the Education Law subdivision 2851(4), Boys' Latin is committed to making good faith efforts to attract and retain an equal or greater percentage of students with disabilities when compared to the enrollment figures of CSD 28. Any child eligible for admission to a traditional public school is eligible for admission to a public charter school including student with IEPs (Special Education Students). Boys' Latin will ensure that such students are welcomed and served in a supportive and effective manner. The planning team and staff of Boys' Latin will recruit families of students who have special education needs. Some of the strategies our recruitment team will employ to attract students with disabilities include:

- Designing marketing materials that highlight the number of special education teachers on staff
- Designing marketing materials that contain a description of the special education and related services that the charter school will provide directly (inclusion model, etc.) and those that will be provided by the student's district of residence or other provider
- Designating one individual to oversee the provision of special education programs and services

Aligned with the charter law, Boys' Latin is committed to making good faith efforts to attract and retain a equal to or greater than the enrollment of limited English proficient students of CSD 28. Any child eligible for admission to a traditional public school is eligible for admission to a public charter school including students with limited English proficiency. Boys' Latin will ensure that ELL students are welcomed and served in a supportive and effective manner. Some of the strategies our recruitment team will employ to attract students with limited English proficiency include:

- Designing marketing materials that will describe the type of program the school will provide LEP/ELL students
- Designing marketing materials that provide a description of how LEP/ELL students will have equal access to all programs and services including the following: instructional services (e.g., tutoring); support services (e.g., guidance and counseling); all school programs, including gifted, music, art, vocational, and technology programs; and all after school programs including athletics
- Designing marketing materials that highlight the number of bilingual highly qualified teachers on staff

Raising awareness of how the school will provide parental notices in multiple languages, has persons on staff who can communicate with them and how they are kept abreast of their rights and responsibilities

The neighborhoods in which we expect the majority of the Boys' Latin's families to reside has a significantly larger population of free and reduced-price lunch program students than the average for District 28. With that in mind, we intend to recruit heavily in Jamaica and its surrounding neighborhoods.

#### ***Evidence of Demand***

In 2009, then Chancellor of the New York City Department of Education, Joel Klein, approached Boys' Latin of Philadelphia Charter School co-creator and Chief Executive Officer, David Hardy regarding the possibility of replicating his successful Philadelphia charter school in Community School District 28. Initially, Mr. Hardy was not interested in expanding the model into the New York market. However, after many conversations with Mr. Klein and the Department of Education's Charter School Office, Mr. Hardy began to reconsider the invitation. In November 2010, the Charter School Office's Director of Communications and Community Engagement, Aquila Haynes, began to contact a few successful charter operators, including Mr. Hardy, to determine their level of interest in the NYC Charter School market. Following Ms. Haynes transition from the Department of Education to her current role as Victory Education Partners' Director of School Development and Partnerships, she remained in contact with Mr. Hardy gauging his interest in filing an application for the January 2011 application cycle. After researching the State's charter school movement and the needs of the City's districts, Mr. Hardy decided

## **Application in Support of the Establishment of Boys' Latin of Queens Charter School**

### New York State Education Department Charter School Application

to move forward, with the assistance of Victory Education Partners, in applying for a school in Community School District 28, specifically targeting Jamaica and its surrounding communities.

As of the 2010-2011 school year, District 28 has only one charter school, the Rochdale Early Advantage Charter School. The school enrolled 68 kindergarten and first grade students in the 2010-2011 school year and will grow to serve kindergarten through fifth grade classes at full capacity. That said, the Boys' Latin's Board feels that the district is lacking a public charter school choice for middle and high school age students and their families. We believe that in order to truly provide a choice in public school education, a charter school that serves middle and high school grade levels is necessary.

#### **F. Community Involvement**

Our Board envisions Boys' Latin as the nucleus of a vibrant educational community that includes students, staff, families and the larger community. Current research demonstrates that, "studies conducted over the last 30 years have identified a relationship between parent involvement and increased student achievement, enhanced self-esteem, improved behavior and better student attendance," (Mapp, 1997. p. 1). We believe that parents are our essential partners in delivering the highest quality education to our students and as such, we will have various structures in place to promote rich parental involvement in school governance, effective communications between the school and our students' families, and extensive familial support through workshops and trainings throughout the year. Our board wants to ensure that parents at Boys' Latin are welcomed and respected members of our educational community. As such, we have designed proactive measures that will ensure that meaningful parental engagement is at the forefront of our school-wide priorities. Parents will be valued members of various school governance structures including:

- Leadership Team Subcommittee for School/Family Partnerships
- Parent-Teacher Organization (PTO)
- Appointment of the PTO president as a *voting member* of the Board of Trustees

To ensure regular communication between the Board and all parents, even if they are unable to attend a particular meeting of the Board, information will be disseminated from each Board meeting back to the parents via PTO meetings and other communications. In addition, Board meetings will be held at convenient times for parents to attend, and in convenient locations. It is expected that most Board meetings will occur in the school facility after regular working hours during the week, unless specific circumstances dictate otherwise. In addition, because high parental involvement is such a critical element of our school's design, we will also experiment with Saturday or Sunday meetings if more parents indicate they would be able to attend on weekends. If we decide to institute Saturday or Sunday meetings on a regular basis, our community partners will offer activities for children coinciding with parent meeting times.

Overall, the Board will communicate the progress of the school to parents, students, staff and the community in the following manner:

- Report on school progress during monthly and end-of year Board meetings;
- Make available accountability progress reports and annual reports;
- Administer parent satisfaction surveys and use key findings to evaluate school programs/procedures and make necessary changes;
- Hold semi-annual "state of the school" informational meetings;
- Disseminate information about the school through mailings;
- Facilitate regular parent teacher conferences and open houses;
- Hold student theme fairs, such as science and civic/social justice project fairs for parents;
- Organize parent and community social gatherings centered on showcasing the school;
- Extend public invitations to Board meetings;

## **Application in Support of the Establishment of Boys' Latin of Queens Charter School**

### New York State Education Department Charter School Application

- Disseminate information to community members about the on-going progress of the school and its students;
- Encourage community participation in school activities and invite community leaders to visit the school;
- Invite important public figures in public education to speak at the school and extend an open invitation to the community;

#### **F.1. Joint Application**

Boys' Latin will not be submitting a joint application.

### **III. FINANCIAL PLAN**

#### **A1. Charter School Budget and Cash Flow Template**

The Boys' Latin budget was created to reflect a realistic working financial model that, with the exception of the State Stimulus grant and Department of Youth and Community Development grant, is based solely on the per pupil allocation for New York City charter school students, federal, and local funding. Please note Boys' Latin's budget is viable without grant funding. The budget assumes that the current per pupil rate of \$13,527 per child will not change over the charter's five year term.

The school's personnel expenses make up over half of the first year operating budget and over three-fourths of the fifth year operating budget. As we stated earlier in the application, personnel is what makes a school successful and we feel that the operating budget reflects our beliefs. The remaining funds are put toward school and classroom supplies, education enhancement services (i.e., professional development, consulting services, etc.), operational services, and facility expenses.

Boys' Latin budget reflects a four percent attrition rate. While we expect the school to be fully enrolled and have a waiting list which we can utilize to fill empty seats, we did not want to assume that each seat would be completely filled for every billing cycle. This approach allows us to operate at a sustainable level while not receiving reimbursement from the district for all of the students we expect to enroll. This rational should provide a financial surplus in which we can direct toward the areas that are most in need of extra funding.

The Boys' Latin of Philadelphia Charter School has been a fiscally solvent since its inception in 2007. We will take the best practices and lessons learned at that school and apply what we have learned to the Queens school. While we understand that there are differences between operating a school in the State of Pennsylvania, as opposed to New York, we believe the practices we have established and have operated by for the past four years in Philadelphia will prove to be successful in Queens.

**Please see Attachment 17 for the Boys; Latin projected Budget and Cash Flow Template**

#### **B. Financial Management**

The finance chair of Boy's Latin's board will work with the school's business manager, and a representative from Victory Education Partners, to collaborate on drafting the school's budget and making financial decisions that ensure the school remains a fiscally sound entity. This group will communicate regularly, through a series of bi-weekly phone calls, to discuss the school's financial status. In addition to the bi-weekly phone calls, the board of trustees' finance committee, a group comprised of board and planning team members with expertise in the field of finance, will meet monthly to discuss the school's fiscal standing. The finance committee's chairman will also present a monthly financial report to board at their monthly meeting.

## **Application in Support of the Establishment of Boys' Latin of Queens Charter School**

### New York State Education Department Charter School Application

The board will seek a business manager who possesses prior financial experience in either a charter or district school setting. This prior experience will allow for the business manager, with help from representatives from Victory Education Partners, to develop policies and processes for tracking enrollment, attendance, and free and reduced lunch eligibility, as well as special education and English Language Learner enrollment.

The needs of the school will be identified and weighed through the bi-weekly phone calls between the business manager, the board's finance chair, and a representative from Victory Education Partners and the finance committee's monthly meeting. At the school level, the business manager will work closely with the principal in the first two years, and the school's assistant principal in the years thereafter, to identify any financially problematic issues that may occur.

A budget for each school year will be presented to the board, voted on, and approved prior to the beginning of each fiscal year (July 1). The business manager will work closely with a representative from Victory Education Partners and the board's finance committee to ensure the school's best interests and needs are being addressed in the school's annual budget.

At the mid-way point of each fiscal year, the business manager will meet with the finance committee and a financial representative from Victory Education Partners to ensure the projected budget is meeting the reality of the school's operational costs. If the group discovers the budget is significantly off from the actual expenditures of the school, the business manager will create a new budget with the board's finance chair to ensure fiscal solvency and long term financial health. This new budget will be presented to the school's board of trustees and put up for a vote.

Boys' Latin will obtain a fiscal audit following the end of each fiscal year. At a minimum, the school will meet the scope of audits required of other public schools. Victory Education Partners will work with the independent audit firm selected by our board to ensure that the audit is completed in a timely fashion.

Boys' Latin will be subject to the same programmatic audits required of other public schools in New York State. In addition to these audits required by law, Victory Education Partners provides regular internal audits in various programmatic areas including Special Education, Title I, and Human Resources to assist the school in establishing exemplar operational procedures and ensure the school is in compliance with applicable laws and regulations.

### **C. Facility**

Boys' Latin has identified, and is currently in negotiations with Fillmore Real Estate, an organization that specializes in charter school facilities, for a property located within the heart of the communities Boys' Latin intends to serve, Jamaica, Queens. We are currently looking to negotiate a lower rental price, but can afford the current rate if we are unsuccessful in with our counterproposal. The landlord has agreed to cover the costs associated with bringing the facility up to compliance - including the replacement of ceiling and floor tiles, repainting the entire building, changing and re-keying all of the doors, replace all lighting lenses, bulbs, and ballasts, and install new light fixtures - and will be responsible for performing basic maintenance tasks. Additionally, the board will work with Fillmore and the facilities owner to ensure the site receives all of the proper certifications required to operate a school. The school will grow within this 21,400 square foot facility through the completion of the school's second academic year when the school serves grades sixth through eight. Prior to that time the board will look to secure a large facility Boys' Latin will be able grow into as the school adds additional grades until reaching maximum capacity as a sixth through twelfth grade school. We will look for a facility that is close to the site mentioned previously in order to keep the ties we expect to create inside the community.

## **Application in Support of the Establishment of Boys' Latin of Queens Charter School**

### New York State Education Department Charter School Application

#### **D. Transportation**

Boys' Latin students will receive transportation services for which they are eligible under Education Law § 3635. The charter school will work with the NYC school district to obtain the same transportation arrangements for its children that the district provides to all other children of nonpublic school students. If a student is not eligible for such transportation, the parent will provide transportation. The parents will notify the district of request for transportation prior to the April 1<sup>st</sup> deadline.

Boys' Latin will work with the NYCDOE Office of Pupil Transportation through which they will request 180 days of service. OPT, an office of the NYCDOE, has some days when the DOE is closed and no bus service is available and other days when DOE is closed but alternate day bus service is available (for example, for some schools that choose to close or open on certain religious holidays). Variations in Boys' Latin's calendar (that differ from the DOE calendar) are accommodated through this alternate day bus service option.

#### **E. Food Service**

As per Education Law 915, sweetened foods will not be sold prior to the last scheduled meal period. The school will participate in the U.S. Department of Agriculture's school breakfast and lunch program, which provides free or reduced price lunches for children of low-income households. Students not eligible for free or reduced lunch status will be required to pay full price. Alternatively, a child could choose to bring meals from home.

The Board expects to contract with the NYCDOE "Office of School Food & Nutrition Services" to provide food services for Boys' Latin. The facility proposed in this application has a working kitchen, equipped with working appliances that can be used to heat and store food. As per the real estate agent representing the owners of the proposed facility, the kitchen is in compliance with New York City health codes and is currently used to prepare and serve meals.

#### **F. Insurance**

Boys' Latin has not yet received a quote for insurance coverage, but anticipates the following insurance coverage:

- Directors and officers with limits of five million dollars (\$5,000,000)
- Commercial liability with limits of one million dollars (\$1,000,000)
- Business auto with limits of one million dollars (\$1,000,000)
- Professional liability with limits of one million dollars (\$1,000,000) per incident, aggregate two million dollars (\$2,000,000)
- Employee dishonesty with limits of one million dollars (\$1,000,000) per incident and forgery and alteration with limits of one million dollars (\$1,000,000)
- Umbrella with limits of one million dollars (\$1,000,000) per incident, aggregate five million dollars (\$5,000,000)

#### **G. Pre-Opening Plan**

<i>November 2011</i>		
<b>Category</b>	<b>Action</b>	<b>Responsibility</b>
Teacher Recruitment	Review job descriptions to identify skills, experience, and education requirements	Board/ Principal
Teacher Recruitment	Review budget and determine salary range for positions	Board
Technology	Begin E-Rate application process	Principal
<i>December 2011</i>		

## Application in Support of the Establishment of Boys' Latin of Queens Charter School

### New York State Education Department Charter School Application

Category	Action	Responsibility
Facilities	Site- Acquisition/Control Conclude negotiations with owners lease	Board

#### *January 2012*

Category	Action	Responsibility
Enrollment	Establish student recruitment team	Board
Enrollment	Create flyers, brochures applications, information kit, etc	Board/Principal
Enrollment	Distribute flyers and applications in the community	Board/Principal
Development	Create Board meeting calendar	Board
Development	Apply for tax-exemption- 501c 3 status	Board
Facilities	Secure facilities and financing	Board
Facilities	Site acquisition/control-Execute lease or contract	Board

#### *February 2012*

Category	Action	Responsibility
Staff Recruitment	Create job posting advertisements	Board/ Principal
Staff Recruitment	Place advertisements in local newspaper	Board/ Principal
Enrollment	Student Recruitment	Board/ Principal
Enrollment	Advertise the school's opening in local papers	Board/ Principal
Enrollment	Receive applications, enter into a database for tracking	Board/ Principal
Enrollment	Organize community information sessions	Board/ Principal
School Operations	Send initial letter to Office of School Food	Board/ Principal
School Operations	Complete ATS Access Request Form	Board/ Principal
Facilities	Architectural - Construction Drawings Complete	Board
Facilities	Financing - Execute Construction Financing	Board

#### *March 2012*

Category	Action	Responsibility
Staff Recruitment	Receive resumes and create candidate database.	Board/ Principal
Staff Recruitment	Determine employee benefit package	Board
Staff Recruitment	Create employee manual	Board
Enrollment	Announce, date, time and location of lottery	Board/ Principal
Financial Services	Prepare operating budget	Board
Financial Services	Create financial reporting process	Board
Financial Services	Set up local banking services	Board
Financial Services	Establish purchasing policies and procedures	Board
School Operations	Request nursing services	Board/ Principal
Student Services	Begin development of Student Handbook	Board/ Principal
Student Services	Begin planning for student orientation meetings	Board/ Principal

#### *April 2012*

Category	Action	Responsibility
Staff Recruitment	Interview and select candidates	Board/ Principal
Enrollment	Application Period Ends	Board/ Principal
Enrollment	If necessary, conduct lottery and select students as per charter application. Establish waitlist	Board/ Principal
Enrollment	Report the number of students and grade levels, as needed	Board/ Principal
Enrollment	Notify parents	Board/ Principal
Recruitment	Ensure that OPT routes handicapped students and provides	Board/ Principal

## **Application in Support of the Establishment of Boys' Latin of Queens Charter School**

### New York State Education Department Charter School Application

	metro cards for all other students that meet DOE requirements	
Student Services	Identify students with special needs. Review IEP requirements of special needs students and their impact on master schedule.	Board/ Principal
Curriculum & Supplies	Create curriculum material, equipment and furniture order based on estimated students and teachers	Principal
Financial Services	Established Payroll System	Board/ BM
Student Registration	Identify a process for receipt of student records from district: determine prior districts of students; contact prior districts for records; ensure receipt of special education records; ensure receipts of student achievement records	Principal/ Business Manager
Registration	Collect all registration materials from families (after lottery)	B.M.
Student Services	Complete OPT form "Request for Transportation Services"	B.M.
School Operations	Begin Master Schedule based upon Charter Application	B.M.

<i>May 2012</i>		
<b>Category</b>	<b>Action</b>	<b>Responsibility</b>
Staff Recruitment	Complete Fidelifacts clearance and fingerprinting	B.M.
Staff Recruitment	Hire candidates	Principal/ Board
Staff Development	Secure dates, locations, participant guidelines and registration process for teachers' orientation and training	Principal
Financial Services	Ensure that start-up funds are sufficient to carry the school through until the first per-pupil payment arrives	Board/ Business Manager
Student Services	Ensure that OPT routes students	Principal
School Operations	Request training on the use of ATS List Notice Functions	B.M.
School Operations	Secure dates and locations for parent and student orientation	B.M.

<i>June 2012</i>		
<b>Category</b>	<b>Action</b>	<b>Responsibility</b>
Student Services	Set registration deadline, no later than June 30th	Principal
Student Services	Send registration packet to parents	Principal
Staff Development	Establish summer/fall site training schedule	Principal
Staff Development	Develop training modules consistent with charter application	Principal
Staff Development	Inform teachers about requirement to attend training and provide conference brochures and registration forms	Principal
Staff Development	Distribute to teacher's site training memo detailing participation requirements and logistics of training activities	Principal
School Operations	Draft school Organizational Chart and Daily Schedules	B.M.
School Operations	Finalize Student Course requests based upon student records	B.M.
School Operations	Conduct Student Orientation Session	B.M.

<i>July 2012</i>		
<b>Category</b>	<b>Action</b>	<b>Responsibility</b>
Student Services	Food Service is in place	B.M.
Student Services	Transportation Service is in place	B.M.
Curriculum	Receive and inventory curriculum material and furniture	Admin Assistant
Curriculum	Secure storage area for curriculum materials and technology	Admin Assistant
Student Services	Safety Plans have been developed and shared with staff	Principal
Student Services	Enter all students addresses into ATS or NPSIS	Admin Assistant
Tech Procurement	Receive, inventory, and distribute technology equipment	Admin Assistant

## Application in Support of the Establishment of Boys' Latin of Queens Charter School

### New York State Education Department Charter School Application

Tech Procurement	Coordinate installation of technology, wiring and phones	BM
Registration	Pick-up Authorization copied and kept in front office.	Admin Assistant
Student Registration	Emergency Contacts distributed to Principal, Business Manager, front office and nurse	Admin Assistant
School Operations	Establish one locked file for student records	B.M.
School Operations	Separate locked file for health records (in nurse's office)	B.M.
School Operations	Health records include immunizations, physicals (must be signed and include screenings), allergies/dietary restrictions form, copy of emergency contact card	Business Manager
School Operations	Order janitorial supplies	B.M.
School Operations	Establish facilities maintenance schedule	B.M.
School Operations	Prepare schedules for all students	B.M.
School Operations	Procedures for the distribution of Metro Cards developed and shared with staff	Business Manager

#### *August 2012*

Category	Action	Responsibility
Student Services	Copies of IEPs for all students with disabilities have been obtained from the students' districts of residence, and arrangements have been made for the provisions of all appropriate services	Admin Assistant
Student Services	All appropriate programs and services are available for LEP students and reflected in student schedules	Admin Assistant
Student Services	Student records have been received and shared with teachers and procedures are in place for storage and maintenance	Admin Assistant
Student Services	Proof of immunization is received and on file	Admin
School Operations	School calendar and daily bell schedule and individual student program have been provided to each student and family	Business Manager
School Operations	Student policies have been shared with students and parents in written form or their dominant method of communication	Business Manager
School Operations	Fire evacuation policy and procedures posted	B.M.
School Operations	Fire Safety Checklist Walkthrough	B.M.
School Operations	Checklist completed for nurses' office set-up	B.M.
School Operations	Schedule site visit with Office of School Food	B.M.
School Operations	Ensure 3-6 CPR/AED Certified Staff Members	B.M.
Supplies	Distribute curriculum materials and furniture	Principal
Supplies	Provide copies of the curricula to all staff	Principal
Parent Services	Establish parent meeting and activities schedule	Principal
Registration	Home Language Surveys distributed to ELL teacher	Admin
Student Registration	Dietary Restrictions must be copied and distributed to Classroom teacher, Cafeteria Staff and Nurse	Admin Assistant
Student Registration	Transportation/Bus Lists distributed to classroom teachers, Business Manager, and those in charge of lunch duty.	Admin Assistant
Facilities Selection	Secure Certificate of Occupancy for space PRIOR to opening	Principal/Board

#### *September 2012*

Category	Action	Responsibility
Parent Services	Organize informational meetings to introduce parents to teachers	Principal
Parent Services	Plan grand opening activities and recruit parent volunteers to help	Principal

**Application in Support of the Establishment of Boys' Latin of Queens Charter School**

Attachment 1 – Roster of Key Contacts

**Attachment 1: Roster of Key Contacts**

<b>Name</b>	<b>Role (Founding Group Member, Proposed Board Member, or Proposed School Employee)</b>
<b>David Hardy</b>	Lead Applicant, CEO of Boys Latin of Philadelphia Charter School, Proposed Board Member
<b>Verone Kennedy</b>	Board Chair, Charter School Principal
<b>Thomas James</b>	Proposed Board Member, Provost and Dean of Columbia University's Teachers College
<b>Tina DiFelicianantonio</b>	Proposed Board Member, Co-Founder of Naked Eye Productions, Ltd.
<b>Jane Wagner</b>	Proposed Board Member, Co-Founder of Naked Eye Productions, Ltd.
<b>Colleen Hinds</b>	Principal Candidate (Resume Attached)

**Application in Support of the Establishment of Boys' Latin of Queens Charter School**

Attachment 1 – Roster of Key Contacts

Colleen M. Hinds



**EDUCATION**

***Roehampton University***

M.A. International Service & Leadership - Intl and Comparative Education

**London, UK**

September 2007

***Japan/ U.S. Fulbright Memorial Fund Teacher Fellow 2005***

***Shinagawa, Japan***

***University of Pennsylvania***

Penn Teacher Certification Program (NJ/PA K-12 Mathematics)

***Philadelphia, PA***

*May 2005*

***Rutgers University***

Mini – MBA Business / Educational Leadership Essentials Program

***New Brunswick, NJ***

*May 2003*

***Tuskegee University***

B.S. Chemical Engineering

***Tuskegee, AL***

*May 1999*

**EXPERIENCE**

August 2009 - present

***Boys Latin Charter School of Philadelphia – Philadelphia, Pennsylvania***

***Dean of Standards & Accountability***

- Provide critical feedback to instructional staff and ensure curricular alignment of unit and lesson plans to Pennsylvania State standards
- Create and maintain school-wide assessment database that informs differentiated student support and progress toward interim Benchmark goals. Administer school-wide assessments (Benchmarks, PSSAs, TerraNova, NLE, AP Exams)
- Serve as the liaison between school CEO and Philadelphia School District on issues of accountability, student achievement and strategic planning
- Developed mathematics curriculum for high school Critical Thinking & Reasoning course
- Assist in the hiring of staff, staff professional development and student recruitment

Spring - Summer 2009

***TeacherNex Staffing (The New Teacher Project) – Newark, New Jersey***

***Institute Director***

- Forged new relationships and collaborated with district school administrators to secure appropriate practice teaching assignments for 90 alternate route teachers
- Hired, trained and provided targeted support to Teacher Advisors (TAs) to ensure they delivered high quality feedback and support to new TeacherNex teachers
- Anticipated and responded to challenges in messaging and logistics
- Exceeded Institute Goals that 90% of teachers felt that given the limited timeframe, Institute prepared them as well as possible to be successful as a first year teacher.
- Conducted Fellow Advisor training for staff
- Personalized national TNTP curriculum for local Newark context

July 2005 – July 2009

## **Application in Support of the Establishment of Boys' Latin of Queens Charter School**

### Attachment 1 – Roster of Key Contacts

#### ***K.I.P.P. Freedom Academy Charter School - Camden, New Jersey***

##### ***Director of Instruction & Curriculum/ Math Specialist (Teaching Experience)***

- Accountable for conducting instructional observations, reflection debriefs and delivering timely professional development to improve student learning
- Coordinated state testing (NJAsk) and internal Benchmark assessments
- Built relationships with key stakeholders from instructional consultants, parent training committees, and NJ Title 1 funding institutions.
- Increased student scores on the Stanford Ten by 16 NCE's (7 NCEs = significant growth).
- Founded school chapter of Mathcounts – took team to the regional competition
- Turn-keyed Professional Development sessions with Drexel MathForum Online

June 2003 – June 2005

#### ***Teach For America, Philadelphia Charter Corps – Philadelphia, Pennsylvania***

##### ***Corps Member Advisor, 2006 Philadelphia Institute***

- Coached and managed a team of 10 Teach for America corps members to ensure that core curriculum objectives and diversity training objectives were met
- Evaluated planning and assessment competencies and provided feedback on instruction

#### ***Mathematics Teacher, William T. Tilden Middle School (Teaching Experience)***

- Achieved significant academic gains in the classroom -92% of students gained mastery of grade level standards as measured on TerraNova state exam
- Awarded a grant through Teachers College, Columbia University to fund an interactive Photojournalism Project titled “The World Through Our Eyes”

May 1999 – January 2003

#### ***Masterfoods USA (M&M Mars, Inc.) – Elizabethtown, Pennsylvania***

##### ***Buckeye Technologies (formerly Proctor & Gamble) – Memphis, Tennessee***

#### ***Chemical Engineer - Operations Team Development Manager / Project Management***

- Lead a production team of 40+ to successfully implement new product launches
- Responsible for creating reports to evaluate daily production and present information with justification to inform executive decisions
- Directed continuous improvement projects and preventative maintenance of functional area
- Increased efficiency of sheetmill functional area by 20%

### **SERVICE PLACEMENT INTERNSHIPS**

(In partial fulfillment of M.A. in International Service & Leadership)

January 2007 – June 2007

#### ***Survival International – London, United Kingdom***

International NGO whose mission is to help tribal peoples defend their lives, protect their lands, and determine their own futures.

- Updated education resource packet for grades 1-6 to include biographical module on a Bushman child from Botswana for newly developed children's website
- Developed curriculum for teacher training college to broaden understanding and foster critical reflection of knowledge construction and education in diverse cultures

August 2006 – December 2006

#### ***Ministry of Youth, Education and Culture – Kingston, Jamaica***

## **Application in Support of the Establishment of Boys' Latin of Queens Charter School**

### Attachment 1 – Roster of Key Contacts

Island-wide human employment and resource trust program serving as an alternative school for displaced high school students to provide skills training and future employability options.

- Coached student leaders (prefects) to create an aligned mission and implement school wide initiatives to improve school culture
- Designed qualitative survey to support application for a national certification site

### **AFFILIATIONS / LEADERSHIP**

- 2009 Echoing Green Finalist – The Jamaica Leadership Academy
- Teach for America, Operations Director – 2004 Los Angeles Summer Institute
- Adjunct Professor, Mercy College Bronx, NY – NYTF Essentials of Effective Practice
- Penn GSE Perspectives on Urban Education Online Journal Review
- NJASK Performance Level Descriptor (PLD) Committee 2008

**Application in Support of the Establishment of Boys' Latin of Queens Charter School**  
Attachment 2 – Certification Statement

**Attachment 2: Certification Statement**

Proposed Charter School Name Boys' Latin of Queens Charter School

Proposed School Location (District) New York Coty Community School District 28

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 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 an agreement with us, as the Board of Trustees, setting forth the terms and conditions under which we, the Board of Trustees, will operate the charter school.

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 on the basis of race, color, national origin, creed, sex, ethnicity, sexual orientation, mental or physical disability, age, ancestry, athletic performance, special need, proficiency in the English language or a foreign language, or academic achievement. I also certify that I am an eligible to apply for a charter under the requirements of Education Law. This is a true statement, made under the penalties of perjury.

Signature of Lead Applicant/  
Authorized Person  Date: 3/28/11

(Please label the copy that has original signatures)

Print/TypeName: David Hardy

Address: **CONFIDENTIAL**

Daytime Phone: **CONFIDENTIAL** Email: **CONFIDENTIAL**

**Application in Support of the Establishment of Boys' Latin of Queens Charter School**  
**Attachment 3 – Daily Schedule**

<b>6<sup>th</sup> GRADE SAMPLE STUDENT SCHOOL SCHEDULE</b>									
<b>Period</b>	<b>Start</b>	<b>End</b>	<b>Length</b>	<b>Day A</b>	<b>Day B</b>	<b>Day C</b>	<b>Day D</b>	<b>Day E</b>	<b>Day F</b>
<b>HR 6-1</b>	<b>8:00 AM</b>	<b>8:15 AM</b>	<b>0:15</b>	<b>HR</b>	<b>HR</b>	<b>HR</b>	<b>HR</b>	<b>HR</b>	<b>HR</b>
<b>1</b>	<b>8:15 AM</b>	<b>9:15 AM</b>	<b>1:00</b>	<b>Eng</b>	<b>Eng</b>	<b>Eng</b>	<b>Eng</b>	<b>Eng</b>	<b>Eng</b>
<b>2</b>	<b>9:15 AM</b>	<b>10:00 AM</b>	<b>0:45</b>	<b>Physical Education</b>	<b>Health</b>	<b>Physical Education</b>	<b>Health</b>	<b>Physical Education</b>	<b>Health</b>
<b>3</b>	<b>10:00 AM</b>	<b>11:00 AM</b>	<b>1:00</b>	<b>Eng</b>	<b>Eng</b>	<b>Eng</b>	<b>Eng</b>	<b>Eng</b>	<b>Eng</b>
<b>4</b>	<b>11:00 AM</b>	<b>11:55 AM</b>	<b>0:55</b>	<b>Arts</b>	<b>Latin</b>	<b>Arts</b>	<b>Latin</b>	<b>Arts</b>	<b>Latin</b>
<b>5</b>	<b>11:55 AM</b>	<b>12:35 PM</b>	<b>0:40</b>	<b>Student Lunch</b>	<b>Student Lunch</b>	<b>Student Lunch</b>	<b>Student Lunch</b>	<b>Student Lunch</b>	<b>Student Lunch</b>
<b>6</b>	<b>12:35 PM</b>	<b>1:30 PM</b>	<b>0:55</b>	<b>SS</b>	<b>SS</b>	<b>SS</b>	<b>SS</b>	<b>SS</b>	<b>SS</b>
<b>7</b>	<b>1:30 PM</b>	<b>2:25 PM</b>	<b>0:55</b>	<b>Science</b>	<b>Science</b>	<b>Science</b>	<b>Science</b>	<b>Science</b>	<b>Science</b>
<b>8</b>	<b>2:25 PM</b>	<b>3:55 PM</b>	<b>1:30</b>	<b>Math</b>	<b>Math</b>	<b>Math</b>	<b>Math</b>	<b>Math</b>	<b>Math</b>
<b>HR</b>	<b>3:55 PM</b>	<b>4:00 PM</b>	<b>0:05</b>	<b>Dismissal</b>	<b>Dismissal</b>	<b>Dismissal</b>	<b>Dismissal</b>	<b>Dismissal</b>	<b>Dismissal</b>

<b>7<sup>th</sup> GRADE SAMPLE STUDENT SCHOOL SCHEDULE</b>									
<b>Period</b>	<b>Start</b>	<b>End</b>	<b>Length</b>	<b>Day A</b>	<b>Day B</b>	<b>Day C</b>	<b>Day D</b>	<b>Day E</b>	<b>Day F</b>
<b>HR 7-1</b>	<b>8:00 AM</b>	<b>8:15 AM</b>	<b>0:15</b>	<b>HR</b>	<b>HR</b>	<b>HR</b>	<b>HR</b>	<b>HR</b>	<b>HR</b>
<b>1</b>	<b>8:15 AM</b>	<b>9:15 AM</b>	<b>1:00</b>	<b>Eng</b>	<b>Eng</b>	<b>Eng</b>	<b>Eng</b>	<b>Eng</b>	<b>Eng</b>
<b>2</b>	<b>9:15 AM</b>	<b>10:00 AM</b>	<b>0:45</b>	<b>Phys Ed/Health</b>	<b>Arts</b>	<b>Phys Ed/Health</b>	<b>Arts</b>	<b>Phys Ed/Health</b>	<b>Arts</b>
<b>3</b>	<b>10:00 AM</b>	<b>11:00 AM</b>	<b>1:00</b>	<b>Eng</b>	<b>Eng</b>	<b>Eng</b>	<b>Eng</b>	<b>Eng</b>	<b>Eng</b>
<b>4</b>	<b>11:00 AM</b>	<b>11:55 AM</b>	<b>0:55</b>	<b>Latin</b>	<b>Latin</b>	<b>Latin</b>	<b>Latin</b>	<b>Latin</b>	<b>Latin</b>
<b>5</b>	<b>11:55 AM</b>	<b>12:35 PM</b>	<b>0:40</b>	<b>Student Lunch</b>	<b>Student Lunch</b>	<b>Student Lunch</b>	<b>Student Lunch</b>	<b>Student Lunch</b>	<b>Student Lunch</b>
<b>6</b>	<b>12:35 PM</b>	<b>1:30 PM</b>	<b>0:55</b>	<b>SS</b>	<b>SS</b>	<b>SS</b>	<b>SS</b>	<b>SS</b>	<b>SS</b>
<b>7</b>	<b>1:30 PM</b>	<b>2:25 PM</b>	<b>0:55</b>	<b>Science</b>	<b>Science</b>	<b>Science</b>	<b>Science</b>	<b>Science</b>	<b>Science</b>
<b>8</b>	<b>2:25 PM</b>	<b>3:55 PM</b>	<b>1:30</b>	<b>Math</b>	<b>Math</b>	<b>Math</b>	<b>Math</b>	<b>Math</b>	<b>Math</b>
<b>HR</b>	<b>3:55 PM</b>	<b>4:00 PM</b>	<b>0:05</b>	<b>Dismissal</b>	<b>Dismissal</b>	<b>Dismissal</b>	<b>Dismissal</b>	<b>Dismissal</b>	<b>Dismissal</b>

# Application in Support of the Establishment of Boys' Latin of Queens Charter School

## Attachment 4 – Academic Calendar

Please note that on the calendar below days shaded:

- white indicate days spent in school;
- yellow indicate teacher in-service;
- pink indicate bi-weekly early dismissal for teacher professional development, and;
- blue indicate days that school is not in session.

**JULY (0)**

SUN	MON	TUE	WED	THU	FRI	SAT
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30	31				

**JANUARY (20)**

SUN	MON	TUE	WED	THU	FRI	SAT
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30	31		

**AUGUST (0)**

SUN	MON	TUE	WED	THU	FRI	SAT
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30	31	

**February (15)**

SUN	MON	TUE	WED	THU	FRI	SAT
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28		

**SEPTEMBER (17)**

SUN	MON	TUE	WED	THU	FRI	SAT
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30						

**MARCH (19)**

SUN	MON	TUE	WED	THU	FRI	SAT
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30
31						

**OCTOBER (22)**

SUN	MON	TUE	WED	THU	FRI	SAT
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30	31			

**APRIL (17)**

SUN	MON	TUE	WED	THU	FRI	SAT
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30				

**NOVEMBER (19)**

SUN	MON	TUE	WED	THU	FRI	SAT
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	31

**MAY (22)**

SUN	MON	TUE	WED	THU	FRI	SAT
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30	31	

**DECEMBER (15)**

SUN	MON	TUE	WED	THU	FRI	SAT
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23/30	24/31	25	26	27	28	29

**JUNE (14)**

SUN	MON	TUE	WED	THU	FRI	SAT
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23/30	24/31	25	26	27	28	29

There are a total of 183 days of instruction. The first day of school for students will be September 5<sup>th</sup>. The last day of school will be June 26<sup>th</sup>.

If there are snow days, extra days can be added at the end of the year.

**Application in Support of the Establishment of Boys' Latin of Queens Charter School**

Attachment 4 – Academic Calendar

**Important Dates**

All Faculty and Staff Pre-Service Development	August 20-31
Labor Day	September 3
First Day of School for Students	September 5
Rosh Hashanah	September 18
Yom Kippur	September 26
Columbus Day	October 8
Election Day – Teacher In-Service Training	November 6
Veterans Day Observed	November 12
Thanksgiving Recess	November 22-23
Christmas Vacation	December 24 – January 2
Martin Luther King Jr. Day	January 21
Winter Recess	February 18-22
Spring Recess	March 28 – April 7
Memorial Day	May 27
Brooklyn-Queens Day	June 6
Last Day of School for Students and Teachers	June 26

**Application in Support of the Establishment of Boys' Latin of Queens Charter School**

Attachment 5 – Corporate Bylaws

**BYLAWS**

**Boys' Latin of Queens Charter School**

ARTICLE I

**Name and Office**

Section 1. Name. This corporation is an education corporation and shall be known as the Boys' Latin of Queens Charter School, herein referred to as "Boys' Latin."

Section 2. Office. Boys' Latin shall have its principal office in the City of New York, State of New York and shall be deemed, for the purposes of venue in civil actions, to be an inhabitant and a resident thereof.

ARTICLE II

**Board of Trustees**

Section 1. Authority. The business and affairs of Boys' Latin shall be managed and controlled under the general direction of the Board of Trustees of Boys' Latin (the "Board of Trustees" and each member thereof, a "Trustee") in accordance with the purposes and limitations set forth herein and in the Charter, dated as of \_\_\_\_\_ between Boys' Latin and the Board of Regents of the State of New York.

Section 2. Powers. The Board of Trustees of Boys' Latin shall:

- A. Formulate the general policy to be followed in the management of the affairs, property and business of Boys' Latin;
- B. Create such special committees, from time to time, as may be deemed desirable by the Board of Trustees. The Chairperson of the Board of Trustees shall appoint the members of such committees;
- C. Hire Boys' Latin's Principal and approve the hiring of the teachers, based upon selection by the principal;
- D. Monitor budgeting, regulatory, financial, compliance, and academic performance with respect to Boys' Latin; and
- E. Remove a Trustee for cause by a majority vote of the Board of Trustees.

All powers exercised by the Board of Trustees shall be consistent with the objectives and purposes for which Boys' Latin is formed and the provisions of Section 501(c)(3) of the Internal Revenue Code.

Section 3. Composition.

- A. In general, board members should be individuals of high moral character, demonstrate an interest in the welfare of children and be committed to improving education in the community.

**Application in Support of the Establishment of Boys' Latin of Queens Charter School**

Attachment 5 – Corporate Bylaws

All board members must be committed to dedicating the necessary time and energy to ensure the effective and smooth operation of the school.

B. The Board of Trustees shall have the following members: (i) at least one educator with classroom and/or administration experience; (ii) at least one parent or guardian of a child attending the school (i.e. PTO President); (iii) at least one business leader with experience either in the for-profit or not-for-profit sector; (iv) at least one community leader; and (v) any other person over the age of 18 who lives in the community that can demonstrate knowledge of educational issues affecting the school's community. The members of the Board of Trustees shall have experience that demonstrates the following areas of expertise; (i) public relations; (ii) human resources; (iii) financial; (iv) fundraising; (v) legal; (vi) marketing; (vii) real estate; and/or (viii) strategic planning.

C. To become a Trustee, a person shall be nominated by a current Trustee. Trustees shall be elected by a majority vote of the Trustees present at a meeting of the Board of Trustees, provided that those present constitute a quorum. Each Trustee shall be at least eighteen (18) years of age.

Section 4. Term of Office. Trustees will be elected to serve terms of five (5) years dating from the day of their election and extending to the date of the annual meeting of the Trustees five (5) years thereafter. All Trustees shall be eligible for re-election.

Section 5. Number of Trustees. The number of Trustees constituting the entire Board of Trustees after the first annual meeting of the Board of Trustees shall be eleven (11), but in no event shall the entire Board consist of less than nine (9), or more than thirteen (13) Trustees, including the president of the Parent-Teacher Organization of Boys' Latin ("PTO"), who shall be a voting Trustee for the length of his or her term as president of the PTO.

Section 6. Vacancies. Temporary vacancies shall be filled for the remainder of an unexpired term by vote of a majority of Trustees then in office.

Section 7. Compensation. Trustees shall not receive any salary, fees or other financial compensation for their service to Boys' Latin, but by resolution of the Board of Trustees, reasonable expenses related to attendance of special meetings of the Board of Trustees, if any, may be reimbursed. Nothing herein shall be construed to preclude any Trustee from serving Boys' Latin in any other capacity and receiving compensation therefore.

Section 8. Meetings. The Board of Trustees shall meet at least monthly during Boys' Latin's school year and as appropriate over the summer recess on dates to be determined in advance by the Board of Trustees. Special meetings of the Board of Trustees may be called at any time by the Chairperson of the Board of Trustees, or upon a majority vote of the Trustees. Provided there is a quorum, every meeting of the Board of Trustees held to discuss public business, including official meetings of committees and subcommittees, will be open to the general public in accordance with the New York Open Meeting Laws. The Board of Trustees may invite public comment during such meetings at times designated by the Chairperson of the Board of Trustees but the Board of Trustees may, at its discretion, limit public comments to ten (10) minutes per person or such lesser time period as the Board of Trustees may set. Times and locations of each meeting shall be set by the Board of Trustees.

Section 9. Proxies. Proxies are prohibited at meetings of the Board of Trustees.

Section 10. Executive Session. To enter into executive session, a motion for executive session must be made during a meeting by a Trustee, the subject of the executive session must be

**Application in Support of the Establishment of Boys' Latin of Queens Charter School**

Attachment 5 – Corporate Bylaws

specifically identified, and the motion to conduct the executive session must be carried by a majority vote of the Trustees. Topics for an executive session will be limited to those confidential matters identified in the Open Meetings Law of New York for Public Officials, as amended from time to time.

Section 11. Notices. To the extent practicable, written notice of meetings of the Board of Trustees shall be given to Trustees at least five (5) days prior to the date set for such meeting. Notice thereof shall state the time and place of the meeting and, in the case of a special meeting, the purpose or purposes for holding such meeting and the Trustee(s) who called for the special meeting.

Section 12. Notice to the General Public. If a Board of Trustees meeting is scheduled at least one week in advance, notice of its time and place shall be given to the news media and conspicuously posted in one or more public locations at least 72 hours before the meeting. If a meeting is scheduled less than one week in advance, notice of the time and place of the meeting shall be given to the news media, to the extent practicable, and shall be conspicuously posted in one or more public locations at a reasonable time before the meeting. The provisions in this section 12 are subject to the Open Meetings Law of New York. To the extent of any conflict between any provision of these Bylaws and the open Meeting Law, the Open Meetings Law shall prevail and control.

Section 13. Quorum. At all meetings of the Board of Trustees, a majority of the Trustees, shall be represented in person. A quorum is required for the transaction of business of Boys' Latin at all meetings of the Board of Trustees or any committee thereof.

Section 14. Voting. Each member of the Board of Trustees shall be entitled to one vote upon each matter submitted to a vote at meetings of the Board of Trustees. The majority vote of those Trustees present and entitled to vote at a duly organized meeting of the Board of Trustees shall decide any question put to a vote.

Section 15. Action Without a Meeting. Any action required or permitted to be taken by the Board of Trustees or any committee thereof may be taken without a meeting if all Trustees or members of the committee consent in writing to the adoption of a resolution authorizing such action to the extent permitted by the Public Officers Law of the State of New York. The resolution and written consents thereto shall be filed with the minutes of the proceedings of the Board of Trustees.

Section 16. Resignations. Any Trustee may resign at any time by giving written notice of his or her resignation to the Chairperson of the Board of Trustees. Any such resignation shall take effect at the time specified therein or, if the time when it shall become effective is not specified therein, immediately upon receipt. Unless otherwise specified therein, the acceptance of any such resignation shall not be necessary to make it effective.

ARTICLE III

**Officers**

The Board of Trustees shall elect by majority vote, from among the Trustees, the following officers:

Section 1. Chairperson of the Board of Trustees. The Chairperson of the Board of Trustees shall preside over all meetings of the Board of Trustees. In his or her absence, the Secretary, or the

**Application in Support of the Establishment of Boys' Latin of Queens Charter School**

Attachment 5 – Corporate Bylaws

Trustee in attendance possessing the most seniority in that office, in that order, shall preside. The same person cannot hold the office of president and secretary. The Chairperson of the Board of Trustees shall appoint members of special committees, if any. He or she shall also perform such other duties as may from time to time be assigned to him or her by the Board of Trustees.

Section 2. Secretary. The Secretary shall keep, or cause to be kept, the minutes of all Board of Trustee meetings. He or she shall be custodian of the records. He or she shall see that all notices are duly given in accordance with the provisions of these Bylaws and as required by law. He or she shall perform all duties incident to the office of Secretary and such other duties as may from time to time be assigned to him or her by the Board of Trustees.

Section 3. Treasurer. The Treasurer shall have the custody of the funds and securities of Boys' Latin and shall cause to be kept full and accurate accounts of receipts and disbursements in books belonging to Boys' Latin, and shall deposit or cause to be deposited all monies and other valuable effects in the name and to the credit of Boys' Latin in such depositories as may be designated by the Board of Trustees. The Treasurer shall disburse the funds of Boys' Latin as may be ordered by the Board of Trustees taking proper vouchers for the disbursements, and shall render to the Chairperson and the Board of Trustees, at meetings and whenever they may require it, an account of all transactions as Treasurer and of the financial condition of Boys' Latin, provided that routine transactions may be delegated to the staff of Boys' Latin. The Treasurer shall perform such other duties as the Board of Trustees may from time to time prescribe or require.

ARTICLE IV

**Standing Committees**

Section 1. Committee Membership. An executive committee of the Board of Trustees, if established, shall consist of no less than five members as required by New York State Education Law § 226(2). All committees other than the executive committee shall consist of no less than three members.

Section 2. Academic and Personnel Committee. The Academic and Personnel Committee shall be vested with the responsibility of program planning, curriculum, professional development and fulfillment of the school's Accountability Plan.

Section 3. Grievance Committee. The Grievance Committee shall be vested with the responsibility for investigating and reviewing complaints received by the Board of Trustees from the community. The Grievance Committee, which shall consist of Trustees who are not parents, teachers and administrators of the school, shall make non-binding recommendations to the Board of Trustees.

Section 4. Fundraising and Finance Committee. The Fundraising and Finance Committee shall review the regular budget and other fiscal reports to be submitted to the Board of Trustees on a quarterly basis, or at such other times as required by the Board of Trustees. The Treasurer shall be the chairperson of this committee.

Section 5. Committee Advisors. Any committee may seek the advice of non-Trustee Advisors ("Advisors"), whom the committee deems appropriate, when conducting committee meetings or other committee business. Advisors, if any, shall be selected by majority vote of the members of the committee. Such Advisors shall serve at the sole discretion of the committee they advise, provide advice to the extent required by the committee and shall not be compensated for their

**Application in Support of the Establishment of Boys' Latin of Queens Charter School**

Attachment 5 – Corporate Bylaws

services, or given voting rights on the committee. The committee shall confirm in writing with each of its Advisors that such Advisor agrees to maintain the confidentiality of all non-public information such Advisor receives in connection with his or her activities as an Advisor.

ARTICLE V

**General Provisions**

Section. 1. Fiscal Year. The fiscal year of Boys' Latin shall be from July 1 through June 30.

Section. 2. Books, List and Records. Boys' Latin shall keep, at its office in written form, correct and complete books and records of account and minutes of the meetings of the Board of Trustees and standing committees, and such special committees as from time to time may be designated by the Board of Trustees. When Boys' Latin receives a request for information under the Freedom of Information Act, it will respond in the following manner: (1) within five (5) business days of receipt of a written request, Boys' Latin will either make the information available to the person requesting it, deny the request in writing, or provide a written acknowledgment of receipt of the request that supplies an approximate date for when the request will be granted or denied; (2) if an individual is denied access to a record, he or she may, within thirty (30) days, appeal such denial to the School Principal of Boys' Latin or his or her designee; (3) upon timely receipt of such an appeal, Boys' Latin will, within ten (10) business days of the receipt of the appeal, fully explain the reasons for further denial or provide access to the record sought. Boys' Latin also will forward a copy of the appeal, as well as its ultimate determination, to the Committee on Open Government of New York State. Boys' Latin may deny access to a requested record for a variety of reasons, including that: (1) such access would constitute an unwarranted invasion of personal privacy; (2) such records are compiled for law enforcement purposes; and, (3) such records are inter-agency or intra-agency materials which are not statistical or factual tabulations of data, instructions to staff that affect the public, or a final policy.

Section. 3. Conflict To the extent there are any conflicts between the terms of the Boys' Latin charter and the terms of these Bylaws, the terms of the charter will control.

ARTICLE VI

**Amendments**

Section 1. Amendments. These Bylaws may be amended, altered or repealed by the Board of Trustees by a three-fourths vote of those Trustees present at a duly organized meeting of the Board of Trustees, provided that those present constitute a quorum and are subject to approval by the charter entity, NYC Chancellor, and the New York State Board of Regents.

**Boys' Latin of Queens Charter School**

**CODE OF ETHICS**

1. The Board of Trustees shall conduct or direct the affairs of the school and exercise its powers, subject to the limitations of the Education Law, Not-for-Profit Corporation Law, the school's charter and its bylaws. The Board may delegate aspects of 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.

2. Not more than 40 percent of the people serving on the Board of Trustees of the school may be comprised of (a) people currently being compensated by the school for services rendered to it within the previous 12 months, whether as a full-time or part-time employee, independent contractor or otherwise; or (b) any sister, brother, ancestor, descendant, spouse, sister-in-law, brother-in-law, daughter-in-law, son-in-law, mother-in-law or father-in-law of any such person.

3. Every Trustee has the right to participate in the discussion and vote on all issues before the Board or any Board Committee, except that any Trustee shall be excused from the discussion and vote on any matter involving such Trustee relating to: (a) a "self-dealing transaction" (see below); (b) a conflict of interest; (c) indemnification of that Trustee uniquely; or (d) any other matter at the discretion of a majority of the Trustees.

4. The Board of Trustees and the school shall not engage in any "self-dealing transactions," except as approved by the Board. "Self-dealing transaction" means a transaction to which the school is a party and in which one or more of the Trustees has a material financial interest. Notwithstanding this definition, the following transaction is not a self-dealing transaction, and is subject to the Board's general standard of care: a transaction which is part of a public or charitable program of the Corporation, if the transaction (a) is approved or authorized by the Board in good faith and without unjustified favoritism and (b) results in a benefit to one or more Trustees or their families because they are in a class of persons intended to be benefited by the program. The Board of Trustees and employees of the school shall not engage in any less-than-arm's-length (LTAL) transactions.

5. A Trustee, officer, or employee having an interest in a contract, other transaction or program presented to or discussed by the Board of Trustees for authorization, approval, or

**Application in Support of the Establishment of Boys' Latin of Queens Charter School**

Attachment 6 – Code of Ethics

ratification shall make a prompt, full and frank disclosure of his or her interest to the Board 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 might reasonably be construed to be adverse to the Board's interest. A person shall be deemed to have an "interest" in a contract or other transaction if he or she is the party (or one of the parties) contracting or dealing with the school, or is a Director, Trustee or Officer of or has a significant financial or influential interest in the entity contracting or dealing with the school.

6. Trustees representing any entity proposing to do business with the charter school shall disclose the nature and extent of such business propositions.

7. No Trustee, officer, or employee of a for-profit corporation having a business relationship with the charter school shall serve as voting member of the Board of Trustees for the duration of such business relationship, provided, however, that this provision shall not apply to the following:

- a) Individuals associated with a partnership, limited liability corporation, or professional corporation, including but not limited to doctors, accountants and attorneys;
- b) Individuals associated with an educational entity (including but not limited to schools of education), some of whose faculty may be providing paid services directly or indirectly to such charter school;
- c) Individuals associated with a bank, insurance, mutual fund, investment bank, stock brokerage, financial planning, or other financial services organization; or
- d) Members of the faculty of the charter school.

8. In no instance shall a Trustee, officer, or employee of a for-profit educational management organization having a business relationship with the charter school serve as a voting member of the Board of Trustees for the duration of such business relationship.

9. Trustees, officers, or employees of any single organization shall hold no more than 40 percent of total seats comprising the Board of Trustees.

10. Trustees shall avoid at all times engaging in activities that would appear to be unduly influenced by other persons who have a special interest in matters under consideration by the Board. If this occurs, a Trustee shall write a letter disclosing all known facts prior to participating

**Application in Support of the Establishment of Boys' Latin of Queens Charter School**

Attachment 6 – Code of Ethics

in a Board discussion of these matters, and the Trustee's interest in the matter will be reflected in the Board minutes.

11. Trustees shall make all appropriate financial disclosures whenever a grievance of conflict of interest is lodged against them.

12. Trustees shall not use his or her position with the charter school to acquire any gift or privilege worth \$50 or more that is not available to a similarly situated person, unless that gift is for the use of the charter school.

13. Charter school Trustees, officers, or employees never may ask a subordinate, a student, or a parent of a student to work on or give to any political campaign.

## **Application in Support of the Establishment of Boys' Latin of Queens Charter School**

Attachment 7 - Resumes

### **David P. Hardy**

#### **CEO, Boys' Latin of Philadelphia Charter School**

David P. Hardy was born and raised in North Philadelphia. He attended and graduated from Philadelphia public schools. He attended Yankton College, in Yankton, SD where he received a BA in English in 1974.

Upon completing college, Hardy joined IBM as a marketing representative selling data processing systems to state and local government agencies and educational institutions. He also worked for SEI and Hunt Manufacturing Company in sales and marketing management positions.

Early in his career, Hardy became interested in urban education. He became well versed on public educational issues and a staunch supporter of school choice. Hardy believes that more options are essential to solving the crisis in urban education. He points to the magnet schools in the School District of Philadelphia as examples of how school choice works. He cites the success and strong demand of Philadelphia's charter schools as further evidence of the effectiveness of choice.

In 1986, Hardy joined Community High School, a private alternative school for young people who had slipped through the cracks of Philadelphia public schools. He started as an English teacher, but quickly became Vice Principal and Director of Development. In 1997, Community High School became a Pennsylvania Charter School, Community Academy of Philadelphia, and Hardy remained as Executive Director and Deputy Chief Administrative Officer. He created an annual giving campaign that has, in less than 5 years, gone from \$34,000 to \$350,000 per year and has raised over \$1 million. He oversaw institutional advancement and managed the project that financed and built a \$17 million, 1200 student, K-12, state-of-the-art facility which became the new home for Community Academy in September, 2003. The financing of this project was the first of its kind in Pennsylvania and the largest single charter school bond issue in the country at the time. He also founded an alternative school, the Fairhill Community High School, which contracts with the School District of Philadelphia to address the large number of dropouts in the city.

In September, 2005 David Hardy left Community Academy and Fairhill to start an all-boys charter school based on the "Latin School" model. Boys' Latin of Philadelphia Charter School opened in southwest Philadelphia in the fall of 2007 with an inaugural class of 143 9th grade young men. Boys' Latin is a college preparatory high school serving qualified boys of diverse backgrounds who live in the city of Philadelphia. Boys' Latin offers young men a rigorous classical/contemporary education that will prepare them for college matriculation and set high standards for achievement, character development, and age-appropriate conduct.

Boys' Latin occupies a unique niche in the charter school world of Philadelphia. Two features distinguish Boys' Latin from other schools. First, it is the first and only single-gender charter school in the state of Pennsylvania. Boys' Latin is designed as a single-gender school to most effectively address the unique social and academic issues experienced by urban boys. Boys are far more likely to have problematic academic experiences and are 30% more likely to drop out of

## Application in Support of the Establishment of Boys' Latin of Queens Charter School

### Attachment 7 - Resumes

school. An all-boys environment allows teachers to teach in ways that reach boys and appeal to their learning style. Extensive research has shown that boys tend to soften their competitive edge and become more collaborative in a single gender setting. They can be themselves and not worry about the social stresses inherent in a co-educational environment.

The second feature that distinguishes Boys' Latin is its unique curriculum, which blends liberal arts, classical studies, and state-of-the-art technology. Every Boys' Latin student takes four years of Latin. Latin equips students with the strongest single foundation for mastering Romance and modern languages. The non-English word structure and sentence patterns found in Latin help develop observant, analytic, and logical students. Studying Latin also helps to improve SAT scores; the 2002 mean verbal SAT score for all students was 508, while the score for students who studied Latin was 674.

Hardy serves as the Founder and Chief Executive Officer of Boys' Latin. Hardy led the total transformation of a former Catholic school and church into one of the most modern, state-of-the-art school facilities in the region. Since its inception, Boys' Latin has garnered tremendous support from the community. The school has been featured in *The Philadelphia Inquirer*, *The Daily News*, *The Philadelphia Weekly*, and on *Fox News*. Boys' Latin was recognized by the Philadelphia School District School Reform Commission for its performance on the 2008 National Latin Exam.

Hardy has been active in several educational organizations. He is Secretary of the Board of the Philadelphia Chapter of the Black Alliance for Educational Options (BAEO). He is also on the Board of the North Carolina Outward Bound School. Hardy serves on the advisory boards of the Friends of Philadelphia Parks and the Holocaust Awareness Museum. He served as a trustee for the Haverford School for Boys for nine years. He was a presenter on facilities acquisition, finance and renovation at the National Charter School Conference, the BAEO National Symposium, and the Pennsylvania Charter School Coalition State Conference. He served on the Pennsylvania Attorney General's Task Force on Safe Schools (where he was Chairman of the Alternative Schools Committee). He was a Board Member at the National Alliance for Public Charter Schools and The Timothy School for Autistic Children.

In addition, Hardy has spoken at various education conferences including the National Charter Schools Facilities Financing Forum and Philadelphia Educational Summit. He has been a frequent contributor on education topics for several Philadelphia based talk radio programs. He also participated in an interview with Dan Rather on a CBS *Town Meeting* about school violence.

Hardy lives in the Logan Square Neighborhood with his wife, Zina, and sons, Aaron (21) and Zachary (16). He is a board member of the Fairmount Sports Association where he coaches youth baseball and basketball teams.

Hardy sought and received the endorsement for City-Council-at-Large from the Republican Committee of Philadelphia. While this effort was unsuccessful, Hardy was credited for conducting an aggressive and thoughtful campaign. He was the only Republican candidate in the election endorsed by both of Philadelphia's major newspapers.

**Thomas James**

Provost and Dean of the College  
Professor in History of Education



**DEGREES**

Ph.D., Stanford University, School of Education, 1984, specializing in History of Education.

M.A. in U.S. History, Stanford University, June 1982, Department of History.

B.A., Harvard University, June 1970. Magna cum laude for undergraduate honors thesis on the Pisan Cantos of Ezra Pound.

**WORK EXPERIENCE**

7/07-present. Provost, Dean of the College, and Vice President for Academic Affairs, Teachers College, Columbia University. Also tenured Full Professor in the History of Education.

11/03-6/07. Dean and Professor of Educational History, School of Education, University of North Carolina at Chapel Hill.

7/1/96 -11/03. Associate Dean for Academic Affairs, Vice Dean, Interim Dean and Professor of Educational History, Steinhardt School of Education, New York University.

7/1/87 - 6/30/96. Assistant Professor and then member of the tenured senior faculty in the Education Department and the Taubman Center for Public Policy and American Institutions, Brown University.

Positions prior to 1987 at Wesleyan University, Stanford University, Education Commission of the States, and Common Cause.

7/85-6/87. Associate Director and Adjunct Assistant Professor of Education, Educational Studies Program, with an affiliated appointment in the History Department, Wesleyan University.

9/84-6/85. Acting Assistant Professor, School of Education, Stanford University.

## Application in Support of the Establishment of Boys' Latin of Queens Charter School

Attachment 7 - Resumes

### **SELECTED PUBLICATIONS**

Adventurous Teachers, Excellent Schools (Stamford, Conn.: Charles C. Culpeper Foundation, 1991). Faculty development policies and creative strategies for professional development.

Thomas James, Exile Within: The Schooling of Japanese Americans, 1942-1945 (Cambridge, Mass.: Harvard University Press, 1987).

David B. Tyack, Thomas James, and Aaron Benavot, Law and the Shaping of Public Education, 1785-1954 (Madison: University of Wisconsin Press, 1986).

Thomas James and Henry M. Levin, eds., Comparing Public and Private Schools, 2 volumes (Philadelphia and London: Falmer Press, 1987).

Thomas James and Henry M. Levin, eds., Public Dollars for Private Schools: The Case of Tuition Tax Credits (Philadelphia: Temple University Press, 1983).

Thomas James, Education at the Edge: The Colorado Outward Bound School (Denver: Outward Bound, 1980).

More than 50 published articles, essays and chapters on history, education, public policy.

### **SELECTED GRANTS AND AWARDS**

Grants from Spencer Foundation (\$30,000 Small Grant and \$350,000 Major Grant), Culpeper Foundation (\$150,000), and other private and public sources.

Louis Knott Koontz Award from the American Historical Association, Pacific Coast Branch for the most distinguished scholarly article published in one of the association's major journals, the Pacific Historical Review. The article was "The Education of Japanese Americans at Tule Lake, 1942-1946," published in 1987.

Exile Within: The Schooling of Japanese Americans received an annual award from Gustavus Myers Center for the Study of Human Rights in the United States for "best scholarship on the subject of intolerance in the United States."

Distinguished Service Award for Learned Article, Educational Press Association of America, All-America Awards Program 1986, for "Moral Majorities and the School Curriculum: Historical Perspectives on the Legalization of Virtue," co-authored with David Tyack, Teachers College Record, Summer 1985.

**Application in Support of the Establishment of Boys' Latin of Queens Charter School**  
Attachment 7 - Resumes

Verone H. Kennedy



As a seasoned educator with 22 years experience teaching and mentoring stakeholders of all constituency groups throughout the K-12 continuum, I have been described by colleagues as a self-directed teacher/learner motivated by a love for children and supported by a core value that acknowledges: every child has the right to receive a fair and equitable opportunity to maximize his/her potential. Furthermore, I believe that every child has in them the ability to learn at high levels however, because learners do not necessarily think, process and perform in the same manner it is incumbent upon those entrusted with the task of facilitation to take varied intelligences and learning modalities into consideration. Instruction must be differentiated if we are to ensure that the specific needs of each and every learner are met and that differentiation begins with seeing the learner for who he/she is and working strategically to ensure that his/her potential is realized.

**Education:**

2004	New York City Leadership Academy ( <i>Baruch College</i> )	S.A.S. Supervision and Administration
2000	Sarah Lawrence College	M.S. Ed " <i>Art of Teaching</i> "
1989	S.U.N.Y. College at Old Westbury	B.S. Ed Elementary Education
* 2007	Harvard Principal's Center Institute	"Urban School Leaders" Program Certificate
* 1994/1996/2007	Yale Child Study Program	Certificate of Completion, Comer SDP 101/102

**Certifications:**

2004	S.A.S. ( <i>Supervision and Administration</i> )	State of New York	Administrative Certification
1997	Elementary Education	State of New York	Permanent Teaching Certification
1993	Elementary Education	State of New Jersey	Permanent Teaching Certification

**Work Experience:**

**2010- Present      Founding Principal of the Riverton Street Charter School      National Heritage Academies**  
The Riverton Street Charter School is a grade k-3 Elementary school located in the Saint Albans section of Queens, N.Y. Student population consists of approximately 99% African American and 1% Latinos. The school currently provides for 196 students. 80% of the school's students are eligible for free or reduced lunch.

**2009-2010      Citywide Coordinator of Middle School Initiatives      NYC Dept. of Education**

Appointed by the Deputy Chancellor of Teaching and Learning to lead a Citywide Campaign to increase Middle School Success. The initiative was launched in response to a comprehensive report that assessed the state of NYC's 500 Middle Schools. A commissioned "Task Force" comprised of NYC Educators, Politicians, Parents and other stakeholders submitted their findings that lead to reform efforts to the full compliment and specifically targeted middle schools for a comprehensive improvement initiative. The goals of the campaign as they exist today are to 1. Increase Student Achievement 2. Close the Achievement Gap between targeted subgroups 3. Increase Academic Engagement and Social/Emotional Development.

- Designed the "Strategic Plan" to expand and initiate the 2009-2010 C.M.S.S. portfolio of initiatives to support school leaders with effectively addressing the 3 goals of the campaign .
- Facilitated the development of a Comprehensive Professional Learning Series designed to engage community stakeholders with improving teaching, learning and collaborative work throughout their respective school communities.
- Chaired a Citywide Coalition of Advisors to regularly monitor Middle School improvement across the collective and among targeted schools.
- Performed "on site" comprehensive school analysis review to support schools with becoming more data conscious and competent with building their capacity to address school specific needs "Gathering Data, Setting Goals, Strategic Planning, Building internal Capacity, Monitoring Revising.
- Regularly met with *U.F.T., C.S.A., D.C. 37* union leaders to address staffing, scheduling, consultation issues.
- Spearheaded collaborative initiatives with local colleges and businesses to support schools in the areas of professional development, social engagement and the acquisition of much needed instructional materials

**2007-2009      Chief Academic Officer (*Network Leader*)      NYCDOE Community Learning Support Organization**

During the restructuring of New York City's Dept. of Education the Mayor and Chancellor gradually rolled out an initiative which was referred to as "**The Children's First Intensive**". Its primary objective was and continues to be to increase student achievement and close the achievement gap by way of expanding the "*sphere of success*" to include those who have long been overlooked and unaddressed. To achieve the objective, a strategic approach was taken to empower Principals with the

## Application in Support of the Establishment of Boys' Latin of Queens Charter School

### Attachment 7 - Resumes

opportunity to accountably make decisions in the best interest of their school communities. To support such an initiative, the city has offered school communities the opportunity to select one of four support organizations that would provide instructional and administrative support; they are called L.S.O.'s (*Learning Support Organizations*). The Community Learning Support Organization served as one of the support organizations consisting of almost 200 schools that have all elected to focus on increasing student achievement via the operational principles of well-structured "professional learning communities".

- Managed a team of Instructional Specialists (*Literacy, Math, Science, Social Studies, Special Education, English as a Second Language, Academic Intervention, New Teacher Mentoring, S.E.T.R.C.*) to facilitate the professional capacity building (*from administrators to school aides*) throughout all disciplines/programs in all assigned 22-network schools (*Middle and High*).
- Worked collaboratively with an "integrated team" of service specialists to assist school based administrative and guidance personnel with addressing "day to day" operational procedures/concerns ranging from issues of compliance in special education to parent concerns expressed by Parent Associations and Advocacy Groups .
- Met regularly with district Senior Achievement Facilitators and Superintendents to discuss the development of each of the Network's 22 schools as it relates to stated goals/ objectives (*C.E.P./Yearly School Plan*). Engaged in discussions to inform leadership changes, administrative appointments and school restructurings,
- Conducted Network wide Professional Development sessions (*workshops, learning walks, inter-visitations, training sessions, etc.*) for school administrators (*i.e. using data to inform instruction, creating authentic professional learning communities, building capacity from within*).
- Regularly met with *U.F.T., C.S.A., D.C. 37* union leaders to address staffing, scheduling, consultation issues.
- Spearheaded collaborative initiatives with local colleges and businesses to support schools in the areas of professional development, social engagement and the acquisition of much needed instructional materials (*i.e. computers, smart boards, novels, etc.*).

2004-2007

Principal

Granville T. Woods Middle School (*M.S. 584*)

The Granville T. Woods School for Science and Technology is a grade 6-8 Middle School located in the Crown Heights section of Brooklyn N.Y. Student population consists of approximately 91% African American, 7% Latinos and 2% Asian/Others. The school currently provides for 300 students. During my tenure as the school's founding principal we have successfully established an effective "learning community" where "Eric Hoffer's quote serves as the impetus of our work: *"In times of drastic change it is the learner who inherits the future. The learned usually finds himself beautifully equipped to live in a world that no longer exists"*.

- Conceived and developed the initial school concept and design for what is today known as The G.T.W. School for Science and Technology (*M.S. 584*).
- Structured and maintained the consultation committee to staff and address issues specific to teaching and learning
- Managed and allocated funds via the "My Galaxy" School Based Budgeting system.
- Established long-term partnerships with community based organizations, businesses and Colleges (*The Turner Construction Corporation, Publicolor Inc., Teach for America, Inc., The Robin Hood Foundation, Yale University's Child Study Program, Columbia University's Teacher's College, Chess in the Schools, Inc., 100 Strong Male Role Models of Baltimore, MD.*)
- Facilitated regular Professional Development Sessions/Faculty Conferences on topics ranging from "The Differentiation of Instruction" to "The Realities and Challenges of Adolescent learners".
- Regularly aggregated data to inform both long and short term school-wide goals/planning.
- Forged partnerships with community based organizations to support "teaching and learning" throughout the school community.

2003-2004

Resident Principal (10 months)

The William Penn School (*P.S. 321*)

The William Penn Elementary School is a grade k-5 school located in the Park Slope section of Brooklyn N.Y. Student population consists of approximately 60% White, 19% African American, 16% Latinos and 5% Asian/Others. 17% of the entire student body is eligible for free lunch and 90% of the students read at or above grade level. The school currently provides for 1,264 students. During my tenure as resident principal at P.S. 321 my responsibilities included shadowing the principal and performing tasks that supported my development as a potential instructional leader. I performed duties in a leadership capacity under the guidance of Elizabeth Phillips (*Principal of P.S. 321K*). From start to finish I was solely responsible for organizing, facilitating and implementing the following school wide initiatives:

- Developed the "Project Read Academic Intervention Program" for students at risk of performing below academic standards in literacy and or mathematics.
- Aggregated School wide Performance Outcomes/Data Analysis (*City/State, Princeton Review, Periodic assessments*)
- Regularly facilitated Professional Development sessions for staff members interested in using technology within their academic discipline (*The Technological Classroom*)
- Conducted weekly enrichment courses for students of varied abilities and interests (*Reinzulli's model of student mini*

## Application in Support of the Establishment of Boys' Latin of Queens Charter School

### Attachment 7 - Resumes

*course enrichment: Interest Inventory)*

- Conducted School team "Learning Walks" to identify and address for the betterment of the school.
- Supervisor of the lunch room (*restructured lunchroom policies and practices*)
- Informally observed and provided feedback to teachers of all academic levels.

2002-2003

**Math Teacher /Staff Developer**

**Frederick Douglass Academy IV**

Frederick Douglass Academy IV is a grade 6-12 community school located in the Bedford-Stuyvesant section of Brooklyn. The school is a replicated model of the original F.D.A. which is located in Harlem, N.Y. Student population consists of approximately 95% African Americans and 5% Latinos. The school is in its second year of existence and currently provides for 120 sixth and seventh graders.

- Worked as an initial planning member with The Lorraine Monroe Leadership Institute and Replications Inc. to replicate the 3rd model of the original Frederick Douglass Academy
- Worked collaboratively with a team of educators and administrators to construct school curriculum, policy and procedures.
- Developed and designed Math Curriculum for the mathematics department. Constructed and facilitated math intervention/enrichment services for struggling/advanced math students which led to an increased percentage of students meeting and exceeding standards.
- Created a pacing calendar and thematic units across the curriculum to support a school-wide interdisciplinary approach to the teaching of literacy, math, science, social studies and art.
- Facilitated after-school tutorial and enrichment mathematics classes for levels 1 & 2 students (math intervention) as well as 3 & 4 students (advanced mathematics).
- Organized and coordinated a one week mandatory series of sessions for incoming 6<sup>th</sup> grade students. Students were interactively in activities which clearly delineated school expectations and procedures.

2001-2002

**Teacher**

**The Chelsea School (P.S./I.S. 33)**

The Chelsea School (P.S./I.S. 33) is a Pre K-8 school located in the Chelsea section of N.Y.C. The school services a total population of 415 students consisting of 51.9 % Hispanic, 27.6% Black, 13.5% Asian/other and 7.1% White. The school provides for a sizeable population of low-income students where approximately 81.4% are eligible for free school lunch and less than 50% read at or above grade level.

- Integrated technology into the 4<sup>th</sup> grade curriculum to increase writing in content areas.
- Aligned balanced Literacy reading and writing initiatives to Test Prep Program for tutorial and advanced preparation in E.L.A. and Math.
- Coordinated classroom reading partnerships with local senior citizens organization.
- Designed and implemented the school "Chess for Life" Program.

2000-2001

**Teacher Center Staff Developer**

**U.F.T. Teacher Center**

The Johann DeKalb Elementary School (P.S. 270) is a Pre K-6 community school located in Clinton Hills, Brooklyn. The school services a total population of 537 students consisting of 73.2% Black, 24.1% Hispanic, 1.5% White and 1.3% Asian/other. The school provides for a population of low-income students where over 90% are eligible for free school lunch and less than 50% read at or above grade level.

- Conducted regular professional development workshops, "lunch and learns", modeled lessons for new and experienced teachers which lead to a school-wide increase in scores in both literacy and math followed by a removal from the state list of probationary schools.
- Collaboratively conducted district-wide Teacher Center Network and Institutes for supporting new teachers in areas of classroom management, creating standards based lessons and assessment rubrics, differentiated instruction, integrating technology into the classroom.
- Facilitated study groups and learner focused for teachers and parents.
- Participated on the S.L.T. and contributed towards the creation of intervention plans which designated our "Super Saturday", Zero Hour and After-School instructional/support programs.

1990-2000

**Teacher/Staff Developer**

**The William Prescott Elem. School (P.S. 93)**

## Application in Support of the Establishment of Boys' Latin of Queens Charter School

### Attachment 7 - Resumes

The William H. Prescott Elementary School (P.S. 93) is a pre k-6 school located in Bedford-Stuyvesant, Brooklyn. The school services a total population of 700 students consisting of 85.1% Black, 5.8% Hispanic, .4% White and 8.7% Asian/other. The school provides for a population of low-income students where over 90% are eligible for free school lunch and less than 50% read at or above grade level.

- Developed the staff in the ideology and principles of the Yale S.D.P. Comer Process. Specifically facilitated school-wide activities which engaged parents and moved the school into the practice of "shared decision making."
- Represented the staff as the U.F.T. Chapter Leader/Delegate. Worked effectively with administration to ensure that all student needs were met while ensuring that a professional environment existed for teachers.
- Coordinated the Promoting Success school reading intervention program, which led to improvements in D.R.P. and C.T.B. Test scores.
- Coached school basketball, chess teams. Advised the student government, Safety Patrol, Jeopardy Tournament organizations.

#### **1987-1989 Paraprofessional/Educational Assistant George V. Brower Elementary School (P.S. 289)**

- Designed and taught lessons with assigned classroom teachers in grades k-5 (*subjects included cores as well as music and art*).
- Constructed and maintained an effective, efficiently run bookroom (*of numerous resources*) for staff members to access
- Worked collaboratively with both the Arts and Physical Education Coordinators to engage students in "day to day" and extracurricular social/physical activities.
- Conducted morning "line-ups" and daily announcement beginning with affirmations and ending with a "charge for the day".
- Coordinated and advised both Student Safety Program as well as PS 289's lunchtime Inter/Intramural sports and games program
- Served as Para Professional Union Representative (*delivered a key speech to the school board that changed an earlier decision to "lay off" a significant number of Para professionals throughout the district*).

#### **06/94-09/99 Program Director/Borough Coordinator/Site Facilitator Local 1199 Youth Mentoring Program**

The 1199 Youth Mentoring Program is a summer intensive program which seeks to place H.S. students in local hospitals for a paid summer internship and the study of basic health issues. The program is sponsored by the 1199 Benefit Fund and consists of approximately 500 H.S. students, 4 Borough coordinators and 27 certified teachers. Interns range from age 14-18.

- Directed the daily operations of the YMP in 1999 (*500 students, 5 coordinators and 27 teachers*). Supervised the program and assembled a team of educators to create the curriculum and plan academic activities (*formal debate, educational symposium, career day, chess tournament, awards/recognition ceremony*).
- Coordinated Brooklyn Y.M.P (*Supervised 7 teachers and over 200 students*). Met with teachers regularly and visited sites to ensure that both students and teachers were meeting program standards and expectations.
- Facilitated discussions about health and healthcare to classes ranging from 25-40 high school students. Selected mentors and maintained relationships for each participant. Integrated a literacy component into the program that was adopted and implemented program wide. The program required readings like "Gifted Hands" and "Having Our Say." It also required each site to submit a written journal, complete with the writings, reflections and research of the summer interns.

#### **Additional Significant Educational Experiences:**

2006/2007	Principal Mentor ( <i>Residency Facilitator</i> )	Coaching	New York City Leadership Academy A.P.P. Mentor
2004-2007	Series Leadership/Instructional	Professional	Multiple Topics of Study
2000-2002	U.F.T. Teacher Center Training	Certification	Staff Developer's Specialist Training
1996/2007	Yale Child Study Program ( <i>101 &amp; 102</i> )	Certification	School Development Program

#### **Community Activities/Awards/Honors:**

- 2008 Council of School Supervisors and Administrators "*Distinguished Award of Merit*"
- 2007 Fund for the City of New York "*Sloan Public Service Award*"
- 2006 Overcoming Obstacles "*Achievement in Education*" Award
- 2006 New York City Council "*Proclamation of Educational Achievement*"
- 2006 Celebratory Congressman Edolphus Towns "*Award of Accomplishment*" for life long service to the community
- 2001 District 13 Presidents' Council "*Staff Member of the Year*"
- 1998 Local 1199 "*Distinguished Leader Award*"
- New York State Middle School Association Board Member (*2009*)
- Board Member of Publicolor Inc. (*2007-Present*)

#### **Special Skills/Interests:**

## Application in Support of the Establishment of Boys' Latin of Queens Charter School

### Attachment 7 - Resumes

- Founder of the Children's Hour Educational Enrichment Program
- Member of B.U.S.Y. (*community based organization directed towards addressing the needs of inner city youngsters*)
- Experienced chess instructor and game enthusiast
- Graphic Design (*Web and Blog Design*)
- Visual and Performing Arts facilitation
- Directing/Coaching (*Chess, Debate, Baseball, Basketball, Tech. Design*)
- Newsletter Publishing

**References:** To be furnished upon request or at your discretion

- Dr. Marcia V. Lyles                      *N.Y.C. Department of Education Deputy Chancellor of Teaching and Learning*  
52 Chambers Street  
Manhattan, NY 10007  
(212) 374-5588  
[mvlyles@schools.nyc.gov](mailto:mvlyles@schools.nyc.gov)
- Dr. Sandra Stein                        *C.E.O. New York City Leadership Academy*  
45-18 Court Square  
Long Island City, NY 11101  
[sstein@schools.nyc.gov](mailto:sstein@schools.nyc.gov)
- Dr. Sara Wilford                        *Director of Education at Sarah Lawrence College (The Art of Teaching)*
- Dr. Ann Levett:                         *Director of the Comer School Development Program (Yale Child Study Program)*
- Carmen Farina:                        *Former New York City Deputy Chancellor of Teaching and Learning*
- Elaine Goldberg:                       *C.E.O. of the Community Learning Support Organization (one of NYC's 4 LSO's)*

**naked eye productions ltd**  
home | films | in the works | biography

**Tina DiFeliciantonio Resumé**

**Selected Documentaries & Television**

---

**Producer • Director • Writer**  
*Documentaries of Dissent*, 2005  
A documentary special profiling award-winning filmmakers including Morgan Spurlock, Jehane Noujaim and Robert Greenwald, for the Sundance Channel.\*

**Producer • Director • Writer**  
*Document 2003*, 2004  
A documentary special profiling award-winning filmmakers including Stanley Nelson, Grace Guggenheim and Alex Rivera, for the Sundance Channel.\*

**Producer • Director • Writer**  
*Document 2002*, 2003  
A documentary special profiling award-winning filmmakers including Ken Burns, Agnès Varda and Lourdes Portillo, and, hosted by Michael Moore, for the Sundance Channel.\*

**Producer • Director • Writer**  
*Abduction Diaries*, 2002  
A non-fiction special kicking-off Steven Spielberg's *Taken*, for the SciFi Channel.\*

**Producer • Director**  
*Nerve.com*, 2001  
Segments for an HBO special.\*

**Executive Producer • Series Producer**  
*Code Blue: New Orleans*, 2000 & 2001  
With Lucas Platt—thirteen one-hour shows for The Learning Channel.\*

**Producer • Director • Writer**  
*Walk This Way*, 1998  
An award-winning documentary on understanding diversity, part of the *Erase The Hate* campaign. Produced for USA Networks.\*

**biography**  
Naked Eye  
▶ Tina DiFeliciantonio  
Jane C. Wagner

**Contact Info:**  
Naked Eye Productions Ltd.  
130 West 20th Street, 7th Floor

**CONFIDENTIAL**  
**CONFIDENTIAL**

## Application in Support of the Establishment of Boys' Latin of Queens Charter School

### Attachment 7 - Resumes

#### **Co-Producer**

*Reno Finds Her Mom*, 1998

Producer Reno, Director Lydia Dean Pilcher—a feature length documentary about a comedian's search for her biological mother. Produced for HBO.

#### **Producer • Director • Writer**

*Girls Like Us*, 1997

An ITVS documentary on teenage girls and sexuality. National broadcast on PBS's primetime series P.O.V., the Sundance Channel and foreign television. Winner of a National Emmy Award and the Sundance Film Festival Grand Jury Prize.\*

#### **Producer • Director • Writer**

*Two Or Three Things But Nothing For Sure*, 1996

An award-winning impressionistic documentary on author Dorothy Allison. Produced for Channel 4 UK. National broadcast on PBS's P.O.V., the Sundance Channel and foreign television.\*

#### **Producer • Director • Writer**

*Culture Wars*, 1995

A program in the award-winning four-part lesbian and gay civil rights series *The Question Of Equality*. Produced for ITVS & Channel 4 UK. Broadcast on PBS & foreign television.\*

#### **Associate Producer**

*Red, Hot & Dance*, 1992

Producer John Carlin—AIDS special. Produced for the Red Hot Organization. Broadcast on MTV.

#### **Co-Producer • Cinematographer**

*Twinsburg, OH: Some Kind Of Weird Twin Thing*, 1991

Director Sue Marcoux—an award-winning film on twins. Broadcast nationally on the primetime PBS series P.O.V. and foreign television.

#### **Producer • Director • Writer • Editor**

*Living With AIDS*, 1986

A documentary film on compassionate community response to the early AIDS epidemic. National broadcast on PBS's primetime series P.O.V. and foreign television. National Emmy Award-Winner.

#### **Selected Feature Films**

---

- **Associate Producer** *Kama Sutra*, 1996 Producer Lydia Dean Pilcher, Director Mira Nair
- **Production Associate** *Truman*, 1995 Producer Doro Bachrach, Director Frank Pierson
- **Assistant Auditor** *Philadelphia*, 1992 Producer Ed Saxon, Director Jonathan Demme
- **Asst. to the Producer & Director** *Citizen Cohn*, 1992 Producer Doro Bachrach, Director Frank Pierson
- **Mark Silverman/Sundance Producer Fellow** *My New Gun*, 1991 Producers Michael Flynn & Lydia Dean Pilcher

**Miscellaneous**

---

**Producer • Director**

*#19*, 2002

Award-winning advertising video launch for Allsteel's new signature chair.\*

**Editorial Consultant**

*Keep The River On Your Right*, 1999

Producers/Directors Laurie & David Shapiro—a feature length documentary on New York artist Tobias Schneebaum. Produced for the Independent Film Channel's NextWave.

**Executive Producer**

*Only Human*, 1998

Producer David Deitcher, Director Ioannis Mookas—an educational doc about HIV negative gay men.

**Co-Editor • Additional Cinematography**

*Tom's Flesh*, 1994

With Tom diMaria—an experimental film on childhood abuse. Aired on Showtime and Channel 4 U.K. Sundance Film Festival Special Recognition Award-Winner, Best Short.\*

**Producer • Director • Writer**

*Legacies, Tales From America: Una Donna*, 1993

A radio documentary on wartime rape. Produced for National Public Radio.\*

**Producer • Director • Additional Cinematography**

*Frameline Festival Trailer*, 1993

Film festival trailer & television spot. Telly Award, Best Non-Profit Advertisement.\*

**Producer • Director • Cinematographer**

*No Alternative*, 1993

AIDS segments. Produced for Red Hot Organization. Broadcast on MTV.\*

**Producer • Director • Writer • Cinematographer**

*Keeping The Dream Alive*, 1989

An educational documentary on The Martin Luther King Jr. Archive. Produced for the Center for Non-Violent Social Change.\*

\* Collaboration with Jane C. Wagner

**Selected Cinematography**

---

- *Scout's Honor*, 1999, Producer/Director Tom Shepard  
Sundance Award-winner
- *Five Brothers*, 1995 Producer/Director Sandra Ardito
- *The Return Of Sarah's Daughters*, 1994 Producer/Director  
Marcia Jarmel
- *Family Values*, 1993 Producer/Director Pam Walton
- *Gay Youth*, 1991 Producer/Director Pam Walton
- *Family Outing To Jesusland*, 1990 Producer/Director  
Robert Tullis

## Application in Support of the Establishment of Boys' Latin of Queens Charter School

### Attachment 7 - Resumes

- *No Hunger In My Home*, 1989 Producer/Director Nancy Brink
- *Out In Suburbia*, 1989 Producer/Director Pam Walton

#### **Selected Awards**

---

##### **Walk This Way, 1998:**

*First Place Winner for Most Innovative Film*  
Reel To Real Moving Images, Vancouver

*First Place Winner*  
Chicago International Children's Film Festival

*Skipping Stones Honor Award*  
Micultural and Ecological Awareness

##### **Girls Like Us, 1997:**

*National Emmy Award-Outstanding Cultural Program*  
Academy of Television Arts & Sciences

*Grand Jury Prize, Documentary*  
Sundance Film Festival

*Gold Plaque*  
Chicago International Film Festival

*Gold Apple Award*  
National Educational Media Network

*Juror's Choice, Best Documentary*  
Charlotte Film & Video Festival

*Best Documentary*  
Athens Film Festival

*Best of Show & Gold Award*  
Health Sciences Communication Assoc.

*Pro Choice Award*  
NARALNY

*Honorable Mention*  
Atlanta Film & Video Festival

##### **Two Or Three Things But Nothing For Sure, 1996:**

*National Emmy Nomination - Outstanding News & Documentary Program*  
Academy of Television Arts & Sciences

*Grand Jury Prize*  
Aspen Shortfest

*Juror's Choice Award*  
Charlotte Film & Video Festival

**Application in Support of the Establishment of Boys' Latin of Queens Charter School**

Attachment 7 - Resumes

*Juror's Choice Award*  
Charlotte Film & Video Festival

*Best Women's Short Film*  
Cleveland International Film Festival

*Isabella Liddell Art Award*  
Ann Arbor Film Festival

*D-Vision Documentary Vision Award*  
Windy City International Documentary Festival

*Best Short Film*  
New York Lesbian & Gay Film Festival

*Best Women's Short Film*  
Cleveland International Film Festival

*Silver Spire*  
San Francisco International Film Festival

*Silver Apple*  
National Educational Media Network

*Bronze Award*  
New York Expo of Short Film & Video

**Living With AIDS, 1986:**

*National Emmy Award-*  
*Outstanding News & Documentary Program*  
Academy of Television Arts & Sciences

*Top Prize & Special Mention*  
Oberhausen Film Festival, West Germany

*Grand Prix/Summa Cum Laude Gold Medal*  
International Medical Film Festival, Italy

*Student Academy Award*  
Academy of Motion Picture Arts & Sciences

*David Wolper Distinguished Achievement*  
International Documentary Association

*First Prize, Best Doc. & Audience Favorite*  
Palo Alto Film Festival

*Silver Apple*  
National Educational Film Festival

*Silver Plaque*  
Chicago International Film Festival

*Bronze Chris Plaque Award*  
Columbus Film Festival

## **Application in Support of the Establishment of Boys' Latin of Queens Charter School**

### Attachment 7 - Resumes

*David Wolper Distinguished Achievement Award*  
International Documentary Association

#### **Selected Juries & Panels**

---

2004 Mixed Messages, The New School, Juror

2004 Set In Philadelphia Screenwriting Competition,  
Philadelphia Film Commission, Juror & Panelist

2000-4 Academy of Television Arts & Sciences,  
Primetime and National Emmy, Juror

2002 Production East, Panelist

2001 PBS's P.O.V., Editorial Selection Panelist

2001 Independent Television Service, Funding Panelist

2001 Pew Charitable Trust, Fellowships in the Arts,  
Funding Panelist

2000 Philadelphia Independent Film Competition,  
sponsored by the Independent Film Channel, Juror

1999 Sundance Film Festival, Juror

1999 Cinematexas Film Festival, Juror

1999 New York New Festival, Juror

1999 Drexel University, Panelist

1998 Aspen Shortfest, Juror & Panelist

1998 Rocky Mountain Film Festival, Panelist

1998 New York Women In Film, Panelist

1998 Atlantic Film Festival, Panelist

1998 Charlotte Film & Video Festival, Juror

1997 Sundance Film Festival, Panelist

1989 Film Arts Foundation, Sponsorship Panelist

1988 National Educational Media Network Film Festival,  
Juror

1987 Frameline Film Festival, Moderator

#### **Fellowships**

---

2000 New York Foundation for the Arts Film  
& Video Fellowship

1999 National Endowment for the Arts Media Fellowship

**Application in Support of the Establishment of Boys' Latin of Queens Charter School**

Attachment 7 - Resumes

1998 Rockefeller Foundation Fellowship

1993 American Film Institute Independent Film/Video Fellowship

1992 Western States Media Arts Fellowship

1991 Sundance Institute/Mark Silverman New Producer's Fellowship

1991 American Film Institute James Levine Fellowship

1985 Louis B. Mayer Fellowship for Film

1984 Stanford University Fellowship

1982 Flaherty Film Seminar Fellowship

**Selected Funding**

---

California Council for the Humanities

Chicago Resource Center

Film Arts Foundation

Funding Exchange/Paul Robeson Fund for Independent Film

Idaho Humanities Council

Independent Television Service

Jerome Foundation

New York State Council for the Arts

New York Foundation for the Arts

Philadelphia Foundation

Pioneer Fund

Valentine Foundation

Women's Film Fund

Women In Film Foundation

**Board & Professional Affiliation**

---

NYC's The New Festival, Advisory Board, 1996-Present

## Application in Support of the Establishment of Boys' Latin of Queens Charter School

### Attachment 7 - Resumes

Independent Filmworks, Inc., Board of Directors,  
1990-Present

Frameline Inc., Board of Directors, 1990-1994

Also member of the Academy of Television Arts & Sciences,  
Women In Film, AIVF, Independent Documentary Association,  
Film Arts Foundation, and, Film/Video Arts

#### **Selected Teaching**

---

New York University, Guest Lecturer, 1998-2004

Women Make Movies, Masters Class Lecturer, 2002

Swarthmore College, Visiting Assistant Professor, 2002

Bennington College, Guest Lecturer, 2002

University of Pennsylvania, Guest Lecturer, 1998

Drexel University, Guest Lecturer, 1998

University of Texas, Austin, Guest Lecturer, 1998

Bryn Mawr College, Guest Lecturer, 1998

Nassau Community College, Guest Lecturer, 1998

Bay Area Video Coalition, Videography Workshops,  
1992-1994

#### **Education**

---

M.A. Communications/Film, Stanford University

B.S. Humanities, Summa Cum Laude, Drexel University

B.S. Business Administration, with Honors, Drexel University

#### **Books & Publications**

---

"Girls Like Us" biographical essay in *Coming of Age: 40  
Extraordinary Women Celebrate Girlhood in Story, Poetry and  
Song*. ed. Gina Misiroglu. New World Library, 1999

Feature articles and reviews have appeared in numerous  
publications including:

Afterimage	People Magazine
Chicago Tribune	Philadelphia Daily News
Hollywood Reporter	Philadelphia Inquirer
Movieline	Speak Magazine
New York Daily News	TV Guide
New York Post	USA Today
The Evening Post,	Variety
New Zealand	Washington Post
The New York Times	
Interview Magazine	

**naked eye productions ltd**  
home | films | in the works | biography

**Jane C. Wagner Resumé**

**Selected Documentaries & Television**

**Producer • Director • Editor**  
*Documentaries of Dissent*, 2005  
A documentary special profiling award-winning filmmakers including Morgan Spurlock, Jehane Noujaim and Robert Greenwald, for the Sundance Channel.\*

**Producer • Director • Editor**  
*Document 2003*, 2004  
A documentary special profiling award-winning filmmakers including Stanley Nelson, Grace Guggenheim and Alex Rivera, for the Sundance Channel.\*

**Producer • Director • Editor**  
*Document 2002*, 2003  
A documentary special profiling award-winning filmmakers including Ken Burns, Agnès Varda and Lourdes Portillo, and, hosted by Michael Moore, for the Sundance Channel.\*

**Producer • Director • Editor**  
*Abduction Diaries*, 2002  
A non-fiction special kicking-off Steven Spielberg's *Taken*, for the SciFi Channel.\*

**Producer • Director**  
*Nerve.com*, 2001  
Segments for an HBO special.\*

**Executive Producer • Series Producer**  
*Code Blue: New Orleans*, 2000 & 2001  
With Lucas Platt—thirteen one-hour shows for The Learning Channel.\*

**Producer • Director • Editor**  
*Walk This Way*, 1998  
An award-winning documentary on understanding diversity, part of the *Erase The Hate* campaign. Produced for USA Networks.\*

**biography**  
Naked Eye  
Tina DiFeliciantonio  
▶ Jane C. Wagner

**Contact Info:**  
Naked Eye Productions Ltd.  
130 West 26th Street, 7th Floor

**CONFIDENTIAL**  
**CONFIDENTIAL**  
**CONFIDENTIAL**

## Application in Support of the Establishment of Boys' Latin of Queens Charter School

### Attachment 7 - Resumes

#### **Editor**

*Reno Finds Her Mom*, 1998

Producer Reno, Director Lydia Dean Pilcher—a feature length documentary about a comedian's search for her biological mother. Produced for HBO.

#### **Producer • Director • Editor**

*Girls Like Us*, 1997

An ITVS documentary on teenage girls and sexuality. National broadcast on PBS's primetime series P.O.V., the Sundance Channel and foreign television. Winner of a National Emmy Award and the Sundance Film Festival Grand Jury Prize.\*

#### **Producer • Director • Writer**

*Two Or Three Things But Nothing For Sure*, 1996

An award-winning impressionistic documentary on author Dorothy Allison. Produced for Channel 4 UK. National broadcast on PBS's P.O.V., the Sundance Channel and foreign television.\*

#### **Producer • Director • Editor**

*Culture Wars*, 1995

A program in the award-winning four-part lesbian and gay civil rights series *The Question Of Equality*. Produced for ITVS & Channel 4 UK. Broadcast on PBS & foreign television.\*

#### **Producer • Director • Editor**

*Tom's Flesh*, 1994

With Tom diMaria—an experimental film on childhood abuse. Aired on Showtime and Channel 4 U.K. Sundance Special Recognition Award-Winner.

#### **Co-Producer • Consulting Editor**

*Twinsburg, OH: Some Kind Of Weird Twin Thing*, 1991

Director Sue Marcoux—an award-winning film on twins. Broadcast nationally on the primetime PBS series P.O.V. and foreign television.

#### **Producer • Director • Editor**

*Hearts & Quarts*, 1988

An internationally screened, award-winning documentary film on the social responsibility of science. Broadcast on PBS.

#### **Producer • Director • Editor**

*Women, Children And AIDS*, 1988

A documentary on AIDS infection for women and children. Produced for the San Francisco AIDS Foundation.

#### **Miscellaneous**

---

#### **Producer • Director**

*#19*, 2002

Award-winning advertising video launch for Allsteel's new signature chair.\*

#### **Producer • Director • Editor**

*Frameline Festival Trailers*, 1992 & 1993

Film festival trailers and television spots. Telly Award, Best Non-Profit Advertisement.\*

## Application in Support of the Establishment of Boys' Latin of Queens Charter School

### Attachment 7 - Resumes

#### **Producer • Director • Editor**

*No Alternative*, 1993

AIDS segments. Produced for Red Hot Organization. Broadcast on MTV.\*

#### **Producer • Director • Writer**

*Legacies, Tales From America: Una Donna*, 1993

A radio documentary on wartime rape. Produced for National Public Radio.\*

#### **Producer • Director • Editor**

*PSA's That Work*, 1991

An educational program on public service ads. Produced for the U.S. Office for Substance Abuse Prevention.\*

#### **Associate Producer**

*Something To Remember Me By*, 1990

Produced by Greta Schiller—a documentary on the renowned jazz singer Maxine Sullivan. A Channel 4 U.K./La Sept Co-production.

#### **Producer • Director • Editor**

*Keeping The Dream Alive*, 1989

An educational documentary on The Martin Luther King Jr. Archive. Produced for the Center for Non-Violent Social Change.\*

#### **Miscellaneous Editing**

City Life, WNET; various industrials.

\* Collaboration with Tina DiFeliciano

#### **Selected Awards**

---

##### **Walk This Way, 1998:**

*First Place Winner for Most Innovative Film*  
Reel To Real Moving Images, Vancouver

*First Place Winner*  
Chicago International Children's Film Festival

*Skipping Stones Honor Award*  
Multicultural and Ecological Awareness

##### **Girls Like Us, 1997:**

*National Emmy Award-Outstanding Cultural Program*  
Academy of Television Arts & Sciences

*Grand Jury Prize, Documentary*  
Sundance Film Festival

*Gold Plaque*  
Chicago International Film Festival

*Gold Apple Award*  
National Educational Media Network

**Application in Support of the Establishment of Boys' Latin of Queens Charter School**

Attachment 7 - Resumes

*Juror's Choice, Best Documentary*  
Charlotte Film & Video Festival

*Best Documentary*  
Athens Film Festival

*Best of Show & Gold Award*  
Health Sciences Communication Assoc.

*Pro Choice Award*  
NARAL/NY

*Honorable Mention*  
Atlanta Film & Video Festival

**Two Or Three Things But Nothing For Sure, 1996:**

*National Emmy Nomination -  
Outstanding News & Documentary Program*  
Academy of Television Arts & Sciences

*Grand Jury Prize*  
Aspen Shortfest

*Juror's Choice Award*  
Charlotte Film & Video Festival

*Best Women's Short Film*  
Cleveland International Film Festival

*Isabella Liddell Art Award*  
Ann Arbor Film Festival

*D-Vision Documentary Vision Award*  
Windy City International Documentary Festival

*Best Short Film*  
New York Lesbian & Gay Film Festival

*Best Women's Short Film*  
Cleveland International Film Festival

*Silver Spire*  
San Francisco International Film Festival

*Silver Apple*  
National Educational Media Network

*Bronze Award*  
New York Expo of Short Film & Video

**Tom's Flesh, 1994:**

*Special Recognition Award/Best Short  
Documentary*  
Sundance Film Festival

## Application in Support of the Establishment of Boys' Latin of Queens Charter School

### Attachment 7 - Resumes

*Gold Apple Award*  
National Educational Media Network

*Best Mixed Genre Film*  
Sinking Creek Film Festival

*Juror's Choice Award*  
Black Maria Film Festival

*Best Experimental Film*  
USA Film Festival

*Tom Berman Award*  
Ann Arbor Film Festival

*Silver Award, Experimental*  
New York Expo of Short Films

*Best Experimental Film*  
Washington D.C. Gay & Lesbian Film Festival

#### **Hearts & Quarks, 1988:**

*Bronze Apple Award*  
National Educational Film Festival

*Finalist*  
USA Film Festival

*Honorable Mention*  
Columbus International Film Festival

#### **Selected Panels, Juries & Speaker**

---

Artist Grants Program in Film/Video, Massachusetts  
Cultural Council, Juror, 2005

Academy of Television Arts & Sciences,  
Primetime and National Emmy, Juror, 2000-2004

Southwest Texas University, Center for Multicultural  
Gender Studies, Speaker, 2003

Sundance Channel Doc Think Tank, Panelist, 2002

Production East, Panelist, 2002

"Girls' Real Lives", University of North Carolina,  
Keynote Speaker, 2002

HBO's Frame By Frame Film Series,  
Moderator, 2001 & 2002

The Women Film Pioneers Project, American Museum  
of the Moving Image, Keynote Speaker, 2000

Mississippi Crossroads Film Festival, Panel, 2000

PBS/P.O.V. Selection Committee, 1999

## Application in Support of the Establishment of Boys' Latin of Queens Charter School

### Attachment 7 - Resumes

Jerome Foundation Fellowships, Funding Panel, 1999

Cinematexas Film Festival, Juror, 1998

The New York New Festival, Juror, 1998

New York Women in Film & Television, Panelist, 1998

Rocky Mountain Film Festival, Panelist, 1998

National Educational Media Network,  
Juror & Jury Chair, 1991-1993

Film Arts Foundation, Sponsorship Panelist, 1989

#### **Fellowships**

---

National Endowment for the Arts Media Fellowship, 1999

Rockefeller Fellowship, 1998

American Film Institute Independent Film/Video  
Fellowship, 1993

Western States Media Arts Fellowship, 1992

Stanford University Fellowship, 1985

London School of Economics Post Graduate Bursary,  
1984

#### **Selected Funding**

---

Bay Area Video Coalition

California Council for the Humanities

Film Arts Foundation

Frameline Completion Fund

Funding Exchange/Paul Robeson Fund for  
Independent Film

Idaho Humanities Council

Jerome Foundation

National Endowment for the Arts

New York State Council for the Arts

Philadelphia Foundation

Valentine Foundation

Western States Media Arts Fellowship

Women's Film Fund

Women In Film Foundation

Women In Film Foundation

**Board & Professional Affiliation**

---

Foundation for Independent Film & Video,  
Board Member, 2001 -2004

NYC's The New Festival, Advisory Board, 1996-Present

Also member of the Academy of Television Arts & Sciences,  
Women In Film, AIVF, Film Arts Foundation, and, Film/Video Arts

**Selected Teaching**

---

New York University, Guest Lecturer, 1998-2004

Women Make Movies, Masters Class Lecturer 2002

Swarthmore College, Visiting Assistant Professor, 2002

Bennington College, Guest Lecturer, 2002

University of Pennsylvania, Guest Lecturer, 1998

University of Texas, Austin, Guest Lecturer, 1998

Bryn Mawr College, Guest Lecturer, 1998

Maryland Institute of Contemporary Art,  
Guest Lecturer, 1998

Nassau Community College, Guest Lecturer, 1998

N.Y. School for Visual Arts, Guest Lecturer, 1996

Bay Area Video Coalition,  
Editing Workshops, 1992-1994

Stanford University Department of Communications,  
Teaching Assistant, 1986-1988

**Education**

---

MA, Communication, Stanford University 1988

M.Sc. Political Sociology, Distinction, London School  
of Economics 1986

B.Sc. (Econ), Political Science, Upper Second Class  
Honors, London School of Economics 1984

**Books & Publications**

---

"Girls Like Us" biographical essay in *Coming of Age: 40  
Extraordinary Women Celebrate Girlhood in Story, Poetry and  
Song*. ed. Gina Misiroglu. New World Library, 1999

Feature articles and reviews have appeared in numerous  
publications including:

**Application in Support of the Establishment of Boys' Latin of Queens Charter School**

Attachment 7 - Resumes

Afterimage  
Chicago Tribune  
Hollywood Reporter  
Movieline  
New York Daily News  
New York Post  
The Evening Post,  
New Zealand  
The New York Times  
Interview Magazine  
People Magazine  
Philadelphia Daily News  
Philadelphia Inquirer  
Speak Magazine  
TV Guide  
USA Today  
Variety  
Washington Post

[: home](#) [: films](#) [: in the works](#) [: biography](#) :

**CONFIDENTIAL CONFIDENTIAL**

**Application in Support of the Establishment of Boys' Latin of Queens Charter School**  
Attachment 8 - Statement of Assurances

**Application in Support of the Establishment of Boys' Latin of Queens Charter School**  
Attachment 8 - Statement of Assurances

**Attachment 8: Statement of Assurances for Each Board Member Applicant**

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

I, **Tina DiFeliciano**, (print name of board member applicant) 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 the New York Penal Law, a person who knowingly offers a false instrument for filing to a public official or public servant may be subject to criminal prosecution, including for the crimes of Offering a False Instrument for Filing in the 2<sup>nd</sup> Degree, a Class A Misdemeanor, or, if there is intent to defraud, of Offering a False Instrument for Filing in the 1<sup>st</sup> Degree, a Class E felony.

  
\_\_\_\_\_  
Signature

March 30, 2011  
Date

**Application in Support of the Establishment of Boys' Latin of Queens Charter School**  
Attachment 8 - Statement of Assurances

**Application in Support of the Establishment of Boys' Latin of Queens Charter School**  
Attachment 8 - Statement of Assurances

**Attachment 8: Statement of Assurances for Each Board Member Applicant**

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

I, **Thomas James**, (print name of board member applicant) 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 the New York Penal Law, a person who knowingly offers a false instrument for filing to a public official or public servant may be subject to criminal prosecution, including for the crimes of Offering a False Instrument for Filing in the 2<sup>nd</sup> Degree, a Class A Misdemeanor, or, if there is intent to defraud, of Offering a False Instrument for Filing in the 1<sup>st</sup> Degree, a Class E felony.

Thomas James  
Signature

March 30, 2011  
Date

**Application in Support of the Establishment of Boys' Latin of Queens Charter School**  
Attachment 8 - Statement of Assurances

**Application in Support of the Establishment of Boys' Latin of Queens Charter School**  
Attachment 8 - Statement of Assurances

**Attachment 8: Statement of Assurances for Each Board Member Applicant**

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

I, **Jane C. Wagner**, (print name of board member applicant) 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 the New York Penal Law, a person who knowingly offers a false instrument for filing to a public official or public servant may be subject to criminal prosecution, including for the crimes of Offering a False Instrument for Filing in the 2<sup>nd</sup> Degree, a Class A Misdemeanor, or, if there is intent to defraud, of Offering a False Instrument for Filing in the 1<sup>st</sup> Degree, a Class E felony.

  
Signature

March 30, 2011  
Date

**Application in Support of the Establishment of Boys' Latin of Queens Charter School**  
Attachment 8 - Statement of Assurances

**Application in Support of the Establishment of Boys' Latin of Queens Charter School**  
Attachment 8 - Statement of Assurances

**Attachment 8: Statement of Assurances for Each Board Member Applicant**

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

I, **Verone Kennedy**, (print name of board member applicant) 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 the New York Penal Law, a person who knowingly offers a false instrument for filing to a public official or public servant may be subject to criminal prosecution, including for the crimes of Offering a False Instrument for Filing in the 2<sup>nd</sup> Degree, a Class A Misdemeanor, or, if there is intent to defraud, of Offering a False Instrument for Filing in the 1<sup>st</sup> Degree, a Class E felony.



\_\_\_\_\_  
Signature

03/28/2011  
Date

**Application in Support of the Establishment of Boys' Latin of Queens Charter School**  
Attachment 8 - Statement of Assurances

**Attachment 8: Statement of Assurances for Each Board Member Applicant**

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

I, \_\_\_\_\_, (print name of board member applicant) 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 the New York Penal Law, a person who knowingly offers a false instrument for filing to a public official or public servant may be subject to criminal prosecution, including for the crimes of Offering a False Instrument for Filing in the 2<sup>nd</sup> Degree, a Class A Misdemeanor, or, if there is intent to defraud, of Offering a False Instrument for Filing in the 1<sup>st</sup> Degree, a Class E felony.



Signature

3-22-11

Date

**Application in Support of the Establishment of Boys' Latin of Queens Charter School**

Attachment 9 - Request for Information

**Attachment 9: Request for Information from Prospective Charter School Board Members**

Each Prospective Charter School Board Member must provide the Information requested in the next three pages.

**Name:** Dr. Thomas James

**(Include preferred honorific.)**

**Daytime Telephone:** \_\_\_\_\_

**Home Mailing Address:** \_\_\_\_\_

**Personal E-Mail/Fax:** \_\_\_\_\_

**Business Address:** Teachers College, Columbia University, 525 W. 120<sup>th</sup> St., Box 54, New

York, NY 10027

**CONFIDENTIAL**

**Business E-Mail/Fax:** james@tc.edu

**Charter School Name:** Boys Latin of Queens Charter School

**Charter School Address:** No location yet

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

General member of Board of Trustees

As you may know, serving on a public charter school board of trustees ("board") is a position of great trust and responsibility. As a member of a public charter school's board, you would be 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 potential new 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.

**Application in Support of the Establishment of Boys' Latin of Queens Charter School**

Attachment 9 - Request for Information

**Background**

1. Please provide your educational and employment history. You may do so by attaching a résumé.  Resume Attached
2. Please affirm that you are or will be at least eighteen years old at the time of your appointment/election to the board.  I affirm.
3. Please affirm that you have read Article 56 of the New York State Education Law, and understand the relationship between a charter school and the authorized chartering entity as defined in that statute.  I affirm.
4. Please indicate how you became aware of the charter school and the opportunity to serve as a member of its board. The founder, David Hardy, is well known to me from prior experience in the field of education as an educational leader and superb urban educator.
5. Please explain why you wish to serve on the board. I hope the help this school make a strong contribution to educational advancement for young people in New York City.
6. Please indicate whether you have previously served or are currently serving on a board of a school district, a non-public school or any not-for-profit corporation (to the extent not otherwise indicated in your response to Item 1, above). In addition, please describe any other experience, knowledge or skills you feel is relevant to service on the charter school board.  This does not apply to me.  Yes. (Include description here): I serve on the /board of Trustees for the North Carolina Outward Bound School.
7. Please indicate whether or not you have ever been convicted of a misdemeanor and/or felony in state or federal court in any jurisdiction.  
 This does not apply to me.  Yes.  
If the answer to this question is yes, please provide the following details regarding your conviction(s): (1) the name of the criminal offense(s); (2) whether the criminal offense(s) was a misdemeanor or felony; (3) the facts and circumstances surrounding your conviction(s); (4) the date(s) of your conviction(s); and (5) the date(s) of disposition(s).  
  
Your response to question six 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.
7. 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.

**Application in Support of the Establishment of Boys' Latin of Queens Charter School**

Attachment 9 - Request for Information

**Conflict of Interest**

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

No. I / we do not know any such persons.  Yes.

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

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

No. I / we do not know any such persons.  Yes.

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

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

X No.  Yes.

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

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

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

X No. I / we do not know any such persons.  Yes.

12. 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.

No. I / we have no such interest.  Yes.

13. 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.

No. I / we do not anticipate conducting any such business.  Yes.

14. 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

**Application in Support of the Establishment of Boys' Latin of Queens Charter School**

Attachment 9 - Request for Information

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. No. This does not apply to me, my spouse or other family members.  
 Yes.

15. Please indicate the potential ethical or legal conflicts of interests (if any) that would, or are likely to, exist should you be approved for service on the charter school's board.  
X None.  Yes.

16. Please explain how you would handle a situation in which you believe one or more members of the charter school's board are involved in working for their own benefit, or the benefit of their friends and family. I believe that this kind of situation should be investigated by public authorities and handled in as manner consistent with law and regulations.

**Educational Philosophy**

17. Please explain your understanding of the charter school's mission and/or philosophy. To provide a strong classically based, ethically motivated and empowering education for young people.

18. Please explain your understanding of the educational program of the charter school. I understand that it will provide rigorous preparation in all subject areas.

19. Please indicate what you believe to be the characteristics of a successful charter school. In particular, please provide the specific steps you think the board of the charter school will need to take to ensure that this charter school is and remains successful. A good charter school must uphold public trust and sound educational aims in educating student to high levels of achievement no matter what their socioeconomic backgrounds.

**Other**

20. Please explain your understanding of the appropriate role of a public charter school board member. I will serve diligently in reviewing, reflecting upon, and communicating with fellow board members as well as the management of the school about its aims, programs, and planning parameters.

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

22. Please provide any other information that you feel is pertinent to the Department's review. I strongly support school improvement in New York City.

**Application in Support of the Establishment of Boys' Latin of Queens Charter School**

Attachment 9 - Request for Information

**Attachment 9: Request for Information from Prospective Charter School Board Members**

Each Prospective Charter School Board Member must provide the Information requested in the next three pages.

**Name:** Verone Kennedy

**(Include preferred honorific.)**

**Daytime Telephone:** CONFIDENTIAL

**Home Mailing Address:** CONFIDENTIAL

**Personal E-Mail/Fax:** CONFIDENTIAL

**Business Address:** CONFIDENTIAL

**Business E-Mail/Fax:** CONFIDENTIAL

**Charter School Name:** Boys' Latin of Queens Charter School

**Charter School Address:** Jamaica, NY

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

General Board Member

As you may know, serving on a public charter school board of trustees ("board") is a position of great trust and responsibility. As a member of a public charter school's board, you would be 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 potential new 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.

**Application in Support of the Establishment of Boys' Latin of Queens Charter School**

Attachment 9 - Request for Information

**Background**

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

I am a resident of Queens, NY as well as a lifelong educator. For years I have been concerned about the plight of education primarily for males of color throughout New York City particularly students in the borough of Queens. As the former Coordinator of Middle School Initiatives for NYC, one of the initiatives I spearheaded was series of symposiums themed: "Embracing Males of Color". Our work addressed issues ranging from "the drop-out crisis" (the need for early intervention) to "Increasing Literacy and Math Skills" to prepare our young males for successful post-secondary learning.

My desire to serve on the board

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

Presently, I serve on the board of Publicolor Incorporated, a not for profit organization developed to support student achievement using color (painting) as a means of inspiring, motivating and engaging students.

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

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

Your response to question six 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.

- 7. 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.

## **Application in Support of the Establishment of Boys' Latin of Queens Charter School**

### Attachment 9 - Request for Information

#### **Conflict of Interest**

8. 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:
9. 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:
10. 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:
11. 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.

While serving as the NYC DOE Coordinator of Middle School Initiative, I worked with Ms. Aquila Haynes who after my leaving the D.O.E. reached out to me (considering my background and interest in Urban Male Education) requesting that I review the model and consider applying. I have since visited the original Boys' Latin of Philadelphia and spoke with officials and numerous individuals about the school mission and the day to day operational protocols and procedures.

12. 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.
13. 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.
14. 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.
15. Please indicate the potential ethical or legal conflicts of interests (if any) that would, or are likely to,

## **Application in Support of the Establishment of Boys' Latin of Queens Charter School**

### Attachment 9 - Request for Information

exist should you be approved for service on the charter school's board.

None.  Yes.

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

The actualization of our goal/vision should guide our every decision/action as Boys Latin Charter School Board Members. Unfortunately at times individuals (whether consciously or subconsciously) place their personal interests ahead of those defined/designated by the mission.

As a board member of the Boys' Latin Queens Charter School, I am tasked/compelled to always consider the interest(s) of the school and if I observe or recognize behaviors inconsistent with what I know should occur, I must speak out to the general assembly making a formal request that the behavior be both investigated and addressed.

#### **Educational Philosophy**

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

Like many of today's charter schools, Boys Latin will serve as a college preparatory High School that will prepare young boys to excel in middle/high school and ultimately postsecondary learning institutions. What will make this particular school so unique is that it will specifically facilitate learning for the males of its NYC community. While the achievement gap adversely affects females of color as well, it is clear that all too many studies indicate that males of color are falling far behind and at a quicker rate in the areas of:

- Academic performance (below that of girls of color and other subgroups)
- High School graduation rates (below that of girls of color and other subgroups)
- Increasing drop-out rates (surging about that of the girls of color and other subgroups)
- College entry/completion (below that of girls of color and other subgroups)

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

Boys' Latin offers a rigorous curriculum that seeks to develop the next corps of leaders in our society. In order to do so, it is imperative that students receive a rich (broad and deep) learning experience that will prepare them to successfully compete in a world flattened by a global economy removing geographical boundaries. Therefore, a rigorous curriculum will be offered to each student that will offer liberal Arts, Classical Arts, Technological and language study (Latin which will support standard assessment preparation for pre and post undergraduate study).

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

A successful charter school (in addition to the management aspects of operations) should consist of 4 specific elements in order to ensure effective teaching and learning for the student stakeholders of a given community.

**Academic Excellence-** Vision and High Expectations should be the foundation on which the mission of any school is carried out. A charter school in particular provides students with a rich curriculum that provides rigorous, relevant and relational learning for each and every learner within the community. An

## **Application in Support of the Establishment of Boys' Latin of Queens Charter School**

### Attachment 9 - Request for Information

understanding that increased student achievement is predicated upon continuous teacher learning is essential and therefore will inform the need to design a comprehensive professional learning community focused on student performance and progress.

**Developmental Education-** An effective charter school has to consider much more than just reading, writing, science and social studies. It must take into account the arts, behavioral education and extracurricular activities that seek to socially, physically, ethically, psychologically and linguistically develop well rounded/critical thinkers who make logical and informed decisions both in and outside of school.

**Parental Engagement-** In order to ensure that students develop and continue developing (academically and socially), parents will have to become partners with the school to ensure that lessons learned and the practice of learning is sustained. A good charter school recognizes that parents are resources (unquestionably an extremely crucial resource). As educational partners, teaching and learning for students becomes easier and the reality of attend college that much more of a likely.

**Student Responsibility-** Students are the most important group of stakeholders, for when empowered, they are the ones who pick up the baton and move learning forward. The purpose of any educational program should be to teach its pupils, how to fish for themselves. A good charter school creates systems and structures that permit students to be accountable and take responsibility for their own growth and development (with continuous guidance and support).

#### **Other**

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

It is my understanding that a charter school board member is to serve the school community in a governing capacity. Board members are in no way responsible for carrying out the "day to day" operations of the school. He/she is directly responsible for ensuring that the infrastructure is in place and maintained to ensure the building Principal and his/her team can have/do what is needed to meet the school-wide mission and or goals. They are also responsible for being what I call "the keepers of the dream" as they are charged with re responsibility of monitoring progress and ensuring that "at the end of the day" the school is meeting all state and local mandates as required by the governing agencies.

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

I Verone Kennedy hereby affirm the fact that I have read and understand the charter school application. I have also read the school board's by-laws and proposed policies.

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

Those who know me best can attest to the fact that I am passionate about education. Simply stated, improving teaching and learning for all is what I am committed to doing. My actions over the past 23 years have indicated that I wholeheartedly believe in "public education" (whether "traditional" or "contemporary) and have/will continue serving the families of our inner city students (children and their guardians). I believe my resume as well as my references can offer you extensive insight into my degree of experience and commitment towards making a significant difference in the lives of our potential college graduates.

**Application in Support of the Establishment of Boys' Latin of Queens Charter School**  
Attachment 9 - Request for Information

**Attachment 9: Request for Information from Prospective Charter School Board Members**

Each Prospective Charter School Board Member must provide the information requested in the next three pages.

Name: Tina DiFeliciantonio

(Include preferred honorific.)

Daytime Telephone: \_\_\_\_\_

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

Personal E-Mail/Fax: \_\_\_\_\_

Business Address: Same as above

Business E-Mail/Fax: Same as above

Charter School Name: Boys' Latin of Queens Charter School

Charter School Address: No address yet.

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

Board Member and Communications Sub-Committee

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 would be 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 potential new 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.

**Application in Support of the Establishment of Boys' Latin of Queens Charter School**

Attachment 9 - Request for Information

**Background**

1. Please provide your educational and employment history. You may do so by attaching a résumé. X  Resume Attached
2. Please affirm that you are or will be at least eighteen years old at the time of your appointment/election to the board. X  I affirm.
3. Please affirm that you have read Article 56 of the New York State Education Law, and understand the relationship between a charter school and the authorized chartering entity as defined in that statute. X  I affirm.
4. Please indicate how you became aware of the charter school and the opportunity to serve as a member of its board. I became aware of the charter school through David Hardy, an acquaintance I have known for many years. David is the current CEO of Boys' Latin of Philadelphia Charter School. When he told me about the Queens school, I asked to be on the Board.
5. Please explain why you wish to serve on the board. I am interested in education, especially in helping families choose high quality schools for their children. I believe my career and personal experiences will provide valuable contributions to the school and the students.
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. X  Yes. (Include description here):

Former Board Member: Frameline Inc.

Current Board Member: Independent Filmworks Inc. & Women Make Movies

Various Advisory Boards

Assistant Professor: Columbia University & Swarthmore College.

Instructor for high school students: Oklahoma Arts Institute

Guest Lecturer: New York University, University of Pennsylvania, Drexel University, Bennington College, Bryn Mawr College, etc.

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

X  This does not apply to me.  Yes.

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

**Application in Support of the Establishment of Boys' Latin of Queens Charter School**

Attachment 9 - Request for Information

Your response to question six 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.

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

X  This does not apply to me.  Yes.

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

**Application in Support of the Establishment of Boys' Latin of Queens Charter School**

Attachment 9 - Request for Information

**Conflict of Interest**

8. Please indicate whether you, your spouse, or other family member knows any of the other prospective or current board members.  
X  I / we do not know any such persons.  Yes.  
If your answer is yes, please indicate the precise nature of your relationship here:
9. Please indicate whether you, your spouse, or other family member knows any person who is a prospective or current charter school employee.  
x  I / we do not know any such persons.  Yes.  
If yes, please indicate the precise nature of your relationship here:
10. Please indicate if you, your spouse, or other family member or any corporation, business or other entity in which you, your spouse or other family member serve as an employee, officer, or director or own a controlling interest in, contracts or does business with, or plans to contract or do business with, the charter school, including but not limited to, the lease of real or personal property to the charter school.  
X  No.  Yes.  
If yes, please describe the nature of the contract or business and, if applicable, the relationship of the person to the corporation, business or entity involved:
11. If the charter school is partnered with an educational service provider (a management company, whether for-profit or not-for-profit), please indicate whether you, your spouse, or any family member knows any employees, officers, owners, directors or agents of that provider. If your answer is in the affirmative, please describe any such relationship.  
X  Not applicable because the School does not/will not contract with a management company or charter management organization.  
 I / we do not know any such persons.  Yes.
12. If the charter school is partnered with an educational service provider, please indicate whether you, your spouse or other family member has a direct or indirect ownership, employment, contractual or management interest in the provider. For any interest indicated, please provide a detailed description.  
 Not applicable because the School does not/will not contract with a management company or charter management organization.  
X  I / we have no such interest.  Yes.
13. If the charter school is partnered with an educational services provider, please indicate if you, your spouse or other family member anticipates conducting, or is conducting, any business with the provider. If so, please indicate the precise nature of the business that is being or will be conducted.  
x  Not applicable because the School does not/will not contract with a management company or charter management organization.  
 I / we do not anticipate conducting any such business.  Yes.

**Application in Support of the Establishment of Boys' Latin of Queens Charter School**

Attachment 9 - Request for Information

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

15. Please indicate the potential ethical or legal conflicts of interests (if any) that would, or are likely to, exist should you be approved for service on the charter school's board. X  None.  Yes.

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

I would make the situation known to the full board, and proceed with reporting this situation to the relevant government authority.

**Educational Philosophy**

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

Boys' Latin of Queens will be a college preparatory charter school serving urban boys. Boys' Latin of Queens will provide a rigorous academic program in a supportive, nurturing environment.

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

The students will take four years of Latin, have Advanced Placement courses, and meet state academic standards through an engaging curriculum. Additional extra-curricular activities will enhance the academic program.

19. 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.

First, the school will need to recruit and develop a full board comprised of community leaders who can contribute to the growth of the school. The school will need to create a process for inducting students into the rigorous academic environment, while supporting students during their transition to Boys' Latin. The school will need to recruit a high quality teaching staff that is dedicated to the success of the students. The school will also need to establish partnerships with local organizations.

**Other**

20. Please explain your understanding of the appropriate role of a public charter school board member. A charter school board member is responsible for oversight of the school. Board Members

must hire and evaluate a CEO, attend meetings, remain informed about school progress, and be active participants in all board discussions. Board Members should connect the school with resources that can help it grow.

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

YES

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

**Application in Support of the Establishment of Boys' Latin of Queens Charter School**  
Attachment 9 - Request for Information

**Attachment 9: Request for Information from Prospective Charter School Board Members**

Each Prospective Charter School Board Member must provide the Information requested in the next three pages.

Name:     Jane C. Wagner  
(Include preferred honorific.)

Daytime Telephone:      **CONFIDENTIAL**

Home Mailing Address:      **CONFIDENTIAL**

Personal E-Mail/Fax:      **CONFIDENTIAL**

Business Address:      Same as above.

Business E-Mail/Fax:      Same as above.

Charter School Name:      Boys' Latin of Queens Charter School

Charter School Address:      No address yet.

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

As you may know, serving on a public charter school board of trustees ("board") is a position of great trust and responsibility. As a member of a public charter school's board, you would be 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 potential new 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.

**Application in Support of the Establishment of Boys' Latin of Queens Charter School**

Attachment 9 - Request for Information

**Background**

1. Please provide your educational and employment history. You may do so by attaching a résumé.  Resume Attached
2. Please affirm that you are or will be at least eighteen years old at the time of your appointment/election to the board.  I affirm.
3. Please affirm that you have read Article 56 of the New York State Education Law, and understand the relationship between a charter school and the authorized chartering entity as defined in that statute.  I affirm.
4. Please indicate how you became aware of the charter school and the opportunity to serve as a member of its board. I know David Hardy, the Founder of Boys' Latin of Philadelphia Charter School and of the new Queens school. I have known him for many years and respect his work and dedication to children. I was happy to help when he encouraged me to get involved with the creation of the school.
5. Please explain why you wish to serve on the board. I see a need for better educational opportunities for children in our city. I know that Boys' Latin has been very successful in Philadelphia, and I think it could benefit New York as well. I would like to be a part of creating this exciting new school.
6. Please indicate whether you have previously served or are currently serving on a board of a school district, a non-public school or any not-for-profit corporation (to the extent not otherwise indicated in your response to Item 1, above). In addition, please describe any other experience, knowledge or skills you feel is relevant to service on the charter school board.  This does not apply to me.  Yes. (Include description here): I previously served on the Foundation for Independent Film and Video, and currently serve on the Advisory Board of The New Festival.
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 six 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

**Application in Support of the Establishment of Boys' Latin of Queens Charter School**  
Attachment 9 - Request for Information

<b>Conflict of Interest</b>	
8.	Please indicate whether you, your spouse, or other family member knows any of the other prospective or current board members.  No. <input checked="" type="checkbox"/> Yes.
If your answer is yes, please indicate the precise nature of your relationship here: I know Tina DiFelicianantonio, we work together.	
9.	Please indicate whether you, your spouse, or other family member knows any person who is a prospective or current charter school employee. No. I / we do not know any such persons. <input type="checkbox"/> Yes. If yes, please indicate the precise nature of your relationship here:
10.	Please indicate if you, your spouse, or other family member or any corporation, business or other entity in which you, your spouse or other family member serve as an employee, officer, or director or own a controlling interest in, contracts or does business with, or plans to contract or do business with, the charter school, including but not limited to, the lease of real or personal property to the charter school. X No. <input type="checkbox"/> 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:
11.	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. <input checked="" type="checkbox"/> Not applicable because the School does not/will not contract with a management company or charter management organization. No. I / we do not know any such persons. <input type="checkbox"/> Yes.
12.	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. <input type="checkbox"/> Not applicable because the School does not/will not contract with a management company or charter management organization. No. I / we have no such interest. <input type="checkbox"/> Yes.
13.	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. <input checked="" type="checkbox"/> Not applicable because the School does not/will not contract with a management company or charter management organization.

**Application in Support of the Establishment of Boys' Latin of Queens Charter School**

Attachment 9 - Request for Information

No. I / we do not anticipate conducting any such business.  Yes.

14. 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. xNo. This does not apply to me, my spouse or other family members.  Yes.
15. Please indicate the potential ethical or legal conflicts of interests (if any) that would, or are likely to, exist should you be approved for service on the charter school's board. X None.  Yes.
16. Please explain how you would handle a situation in which you believe one or more members of the charter school's board are involved in working for their own benefit, or the benefit of their friends and family. I would inform the rest of the Board, and then inform the Department of Education.

**Educational Philosophy**

17. Please explain your understanding of the charter school's mission and/or philosophy. Boys' Latin Queens will model the Philadelphia school. It will have a rigorous academic program, many extra-curricular activities, and strong parent involvement. Students will wear uniforms and have a goal of attending college.
18. Please explain your understanding of the educational program of the charter school. The school will be challenging academically, but have support systems for students who are struggling. All students will be required to take four years of Latin. Students who need extra help will attend Saturday School twice each month.
19. Please indicate what you believe to be the characteristics of a successful charter school. In particular, please provide the specific steps you think the board of the charter school will need to take to ensure that this charter school is and remains successful. The Board must first search for and choose a school leader and principal. These two positions are essential for the school's success. The founding board must also find additional members who will benefit the school. The board must encourage the academic leadership to create an academic program and all the support that must go along with it. The board also has to provide oversight and protect the school at all times.

**Other**

20. Please explain your understanding of the appropriate role of a public charter school board member. Board Members must attend meetings and participate in all discussions. They must be active in the school and review all financial reports carefully.

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

**Application in Support of the Establishment of Boys' Latin of Queens Charter School**  
Attachment 9 - Request for Information

**Attachment 9: Request for Information from Prospective Charter School Board Members**

Each Prospective Charter School Board Member must provide the information requested in the next three pages.

**Name:** David P. Hardy  
(Include preferred honorific.)

**Daytime Telephone:** CONFIDENTIAL

**Home Mailing Address:** CONFIDENTIAL

**Personal E-Mail:** CONFIDENTIAL

**Business Address:** Boys' Latin of Philadelphia Charter School  
Philadelphia, PA 19143 CONFIDENTIAL

**Business E-Mail/Fax:** CONFIDENTIAL

**Charter School Name:** Boys Latin of Queens Charter School

**Charter School Address:** None yet

**To which charter school board position and/or office are you asking to be appointed? (e.g., parent representative, vice-president, Finance subcommittee, etc.):** Executive Committee, Finance Committee

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 would be 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 potential new 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.

**Application in Support of the Establishment of Boys' Latin of Queens Charter School**

Attachment 9 - Request for Information

**Background**

1. Please provide your educational and employment history. You may do so by attaching a résumé.  Resume Attached
2. Please affirm that you are or will be at least eighteen years old at the time of your appointment/election to the board.  I affirm.
3. Please affirm that you have read Article 56 of the New York State Education Law, and understand the relationship between a charter school and the authorized chartering entity as defined in that statute.  I affirm.
4. Please indicate how you became aware of the charter school and the opportunity to serve as a member of its board. As the founder and current CEO of Boys' Latin of Philadelphia Charter School, I have been the key person planning for the Queens charter school.
5. Please explain why you wish to serve on the board. I have seen what the Boys' Latin model has done for young men in Philadelphia, and I would like to bring that same success to Queens. Serving on the board will help me to implement the model properly.
6. Please indicate whether you have previously served or are currently serving on a board of a school district, a non-public school or any not-for-profit corporation (to the extent not otherwise indicated in your response to Item 1, above). In addition, please describe any other experience, knowledge or skills you feel is relevant to service on the charter school board.  This does not apply to me.  Yes. (Include description here): I have served on the boards of The Haverford School, New Media Technology Charter School, North Carolina Outward Bound, and the Philadelphia Black Alliance for Educational Options, among others.
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 six 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.

7. 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.

**Application in Support of the Establishment of Boys' Latin of Queens Charter School**

Attachment 9 - Request for Information

**Conflict of Interest**

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

Yes.

If your answer is yes, please indicate the precise nature of your relationship here: I know all of the prospective board members, having recruited them myself.

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

No.  Yes.

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

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

X No.  Yes.

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

11. 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.

No. I / we do not know any such persons.  Yes.

12. 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.

No. I / we have no such interest.  Yes.

13. 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.

**Application in Support of the Establishment of Boys' Latin of Queens Charter School**

Attachment 9 - Request for Information

No. 1 / we do not anticipate conducting any such business.  Yes.

14. 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. xNo. This does not apply to me, my spouse or other family members.  Yes.

15. Please indicate the potential ethical or legal conflicts of interests (if any) that would, or are likely to, exist should you be approved for service on the charter school's board.  
X None.  Yes.

16. Please explain how you would handle a situation in which you believe one or more members of the charter school's board are involved in working for their own benefit, or the benefit of their friends and family. I would call an emergency board meeting to discuss the issue with all parties involved and all board members. If it seemed that the allegations were true, we would take action with the appropriate authorities.

**Educational Philosophy**

17. Please explain your understanding of the charter school's mission and/or philosophy. Boys' Latin Queens will be a college preparatory school dedicated to the development of confident and independent learners who will be actively engaged as global citizens in an interdependent world.

18. Please explain your understanding of the educational program of the charter school. The school will provide a rigorous academic environment with supportive educational services. Every student will take four years of Latin Language and Culture. Advanced Placement courses in the areas of Language Arts and Art History will be offered. Students will receive SAT preparation courses at school.

19. Please indicate what you believe to be the characteristics of a successful charter school. In particular, please provide the specific steps you think the board of the charter school will need to take to ensure that this charter school is and remains successful. A successful charter school is one in which students are challenged but supported, and where teacher expectations are high. Small class sizes, project-based learning, and experiential learning are necessities to engage students at all levels. A strong and supportive Board of Directors and community partnerships are very important. The board must strive to provide all of these qualities to Boys' Latin Queens.

**Other**

20. Please explain your understanding of the appropriate role of a public charter school board member. The Board selects a leader and then supports the school in all aspects of its

development. Board Members must attend all meetings and actively participate in discussions about the health of the school. Board Members should bring fundraising and programmatic resources into the school whenever possible.

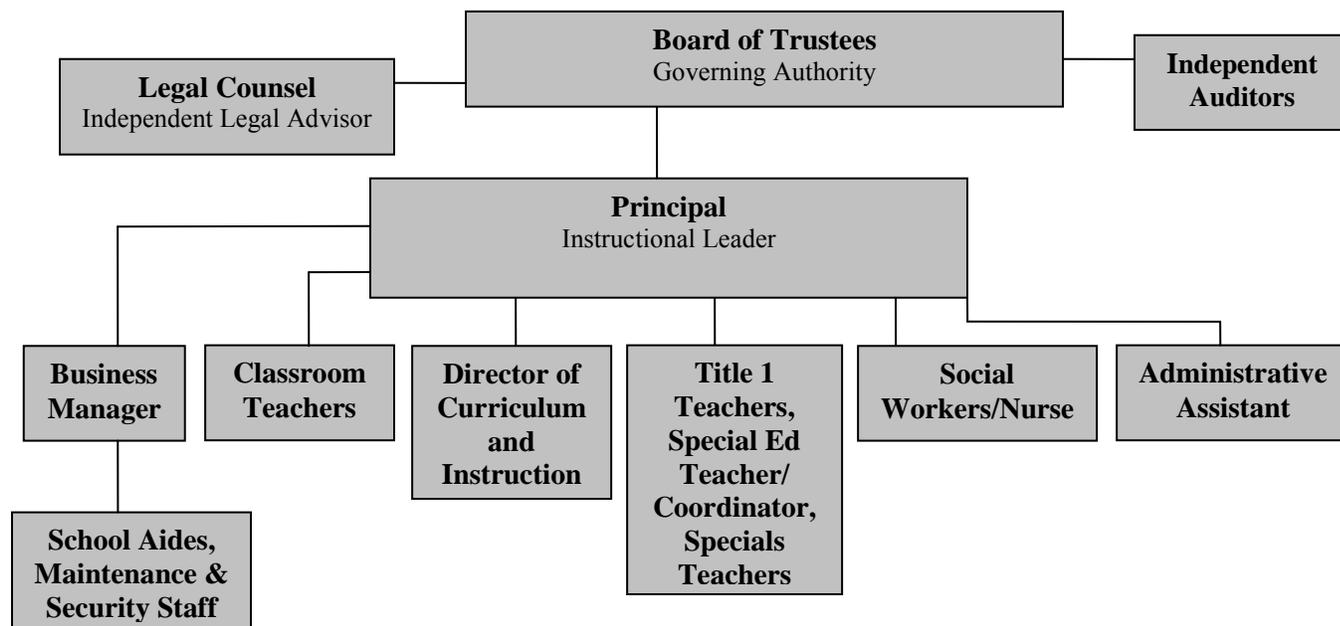
21. Please affirm that you have read and understand the charter school application, the charter school board's by-laws and all proposed policies. Yes.

22. Please provide any other information that you feel is pertinent to the Department's review. I strongly support school improvement in New York City.

## Application in Support of the Establishment of Boys' Latin of Queens Charter School

### Attachment 10 – Organizational Chart

#### *Organizational Chart: Year 1-2*



The Board will enlist a **Board Counsel** to advise us on legal matters pertaining to the Boys' Latin of Queens Charter School. The Board Counsel will be independent from the management company.

The Board will enlist an **Independent Auditor** to conduct an annual audit of all school finances.

The **Principal** is the educational leader of our school and as such will be responsible for creating a challenging learning environment with high academic and behavioral expectations for every child. The principal will be evaluated by the Board of Trustees based on his or her ability to deliver on the following responsibilities:

- Supervising classroom instruction and student achievement;
- Supervising the health, safety and behavior of students
- Supervising and evaluating teachers and staff, including the business manager
- Monitoring enrollment
- Fostering a strong partnership with parents and the community

The **Director of Curriculum and Instruction** will manage the instructional program of the school, leading the design and implementation of curricula, instructional methodologies, assessments, and school culture. He/she will not be responsible for the non-academic operations of the school.

The **Business Manager** will report to the principal and will be responsible for all financial and business affairs of the school at the site level. The business manager will fulfill the following responsibilities:

- Managing the operating budget;
- Maintaining financial records;
- Supervising the custodial and building maintenance staff;
- Managing procurement;
- Performing general business administrative duties; and
- Overseeing food service and student transportation

**Classroom teachers** will report to and will be supervised by the principal. They will be responsible for creating a classroom environment conducive to optimizing teaching and learning.

**Application in Support of the Establishment of Boys' Latin of Queens Charter School**

Attachment 10 – Organizational Chart

**Specialist teachers** will report to and be supervised by the principal. They will be responsible for implementing the music, visual art, and physical education programs. They will create a classroom environment conducive to optimizing teaching and learning.

**Special Education Teacher/Coordinator** will report to and be supervised by the principal. He or she will provide direct special education services to students and will work with teachers, Principal, parents and CSEs to implement, and monitor individualized education program (IEPs).

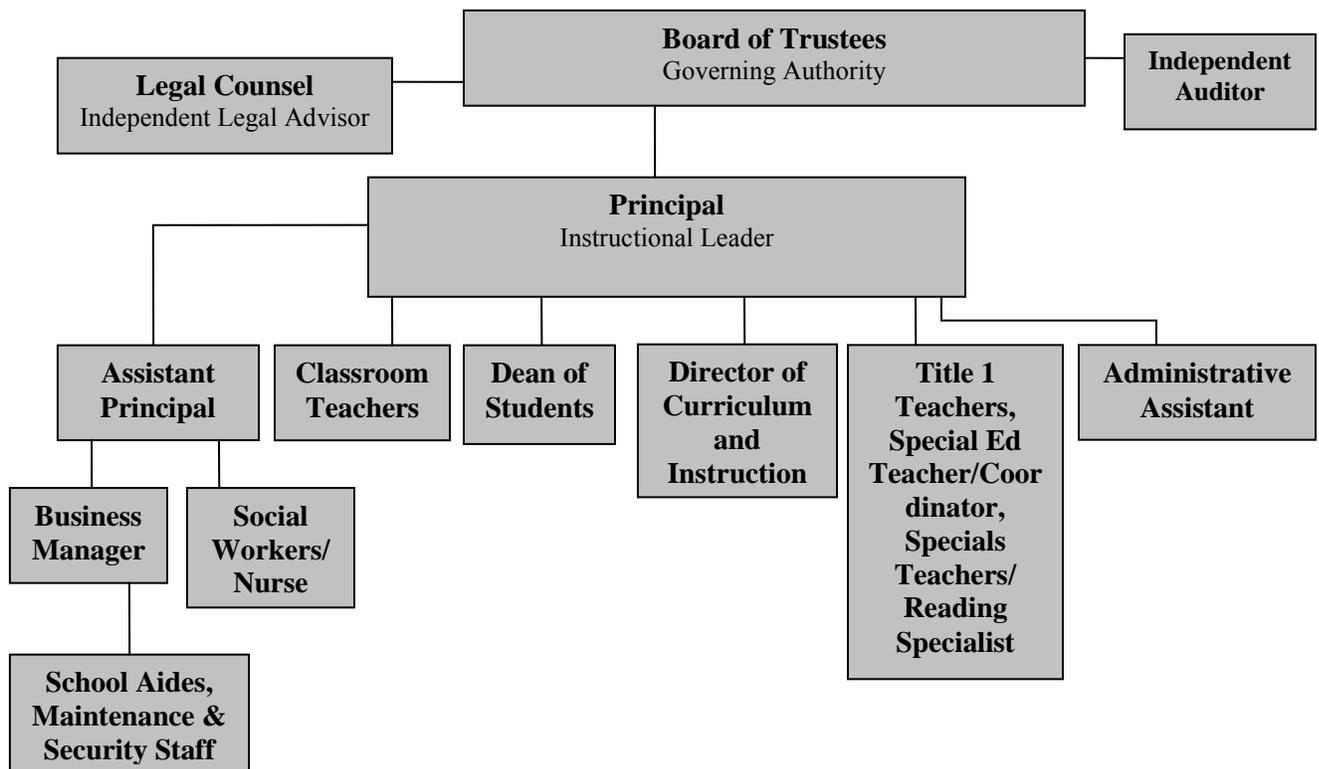
**Title 1 Teacher** will report to and be supervised by the principal. He or she will be responsible for designing and implementing the Title I Program and remediation for students falling behind in any aspect of curriculum.

The **administrative assistant** will report to and be supervised by the principal. The administrative assistant will assist the principal with administrative tasks as needed, including photocopying, phone calls, organizing papers and any other activity requested.

The **social worker** will report to the principal during year one (and the assistant principal in years thereafter) and will be on staff to help students in need of more intensive support. The social worker's role will be to assess social service needs, provide counseling and assistance to children and families in crisis, and refer families to additional community resources.

**Maintenance staff** will be responsible for maintaining the school facility. They will report to and be supervised by the business manager

*Organizational Chart: Years 3 and Beyond*



## Application in Support of the Establishment of Boys' Latin of Queens Charter School

### Attachment 10 – Organizational Chart

As the instructional leader of the school, the principal will retain direct oversight over all instructional staff as the school grows. In the school's 3<sup>rd</sup> year of operation, an assistant principal will be added to the school staff. The assistant principal will report directly to the principal.

The assistant principal will be responsible for overseeing the business manager, social workers, school nurse, school aides, maintenance and security staffs.

The **assistant principal** supports the principal in all duties and functions. The assistant principal reports directly to and is evaluated by the school principal on his or her ability to deliver on the following responsibilities:

- Assist in monitoring and reviewing teachers, teachers assistants and other support personnel in their role and function as related to instruction, student behavior and school management;
- Assist in recruiting and interviewing new staff;
- Monitor and assess social progress of students and make recommendations for change as appropriate
- Supervise the health and safety of students and staff;
- Monitor the collection of maintenance and student records;

## **Application in Support of the Establishment of Boys' Latin of Queens Charter School**

### Attachment 11 - Key Position Descriptions

<b>Principal:</b>
<b><i>Responsibilities</i></b> <ul style="list-style-type: none"><li>• Monitoring classroom instruction and student achievement</li><li>• Oversee the school faculty and support staff</li><li>• Direct and monitor educational progress at the school</li><li>• Supervise the health, safety, and behavior of students</li><li>• Interact with parents, community and all other groups as representative of the school</li><li>• Supervise all aspects of school operation, instructional and financial</li></ul>
<b><i>Duties</i></b> <ul style="list-style-type: none"><li>• <i>Communicate school vision to staff, parents, Board and community</i></li><li>• Oversee Teachers and Teaching Assistants, including their instruction, behavior, and performance</li><li>• Oversee the Business Manager and the Administrative Assistant</li><li>• Recruit and interview new staff</li><li>• Evaluate and assess teaching staff</li><li>• Focus school program on high student expectations and high student achievement</li><li>• Monitor the instructional and social progress of students at the school, and make or propose changes where necessary</li><li>• Hold demonstration lessons as part of staff development</li><li>• Build faculty and staff into a team</li><li>• Supervise the health and safety of students</li><li>• Ensure the collection and maintenance of student documents and records relevant to their health, safety, and academic progress</li><li>• Guide, monitor, and manage the behavior of students. Articulate and implement a clear discipline policy, understood by faculty and staff, students and parents. Meet with parents to enforce the policy and improve student behavior.</li><li>• Oversee the after school program through coordination with the After School Program Director</li><li>• Ensure compliance with all relevant local, state, and federal laws</li><li>• Interact with parents, to communicate information, respond to concerns, and generally represent the school</li><li>• Work in collaboration with the PTA</li><li>• Be accountable to Board of Trustees, and report to them on the progress of the school at regularly scheduled meetings</li><li>• Timely response to SED</li><li>• Suspense Data collection system</li><li>• Implement appropriate behavior management system</li><li>• Represent the school in relations with the community as a whole, the press, educational organizations, federal, state, and local organizations, and politicians</li><li>• Network with community-based organizations and educational groups on innovations that can benefit the school</li><li>• Report to the Board of Trustees</li></ul>
<b><i>Qualifications</i></b> <ul style="list-style-type: none"><li>• A record of leadership and sound management in a similar educational setting</li></ul>

**Application in Support of the Establishment of Boys' Latin of Queens Charter School**

Attachment 11 - Key Position Descriptions

<ul style="list-style-type: none"> <li>• Strong interpersonal skills and experience in team-building</li> <li>• An understanding of the diversity and unique character of the school's community</li> <li>• A passion for helping students attain high standards</li> <li>• Consistently exceptional professional evaluations</li> <li>• Outstanding references from peers, former colleagues, parents, and members of the school community</li> <li>• Master's degree (M.A.) in an appropriate discipline (e.g. early childhood, general education, social work, psychology)</li> <li>• At least five years experience in public education or equivalent.</li> <li>• Fluency in Spanish preferred.</li> </ul>
<p><b><i>Hours and Benefits</i></b></p> <ul style="list-style-type: none"> <li>• As a general rule, the Principal should arrive at school by 7:30 am and leave no earlier than 4:30 pm. He or she should be available to arrive earlier or stay later if necessary, in the event of an emergency, or just to complete the job requirements in a satisfactory manner.</li> <li>• The Principal will receive the same benefit plan as other school employees. The Principal will receive the same holiday and school year vacations as other employees, but his or her summer vacation policy will be determined as part of the overall compensation package.</li> </ul>

<p><b><i>Director of Curriculum and Instruction</i></b></p>	
<p><b>Responsibilities:</b></p>	<ul style="list-style-type: none"> <li>• Work with the School Director to recruit, select, develop, and retain an teachers.</li> <li>• Design and build a school culture of high academic and behavioral expectations.</li> <li>• Provide daily observation, coaching and feedback to teachers.</li> <li>• Conduct regular formal observations and evaluations of teachers.</li> <li>• Plan and implement professional development for teachers.</li> <li>• Track and analyze data to support and grow student achievement.</li> <li>• Ensure that every student shows dramatic student achievement gains.</li> <li>• Cultivate positive relationships with parents and families.</li> <li>• Teach a core academic subject in addition to instructional leadership responsibilities.</li> <li>• Report directly to the Principal.</li> <li>• Other such duties and are determined to be appropriate for the successful operation of the school.</li> </ul>
<p><b>Qualifications</b></p>	<ul style="list-style-type: none"> <li>• Masters degree in Education.</li> <li>• Experience in K-12 public education administration.</li> <li>• Strong background in curriculum, staff development and best instructional practices.</li> <li>• Intimately knowledgeable in developing interdisciplinary units that efficiently and effectively assist novice teachers in implementing a comprehensive instructional program.</li> <li>• Teaching experience with low income students and a proven track</li> </ul>

## Application in Support of the Establishment of Boys' Latin of Queens Charter School

### Attachment 11 - Key Position Descriptions

	<p>record of producing dramatic student achievement gains as a teacher and/or leader.</p> <ul style="list-style-type: none"><li>• Strong leadership skills and the proven ability to manage and motivate people.</li><li>• Belief and demonstrated experience in creating a structured school environment that promotes a positive culture of achievement.</li><li>• An entrepreneurial spirit which embraces the opportunity for creativity and hard work inherent in a start-up organization.</li></ul>
--	---

#### **Business Manager:**

##### ***Responsibilities***

- This position is primarily responsible for the overall management of the facility in conjunction with the Principal. These responsibilities include tasks related to staff, maintenance, food service, transportation and general operations, as well as the business functions of the school, including procurement, service contracts, and human resource management.
- Directly manage the school budget including expenditures, collection of funds, deposits, recording keeping, and any other relevant financial information.
- Assist the Principal with all projects and activities that create a successful school environment.

##### ***Duties***

- Oversee the facility, including utilities, telecommunications, maintenance, custodial, repairs and renovations, security and landlord relationships.
- Manage human resources related to maintenance, custodial and security, food service.
- Manage service contracts and vendor relationships including but not limited to; food service, transportation, photocopying, etc.
- Coordinate purchasing, delivery and inventory of all goods used by the school. Tasks include insuring proper order, receipt, invoice and processing for payment.
- Prepare and submit in a timely manner payroll data for processing. Additional duties will include collecting and processing all relevant personnel information for hiring, terminations, over-time, benefits administration, etc.
- Establish and maintain petty cash account records along with any cash disbursements or receipts.
- Manage data related to student and staff attendance, enrollment, health files, fire drill records, emergency procedures, bus drill procedures, and other data requested by the overseeing agencies.
- Assist the Principal in attaining substitute teachers, cooperating teachers and additional personnel as needed.
- Assist in supervision of busing and direct personnel to proper assignments.
- Assist in the supervision of services to students.
- Coordinate projects and activities as requested by the Principal.
- Function as back up for Principal as the need arises.
- Report to the Principal with management for procurement, human resource management, budgeting, facilities and other relevant items.

## **Application in Support of the Establishment of Boys' Latin of Queens Charter School**

### Attachment 11 - Key Position Descriptions

#### ***Qualifications***

- Formal accounting or business training
- Sincere commitment to education
- Strong references
- Bachelor's degree (B.A.) or relevant work experience
- Fingerprint clearance

#### ***Hours and Benefits***

- The Business Manager will work a minimum of an eight-hour day, with specific hours determined by the Principal and the Manager in order to accomplish the duties effectively. The Manager should be available before the start of school and able to remain later in the day as the needs direct. The Manager must be available, given appropriate notice, to attend late afternoon and evening meetings as appropriate to the functioning of the school.
- The position is a 10.5 months position with the possibility for summer work depending on the needs of the school. In addition, the Manager will follow the school calendar for holidays and vacations. The Manager will follow the same benefit plan as other school employees.

## **Application in Support of the Establishment of Boys' Latin of Queens Charter School**

### Attachment 11 - Key Position Descriptions

#### **Administrative Assistant:**

##### ***RESPONSIBILITIES***

- Interact with parents, students, staff, and visitors
- Maintain an organized central office space
- Act as Administrative Assistant for after school program
- Undertake additional tasks as needed to ensure that the school functions smoothly

##### ***Duties***

- Answer telephone, record incoming calls, answer or direct inquiries, relay internal messages, retrieve messages recorded on the Voicemail system. Coordinate with security concerning visitors, parents, and late-arriving students. Greet, assist, and direct visitors. Schedule appointments. Occasionally supervise students awaiting the Principal's attention. Since these students may have medical or discipline problems, the AA must be able to safeguard them while attending to the phone and visitors at the desk.
- Maintain student records, process correspondence, and file all official communication
- Assist Principal and Site/Business Manager in whatever administrative tasks are needed, including photocopying, phone calls, organizing papers and any other activity requested
- As directed by Principal or Site/Business Manager, substitute in other roles around the school as necessary. These could include loading or unloading school buses, serving breakfast or lunch to students, taking students to the park, or any other task of the school.
- On a daily basis, collect attendance from teachers every morning, and call absent students to investigate the reason for the absence. Under the direction of the Site/Business Manager, record this attendance over time, and monitor and manage enrollment.
- On a daily basis, collect attendance for the after school program at 4:30 pm each afternoon. Undertake any other administrative tasks required for the after school program. If necessary, wait after the program has ended with any children who have not been picked up. Collect a fee from parents who are very late picking up their children, either from the regular school day or from the after school program.
- Maintain building security. Monitor and check in all visitors at school entrance.
- Report to Principal

##### ***Qualifications***

- High school diploma
- Relevant work experience with good references
- No prior criminal record

##### ***Hours and Benefits***

- The AA will work from 7:40 am until 3:40 pm. Punctuality is extremely important, since parents begin dropping off their children at 7:45 am and are waiting by the reception desk from that time forward.
- The AA will have the same holidays and vacations as the school staff, except that he or she will be expected to work up to two weeks after the close of school, and up to two weeks before the opening of school. The AA will receive the same benefit package as other school employees.

## **Application in Support of the Establishment of Boys' Latin of Queens Charter School**

### Attachment 11 - Key Position Descriptions

#### **CLASSROOM TEACHER:**

##### ***MAJOR RESPONSIBILITIES***

- Create a classroom environment conducive to optimizing teaching and learning
- Manage classroom administration, data collection and record keeping
- Maintain positive communication with parents
- Supervise Teaching Assistants
- Contribute to the school outside the classroom
- Interact with students, parents and colleagues in a professional, positive and inspiring manner

##### ***Duties:***

- Set up and implement a behavior management system to guide student behavior. Make changes and seek out guidance as needed to manage behavior successfully.
- Follow the discipline policy and system as articulated by the Principal and enforce guidelines at all times, in all places, with all students
- Recognize and encourage positive behavior
- Supervise the health, safety and welfare of students at all times. Bring all significant information relevant to health, safety and welfare to the immediate attention of the Principal.
- Teach the curriculum. Work with the Principal, the school-based staff developer and consultants to understand and use the program as it is intended. Prepare for class on a daily basis. Prepare, guide and review independent work, teach, and change student groupings for maximum effect. Regularly test students on mastery tests and adjust instruction and grouping according to results.
- Teach the curriculum as aligned with State Standards. Work with the Principal, the school-based staff developer, and consultants to use the past lessons, the standards and staff development sessions to design and deliver outstanding lessons. Develop and use assessments for measuring student progress on a regular basis. Archive all lessons and assessments on school database.
- Design additional challenges for gifted and talented students, including extra projects, small group work and independent work
- Design additional remediation for students falling behind in any aspect of the curriculum. Identify students with specific issues and work with Principal and school-based staff developers to address their needs.
- Work with Special Educator(s) to integrate special education students into regular education classes. Consult with Special Educator, Principal and others as part of the Pupil Personnel Committee. Work with specialists contracted to service students with special needs inside the classroom, as they pull students aside or out for specific services.
- Manage administration of the classroom, including marking daily attendance and lateness, checking notebooks, checking homework, making photocopies, displaying student work, completing meal tracking forms, helping to maintain a clean physical classroom environment, as well as any other administrative aspect of teaching. These activities can be delegated to Teaching Assistants as appropriate, but are the responsibility of the Classroom Teacher.
- Organize classroom – including furniture, materials, and visual aids - in an educationally appropriate way

## **Application in Support of the Establishment of Boys' Latin of Queens Charter School**

### Attachment 11 - Key Position Descriptions

- Record each student's progress through both monitoring forms and marking book. Prepare progress reports (5 times per year) and report cards (3 times per year), and arrange and conduct Parent-Teacher Conferences (2 times per year).
- Work to incorporate students' parents in the learning process. Keep parents apprised of student's progress, attitude and behavior. Keep scheduled appointments and be accessible to parents when they have questions.
- Work with and oversee Teaching Assistants as indicated by Principal.
- Interact with Teaching Assistants, other Classroom Teachers, the Principal and other school faculty and staff in a professional and cooperative manner. Treat colleagues with respect. Mentor new staff as needed and work as an excellent team member with others in the school.
- Attend, contribute and listen effectively in meetings and conferences
- As requested by Principal, be ready to help with other special needs of the school, including, but not limited to: substituting in other classrooms; preparing or supervising school celebrations; monitoring school trips; accompanying students to hospital in an emergency; overseeing testing; preparing test documents; helping with school administrative work; helping with loading and unloading school buses; and/or other tasks as needed.
- Be ready to participate in an important and entrepreneurial undertaking
- Interact with students in a firm, positive and constructive way at all times
- Interact with parents in a professional and gracious manner at all times
- Engage in conversation and behavior that uplifts and guides children
- Report to Principal

#### ***QUALIFICATIONS***

- MAJOR IN ELEMENTARY EDUCATION (PREFERRED)
- A passion for helping students attain high standards
- High scores on standardized teachers' exams
- High grade point averages from high school and college
- Consistently exceptional professional evaluations
- Outstanding references from peers, former students, and parents
- Bilingual or ESL certification (preferred). Highly qualified status in accordance with NCLB requirements
- A minimum Bachelor's degree (B.A.), working towards certification.
- Fluency in Spanish preferred.
- New York State certification (strongly preferred)

#### ***HOURS AND BENEFITS***

- Arrive at school by 7:40 am every morning and leave after 4:00 pm. Take one half hour for lunch at designated time.
- Be available for weekly staff meetings, which may occur outside of school hours and will be announced in advance by the Principal. The teachers will follow the academic calendar for vacations and holidays (except where noted) and will receive the same benefits as other school employees.

## **Application in Support of the Establishment of Boys' Latin of Queens Charter School**

### Attachment 11 - Key Position Descriptions

#### **SPECIALIST TEACHER (VISUAL ARTS, MUSIC, PHYSICAL EDUCATION AND FOREIGN LANGUAGE):**

##### ***MAJOR RESPONSIBILITIES***

- Create a classroom environment conducive to optimizing teaching and learning
- Manage classroom administration, data collection and record keeping
- Maintain positive communication with parents
- Contribute to the school outside the classroom
- Interact with students, parents and colleagues in a professional, positive and inspiring manner

##### ***Duties***

- Implement the Classroom Teacher's behavior management system to guide student behavior. Make changes and seek out guidance as needed to manage behavior successfully.
- Enforce the school's code of conduct and system as articulated by the Principal and enforce guidelines at all times, in all places, with all students
- Recognize and encourage positive behavior
- Supervise the health, safety and welfare of students at all times. Bring all significant information relevant to health, safety and welfare to the immediate attention of the Principal.
- Teach the curriculum. Work with the Principal, the school-based staff developer and consultants to understand and use the program as it is intended. Prepare for class on a daily basis. Prepare, guide and review independent work, teach, and change student groupings for maximum effect. Regularly test students on mastery tests and adjust instruction and grouping according to results.
- Teach the curriculum as aligned with State Standards for the relevant subject(s). Work with the Principal, the school-based staff developer, and consultants to use the past lessons, the standards and staff development sessions to design and deliver outstanding lessons. Develop and use assessments for measuring student progress on a regular basis. Archive all lessons and assessments on school database.
- Design additional challenges for gifted and talented students, including extra projects, small group work and independent work
- Design additional remediation for students falling behind in any aspect of the curriculum. Identify students with specific issues and work with Principal and school-based staff developers to address their needs.
- Work with Special Educator(s) to integrate special education students into regular education classes. Consult with Classroom Teacher, Special Educator, Principal and others as part of the Pupil Personnel Committee. Work with specialists contracted to service students with special needs inside the classroom, as they pull students aside or out for specific services.
- Manage administration of the classroom, checking notebooks, checking homework, making photocopies, helping to maintain a clean physical classroom environment, as well as any other administrative aspect of teaching.
- Record each student's progress through both monitoring forms and marking book. Prepare progress reports (5 times per year) and report cards (3 times per year), and participate in Parent-Teacher Conferences (2 times per year).
- Work to incorporate students' parents in the learning process. Keep parents apprised of student's progress, attitude and behavior. Keep scheduled appointments and be accessible to parents when they have questions.

## **Application in Support of the Establishment of Boys' Latin of Queens Charter School**

### Attachment 11 - Key Position Descriptions

- Interact with Teaching Assistants, Classroom Teachers, the Principal and other school faculty and staff in a professional and cooperative manner. Treat colleagues with respect. Mentor new staff as needed and work as an excellent team member with others in the school.
- Attend, contribute and listen effectively in meetings and conferences
- As requested by Principal, be ready to help with other special needs of the school, including, but not limited to: preparing or supervising school celebrations; monitoring school trips; accompanying students to hospital in an emergency; overseeing testing; preparing test documents; helping with school administrative work; helping with loading and unloading school buses; and/or other tasks as needed.
- Be ready to participate in an important and entrepreneurial undertaking
- Interact with students in a firm, positive and constructive way at all times
- Interact with parents in a professional and gracious manner at all times
- Engage in conversation and behavior that uplifts and guides children
- Report to Principal

#### *QUALIFICATIONS*

- A passion for helping students attain high standards
- High scores on standardized teachers' exams
- High grade point averages from high school and college
- Consistently exceptional professional evaluations
- Outstanding references from peers, former students, and parents
- Certification (preferred) or highly qualified status in accordance with NCLB requirements

- A minimum Bachelor's degree (B.A.), working towards certification
- Fluency in Spanish preferred for visual arts, music, theatre and dance teacher(s).
- Spanish fluency required for foreign language teacher(s).

#### *HOURS AND BENEFITS*

- Arrive at school by 7:40 am every morning and leave after 4:00 pm. Take one half hour for lunch at designated time.
- Be available for weekly staff meetings, which may occur outside of school hours and will be announced in advance by the Principal. The teachers will follow the academic calendar for vacations and holidays (except where noted) and will receive the same benefits as other school employees.

## **Application in Support of the Establishment of Boys' Latin of Queens Charter School**

### Attachment 11 - Key Position Descriptions

#### **Title I Teacher:**

##### ***Job Description:***

- Responsible for designing and implementing Title I Program and creating a classroom environment conducive to optimizing teaching and learning.

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

###### Instructional

- Develop phonemic awareness.
- Teach writing skills using appropriate curriculum materials
- Develop reading comprehension
- Develop math skills
- Teach writing skills using appropriate curriculum materials

###### Testing

- Screen students for Title I eligibility using appropriate measures (eg. State Assessments, ITBS, classroom teacher performance assessments/observations, etc).
- Give and score individually administered pre/post tests (eg. PIAT, etc.)

###### Parent Outreach

- Interact with parents in a professional manner at all times.
- Work to incorporate students' parents in the learning process.
- Keep scheduled appointments and be accessible to parents when they have questions.
- Facilitate parent workshops and Parent Advisory Committee Meetings at least quarterly.

###### Progress Reports

- Maintain tracking forms on daily basis and submit them to the school-based staff developer at the end of the week.
- Archive all lessons and assessments on school database.
- Design additional remediation for students falling behind in any aspect of curriculum.
- Record each student's progress through both monitoring forms and marking book.
- Prepare input into classroom Teacher progress reports (4 times per year) and report cards (4 times per year).
- Keep parents apprised of student's progress, attitude and behavior.

###### Communication with Staff

- Interact with Teaching Assistants, Student Teachers, other Classroom Teachers, the Principal and other school faculty and staff in a professional and cooperative manner.
- Mentor new staff as needed
- Work as a team member with others in the school.
- Facilitate informal meetings between teachers and support staff.
- Assist as requested by Principal with other special needs of the school.

##### ***Qualifications:***

- NYS Certification
- Previous Title I experience desirable
- Interpersonal skills, etc
- Knowledge of ESEA Law (NCLB) desirable
- Fluency in Spanish preferred.

## Application in Support of the Establishment of Boys' Latin of Queens Charter School

### Attachment 11 - Key Position Descriptions

#### SPECIAL EDUCATION TEACHER/COORDINATOR:

##### ***Major Responsibilities:***

- Provide direct special education services to students
- Work with teachers, Principal, specialists, parents and CSEs to implement, and monitor Individualized Education Plans (IEPs)
- Work with Principal, management, and other staff to build a successful school

##### ***Duties:***

- Work with special education students directly to meet the requirements of their Individualized Education Plan, and to address other educational needs
- Follow the discipline policy and system as articulated by the Principal, and enforce guidelines at all times, in all places, with all students.
- Recognize and encourage positive behavior
- Supervise the health, safety and welfare of students at all times
- Bring all significant information relevant to health, safety, and welfare to the immediate attention of the Principal
- Work with students in various stages of the discipline system to improve their behavior and understanding of the rules
  
- Work with teachers to model, explain, and support inclusive special education. Help teachers to make modifications and adaptations to the curriculum and instructional program for children with IEPs.
- Set up and manage the Pupil Personnel Committee, and its ongoing discussion of students who are experiencing difficulties in class
- Conduct informal assessments of students to diagnose special education issues
- Manage referrals to the appropriate Committee on Special Education, and coordinate the CSE meeting for each child
- Conduct development reviews of IEPs, and all regular updating
- Arrange for and attend conferences with parent as appropriate
- Locate, interview, and arrange for the contracting of special education specialists, as required by students' IEPs. Coordinate with specialists and Principal to arrange work assignments for specialists.
- Ensure compliance between a student's IEP and the school's services
- Maintain a special education file containing all documentation concerning compliance and provision of services
- Be familiar with all relevant state and federal special education regulations
  
- Interact with Principal, and other school faculty and staff in a professional and cooperative manner. Treat colleagues with respect, mentor new staff as needed, and work as an excellent team member with others in the school.
- Contribute and listen effectively in meetings and conferences
- As requested by Principal, be ready to help with other special needs of the school, including, but not limited to: substituting in other classrooms; preparing or supervising school celebrations; monitoring school trips; accompanying students to hospital in an emergency;

**Application in Support of the Establishment of Boys' Latin of Queens Charter School**

Attachment 11 - Key Position Descriptions

overseeing testing; preparing test documents; helping with school administrative work; helping with loading and unloading school buses; and/or other tasks as needed.

- Interact with students in a firm, positive, and constructive way at all times
- Interact with parents in a professional and gracious manner at all times
- Engage in conversation and behavior that uplifts and guides children
- Report to Principal

***Qualifications***

- State certification in Special Education with a Master's degree (M.A.)
- Fluency in Spanish preferred.

***Hours and Benefits***

- Arrive at school by 7:40 am every morning, and leave after 4:00 pm. Take one half hour for lunch at designated time.
- Be available for weekly staff meetings, which may occur outside of school hours and will be announced in advance by the Principal. The Special Educator will follow the academic calendar for vacations and holidays (except where noted) and will receive the same benefits as other school employees.

**Application in Support of the Establishment of Boys' Latin of Queens Charter School**

Attachment 12 – CMO Background Information

Boys' Latin Charter School of Queens will not be partnering with a charter management organization.

**Application in Support of the Establishment of Boys' Latin of Queens Charter School**

Attachment 13 – Schools Managed by CMO

Boys' Latin Charter School of Queens will not be partnering with a charter management organization.

**Application in Support of the Establishment of Boys' Latin of Queens Charter School**  
**Attachment 14 – Academic Performance Data From Schools Managed by CMO**

Boys' Latin Charter School of Queens will not be partnering with a charter management organization.

**Application in Support of the Establishment of Boys' Latin of Queens Charter School**

Attachment 15 – Summary of CMO's Fiscal Performance for the Past Three Years

Boys' Latin Charter School of Queens will not be partnering with a charter management organization.

**Application in Support of the Establishment of Boys' Latin of Queens Charter School**

Attachment 16 – Template Service Agreement with CMO

Boys' Latin Charter School of Queens will not be partnering with a charter management organization.



**Charter Schools Institute**  
*The State University of New York*

**New Application Budget(s) & Cash Flow(s) Template**  
*for SUNY Authorized Charter Schools*

**Boys' Latin Charter School**

Contact Name:	David Hardy
Contact Email:	dhardy@boyslatin.com
Contact Phone:	215-387-5149

	Examples
Pre-Opening Period	January 1, 2012 to June 30, 2012
Operational Year ONE	July 1, 2012 to June 30, 2013

Application in Support of the Establishment of Boys Latin of Queens Charter School  
Attachment 17 - Budget and Cash Flow Template

Boys' Latin Charter School PROJECTED BUDGET / OPERATING PLAN FOR PRE-OPENING PERIOD January 1, 2012 to June 30, 2012			DESCRIPTION OF ASSUMPTIONS
Total Revenue	-		
Total Expenses	100,000		
Net Income	(100,000)		
Actual Student Enrollment	-		
Total Paid Student Enrollment	-		
	START-UP PERIOD		
<b>REVENUE</b>			
<b>REVENUES FROM STATE SOURCES</b>			
Per Pupil Revenue		CY Per Pupil Rate	
School District 1 (Enter Name)	-	-	-
School District 2 (Enter Name)	-	-	-
School District 3 (Enter Name)	-	-	-
School District 4 (Enter Name)	-	-	-
School District 5 (Enter Name)	-	-	-
School District 6 (Enter Name)	-	-	-
School District 7 (Enter Name)	-	-	-
School District 8 (Enter Name)	-	-	-
School District 9 (Enter Name)	-	-	-
School District 10 (Enter Name)	-	-	-
School District 11 (Enter Name)	-	-	-
School District 12 (Enter Name)	-	-	-
School District 13 (Enter Name)	-	-	-
School District 14 (Enter Name)	-	-	-
School District 15 (Enter Name)	-	-	-
School District - ALL OTHER	-	-	-
TOTAL Per Pupil Revenue (Average Districts Per Pupil Funding)	-	-	-
Special Education Revenue			-
Grants			-
Stimulus			-
DYCD (Department of Youth and Community Developmt.)			-
Other			-
Other			-
TOTAL REVENUE FROM STATE SOURCES			-
<b>REVENUE FROM FEDERAL FUNDING</b>			
IDEA Special Needs			-
Title I			-
Title Funding - Other			-
School Food Service (Free Lunch)			-
Grants			-
Charter School Program (CSP) Planning & Implementation			-
Other			-
Other			-
TOTAL REVENUE FROM FEDERAL SOURCES			-
<b>LOCAL and OTHER REVENUE</b>			
Contributions and Donations			-
Fundraising			-
Erate Reimbursement			-
Earnings on Investments			-
Interest Income			-
Food Service (Income from meals)			-
Text Book			-
OTHER			-
TOTAL REVENUE FROM LOCAL and OTHER SOURCES			-
<b>TOTAL REVENUE</b>			-

Application in Support of the Establishment of Boys Latin of Queens Charter School  
Attachment 17 - Budget and Cash Flow Template

Boys' Latin Charter School PROJECTED BUDGET / OPERATING PLAN FOR PRE-OPENING PERIOD January 1, 2012 to June 30, 2012			DESCRIPTION OF ASSUMPTIONS
Total Revenue		-	
Total Expenses		100,000	
Net Income		(100,000)	
Actual Student Enrollment		-	
Total Paid Student Enrollment		-	
	START-UP PERIOD		
<b>EXPENSES</b>			
<b>ADMINISTRATIVE STAFF PERSONNEL COSTS</b>			
	No. of Positions		
Executive Management	1.00	18,460	
Instructional Management	-	-	
Deans, Directors & Coordinators	-	-	
CFO / Director of Finance	1.00	-	
Operation / Business Manager	-	8,460	
Administrative Staff	-	-	
<b>TOTAL ADMINISTRATIVE STAFF</b>	<b>2.00</b>	<b>26,920</b>	
<b>INSTRUCTIONAL PERSONNEL COSTS</b>			
Teachers - Regular	-	-	
Teachers - SPED	-	-	
Substitute Teachers	-	-	
Teaching Assistants	-	-	
Specialty Teachers	-	-	
Aides	-	-	
Therapists & Counselors	-	-	
Other	-	-	
<b>TOTAL INSTRUCTIONAL</b>	<b>-</b>	<b>-</b>	
<b>NON-INSTRUCTIONAL PERSONNEL COSTS</b>			
Nurse	-	-	
Librarian	-	-	
Custodian	-	-	
Security	-	-	
Other	-	-	
<b>TOTAL NON-INSTRUCTIONAL</b>	<b>-</b>	<b>-</b>	
<b>SUBTOTAL PERSONNEL SERVICE COSTS</b>	<b>2.00</b>	<b>26,920</b>	
<b>PAYROLL TAXES AND BENEFITS</b>			
Payroll Taxes		2,425	
Fringe / Employee Benefits		3,655	
Retirement / Pension		-	
<b>TOTAL PAYROLL TAXES AND BENEFITS</b>		<b>6,080</b>	
<b>TOTAL PERSONNEL SERVICE COSTS</b>	<b>2.00</b>	<b>33,000</b>	
<b>CONTRACTED SERVICES</b>			
Accounting / Audit		-	
Legal		2,000	
Management Company Fee		-	
Nurse Services		-	
Food Service / School Lunch		-	
Payroll Services		-	
Special Ed Services		-	
Titlement Services (i.e. Title I)		-	
Other Purchased / Professional / Consulting		-	
<b>TOTAL CONTRACTED SERVICES</b>		<b>2,000</b>	

Application in Support of the Establishment of Boys Latin of Queens Charter School  
Attachment 17 - Budget and Cash Flow Template

Boys' Latin Charter School PROJECTED BUDGET / OPERATING PLAN FOR PRE-OPENING PERIOD January 1, 2012 to June 30, 2012		
		DESCRIPTION OF ASSUMPTIONS
<b>Total Revenue</b>	-	
<b>Total Expenses</b>	100,000	
<b>Net Income</b>	(100,000)	
<b>Actual Student Enrollment</b>	-	
<b>Total Paid Student Enrollment</b>	-	
	<b>START-UP PERIOD</b>	
<b>SCHOOL OPERATIONS</b>		
Board Expenses	-	
Classroom / Teaching Supplies & Materials	-	
Special Ed Supplies & Materials	-	
Textbooks / Workbooks	-	
Supplies & Materials other	15,000	
Equipment / Furniture	-	
Telephone	-	
Technology	-	
Student Testing & Assessment	-	
Field Trips	-	
Transportation (student)	-	
Student Services - other	-	
Office Expense	-	
Staff Development	-	
Staff Recruitment	25,000	
Student Recruitment / Marketing	25,000	
School Meals / Lunch	-	
Travel (Staff)	-	
Fundraising	-	
Other	-	
<b>TOTAL SCHOOL OPERATIONS</b>	<b>65,000</b>	
<b>FACILITY OPERATION &amp; MAINTENANCE</b>		
Insurance	-	
Janitorial	-	
Building and Land Rent / Lease	-	
Repairs & Maintenance	-	
Equipment / Furniture	-	
Security	-	
Utilities	-	
<b>TOTAL FACILITY OPERATION &amp; MAINTENANCE</b>	<b>-</b>	
<b>DEPRECIATION &amp; AMORTIZATION</b>	<b>-</b>	
<b>DISSOLUTION ESCROW &amp; RESERVES / CONTIGENCY</b>	<b>-</b>	
<b>TOTAL EXPENSES</b>	<b>100,000</b>	
<b>NET INCOME</b>	<b>(100,000)</b>	

Application in Support of the Establishment of Boys Latin of Queens Charter School  
 Attachment 17 - Budget and Cash Flow Template

Boys' Latin Charter School PROJECTED BUDGET / OPERATING PLAN FOR PRE-OPENING PERIOD January 1, 2012 to June 30, 2012		
		DESCRIPTION OF ASSUMPTIONS
<b>Total Revenue</b>	-	
<b>Total Expenses</b>	100,000	
<b>Net Income</b>	(100,000)	
<b>Actual Student Enrollment</b>	-	
<b>Total Paid Student Enrollment</b>	-	
	START-UP PERIOD	
<b>ENROLLMENT - *School Districts Are Linked To Above Entries*</b>		
School District 1 (Enter Name)	-	
School District 2 (Enter Name)	-	
School District 3 (Enter Name)	-	
School District 4 (Enter Name)	-	
School District 5 (Enter Name)	-	
School District 6 (Enter Name)	-	
School District 7 (Enter Name)	-	
School District 8 (Enter Name)	-	
School District 9 (Enter Name)	-	
School District 10 (Enter Name)	-	
School District 11 (Enter Name)	-	
School District 12 (Enter Name)	-	
School District 13 (Enter Name)	-	
School District 14 (Enter Name)	-	
School District 15 (Enter Name)	-	
School District - ALL OTHER	-	
<b>TOTAL ENROLLMENT</b>	-	
<b>REVENUE PER PUPIL</b>	-	
<b>EXPENSES PER PUPIL</b>	-	

Application in Support of the Establishment of Boys Latin of Queens Charter School  
Attachment 17 - Budget and Cash Flow Template

<b>Boys' Latin Charter School</b>							
<b>PROJECTED CASH FLOW FOR PRE-OPENING PERIOD</b>							
<b>January 1, 2012 to June 30, 2012</b>							
	January	February	March	April	May	June	TOTAL
<b>Total Revenue</b>	100,000	-	-	-	-	-	100,000
<b>Total Expenses</b>	-	-	-	-	50,000	50,000	100,000
<b>Net Income</b>	100,000	-	-	-	(50,000)	(50,000)	-
<b>Cash Flow Adjustments</b>	-	-	-	-	-	-	-
<b>Beginning Cash Balance</b>	-	-	-	-	-	-	-
<b>Net Income</b>	100,000	-	-	-	(50,000)	(50,000)	-
<b>REVENUE</b>							
<b>REVENUES FROM STATE SOURCES</b>							
Per Pupil Revenue							
School District 1 (Enter Name)	-	-	-	-	-	-	-
School District 2 (Enter Name)	-	-	-	-	-	-	-
School District 3 (Enter Name)	-	-	-	-	-	-	-
School District 4 (Enter Name)	-	-	-	-	-	-	-
School District 5 (Enter Name)	-	-	-	-	-	-	-
School District 6 (Enter Name)	-	-	-	-	-	-	-
School District 7 (Enter Name)	-	-	-	-	-	-	-
School District 8 (Enter Name)	-	-	-	-	-	-	-
School District 9 (Enter Name)	-	-	-	-	-	-	-
School District 10 (Enter Name)	-	-	-	-	-	-	-
School District 11 (Enter Name)	-	-	-	-	-	-	-
School District 12 (Enter Name)	-	-	-	-	-	-	-
School District 13 (Enter Name)	-	-	-	-	-	-	-
School District 14 (Enter Name)	-	-	-	-	-	-	-
School District 15 (Enter Name)	-	-	-	-	-	-	-
School District - ALL OTHER	-	-	-	-	-	-	-
TOTAL Per Pupil Revenue (Average Districts Per Pupil Funding)	-	-	-	-	-	-	-
Special Education Revenue	-	-	-	-	-	-	-
Grants							
Stimulus	-	-	-	-	-	-	-
DYCD (Department of Youth and Community Developmt.)	-	-	-	-	-	-	-
Other	-	-	-	-	-	-	-
Other	-	-	-	-	-	-	-
<b>TOTAL REVENUE FROM STATE SOURCES</b>	-	-	-	-	-	-	-
<b>REVENUE FROM FEDERAL FUNDING</b>							
IDEA Special Needs	-	-	-	-	-	-	-
Title I	-	-	-	-	-	-	-
Title Funding - Other	-	-	-	-	-	-	-
School Food Service (Free Lunch)	-	-	-	-	-	-	-
Grants							
Charter School Program (CSP) Planning & Implementation	-	-	-	-	-	-	-
Other	-	-	-	-	-	-	-
Other	-	-	-	-	-	-	-
<b>TOTAL REVENUE FROM FEDERAL SOURCES</b>	-	-	-	-	-	-	-

Application in Support of the Establishment of Boys Latin of Queens Charter School  
Attachment 17 - Budget and Cash Flow Template

<b>Boys' Latin Charter School</b>								
<b>PROJECTED CASH FLOW FOR PRE-OPENING PERIOD</b>								
<b>January 1, 2012 to June 30, 2012</b>								
<b>Total Revenue</b>	100,000	-	-	-	-	-	100,000	
<b>Total Expenses</b>	-	-	-	-	50,000	50,000	100,000	
<b>Net Income</b>	100,000	-	-	-	(50,000)	(50,000)	-	
<b>Cash Flow Adjustments</b>	-	-	-	-	-	-	-	
<b>Beginning Cash Balance</b>	-	-	-	-	-	-	-	
<b>Net Income</b>	100,000	-	-	-	(50,000)	(50,000)	-	
	<b>January</b>	<b>February</b>	<b>March</b>	<b>April</b>	<b>May</b>	<b>June</b>	<b>TOTAL</b>	
<b>LOCAL and OTHER REVENUE</b>								
Contributions and Donations	100,000	-	-	-	-	-	100,000	
Fundraising	-	-	-	-	-	-	-	
Erate Reimbursement	-	-	-	-	-	-	-	
Earnings on Investments	-	-	-	-	-	-	-	
Interest Income	-	-	-	-	-	-	-	
Food Service (Income from meals)	-	-	-	-	-	-	-	
Text Book	-	-	-	-	-	-	-	
OTHER	-	-	-	-	-	-	-	
TOTAL REVENUE FROM LOCAL and OTHER SOURCES	100,000	-	-	-	-	-	100,000	
<b>TOTAL REVENUE</b>	<b>100,000</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>100,000</b>	
<b>EXPENSES</b>								
<b>ADMINISTRATIVE STAFF PERSONNEL COSTS</b>	No. of Positions							
Executive Management	1.00	-	-	-	-	9,230	9,230	18,460
Instructional Management	-	-	-	-	-	-	-	-
Deans, Directors & Coordinators	-	-	-	-	-	-	-	-
CFO / Director of Finance	-	-	-	-	-	-	-	-
Operation / Business Manager	1.00	-	-	-	-	4,230	4,230	8,460
Administrative Staff	-	-	-	-	-	-	-	-
<b>TOTAL ADMINISTRATIVE STAFF</b>	<b>2.00</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>13,460</b>	<b>13,460</b>	<b>26,920</b>
<b>INSTRUCTIONAL PERSONNEL COSTS</b>								
Teachers - Regular	-	-	-	-	-	-	-	-
Teachers - SPED	-	-	-	-	-	-	-	-
Substitute Teachers	-	-	-	-	-	-	-	-
Teaching Assistants	-	-	-	-	-	-	-	-
Specialty Teachers	-	-	-	-	-	-	-	-
Aides	-	-	-	-	-	-	-	-
Therapists & Counselors	-	-	-	-	-	-	-	-
Other	-	-	-	-	-	-	-	-
<b>TOTAL INSTRUCTIONAL</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>
<b>NON-INSTRUCTIONAL PERSONNEL COSTS</b>								
Nurse	-	-	-	-	-	-	-	-
Librarian	-	-	-	-	-	-	-	-
Custodian	-	-	-	-	-	-	-	-
Security	-	-	-	-	-	-	-	-
Other	-	-	-	-	-	-	-	-
<b>TOTAL NON-INSTRUCTIONAL</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>
<b>SUBTOTAL PERSONNEL SERVICE COSTS</b>	<b>2.00</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>13,460</b>	<b>13,460</b>	<b>26,920</b>

Application in Support of the Establishment of Boys Latin of Queens Charter School  
Attachment 17 - Budget and Cash Flow Template

<b>Boys' Latin Charter School</b>							
<b>PROJECTED CASH FLOW FOR PRE-OPENING PERIOD</b>							
<b>January 1, 2012 to June 30, 2012</b>							
	January	February	March	April	May	June	TOTAL
<b>Total Revenue</b>	100,000	-	-	-	-	-	100,000
<b>Total Expenses</b>	-	-	-	-	50,000	50,000	100,000
<b>Net Income</b>	100,000	-	-	-	(50,000)	(50,000)	-
<b>Cash Flow Adjustments</b>	-	-	-	-	-	-	-
<b>Beginning Cash Balance</b>	-	-	-	-	-	-	-
<b>Net Income</b>	100,000	-	-	-	(50,000)	(50,000)	-
	January	February	March	April	May	June	TOTAL
<b>PAYROLL TAXES AND BENEFITS</b>							
Payroll Taxes	-	-	-	-	1,213	1,212	2,425
Fringe / Employee Benefits	-	-	-	-	1,827	1,828	3,655
Retirement / Pension	-	-	-	-	-	-	-
<b>TOTAL PAYROLL TAXES AND BENEFITS</b>	-	-	-	-	3,040	3,040	6,080
<b>TOTAL PERSONNEL SERVICE COSTS</b>	2.00	-	-	-	16,500	16,500	33,000
<b>CONTRACTED SERVICES</b>							
Accounting / Audit	-	-	-	-	-	-	-
Legal	-	-	-	-	1,000	1,000	2,000
Management Company Fee	-	-	-	-	-	-	-
Nurse Services	-	-	-	-	-	-	-
Food Service / School Lunch	-	-	-	-	-	-	-
Payroll Services	-	-	-	-	-	-	-
Special Ed Services	-	-	-	-	-	-	-
Titlement Services (i.e. Title I)	-	-	-	-	-	-	-
Other Purchased / Professional / Consulting	-	-	-	-	-	-	-
<b>TOTAL CONTRACTED SERVICES</b>	-	-	-	-	1,000	1,000	2,000
<b>SCHOOL OPERATIONS</b>							
Board Expenses	-	-	-	-	-	-	-
Classroom / Teaching Supplies & Materials	-	-	-	-	-	-	-
Special Ed Supplies & Materials	-	-	-	-	-	-	-
Textbooks / Workbooks	-	-	-	-	-	-	-
Supplies & Materials other	-	-	-	-	7,500	7,500	15,000
Equipment / Furniture	-	-	-	-	-	-	-
Telephone	-	-	-	-	-	-	-
Technology	-	-	-	-	-	-	-
Student Testing & Assessment	-	-	-	-	-	-	-
Field Trips	-	-	-	-	-	-	-
Transportation (student)	-	-	-	-	-	-	-
Student Services - other	-	-	-	-	-	-	-
Office Expense	-	-	-	-	-	-	-
Staff Development	-	-	-	-	-	-	-
Staff Recruitment	-	-	-	-	12,500	12,500	25,000
Student Recruitment / Marketing	-	-	-	-	12,500	12,500	25,000
School Meals / Lunch	-	-	-	-	-	-	-
Travel (Staff)	-	-	-	-	-	-	-
Fundraising	-	-	-	-	-	-	-
Other	-	-	-	-	-	-	-

Application in Support of the Establishment of Boys Latin of Queens Charter School  
Attachment 17 - Budget and Cash Flow Template

<b>Boys' Latin Charter School</b>							
<b>PROJECTED CASH FLOW FOR PRE-OPENING PERIOD</b>							
January 1, 2012 to June 30, 2012							
<b>Total Revenue</b>	100,000	-	-	-	-	-	100,000
<b>Total Expenses</b>	-	-	-	-	50,000	50,000	100,000
<b>Net Income</b>	100,000	-	-	-	(50,000)	(50,000)	-
<b>Cash Flow Adjustments</b>	-	-	-	-	-	-	-
<b>Beginning Cash Balance</b>	-	-	-	-	-	-	-
<b>Net Income</b>	100,000	-	-	-	(50,000)	(50,000)	-
	<b>January</b>	<b>February</b>	<b>March</b>	<b>April</b>	<b>May</b>	<b>June</b>	<b>TOTAL</b>
<b>TOTAL SCHOOL OPERATIONS</b>	-	-	-	-	32,500	32,500	65,000
<b>FACILITY OPERATION &amp; MAINTENANCE</b>							
Insurance	-	-	-	-	-	-	-
Janitorial	-	-	-	-	-	-	-
Building and Land Rent / Lease	-	-	-	-	-	-	-
Repairs & Maintenance	-	-	-	-	-	-	-
Equipment / Furniture	-	-	-	-	-	-	-
Security	-	-	-	-	-	-	-
Utilities	-	-	-	-	-	-	-
<b>TOTAL FACILITY OPERATION &amp; MAINTENANCE</b>	-	-	-	-	-	-	-
<b>DEPRECIATION &amp; AMORTIZATION</b>	-	-	-	-	-	-	-
<b>DISSOLUTION ESCROW &amp; RESERVES / CONTIGENCY</b>	-	-	-	-	-	-	-
<b>TOTAL EXPENSES</b>	-	-	-	-	50,000	50,000	100,000
<b>NET INCOME</b>	100,000	-	-	-	(50,000)	(50,000)	-
<b>CASH FLOW ADJUSTMENTS</b>							
<b>OPERATING ACTIVITIES</b>							
Example - Add Back Depreciation	-	-	-	-	-	-	-
Other	-	-	-	-	-	-	-
<b>Total Operating Activities</b>	-	-	-	-	-	-	-
<b>INVESTMENT ACTIVITIES</b>							
Example - Subtract Property and Equipment Expenditures	-	-	-	-	-	-	-
Other	-	-	-	-	-	-	-
<b>Total Investment Activities</b>	-	-	-	-	-	-	-
<b>FINANCING ACTIVITIES</b>							
Example - Add Expected Proceeds from a Loan or Line of Credit	-	-	-	-	-	-	-
Other	-	-	-	-	-	-	-
<b>Total Financing Activities</b>	-	-	-	-	-	-	-
<b>Total Cash Flow Adjustments</b>	-	-	-	-	-	-	-
<b>NET INCOME</b>	100,000	-	-	-	(50,000)	(50,000)	-
<b>Beginning Cash Balance</b>	-	-	-	-	-	-	-
<b>ENDING CASH BALANCE</b>	100,000	-	-	-	(50,000)	(50,000)	-



Application in Support of the Establishment of Boys Latin of Queens Charter School  
Attachment 17 - Budget and Cash Flow Template

Boys' Latin Charter School PROJECTED BUDGET / OPERATING PLAN FOR YEAR ONE July 1, 2012 to June 30, 2013							DESCRIPTION OF ASSUMPTIONS
<b>Total Revenue</b>	2,596,536	-	-	-	-	2,596,536	
<b>Total Expenses</b>	2,014,800	-	-	-	262,300	2,277,100	
<b>Net Income</b>	581,736	-	-	-	(262,300)	319,436	
<b>Actual Student Enrollment</b>	150	-	-	-	-	150	
<b>Total Paid Student Enrollment</b>	150	-	-	-	-	150	
	PROGRAM SERVICES			SUPPORT SERVICES			
	REGULAR EDUCATION	SPECIAL EDUCATION	OTHER	FUNDRAISING	MANAGEMENT & GENERAL	TOTAL	
<b>LOCAL and OTHER REVENUE</b>							
Contributions and Donations	-	-	-	-	-	-	
Fundraising	-	-	-	-	-	-	
Erate Reimbursement	-	-	-	-	-	-	
Earnings on Investments	-	-	-	-	-	-	
Interest Income	-	-	-	-	-	-	
Food Service (Income from meals)	-	-	-	-	-	-	
Text Book	-	-	-	-	-	-	
OTHER	5,000	-	-	-	-	5,000	
TOTAL REVENUE FROM LOCAL and OTHER SOURCES	5,000	-	-	-	-	5,000	
<b>TOTAL REVENUE</b>	<b>2,596,536</b>	-	-	-	-	<b>2,596,536</b>	
<b>EXPENSES</b>							
<b>ADMINISTRATIVE STAFF PERSONNEL COSTS</b>	No. of Positions						
Executive Management	1.00	135,000	-	-	-	135,000	
Instructional Management	-	-	-	-	-	-	
Deans, Directors & Coordinators	1.00	80,000	-	-	-	80,000	Directory of Curriculum and Instruction
CFO / Director of Finance	-	-	-	-	-	-	
Operation / Business Manager	1.00	-	-	-	65,000	65,000	
Administrative Staff	1.00	-	-	-	30,000	30,000	
TOTAL ADMINISTRATIVE STAFF	4.00	215,000	-	-	95,000	310,000	
<b>INSTRUCTIONAL PERSONNEL COSTS</b>							
Teachers - Regular	8.00	440,000	-	-	-	440,000	
Teachers - SPED	1.00	45,000	-	-	-	45,000	
Substitute Teachers	-	-	-	-	-	-	
Teaching Assistants	-	-	-	-	-	-	
Specialty Teachers	2.00	100,000	-	-	-	100,000	
Aides	-	-	-	-	-	-	
Therapists & Counselors	-	-	-	-	-	-	
Other	2.5	137,500	-	-	-	137,500	
TOTAL INSTRUCTIONAL	11.00	722,500	-	-	-	722,500	
<b>NON-INSTRUCTIONAL PERSONNEL COSTS</b>							
Nurse	-	-	-	-	55,000	55,000	
Librarian	-	-	-	-	-	-	
Custodian	-	-	-	-	35,000	35,000	
Security	-	-	-	-	30,000	30,000	
Other	-	-	-	-	-	-	
TOTAL NON-INSTRUCTIONAL	-	-	-	-	120,000	120,000	
<b>SUBTOTAL PERSONNEL SERVICE COSTS</b>	15.00	937,500	-	-	215,000	1,152,500	
<b>PAYROLL TAXES AND BENEFITS</b>							
Payroll Taxes	-	84,375	-	-	19,350	103,725	
Fringe / Employee Benefits	-	121,875	-	-	27,950	149,825	
Retirement / Pension	-	-	-	-	-	-	
TOTAL PAYROLL TAXES AND BENEFITS	-	206,250	-	-	47,300	253,550	
<b>TOTAL PERSONNEL SERVICE COSTS</b>	15.00	1,143,750	-	-	262,300	1,406,050	



Application in Support of the Establishment of Boys Latin of Queens Charter School  
Attachment 17 - Budget and Cash Flow Template

Boys' Latin Charter School PROJECTED BUDGET / OPERATING PLAN FOR YEAR ONE July 1, 2012 to June 30, 2013							DESCRIPTION OF ASSUMPTIONS
<b>Total Revenue</b>	2,596,536	-	-	-	-	2,596,536	
<b>Total Expenses</b>	2,014,800	-	-	-	262,300	2,277,100	
<b>Net Income</b>	581,736	-	-	-	(262,300)	319,436	
<b>Actual Student Enrollment</b>	150	-	-	-	-	150	
<b>Total Paid Student Enrollment</b>	150	-	-	-	-	150	
	PROGRAM SERVICES			SUPPORT SERVICES			
	REGULAR EDUCATION	SPECIAL EDUCATION	OTHER	FUNDRAISING	MANAGEMENT & GENERAL	TOTAL	
<b>FACILITY OPERATION &amp; MAINTENANCE</b>							
Insurance	35,000	-	-	-	-	35,000	
Janitorial	-	-	-	-	-	-	
Building and Land Rent / Lease	217,600	-	-	-	-	217,600	
Repairs & Maintenance	5,000	-	-	-	-	5,000	
Equipment / Furniture	-	-	-	-	-	-	
Security	15,000	-	-	-	-	15,000	
Utilities	24,800	-	-	-	-	24,800	
<b>TOTAL FACILITY OPERATION &amp; MAINTENANCE</b>	297,400	-	-	-	-	297,400	
<b>DEPRECIATION &amp; AMORTIZATION</b>	57,650	-	-	-	-	57,650	
<b>DISSOLUTION ESCROW &amp; RESERVES / CONTINGENCY</b>	-	-	-	-	-	-	
<b>TOTAL EXPENSES</b>	2,014,800	-	-	-	262,300	2,277,100	
<b>NET INCOME</b>	581,736	-	-	-	(262,300)	319,436	
<b>ENROLLMENT - *School Districts Are Linked To Above Entries*</b>							
NYCDOE	150	-	-	-	-	150	
School District 2 (Enter Name)	-	-	-	-	-	-	
School District 3 (Enter Name)	-	-	-	-	-	-	
School District 4 (Enter Name)	-	-	-	-	-	-	
School District 5 (Enter Name)	-	-	-	-	-	-	
School District 6 (Enter Name)	-	-	-	-	-	-	
School District 7 (Enter Name)	-	-	-	-	-	-	
School District 8 (Enter Name)	-	-	-	-	-	-	
School District 9 (Enter Name)	-	-	-	-	-	-	
School District 10 (Enter Name)	-	-	-	-	-	-	
School District 11 (Enter Name)	-	-	-	-	-	-	
School District 12 (Enter Name)	-	-	-	-	-	-	
School District 13 (Enter Name)	-	-	-	-	-	-	
School District 14 (Enter Name)	-	-	-	-	-	-	
School District 15 (Enter Name)	-	-	-	-	-	-	
School District - ALL OTHER	-	-	-	-	-	-	
<b>TOTAL ENROLLMENT</b>	150	-	-	-	-	150	
<b>REVENUE PER PUPIL</b>	17,310	-	-	-	-	17,310	
<b>EXPENSES PER PUPIL</b>	13,432	-	-	-	-	15,181	

Application in Support of the Establishment of Boys Latin of Queens Charter School  
Attachment 17 - Budget and Cash Flow Template

Boys' Latin Charter School PROJECTED CASH FLOW FOR YEAR ONE OF OPERATIONS July 1, 2012 to June 30, 2013													
	July	August	September	October	November	December	January	February	March	April	May	June	TOTAL
<b>Total Revenue</b>	345,175	207,000	345,175	7,000	345,175	7,000	361,875	7,000	345,175	32,050	345,175	48,740	2,396,536
<b>Total Expenses</b>	97,376	111,019	187,304	187,309	187,306	219,918	187,306	187,308	187,306	187,304	187,302	350,343	2,277,100
<b>Net Income</b>	247,798	95,980	157,871	(180,309)	157,869	(212,919)	174,569	(180,308)	157,869	(155,254)	157,873	(301,604)	119,436
<b>Cash Flow Adjustments</b>	4,804	4,804	4,804	4,804	4,804	4,804	4,804	4,804	4,804	4,804	4,804	4,806	57,650
<b>Beginning Cash Balance</b>	-	-	-	-	-	-	-	-	-	-	-	-	-
<b>Net Income</b>	252,602	100,784	162,675	(175,505)	162,673	(208,115)	179,373	(175,504)	162,673	(150,450)	162,677	(296,798)	177,086
<b>REVENUE</b>	<b>* Total Column (Column U) for all lines other than Cash Flow Adjustments should equal the Total Column (Column N) on tab '4.' Year Budget &amp; Assumptions'.</b>												
<b>REVENUES FROM STATE SOURCES</b>													
Per Pupil Revenue	CY Per Pupil Rate												
NYCDOE	13,527												
School District 2 (Enter Name)	-	-	-	-	-	-	-	-	-	-	-	-	-
School District 3 (Enter Name)	-	-	-	-	-	-	-	-	-	-	-	-	-
School District 4 (Enter Name)	-	-	-	-	-	-	-	-	-	-	-	-	-
School District 5 (Enter Name)	-	-	-	-	-	-	-	-	-	-	-	-	-
School District 6 (Enter Name)	-	-	-	-	-	-	-	-	-	-	-	-	-
School District 7 (Enter Name)	-	-	-	-	-	-	-	-	-	-	-	-	-
School District 8 (Enter Name)	-	-	-	-	-	-	-	-	-	-	-	-	-
School District 9 (Enter Name)	-	-	-	-	-	-	-	-	-	-	-	-	-
School District 10 (Enter Name)	-	-	-	-	-	-	-	-	-	-	-	-	-
School District 11 (Enter Name)	-	-	-	-	-	-	-	-	-	-	-	-	-
School District 12 (Enter Name)	-	-	-	-	-	-	-	-	-	-	-	-	-
School District 13 (Enter Name)	-	-	-	-	-	-	-	-	-	-	-	-	-
School District 14 (Enter Name)	-	-	-	-	-	-	-	-	-	-	-	-	-
School District 15 (Enter Name)	-	-	-	-	-	-	-	-	-	-	-	-	-
School District - ALL OTHER	-	-	-	-	-	-	-	-	-	-	-	-	-
TOTAL Per Pupil Revenue (Average Districts Per Pupil Funding)	13,527												
Special Education Revenue	338,175	-	338,175	-	338,175	-	338,175	-	338,175	-	338,175	-	2,029,050
Grants													
Stimulus	749	749	749	749	749	749	749	749	749	749	749	747	8,986
DYCD (Department of Youth and Community Developmt.)	-	-	-	-	-	-	-	-	-	-	-	-	-
Other	-	-	-	-	-	-	-	-	-	-	-	-	-
Other	-	-	-	-	-	-	-	-	-	-	-	-	-
<b>TOTAL REVENUE FROM STATE SOURCES</b>	338,924	749	338,924	749	338,924	749	338,924	749	338,924	749	338,924	747	2,038,036

Application in Support of the Establishment of Boys Latin of Queens Charter School  
Attachment 17 - Budget and Cash Flow Template

**Boys' Latin Charter School**  
**PROJECTED CASH FLOW FOR YEAR ONE OF OPERATIONS**  
July 1, 2012 to June 30, 2013

<b>Total Revenue</b>	345,175	207,000	345,175	7,000	345,175	7,000	361,875	7,000	345,175	32,050	345,175	48,740	2,396,536
<b>Total Expenses</b>	97,376	111,019	187,304	187,309	187,306	219,918	187,306	187,308	187,306	187,304	187,302	350,343	2,277,100
<b>Net Income</b>	247,798	95,980	157,871	(180,309)	157,869	(212,919)	174,569	(180,308)	157,869	(155,254)	157,873	(301,604)	119,436
<b>Cash Flow Adjustments</b>	4,804	4,804	4,804	4,804	4,804	4,804	4,804	4,804	4,804	4,804	4,804	4,806	57,650
<b>Beginning Cash Balance</b>	-	-	-	-	-	-	-	-	-	-	-	-	-
<b>Net Income</b>	252,602	100,784	162,675	(175,505)	162,673	(208,115)	179,373	(175,504)	162,673	(150,450)	162,677	(296,798)	177,086

	July	August	September	October	November	December	January	February	March	April	May	June	TOTAL
<b>REVENUE FROM FEDERAL FUNDING</b>													
IDEA Special Needs	417	417	417	417	417	417	417	417	417	417	417	413	5,000
Title I	-	-	-	-	-	-	16,700	-	-	25,050	-	41,750	83,500
Title Funding - Other	417	417	417	417	417	417	417	417	417	417	417	413	5,000
School Food Service (Free Lunch)	5,000	5,000	5,000	5,000	5,000	5,000	5,000	5,000	5,000	5,000	5,000	5,000	60,000
Grants													
Charter School Program (CSP) Planning & Implementation	-	200,000	-	-	-	-	-	-	-	-	-	-	200,000
Other	-	-	-	-	-	-	-	-	-	-	-	-	-
Other	-	-	-	-	-	-	-	-	-	-	-	-	-
<b>TOTAL REVENUE FROM FEDERAL SOURCES</b>	5,834	205,834	5,834	5,834	5,834	5,834	22,534	5,834	5,834	30,884	5,834	47,576	353,500
<b>LOCAL and OTHER REVENUE</b>													
Contributions and Donations	-	-	-	-	-	-	-	-	-	-	-	-	-
Fundraising	-	-	-	-	-	-	-	-	-	-	-	-	-
Erate Reimbursement	-	-	-	-	-	-	-	-	-	-	-	-	-
Earnings on Investments	-	-	-	-	-	-	-	-	-	-	-	-	-
Interest Income	-	-	-	-	-	-	-	-	-	-	-	-	-
Food Service (Income from meals)	-	-	-	-	-	-	-	-	-	-	-	-	-
Text Book	-	-	-	-	-	-	-	-	-	-	-	-	-
OTHER	417	417	417	417	417	417	417	417	417	417	417	417	5,000
<b>TOTAL REVENUE FROM LOCAL and OTHER SOURCES</b>	417	417	417	417	417	417	417	417	417	417	417	417	5,000
<b>TOTAL REVENUE</b>	345,175	207,000	345,175	7,000	345,175	7,000	361,875	7,000	345,175	32,050	345,175	48,740	2,396,536

**EXPENSES**

	No. of Positions	July	August	September	October	November	December	January	February	March	April	May	June	TOTAL
<b>ADMINISTRATIVE STAFF PERSONNEL COSTS</b>														
Executive Management	1.00	11,250	11,250	11,250	11,250	11,250	11,250	11,250	11,250	11,250	11,250	11,250	11,250	135,000
Instructional Management	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Deans, Directors & Coordinators	1.00	6,667	6,667	6,666	6,667	6,666	6,667	6,666	6,667	6,666	6,667	6,667	6,667	80,000
CFO / Director of Finance	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Operation / Business Manager	1.00	5,417	5,417	5,417	5,417	5,417	5,417	5,417	5,417	5,417	5,417	5,417	5,413	65,000
Administrative Staff	1.00	2,500	2,500	2,500	2,500	2,500	2,500	2,500	2,500	2,500	2,500	2,500	2,500	30,000
<b>TOTAL ADMINISTRATIVE STAFF</b>	4.00	25,834	25,834	25,833	25,834	25,833	25,834	25,833	25,834	25,833	25,834	25,834	25,830	310,000
<b>INSTRUCTIONAL PERSONNEL COSTS</b>														
Teachers - Regular	8.00	-	-	38,077	38,077	38,077	57,115	38,077	38,077	38,077	38,077	38,077	133,269	495,000
Teachers - SPED	1.00	-	-	3,462	3,462	3,462	5,192	3,462	3,462	3,462	3,462	3,462	12,112	45,000
Substitute Teachers	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Teaching Assistants	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Specialty Teachers	2.00	-	-	7,692	7,692	7,692	11,538	7,692	7,692	7,692	7,692	7,692	26,926	100,000
Aides	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Therapists & Counselors	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Other	2.5	-	-	8,250	8,250	8,250	8,250	8,250	8,250	8,250	8,250	8,250	8,250	82,500
<b>TOTAL INSTRUCTIONAL</b>	11.00	-	-	57,481	57,481	57,481	82,095	57,481	57,481	57,481	57,481	57,481	180,557	722,500

Application in Support of the Establishment of Boys Latin of Queens Charter School  
Attachment 17 - Budget and Cash Flow Template

Boys' Latin Charter School PROJECTED CASH FLOW FOR YEAR ONE OF OPERATIONS July 1, 2012 to June 30, 2013													
	July	August	September	October	November	December	January	February	March	April	May	June	TOTAL
<b>Total Revenue</b>	345,175	207,000	345,175	7,000	345,175	7,000	361,875	7,000	345,175	32,050	345,175	48,740	2,396,536
<b>Total Expenses</b>	97,376	111,019	187,304	187,309	187,306	219,918	187,306	187,308	187,306	187,304	187,302	350,343	2,277,100
<b>Net Income</b>	247,798	95,980	157,871	(180,309)	157,869	(212,919)	174,569	(180,308)	157,869	(155,254)	157,873	(301,604)	119,436
<b>Cash Flow Adjustments</b>	4,804	4,804	4,804	4,804	4,804	4,804	4,804	4,804	4,804	4,804	4,804	4,806	57,650
<b>Beginning Cash Balance</b>	-	-	-	-	-	-	-	-	-	-	-	-	-
<b>Net Income</b>	252,602	100,784	162,675	(175,505)	162,673	(208,115)	179,373	(175,504)	162,673	(150,450)	162,677	(296,798)	177,086
	July	August	September	October	November	December	January	February	March	April	May	June	TOTAL
<b>NON-INSTRUCTIONAL PERSONNEL COSTS</b>													
Nurse	-	-	4,231	4,231	4,231	6,346	4,231	4,231	4,231	4,231	4,231	14,806	55,000
Librarian	-	-	-	-	-	-	-	-	-	-	-	-	-
Custodian	-	2,917	2,917	2,917	2,917	2,917	2,917	2,917	2,917	2,917	2,917	2,913	35,000
Security	-	2,500	2,500	2,500	2,500	2,500	2,500	2,500	2,500	2,500	2,500	2,500	30,000
Other	-	-	-	-	-	-	-	-	-	-	-	-	-
<b>TOTAL NON-INSTRUCTIONAL</b>	-	5,417	5,417	9,648	9,648	9,648	11,763	9,648	9,648	9,648	9,648	20,219	120,000
<b>SUBTOTAL PERSONNEL SERVICE COSTS</b>	15.00	31,251	31,251	92,962	92,963	92,962	119,692	92,962	92,963	92,962	92,963	226,606	1,152,500
<b>PAYROLL TAXES AND BENEFITS</b>													
Payroll Taxes		2,813	2,813	8,367	8,367	8,367	10,772	8,367	8,367	8,367	8,367	20,395	103,725
Fringe / Employee Benefits		4,063	4,063	12,085	12,085	12,085	15,560	12,085	12,085	12,085	12,085	29,459	149,825
Retirement / Pension		-	-	-	-	-	-	-	-	-	-	-	-
<b>TOTAL PAYROLL TAXES AND BENEFITS</b>		6,875	6,875	20,452	20,452	20,452	26,332	20,452	20,452	20,452	20,452	49,853	253,550
<b>TOTAL PERSONNEL SERVICE COSTS</b>	15.00	38,126	38,126	113,414	113,415	113,414	146,024	113,414	113,415	113,414	113,415	276,459	1,406,050
<b>CONTRACTED SERVICES</b>													
Accounting / Audit		1,250	1,250	1,250	1,250	1,250	1,250	1,250	1,250	1,250	1,250	1,250	15,000
Legal		416	417	416	417	416	417	417	417	417	417	416	5,000
Management Company Fee		-	-	-	-	-	-	-	-	-	-	-	-
Nurse Services		-	-	-	-	-	-	-	-	-	-	-	-
Food Service / School Lunch		5,000	5,000	5,000	5,000	5,000	5,000	5,000	5,000	5,000	5,000	5,000	60,000
Payroll Services		417	417	417	417	417	417	417	417	417	417	413	5,000
Special Ed Services		-	-	-	-	-	-	-	-	-	-	-	-
Titement Services (i.e. Title I)		-	-	-	-	-	-	-	-	-	-	-	-
Other Purchased / Professional / Consulting		-	13,636	13,637	13,636	13,637	13,636	13,637	13,636	13,637	13,636	13,636	150,000
<b>TOTAL CONTRACTED SERVICES</b>		7,083	20,720	20,720	20,720	20,720	20,720	20,721	20,720	20,721	20,720	20,715	235,000

Application in Support of the Establishment of Boys Latin of Queens Charter School  
Attachment 17 - Budget and Cash Flow Template

<b>Boys' Latin Charter School</b>													
<b>PROJECTED CASH FLOW FOR YEAR ONE OF OPERATIONS</b>													
<b>July 1, 2012 to June 30, 2013</b>													
	345,175	207,000	345,175	7,000	345,175	7,000	361,875	7,000	345,175	32,050	345,175	48,740	2,396,536
<b>Total Revenue</b>													
<b>Total Expenses</b>	97,376	111,019	187,304	187,309	187,306	219,918	187,306	187,308	187,306	187,304	187,302	350,343	2,277,100
<b>Net Income</b>	247,798	95,980	157,871	(180,309)	157,869	(212,919)	174,569	(180,308)	157,869	(155,254)	157,873	(301,604)	119,436
<b>Cash Flow Adjustments</b>	4,804	4,804	4,804	4,804	4,804	4,804	4,804	4,804	4,804	4,804	4,804	4,806	57,650
<b>Beginning Cash Balance</b>	-	-	-	-	-	-	-	-	-	-	-	-	-
<b>Net Income</b>	252,602	100,784	162,675	(175,505)	162,673	(208,115)	179,373	(175,504)	162,673	(150,450)	162,677	(296,798)	177,086
	July	August	September	October	November	December	January	February	March	April	May	June	TOTAL
<b>SCHOOL OPERATIONS</b>													
Board Expenses	417	417	417	417	417	417	417	417	417	417	417	413	5,000
Classroom / Teaching Supplies & Materials	3,333	3,333	3,334	3,334	3,334	3,334	3,333	3,333	3,333	3,333	3,333	3,333	40,000
Special Ed Supplies & Materials	-	-	-	-	-	-	-	-	-	-	-	-	-
Textbooks / Workbooks	6,250	6,250	6,250	6,250	6,250	6,250	6,250	6,250	6,250	6,250	6,250	6,250	75,000
Supplies & Materials other	2,500	2,500	2,500	2,500	2,500	2,500	2,500	2,500	2,500	2,500	2,500	2,500	30,000
Equipment / Furniture	833	834	833	834	833	834	833	834	833	833	833	833	10,000
Telephone	833	834	833	834	833	834	833	834	833	833	833	833	10,000
Technology	2,500	2,500	2,500	2,500	2,500	2,500	2,500	2,500	2,500	2,500	2,500	2,500	30,000
Student Testing & Assessment	666	667	667	667	667	667	667	667	667	666	666	666	8,000
Field Trips	250	250	250	250	250	250	250	250	250	250	250	250	3,000
Transportation (student)	-	-	1,000	1,000	1,000	1,000	1,000	1,000	1,000	1,000	1,000	1,000	10,000
Student Services - other	-	-	-	-	-	-	-	-	-	-	-	-	-
Office Expense	-	-	-	-	-	-	-	-	-	-	-	-	-
Staff Development	2,083	2,084	2,083	2,084	2,083	2,084	2,083	2,084	2,083	2,083	2,083	2,083	25,000
Staff Recruitment	833	833	833	833	833	833	833	833	833	833	833	837	10,000
Student Recruitment / Marketing	833	833	833	833	833	833	833	833	833	833	833	837	10,000
School Meals / Lunch	833	833	833	833	833	833	833	833	833	833	833	837	10,000
Travel (Staff)	416	417	416	417	417	417	417	417	417	417	416	416	5,000
Fundraising	-	-	-	-	-	-	-	-	-	-	-	-	-
Other	-	-	-	-	-	-	-	-	-	-	-	-	-
<b>TOTAL SCHOOL OPERATIONS</b>	22,580	22,585	23,582	23,586	23,583	23,586	23,582	23,585	23,582	23,581	23,580	23,588	281,000
<b>FACILITY OPERATION &amp; MAINTENANCE</b>													
Insurance	2,917	2,917	2,917	2,917	2,917	2,917	2,917	2,917	2,917	2,917	2,917	2,913	35,000
Janitorial	-	-	-	-	-	-	-	-	-	-	-	-	-
Building and Land Rent / Lease	18,133	18,133	18,134	18,133	18,134	18,133	18,134	18,133	18,134	18,133	18,133	18,133	217,600
Repairs & Maintenance	416	417	416	417	417	417	417	417	417	417	416	416	5,000
Equipment / Furniture	-	-	-	-	-	-	-	-	-	-	-	-	-
Security	1,250	1,250	1,250	1,250	1,250	1,250	1,250	1,250	1,250	1,250	1,250	1,250	15,000
Utilities	2,067	2,067	2,067	2,067	2,067	2,067	2,067	2,067	2,067	2,067	2,067	2,063	24,800
<b>TOTAL FACILITY OPERATION &amp; MAINTENANCE</b>	24,783	24,784	24,784	24,784	24,785	24,784	24,785	24,784	24,785	24,784	24,783	24,775	297,400
<b>DEPRECIATION &amp; AMORTIZATION</b>													
	4,804	4,804	4,804	4,804	4,804	4,804	4,804	4,804	4,804	4,804	4,804	4,806	57,650
<b>DISSOLUTION ESCROW &amp; RESERVES / CONTINGENCY</b>													
	-	-	-	-	-	-	-	-	-	-	-	-	-
<b>TOTAL EXPENSES</b>	97,376	111,019	187,304	187,309	187,306	219,918	187,306	187,308	187,306	187,304	187,302	350,343	2,277,100
<b>NET INCOME</b>	247,798	95,980	157,871	(180,309)	157,869	(212,919)	174,569	(180,308)	157,869	(155,254)	157,873	(301,604)	119,436

Application in Support of the Establishment of Boys Latin of Queens Charter School  
Attachment 17 - Budget and Cash Flow Template

<b>Boys' Latin Charter School</b>													
<b>PROJECTED CASH FLOW FOR YEAR ONE OF OPERATIONS</b>													
July 1, 2012 to June 30, 2013													
	July	August	September	October	November	December	January	February	March	April	May	June	TOTAL
<b>Total Revenue</b>	345,175	207,000	345,175	7,000	345,175	7,000	361,875	7,000	345,175	32,050	345,175	48,740	2,396,536
<b>Total Expenses</b>	97,376	111,019	187,304	187,309	187,306	219,918	187,306	187,308	187,306	187,304	187,302	350,343	2,277,100
<b>Net Income</b>	247,798	95,980	157,871	(180,309)	157,869	(212,919)	174,569	(180,308)	157,869	(155,254)	157,873	(301,604)	119,436
<b>Cash Flow Adjustments</b>	4,804	4,804	4,804	4,804	4,804	4,804	4,804	4,804	4,804	4,804	4,804	4,806	57,650
<b>Beginning Cash Balance</b>	-	-	-	-	-	-	-	-	-	-	-	-	-
<b>Net Income</b>	252,602	100,784	162,675	(175,505)	162,673	(208,115)	179,373	(175,504)	162,673	(150,450)	162,677	(296,798)	177,086
<b>CASH FLOW ADJUSTMENTS</b>													
<b>OPERATING ACTIVITIES</b>													
Example - Add Back Depreciation	4,804	4,804	4,804	4,804	4,804	4,804	4,804	4,804	4,804	4,804	4,804	4,806	57,650
Other	-	-	-	-	-	-	-	-	-	-	-	-	-
<b>Total Operating Activities</b>	4,804	4,804	4,804	4,804	4,804	4,804	4,804	4,804	4,804	4,804	4,804	4,806	57,650
<b>INVESTMENT ACTIVITIES</b>													
Example - Subtract Property and Equipment Expenditures	-	-	-	-	-	-	-	-	-	-	-	-	-
Other	-	-	-	-	-	-	-	-	-	-	-	-	-
<b>Total Investment Activities</b>	-	-	-	-	-	-	-	-	-	-	-	-	-
<b>FINANCING ACTIVITIES</b>													
Example - Add Expected Proceeds from a Loan or Line of Credit	-	-	-	-	-	-	-	-	-	-	-	-	-
Other	-	-	-	-	-	-	-	-	-	-	-	-	-
<b>Total Financing Activities</b>	-	-	-	-	-	-	-	-	-	-	-	-	-
<b>Total Cash Flow Adjustments</b>	4,804	4,804	4,804	4,804	4,804	4,804	4,804	4,804	4,804	4,804	4,804	4,806	57,650
<b>NET INCOME</b>	252,602	100,784	162,675	(175,505)	162,673	(208,115)	179,373	(175,504)	162,673	(150,450)	162,677	(296,798)	177,086
<b>Beginning Cash Balance</b>	-	-	-	-	-	-	-	-	-	-	-	-	-
<b>ENDING CASH BALANCE</b>	252,602	100,784	162,675	(175,505)	162,673	(208,115)	179,373	(175,504)	162,673	(150,450)	162,677	(296,798)	177,086

Application in Support of the Establishment of Boys Latin of Queens Charter School  
Attachment 17 - Budget and Cash Flow Template

Boys' Latin Charter School PROJECTED BUDGET / OPERATING PLAN FOR INITIAL CHARTER PERIOD						DESCRIPTION OF ASSUMPTIONS
*NOTE: If a Planning Year is Taken in the Beginning of the Charter, the Charter Will Be Extended to Encompass Five Years of Operation. Projected Five Year Budget on this Tab Should Be For the First Five Years of Actual Operations.						
<b>Total Revenue</b>	2,596,536	3,464,801	4,521,788	5,316,629	6,322,749	
<b>Total Expenses</b>	2,314,250	2,883,110	3,881,035	4,357,823	5,064,099	
<b>Net Income (Before Cash Flow Adjustments)</b>	282,286	581,691	640,753	958,806	1,258,650	
<b>Actual Student Enrollment</b>	150	219	291	363	432	
<b>Total Paid Student Enrollment</b>			-	-	-	
	<b>Year 1</b>	<b>Year 2</b>	<b>Year 3</b>	<b>Year 4</b>	<b>Year 5</b>	
	<b>2012</b>	<b>2013</b>	<b>2014</b>	<b>2015</b>	<b>2016</b>	
	<b>*Year 1 should tie to Totals for Year 1 on Tabs 4 and 5</b>					
<b>REVENUE</b>	<b>Per Pupil Revenue Percentage Increase</b>					
<b>REVENUES FROM STATE SOURCES</b>	<b>0.0%</b>	<b>0.0%</b>	<b>0.0%</b>	<b>0.0%</b>	<b>0.0%</b>	
Per Pupil Revenue	<b>CY Per Pupil Rate</b>					
NYCDOE	13,527					
School District 2 (Enter Name)	-	-	-	-	-	
School District 3 (Enter Name)	-	-	-	-	-	
School District 4 (Enter Name)	-	-	-	-	-	
School District 5 (Enter Name)	-	-	-	-	-	
School District 6 (Enter Name)	-	-	-	-	-	
School District 7 (Enter Name)	-	-	-	-	-	
School District 8 (Enter Name)	-	-	-	-	-	
School District 9 (Enter Name)	-	-	-	-	-	
School District 10 (Enter Name)	-	-	-	-	-	
School District 11 (Enter Name)	-	-	-	-	-	
School District 12 (Enter Name)	-	-	-	-	-	
School District 13 (Enter Name)	-	-	-	-	-	
School District 14 (Enter Name)	-	-	-	-	-	
School District 15 (Enter Name)	-	-	-	-	-	
School District - ALL OTHER	-	-	-	-	-	
TOTAL Per Pupil Revenue (Average Districts Per Pupil Funding)	13,527					
Special Education Revenue	-	-	-	-	-	
Grants						
Stimulus	8,986	17,971	26,957	26,957	26,957	
DYCD (Department of Youth and Community Developm.)	200,000	53,160	53,160	-	-	
Other	-	-	-	-	-	
Other	-	-	-	-	-	
<b>TOTAL REVENUE FROM STATE SOURCES</b>	<b>2,238,036</b>	<b>3,033,544</b>	<b>4,016,474</b>	<b>4,937,258</b>	<b>5,870,621</b>	
<b>REVENUE FROM FEDERAL FUNDING</b>						
IDEA Special Needs	5,000	5,000	5,000	5,000	5,000	
Title I	83,500	126,357	169,214	212,071	254,928	
Title Funding - Other	5,000	7,300	9,700	12,100	14,400	
School Food Service (Free Lunch)	60,000	87,600	116,400	145,200	172,800	
Grants						
Charter School Program (CSP) Planning & Implementation	200,000	200,000	200,000	-	-	
Other	-	-	-	-	-	
Other	-	-	-	-	-	
<b>TOTAL REVENUE FROM FEDERAL SOURCES</b>	<b>353,500</b>	<b>426,257</b>	<b>500,314</b>	<b>374,371</b>	<b>447,128</b>	
<b>LOCAL and OTHER REVENUE</b>						
Contributions and Donations	-	-	-	-	-	
Fundraising	-	-	-	-	-	
Erate Reimbursement	-	-	-	-	-	
Earnings on Investments	-	-	-	-	-	
Interest Income	-	-	-	-	-	
Food Service (Income from meals)	-	-	-	-	-	
Text Book	-	-	-	-	-	
OTHER	5,000	5,000	5,000	5,000	5,000	
<b>TOTAL REVENUE FROM LOCAL and OTHER SOURCES</b>	<b>5,000</b>	<b>5,000</b>	<b>5,000</b>	<b>5,000</b>	<b>5,000</b>	
<b>TOTAL REVENUE</b>	<b>2,596,536</b>	<b>3,464,801</b>	<b>4,521,788</b>	<b>5,316,629</b>	<b>6,322,749</b>	

Application in Support of the Establishment of Boys Latin of Queens Charter School  
Attachment 17 - Budget and Cash Flow Template

Boys' Latin Charter School PROJECTED BUDGET / OPERATING PLAN FOR INITIAL CHARTER PERIOD						DESCRIPTION OF ASSUMPTIONS
*NOTE: If a Planning Year is Taken in the Beginning of the Charter, the Charter Will Be Extended to Encompass Five Years of Operation. Projected Five Year Budget on this Tab Should Be For the First Five Years of Actual Operations.						
	2012	2013	2014	2015	2016	
<b>Total Revenue</b>	2,596,536	3,464,801	4,521,788	5,316,629	6,322,749	
<b>Total Expenses</b>	2,314,250	2,883,110	3,881,035	4,357,823	5,064,099	
<b>Net Income (Before Cash Flow Adjustments)</b>	282,286	581,691	640,753	958,806	1,258,650	
<b>Actual Student Enrollment</b>	150	219	291	363	432	
<b>Total Paid Student Enrollment</b>						
	<b>Year 1</b>	<b>Year 2</b>	<b>Year 3</b>	<b>Year 4</b>	<b>Year 5</b>	
	<b>2012</b>	<b>2013</b>	<b>2014</b>	<b>2015</b>	<b>2016</b>	
<b>EXPENSES</b>						
<b>ADMINISTRATIVE STAFF PERSONNEL COSTS</b>						
	No. of Positions					
Executive Management	1.00	135,000	140,400	241,016	250,657	260,683
Instructional Management	-	-	-	-	-	-
Deans, Directors & Coordinators	-	80,000	83,200	166,528	173,189	180,117
CFO / Director of Finance	-	-	-	-	-	-
Operation / Business Manager	1.00	65,000	67,600	70,304	73,116	76,041
Administrative Staff	1.00	30,000	31,200	32,448	33,746	35,096
<b>TOTAL ADMINISTRATIVE STAFF</b>	<b>3.00</b>	<b>310,000</b>	<b>322,400</b>	<b>510,296</b>	<b>530,708</b>	<b>551,936</b>
<b>INSTRUCTIONAL PERSONNEL COSTS</b>						
Teachers - Regular	8.00	440,000	677,600	924,704	1,181,692	1,448,960
Teachers - SPED	1.00	45,000	46,800	93,672	97,419	146,316
Substitute Teachers	-	-	-	-	-	-
Teaching Assistants	-	-	-	-	-	-
Specialty Teachers	2.00	100,000	154,000	208,000	271,320	271,320
Aides	-	-	-	-	-	-
Therapists & Counselors	-	-	-	-	-	-
Other	2.50	112,500	162,000	280,980	292,219	393,908
<b>TOTAL INSTRUCTIONAL</b>	<b>13.50</b>	<b>697,500</b>	<b>1,040,400</b>	<b>1,507,356</b>	<b>1,842,650</b>	<b>2,260,503</b>
<b>NON-INSTRUCTIONAL PERSONNEL COSTS</b>						
Nurse	-	55,000	57,200	59,488	61,868	64,342
Librarian	-	-	-	-	-	-
Custodian	-	35,000	36,400	37,856	39,370	40,945
Security	-	30,000	31,200	32,448	33,746	35,096
Other	-	-	-	-	-	-
<b>TOTAL NON-INSTRUCTIONAL</b>	<b>-</b>	<b>120,000</b>	<b>124,800</b>	<b>129,792</b>	<b>134,984</b>	<b>140,383</b>
<b>SUBTOTAL PERSONNEL SERVICE COSTS</b>	<b>16.50</b>	<b>1,127,500</b>	<b>1,487,600</b>	<b>2,147,444</b>	<b>2,508,342</b>	<b>2,952,823</b>
<b>PAYROLL TAXES AND BENEFITS</b>						
Payroll Taxes	-	101,475	133,884	193,270	225,751	265,754
Fringe / Employee Benefits	-	146,575	193,388	279,168	326,084	383,867
Retirement / Pension	-	67,650	89,256	128,847	150,501	177,169
<b>TOTAL PAYROLL TAXES AND BENEFITS</b>	<b>-</b>	<b>315,700</b>	<b>416,528</b>	<b>601,284</b>	<b>702,336</b>	<b>826,790</b>
<b>TOTAL PERSONNEL SERVICE COSTS</b>	<b>16.50</b>	<b>1,443,200</b>	<b>1,904,128</b>	<b>2,748,728</b>	<b>3,210,677</b>	<b>3,779,613</b>
<b>CONTRACTED SERVICES</b>						
Accounting / Audit	-	15,000	15,450	15,759	16,232	16,719
Legal	-	5,000	5,200	5,408	5,624	5,849
Management Company Fee	-	-	-	-	-	-
Nurse Services	-	-	-	-	-	-
Food Service / School Lunch	-	60,000	62,400	64,896	67,492	70,192
Payroll Services	-	5,000	8,240	8,487	8,742	9,004
Special Ed Services	-	-	-	-	-	-
Titlement Services (i.e. Title I)	-	-	-	-	-	-
Other Purchased / Professional / Consulting	-	150,000	225,000	300,000	375,000	450,000
<b>TOTAL CONTRACTED SERVICES</b>	<b>-</b>	<b>235,000</b>	<b>316,290</b>	<b>394,550</b>	<b>473,090</b>	<b>551,764</b>

Assistant Principal added year 3

Director of Curriculum and Instruction 1st yr. add Dean of Students yr.3

8 teachers in the first year. 4 new teachers added each year thereafter  
1 teacher added year 3, 1 added year 5

2 teachers in first year, 1 st added in the 2nd, 3rd, and 4th year

2 teachers in first year, 1 added in the 2nd, 3rd, 4th, and 5th year

401K

Substitutes, temp staff, professional development sessions, consultants

Application in Support of the Establishment of Boys Latin of Queens Charter School  
Attachment 17 - Budget and Cash Flow Template

<b>Boys' Latin Charter School</b>						DESCRIPTION OF ASSUMPTIONS
<b>PROJECTED BUDGET / OPERATING PLAN FOR INITIAL CHARTER PERIOD</b>						
<b>*NOTE: If a Planning Year is Taken in the Beginning of the Charter, the Charter Will Be Extended to Encompass Five Years of Operation. Projected Five Year Budget on this Tab Should Be For the First Five Years of Actual Operations.</b>						
<b>Total Revenue</b>	2,596,536	3,464,801	4,521,788	5,316,629	6,322,749	
<b>Total Expenses</b>	2,314,250	2,883,110	3,881,035	4,357,823	5,064,099	
<b>Net Income (Before Cash Flow Adjustments)</b>	282,286	581,691	640,753	958,806	1,258,650	
<b>Actual Student Enrollment</b>	150	219	291	363	432	
<b>Total Paid Student Enrollment</b>	-	-	-	-	-	
	<b>Year 1</b>	<b>Year 2</b>	<b>Year 3</b>	<b>Year 4</b>	<b>Year 5</b>	
	<b>2012</b>	<b>2013</b>	<b>2014</b>	<b>2015</b>	<b>2016</b>	
<b>SCHOOL OPERATIONS</b>						
Board Expenses	5,000	5,200	5,408	5,624	5,849	
Classroom / Teaching Supplies & Materials	40,000	20,000	20,000	20,000	20,000	
Special Ed Supplies & Materials	-	-	-	-	-	
Textbooks / Workbooks	75,000	50,000	50,000	50,000	50,000	
Supplies & Materials other	30,000	31,200	32,448	33,746	35,096	
Equipment / Furniture	10,000	10,400	10,816	11,249	11,699	
Telephone	10,000	10,400	10,816	11,249	11,699	
Technology	30,000	31,200	32,448	33,746	35,096	
Student Testing & Assessment	8,000	12,000	16,000	2,000	24,000	
Field Trips	3,000	4,500	6,000	7,500	9,000	
Transportation (student)	10,000	15,000	20,000	25,000	30,000	
Student Services - other	-	-	-	-	-	
Office Expense	-	-	-	-	-	
Staff Development	25,000	37,500	50,000	62,500	75,000	
Staff Recruitment	10,000	5,000	5,000	5,000	5,000	
Student Recruitment / Marketing	10,000	5,000	5,000	5,000	5,000	
School Meals / Lunch	10,000	10,400	10,816	11,249	11,699	
Travel (Staff)	5,000	7,500	10,000	12,500	15,000	
Fundraising	-	-	-	-	-	
Other	-	-	-	-	-	
<b>TOTAL SCHOOL OPERATIONS</b>	<b>281,000</b>	<b>255,300</b>	<b>284,752</b>	<b>296,362</b>	<b>344,137</b>	
<b>FACILITY OPERATION &amp; MAINTENANCE</b>						
Insurance	35,000	36,050	37,132	38,245	39,393	
Janitorial	-	-	-	-	-	
Building and Land Rent / Lease	217,600	217,600	217,600	217,600	217,600	
Repairs & Maintenance	5,000	7,500	10,000	12,500	15,000	
Equipment / Furniture	-	-	-	-	-	
Security	15,000	15,450	15,914	16,391	16,883	
Utilities	24,800	25,792	26,824	27,897	29,012	
<b>TOTAL FACILITY OPERATION &amp; MAINTENANCE</b>	<b>297,400</b>	<b>302,392</b>	<b>307,470</b>	<b>312,633</b>	<b>317,888</b>	
<b>DEPRECIATION &amp; AMORTIZATION</b>	<b>57,650</b>	<b>105,000</b>	<b>145,535</b>	<b>65,061</b>	<b>70,697</b>	
<b>DISSOLUTION ESCROW &amp; RESERVES / CONTIGENCY</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>	
<b>TOTAL EXPENSES</b>	<b>2,314,250</b>	<b>2,883,110</b>	<b>3,881,035</b>	<b>4,357,823</b>	<b>5,064,099</b>	
<b>NET INCOME</b>	<b>282,286</b>	<b>581,691</b>	<b>640,753</b>	<b>958,806</b>	<b>1,258,650</b>	

Application in Support of the Establishment of Boys Latin of Queens Charter School  
Attachment 17 - Budget and Cash Flow Template

<b>Boys' Latin Charter School</b>						DESCRIPTION OF ASSUMPTIONS
<b>PROJECTED BUDGET / OPERATING PLAN FOR INITIAL CHARTER PERIOD</b>						
*NOTE: If a Planning Year is Taken in the Beginning of the Charter, the Charter Will Be Extended to Encompass Five Years of Operation. <b>Projected Five Year Budget on this Tab Should Be For the First Five Years of Actual Operations.</b>						
<b>Total Revenue</b>	2,596,536	3,464,801	4,521,788	5,316,629	6,322,749	
<b>Total Expenses</b>	2,314,250	2,883,110	3,881,035	4,357,823	5,064,099	
<b>Net Income (Before Cash Flow Adjustments)</b>	282,286	581,691	640,753	958,806	1,258,650	
<b>Actual Student Enrollment</b>	150	219	291	363	432	
<b>Total Paid Student Enrollment</b>						
	<b>Year 1</b>	<b>Year 2</b>	<b>Year 3</b>	<b>Year 4</b>	<b>Year 5</b>	
	<b>2012</b>	<b>2013</b>	<b>2014</b>	<b>2015</b>	<b>2016</b>	
<b>ENROLLMENT - *School Districts Are Linked To Above Entries*</b>						
NYCDOE	150	219	291	363	432	
School District 2 (Enter Name)	-	-	-	-	-	
School District 3 (Enter Name)	-	-	-	-	-	
School District 4 (Enter Name)	-	-	-	-	-	
School District 5 (Enter Name)	-	-	-	-	-	
School District 6 (Enter Name)	-	-	-	-	-	
School District 7 (Enter Name)	-	-	-	-	-	
School District 8 (Enter Name)	-	-	-	-	-	
School District 9 (Enter Name)	-	-	-	-	-	
School District 10 (Enter Name)	-	-	-	-	-	
School District 11 (Enter Name)	-	-	-	-	-	
School District 12 (Enter Name)	-	-	-	-	-	
School District 13 (Enter Name)	-	-	-	-	-	
School District 14 (Enter Name)	-	-	-	-	-	
School District 15 (Enter Name)	-	-	-	-	-	
School District - ALL OTHER	-	-	-	-	-	
<b>TOTAL ENROLLMENT</b>	<b>150</b>	<b>219</b>	<b>291</b>	<b>363</b>	<b>432</b>	
<b>REVENUE PER PUPIL</b>	<b>17,310</b>	<b>15,821</b>	<b>15,539</b>	<b>14,646</b>	<b>14,636</b>	
<b>EXPENSES PER PUPIL</b>	<b>15,428</b>	<b>13,165</b>	<b>13,337</b>	<b>12,005</b>	<b>11,722</b>	
<b>CASH FLOW ADJUSTMENTS</b>						
<b>OPERATING ACTIVITIES</b>						
Example - Add Back Depreciation	57,650	105,000	145,535	65,061	70,697	
Other	-	-	-	-	-	
Total Operating Activities	57,650	105,000	145,535	65,061	70,697	
<b>INVESTMENT ACTIVITIES</b>						
Example - Subtract Property and Equipment Expenditures	-	-	-	-	-	
Other	-	-	-	-	-	
Total Investment Activities	-	-	-	-	-	
<b>FINANCING ACTIVITIES</b>						
Example - Add Expected Proceeds from a Loan or Line of Credit	-	-	-	-	-	
Other	-	-	-	-	-	
Total Financing Activities	-	-	-	-	-	
<b>Total Cash Flow Adjustments</b>	<b>57,650</b>	<b>105,000</b>	<b>145,535</b>	<b>65,061</b>	<b>70,697</b>	
<b>NET INCOME</b>	<b>339,936</b>	<b>686,691</b>	<b>786,288</b>	<b>1,023,867</b>	<b>1,329,347</b>	
<b>Beginning Cash Balance</b>	-	339,936	1,026,627	1,812,915	2,836,782	
<b>ENDING CASH BALANCE</b>	<b>339,936</b>	<b>1,026,627</b>	<b>1,812,915</b>	<b>2,836,782</b>	<b>4,166,129</b>	