

HERO

H - Horizon

E - Educational

R - Reinvestment

O - Opportunity

CHARTER HIGH SCHOOL FULL APPLICATION

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HERO Phase III: Full Application

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SUMMARY

Horizon Educational Reinvestment Opportunity Charter High School (HERO) is the inspiration of community leaders, parents, educators and all the people whose motivation is to offer an exceptional public alternative high school education in Nassau and western Suffolk counties in a safe, structured and supportive environment that promotes self-discipline. Our mission is to provide high school students a unique quality program that ensures high academic achievement in partnership with family and community, through rigorous college-preparatory and employment programs, while ensuring that all graduates become lifelong learners who will acquire knowledge, attitude, skills and habits (KASH). HERO will be a “failure is not an option” school with the following program core elements: Education plan for general education, special education and ELL/LEP students; Organizational plan that is forward-thinking with specific accountability points; Financial plan that is conservative and ensures the long-term sustainability of the school beyond the limit of the initial charter.

Program Core Elements

The program core elements consist of the following; rigorous college-preparatory academics, more time on task, efficient and effective use of data, safe and supportive school environment, partnerships and collaborations, exemplary and productive staff and serious internship program as well as special education, English language learners/limited English proficiency (ELL/LEP) and character education.

Rigorous college- preparatory program:

HERO will be an academically rigorous college-preparatory high school where teaching and learning will be vigorously pursued. HERO’ curriculum will be based on the 28 New York State Learning Standards and will utilize direct instruction. The curriculum is designed to challenge students to excel academically regardless of their language deficits, special education challenges, or the academic level at which they enroll in HERO. Our vigorous academic program provides more time on task, allowing for 5 hours and 28 minutes of English language arts (ELA), 4 hours and 40 minutes of mathematics, 2 hours and 24 minutes of science and 2 hours and 24 minutes of social studies for all students, Monday to Friday, except holidays. Our rigorous academic program requires all students to receive Regents and college levels instruction, in each subject.

More time on task:

HERO will serve students Monday through Friday from 7:30AM to 6:00PM and also 4 hours each day in the Weekend School. Our school year will consist of 200 instructional days. Students will receive 10 hours and 30 minutes of instruction including basic skills assistance, character education and internship programs. HERO students in need of additional individual support or remediation will be required to attend the weekend school. Furthermore, students who have not yet mastered the grade’s content and subject matter and are not meeting the Regent passing mark of 65 will attend a mandatory summer school for additional 20 days throughout the academic year. En masse, these add up to more than 60% additional instructional time than the public schools in the Hempstead community offer their students.

Efficient and effective data utilization:

HERO will use varied assessments to measure student progress, to inform instruction, to plan professional staff development for programs, to plan strategic use of limited financial resources and to gauge effectiveness of discipline interventions. These include the required NYS assessments such as the NYSAA, NYSELAT, LAB-R, Regents examinations, growth measures such as Terra Nova, value added measures such as the Measure of Academic Progress, internally-developed measures such as teacher-made random and weekly quizzes, monthly tests and quarterly mock examinations, and externally-

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validated semester and comprehensive examinations. In addition, we will be guided by the NYSTART (New York Start Testing and Accountability Reporting Tool).

Safe and supportive school environment:

HERO' school culture will be based on discipline, respect, passion, responsibility and development.¹ Students will be rewarded for exemplary behavior. However, appropriate sanctions will be fairly and equally imposed for infractions. In addition, PBS (positive behavior support) system will be implemented to ensure that our school environment is conducive for teaching and learning for all students and staff.

Partnerships and collaborations:

HERO will partner with high/middle schools located in Hempstead community to share instructional practices and professional development. We will collaborate with universities, colleges, CBOs, BOCES and VESID to bring to our students cutting edge academic instruction and support systems such as wrap-around services to students who may need it. We will partner with small businesses, labor unions, local and regional governments and corporations in Nassau and western Suffolk counties to secure internships for students.

Exemplary and productive employees:

In order to employ exceptionally productive administrative, teaching and support staff, HERO will implement a selective staff application process. We expect to receive applications from a massive pool of applicants in the region and the nation. We will hire from the top 5 percent of the applicant pool. HERO teachers will be paid a base salary that exceeds Hempstead UFSD' scale and will be eligible for excellent benefits such as health, TRS, 403B, 457 plan, etc., and performance bonuses. In addition, HERO will actively support our staff in seeking dispensations accorded in student loan forgiveness to teachers who work in economically disadvantaged communities. We will provide professional development to our staff year round, including two weeks before the reopening of school and half day, every other Friday.

Serious employment/internship program:

HERO will use the employment program to teach students how to prepare a resume and develop interview skills. We will teach resume preparation using the rubrics of ELA-literacy, guided writing, grammar, reading and proof-reading or corrections. We will use this program to teach students how to budget, manage personal finances and deal with taxes through the rubrics of mathematical problem solving, economics, accounting and business math. In addition, we will seek the necessary accommodations for our special education and ELL/LEP students from prospective employers. Also, this program will be used to reinforce our character education.

Special Education:

HERO will use a full collaborative, inclusion and team-teaching (CTT) model for our SPED program and will comply with all federal and State regulations as well as provide required support to for our students to succeed.

ELL/LEP:

HERO will use structured immersion program for ELL/LEP students and will provide all necessary support for our students to succeed.

¹ Based on the DREAM approach that is frequently used by high performing charter schools such as KIPPS

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Character Education:

Our goal is to ensure that all graduates are prepared for college, careers and life and are able to participate and take leadership roles in family, community and civic institutions. HERO students will apply the knowledge, skills, and character they develop in the program to help improve their community and nation through compulsory service learning, summer experiences, internships, debates and consensus building, and other character education activities. HERO graduates will be strong public speakers, respectful debaters, resourceful, resilient and independent scholars that will overcome challenges with integrity, perseverance and self-respect.

Subsumed Prospectus

At this juncture, we indicate that the Phase II: Prospectus of this application was submitted on February 28, 2011 and is subsumed into the application in its entirety. There has been no material or substantive changes except for a change in BOT leadership.

Exclusions

We note that the table of required attachments does not include Attachments 12, 13, 14, 15 and 16 which are not applicable to HERO.

I. EDUCATION PLAN

A. Curriculum and Instruction

The intellectual basis for HERO' education plan emanates from many years of varied academic research and practice in urban/suburban education. We believe that demographics or pedigree should not determine the academic destiny of students. Notwithstanding their economic and family circumstances, students can learn and must be offered a quality high school education that gives the greatest opportunity for success. Simply stated, a student's station in life should not determine his/her academic achievement. HERO recognizes that children are not the same and we should not expect them to learn alike. Therefore, in developing the curriculum and instruction in the education plan we will take into account their differences and encourage differentiated instruction in classrooms. We know that urban/suburban students in Nassau and Western Suffolk counties do succeed on standardized tests and are prepared for college if provided with rigorous academics, discipline, enrichment, and support. More than ever, the Village of Hempstead and surrounding communities mentioned in our prospectus urgently need more schools developed on the premise of academic success and the aforementioned core elements while adding a vigorous component of character education, social and community responsibility and leadership. We believe that HERO's model will work with our target populations due to the following reasons; HERO' strong mission statement, sound design elements, solid governance model that provide accountability, specific measurable goals, longer school day with an even longer instructional year, assessments to drive instruction, focused literacy, basic skills assistance, small class size, internship and character education. This will provide for our target population of students at risk for academic failure.

HERO' Curriculum

Our "failure is not an option" mantra, the drive and diversity of our students, and the design of HERO' curriculum which is aligned to the 28 New York State Learning Standards and is predicated on our mission of ensuring that all students achieve college-preparatory education, graduate on time with Regents diploma, marketable employment habits and informed character education. HERO' curriculum is divided into four sections: 1) Core Courses, 2) Electives, 3) Co-Curricular Courses, and 4) Enrichment.

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Adopted Curriculum

HERO will adopt the entire curriculum of Charter High School for Applied Technologies (CHSAT) in Buffalo, New York which has very impressive record of graduating high school students in western New York State. The socioeconomic demographics of CHSAT are identical to HERO' target population and we strongly believe that our mission will be enhanced by the utilization of their curriculum design as well as support our vision, beliefs, instructional strategies and practices. Moreover, CHSAT' curriculum utilizes NYS Curriculum Maps which is aligned with the 28 New York State learning standards and inclusive of the Common State Core Standards, and the New York State Testing Program. This curriculum has been approved by NYSED- Office of Charter Schools and has yielded impressive academic results.² A HERO founding member has been in contact with Mr. J. Efraim Martinez, Superintendent of Charter School of Advance Technologies about curriculum since 2009. We will work with CHSAT to strengthen any weaknesses we detect in the curriculum.

Relevant Instructional Strategies

As denoted in our Phase II-Prospectus,³ HERO teachers will be trained in using multiple teaching and technology tools along with infused methodologies such as differentiated instruction, project-based learning, individualized instruction, cooperative learning, whole group, one-to-one instruction and small group instruction (SGI). The application of specified teaching methods depends on the subject matter and individualized learning styles. In addition, HERO instructors will focus on developing comprehensive lesson plans that provide for bell-to-bell instruction.

1. Core Courses

English Language Arts - Guided Reading, English Literacy and Readers Workshop

Students will develop and master literacy skills such as reading, diction, comprehension and vocabulary. Students will participate in thoughtful literary analysis of short stories, anthologies, poems, novels expressed through class discussions, competitive debates, standardized tests, essays based on topics selected by students and teachers based on NYS Curriculum Maps and CHSAT curriculum has yielded impressive results in the State. In addition, we will collaborate with colleges and universities such as SUNY-Old Westbury, Hofstra, Adelphi, Molloy and Nassau Community to provide enrichment for this course. The estimated hours of instruction per week are 13.67 hours.

Research Writing, Grammar and Research/Writers Workshop

Students will develop mastery in writing and editing skills including correct spelling, syntax, grammar, punctuation and style. Students will write prose, poetry, fiction, and non-fiction of varied length utilizing NYS Curriculum Maps and CHSAT curriculum that has yielded impressive results across the State. Also, we will collaborate with colleges and universities such as SUNY-Old Westbury, Hofstra, Adelphi, Molloy and Nassau Community to provide enrichment for these subjects. The estimated hours of instruction in this area of the curriculum is 10.25 hours per week.

Mathematical Skills

Students will develop and master core operations, fractions, decimals, geometry, consumer math, algebra, algebra 2, calculus and trigonometry leading to the completion of all Regent math requirements utilizing NYS Curriculum Maps and CHSAT that has yielded impressive results in the State. In addition, we

² HERO has permission of the Superintendent of Charter School for Applied Technologies, J.Efraim Martinez to use its curriculum in its entirety.

³ This found on pages 12 and 13 in the Phase II-prospectus under the sub-title "Innovative Teaching Methods"

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will collaborate with colleges and universities such as Hofstra, Adelphi, SUNY-Old Westbury, Molloy and Nassau Community to provide enrichment for the subject. The estimated hours of instruction per week in math skills are 13.67 hours.

Mathematical Problem Solving

Students will apply mathematical skills in problem solving exercises, investigations, complex word problems, and mathematical experiments using NYS Curriculum Maps and CHSAT curriculum which will be supplemented by programs such as Connected Mathematics Program (CMP). Additionally, we will collaborate with colleges and universities such as Adelphi, Hofstra, Molloy, Nassau Community and SUNY-Old Westbury to provide enrichment. The estimated hours of instruction per week in math problem solving are 5 hours.

Social Studies--Global History, US History & Government, Geography

Students will develop mastery in the ability to critically examine social and historical problems, studying alternatives at key turning points. Students will focus on American and world societies through the prisms of culture, time, change and events. Character education, economic simulations, and study skills such as organization, note taking and outlining are incorporated throughout the course using texts and material such as Global Positioning Systems, Academic Journals and History of US, History Alive, World Civilizations and We The People. We will use the CHSAT curriculum. Furthermore, we will collaborate with colleges and universities such as Adelphi, Hofstra, Molloy, Nassau Community and SUNY-Old Westbury to provide enrichment. The estimated hours of instruction for social studies per week are 13.67 hours.

Science -- Biology, Chemistry, Earth Science, Space Science/Physics

Students will develop and master scientific knowledge and skills through the study of multiple scientific fields (physical, environmental, biological, earth and social), apply the scientific method, conduct experiments of their own design, and present their findings professionally. HERO science program will utilize NYS Curriculum Maps and CHSAT curriculum that has yielded impressive results. Our science program will be supplemented with programs such as CERES SOFTWARE and FOSS/DELTA Science. We will collaborate with colleges and universities such as Adelphi, Hofstra, Stony Brook universities and Molloy, Nassau Community and SUNY- Old Westbury to provide enrichment. The estimated hours of instruction for science per week are 13.67 hours.

2. Electives/Co-Curricular Courses

These courses will be available to students to ensure that they obtain requisite credits that meet Regents -diploma requirements and HEROs graduation policies such as the 12 college credits. Students will be required to an elective course in each semester. The estimated time of instruction is 13.67 hours per week.

- Spanish, French, Latin, Mandarin
- Studio in Photography, Advertising and Design, Studio in Art, Painting
- Broadcast Journalism, Creative Writing
- Accounting
- Music technology, Computer Software applications
- Health and Physical Education
- Vocal Music
- Jazz Band/Orchestra

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3. Selected Enrichment Courses

The sample courses below will be available to students who display appropriate behavior and the estimated time of instruction is 2.5 hours per week.

- Debating Club
- Investment Club
- Science Fair-students may enter research competition such as those given by Westinghouse
- Chess Team
- Homework Club
- Drama/Dance Workshop
- Public Speaking
- African and Latin Drumming
- College Portfolio Prep
- Yearbook Club
- Student Council

HERO students will spend in-school and out-of-school-time developing academic and character skills. Through HERO Link and approximately five days a semester, students will take a brief respite from structured curriculum and write a research paper on a topic in social studies or science that is of interest to them which will be graded on the rubric established by HERO teachers.⁴ Additionally, 90 minutes of quality homework every night will be assigned that is linked to daily classroom instruction and checked by teachers the following morning.⁵ Thirty minutes of independent reading each night of the week is expected of all students and it will be monitored by teachers in a separate reading log summarizing and recording the book or material that was read. We note that exit standards, promotion and graduation requirements are discussed in Assessment Section, I-D.

Methodology to SPED

HERO will establish a special education program where full inclusion and collaborative team teaching is the model design for instruction providing the opportunity for students to maximize their full academic potential in the least restrictive environment. Each student's specific mild or moderate learning needs as outlined by their Individual Education Plan (IEP) will be supported by at least one full time special education teacher working collaboratively with the regular education teacher and school administration. Special education teachers will ensure access to the general curriculum for all students with an IEP through differentiation, accommodations, and any necessary modifications. HERO will ensure that students with profound or severe disabilities, admitted through the lottery process, have appropriate certified aids and teachers working with them. In addition HUFSD, HERO will develop contractual relations with BOCES or a qualified outside service provider to provide on-site special education services including speech therapy, physical therapy, occupational therapy, counseling or other services prescribed by the student's IEP.

The evaluation and assessment system proposed by HERO will ensure that all students, regardless of specific learning needs, will be routinely monitored to determine if they are making adequate academic progress. HERO will use the Universal Design curriculum principles of providing multiple means of representation, expression and engagement as formulated by the Center for Applied Special Technology

⁴ This school-wide writing will be implemented to bolster our literacy and research writing program.

⁵ Homework, a hallmark of high performing schools across the country will be standard practice at HERO.

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All students will be required to take nationally-normed standardized tests such as the Terra Nova as well as other internally designed criterion-referenced comprehensive exams for each of the core subject areas. A review of the results of said assessment tools will guide an understanding of which students are in immediate need of remediation. Those students who score poorly will be monitored closely by teachers and staff and will receive intensive remediation, additional assessment and accommodations along with repeated assessments until sufficient progress is achieved.

Identifying Special Needs Students and Child Find Provisions of IDEA

When a teacher determines that a student is not progressing academically based on various assessments, that teacher will initiate a Response to Intervention process. The process requires that the teacher provides instruction using a range of differentiated instructional strategies, if after review of achievement data it appears the student is not progressing, the teacher begins recording in an academic log to document attempted interventions. If the classroom interventions are ineffective, a Teacher Assistance Team (TAT) meeting is scheduled with the teacher, other instructional staff and a school leader as a first step in this pre-referral process. The TAT team members, comprised of experienced highly qualified members, provides the teacher with a specific set of strategies and approaches to employ that may help the fledgling student. All suggested accommodations will have a very limited shelf life of one to two weeks when the teacher will be directed to report back to TAT with results. If the TAT recommendations are successful, the special education coordinator will monitor the teacher's use of the methods that work and will remain available to provide other and ongoing intervention suggestions as needed.

If the student does not demonstrate progress, a second meeting is convened wherein the teacher is asked to try new approaches or strategies such as assistive technology, adapted materials, graphic organizers or other accommodations that have not been presented to the student. Again, the strategies will be tried for a short one or two week period and if unsuccessful a Child Study Team (CST) will be convened. At this meeting the family is invited to participate and if no further classroom accommodations are generated with parental input, the procedural safeguards should be presented and the special education coordinator will issue a request in writing to the school district chair of the Committee on Special Education (CSE) to begin the process for an initial evaluation to determine if the student is eligible to receive special education services. These steps are in compliance with all state and federal law, in particular, New York Education Law Charter School Act Section 2850 to Section 2857, and Individuals with Disabilities Education Act (IDEA) as implemented through Title 34 Part 300 of the Code of Federal Regulations (34 CFR 300).

A copy of the request for an initial evaluation along with the procedural safeguards notice described in the Parents' Rights Brochure will be sent to the student's family. The written request will provide the reasons for the referral including any applicable test results, reports or records and will also include an outline of the interventions implemented by HERO Charter prior to the referral generated from the TAT and CST interventions. Attached to the notice, HERO Charter will send copies of all relevant documentation generated during the pre-referral process and descriptions of the family participation throughout the entire pre-referral process.

As outlined in the New York State Charter School Act Section 2853(4)(a) and Section 2856(1) of the Education Law, HERO Charter will continue to provide appropriate accommodations to the student while they continue through the CSE initial evaluation process (Also see Individuals with Disabilities Education Act IDEA). When the District's CSE convenes an IEP team to review the findings of their psychological, educational and other testing materials, the HERO Charter special education coordinator and special education teacher will attend the meeting as well as a general educator from the school along with a

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parent representative from the special education parent committee with the approval of the parent of the student being evaluated.

Re-Evaluation and Revision of Existing IEPs

Each student with an IEP or 504 Plan will be monitored by a special education teacher to ensure compliance with the provisions of their IEP and the special education coordinator will similarly monitor compliance issues and as important ensure that effective academic progress is made by all special education students. Review of IEPs and 504 Plans will occur routinely to determine if changes, revisions or modifications are needed. If a full and comprehensive analysis of the student's performance would indicate a change is needed to the IEP, the special education coordinator will intervene and request that the CSE office re-evaluate the student and consider revising the IEP as needed. In anticipation of a re-evaluation meeting the special education teacher and special education coordinator will gather all relevant student work product and current detailed written reports from all service providers.

Special Education Student Discipline

HERO Charter High School discipline procedures are consistent with due process and with federal laws and regulations that govern the placement of a student with a disability. The procedural requirements contained in Individuals with Disabilities Education Act (IDEA) and Title 34 the Code of Federal Regulations Part 300.519-529 will be strictly followed as well as the General School Requirements paragraph I – School Conduct and Discipline from the NYSED Part 100.2 Regulations. In particular, Functional Behavioral Assessments (FBA), Behavior Intervention Plans and Manifestation hearings will be part and parcel of the procedures afforded all students with disabilities when discipline is considered.

Preparing Teachers to Work With Special Needs Students

A professional development workshop will be presented to all staff, including support personnel and as any adult employee of the school and parents as well, explaining the unique learning needs of disabled learners and the process for referral for evaluation. As part of the workshop, participants will view a video by Richard Lavoie entitled "*When The Chips Are Down*" for the purpose of developing a sensitivity to the needs of the learning disabled student as well as providing useful strategies for educating special needs students through the full inclusion model. The presentation will also address the process of the TAT referral leading to CST recommendations to a request for initial evaluation to the District's Committee on Special Education. The development and implementation of the IEP will be explained in detail and requirements for reporting of the student's progress toward meeting individual academic goals and objectives will be emphasized. While behavior issues are not expected to pose a disruption to the learning process, teachers will nonetheless learn about the specific requirements for disciplining students with disabilities in order to remain compliant with applicable law.

Structures to Ensure that All Students Meet Academic Performance Standards

In educating students in the HUFSD we are confident that a minimum of 11% of our anticipated enrolled student body will have an Individualized Education Plan (IEP) and 40% will be classified as English Language Learners (ELL). Of the regular education population approximately 90% will be at least one grade level behind in reading when entering the 9th grade.⁶ The entire school will incorporate support systems for students demonstrating academic difficulties, along with students having identified disabilities. HERO will abstain from "pull out" from major subjects when possible, and will only pull students from extracurricular activities from 3:42 to 6:00 P.M. each day. Our curriculum will meet the needs of each student at their assessed level when he/she enters HERO and with additional time on task

⁶ Estimate is based on the performance of 8th grade students on standardized assessments in HUFSD

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we hope to accelerate students academically to assure mastery of the 28 New York State Learning Standards prior to entering 12th grade. Students will have more than five hours of ELA/Literacy daily, from Monday through Friday, in addition to time on Saturdays and Sundays. We will establish a dedicated time to tutor, provide additional special education services in the afternoons without requiring pull-outs from core subjects. To ensure that each student meets his/her academic performance goals stated in their IEPs, HERO will delineate between changes to the content of the curricular and all necessary accommodations available to students that will not subordinate academic expectations. Our curriculum will not be subject to frequent modification but as often as possible we will provide needed accommodations to assist students' progress as guided by their IEPs and their individual needs.

Professional Development and Support

The leadership and teaching staff of HERO will do whatever it takes⁷ for our students to succeed in college and to build a better future for themselves, families and community.⁸ Our determined goal will be reached through exemplary pedagogy by all teachers. The instructional leadership team will model best-practices, adopt cutting-edge technology and methodology; stay connected with the classroom through daily classroom visits as well as vigorous teaching and supervision. Faculty at HERO will be recognized and treated as professionals, provided with all necessary technology (computer, i-pads, phone, voicemail, email, etc.), appropriate classroom supplies and equipment such as smart boards, appropriate and adequate professional development funds, and necessary support at all times. Teachers will be allowed a minimum of two hours of preparatory time per day, Monday through Friday, exclusively to grade and plan lessons. Faculty will have a preparation block, preferably once a week, at the same time as grade level and twice a week with subject area/departmental colleagues to ensure the opportunity to collaborate, discuss pertinent student issues, and to be used for peer observation. Core teachers will have 10 hours of weekly built-in preparation time. Our teachers and mentors will work thoroughly to ensure successful results with our students and will be committed to the same mission. Every year, before re-opening day of school, teachers will receive 14 days of targeted and sustained professional development. During the academic year, HERO teachers will be offered on-going professional development for at least 2 hours every other Friday. We sturdily believe that school visits are crucial, so HERO will build at least three school visits to other successful urban/suburban charter and traditional schools across the State into the annual professional development schedule for HERO staff members. While we do not wish to create a "cookie cutter" classroom environment, we nonetheless recognize the importance of consistent routines that are uniform throughout the school campus. For example, when a student enters the classroom they will be greeted by the teacher and directed to go immediately to their seat and copy the "do now" from the board. When completed, they will write out the lessons aim and instruction will begin. This routine will be repeated in every class, every day, throughout the entire school year.

B. School Calendar and Daily Schedule, and Bell Schedule

The HERO school calendar and daily schedule are both significantly longer than the traditional Hempstead UFSD and surrounding high schools in Nassau and western Suffolk counties and the statutory minimum days of 180. HERO' school calendar ensures a minimum of 200 instructional school days, which is in excess of requirements stipulated in Education Laws 2851(2)(n), 2852(9)(a) and 8NYCRR 175.5. Please see **Attachments 3 and 4** for our sample Annual School Calendar and Daily Schedule for both students and staff. Furthermore, we have included **Exhibit A** that illustrates HERO' Bell Schedule.

⁷ Characteristic of the founders team described in the Governance section of HERO' approved Prospectus.

⁸ Goal stated in HERO' Mission Statement in the approved Prospectus.

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C. Target Population

The Village of Hempstead is nestled in Nassau County, western Long Island, nineteen miles from New York City and around the corner from affluent Franklin Square and Garden City communities, former home of the summer training camp of the New York Jets, Hofstra University, Molloy College and Nassau Community College with a population of 556,554 at the 2000 census,⁹ and student enrollment of 5,784 in 2008-09. The school district, Hempstead UFSD has one of the most academically underperforming secondary schools on Long Island and in New York State. The population has drastically changed and continues to do so for this school district that has produced a Governor and Chief Executive Officer of a Fortune 500 Company.

The HUFSD consist of eight traditional schools in addition to the three charter schools, with varied demographics. HERO' target populations are; at-risk students, economically disadvantaged students, students who are behind academically or performing below grade level, migrant students, English language learners, and special education students.

Anticipated Enrollment Table

We provide school-wide anticipated enrollment by year in the table below.

Grade	Year 1	Year 2	Year 3	Year 4	Year 5
9	120	140	140	140	140
10	100	120	140	140	140
11		100	120	140	140
12			100	120	140
Ungraded/SPED	20	32	45	50	50
Total	240	392	545	590	610

NB: Full enrollment will be capped at 610, however, the Board, in its discretion may allow increase in enrollment not to exceed 650.

Evidence of Realistic Enrollment Projections

One, the expanse of our proposed service area, i.e. the 15 mile radius, encompasses almost entire Nassau County which includes tens of thousands of economically disadvantaged high school age students. Two, we will provide transportation for students who are outside the 15 mile limit, such as Huntington and Wyandanch in western Suffolk, to the extent allowed by our budget. Third, there is no other alternative public high school on Long Island, a region with a population of 2,875,904 of which 47.3% or 1,360,303 is 18 years old or younger.¹⁰ Fourth, we conservatively estimate that of the 5,000 solicitation letters strategically mailed to parents, we expect confirmed enrollment yield of not less than 5% return.

Explanation of How HERO' Mission, Curriculum, Teaching Methods and Services Will Meet the Needs of the Target Population

HERO' proposed mission, curriculum, teaching methods and services will meet the needs of the target population by creating a safe and supportive school environment wherein more time on task, remediation and commitment to assessment will be the norm. Additionally, HERO proposes to extend the school week by one or two days, allowing for time devoted to academic support and the traditional

⁹ <http://www.hempsteadvillagenewyork.com/>

¹⁰ <http://quickfacts.census.gov/qfd/states/36/36103.html>

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school year of 180 days will likewise be extended to 200 days. With HERO's commitment to increase instruction and focused remediation efforts, the proposed target population will be appropriately served.

At Risk

We define "at risk" as youth in need of supervision or confined, and under the requirements of a juvenile detention between the ages of 10 to 18 years with pending criminal cases in Family, County and District courts. The "at risk" students will be supervised by Department of Social Services (DSS) and certified by New York State Office of Children and Family Services (OCFS). In addition, these students are high needs youth with significant risk for school failure and delinquency. Furthermore, they present a combination of problems emotionally, behaviorally; learning and other disabilities and they may provide daily challenges in and out of the classroom.

Students Behind Academically

The students with low individual scores, in danger of retention for multiple times, performing below and at least one grade level behind their current grade and are in danger of being a dropout. There were as many as 123 high school noncompleters or drop outs in 2007-2008 in HFSD.¹¹ Of the 217 high school completers in 2007-08, 98 received regents diploma, 18 received regents diploma with advanced designation and 20 received IEP diploma. The remainder, 81 students or 37% did not meet the Regents requirements.¹²

Economically Disadvantaged Students

Poverty is considered a major at-risk factor that may place a child in jeopardy for academic failure.¹³ Hempstead has the highest unemployment rate in Nassau and Suffolk counties in 2009 and 2010,¹⁴ with 17.7 percent of all residents living below poverty level as of 1999.¹⁵ The number of residents on public assistance is 25 percent more than the entire of Nassau County's public assistance recipients.¹⁶ Approximately, 71 percent of HUFSD students are eligible for free and reduced-price lunch.¹⁷ Furthermore, 68.5 percent of all families have children and 35.7 percent of those families are headed by single parents.¹⁸ Wracked by unemployment, poverty and violence¹⁹, Hempstead community has one of Nassau's highest percentages of child welfare cases when compared to the rest of the County. A significant number of our target population is trapped in vicious cycle of poverty with; very young and single parents with low educational levels, one or both parents are unemployed, abusive and neglected families, substance abuse, dangerous neighborhoods, homelessness, lack of economic mobility and exposure to inadequate or inappropriate educational experiences. Additionally, we expect our target population, to exhibit delays in language and reading development, aggression, violence, social

¹¹ The New York State District Report Card. Comprehensive Information Report 2007-08.

¹² The New York State District Report Card. Comprehensive Information Report 2007-08

¹³ Leroy and Symes, 2001

¹⁴ <http://www.labor.state.ny.us/stats/lon/pressrelease/LAUSLI.shtm>

¹⁵ <http://www.quickfactscensus.gov/qfd/states/36/36059.html>.

¹⁶ <http://www.familyandchildrens.org/servicesweoffer.asp>.

¹⁷ The New York State District Report Card, Comprehensive Information Report, 2008-009

¹⁸ <http://factfinder.census.gov/servlet/ADPTTable>. Hempstead Village, New York- Selected Social Characteristics in the United States: 2006...

¹⁹ <http://www.familyandchildrens.org/servicesweoffer.asp>.

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withdrawal, substance abuse, irregular attendance, and depression due to serious lack of the means for proper existence.

English Language Learners (ELL) / Students with limited English Proficiency (LEP)

With foreign born population (not yet citizens) of 68.6 percent as at 2006 survey,²⁰ Hempstead has one of the highest numbers of migrants and immigrants in western Long Island and as result has 27.49 percent of its students identified as LEP-ELL.²¹ By LEP-ELL we are referring to students whose first language is not English, and encompass both students who are just beginning to learn English (often referred to in federal legislation as "limited English proficient" or "LEP") and those who have already developed considerable proficiency. The ELL students will learn English the same time they are learning the content specified in the curriculum standards. In 2008-09, only 15 percent scored at the proficient level in grades 7-8 reading and writing on the New York State English as a Second language Achievement Test (NYSESLAT), while grades 9-12 scored 7 percent at the proficient level.

SPED

Students with unique learning needs based on their disabilities that require a number of special education and related services, such as specially designed instruction, adapted materials, speech-language therapy, or adaptive physical education. Some students with disabilities have cognitive impairments, such as developmental and intellectual, which can range from mild to profound. Others have learning disabilities that require specific teaching strategies, including accommodations and modifications to the general education curriculum. Still other students have physical disabilities that require the use of wheelchairs or other assistive devices. Some students' impairments are sensory, such as hearing loss and vision impairments, others have emotional conditions. In addition, chronic health problems and multiple disabilities can complicate learning.

Charter School Graduates

These are students who may have completed their elementary and/or middle school education in a charter school system located in Hempstead or its immediate surroundings, i.e. Academy Charter School, Evergreen Charter School and Roosevelt Children Academy. The lack of secondary charter school(s) where the gains in education made by charter students in Hempstead community can be consolidated and improved towards high school graduation, create the need for a well- designed public choice high school.

2008-09 Reported AYP Data and Academic Performance

The recently reported academic performance for secondary level indicates the High School did not make AYP in English Language Arts and Mathematics. Secondary level score above level 3 for the 2005 total cohort for English and Mathematics were 57 percent and 63 percent respectively.²² In Hempstead UFSD, in 2008, the percentage of students passing the science exam in grade 8 with level 3 or 4 was 54 percent. The recently reported scores for 2009 science show a reduction of 7 percent. Only 47 percent of Hempstead UFSD students passed with level 3 or 4. In both years, the District performed significantly below the State average.²³

²⁰ <http://factfinder.census.gov/servlet/ADPTable>. Hempstead Village, New York- Selected Social Characteristics in the United States: 2006...

²¹ The New York State District Report Card, Comprehensive Information Report, 2008-009.

²² The New York State District Report Card, Comprehensive Information Report, 2008-009.

²³ The New York State District Report Card, Comprehensive Information Report, 2008-009.

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The Need for HERO Charter High School

The educational needs of our target populations are clear and present. The lack of a public high school alternative in Nassau and western Suffolk Counties where gains made by charter school graduates in Hempstead community can be consolidated, improved and channeled towards high school graduation, create a need for a well-designed school. Additionally, establishing a charter high school gives economically disadvantaged parents and students an alternative to dropping out, night school, the GED route or enrollment in failing schools. We have just described for you what happens to many students in HUFSD and surrounding communities.

D. ASSESSMENT

Overview

HERO believes that the purpose of assessment is to engage vigorously, drive, energize instruction, provide support and hold students and teachers accountable for rigorous learning. Our assessment can be categorized into five measures: 1) summative, 2) formative, 3) absolute measures, 4) value-added outcome measures and 5) comparative outcome measures. A critical component of HERO's education program is that each teacher is responsible for each of their student's assessment in each subject.

Teacher Accountability for Student Results

We believe that teachers are answerable for student results in any assessment. HERO's fundamental instructional program is supported by the belief that academic staff should be evaluated, and the evaluation should be used partially as basis for determining their compensation in addition to the academic performance of their students. The key evaluation instruments are the Balanced Scorecard,²⁴ Countdown-To-Graduation card and The New York State District Report Card together with robust evaluation of student performance on a variety of assessments. Chief Academic Officer shall complete a full evaluation of every academic staff member once a semester, which will include a complete review of student academic performance. Based on this evaluation, and predicated more directly on students' performance on semester exams, instructional staff will receive a performance bonus of up to 5% of their annual salary.

Utilization of Assessment Data to Inform Instruction

HERO is committed to objective validation that students are learning a rigorous curriculum and are preparing for a successful college career. To achieve this aim, HERO will measure academic progress extensively and accurately using varied on-going assessment tools. Additionally, we will use state and privately developed assessments to ensure that pre-test and post-test assessments developed by the school are frequent, relevant, and aligned with New York State learning standards. Furthermore, HERO's College Admission Portfolios and other school designed assessments will be externally validated by organizations such as The Achievement Network.²⁵

We will quantify or measure what HERO students know (have learned) and are able to do (reproduce) by employing a rigorous assessment system that does not rely on any one measure or type of measure in isolation. Rather, we will rely on five types of measures in concert. Any one of these measures are germane in determining the effectiveness of our system in gauging the degree of excellence with which students have mastered the curriculum, and whether or not extra support is needed for individual

²⁴ HERO will contract with The Balance Scorecard Institute to provide this service.

²⁵ Achievement Network is an organization based Boston, MA with a reputation of providing robust assessments for schools.

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students, if cohorts have progressed over time, if individual teachers have demonstrated effectiveness, and if we are achieving our overall mission. Also, our assessment system will be aligned to HUFSD, high schools in Nassau County and New York State assessment methods so as to ensure appropriate comparison with traditional public and other charter schools in neighboring New York City.

Our assessment data will be thoroughly analyzed using urbane statistical methods including multivariate regression analysis, scatter plot analysis, and test item analysis. HERO teachers will be trained in these techniques during August professional development sessions and during their bi-weekly Friday afternoon meetings to review specific assessment data in faculty working groups. Additionally, the results of our internal and external assessments will help us to develop and modify our curriculum and our instructional methods as well as help instructional staff to understand the needs of students. HERO will use baseline data of students prior to their enrollment to assist us in determining the materials needed to be taught to in-coming freshmen. The assessment data will assist us to allocate resources in terms of classroom materials, professional development, and outside consultants. We will present our data in an easily accessible, widely disseminated, jargon free, and critical manner. Our Board of Trustees, families, community members, students, and the Board of Regents (state authorizer) will receive regular updates on the most current data available. HERO' annual report will be published shortly after the end of each fiscal year, once HUFSD and state test data from the previous year have been reported, analyzed and the annual audit conducted. Furthermore, each class end will with a review of the aim and a "ticket to leave" that emphasizes comprehension of the class's specific and measurable goals with at least four questions that evaluate the student mastery. Teachers will gather exit ticket data on regular basis and evaluate them to identify and correct individual and group deficiencies. HERO will utilize specific assessment measures and goals that will described in greater depth in our Balanced Scorecard, Countdown To Graduation and The New York State District Report Card. The baseline data will be collected in all five types of assessment measures as follows:

Summative - Summative assessment refers to assessment actions given after learning has occurred. This measurement will be applied to all courses taken including internship and employment program.

Formative - Formative assessment refers to assessment actions that help students at the outset of learning and during the process of learning. This measurement will be applied to all courses and the employment/internship program.

Absolute Measures - Absolute measures are those that are based on a specific set of predetermined content knowledge and skills. These measures are also called criterion-referenced, standards-based because they measure against criteria rather than other students or students over time. Their goal is to measure academic proficiency against a standard of knowledge and skill that does not change. Proficiency on these exams is an indicator of a student's likely ability to pass the Regents examinations in high school and succeed in college. Examples of this type of test are the State exams, Regents exams and the Advanced Placement Exams that will be administered at HERO. Pursuant to NCLB, it is our goal to make Adequate Yearly Progress or Safe Harbor on State tests in ELA and Math for all subgroups of students in the school as disaggregated by race, income, special education status, and English proficiency. Additionally, we will have a participation rate of more than 95% as we work towards the goal of 100% proficiency for all students.

Value-Added Outcome Measures - Due to the low achievement levels of ABGS Middle School and some of the surrounding middle schools from which we will draw our students, we anticipate that most of our students will enroll at HERO not proficient in Literacy, Math, Science and Social Studies. As such, the

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amount of value we add to our students' scores in grades 9 and 10 will be the most important indicators of our success. Value added scores will measure both the progress of individual students over time as well as cohorts of the same students over time as well as compares students to their own data, and control for demographic factors that may influence performance. We will measure added value on a nationally-normed test such as the Measure of Academic Progress (MAP),²⁶ Terra Nova or Stanford Achievement Test. This test will allow us to compare our student performance to similar groups of students, nationally. The progress of our students will be expressed in Normal Curve Equivalent (NCE) scores and converted into percentile rank or Grade Level Equivalent for dissemination. Increase in percentile rank will indicate progress that will be made by HERO students in comparison to that expected of the national sample. We will be cognizant that rapid value added improvement alone is not a guarantee to ensure proficiency on the Regents or other criterion referenced exams, however, it does demonstrate progress towards that goal. We will conduct value added measurements using criterion-referenced tests like the New York State and Regents exams. The results will be expressed in scale scores that represent a specific level of skill and knowledge. HERO students will be expected to demonstrate an improvement on their scale score in each successive grade at a rate that will ensure that they eliminate the gap between current performance and proficiency prior to the 11th grade. Also, we will use a number of additional norm-referenced exams to determine the value added for our students. HERO students will be expected to take the PSATs, SATs, and ACT. The performance of HERO students on nationally-normed exams will assist in demonstrating a student's readiness to enter and succeed in the college of their choice.

Comparative Outcome Measures

We will compare our performance to Hempstead High School and other demographically similar schools on Long Island, charter schools and the State in examining academic goals in terms of absolute student achievement and the value HERO has added to cohorts and individual students. The reason for this comparative measure is to debunk the lingering myth that students in Hempstead cannot compete academically with those in the rest of New York State.

Internally Developed and Externally Validated Measures

We believe that external standardized assessments are critical to preparing our students to enroll in college as well as other indicators and assessments that are germane in preparing them to be successful in college. Moreover, we believe that it is important to prepare every student so that they are able to succeed on any form of assessment, whether designed by HERO or standardized or Regents. At the commencement of each academic year, teachers of all subjects will design and administer pre-test comprehensive examinations based on State standards, using the flashback style (that have been planned backwards) from the point of college preparation at the end of grade 11. HERO students will be required to pass the comprehensive exam at the end of each subject to be promoted to the next grade however it will not be a one-time high stakes exam. Students will prepare for the examination through four week assessments, weekly assessments, and other tests and quizzes. If a student earns a grade of below 70% on the comprehensive examination that student will have one additional opportunity to take and pass the exam and be promoted in Summer School. The most frequent formative tests will take place weekly in every core class as well as in the employment/internship program where students will submit their logs developed for the employment program. Our teacher-designed tests will be scored based on objective and externally validated rubrics. Another assessment is a system of four-week assessments that will be based on our "failure is not an option" mantra, which is similar to assessments pioneered by high performing charter schools. These assessment systems will test cumulative knowledge and provide

²⁶ Computer adoptive and nationally-normed assessment given by NWEA

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rigorous assessment data on a routine basis in advance of the year-end exams. One more vital internally designed and externally validated assessment is the College Admission Portfolios (CAP) that will include a completed college application as well as oral exhibitions to a panel of independent evaluators outside of HERO at the end of 10th grade. The CAPs will assist in focusing HERO students on college beginning their freshman year and are a requirement for promotion into the next grade.

HERO Assessment Table (HAT)

The table below is a representation of assessment metrics that will be used to measure student progress and performance.

Name of Assessment Metrics	Month Administered	Validation Audit Body	Expected Data/Outcome	Grades	Description and Rationale
HERO and Collaborating Districts Mock Examinations	May	HERO and Collaborating Districts	Number and percent of students proficient for spring of next year	9-12	Regionally created exams in collaboration with HUFSD & districts that provide measure of content and comparison with different schools as well as longitudinal student and cohort progress using scale scores.
New York State Regents Examinations	August, January and June	NYSED	Number and percent of students passing with a score of 65% or more	9-12	Diploma assessment that provide comparison with statewide schools as well as longitudinal student and cohort progress.
HERO Comprehensive Post-Test Examinations	Pre-test: August and Post-test: June	HERO Instructional Team and External Consultants/Experts	Comprehensive Post-test Examination in June	9-12	HERO internally created exams that are aligned to NYS learning standards broken into four-week assessments will that guide the scope and sequence of the HERO curriculum that imitate college final exam.
MAP Complete Battery	August: Pre-test for 9 & 10 June: Post-test 9 - 12	NWEA-MAP Assessment	Comparison of June scores to national peers	9-12	Nationally normed and validated tests that will allow HERO to measure value

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					added over time and to compare students to their national and charter peers.
Language Assessment Battery-Revised	September	HERO	Determine Students eligible for ELL Services	9-12	LAB-R test will assist HERO to identify students who need Structured English Immersion program for ELL.
NYSESLAT	May	NYSED	End of Year Scores	9-12	Will be used for HERO students designated as ELL to assess progress and exit criteria.
NYSAA	October to February	NYSED	End of Year Scores	9-12	Will be used for HERO SPED students whose IEPs recommend Alternative Assessments to assess progress towards IEP goals.

Basis/Rationale for Selection of Assessments

The assessment plan unveiled above is built on best-practices known to HERO consultants and currently utilized by high achieving public and charter high schools. Additionally, HERO will develop an internal assessment program that is aligned to an accelerated introduction and the New York State learning standards, New York State Assessments with HERO course scope and sequence plans. We will use the MAP because it is computer-adaptive and nationally-normed, which will allow for nationwide comparison between HERO and other high-performing charter high schools.

HERO' Promotion for Each Grade and Graduation Requirements

HERO believes that all students have abilities to learn. Dr. Edmond argues that “we can, whenever we choose, successfully teach all children whose schooling is of interest to us: We already know more than we need to do that; whether or not we do it must finally depend on how we feel about the fact we haven’t so far”²⁷ We believe that student success is partly accomplished by setting ambitious yet achievable expectations for all students. Hence HERO’ promotion requirements is predicated on demonstration of those great and rigorous expectations. Our promotion requirements will require that every student at HERO receive a grade of 70 and above, the passing grade for all courses and obtain requisite credits as indicated in each student’s Countdown To Graduation (CTG) card/document, pass an end-of-year comprehensive examination, and meet behavioral and character expectations in all classes to be automatically promoted to the next grade. Furthermore, promotion from one grade to another will represent a milestone of achievement at HERO. To be promoted from grade 9 to 10; 10 to 11; and 11 to

²⁷ Ron Edmonds, 1979.

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12, students must complete and submit a College Admission Portfolio (CAP) each year which includes a full college application. The portfolio will be reviewed by HERO' teachers, and guidance counselor, and each student will receive an admission letter, a denial letter, or be wait-listed for admission into their homeroom college or university. HERO' standard is higher than the Regent/SED requirement of 65% passing grade for a Regent diploma. However, we believe that students should be held to a higher standard of excellence. Student attendance is vital for student success. HERO will require that all students attend all classes 95 percent, at the minimum, of the required school days. Hence, any student absent 10 times or more from any one or multiple of classes will not receive credit for that course. This policy will help underscore the importance of attendance in all classes. PowerSchool or eSchool (whichever is selected) will help track and run reports for school administration and teachers to track and intervene before students reach 10 absences in any course. In addition, HERO students and families will sign a pledge which indicates that they understand and agree to this strict promotion policy and that exceptions will not be made and excuses not accepted for failure to meet the required criteria. In addition, students will not pass any subject they are absent from for more than 10 days without a legitimate health concern that prevented attendance at school or if they obtain grades below 70 on any test. If a student fails any one any subject, they will be required to participate in the summer school during which they will have the opportunity to be promoted or graduated so long as they meet the same content and grade expectations as the course maintained during the academic year. Students not on track academically during the school year to meet the promotion requirements will have up to 33 attendance days in the Week-end School on Saturdays or Sundays, vacations, and during the summer, to improve their content mastery. Week-end School will be optional for all students, and mandatory for those failing any core course with a grade below 70. English Language Learners will have multiple learning supports and students with IEPs will have all accommodations and modifications of curriculum as indicated in their plans to ensure both groups' ability to meet our high expectations of all students.

Internship Evaluations

HERO will design a form to be used by the supervising manager where our students perform internship assignment. The form will provide instructions directing the supervisor to "check off" the various competencies completed by the student. Such competencies will include but not be limited to attendance, tardiness, appropriate attire, respectful behavior, and response to direction, attention to assigned task, work ethic and interpersonal demeanor. The form will also request that the supervisor rate the student overall performance on a scale of: INADEQUATE-APPROACHES-MEETS-EXCEEDS, and to write a summary of their general observations of the student. Finally, the form will elicit from the supervisor whether or not they will consider hiring the student and if not, why not.

E. School Climate and Discipline

An effective instructional program requires an orderly school climate and discipline. Feeling safe is a basic precondition for student appropriate comportment and decorum. Absence of safety undermines learning, teaching and healthy development. A safe school environment must include respect for self and others, as well as for school and community property. HERO will create an environment that values and teaches respect for all as well as being culturally sensitive and model positive behavioral interactions. To this end, HERO shall enact and implement a zero tolerance policy for bullying, whether cyber or physical.

Framework

The framework for an orderly school environment and discipline is the student Code-of-Conduct (COC) which ensures student achievement as well as recognizes that students have rights guaranteed by the United States Constitution and responsibilities with regard to their own education. HERO' COC will

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provide clear and concise parameters for student behavior with respect to academic excellence, integrity, diligence, ethical behavior and discipline. On the other hand, the COC is the metric by which school administrators can implement and enforce a safe school climate. The law also requires that the COC be reviewed annually and updated if necessary, in accordance with Chapter 16, Title II, Article 55-Section 2801. HERO' school climate will be characterized by eleven factors:

- Size of school
- Environmental (cleanliness)
- Social-emotional and physical order and safety (a place for everything and everything has a place)
- Expectations for student achievement (failure is not an option)
- Quality of instruction (superior bell-to-bell lessons)
- Collaboration and communication (the idea of community emphasized in all activities)
- Sense of school community (pride for your school and community)
- Peer norms (explore the many ways we are alike and different)
- School, home and community partnerships (it takes a village)
- Student morale (school spirit with an eye toward service)
- The extent to which the school is a vital learning community

Students, families and educators will work together to develop, live and contribute to a shared school vision that positively affects student's self-esteem. Longitudinal research reveals that social and emotional competencies are predictive of children's ability to learn and solve problems nonviolently²⁸ HERO staff will model and nurture attitudes that will contribute to the overall operations as well as the care of the physical environment. HERO believes that a positive school climate directly impacts teacher retention, dropout rates, decreased incidents of violence, and higher student achievement.

Evidence of Ensuring Safe Environment Conducive to Learning

One, we will ensure that all HERO students are free not only from physical harm but also from forms of verbal/social aggression such as bullying, sexual or emotional threats---face-to-face or through cyberspace. Two, HERO shall have zero tolerance policy towards substances abuse, alcohol, sexual activity, smoking, guns and weapons of any caliber. Three, we will teach students how to negotiate, stand down, deescalate and diffuse explosive situations. Four, we will hire safety personnel and also establish linkages with local law enforcement. Five, HERO shall implement student handbook, code of conduct and emergency response plan prepared by a designated school personnel team-**Exhibit B**.

Classroom Discipline

Paramount to any school climate is classroom discipline. Therefore, it responsibility of every at HERO to teach discipline procedures and the sanctions associated with various infractions.

Feedback

HERO will create a caring community in which all family members feel connected, safe and supported. We will routinely ask parents if they feel connected and able to talk and listen to their child. We will inquire if adults in the home consistently model respectful behavior and effective problem solving skills, and whether or not they are explicitly communicated to prevent harassment and bullying at home.

To this end, HERO believes that teaching and learning occurs best for high school students in a safe, supportive and structured environment that provides both physical and emotional safety, and self-

²⁸ Elias et al, 1997; Zins et al, 2004

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discipline. HERO will institute behavioral norms and expectations and will constantly reinforce them through the daily interactions of our staff and students' character will be shaped in our character education program and through our Daily Briefing (DB) and other strategies discussed in this section.

Daily Briefing (DB)

This will occur daily from 7:30am to 8:00am in homerooms with a teacher where activities such as attendance, announcements and briefing for the day's routine and special programs will take place. Students will learn about leadership and correlation between effort and success. The DB will employ character building programs/curriculum designed to help students develop a stronger sense of who they are, what they believe, and how to manage their own intellectual and personal development.

Proper School Behavior Pedagogy

We believe that appropriate/suitable school behavior is not inborn, but like academic skills, must be instilled clearly, explicitly and vigorously. Our students will come from diverse schools and backgrounds with varied demography; however, all enrolled students will begin their experience with the Boot Camp, a five day (Monday to Friday) session in August during which students will be taught the behaviors, routines, rituals, and rules of HERO.

Boot Camp/Start Up Academy

Boot Camp is a preparation academy where HERO students will be taught behaviors, rules, routines and rituals that is acceptable to the school. During this period, we will administer assessments to establish baseline scores in each subject for all entering students. In addition, students will be taught how to learn at HERO. Furthermore, Boot Camp will include direct pedagogy in academic, organizational and self-motivational skills including but not limited to how to; organize binders, come to class prepared with the relevant materials, take notes, put a proper heading on papers, participate in instruction, raise hands in class, submit homework assignments, study for a test and ask respectful questions. Also, HERO will teach students how to keep academic ambience in addition to lessons on how to walk without being boisterous in the halls, hold the door for classmate, schoolmate or staff, say please when making requests and thank you in acknowledge of a response to a request, give a firm handshake, make eye contact, apologize for mistakes, make proper introductions, correctly wear the school uniform, properly use meal manners, leave a place cleaner than one found it and carry themselves professionally.

Bank of Behavior, Culture and Discipline (BBCD Accounts)

Each HERO student will establish an account where credits for their behavior, culture and discipline are accredited to their account on daily basis. A monthly report in the form of bank statement will be distributed to students and parents.²⁹ Students who maintain high BBCD balances will be additionally rewarded and receive special recognition. All instructional staff will monitor the BBCD program, recognizing students for exemplary behavior and deducting or charging BBCD accounts for infractions such as calling out or shouting (behavior and respect), putting a head down on a desk (lack of passion), sloppy work (discipline), leaving a mess (development), or neglecting homework (responsibility). On the other hand, students' accounts will be credited for good behavior and display of extraordinary leadership.

²⁹ Students may earn up to \$1 day for every on-time school day a student attends during the academic year without disciplinary issues. Students may accumulate college funds based on 5% of their bank balance redeemable at high school graduation. 90% of the balance can be redeemed for fieldtrips and excursions and end of year field tours. The remainder, 5%, can be used to purchase school supplies at school auctions. This item is in the budget.

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Instructional Participation and STAR Posture

Too often, the role of vigorous participation of students in instruction is deleted from discussions about student climate and discipline. HERO students will demonstrate their passion and readiness to learn by sitting properly in class. We will teach them the STAR posture, an acronym for Sit up, Track the speaker, Ask and answer questions, and Raise your hand. Classes, grades and departments will be evaluated and encouraged to work as a team such as in HERO Link (where students take brief respites-three to five days-twice a year-to pursue and explore topics that are often selected by them under the guidance of their teachers). Classes, grades and departments that work well as a team will earn special dress-down privileges, lunches, trips and other opportunities.

School Assemblies

We believe that school gatherings and assemblies such as the DB and Small Groups Instruction (SGI) sessions, and weekly HERO Forum³⁰ and the monthly Student Council meeting are important elements in building a respectful and disciplined school community. HERO' assemblies and community gatherings set aside for students and teachers to come together for spirit building activities, rituals, reflection, recognition, awards, performances, and other community messages. HERO Forum will begin as a place for recognition, awards and exhibition of exemplary student work.

School Uniforms and Diplomatic Conduct

HERO students will wear uniforms. Our male students will be required to wear light blue shirt with logo on the breast pocket (long or short sleeves depending on the season), gray pants, navy blue tie and black or navy leather shoes. Our female students will wear light blue long or short sleeves blouse (depending on the season) with logo on the breast pocket, female tie, gray pleated skirt/slacks, and mid-cuff length. The girls will wear stocking or tights (grey or navy blue) with leather shoes-black or navy blue. Additionally, all students will wear navy blue blazer jacket with a logo on the pocket. Sneakers will be allowed only for physical education class. NO STUDENT will be permitted to wear sandals. Our uniform will serve to build school pride, put students on the same plain field in terms of school clothing, and teach the importance of college ready appearance. Students will be taught that wearing the HERO logo and uniform makes them diplomats for the school and that they must conduct themselves in accordance with the school's expectations. if they want to continue to wear their uniform and represent the school to the community and nation. Students with a BBCD balance of \$50 or greater, will be invited on weekend excursions, expeditions and end-of-year field lesson tour to Washington DC, Philadelphia, Boston, Canada, and in College and Universities, foreign countries to acknowledge their success.

Quiet Academic Ambience

HERO believes that silence is golden in academic environments and hallway boisterousness is a sign of deeper troubles in a school's culture and unchecked that will lead to chaos, violence, vandalism, and other problems. We believe that HERO must be an oasis of peace and security from the community and family dissonance that our students dwell in daily. Silence supports good study habits and HERO will set aside time during the day for students to have Universal Sustained Silent Reading (USSR) period. In addition, the absence of chaos in the hallways helps students to focus on the academic tasks by beginning every class with a silent "Do Now" assignment. We will play classical and/or jazz music as an intermission from the hectic academic day and also to spruce the music and cultural literacy of students as they enter the building, during break, over lunch, and at dismissal.³¹

³⁰ A meeting place for free and fair exchange of ideas about by students and HEROs environment.

³¹ Idea originated from use of soft/calming music during transitions and meals at KIPP Star and Village Academy Charter School.

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Accountability for Behavior and Decisions

HERO students will learn that they are responsible for both good and bad behaviors and their decisions have consequences. Our staff will adopt reasonable, reliable and strong approach to mete out accountability that is focused, transparent, and just. HERO students will sign a pledge at the beginning of every year and in addition to the Student Handbook³², indicating that they comprehend, discern, and will abide by school rules. Additionally, students will acknowledge by signing both the pledge and Student Handbook that they fully understand the accountability procedures. This elaborate process will ensure that students are very aware of the school rules and know the consequences if they are not followed. In addition, we will reward positive behaviors with awards, rewards, special recognition and privileges.

Mentoring and Mentors

Mentoring by professionals will be one of the hallmarks of HERO. Our mentors will come from the Village of Hempstead and the immediate surrounding communities and western Suffolk County. Before mentors are assigned mentees, HERO administration will vet each one of them, and also review with them the entire Student Handbook so that they are familiar with the school's rules and become additional resource for reinforcing student positive behaviors. When life's basic amenities are not readily available to students, it adversely impacts student behavior and learning. Therefore, our mentors will be knowledgeable to assist and provide information about who, how, where and when to access wrap-around services (shoes, jackets, clothing, food, etc.) in the community and the Long Island Region so that students will have access to support services that enhance their education.

Celebration of Achievement and Milestones

We will celebrate positive achievements such as positive growth increases, academic award winning and performance achievement on national, state and local assessments, and cultural heritage of our students. We will create a peaceful atmosphere of home-away-from-home and family for our students. This will reinforce our BBCD program and tremendously improve school environment and discipline.

Advisory and Advisors

Each homeroom teacher will be an advisor for the 18 students s/he is responsible for. S/he will enroll each student in the homeroom as an honorary student of his or her alma mater. Each Advisor, also a staff member at HERO, will be the primary contact with the student's family and will communicate with them routinely. During advisory, students will receive explicit instruction in BBCD program, character and citizenship training and benefit from a small group of students with whom to share meaningful experiences.

College Trips, Excursions and Field Expeditions, and End of Year Tour

HERO will raise funds to supplement enrichment activities that enhance our core academic program. They include activities that are designed to broaden the horizons of our students and to give them a better sense of their role as citizens of the Hempstead and Long Island community and nation. Each month, we will schedule an excursion or college trips. Held on Saturdays and Sundays, these incentives are earned by students who have maintained a weekly BBCD balance of \$50 or above for the preceding month. College trips will include lessons on a campus or fair about specific aspects of college life such as arts, dorm life, laboratory science, sports, cultural organizations, and others. Excursions and Field trips include visits to historic sites, museums, art exhibits, and cultural or political events with assignments linked to relevant curricular material. An annual fun trip will be held at the end of the academic year and

³² This is an on-going project that will be completed before the first opening day for boot camp.

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Summer School for students who have 90 percent of their earned BBCD income in their account. Students will visit historical sites in Ivy League college towns/cities such as Providence-RI, New Haven-CT, and Boston-MA, New York City, Ithaca-NY, Princeton-NJ and Philadelphia-PA. Eleventh grade will take an extended trip to Canada or any international country they are able to afford. But first, we will take trips to local and regional colleges and universities such as Molloy, Nassau Community, Adelphi, Hofstra and Stony Brook.

Code of Conduct/Disciplinary Policies

HERO will adhere to strict Code of Conduct which ensures that there are sanctions for disciplinary infractions, from the routine to the most serious. Our policies will be predicated on the most successful schools in the country and included due process procedures for all students. Students with disabilities have additional rights and will be handled in accordance with federal laws. HERO will be developing over the life of its operation, a highly effective Student Handbook that outlines all school policies and expectations, particularly around discipline and behavior. The policies stated in the handbook will apply to all HERO students including SPED, and ELL students. Disciplinary referrals will include referral to behavior coach, suspensions from class, out-of-school suspensions and potentially a transfer to alternative educational setting.

Role of Family

The role of family in terms of communication and involvement at HERO is very critical in building our school culture and in accomplishing our ambitious mission. The tone for open and frequent communication with families will be established immediately after our public lottery. A staff member will conduct a home visit to admitted students and introduce HERO' rigorous expectations for academic performance and family involvement. During these visits, families will be asked to sign and agree to the HERO' Family Pledge in which they will agree to participate actively in the academic life of their child/student. Their participation will include ensuring that their child is rested, dressed in uniform, and prepared for school on-time every day. It also includes an agreement to volunteer at school activities, chaperoning, and other events at which they can be helpful to the school community. Families will agree to pick up their child's two report cards in person at school and meet with the relevant teachers in school at least two times each year. Contact with families will be frequent and on as needed basis, and primarily positive.

Families will have access to each teacher's school-provided phone numbers in order to contact them at any time from 7:00 am-8:00 pm about an issue of importance to the family. This can be a problem with a specific homework assignment, Weekend School or a question about any school related question. Lines of communication will be open at all times in order to both reduce confusion and eliminate "I didn't know" excuses from families and students. HERO will make every effort to reach out to families and to be receptive to their needs; however, if a family makes communication difficult, the school will work directly with the student to ensure their success without relying on family involvement or blaming its absence for poor student performance. HERO' Village Council³³ (aka Parents Association) will be the formal body by which family members will engage in discussions about how to improve and support HERO. All families will be invited to public Board meetings, and encouraged to participate in monthly meetings with the CAO to share both concerns and triumphs. The Family Council will meet regularly with the administrative team to offer their feedback on leadership and policy matters. However, the Board of Trustees will maintain ultimate accountability for the policies in place at HERO. Families will have access to the records

³³ Predicated on the African axiom that it takes a village to raise a child and each adult/elder has a concomitant responsibility of ensuring the success of their collective children because the village shares in the success and failure of each child and most importantly the children are their future.

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of all public meetings of the Board and will be welcomed to participate in such meetings and to contribute to the Trustees work as appropriate.

Students with disabilities will be subject to HERO'S COC with the understanding that violations of the COC and offending behaviors exhibited by a special education student will be subject to a manifestation review to determine if the behavior is linked to the student's disability. Individuals with Disabilities Education Act (IDEA), requires the consideration of positive behavior interventions, strategies and supports when a student's behavior impedes his or her own learning or that of others. HERO will develop a Functional Behavior Assessment (FBA) and a Behavior Intervention Plan (BIP) for all special education students who have exhibited behaviors that impact their learning. To the extent a behavior warrants an out of school suspension, the student's parents will be advised of the procedural safe guards afforded their child pursuant to Education Law 2851(2)(h) through the Procedural Safe Guards Notice as outlined in 34 CFR Part 300.523.

Adjudicated Youth

Since HERO's target population is at-risk youth, it is reasonable to anticipate that some students will have issues involving the criminal justice system, past or present, and that HERO is required to designate a school official to handle the records from the juvenile justice system. We anticipate a close working relationship with the Juvenile Justice System and as an additional resource we will collaborate with the Hofstra University Neighborhood Law Clinic to develop appropriate procedures for processing adjudicated students.

Evaluation of Discipline System

An important part of any school climate program is a mechanism for evaluating the effectiveness of discipline procedures. Evidence-based research guidelines such as High Performance Learning Community Assessments³⁴ and the Comprehensive School Climate Inventory (CSCI)³⁵ will be used to evaluate a comprehensive range of factors that define school climate.

II. ORGANIZATIONAL PLAN

A. Governing Body

HERO' Board of Trustees (BOT) shall serve as the governing body of the school in accordance with applicable law and will be ultimately accountable to the Board of Regents (authorizer) or its proxies for meeting the terms set forth by them. The main responsibility of the Board of Trustees will be to govern HERO in a manner that ensures the attainment of our stated goals and mission of academic excellence, progression, and organizational strength. The six standing committees of the Board of Trustees will be Public Relations, Finance, Fundraising & Development, Academic Responsibility, Community & Families, and Governance. When necessary, ad-hoc committees will be formed to support the mission. The BOT will not manage the school on day-to-day basis, but will ensure that HERO's mission, vision & beliefs and financial accountability as well as our plan for strategic growth of the school are accomplished. The BOT' first task will be to evaluate and hire the proposed Chief Academic Officer, Dr. Sally A. Thompson. Any complaint brought to the BOT under Education Law 2855(4) shall be resolved by the BOT with appeals of

³⁴ Felner, et al., 2001

³⁵ Center for Social Emotional Education, 2005b

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the case going to the Commissioner /Chancellor and eventually the Board of Regents. To date, we have identified Dr. Ralph Schneider, Dr. Dianne Brown, Dr. John Moore, Michael Jackson, MD., Dr. Nathaniel Clay and Mrs. Sandra Ashby, it is anticipated that others will be added to the Board in the future. At the opening meeting officers will be elected.

Anticipated Board Development and Training

We anticipate that the BOT will receive training in governance on annual basis; Foundations for an effective governing Board; Board' role in public and community relations; Board's relations with staff; Board's role in academic excellence; Board member orientation; Identifying and recruiting board members; Board's role in strategic thinking and planning; Board's role in effective decision-making and meetings; Financial and legal responsibilities; Board's role in fundraising and development; Board at work-forming effective committees; and Ensuring safe, structured and supportive environment for instruction. HERO will establish consulting relationships with Building Excellent Schools, New York Charter Schools Institute and other renowned experts, to assist in developing an ongoing professional development program for our BOT. We will set aside an annual retreat time for the entire Board to reflect on the success and challenges of the previous year and make strategic plans and set goals for the current year. Throughout the year, we will implement anonymous self-evaluation tools. We anticipate engaging occasionally, an outside evaluator to provide feedback on our Board operations. Furthermore, the New York City Charter School Center will provide additional training. We will institute a process where the BOT as a whole will evaluate itself primarily on the success of the entire school, based on the Balanced Scorecard document. If HERO does not meet expectations based on that document's qualitative and quantitative indicators, then the BOT will determine what should be done to improve the situation ranging from but not limited to changes in administration, policies, Board, fundraising, or other critical areas.

Founding Board Governance

Our Founding Board has contributed to and supported the creation and development of this charter application. Some may become Board of Trustees members and a few may become employees of HERO. The Founding Board is dedicated, diverse, passionate, and entrepreneurial as well as represents a vast set of Knowledge, Attitude, Skills, Habits and Experience. After a member of the Board is approved by a two-thirds vote of the current Board, they will be provided with orientation materials including minutes from previous meetings, bylaws, application documents, the Charter School Guide for Trustees, our Code of Ethics, and other documents. The Board will have four officers, Chair, Vice-Chair, Treasurer, and Secretary and five standing committees, Governance, Academic Accountability, Family & Community, Finance, and Development.

Board Member Qualifications and Responsibilities

In order to recruit and select Trustees, we have used and will continue to use a rigorous and extensive process which includes multiple professional and personal networks, Board Net and trustee training programs. When this charter is approved, our Founding Board will be prepared to evolve and develop into a BOT that will hire school leaders, such as the CEO, CFO, CAO and COO, establish policies, set annual goals, govern, and ensure that HERO meets or exceeds the terms of the charter. HERO will be founded, governed, and managed by a varied group of Long Island and New York City's educational, civic, and business leaders. Trustees must be 21 years of age, a United States citizen, supportive of HERO' mission and vision, available to meet the time commitments and experienced in serving on policy setting board of directors and assessing program effectiveness. In addition, Trustee should not be currently serving as a board member or officer of a private school. Trustees will be accountable for setting policies that

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ensures; rigorous academic standards and frequent assessment found in exemplary charter schools; engaging curriculum taught by excellent teachers; instruction focused on preparation for college; civic, character, and leadership education as an essential part of public schooling; a highly structured, disciplined, and supportive academic environment. Trustees will focus on a shared belief that all students are entitled to their choice of a high quality public high school. HERO Trustees will be committed to the mission of preparing each student for success in college and to become productive citizen

By-Laws and Code of Ethics

The law firm of Fanning and Hughes, LLP is reviewing the Corporate By-Laws and Code of Ethics on pro-bono basis. Please see **Attachments 5 and 6.**

B. Founding Group's Experience and Capacity

Dr. Dianne G. Brown:

Dr. Brown, our proposed BOT vice president, comes with a wealth of experience in curriculum, instruction and assessment spanning over 40 years. She holds a bachelors degree from Hofstra University in English and Secondary Education, a masters degree in Educational Administration from CW Post college and a doctor of education degree from St. John's University as well as attending the Leadership Institute at Harvard University, completing Collective bargaining Studies Certificate at Cornell University. Currently she is the chief academic officer of the National Collegiate Preparatory Public Charter High School in Baltimore, Maryland. Dr. Brown is a native of Hempstead and former employee of the HUFSD.

Dr. Ralph Schneider:

Dr. Ralph Schneider is a resident of Hempstead and former president of the Board of Education. He is a veteran of the US Navy. He earned a bachelor of arts (cum laude) from Lycoming College, a master of science from Hofstra University, postgraduate studies from New York University and a doctor of philosophy from Shelbourne University, Ireland. He is former science teacher in the Brentwood Public Schools and assistant principal of the South junior High school in Brentwood. He has worked on founding HERO Charter School for the past two years. Dr. Schneider holds following New York State licenses; SDA, SAS, and teacher license in Science and Health as well as Notary public and a nurse.

Sandra Ashby:

Mrs. Sandra Ashby is a resident Long Islander, a mother and grandmother with a professional diploma from Brooklyn College, postgraduate studies in in special education from Queens College, masters degree in elementary education from Hofstra University and a bachelors degree in elementary education from Queens College. She is a former principal of the Ludlum Elementary School in Hempstead with over 36 years of experience in the Hempstead Public Schools District. Mrs. Ashby holds the following New York State certificates; SDA, SAS-Provisional and Elementary Education N-6, Permanent. She is a Hempstead community advocate and a recipient of numerous awards including Educator of Distinction-Key Women of Hempstead in 2003. She is former NYSED Social Studies Curriculum Writer. She is our proposed BOT secretary.

Paul J. Grella, J.D.:

Paul Grella is a father and resident of Hempstead and a product Hempstead Public Schools, graduating in 1968. His parents also graduated from Hempstead High School in the 1930s. He holds a bachelors degree from the University of Massachusetts in psychology, a masters degree from CW Post College and a juris

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doctor (JD) degree from the City University of New York Law School. After graduating from law school, Mr. Grella was the law clerk for the Hon. Arthur N. Votolato, Jr., Federal Bankruptcy Judge in Providence, Rhode Island. Mr. Grella practiced public interest law in Boston from 1987 to 2006. Mr. Grella taught as a special education teacher in New York City and is currently teaching special education students as an itinerant tutor in the Uniondale Public Schools. He was the director of special education for Lawrence Charter School in Lawrence, Massachusetts. He is a former elected trustee of New York City Board of Education -District 26 in Queens. He will be our director of special education.

Kwame Boakye-Yiadom:

Mr. Boakye-Yiadom is our proposed Chief Financial Officer and deputy CEO. Mr. Boakye-Yiadom earned BBA from Andrews University, MBA from Lincoln University and CAS from New York University in Administration, Leadership and Technology with a major in school business administration. He has received additional training from Harvard University in Negotiating Labor Agreements, Program on Negotiations for Sr. Executives and Teaching Negotiations in the Organization. Mr. Boakye-Yiadom has completed his doctoral coursework at New York University in educational administration. He has over ten years as a practicing school business administrator and accounting teacher in private and public schools on Long Island, in Westchester and in the Mid-Hudson region of New York State. He holds the following permanent New York State certifications; SDA, SBA and Teacher-Business and Distributive Education. Mr. Boakye-Yiadom is a member of NYSASBO and ASBO, International. In 2005, he served as the budget reviewer for the north-east region of the USA in ASBO International's Meritorious Budget Award program.

Dr. Len Torres:

Dr. Len Torres is our proposed director of ELL/LEP and bilingual program, data and assessment. Dr. Len Torres is currently serving as a city councilman on Long Island for the City of Long Beach, New York. He also served as commissioner of recreation and zoning board of appeals in the City of Long Beach. He graduated from Dowling College with a bachelors of arts in education, masters of science in educational administration and supervision from CW Post College, education specialist in education research and doctor of education in school administration from Seton Hall. He recently served as interim director of LOTE, ESL and bilingual programs in Long Beach Public Schools. Prior to that, he was the program director for Long Beach Latino Civic Association, Inc. He served as senior educational research, evaluation and program planning instructional specialist as well as a district liaison under the division of assessment and accountability in the NYCBOE. Dr. Torres also served as coordinator of occupational education for Western Suffolk BOCES. In addition, he served as the assistant superintendent for data research, evaluation and guidance services in Roosevelt UFSD as well as pupil personnel services consultant for Hempstead UFSD. He was the Director of Colegio Maria Auxiliadora in San Juan, Puerto Rico.

Dr. Sally A. Thompson:

Dr. Thompson, our proposed CEO, is a teacher, school administrator with over 35 years of experience, graduated from Nova Southeastern University with a doctor of educational leadership. She presented her dissertation on "A Formative Evaluation of a New Teacher Mentoring Program" at the Round Table

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Conference as a visiting specialist in Oxford University in England. Dr. Thompson graduated from Boston University with bachelors degree. She completed her masters degree from Long Island University in guidance and counseling as well as a professional diploma from New York University in organizational studies. A longtime resident of Hempstead as well as a parent whose two children graduated from HUFSD system. Dr. Thompson is former a principal in New Britain, Connecticut; Amityville, long island as well as director of research, planning and evaluation, principal of 4 schools and assistant superintendent for curriculum and instruction. She currently serves as consultant-Evaluation Systems Pearson and Scorer for the NYSED school leadership assessment and school district leadership assessment.

Michael Jackson, M.D.:

Dr. Michael Jackson is one of our proposed BOT trustees and a graduate of Hempstead Public Schools. He is the son Florence Young Jackson who retired from HUFSD after 23 years of service as a school nurse. Dr. Jackson is a practicing dermatologist and assistant professor of medicine at State University of New York Health Science Center (Downstate), Brooklyn, New York. He received his B.A. degree from SUNY at Stony Brook in biomedical engineering & psychology and M.D. degree from SUNY Downstate Medical Center, Brooklyn, New York.

Dr. John Moore:

Dr. John Moore, a resident of Hempstead and a longtime principal of Franklin Elementary School, received his doctor of education degree from St. Johns University, masters degree from CW Post College in educational administration and supervision and a bachelors degree from Barber-Scotia College in Biology. In addition to being a principal, Dr. Moore has been a general science teacher, and assistant principal. He is an experienced educator with extensive knowledge of the community, parents and students. He is one of our proposed trustees, with extensive knowledge of the students and community.

Dr. Nathaniel Clay:

Dr. Nathaniel Clay is a resident of Westbury, Long Island. He holds Ph.D. from the University of Michigan, M.A. from Oakland University and B.S. from Bluefield State College. Currently, he is assistant professor of education at Touro College in queens, New York City. Dr. Clay has been a teacher, director of state and federal funds, assistant superintendent for special programs and general administration as well as superintendent of schools. He has over 40 years of experience in education in the States of Michigan and New York. Dr. Clay retired as superintendent of Hempstead Public Schools after 15 years of service. He is our proposed president for the BOT.

C. Management and Operations

HERO will not be managed by a Charter Management Organization. The Board, leadership and staff of HERO are dedicated educators, parents and professionals who are impelled by the dismal performance of students in Hempstead and surrounding communities to provide them with exemplary public high school choice.

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Organizational Structure of HERO

Attachment 10, HERO' organizational chart, depicts the relationship between our Board of Trustees, HERO'CEO and Staff.

HERO' Mission, Vision & Charter

HERO' mission, vision and charter shall serve as the ultimate authority and guiding document of the school. The BOT, staff, families, mentors and students of HERO will sign a pledge to advance the goals set forth in the charter and to represent HERO as its worthy diplomats.

The HERO Board of Trustees

The BOT will not manage the day-to-day operations of HERO, but will ensure academic, mission, and financial accountability as well as plan for the strategic growth of the school. The Board has the ultimate authority to hire and fire all employees including the leadership.

Key Positions

HERO' key positions are described in **Attachment 11**. The positions shown in the key positions plan as well as in the organizational chart is predicated on the founding group's wisdom for strong supervision, strategic growth and efficient management. However, nothing is etched in stone, and HERO will be guided by enrollment, staffing and budget, if a charter is granted.

D. Staffing and Human Resources

Teacher Recruitment Plan

HERO teaching staff will consist of veteran, experienced and novice urban/suburban educators from Long Island public schools, and from across the State and the nation as well as from Teach for America and other recruitments sources such as public, private, and parochial schools around the world. We will strive to seek/receive about 50 applications for every teaching position available to demonstrate that our teachers are literally the top 2%. We will achieve this feat through extensive outreach to the appropriate agencies and channels. Vacancy advertisements will be posted to social media websites, job websites such as Agent k12.org, Idealist.org, Teach for America magazine, Carney, Sandoe and Associates of Boston and other sources. Presently, HERO already has a pool of over 15 teachers in critical subject matter areas who have expressed interest in teaching in our school. We will use incentives such as recruitment bonus to be paid to the person making the reference if a referral is hired. HERO will be attractive to prospective teachers and staff because it will provide excellent compensation along with an unrivaled professional environment. We plan on offering salaries at HERO to begin at least 10%-15% percent higher than the HUFSD system with raises for school-wide academic performance and stipends for summer and Saturday teaching. Additionally, merit-based financial bonuses will be awarded by the CEO to teachers whose students demonstrate verifiable objective academic growth above and beyond the school-wide statistical norm. Teachers will receive a competitive benefits package including but not limited to TRS, 403B, 457 that improves over time as an incentive to promote longevity and reduce turnover.

School Staffing Plan

In Year 1, Dr. Sally Thompson, currently a consulting for NYSED on School Leadership Assessments, and formally Assistant Superintendent for Curriculum-HUFSD will serve as CEO/Chief Academic Officer for HERO. In its first year, HERO will operate with a cohort of teachers 13 full-time instructional staff, including 1 dedicated SPED director/teacher, and 1 administrative assistant, 1 nurse, 1 social worker, 1

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librarian, .5 psychologist, 1 guidance counselor/data specialist, 3 safety/security officers, 1 custodian and 2 cleaners. In addition, HERO will retain a 1 CFO and 1 accounting clerk. In Year 2 and subsequent years, HERO will hire, retain and grow its instructional and support staff in proportion to student enrollment and its small class size policy of 18: 1. This staffing plan is reflected in the Budget and Cash Flow documents as illustrated in Financial Plan Section-III, A1. We note that nothing is etched in stone and the final staffing plan will be determined by our enrollment figures.

E. Student Recruitment and Evidence of Demand

HERO shall be operated pursuant to New York Education Law 2854(2) and Title VI of the Civil Rights Act that governs admission to a charter school. Additionally, HERO' enrollment shall be open to any child who is eligible under the laws of New York State for admission to a public school. We will operate the school in accordance with all applicable antidiscrimination laws governing public schools. HERO is designed to meet the specific needs of target populations. We will serve grades 9 through 12. New students will be admitted each year to HERO based on a lottery system and without regard to prior measures of academic achievement or aptitude, disability, ethnicity, race, gender, national origin, religion or athletic ability.

Recruitment Plan and Lottery Preferences

We will begin formal recruiting after HERO is authorized. We start advertising from October to March in 2011-2012 for open registration and formal opening in 2012-2013. And families, if they choose, will meet with staff and review the expectations of the school. Interested families will submit applications between October 1st and March 31st of 2011-2012. During this period, a formal, public lottery will be conducted and observed by a third party. Students will not be admitted prior to the lottery. In the first year of operation, HERO will accept applications for admission to the 9th and 10th grades only, for which approximately 240 students will be accepted. In subsequent years, HERO will add additional classes each year of approximately 150 students until the 4th year during which only 50 students will be added due to capacity limit. When the CEO determines available seats once the waitlist has been exhausted, admission preference shall be granted to applicants in the following manner: 1) After the first year, first preference will be given to returning students, who will automatically be assigned a space within the school for 10th and 11th grades; 2) Second preference will be given to siblings of students already enrolled in HERO. For definition purposes, "siblings" are two or more children that are related either by birth by means of the same father or mother or by legal adoption/guardianship; 3) Third preference for admission of students who reside within HUFSD; 4) Fourth preference for admission is students enrolled at or scheduled to attend Charter Schools in our geographic service areas; 5) Fifth preference for admission for students who reside in Wyandanch, Roosevelt, Freeport, Westbury, West Hempstead, Elmont and Baldwin, but not in any particular preference order; 6) Any remaining slots shall be available to applicants residing close to Village of Hempstead. Once all seats have been filled through the lottery process, names will continue to be drawn after all available spaces have been filled in order to form a waiting list for each preference category and grade level. This waiting list will be the only official, legal document identifying the names of grade eligible students with applications to HERO pending acceptance for the subsequent school year, or in rare cases, when vacancies arise, based upon the order of random selection from the lottery following a recruitment period. The waiting list shall expire annually at the lottery drawing following the next year's enrollment period.

Outreach Plan

HERO will take the following measure to effectuate its outreach plan: Provide information about the school to students and parents interested throughout the year in places such delis, Laundromats,

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Newsday, the Community Journal, public television stations, radio stations and social networks. Make available marketing brochures and promotional materials in dominant languages, we have begun distributing materials in Spanish and Haitian Creole in addition to English. To recruit student and provide translation services and person-to-person interaction requiring an English translation: Contact those who are currently on HERO' contact-listing; Visit, with permission, charter schools, local elementary schools, after-school programs, and youth centers, etc.; Organize many open houses and town hall meetings in HERO' facilities; Attend all school enrollment fairs; Visit local organizations such as CBOs; Pulpit-to-pulpit approach to meet with church leaders; Canvass neighborhoods, multiple tenements, high-rise buildings, door-to-door to further reach interested families and leave materials; Mass mail applications to every family of 7th, 8th and 9th grader in our geographic service areas; Post flyers and notices in local newspapers, supermarkets, churches, community centers, libraries, and apartment complexes; and Conduct extensive outreach to elementary school guidance counselors, PTAs, Boys and Girls Scouts.

We expect to receive over 25 applications for each of the 240 seats in the first year. The strongest indicator of community support for HERO is the endorsement and encouragement from people willing to support and enroll their children in the system. Several people who have read the prospectus have indicated to the founding group that our estimated first year enrollment figure of 240 for 2012-13 is too low given our target population, geographic service area and the pent-up demand for alternative public high school. We are confident that there will be a long waiting list to enroll at HERO. Given the academic performance of Hempstead High School and some of the high schools in western Suffolk and Nassau Counties as well as the middle schools including ABGS Middle School, demand for HERO' educational programs will be heralded by a large pool of applicants. HERO will be a natural continuation for graduates from Roosevelt Children's Academy and the graduates from Evergreen and Academy Charter schools of Hempstead. The need is there for alternative high school education in Hempstead and surrounding communities. We hope to grow the waiting list to about 4,000 families for this unmet demand.

Voluntary Withdrawal

Parents shall enroll or withdraw their children by choice. As a public school of choice, HERO's application and withdrawal processes shall be voluntary. When circumstances dictate that a parent or guardian transfer his or her child to a different school we will offer to meet with the family and discuss the reasons for the desired withdrawal from the School, as well as to resolve any problems that arise from these discussions. However, a student may withdraw from HERO at any time with parental or guardianship permission. Our school personnel will offer assistance and make reasonable effort to accommodate the student and find a school that better serves the student's needs, if the parents or guardians still wish to transfer their child to another school. HERO will facilitate the timely transfer of any necessary school records to the student's new school.

F. Community Involvement

Support for HERO in the Village of Hempstead is awe-inspiring. Parents, community leaders, community based organizations, businesses and institutions are demonstrating enthusiastic endorsement of HERO. By popular demand, we have mailed out one thousand letters of support to be signed and returned by parents with eligible high-school-age children to parents in Nassau and western Suffolk Counties. Additionally, we anticipate the support of the following community leaders: Mayor Wayne Hall-Hempstead, former Mayor Gardiner-Hempstead, Senator Dean Skelos-New York Senator, Senator Kemp Hannon, Councilwoman Legislator Dorothy Goodsby, and the Reverends-Dr. Sedgewick Easley, Patrick Duggan and Keith Harris.

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We recognize that there will be opposition from some vociferous residents of Hempstead community and district employees who are NOT DISINTERESTED ACTIVISTS/ADVOCATES to obstruct the establishment of HERO. Our aim is to provide a viable education alternative for underserved and economically disadvantaged parents and students.

HERO is working assiduously to be an active participant in and advocate for quality education in Hempstead and the Long Island region especially in minority and underserved school districts. HERO is mobilizing and is spending significant resources in underserved communities to present viable education alternatives to communities where there is lack of alternatives. Many churches are assisting with our effort. HERO has contacted HUFSD, RUFSD, WUFSD, FUSD, Elmont UFSD, and Nassau County Juvenile Corrections Center and we are awaiting their response to our request for a meeting. HERO will strive to be an active participant in the civic life of our community. Administrators and instructional staff, Board of Trustees, and our community of parents and students will assist in ensuring this involvement and to establish strong partnerships with local organizations and institutions in our geographic service areas.

III. FINANCIAL PLAN

- A. **Charter School Budget and Cash Flow Template:** The charter school budget and cash template is included as **Attachment 17**.

BUDGET NARRATIVE

I. Pre-Opening Period Year- 2011/2012

We have developed a budget and cash flow statement (**Tabs 2 and 3, Attachment 17**) with a net income of \$700,792. Our estimated revenues and expenditures are \$1,327,000 and \$626,208 respectively.

Revenue

While our revenue estimate of \$1,327,000 seems high, we are confident that we can raise that amount during the pre-opening planning year. Our estimate is based on the fact that some of our founders are experienced fund raisers. For example, one of our founders has raised an average of \$25,000 per week in prior years for a public school to undertake out-of-state academic trips. We have tentatively scheduled a meeting in April, 2011 with DELL representative for the purpose of raising funds. Another founder, who is an experienced fund raiser, has committed to this effort. The grant portion of our revenue is based on the assumption that HERO, when granted charter will receive Charter School Stimulus Fund of \$100,000; Title II (for recruitment of teachers) of \$50,000; and CSP Planning & Implementation grant for \$600,000. We need to raise less than 50 percent of this amount to fund our expenditures during this period.

Expenses

We estimate that our expenses during this period will be only 47 percent of our revenues. Approximately, 71% of the \$626,208 expenditures are salaries and benefits. The remainder, 29% comprises school operations, facility operations and maintenance.

Program/Activities

We believe that our budget has value. In this budget, we; enhance HERO' brand name, embark on student and staff recruitment, we explore ways and means of delivering effective instruction to our target

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population, find appropriate facilities for instruction, provide professional development for the BOT and leadership of the school, set up our management and reporting systems, establish partnerships and linkages in the community with parents, faith based organizations and community based organizations, establish collaborations and linkages with school districts, colleges/universities and charter schools in the immediate vicinity of the Hempstead community.

Staffing

HERO will operate with a skeleton crew of four employees during this planning period and the actual full time equivalent (FTE) will be 3.5.

Financing Activities

In order to ensure uninterrupted cash flow during this period, we will propose a short term borrowing of \$650,000 to finance operations when the charter is granted and payable in full by June 30, 2012 in accordance with our budget estimates.

Assumptions

We prepared on the basis of these assumptions: One, all grants applied for will be approved and awarded to us without significant changes in the amounts applied for. Two, proceeds of grants will be made available to us in a reasonable timeframe. Three, funding sources will continue to award relevant grants.

Cash Flow Statement

We have demonstrated in **Tab 3**, the projected cash flow statement for this discretionary year, our sources of income for operations, beginning in September 2011 until June 2012.

Reserves

The ending cash balance, after adjustments to net income, will be used to establish reserves such as capital, facilities, insurance, performance incentive, etc. under the direction of the Board of Trustees.

II. First Year Budget - FY 2012-2013

HERO' proposed FY 2012-2013 budget (**Tabs 4 and 5-Attachment 17**) has value and meets the school's instructional and operational objectives as well as provides support. We have developed a budget with a net income of \$607,875. Our estimated revenues and expenditures are \$5,432,705 and \$4, 824,830 respectively. Additionally, we report on the following:

Revenue

Our revenue estimate of \$5,432,705 is based on solid assumptions. With 80.4% percent of our revenue coming from the State and 19.6% from Federal and local sources, and determination to meet our fundraising goal annually we believe that the revenues can be attained. As indicated, some of our founders are experienced fund raisers and the amounts included are the minimum amounts they believe that they can raise. In addition, we believe that we will receive more federal grants because of the demographics of our target population. We will continue to search for new revenue streams to fund our programs.

Expenditure

Our expenses will be closely monitored to ensure that the budget is not overspent. The CFO and the business staff will institute controls that will eliminate overspending. This proposed budget expenditure is \$4,824,830 and that is approximately 89% of our revenues.

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Program/Activities

The budget supports the following; marketing and enhancement of the HERO' brand name, recruitment of students and staff, delivery of effective instruction to our students, provide enrichment programs for our students, lease appropriate space for instruction, ensure clean and safe environment for our school, provide professional development for the BOT, school leaders and staff, improve our management and reporting systems such as student data and financial statements, foster partnerships and linkages with parents, faith based organizations, community based organizations and arms of local governments such as the police, museums and libraries, interface collaboratively and link with school districts, colleges/universities and charter schools in the immediate vicinity of the Hempstead community.

Staffing

HERO will operate with a full complement of highly qualified staff in accordance with our education plans and with required full time equivalency to implement our small class size policy of 18:1. In addition, our budget provides adequate resources to provide all operational and support needs for SPED, ELL and regular education students while ensuring compliance with NCLB as well as supporting our school mantra of "failure is not an option." The number of staff positions in this budget is 34.5 FTE.

Financing Activities

In July 2012, we will borrow \$2,000,000 against anticipated revenues to finance operations and to ensure uninterrupted cash flow to meet payroll and pay vendors for purchases. The principal and interest will be paid in full by June 30, 2013 in accordance with our budget estimates.

Assumptions

This budget is predicated on the following assumptions: One, the State portion of our revenue will be 80.4%. Two, all grants applied for will be approved and awarded to us without significant changes in the amounts applied for. Two, proceeds of grants will be made available to us in a reasonable timeframe. Three, funding sources will continue to award relevant grants. Four, our enrollment projections will not decrease. Five, we will not exceed projected expenses.

Cash Flow Statement

We have demonstrated in the cash flow statement our sources of income for one year of operations beginning in September 2011 and ending in June 2012. We end operations in the first year with a positive fund balance or net income after adjustments.

Reserves

Net income realized after adjustments will be used to establish reserves such as capital, facilities, insurance, performance incentive, etc. the specific allocations will be determined in consultation with our CPA and auditors under the direction of the Board of Trustees.

III. Five Year Projected Budget /Operating Plan for Initial Charter Period

HERO' proposed FY 2012-2013 through FY 2016-2017 budget (**Tabs 6-Attachment 17**) illustrates the operating plan for the entire charter period. We report that in all five years we have positive fund balance/net income and they are as follows: 2012-2013=\$5,432,705; 2013-2014=\$8,859,633; 2014-2015=\$12,002,387; 2015-2016=\$13,094,729 and 2016-2017=\$14,520,405.

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Revenue

The State portion of our revenues for the five years indicates are 80.4% in 2012/13; 82.1 in 2013/14; 86.0% in 2014/15; 87.0% in 2015/16 and 88.2% in 2016/17. We based our revenue estimates on an annual increase of 2%. Again, the federal, local and other revenue components of revenue do not exceed 20% in any year of the charter period.

Expenditures

Our expenses will be closely monitored to ensure that the budget is not overspent. The CFO and the business staff will institute controls that will eliminate overspending. The proposed budget expenses are in charter years are as follows: 2012/13=\$4,824,830; 2013/2014=\$7,660,775; 2014/15=\$9,819,877; 2015/16=\$10,937,931 and 2016/17=\$11,785,575. Our expenses relative to our revenues decreases from 89% in 2012/13, 86% in 2013/14 and to 82% in 2014/15. However, in 2015/16 it slightly increases to 84% from 82% and dips again to 81% in 2016/17.

Program/Activities

The budget supports the following; Weekend school, extended school day and school year, marketing and enhancement of the HERO' brand name, recruitment of students and staff, delivery of effective instruction to our students, provide enrichment programs for our students, lease appropriate space for instruction, ensure clean and safe environment for our school, provide professional development for the BOT, school leaders and staff, improve our management and reporting systems such as student data and financial statements, foster partnerships and linkages with parents, faith based organizations, community based organizations and arms of local governments such as the police, museums and libraries, interface collaboratively and link with school districts, colleges/universities and charter schools in the immediate vicinity of the Hempstead community. And we expect spectacular performance from our students on all assessments.

Staffing

HERO will operate with a full complement of highly qualified staff in accordance with our education plans and with required full time equivalency to implement our small class size policy of 18:1. In addition, our budget provides adequate resources to provide all operational and support needed for SPED, ELL and regular education students while ensuring compliance with NCLB as well as supporting our school mantra of "failure is not an option." The number of staff positions when the school is at full capacity in this budget is 65 FTE. Our full enrollment in 2016/17 will be 650.

Financing Activities

In July 2012, we will borrow \$2,000,000 against anticipated revenues to finance operations and to ensure uninterrupted cash flow to meet payroll and pay vendors. In subsequent years, we will borrow \$3 million in July of each of the charter years against anticipated revenues. The principal and interest will be paid in full by June 30, of each year in accordance with our budget estimates.

Assumptions

This budget is predicated on the following assumptions: One, we will receive the State portion of our revenue. Two, all grants applied for will be approved and awarded to us without significant changes in the amounts applied for. Three, proceeds of grants will be made available to us in a reasonable timeframe. Three, funding sources will continue to award relevant grants. Four, our enrollment projections will not decrease. Five, our expenditures will not exceed estimated revenues. Six, we will receive all federal, and local and other sources of revenue in our budget.

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Cash Flow Statement

We have demonstrated in the cash flow statements our sources of income for each year of operations beginning in September 2011-preopening year, and ending in June 2017 of the charter year. We end operations in the first year with a positive cash balance after adjustments.

Reserves

All net income realized after cash flow adjustments will be used to establish reserves such as capital, facilities, insurance, performance incentive, etc.; the specific allocations will be determined in consultation with our CPA and auditors under the direction of the Board of Trustees.

B. Financial Management

Money matters when dispensing educational services. Due to this importance, HERO believes in transparency, accountability and good stewardship of public money entrusted to educators to educate students. Furthermore, we believe in steadfast commitment to prudent financial management of public and private resources that will be entrusted to us for educating HERO students. At all times, we shall adhere to the policies of the Board of Trustees, regulations of SED and Office of the Comptroller, rules of the United States Government Accountability Office (GAO) and guidelines of Office of Management and Budget (OMB), conventions, frameworks and standards of the Generally Accepted Accounting Principles (GAAP), Financial Accounting Standards Board (FASB) and Governmental Accounting Standards Board (GASB) and application of the body of knowledge in Financial Accountability System Resources Guide (FASRG) if we are to avoid the pitfalls of some unsuccessful charter schools. HERO has developed a conservative fiscal plan to analyze its financial health and ensure its sustainability. We have created a balanced school budget utilizing estimates and data provided by SED and in accordance with Education Law 2856. We will raise general operating funds and in-kind contributions from local/external sources to supplement our revenues. We will show positive fund balance for each of the five years of operations after meeting all financial obligations and the carryovers will be used to create reserve funds for facilities upgrades, capital reserve funds, insurance reserve funds, and reserve funds for performance bonus, reserve funds for recruitment and BBCD accounts reserves.

HERO will hire an independent external audit firm to review our financial policies, cash flow, retrospective budget and financial controls. We will produce certified annual financial reports. We will consult SED, New York Charter School Institute and Comptroller's Office whenever we need additional information or assistance. We will purchase financial software package such as Finance Manager to handle our financial operations and record keeping. We will implement student information system such as eSchoolPlus or PowerSchool to accurately, securely and efficiently manage all data pertaining to enrollment, attendance, special education classification, and eligibility for free and reduced price lunch, and other demographic information for all students.

C. Facility

We are committed to working with the State Education Department to ensure that the facility HERO acquires will be approved for certificate of occupancy.

Meanwhile, we are cognizant of the challenges associated with facilities, HERO founders have moved to resolve this issue. First, the request has been made to the Hempstead UFSD to discuss availability of space. Second, we have identified several suitable buildings in the community that can be used as a start-

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up building for HERO and negotiations are on-going through our real estate agents to secure one of the facilities. Third, we will discuss our facilities situation with the various governments – Village Hall, Town Hall and the County to secure a vacant lot that may be used to build permanent facilities capable of delivering 21st Century educational instruction to 650 high school students. Fourth, discussions about funding are on-going between prospective lenders and the founders. We have requested a construction company to donate their design services of 3-D images for the proposed school in exchange for the construction contract, if we are approved. Our ideal facility arrangement would allow for ownership of a building designed purposely for teaching and learning.

During the first year, we recognize that the absence of a suitable facility will obstruct a strong culture and identity in the school. We may not have a gymnasium or an auditorium where we can gather our students for culture building assemblies, family and evening events or school-wide celebrations. As a solution, we will borrow spaces for major events from nearby colleges/universities, districts and Hempstead UFSD. Our staff will be creative in planning small events in classrooms and in hallways. Meanwhile, HERO' interim plan is to identify and lease suitable facility that can consistently meet our immediate instructional needs. The timeline for acquisition of a facility is included in the pre-opening plan, Section G-III.

D. Transportation

We forestall that the majority of students attending HERO will reside in the Village of Hempstead and will either walk or dropped/picked by parents. All students shall receive transportation for which they are statutorily eligible pursuant to Education Laws 2853(4)(b) and 3635. Hempstead UFSD and resident districts of students will provide or assign eligible students appropriate transportation. If a student with disability requires transportation, HERO will notify the district in which the student resides to provide transportation. However, HERO will provide transportation for students who are ineligible to receive transportation services in accordance with aforementioned laws (2853(4)(b) and 3635), to extent that budgeted funds for this effort in the Charter School Budget and Cash Flow Template in A1 allow. The parents of these ineligible students who cannot be covered under our budget will be responsible to make provisions for any additional transportation they desire for their children.

HERO will comply with all transportation matters as enshrined in relevant Education Laws. Meanwhile, HERO will be in session on days when Hempstead UFSD and surrounding school districts within our service areas are not. Therefore, HERO will arrange with those districts to provide transportation on those days in accordance with Education Law 2854(4)(b). We will seek additional funds from external sources such as foundations and government grants to support transportation services for the Weekend School. Pursuant to standard operating procedures and regulations, HERO will document the mode in which students will be transported to and from the school. Parents/Guardians enrolling their children in HERO will be requested to notify their resident school districts on annual basis of any need for transportation services to the school for the following school year in advance of statutory deadline of April 1.

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E. Food Service

HERO shall offer students breakfast, lunch and morning or afternoon snack. HERO shall reserve the right to determine which meals and/or snacks to serve, in compliance with federal policies, when school begins after 8:00am (delayed start) or ends before 12:30pm (early dismissal). HERO will comply with Education Law 915. HERO will offer breakfast, lunch and snack program that meets the requirements of National School Lunch Program. HERO will contract with a vendor for the provision of food services beginning with the Hempstead UFSD or any of the nearby colleges/universities. In addition, the school will explore arrangements with private companies providing food services to existing schools in Nassau County. During the first year, HERO may contract for food service that provides pre-cooked meals. The meals will be in accordance with State and Federal requirements. HERO will provide a serving area pursuant to the local Department of Health requirements. We will provide waste receptacles will be in place.

HERO will participate in the Federal-Free and Reduced-Priced breakfast, lunch and snack programs administered by the US Department of Agriculture. We will follow all applicable requirements including but not limited to; meal pricing, determination of eligibility, nutritional value and reporting requirements. All food subsidy revenue received from the Federal and State meal programs will be used solely for the purpose of providing meals to eligible students, and for no prohibited purpose. Generally, students from households with incomes at or below 130% of the poverty level are eligible for free meals, while students from households with incomes within 130% to 185% of the poverty level are eligible for reduced-priced meals.

F. Insurance

HERO shall obtain any and all necessary liability insurance with rating of AAA-BEST for operation. The cost of this insurance is included in the budget, **Attachment AI**. We have included the documentation for premium quotes/cost received for HERO' liability insurance, **Exhibit B**. The time line for obtaining liability insurance is incorporated in the pre-opening plan in Section III.G

G. Pre-Opening Plan

HERO' pre-opening plan is shown below. All expenditures are included in the budget and are in alignment with Attachment AI. We will execute the pre-opening plan by tapping the expertise of HERO' founding team. Dr. Dianne G. Brown, Dr. Sally Thompson and Dr. Nathaniel Clay, Dr. John Moore and Dr. Ralph Schneider, and other veteran school administrators will be on hand to ensure that the pre-opening plan is implemented appropriately and HERO is launched without a hitch.

Description of Task	Start Date	Completion Date	Accountability	BOT Check-Off/Approval Date
Identify facility in Hempstead UFSD	June 1, 2011	January 20, 2012	Founders Team	January 30, 2012

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suitable for instruction				
Solicit applications for and hire Administrative Assistant and Operations Staff	July 1, 2011	March 31, 2012	Sally Thompson, Kwame Boakye-Yiadom, Len Torres	April 30, 2012
Solicit applications for and hire instructional staff	September 1, 2011	June 30, 2012	Paul Grella, Sally Thompson, John Moore, Len Torres	July 31, 2012
Collect/Receive Enrollment Applications	October 1, 2011	April 30, 2012	Kwame Boakye-Yiadom and Finance Staff	May 15, 2012
Lottery Process and Enrollment Event	May 1, 2012	May 31, 2012	All administrative and instructional staff	June, 2012
Collect Enrollment Acceptances and call off waiting-list to full enrollment	June 1, 2012	July 31, 2012	Kwame Boakye-Yiadom, Finance Staff	August 1, 2012
Board of Trustees holds first meeting and hires CEO, COO/Deputy CEO and CAO; and Administrative Assistant	June 1, 2011	July 31, 2012	BOT, Sally Thompson and Kwame Boakye-Yiadom, Paul Grella	August 1, 2012
Purchase Classroom Furniture, Instructional Materials, Textbooks, Equipment and Supplies	May 1, 2012	August 1, 2012	Sally Thompson, Kwame Boakye-Yiadom, CAO and Finance Staff	August 31, 2012
Set-Up Classrooms	July 1, 2012	August 15, 2012	CAO, Administrative and Instructional staff	August 31, 2012
Instructional Staff Put on Payroll and enrolled in Benefits	August 1, 2012	August 20, 2012	Kwame Boakye-Yiadom and Finance Staff	August 31, 2012
First General Staff Meeting and Professional	August 1, 2012	August 15, 2012	Sally Thompson, Administrative staff	August 31, 2012

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Development for all Staff				
Boot Camp for all Students	August 8, 2012	August 13, 2012	Sally Thompson and CAO	August 31, 2012
Buy Insurance	July 1, 2012	July 31, 2012	Kwame Boakye	August 1, 2012
Check-off punch-list items for facilities including defibrillators, storage for student health and academic records	August 15, 2012	August 15, 2012	Kwame Boakye-Yiadom and custodial staff	August 31, 2012
Complete and Distribute Class Schedule	July 15, 2012	August 13, 2012	CAO, Guidance Counselor, Teachers	August 31, 2012
Distribute School Calendar to Parents	July 1, 2012	August 13, 2012	Administration	August 31, 2012
Distribution and Collection of Free and Reduced Price Lunch Applications	July 1, 2012	August 8, 2012	Kwame Boakye-Yiadom, Finance Staff and CAO	August 31, 2012
Special Education training for SPED/GEN education staff	August 1, 2012	August 10, 2012	Paul Grella and Staff	August 31, 2012

REQUIRED ATTACHMENTS

for

HERO

ROSTER OF KEY CONTACTS

for
HERO

ATTACHMENT # 1

Attachment 1: Roster of Key Contacts

Name	Role (Founding Group Member, Proposed Board Member, or Proposed School Employee)
Dr. Sally A. Thompson	Lead Applicant – Founding Member (CEO)
Mr. Kwame Boakye~Yiadom	Founding Member - (CFO)
Paul J. Grella	Founding Member - Legal
Mrs. Sandra Ashby	Proposed Board Member
Dr. Dianne Brown	Proposed Board Member
Dr. Nathaniel Clay	Proposed Board Member
Michael E. Jackson, M.D.	Proposed Board Member
Dr. Johnnie Moore	Proposed Board Member
Dr. Ralph Schneider	Proposed Board Member
Dr. Len Torres	Proposed School Employee for Data, ELL & Guidance

CERTIFICATION STATEMENT

for
HERO

ATTACHMENT # 2

Attachment 2: Certification Statement

Proposed Charter School Name **_Horizon Educational Reinvestment Opportunity Charter High School (HERO)**

Proposed School Location (District) **Hempstead Union Free School District / Hempstead, N.Y.**

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 3/20/2011

(Please label the copy that has original signatures)

Print/Type Name: **Dr. Sally A. Thompson**

Address **6 Flint Avenue/ Hempstead, N.Y. 11550**

Daytime Phone: **(516) 489-8289 / Cell (516) 770-3062** Email: **sallytho@aol.com**

SAMPLE OF DAILY SCHEDULE

for
HERO

ATTACHMENT # 3

Freshman (Grade 9)
Daily Schedule – Monday to Friday
Fall

Monday	Tuesday	Wednesday	Thursday	Friday
7:30 – 8:00 Attendance Daily Briefing Homeroom				
8:05 – 8:46 ELA –Grade 9				
8:51 – 9:32 Social Studies: US History & Government				
9:37 – 10:20 Mathematics: PreAlgebra				
10:25 – 11:06 Science : Intro to Science/Biology				
11:11 - 11:52 Foreign Language: Spanish/French /Latin/Mandarin				
11:57 – 12:38 Physical Education				
12:43 – 1:24 Intro to Tech: Computer /Software Applications				
1:29 – 2:10 Lunch				

Freshman (Grade 9)
Daily Schedule – Monday to Friday
Fall

2:15 – 2:56 Research Literacy: Writing Workshop			
3:01 - 3:42 Art*- Studio in Drawing and Painting			

3:42 to 6:00 = Tutorials/Coaching/Test taking strategies classes and extra curricula, such as mentoring will take place. Snack will be served.

** Arts requirements may be satisfied by two terms of any art, music, or drama class. Such Classes will be coded with an “A” if offered.*

Freshman (Grade 9)
Daily Schedule – Monday to Friday
Spring

Monday	Tuesday	Wednesday	Thursday	Friday
7:30 – 8:00 Attendance Daily Briefing Homeroom				
8:05 – 8:46 ELA –Grade 9				
8:51 – 9:32 Social Studies: US History & Government				
9:37 – 10:20 Mathematics: Integrated Algebra				
10:25 – 11:06 Science: Biology				
11:11 - 11:52 Foreign Language: Spanish/French /Latin/Mandarin				
11:57 – 12:38 Physical Education				
12:43 – 1:24 Intro to Tech: Computer/ Software Applications				
1:29 – 2:10 Lunch				

Freshman (Grade 9)
Daily Schedule – Monday to Friday
Spring

2:15 – 2:56 Research Literacy: Writing Workshop	2:15 – 2:56 Research Literacy: Writing Workshop	2:15 – 2:56 Research Literacy: Writing Workshop	2:15 – 2:56 Research Literacy: Writing Workshop	2:15 – 2:56 Research Literacy: Writing Workshop
3:01 - 3:42 Art* - Studio in Drawing and Painting	3:01 - 3:42 Art - Studio in Drawing and Painting	3:01 - 3:42 Art - Studio in Drawing and Painting	3:01 - 3:42 Art - Studio in Drawing and Painting	3:01 - 3:42 Art - Studio in Drawing and Painting

*3:42 to 6:00 = Tutorial/Coaching/Test taking strategies classes and extra curricula activities will take place. Snack will be served
 *Arts requirements may be satisfied by two terms of any art, music, or drama class. Such classes will be offered coded with an “A”
 if offered.*

**Sophomore (Grade 10)
Daily Schedule – Monday to Friday
Spring**

Monday	Tuesday	Wednesday	Thursday	Friday
7:30 – 8:00 Attendance Daily Briefing Homeroom				
8:05 – 8:46 Foreign Language: Spanish/French /Latin/Mandarin				
8:51 – 9:32 Mathematics: Geometry				
9:37 – 10:20 Social Studies: Global History				
10:25 – 11:06 ELA –Grade 10				
11:11 – 11:52 Physical Education				
11:57 – 12:38 Science : Earth Science				

Sophomore (Grade 10)
Weekly/Daily Schedule – Monday to Friday
Fall

Monday	Tuesday	Wednesday	Thursday	Friday
7:30 – 8:00 Attendance Daily Briefing Homeroom				
8:05 – 8:46 Foreign Language: Spanish/French /Latin/Mandarin				
8:51 – 9:32 Mathematics: Geometry				
9:37 – 10:20 Social Studies: Global History				
10:25 – 11:06 ELA –Grade 10				
11:11 – 11:52 Physical Education				
11:57 – 12:38 Science : Earth Science				

Sophomore (Grade 10)
Weekly/Daily Schedule – Monday to Friday
Fall

12:43 – 1:24 Arts- Advertising & Design*				
1:29 – 2:10 Lunch				
2:15 – 2:56 Technology-Music				
3:01 – 3:42 Sophomore Research (Topic of Interest) ++	3:01 – 3:42 Sophomore Research (Topic of Interest) ++	3:01 – 3:42 Sophomore Research (Topic of Interest) ++	3:01 – 3:42 Sophomore Research (Topic of Interest) ++	3:01 – 3:42 Sophomore Research (Topic of Interest) ++

3:42 to 6:00 = Tutorial/Coaching/Test Taking Strategies classes and extra curricula activities will take place. Snack will be served.
++ Required course for all students

***Arts requirements may be satisfied by two terms of any art, music or drama class. Such classes will be coded with an "A" if offered.**

Sophomore (Grade 10)
Daily Schedule – Monday to Friday
Spring

12:43 – 1:24 Arts- Advertising & Design*				
1:29 – 2:10 Lunch				
2:15 – 2:56 Technology-Music				
3:01 – 3:42 Sophomore Research (Topic of Interest) ++	3:01 – 3:42 Sophomore Research (Topic of Interest) ++	3:01 – 3:42 Sophomore Research (Topic of Interest) ++	3:01 – 3:42 Sophomore Research (Topic of Interest) ++	3:01 – 3:42 Sophomore Research (Topic of Interest) ++

3:42 to 6:00 = Tutorial/Coaching/Test Taking Strategies classes and extra curricula activities will take place. Snack will be served.
 ++ *Required course for all students*

**Arts requirements may be satisfied by two terms of any art, music or drama class. Such classes will be coded with an “A” if offered.*

Junior (Grade 11)
Weekly/Daily Schedule – Monday to Friday
Fall

Monday	Tuesday	Wednesday	Thursday	Friday
7:30 – 8:00 Attendance Daily Briefing Homeroom				
8:05 – 8:46 Social Studies: Global Geography				
8:51 – 9:32 ELA –Grade 11				
9:37 – 10:20 Science : Chemistry				
10:25 – 11:06 Mathematics: Algebra 2/Trigonometry				
11:11 - 11:52 Health				
11:57 – 12:38 Foreign Language: Spanish/French /Latin/Mandarin				

Junior (Grade 11)
Weekly/Daily Schedule – Monday to Friday
Fall

12:43 – 1:24 Technology-Music				
1:29 – 2:10 Physical Education				
2:15 – 2:56 Lunch				
3:01 – 3:42 Arts- Studio in Art*				

*3:42 to 6:00 = Tutorial/Coaching/Test Taking Strategies classes and extra curricula activities will take place. Snack will be served.
 Arts requirements may be satisfied by two terms of any art, music or drama class. Such classes will be coded with an "A" if offered.

Junior (Grade 11)
Daily Schedule – Monday to Friday
Spring

Monday	Tuesday	Wednesday	Thursday	Friday
7:30 – 8:00 Attendance Daily Briefing Homeroom				
8:05 – 8:46 Social Studies: Global Geography				
8:51 – 9:32 ELA –Grade 11				
9:37 – 10:20 Science : Chemistry				
10:25 – 11:06 Mathematics: Algebra 2/Trigonometry				
11:11 - 11:52 Health (one term) = Health Science A/P**	11:11 - 11:52 Health (one term) = Health Science A/P**	11:11 - 11:52 Health (one term) = Health Science A/P**	11:11 - 11:52 Health (one term) = Health Science A/P**	11:11 - 11:52 Health (one term) = Health Science A/P**
11:57 – 12:38 Foreign Language: Spanish/French /Latin/Mandarin				

Junior (Grade 11)
Daily Schedule – Monday to Friday
Spring

12:43 – 1:24 Technology-Music				
1:29 – 2:10 Physical Education				
2:15 – 2:56 Lunch				
3:01 – 3:42 Arts- Studio in Art*				

3:42 to 6:00 = Tutorial/Coaching/Test Taking Strategies classes and extra curricula activities will take place. Snack will be served.
**Arts requirements may be satisfied by two terms of any art, music or drama class. Such classes will be coded with an “A” if offered.*

Senior (Grade 12)
Weekly/Daily Schedule – Monday to Friday
Fall

Monday	Tuesday	Wednesday	Thursday	Friday
7:30 – 8:00 Attendance Daily Briefing Homeroom	7:30 – 8:00 Attendance Daily Briefing Homeroom	7:30 – 8:00 Attendance Daily Briefing Homeroom	7:30 – 8:00 Attendance Daily Briefing Homeroom	7:30 – 8:00 Attendance Daily Briefing Homeroom
8:05 – 8:46 Mathematics: Consumer Math / Accounting	8:05 – 8:46 Mathematics: Consumer Math / Accounting	8:05 – 8:46 Mathematics: Consumer Math / Accounting	8:05 – 8:46 Mathematics: Consumer Math / Accounting	8:05 – 8:46 Mathematics: Consumer Math / Accounting
8:51 – 9:32 Foreign Language: Spanish/French /Latin/Mandarin	8:51 – 9:32 Foreign Language: Spanish/French /Latin/Mandarin	8:51 – 9:32 Foreign Language: Spanish/French /Latin/Mandarin	8:51 – 9:32 Foreign Language: Spanish/French /Latin/Mandarin	8:51 – 9:32 Foreign Language: Spanish/French /Latin/Mandarin
9:37 – 10:20 ELA-Grade 12: British Literature /Explorations in Lit	9:37 – 10:20 ELA-Grade 12: British Literature /Explorations in Lit	9:37 – 10:20 ELA –Grade 12: British Literature /Explorations in Lit	9:37 – 10:20 ELA –Grade 12: British Literature /Explorations in Lit	9:37 – 10:20 ELA –Grade 12: British Literature /Explorations in Lit
10:25 – 11:06 Social Studies: Government	10:25 – 11:06 Social Studies: Government	10:25 – 11:06 Social Studies: Government	10:25 – 11:06 Social Studies: Government	10:25 – 11:06 Social Studies: Government
11:11 - 11:52 Science: Space Science/ CSI	11:11 - 11:52 Science: Space Science/ CSI	11:11 - 11:52 Science: Space Science/ CSI	11:11 - 11:52 Science: Space Science/ CSI	11:11 - 11:52 Science: Space Science/ CSI
11:57 – 12:38 Elective 2-Creative Writing	11:57 – 12:38 Elective 2- Creative Writing	11:57 – 12:38 Elective 2- Creative Writing	11:57 – 12:38 Elective 2- Creative Writing	11:57 – 12:38 Elective 2- Creative Writing

Senior (Grade 12)
Weekly/Daily Schedule – Monday to Friday
Fall

12:43 – 1:24 Physical Education	12:43 – 1:24 Physical Education	12:43 – 1:24 Physical Education	12:43 – 1:24 Physical Education	12:43 – 1:24 Physical Education
1:29 – 2:10 Lunch	1:29 – 2:10 Lunch	1:29 – 2:10 Lunch	1:29 – 2:10 Lunch	1:29 – 2:10 Lunch
2:15 – 2:56 Arts- Studio in Photography*	2:15 – 2:56 Arts- Studio in Photography*	2:15 – 2:56 Arts- Studio in Photography*	2:15 – 2:56 Arts- Studio in Photography*	2:15 – 2:56 Arts- Studio in Photography*
3:01 – 3:42 Elective 3-Broadcast Journalism	3:01 – 3:42 Elective 3- Broadcast Journalism	3:01 – 3:42 Elective 3-Broadcast Journalism	3:01 – 3:42 Elective 3-Broadcast Journalism	3:01 – 3:42 Elective 3-Broadcast Journalism

3:42 to 6:00 = Tutorial/Coaching/Test Taking Strategies classes and extra curricula activities will take place. Snack will be served.
**Arts requirements may be satisfied by two terms of any art, music or drama class. Such classes will be coded with an “A” if offered.*

**Senior (Grade 12)
Daily Schedule – Monday to Friday
Spring**

Monday	Tuesday	Wednesday	Thursday	Friday
7:30 – 8:00 Attendance Daily Briefing Homeroom				
8:05 – 8:46 Mathematics: Business Math / Accounting				
8:51 – 9:32 Foreign Language: Spanish/French /Latin/Mandarin				
9:37 – 10:20 ELA-Grade 12: British Literature	9:37 – 10:20 ELA-Grade 12: British Literature	9:37 – 10:20 ELA –Grade 12: British Literature	9:37 – 10:20 ELA –Grade 12: British Literature	9:37 – 10:20 ELA –Grade 12: British Literature
10:25 – 11:06 Social Studies: Economics				
11:11 - 11:52 Science: Space Science/ CSI - I	11:11 - 11:52 Science: Space Science/ CSI-I			
11:57 – 12:38 Elective 2-College Writing	11:57 – 12:38 Elective 2- College Writing			

Senior (Grade 12)
Daily Schedule – Monday to Friday
Spring

12:43 – 1:24 Physical Education	12:43 – 1:24 Physical Education	12:43 – 1:24 Physical Education	12:43 – 1:24 Physical Education	12:43 – 1:24 Physical Education
1:29 – 2:10 Lunch	1:29 – 2:10 Lunch	1:29 – 2:10 Lunch	1:29 – 2:10 Lunch	1:29 – 2:10 Lunch
2:15 – 2:56 Arts- Studio in Photography*	2:15 – 2:56 Arts- Studio in Photography*	2:15 – 2:56 Arts- Studio in Photography*	2:15 – 2:56 Arts- Studio in Photography*	2:15 – 2:56 Arts- Studio in Photography*
3:01 – 3:42 Elective 3-Business Communication	3:01 – 3:42 Elective 3- Business Communication			

3:42 to 6:00 = Tutorial/Coaching/Test Taking Strategies classes and extra curricula activities will take place. Snack will be served.
**Arts requirements may be satisfied by two terms of any art, music or drama class. Such classes will be coded with an "A" if offered.*

PROPOSED ANNUAL CALENDAR

for
HERO

ATTACHMENT # 4

Attachment 4

HERO CHARTER HIGH SCHOOL PROPOSED SCHOOL CALENDAR JULY 2012 – July 2013

DATES	DESCRIPTION
July 4, 2012	Holiday, Independence Day
August 13 – 24, 2012	Staff/Teacher Training, Non Student days
August 27, 2012	First day of School
September 3, 2012	Holiday, Labor Day
October 12, 2012	Holiday, Columbus Day
November 12, 2012	Holiday, Veterans Day
November 22 – 23, 2012	Holiday, Thanksgiving
December 22, 2012 – January 2, 2013	Winter break
January 14, 2013	Holiday, Martin Luther King Day
January 25, 2013	Non Student day
February 18 - 19, 2013	Holiday, Presidents Day
March 15, 2013	Non Student Day
April 12 – 19, 2013	Spring Break
May 24, 2013	Non Student Day
July 4 & 5, 2013	Independence Day Holiday
July 26, 2013	Last day of School

Total Instructional Days: 210

PROPOSED CORPORATE BY-LAWS

for
HERO

ATTACHMENT # 5

Attachment 5

HORIZON EDUCATIONAL REINVESTMENT OPPORTUNITY (HERO) PROPOSED BY-LAWS

Article I – Name

This organization shall be called the HERO Charter School (the “School”).

Article II – Offices

The Office of the School shall be located at: **TO BE ANNOUNCED.**

Article III – Meetings of the Board of Trustees

1. Place of Meeting

All meetings of Trustees shall be held on site at the School, except when otherwise designated for a specific stated purpose. Written notice of all meetings of Trustees (annual, monthly and special) scheduled at least one week prior thereto and the agenda will be provided to each Trustee at least seven (7) days prior to the meeting. Written notice of every other meeting of Trustees will be provided, to the extent practicable, to each Trustee at a reasonable time prior thereto. Additionally, public notice of the time and place of all scheduled meetings of Trustees and all committee and subcommittees thereof, will be given as provided in New York Public Officers’ Law, Section 104, as the same may be amended from time to time. Each public notice shall indicate that members of the public may preview the agenda for any scheduled meeting upon request and that they may make agenda requests by telephone, fax or in writing.

2. Annual Meeting

The annual meeting of Trustees shall be held the second Thursday in May in the School building at 7:00 p.m.

3. Agenda of the Annual Meeting

The order of business at the annual meeting shall be as follows:

- a) Call to order
- b) Proof of public notice of the meeting
- c) Reading of the minutes of the last meeting
- d) Reports of officers
- e) Reports of committees
- f) Election of Trustees
- g) Election of Officers
- h) Opportunity for Chief Executive Officer’s/Chief Executive Officer comment

- i) Opportunity for public comment
- j) Transaction of business

4. Monthly Meetings of Trustees.

Monthly meetings of Trustees will be held at 7:00 p.m. the second Thursday of each month unless the second Thursday is a legal holiday, in which event the monthly meeting shall be scheduled for the next following Thursday in said month which is not a legal holiday. The order of business at the monthly Trustees meetings shall be as follows:

- a) Call to Order
- b) Pledge
- c) Executive Session
- d) Adoption of the Agenda
- e) Approval of Meeting Minutes
- f) Reports of Officers
- g) Board of Trustee Professional Development
- h) Old Business
- i) New Business
- j) Public Comment
- k) Resolutions
- l) Adjournment

5) Special Meetings

Meetings of the Trustees for any purpose may be called by the President or a majority of the Trustees. The notice for such meetings shall state the purpose or purposes thereof and indicate at whose request the meeting is being called.

6) Adjournment of Meetings

The members present may adjourn a meeting despite the presence of a quorum. When a determination of Trustees of record entitled to notice of or to vote at any meeting of Trustees has been made, such determination shall apply to any adjournment thereof unless the Trustees fix a new record date for the adjourned meeting. When the meeting is adjourned to another time, it shall not be necessary to give any notice of the adjourned meeting if the time and place of the next meeting is the next regularly scheduled monthly meeting. However, if after the adjournment the trustees fix a new date for the adjourned meeting a written notice of adjournment and the new fixed date will be given to each Trustee who is entitled to vote.

7) Quorum of Members

At any meeting of the Trustees, a quorum will be established by the presence of at least fifty-one percent (51%) of the total number of Trustees.

8) Voting

Every Trustee of record shall be entitled to one vote on each matter submitted to a vote by the Board of Trustees. All corporate action to be taken by vote requires a majority vote (51%) of the voting Trustees present at the meeting.

9) Open Meetings

All meetings of Trustees and all committees and subcommittees thereof shall be conducted in accordance with the New York State Open Meetings Law (N.Y. Public Officers' Law Sections 100-111), as the same may be amended from time to time. To the extent of any conflict or inconsistency between any provision of these By-Laws and the Open Meetings Law, the Open Meetings Law shall prevail and control

Article IV – Board of Trustees

1) Board of Trustees.

The business of the School shall be overseen by the Board of Trustees, and shall be managed and implemented by the Chief Executive Officer. The Board of Trustees holds three areas of responsibility: fiduciary, policy and employment of the Chief Executive Officer.

General responsibilities of the Board of Trustees may include, but is not restricted to, the following:

- a) Establishing, ratifying and modifying as necessary, the School's mission and/or vision statements.
- b) Approving any management, operational and service contracts.
- c) Authorizing the broad curricular guidelines and the delegation and oversight of specific program implementation.
- d) Approving assessment measures and performance standards.
- e) Providing ongoing support and oversight of the academic program and performance of the School.
- f) Approving admission policies for the School.
- g) Setting personnel policies.
- h) Hearing appeals on student disciplinary and special education matters.
- i) Hearing complaints from any individual or group alleging any violation of the provisions of the Charter School Act, the Charter itself, or any other provision of law relating to the management or operation of the School.
- j) Ensuring that necessary accountability measures are in place, including the performance of audits and annual reports, including a monthly financial report by the Chief Financial Officer and Treasurer, and that all necessary records and reports are transmitted to the proper charter school oversight entities.
- k) Providing necessary and proper oversight of all financial aspects of the School.

- l) Providing supervision and evaluation of the Chief Executive Officer.
- m) Supporting and ratifying internal operation procedure as established by the Leadership Team.

2) Qualification of Trustees.

Trustees and prospective Trustees must be at least 21 years of age, and supportive of the School's mission and vision, available to meet the time commitment, experienced in serving on policy setting boards of directors, experienced at assessing programmatic effectiveness, and have a clean police record. Prior to the appointment or election of any individual to the Board, the Trustees must submit to the New York State Education department (the "SED") (pursuant to and together with a duly approved resolution of the Board) the name of the proposed Trustee, and such individual must timely provide to the SED, in writing and/or in person, such background information as the SED shall require. Such individual shall not be appointed or elected to the Board unless and until the SED shall have approved such individual in writing, or unless the SED shall not in writing approve or reject such individual within 45 days after his or her name has been submitted to the SED as set forth above. Trustees will be selected from among persons having expertise in the following area: Education, Business and Community Representation.

- a) Education: position shall be filled by a person(s) with a minimum of a Masters Degree in Education, demonstrated administration experience, and experience serving on a policy setting board of directors.
- b) Business: position shall be filled by a person (s) with experience in business, finance or accounting.
- c) Community Representation: position shall be filled by a person (s) that represents the region, the school, the children and the families involved in the school.

3) Number of Trustees.

The number of Trustees constituting the entire Board of Trustees shall be no less than five (5) or more than eleven (11). Thereafter, the number of Trustees may be increased or decreased from time to time by amendment of these Bylaws in accordance with the laws of the State of New York and the provisions herein, provided that no decrease in the number of Trustees shall have the effect of shortening the term of any incumbent Trustee, and provided further that the number of Trustees shall never be less than five (5).

4) Classification of Trustees.

The Trustees in office shall be divided, with respects to the time for which they severally hold office, into three (3) classes: Class I; Class II; Class III. The term of office of the Class I Trustees will expire at the 2017 annual meeting, the term of office of the Class II Trustees will expire at the 2016 annual meeting, and the term of office of the Class III Trustees will expire at the 2015 annual meeting following their election, and shall hold office until their successors have been duly elected and qualified. At each annual meeting, commencing with the 2017 annual meeting, Trustees elected to succeed the Trustees whose terms then expire shall be elected for a term of

office to expire at the third succeeding annual meeting following their election. Trustees shall hold office until their successors have been duly elected and qualified, provided, however, that a Trustee may resign as provided herein. If the number of Trustees is not evenly divisible into thirds, the Board shall determine which Class or Classes shall have one extra Trustee. Any additional Trustee of any Class elected to the Board of Trustees to fill a vacancy from an increase in such Class shall hold office for the term that expires as to that Class. The tenure of a Trustee shall not be affected by any decrease in the number of Trustees so made by the Board.

5) Vacancies.

Except as otherwise required by law, vacancies occurring on the Board, and any newly created Trusteeships resulting from an increase in the number of Trustees, may be filled by the affirmative vote of a majority of the Trustees then in office. Any Trustee elected to fill a vacancy on the Board of Trustees shall become a member of the same Class of Trustees in which the vacancy existed; but if the vacancy is due to an increase in the number of Trustees a majority of the members of the Board of Trustees shall designate such directorship as belonging to Class I, Class II or Class III so as to maintain the three (3) classes of Trustees as nearly equal in number as possible. Each Trustee so elected shall be a Trustee until his/her successor is elected by the Trustees, who shall make such election at the next annual meeting of the Trustees or at any special meeting duly called for the purpose and held prior thereto.

6) Removal of a Trustee.

Any Trustee may be removed for cause by majority vote of the seated Trustees, which shall include (i) fraud, misappropriation or intentional material damage to the property or business of the School or other gross misconduct that has caused damage to the School or any other act in violation of the School's policies that has caused damage to the School or has a reasonable probability of causing damage to the School, (ii) knowing possession or use of illegal drugs or prohibited substances, unless pursuant to a prescription authorized by a licensed medical practitioner; or (iii) violation of any applicable laws, ordinances, orders, rules, regulations or requirements of any federal, state or municipal governments or governmental agencies.

7) Resignation of Trustees.

Any Trustee may resign at any time. Such resignation shall be made in writing, and shall take effect at the time specified therein, and if no time be specified, at the time of its receipt by the President. The acceptance of the resignation shall not be necessary to make it effective, but no resignation shall discharge any accrued obligation or duty of a Trustee.

8) Compensation of Trustees.

Trustees shall not receive any compensation for their services as Trustees, but by resolution of the Board of Trustees may receive a sum representing the actual expenses for cost incurred while serving on the Board, including transportation.

9) Conflicts of Interest/Code of Ethics

All Trustees and Officers shall be subject to and bound by the HERO Charter School Code of Ethics as adopted by the School as the same may be modified or amended from time to time. In addition, (1) no Trustee, Officer or Employee of a for-profit corporation, limited liability company or partnership having a business relationship with the School involving the provision of educational management services to the School shall serve as a voting member of the Board of Trustees; (2) Trustees, Officers or Employees of any single non-profit organization shall hold no more than 40 percent of total seats comprising the Board of Trustees; (3) Trustees must disclose when they have financial, organizational or personal interest in a matter before the Board, such as the nature and extent of any business proposition between the School and any not-for-profit corporation with which a Trustee is affiliated; and (4) Trustees must abstain from voting on matters in which they have a financial, organizational or personal interest.

10) Committees.

The Board of Trustees, by resolution adopted by a majority of the entire Board, may designate from among its members an Executive Committee and other standing or special committees, each consisting of at least three (3) Trustees. Standing committees include but are not limited to the: Finance and Audit Committee; Personnel and Community Relations Committee and Compliance Committee. The Board may designate one or more Trustees as alternate members of any committee, who may replace any absent or disqualified member at any meeting of the committee. The President shall appoint the chairperson of each committee. Any one or more members of such committee may participate in meeting of the committee by means of a conference telephone or similar communications equipment by means of which all persons participating in the meeting can hear each other, provided such meeting and notice thereof comply with Article III, Sections 3.8, 3.9 and 3.10 and any other requirements under the New York State Open Meeting Law. Committee members shall maintain minutes of each meeting and shall file copies of the minutes with the corporate records. Such committees shall have all the powers delegated by the Board except that no committee shall have the power (a) to change the membership of, or to fill vacancies in the Board or any committee of the Board (b) to fix the compensation of Trustees for serving on the Board or any committee of the Board, (c) to amend or repeal these By-laws or adopt any new By-laws, (d) to amend or appeal any resolution of the Board which by its terms shall not be so amendable or repeal-able, or (e) to exercise other powers specifically denied the committee by resolution of the Board of Trustee or By-law. Each committee and each member of each committee shall serve at the pleasure of the Board of Trustees.

Article V – Officers

1. Number

The number of officers of the corporation shall be four (4), namely President, Vice President, Secretary and Treasurer.

2. Election and Term of Office

All officers shall be elected by the Board of Trustees at the Annual Meeting. Officers shall serve a term of one (1) year with the right to succeed themselves in office and until his/her successor has been elected, appointed and qualified. Newly elected Officers will take their positions immediately following the adjournment of the Annual Meeting at which they were elected.

3. Officers; Positions and Responsibilities.

a) President

The President shall preside at all meetings of the Board of Trustees. He/she shall act as ex officio at all committees and shall, in general, supervise and manage all of the business and affairs of the corporation, subject to the control of the Board of Trustees. He/she shall have power to sign all certificates of this corporation and to sign and execute all contracts and instruments of conveyance in the name of the corporation, to sign checks, drafts, notes and orders for the payment of money, with the prior approval of the Board of Trustees, He/she shall perform all duties usually incident to the office of the President.

b) Vice President

Except as specifically limited by vote of the Board of Trustees, in the absence of the President, the Vice President shall perform the duties of the President. He/she shall perform such other duties and have such other powers as the Board of Trustees shall designate, and shall perform all duties usually incident to the office of a Vice President.

c) Secretary

The Secretary shall keep all minutes of all meetings of the Board of Trustees, committee meetings, special meetings, unless otherwise directed, and shall record these minutes in a permanent book provided for this purpose. He/she shall give, or cause to be given, notice of all meetings of the Trustees and all other notices required by law or by these By-Laws, and in case of his/her absence or failure to perform for any reason, notice may be given by the President to another Trustee to perform the duties. He/she shall have charge of the corporate books and records. He/she shall have custody of the corporate seal and affix the same on all instruments requiring it when authorized by the Trustees or the President, and attest the same. He/she shall file all written request that notices be mailed to Trustees at an address other than that which appears on the record. He/she shall sign all certificates of the corporation. He/she shall in general, perform all duties incident to the office of Secretary.

d) Treasurer

The Treasurer shall have custody of the funds, securities, evidence of indebtedness and all valuable documents of the corporation; when necessary and proper, he/she shall endorse on behalf of the corporation for collection checks, notes and other obligations and shall deposit the same to the credit of the corporation in such banks or depositories as the Board of Trustees

shall designate. He/she shall receive and give or cause to be given receipts and quittances for monies paid into or an account of the corporation of whatever nature upon maturity of the same; he/she shall enter or cause to be entered in books of the corporation to be kept for the purpose full and accurate accounts of all monies received and payout on account of the corporation and he/she shall render a statement of accounts monthly to the Board of Trustees, and at any other time as requested by the President. He/she shall keep or cause to be kept such other books as will show a true record of the expenses, losses, gains, assets and liabilities of the corporation; he/she shall at all reasonable time exhibit his/her books and accounts to any Trustee of the corporation. He/she shall perform all duties incident to the office of Treasurer and give the corporation security for the faithful performance of the duties of the office in such sum and with such surety as the Board of Trustees. May required.

e) Clerk

A full or part time clerk may be employed to assist the Board of Trustees in its business.

4. Removal of Officers.

Any officer elected by the Board of Trustees may be removed for cause upon the vote of a simple majority of the Trustees.

5. Vacancies.

If the office of any officer becomes vacant, the Trustees may elect any qualified Trustee to fill such vacancy, who will hold office for the unexpired term of the predecessor and until a successor is elected.

Article VI – Reporting Structure

1. Role of Trustees

The Board of Trustees will report to the Regents/New York State Department of Education, the parents of HERO Charter School children and the community in which the School is located.

2. Role of Chief Executive Officer

The Chief Executive Officer will report to the Board of Trustees in a written report monthly which shall include, but is not restricted to, the following: (1) the School Report Card; report on behavioral contracts, attendance rate, dropouts/transfer rates, student performance data, comparison rates to state benchmarks for students performance, student aspirations, student surveys; (2) number of non-certified teachers, turnover rate, teachers teaching outside their field teacher evaluations and proficiency data, teacher surveys and self assessments, evaluations, curriculum assessment and surveys, support staff issues, grievance, parents involvement volunteer commitments, mentor report, business commitments, clergy involvement; (3) fiscal report in concert with Board of Trustees Treasurer, conduction and costs of buildings and grounds, role of staff and volunteers; (4) report on business of the Community

Council; (5) report on the business of the leadership team; and (6) update on the general operations of the School, report on all contracts.

3. Role of the Parent Advisory Council

The Parent Advisory Council consists of parent and community representatives in a structure determined in cooperation with the Board of Trustees. The Parent Advisory Council works with the Chief Executive Officer and reports to the Board of Trustees monthly. The report can include but is not restricted to the following: (a) Reports of curriculum, fundraising, volunteers, buildings and grounds, community/staff relations, special events committees; (b) present issues and concerns on behalf of the parents and community that require policy decision making; (c) present issues and concerns on behalf of the parents, students and community that require investigation and/or evaluation by the Board of Trustees.

4. Role of the Leadership Team.

The Leadership Team is the internal governing body overseeing day-to-day operations in the School. The Chief Executive Officer will designate the members of the Leadership Team and will include teachers or other staff members, parents and students. The Team reports to the Board of Trustees, as part of the Chief Executive Officer's report, in the areas of operations, curriculum, building and grounds, student status and achievement, teacher status and achievement, volunteers, events and recognition needs.

5. Role of Staff

The staff ultimately reports to the Chief Executive Officer who in turn reports to the board of Trustees. The direct reporting structure is as follows:

a) Principal reports to the Chief Executive Officer in all matters of curriculum, instruction, teaching and learning via meetings, oral and written reports and requisition. Direct supervision and evaluation of the Principal is the responsibility of the Chief Executive Officer.

a) Teachers, guidance and health service staff work as teams and report to the Chief Executive Officer via meetings, organ and written reports, survey results and student achievement reports. Direct supervision and evaluation of teachers, guidance and health services staff is the responsibility of the Principal.

b) The secretary, custodian and food service personnel report to an officer designated by the Chief Executive Officer via meetings, oral and written reports and requisition. Direct supervision and evaluation of the secretary, custodian and food service personnel is the responsibility of an officer designated by the Chief Executive Officer.

c) The Chief Financial Officer/Fiscal Director reports to the Chief Executive Officer in all matters of finance via meetings, oral and written reports and requisition. Direct supervision and evaluation of the Fiscal Director is the responsibility of the Chief Executive Officer.

d) An officer designated by the Chief Executive Officer reports to the Chief Executive Officer in all matters of daily operations and of the functions of the secretary, custodian and food service personnel he/she supervises. Direct supervision of such officer is the responsibility of the Chief Executive Officer.

e) The Administrative Secretary reports to the Chief Executive Officer via meetings, oral and written reports and requisition. Direct supervision and evaluation of the Administrative Secretary is the responsibility of the Chief Executive Officer.

f) Members of the staff serve as resource persons to the committees of the Parent Advisory Council

PROPOSED CODE OF ETHICS

for
HERO

ATTACHMENT # 6

Attachment 6

Proposed Code of Ethics for All Employees, Trustees, and Officers:

As a Member of the HERO Charter School, I will strive to improve public education, and to that end I will:

- Attend all regularly scheduled meetings for which my position requires my attendance, insofar as possible, and will become informed concerning the issues to be considered at those meetings;
- If I am a Trustee, I understand that all Board meetings shall adhere to the Open Meeting Law;
- Render all decisions based on the available facts and my independent judgment, make decisions only after full discussion, if applicable, and refuse to surrender that judgment to individuals or special interest groups;
- Encourage the free expression of opinion by all members of the school community, and seek systematic communications between the board, students, staff, and all elements of the community;
- Work with other Trustees and staff members to establish effective policies and to delegate authority for the administration of the schools to the Superintendent.
- Communicate to Trustees and/or the superintendent expressions of public reactions to board policies and school programs;
- Inform myself about current educational issues by individual study and through participation in programs providing needed information;

Attachment 6

- As a Trustee, I will support the employment of those persons best qualified to serve as school staff, and insist on a regular and impartial evaluation of all staff;
- As a Trustee, I will avoid being placed in a position of conflict of interest, and agree to the following prohibitions:
 - 1) No trustee, officer or employee of a not-for-profit corporation having business relationship with the charter school shall serve as a voting member of the board of trustees.
 - 2) Trustees, officers or employees of any single not-for-profit organization shall hold no more than 40 percent of total seats comprising the board of trustees;
 - 3) Any member of the Board of Trustees representing any not-for-profit corporation proposing to do business with HERO shall disclose the nature and extent of such business propositions.
 - 4) Trustees will disclose when they have a financial, organizational, or personal interest in a matter before the board, board member will abstain from voting on matters in which they have a financial, organizational, or personal interest;
 - 5) And, no trustee, officer, or employee of a not-for-profit corporation, limited liability company, or partnership having a business relationship with HERO involving the provision of educational management services to the charter school shall serve as a voting member of the board.

Attachment 6

- Take no private action that will compromise the school, the administration, or the board (if I am a Trustee);
- Take no action, verbal or physical, which might harm, or be perceived as harming another member of the school community, including a student or staff member, whether such harm might be physical or emotional injury;
- Respect the confidentiality of information that is privileged under applicable law; and
- Remember always that my first and greatest concern must be the educational welfare of the students attending the Charter School.

Signature: _____

Date: _____

RESUMES/ CVS OF PROSPECTIVE FOUNDING GROUP MEMBERS

for
HERO

ATTACHMENT # 7

Dr. SALLY A. HERB-THOMPSON
6 Flint Avenue
Hempstead, New York 1550
(516) 489-8289
Cell: (516) 770-3062
 Email sallytho@aol.com

EDUCATION

August 2003 – July 2009	Nova Southeastern University Ft. Lauderdale, Florida Ed.D. Educational Administration Dissertation Title: A Formative Evaluation of a New Teacher Mentoring Program
September 1980 – June 1982	New York University Washington Square New York, New York 1003 P.D. Organizational Studies Concentration Educational Administration
February 1974 – June, 1976	Long Island University Connolly College/Zeckendorf Campus Brooklyn, New York 11201 M.A. Guidance & Counseling
January 1970 – September 1970	Hunter College New York, New York Teacher Training Program for the Teaching of Reading Improvement
September 1963 – June 1967	Boston University/ Emerson College 130 Beacon Street Boston, Massachusetts 02116 B.S. Major – Speech Education Minor – Musical Theater

LICENSES HELD

N.Y.S. School Administrator & Supervisor (Permanent)	Conn. Guidance & Counseling
N.Y.S. District Administrator & Supervisor (Permanent)	Conn. Intermediate Administrator & Supervisor
N.Y.S. Guidance & Counseling	
N.Y.C. JHS English	Conn. English 7-12

ADMINISTRATIVE AND SUPERVISORY EXPERIENCE***RETIRED -----September 2008***

1984 – 2008

Hempstead Board of Education
 185 Peninsula Boulevard
 Hempstead, New York 11550

2005 – 2008

Assistant Superintendent for
 Elementary Curriculum &
 Instruction & Educational Practices

Full administrative responsibility for all
 Elementary Education in the Hempstead
 Public Schools.

2004 – 2005

Marshall Elementary School
 Building Principal

Full administrative responsibility for all facets of
 the school.

2002 – 2004

Jackson Annex Elementary School
 Building Principal

Full administrative responsibility for all facets of
 the school.

1999 – 2002

Administrative Office
 Director of Research, Planning &
 Evaluation Responsibilities

All district wide assessments, interpretation,
 and reporting. Responsible for consulting,
 development, planning, implementation,
 dissemination, training, and collaboration
 activities in research. Plan and evaluate all
 district wide programs. Plan and implement
 district wide activities and State mandates.

1993 – 1999

Prospect Elementary School
 Building Principal

Full administrative responsibility for all facets of
 the school.

1984 – 1993

Franklin School
 Building Principal

Full administrative responsibility for all facets of
 the school.

August 1981 – August 1983

Amityville Board of Education
 Ireland Place & Park Avenue
 Amityville, New York 11701
 Northeast School
 Building Principal

Full administrative responsibility for the entire

Functioning of the school, including complete Supervision of all school personnel, special education program, curriculum development, budget preparation, gifted and talented and after school programs.

August 1979 – August 1980
 New Britain Board of Education
 27 Hillside Place
 New Britain, Connecticut 06050
 Thomas Jefferson School
 Building Principal

Full administrative responsibility for the functioning of the school, including budget preparation, curriculum development and proposal writing

November 1978 – August 1979
 Department of Children & Youth Services
 345 Main Street
 Hartford, Connecticut 06115
 Long Lane School
 Building Principal

Full administrative functioning of the Walter G. Cady School at Long Land. School for Adjudicated Delinquents...

Assistant to the Superintendent of State Schools
 Department of Children & Youth Services

Developed and implemented Teacher Evaluation Procedures for the D.C.Y. (Department of Children and Youth Services) Special schools District. Developed and Implemented curriculum in Science & Law Related Education at the Secondary Level.

September 1977 – June 1978
 Community School District 32
 I.S. 291K
 231 Palmetto Street
 Brooklyn, New York 11221
 Administrative Intern–Dean/A.P. Grade 8

Designed and implemented ladder of discipline for the entire school Coordinated and ameliorated discipline cases; providing and facilitating legal, social, and family resources for students and their families.

Administrative Tasks:

Coordinator of Assembly Programs Chairperson of I.S. 291K Dedication Committee Director of I.S. 291 Performing Chorus Pre-planning and implementation of student organization. Designed and Implemented School Safety & Security Plan: Chair person of School Safety Committee. Administrative Assistant of the Director of the E.S.E.A. Title I Early Childhood Summer Center Program. P.S. 86 Mr. C. Scardino, Site Supervisor.

September 1976 – June 1977
Community School District 32 I.S. 291K
Acting Chairman of the English
Department

While the regular Assistant Principal was ill, I coordinated and supervised the implementation of the JHS Language Arts courses of study for Grades 7-9 including book distribution cataloging and ordering.

Dean 7th Grade

Coordinated guidance and discipline for the entire grade.

September 1975-June 1978
Community School District 32 I.S. 292K
Dean Grade 9

Design and implemented ladder of Discipline for 9th grade students and teachers.

Administrative Tasks

Trip Coordinator for Annex Building Supervisor in absence of Assistant Principal of the building. Coordinator of all fund raising drives, teacher assignments and grade organization.

November 1975 – March 1976

Coordinator of District Wide Black History Week Activities and Culminating Assembly.

PEDAGOGICAL EXPERIENCE**Summers 1972, 1973 and 1974**

C.W. Post College, New York, NY
Dr. George Mims, Coordinator Instructor of Educational Psy, and the History of Education

September 1971 – June 1975
Community School District 32
Halsey JHS 296 K
125 Covert Street

Brooklyn, New York 11221
 Teacher of Reading, English, Theatre
 And Music

Implemented both corrective and remedial Programs to upgrade reading via Diagnostic prescriptive approach for Individualized to large group settings.

Designed and implemented a L.A. curriculum based on theatre arts. Taught E.S.L. to bilingual students.

Director of Chorus of Halsy JHS Annex; implemented the BRP (Basic Reading Program) on Grade 7; directed School wide Drama.

Production; implemented the L.A. course of study for Grades 7 & 8.

September 1969 – June 1971
 Community School District 19
 Berriman JHS 64K
 Berriman St. & Pitkin Avenue
 Brooklyn, New York

Teacher of English, Drama and Music

HONORS

Metropolitan Opera House Scholarship
 National Association of Negro Musicians Award
 National Honor Society
 NAACP – Educator of the Year
 National Council of Negro Women – Educator of the Year 6/6/09
 Presentation of Dissertational Study at Oxford University-Rhodes House April 2007

AFFILIATIONS

The New York Association of Teachers of English
 Alpha Kappa Alpha Sorority
 Association for Supervision and Curriculum Development
 National Association of Elementary School Principals
 New York University Roundtable
 National Alliance of Black School Educators
 American Association of Educational Administrators and Supervisor

**** Served as a member of the National Panel of Experts with
 Harcourt Educational Measurement, as an advisor in the creation of
 The National Educational Assessment, as a part
 Of the No Child Left Behind, Education Law.

I was the only member on this commission from New York State. ****

*****A Member of the New York State
Professional Standards and Practices Board for Teaching,
New York State Education Department,
Appointed by Commissioner R. Mills and
The Board of Regents of the New York State Education Department
Consultant - Evaluation Systems Pearson
Scorer for the New York State Education Department Teacher Certification Examinations
School Leadership Assessment and
The School District Leader Assessment

REFERENCES

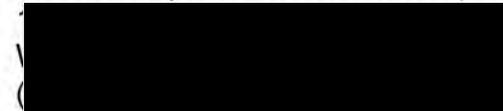
Dr. Dianne Brown
Former Deputy Superintendent Hempstead Schools



Dr. Ralph Schneider
(President Hempstead
Board of Education)



Dr. Nathaniel Clay
Retired Superintendent of Hempstead Schools



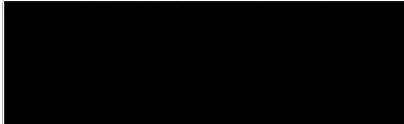
Dr. Nichole Adams~Flores



Dr. Michael Jackson



Dr. Marianna Steele
Assistant Superintendent for Curriculum & Instruction
Roosevelt Public Schools



Elizabeth Horowitz
Evaluation Systems Pearson



Andrea Gearing
Pearson Evaluation Systems
Project Director



Dr. Margaret Jorgenson
Former Senior Vice
President for Product
Research at Harcourt
Assessment Inc.



Kwame Boakye-Yiadom
Manorville, New York

POSITIONS HELD

Executive Assistant for Finance **2009 – 2010**
Leadership Training Institute
Hempstead, New York

Assistant Superintendent for Business and Operations **2006-2008**
Hempstead Union Free School District (Enrollment = 6,000 plus)
Hempstead, New York

Assistant Superintendent for Business and Finance **2000 – 2006**
Roosevelt Union Free School District (Enrollment = 3,000 plus)
Roosevelt, New York

Business Administrator and District Treasurer **1999 - 2000**
Highland Falls/Fort Montgomery Central School District (Enrollment=1,500)
Fort Montgomery, New York

Business Manager and Accounting Teacher **1997 - 1999**
Salesian High School (Enrollment=460)
New Rochelle, New York

PROFESSIONAL TRAINING/EDUCATION

All But Dissertation (ABD), Educational Administration, New York University, NY, 1996

Certificate of Advance Study (CAS), Leadership, Administration and Technology, New York University, NY, 1995

Master of Business Administration, Lincoln University, MO, 1989

Bachelor of Business Administration, Andrews University, MI, 1987

Certificate in Negotiating Labor Agreements - Harvard University Law School, MA, 2004

Certificate in Teaching Negotiation in the Organization - Harvard University, MA, 2003

Program for Treasurer – New York State Association of School Business Officials - 2003

Certificate in Program on Negotiation for Sr. Executives - Harvard University, MA, 2002

Program in Strategic Planning for Schools - Cambridge Group @ New Rochelle, NY, 1998

CERTIFICATION

New York State Permanent School District Administrator

New York State Permanent School Business Administrator

New York State Permanent Teacher License-Business and Distributive Education

Paul J. Grella
Hempstead, NY

OBJECTIVE:

To secure an opportunity to utilize my written and oral communication skills combined with my teaching, administrative and legal analysis abilities. As a self employed attorney and an educator I have developed the necessary professional and interpersonal skills to proficiently and persuasively present a variety of information in equally varied venues. From classrooms to courtrooms, from school board sessions to corporate board meetings, I have consistently demonstrated the ability to communicate effectively for the benefit of clients, students and the community at large.

PROFESSIONAL EXPERIENCE:

9/2009-Present	Special Education Teacher	Our Lady of Perpetual Help Catholic School, Queens, NY NYC SETSS Program and Private Special Ed Tutor Long Island, New York
2005-2009	Special Education Teacher Staffing Specialist	School District of Lee County, FL
2004-2005	Teacher/Administrator Educational Consultant	Education Unlimited, Inc. Bridgeport, CT Special Education Teacher and Administrator for Alternative High School serving "At-Risk" adjudicated youth.
2002-2004	Special Education Director	Lawrence Family Development Charter School K-8, Responsible for Special Education Program

1988-2002	Attorney at Law	Law offices of Paul J. Grella Solo practitioner in general practice of law with emphasis in bankruptcy, business reorganization and consumer debt restructuring while Simultaneously performing Chapter 7 Trustee duties.
1993-1998	Chapter 7 Bankruptcy Trustee	Appointed by the United States Justice Department for the District of Massachusetts to serve on the Boston Panel of Chapter 7 Trustees In addition to private practice
1987-1988	Law Clerk	Hon. Arthur N. Votolato, Jr. United States Bankruptcy Court For the District of Rhode Island. Attended all court proceedings and Drafted all decisions of court.
1979-1987	Teacher/Coordinator	Special Education Dept. Bayside High School, Bayside New York. Responsible for the administration of the newly developed special education program.

EDUCATION:

1987	Juris Doctor	City University of New York Law School at Queens College, New York
1983	Masters Degree	Special Education Long Island University at C.W. Post College Brookville, New York
1979	Bachelors Degree	Psychology University of Massachusetts Harbor Campus Boston, Massachusetts

VOLUNTEER & COMMUNITY SERVICE:

1994-1998	Pro Bono Legal Services	The Volunteer Lawyers Project of Boston, MA Represented individual clients on a pro-bono basis.
1990-1994	Pro Bono Legal Services	Southeastern Massachusetts Legal Assistance Corporation (SMLAC) Established pro-bono legal clinic for poor and indigent residents of South Eastern Massachusetts.
1984-1987	School Board Member	Elected Member of the New York City School Board District 26, Queens, NY

STATEMENT OF ASSURANCES

for
HERO

ATTACHMENT # 8

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, **Mrs. Sandra Ashby**, (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 2nd Degree, a Class A Misdemeanor, or, if there is intent to defraud, of Offering a False Instrument for Filing in the 1st Degree, a Class E felony.

Sandra Ashby
Signature

3/17/11
Date

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, **Dr. Dianne G. Brown**, (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 2nd Degree, a Class A Misdemeanor, or, if there is intent to defraud, of Offering a False Instrument for Filing in the 1st Degree, a Class E felony.

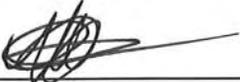
Dianne G. Brown, Ed.D.
Signature

March 16, 2011
Date

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, **Dr. Nathaniel Clay**, (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 2nd Degree, a Class A Misdemeanor, or, if there is intent to defraud, of Offering a False Instrument for Filing in the 1st Degree, a Class E felony.



Signature

3/22/11

Date

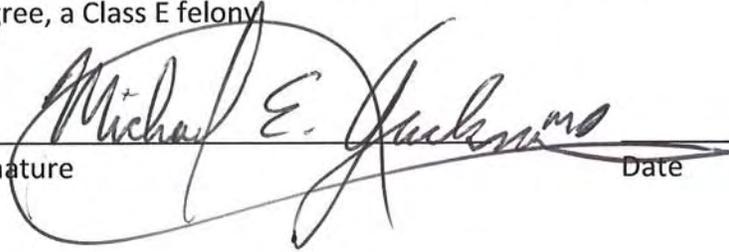
Attachment 8: Statement of Assurances for Each Board Member Applicant

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

I, **Michael E. Jackson, M.D.**, (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 2nd Degree, a Class A Misdemeanor, or, if there is intent to defraud, of Offering a False Instrument for Filing in the 1st Degree, a Class E felony

Signature



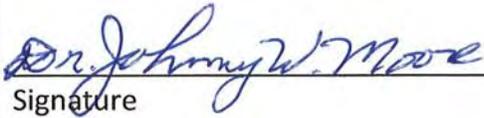
Date

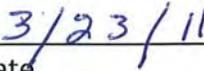
3/22/11

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, **Dr. John Moore**, (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 2nd Degree, a Class A Misdemeanor, or, if there is intent to defraud, of Offering a False Instrument for Filing in the 1st Degree, a Class E felony.


Signature


Date

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, **Dr. Ralph Schneider** , (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 2nd Degree, a Class A Misdemeanor, or, if there is intent to defraud, of Offering a False Instrument for Filing in the 1st Degree, a Class E felony.

Signature 

Date 3/22/11

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, Dr. Ken Torres, (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 2nd Degree, a Class A Misdemeanor, or, if there is intent to defraud, of Offering a False Instrument for Filing in the 1st Degree, a Class E felony.

Ken Torres
Signature

March 27, 2011
Date

REQUEST FOR INFORMATION FROM
PROSPECTIVE CHARTER SCHOOL BOARD MEMBERS

for
HERO

ATTACHMENT # 9

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: Sandra Ashby
(Include preferred honorific.)

Daytime Telephone: _____

Home Mailing Address: _____
Hempstead, N.Y. 11550

Personal E-Mail/Fax: _____

Business Address: N/A

Business E-Mail/Fax: N/A

Charter School Name: **Horizon Educational Reinvestment Opportunity Charter High School
(HERO)**

Charter School Address: **Hempstead, New York 11550**

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

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.

Background

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

Your response to question 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.

Conflict of Interest

Please indicate whether you, your spouse, or other family member knows any of the

8. 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.

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, 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.

Educational Philosophy

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

18. Please explain your understanding of the educational program of the charter 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.

Other

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

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

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

Sandra Ashby

Hempstead, NY, 11550

4. Dr. Sally Thompson and I have collaborated as administrators on successful educational initiatives and projects for almost thirty years. I was deeply honored when I was invited to join the Board of directors by Dr. Sally Thompson.

5. I want to make a significant difference in the lives of our middle and high school students. After having implemented many creative initiatives which have enhanced the academic skills, presentation skills, and confidence levels of elementary students, I look forward to being a part of such a continued lofty endeavor in the middle and high school years.

8. Dr. John Moore and I have been colleagues in the Hempstead Public Schools for over thirty years.

16. I would arrange to speak with the Chairman of the Board and discuss my concerns. The Chairman of the Board should be the one to investigate the situation and discern the truth. It would be up him/her to bring the matter before the full Board if there is found to be any impropriety.

60514

17. In order to ensure the success of all students there must be an effective partnership between student, family, staff, and community. Responsibility is shared. Each entity must have the highest expectations and not settle for anything except the highest. These partnerships require continuous collaboration in order to make sure that all students master academic skills and all social skills that are necessary to reach their full potential.

18. The educational program is a rigorous high school and college preparatory curriculum designed for success. Students will be immersed in skills acquisition, thinking and speaking skills, and character building in all academic areas. The program will prepare students to become academically prepared and actively sought in top universities and colleges.

19. A successful charter school must have:

- A strong knowledgeable principal
- Qualified staff members who have high expectations of all students, are sensitive to their needs, and are team players
- A safe and secure environment
- A rigorous curriculum aligned with the state and local standards
- Data driven instruction

The board must actively launch a campaign to make the community aware of the charter schools existence and its advantages to all students. Also, they must continuously keep the public aware of the accomplishments of the students. They must always publicly celebrate successes.

20.-21

I have read and understand the application of Horizon Educational Reinvestment Opportunity Charter High School (HERO). I also understand that board members will have some fiduciary and policy making responsibilities.

SANDRA ASHBY

HEMPSTEAD, NEW YORK 11550

EDUCATION:

BROOKLYN COLLEGE, Brooklyn, New York
Professional Diploma – Educational Administration

QUEENS COLLEGE, Flushing, New York
Extended Studies (Sabbatical) – Special Education

HOFSTRA UNIVERSITY, Hempstead, New York
M.A. Elementary Education 1975

QUEENS COLLEGE, Flushing, New York
B.A. Elementary Education 1971

CERTIFICATION:

Permanent – School District Administration
Provisional – School Administration and Supervision
Permanent – Elementary Education N-6

ADMINISTRATIVE EXPERIENCE:

HEMPSTEAD PUBLIC SCHOOLS

Principal, Ludlum Elementary School

Assistant Principal

Acting Principal (K-6)

Designated as principal in regular principal's absence

- ◆ Supervision of Classroom Teachers, Teaching Assistants and support staff
- ◆ Budget Preparation
- ◆ Supervision of students
- ◆ Schedule preparation and monitoring

Administrative Intern

Performed all duties directed by Central Office
Administration and District Personnel

90514

SANDRA ASHBY

-PAGE 2-

Learning Director (K-6)

- ◆ Supervision of Classroom Teachers
- ◆ Curriculum and Program Development
- ◆ Budget Preparation
- ◆ Community Public Relations
- ◆ Scheduling

TEACHING EXPERIENCE:

HEMPSTEAD PUBLIC SCHOOLS

Curriculum Specialist (K-6)	1993-1998
Instructor Intermediate Grades (4-6)	1971-1993
Educational Assistant	1968-1969

RELATED PROFESSIONAL EXPERIENCES:

NYS Education Social Studies Curriculum Writer (K-6)
Professional Council
Executive Board PTO
School Based Planning Team
Cooperating Teacher for Student Teachers
Superintendents Conference
Mediator and Arbitration Trainer
Coordinator of Special Programs and Activities
TASK and PASS Tutors
School wide out of state Trips
Jeopardy Competition
International and Multi Cultural Festival
Conference Presenter – LICSS and NYSCSS

PROFESSIONAL AFFILIATIONS:

ASCD – Association for Supervision and Curriculum
Development
NABSE – National Alliance of Black School Educators
LICSS – Long Island Council of Social Studies
Kappa Delta Pi – Educational Honor Society
HSAA – Hempstead School Administrators Association

SANDRA ASHBY

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CIVIC AFFILIATIONS:

NANBPW – National Association of Negro Business &
Professional Women

NAACP – National Association for the Advancement of
Colored People

Delta Sigma Theta, Inc.

Delta Minerva Life Development Center, Inc. – Board of
Directors

Dorothy K. Robins Child Care Center – Board of Directors

Girl Scouts of Nassau County

◆ Board of Directors 1998-2003

◆ Community Relations Committee – Co Chair

RECOGNITION AND AWARD

Multinational and Comparative Education Scholarship

Daughter of the American Revolution

Presenter Award LICC

NYCSS Presenters Award

Citizen of the Year – Nassau County Life Underwriters – 1998

Educator of the Year – National Council of Negro Women – 1999

Educator of Distinction – Key Women of Hempstead – 2003

REFERNCES:

Available upon request

SHORT BIOGRAPHY OF SANDRA ASHBY

Sandra Ashby is a professional whose efforts in the field of education have earned her a special award from the National Council of Negro Women.

Sandra was born on Long Island, spent several years in Washington, DC, received a Bachelor of Arts degree from Ohio University in Athens, Ohio. She went on to achieve a Master of Arts degree from Queens College, a Master of Arts degree from Hofstra University and a Professional Diploma in Educational Administration from Brooklyn College.

Currently Principal of the Ludlum Elementary School in Hempstead, NY, Mrs. Ashby had previously served at the Fulton Avenue School in the Hempstead Public School district for 27 years as teacher, curriculum specialist and then Assistant Principal.

A strong advocate of her community, Sandra serves on the Board of Directors for the Girl Scouts of Nassau County, the Dorothy K. Robins Child Care Center and the Delta Minerva Life Development Center, Inc. She has been the coordinator for the TASK and PASS Tutor programs, in addition to receiving instruction as a mediator and arbitrator trainer. She holds memberships in the National Alliance of Black School Educators, the Kappa Delta Pi Honor Society, and the New York and National Council of Social Studies. She has written Assessments for the State Education Department and has received both the LICSS and NYCSS Presenter Awards.

Mrs. Ashby is devoted to her husband, daughter, son-in-law and their young son.

As has been the case of so many noted Black leaders in America, Sandra Ashby's achievements flow from a personal philosophy that is deeply rooted in the Biblical tradition. She draws inspiration from a long line of women like Deborah, Ruth and Esther, as well as from those valiant women of color like Tubman, Sojourner and Parks, who have continued to walk the walk of the Biblical Exodus: that road which leads from demeaning servitude into the land of dignity, sisterhood and the fulfillment of "the Dream."

With a confidence, equanimity and joy that are nourished by these rich spiritual resources, Sandra Ashby has taken up the torch and is Blazing an educational Trail into the New Millennium.



- Education Award - SANDRA ASHBY

Mrs. Sandra Ashby is a dedicated professional whose efforts in the field of education have spanned thirty-six years, all in the Hempstead Public School district. In June, 2005, Mrs. Ashby retired as principal of Ludlum Elementary School. She had served as a classroom teacher, teaching assistant, learning director, curriculum specialist and assistant principal. Never has she wavered from her commitment to the high expectations that she demanded of all students.

Mrs. Ashby is a native Long Islander who spent several years in Washington D.C., received a Bachelor of Arts degree from Ohio University in Athens, Ohio, Master of Arts degree from Hofstra University and Queens College, and a Professional

Diploma in Education Administration from Brooklyn College.

A strong advocate of her community, Mrs. Ashby served on the Board of Directors for the Girl Scouts of Nassau County. Currently she is a member of the community relations committee of this organization. She has spearheaded community programs with Chase Bank, Athletes Who Care and the Verizon Pioneers. Before her retirement, she established a reading partnership tutorial with the National Council of Negro Women Long Island Cross County Section. Her innovative insight and unwavering energy brought many innovative programs and resources to benefit students.

Under Mrs. Ashby's leadership annual applied learning projects (integrated curriculum learning) have been implemented which have been recognized both locally and statewide. The Community History Projects Award was conferred by Manhattan Borough President C. Virginia Fields at the New York Historical Society in New York City. The New York State Archives awarded the students of Ludlum School honorable mention for participation in its statewide competition which recognizes student research projects. The New York State Board of Regents also honored this integrated learning project with the Regents Award of Distinction at a luncheon and awards ceremony in Albany, NY.

Mrs. Ashby has been the recipient of the Educator of the Year Award from the National Council of Negro Women Long Island Cross County Section, the Citizen of the Year Award from Nassau County Life Underwriters Association and the Distinguished Educator Award from the Key Women of America. She has written assessments for the State Education Department and has received both the LICSS and NYCSS Presenters Awards.

Mrs. Ashby maintains membership in The National Association of Elementary School Principals (NAESP), The School Administrators of New York State (SAANYS), and the National Association of Black School Educators (NABSE). She is a Life Member of the NAACP and a Golden Life Member of Delta Sigma Theta Sorority Inc.

A nurturing and supportive educator, she instills within others the belief that they have the power of potential, thus the motivation to strive for excellence. It is with confidence, equanimity, and joy that Sandra Ashby has taken up the torch and is blazing an educational trail in the new millennium.

Mrs. Ashby is devoted to her son-in-law, Deon Boyd, Sr. and her two grandsons, Deon Boyd Jr. and David Franklin Boyd.

Sandra Ashby

Previously a Member-at-Large on the Board of Directors, Ms. Ashby was reelected to that position in 2004 and has been nominated to serve another term. She is a member of the Community Relations Committee, having served as Vice Chair for several years. Ms. Ashby is a long-time advocate of Girl Scouting in the Hempstead School District, where she resides. Sandra recently retired as Principal of Ludlum Elementary School and is extremely proud of the Ludlum students' accomplishments. During her tenure, the School received the Pathfinder Award from the New York State Department of Education and the Regents Award of Distinction from the New York State Historical Society. Sandra's other volunteer efforts include past service on the Board of Directors of the Dorothy K. Robins Child Care Center and the Delta Minerva Life Development Center.

Attachment 9: Request for Information from Prospective CharterSchool Board Members

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

Name: Dianne G. Brown, Ed. D.

Daytime Telephone:

Home Mailing Address: Silver Spring, Maryland 20906

Personal E-Mail/Fax:

Business Address: National Collegiate Preparatory PCHS,

Business E-Mail/Fax:

Charter School Name: HERO

CharterSchool Address: _____

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

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

Background

1. Please provide your educational and employment history. You may do so by attaching a résumé. **Resume Attached**
 2. Please affirm that you are or will be at least eighteen years old at the time of your appointment/election to the board. **I affirm.**
 3. Please affirm that you have read Article 56 of the New York State Education Law, and understand the relationship between a charter school and the authorized chartering entity as defined in that statute. **I affirm.**
 4. Please indicate how you became aware of the charter school and the opportunity to serve as a member of its board. **I was contacted by Sally Herb Thompson, Ed.D.**
 5. Please explain why you wish to serve on the board. **Presently, I serve as the Chief Academic Officer for a charter high school in Southeast D.C. I was a resident of Hempstead and retired as Deputy Superintendent for Hempstead Public Schools. I have a profound understanding of need to provide the Hempstead community with an option for high school completion.**
 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):

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 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).
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.

Dr. DIANNE G. BROWN

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

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: **The prospective board members were employed with Hempstead Public Schools. They were my colleagues.**
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.
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.

Dr. Dante G. Brown

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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, 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. **I would review the Board policy in this regard and respond accordingly.**

Educational Philosophy

17. Please explain your understanding of the charter school's mission and/or philosophy. **I understand that the school plans to provide an equitable and appropriate opportunity for students to achieve a high school diploma that is aligned to the standards established by New York State.**
18. Please explain your understanding of the educational program of the charter school. **The school plans to provide a rigorous curriculum to support the achievement of a high school diploma along with providing students with the opportunity to become contributing members of society. The program is aligned with the expectations and required established by the State of New York for the receipt of a High School Diploma.**
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 board of a charter school should develop sound policies that will govern the school and ensure the school is aligned with its charter and state rules and regulations. In addition the board is required to ensure fiscal viability by participating in fund raising events and requiring an annual audit. The board is to ensure that the school is located in an appropriate location. The board has the responsibility of appointing the chief operating officer.**

Other

20. Please explain your understanding of the appropriate role of a public charter school board member. **My understanding of the role of a public charter school board member is to bring the needed resources to the school that will support its viability.**

Dr. Dianne G. Brown

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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 affirm**
22. Please provide any other information that you feel is pertinent to the Department's review. **It's my belief that individuals who have demonstrated their belief in public education and viability particularly for underserved populations will be quite valuable for a new charter school.**

Dr. Dianne G. Brown

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RESUME'

Dianne G. Brown, Ed.D.

Silver Spring, Maryland 20906

Dedicated, open-minded, and energetic professional, who has the proven ability to create and monitor policies and practices that promote a safe and nurturing learning environment. Possess genuine leadership ability that encourages open communication with students, parents, colleagues, staff, and governance to promote continuous academic achievement while creating a harmonious working environment. This professional is equipped with superior skills in developing and implementing policies and regulations to enhance the learning experience. Core skills include:

- Educational Leadership
- Instructional Programming
- Program and Policy Development
- Parental, Business, and Community Partnerships
- Advocacy
- Budgeting and Forecasting
- Curriculum Development and Implementation
- Training and Development
- Team Building

EDUCATIONAL BACKGROUND

Doctor of Education, St. John's University, Queens, NY

Leadership Institute, Harvard University, Cambridge, MA

Collective Bargaining Studies Certificate, Cornell University, School of Industrial and Labor Relations, NY

Professional Development in Educational Administration, Brooklyn College, Brooklyn, NY

Master of Science in Educational Administration, C.W. Post College, Greenvale, NY

Bachelor of Arts in English and Secondary Education, Hofstra University, Hempstead, NY

PROFESSIONAL BACKGROUND

National Collegiate Preparatory Public Charter High School

Chief Academic Officer

May 2009 – Present

- Performance responsibilities include oversight for the entire academic operation of the school. This include but is not limited to curriculum and instruction, assessment, school climate, school community relations, professional development, student decorum and school activities.

Director of Curriculum, Instruction, and Assessment

- Provide supervision of the teaching learning process, provide guidance in the development of data-driven decisions, develop a system of professional development activities, assist in the development of curriculum, strategies, assist in the development of formative and summative assessments to improve learning outcomes, and promote a culture of high expectations for all learners.

The Maya Tech Corporation ■ Silver Spring, MD

Special Assistant to the President

Nov 2005-Dec 2008

- Assist the corporation's executive team by acting as change agent to reorganize company perspective to meet the demands of changing market and improve company standing
- Developed curriculum and initiated the corporation's first leadership program

Hempstead Public Schools ■ Hempstead, NY

Deputy Superintendent for Secondary Education and Administration

Jul 2003-Sep 2005

- Established a district-wide middle states accreditation process for individual school improvement, improved processes in business and operations to reduce taxpayer burdens by acquiring funding from other sources for academic improvement and building aid, enhanced effectiveness of the human resources department by incorporating practices to improve contract negotiations, labor relations, litigation, school/community relations, established benchmarks for learning for kindergarten through eighth grade; and established and maintained partnerships with St. John's University and Yale University for administrative and Board Development
 - Provided members of the Board of Education with professional development training experiences
 - Updated policies in promotion, grading, and writing while conducting secondary curriculum alignment activities
 - Wrote and developed curriculum for school district and building administrators
 - Implemented a prescriptive reading program and provided all schools with reading teachers
 - Administered the \$177 million bond referendum and campaign, as well as designed the district-wide accountability system
 - Acquired high school accreditation after 12 years of pending accreditation
 - Worked with District Attorney, faith-based and community organizations to reduce gang and community violence.

A.B.G.Schultz Middle School • Hempstead, NY

Principal

Jul 1995-Jun 2003

- Applied reading and math enhancement strategies, which positioned the school out of State Education Department's list of low-performing schools within two years
- Improved student performance in reading and math on state and local assessments, and provided accelerated courses, before and after school activities, and support programs to assist delayed learners
 - Remarkably reduced gangs and violence in school, improved student and staff attendance, and increased students' academic performance in courses
 - Provided opportunities for students to participate in activities, which promoted abstinence from sex, drugs, and alcohol; created professional development activities to improve the efficiency of the teachers
 - Utilized a recognized reform model to improve student achievement; incorporated community and university-based partnerships to provide additional opportunities for students to achieve academic success
 - Developed students' future vision by exposing them to educational trips, learning activities, and speaking engagements
 - Created professional development opportunities for teachers
 - Designed a school environment that brought a source of pride for the entire school community

EARLIER ADMINISTRATIVE CAREER

- **Acting Assistant Superintendent for Curriculum and Instruction, Oct 1994-Jun 1995**
- **Director of Personnel / Assistant Superintendent for Personnel Services, Students and Staff, Aug 1986-Jun 1995**
- **Acting Superintendent, Mar 1992-Sep 1992**
- **Assistant to Superintendent for Public Relations and Funding, Sep 1985-Aug 1986**

RECOGNITIONS

2008	<ul style="list-style-type: none"> ▪ Valedictory Speaker, Hooding Ceremony, St. John's University, New York
2003	<ul style="list-style-type: none"> ▪ Invited Presenter, Round Table on the Future of Public Education, OxfordUniversity, Oxford, England
2002	<ul style="list-style-type: none"> ▪ "Educator of the Year," NassauCountyAffiliate, National Association of Black Educators
2000	<ul style="list-style-type: none"> ▪ "Educational Excellence," Hempstead, New York Branch National Association for the Advancement of Colored People
1999	<ul style="list-style-type: none"> ▪ Invited Panelist, Town Meeting on School Violence, Long Island News
1998	<ul style="list-style-type: none"> ▪ Citation for Educational Excellence, New YorkState Assembly ▪ "Citizen of the Year" for Educational Excellence, National Board of Omega Psi Phi Fraternity
1997	<ul style="list-style-type: none"> ▪ "Educational Excellence," HofstraUniversity's Teacher of Tomorrow Program ▪ "Pathfinder Award" for Educational Excellence, Town of Hempstead ▪ Martin Luther King, Jr. Award for Educational Excellence, Operation Get Ahead ▪ Certificate of Merit, Town of Hempstead ▪ Certificate of Recognition, Incorporated Village of Hempstead ▪ Citation for Academic Excellence, NassauCounty Legislature
1996	<ul style="list-style-type: none"> ▪ Featured Educator, "Turning a School Around," article in Newsday

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. NATHANIEL CLAY
(Include preferred honorific.)

Daytime Telephone: _____

Home Mailing Address: _____

Westbury, N.Y. 11590

Personal E-Mail/Fax: _____

Business Address: N/A

Business E-Mail/Fax: N/A

Charter School Name: Horizon Educational Reinvestment Opportunity Charter High School (HERO)

Charter School Address: Hempstead, New York 11550

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 of Trustees Chairperson

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.

Background

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

Your response to question 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.

Dr. N. Clay

Conflict of Interest

Please indicate whether you, your spouse, or other family member knows any of the

8. 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.

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.

Dr. N. Clay

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, 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.

Educational Philosophy

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

18. Please explain your understanding of the educational program of the charter 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.

Other

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

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

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

***My responses to numbers 16, 17, 18, 19, 20, and 21 can be found on the attached pages.

Dr. Nathaniel Clay

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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.

Response: I would disclose my beliefs to the full BOTs at a closed meeting to begin a full investigation of the matter. If the Board Member is found guilty his / her resignation should be requested immediately.

Educational Philosophy

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

Response: It is my understanding that HERO Charter School will provide an opportunity for all of their students to achieve a High School Diploma, and be guided towards the world of work and/or higher education beyond high school.

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

Response: HERO will provide its students with a rigorous curriculum that will go above and beyond the requirements for a NYS High School Diploma. The program will provide it students with the tools necessary to become academically, culturally and morally ready to take their place in society and also hopefully give back to their community in the future.

19. Please indicate what you believe to be the characteristics of the 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.

Response: The characteristics of a charter school is one that can offer its students far more than the local public school in terms of small class sizes, extensive curriculum and experiences that extend beyond the local area. The Board of Trustees must develop policies and make judgments that support the goal of an extensive and rigorous curriculum and life experiences. The BOT must assure that its charter, policies, rules and regulations are aligned with NYSED policies for charter schools. The BOT should also receive and review an annual report giving the overall academic progress of the students at each grade level in the school. There should also be extensive discussions on how to improve upon the progress indicated. The BOT is also responsible to demonstrate fiscal reliability by reviewing all expenditures and establishing fundraising events. The BOT must also require bi annual audits of all funding coming in and

Dr. N. Clay

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going out of the charter school. The BOT must ensure the safety and security of all students and staff and be responsible for appointing the CEO and the administrative staff of the school. The BOT should also review the resume and vote on all staff appointments that are recommended by the CEO to become a member of the staff of the Charter School.

Other

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

Response: As a public charter school board member it is my responsibility to make sure that the bylaws of the charter are adhered to at all times and that the rules of the NYSED for charter schools are strictly adhered to. It is also my responsible to be open and honest to the public about all practices and operations of the charter school where I am a member of the BOT.

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

Response: I affirm

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

Response: If references are needed that will be provided upon request.

Dr. Nathaniel Clay

Westbury,
New York, 11520

Nathaniel Clay, Ph.D.

Career Superintendent of Schools

Objective

Experience **Superintendent of Schools** (6,780 students)

1995 – 2007 Hempstead U.F.S.D., Hempstead, New York

Accomplishments:

- Two (2) Blue Ribbon Schools (Fulton Elementary - 2004, Franklin Elementary - 2003).
- Nine (9) approved annual budgets.
- Full-day Kindergarten instituted.
- Computers / printers installed in every classroom district-wide.
- Renovated / modernized eleven (11) media centers including automation throughout.
- Three (3) elementary schools earned recognition as New York State's Most Improved Schools in ELA and Math.
- High School earned Middle States Accreditation - 2003.
- Middle School students achieved gains on the NYS Science 8th Grade Assessment - 2003.
- Launched comprehensive district web site - 2003.
- Franklin Elementary earned the 2003 Pathfinder Award for Outstanding Educational Improvement.
- Franklin Elementary recognized as one (1) of two (2) regional schools with the greatest combined percent improvement on NYS 4th Grade math and ELA assessments - 2001 & 2002.
- Instituted a monthly newsletter of district accomplishments and events.

Experience – continued

- Prospect Elementary recognized by Apple Growers as most improved NYS readers - 2002. In the same year Prospect Elementary 4th Grade ELA scores ranked highest within the Hempstead District.
- Instituted a fully functioning Parent's Resource Center.
- High school and middle school removed from the Commissioners' SURR list – 1997.
- Instituted comprehensive curriculum writing initiatives that resulted in mapping and pacing guides in all content areas.
- Provided leadership in the area of assessment and curriculum modification.
- High school choir invited to perform with the National Symphony Orchestra, New Orleans Symphony Orchestra, and the Salt Lake City Mountain West Symphony Orchestra.
- High school choir invited to perform on the main stage of Carnegie Hall 2004 & 2005.
- Elementary and secondary level bands and choirs earned numerous NYSSMA Gold, Silver, and Bronze medals.
- Two (2) elementary bands earned NYSSMA Gold With Distinction Medals.
- Revised and completed a district policy manual.
- Designed, and facilitated ongoing board of school trustees retreats for training, improved articulation, policy development, budget impact, and curriculum development.
- Provided ongoing professional development for administration and instructional personnel.
- Instituted a redistricting and consolidation plan to address class size and facilities issues.
- Increased the amount of entitlement funding.
- Successfully negotiated all labor contracts.
- Attempted to pass a well developed comprehensive bond referendum valued at \$177,000.00 for the construction of two (2) new elementary schools and the total renovation of eight (8) facilities. Because of prudent planning and extensive lobbying at the state level the taxpayers were only responsible for \$67,260.000 of the over all cost.

Experience – continued

- Installed / implemented:
 1. state-of-the-art high school track,
 2. new and additional science labs for the high school,
 3. newly renovated high school swimming pool facility,
 4. new playgrounds at all elementary schools,
 5. SASI Student Management System,
 6. facilities committee,
 7. computer labs in all media centers,
 8. computer labs in all schools,
 9. security systems (cameras, and student IDs – high school and middle school) (cameras throughout elementary schools).
- Instituted enrichment programming:
 1. COMET,
 2. DADS for education,
 3. Lightspan,
 4. Regional Comprehensive Summer Schools,
 5. Saturday Students Academy,
 6. Academic Prep Program,
 7. Gear-Up College Prep Program,
 8. Cultural Advisory Board,
 9. STAR Program,
 10. Technology Pre-K through 12,
 11. HOSTS,
 12. American Airlines School to Work Travel Academy,
 13. National School Conference Institute,
 14. Universal and experimental pre-kindergarten programs,
 15. Extended cultural arts programming,
 16. Partnerships with Hofstra University, Adelphi University, Nassau Community College, Dowling College, and St. Johns University.
 17. Courting Justice – educational partnership with all levels of county and state judicial system,
 18. Careers symposia and partnerships for high school students,

Experience – continued

Superintendent of Schools (8,800 students)

- 1989 – 1994 Michigan City Area Schools
Michigan City, IN

(8,500 students)

Deputy Superintendent for General Administration
Assistant Superintendent for General Administration
Assistant Superintendent for Special Programs
Director of State and Federal Programs

- 1979 - 1989 Jackson Public Schools
Jackson, MI

(22,000 students)

Assistant Director of State and Federal Programs
Director of Day Care/Head Start/Pre-School
Elementary Teacher

- 1968 –1979 Pontiac Public Schools
Pontiac, MI

**Higher
Education**

- 2006 – Present: Assistant Professor of Education –
Touro College, Queens, New York
- 2003 - Instructor – College of Saint Rose and Center
for Integrated Teacher Education (C.I.T.E.)
Educational Supervision and Leaderships, School
Law
- 2000 - Lecturer – Dowling College, Oakdale, New
York
- 1978 - Adjunct Professor – Michigan State University
- 1970 - Adjunct Professor – Oakland University,
Rochester Michigan

Education

Ph.D.	1980	University of Michigan	Ann Arbor, MI
M.A.	1971	Oakland University	Rochester, MI
B.S.	1964	Bluefield State College	Bluefield, WV

Certifications

- SDA School District Administrator – NYS, Indiana, Michigan (permanent)
- SAS School Administrator / Supervisor – NYS (permanent)
- K-6 Common Branch – Michigan – (permanent)

Awards

- One (1) of forty-five (45) Superintendents to attend the Oxford University Superintendents Round Table, Oxford England - 2004
- National Black Congressional Caucus – Excellence in Education Reform and Leadership Award - 2002
- Hempstead Hispanic Civic Association Outstanding Leadership Award - 2002
- National Best Friends Foundation Recognition for Education Leadership 2002
- Hempstead For Hofstra Unispan Award – 1999
- Who's Who in American Education,
- Special Achievement Award, *Business and Professional Women's Club*
- Special Service Award, *Michigan Association of State and Federal Program Specialists*
- Outstanding Young Educator Award, *Pontiac Paraprofessional Association*
- Outstanding Citizen Unity Award
- Past President, *Michigan Association of State and Federal Program Specialists*

Publications

- "District Eliminated Principals in Plan for Excellence," Clay, N., Escott, R. and Smith, D., Education U.S. Volume 24, March 1982.
- Handbook for Teacher Aides, Clay, N., and Pyciak, J., Jackson Public Schools, 1975.
- Handbook for Paraprofessional Utilization, Clay, N., and Mayfield, B., Pontiac Public Schools, 1974.
- COP Federal Newsletter, "The Professional/Paraprofessional Team," Clay, N. 1974.
- Network, "Career Lattice and Its Impact on the Paraprofessional Movement," Clay, N., 1973.
- COP Federal newsletter, "Paraprofessional Emergence into the Educational Setting," Clay, N., 1973.

Organizations

- American Association of School Administrators
- Association for Supervision and Curriculum Development
- Indiana Association of Public Schools Superintendents
- Nassau County Council of School Superintendents
- New York State Council of School Superintendents
- International Reading Association
- Phi Delta Kappa
- School Alliance Political Action Committee
- Vice-President's Inner Circle for Educational Reform
- National Dropout Prevention Network
- Urban Superintendents Association of America

References

Upon request

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: Michael E Jackson, MD
(Include preferred honorific.)

Daytime Telephone: _____

Home Mailing Address: _____ Tappan, Ny 10983

Personal E-Mail/Fax: _____

Business Address: _____

Business E-Mail/Fax: _____

Charter School Name: **Horizon Educational Reinvestment Opportunity Charter High School
(HERO)**

Charter School Address: **Hempstead, New York 11550**

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

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.

Background

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

Your response to question 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.

Dr. Michael E. Jackson

Conflict of Interest

Please indicate whether you, your spouse, or other family member knows any of the

8. 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.

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.

Dr. Michael E. Jackson

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, 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.

Educational Philosophy

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

18. Please explain your understanding of the educational program of the charter 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.

Other

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

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

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

Dr. Michael E. Jackson

HORIZON EDUCATIONAL REINVESTMENT OPPORTUNITY
CHARTER SCHOOL

BACKGROUND RESPONSES

- 1) Question #4 Please indicate how you became aware of the charter school and the opportunity to serve as a member of its board. I became aware of this wonderful opportunity after speaking with the CEO Dr. Sally Thompson.
- 2) Question #5 Please explain why you wish to serve on the board. I am interested in serving on the board of this charter school because Hempstead Long Island was my home. I grew up in Hempstead and am a product of the Hempstead public elementary, middle & high school systems. I am proud of my background and since moving from the area have learned that the school system is no longer one to be proud of. I am a strong advocate of a solid educational foundation so my interest in serving on the board of this charter school is to bring the pride back to Hempstead.
- 3) Question #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 #1) In addition, please describe any other experience, knowledge or skills you feel is relevant to service on the charter school board. I have previously served on the board of directors of the Leadership Training Institute. This organization is a non-profit community based organization whose focus is on education and youth advocacy. I relinquished all ties with the organization at least 5 years ago and do not serve that or any other organization in this fashion.
- 4) Question # 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. If I were aware of any situation of inappropriate activities I would immediately contact either the CEO of the charter school or the president of the board of directors and make them aware of the situation. As board members, our service is supposed to be altruistic and not self-serving.
- 5) Question # 17 Please explain your understanding of the charter school's mission and/or philosophy. The mission of the charter school is to ensure the academic achievement and success of its students. Through family and community resources and support, the school will better prepare its graduates for all of life's many educational, social, financial and emotional challenges.
- 6) Question # 18 Please explain your understanding of the educational program of the charter school. The educational program of the school is one that will be rigorous and require accountability of its students and staff.

Dr. Michael E. Jackson

- 7) Please indicate what you believe to be the characteristics of a successful charter school. In particular, please provide the specific steps you think the board of the charter school will need to take to ensure that this charter school is and remains successful. In order to ensure the success of the charter school, the board will need to actively monitor and assess the milestones and accomplishments of its students and staff. Utilizing statistics from state and national sources, the board will need to keenly monitor and evaluate the licensures, programmatic functions and enrollments of the charter school. The board will make recommendations regarding educational activities including those that will increase the fiscal and academic successes of the charter school.

Please explain your understanding of the appropriate role of a public charter school board's by-laws and all proposed policies. The by-laws and proposed policies are there to provide

1. technical guidance on numerous issues.
2. educate board members and others about the rules that govern the organization
3. tools to monitor the organizational successes and opportunities for improvement.

Michael E. Jackson, M.D.

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MICHAEL E. JACKSON M.D.

Tappan, NY 10983

Professional Appointments

Clinical Assistant Professor, Department of Dermatology
State University of New York Health Science Center at Brooklyn
July 1, 1994 –Present

Attending Physician, Department of Dermatology
University Hospital of Brooklyn, Brooklyn, NY
August 1, 1994- Present

Clinical Assistant Instructor, Department of Dermatology
State University of New York Health Science Center at Brooklyn
July 1, 1991- June 30,1994

Clinical Attending Physician, Riker's Island Health Service
Division of Montefiore Medical Center, East Elmhurst, NY
July 1989- June 1991

Clinical & Curriculum Consultant
Long Island HIV Program for Community Youth
Leadership Training Institute, Hempstead, NY
June 1989-Present

Post Graduate Training

PGY IV- PGY VI Department of Dermatology, State University of New York health Science Center at Brooklyn, NY June 1991- June 1994

Research Assistant in Dermatology at Memorial Sloan Kettering Cancer Center, New York, NY
July 1989- June 1991

PGYII- PGYIII Internal Medicine- Englewood Hospital, Englewood, NJ July 1987-June 1989

PGYI Internal Medicine- St. Vincent's medical Center, Staten Island, NY July 1986-June 1987

Education

State University of New York Downstate Medical Center, Brooklyn, NY September 1982-June 1986- Doctor of Medicine

State university of New York at Stony Brook, Stony Brook, NY September 1977- June 1982
Major: Biomedical Engineering & Psychology-Bachelor of Arts

Certification And Licensure:

Board Eligible

New York Medical Licensure # 177618

New Jersey Medical Licensure # 62378

Professional Organization:

American Academy of Dermatology
American Medical Association
Dermatologic Society of Greater New York
National Medical Association
National Psoriasis Foundation
National Vitiligo Foundation

Academic Committee

Director, Ethnic Skin Institute
Mentor, Department of Minority Affairs
SUNY Downstate Medical Center 2000- Present

References

Available upon request

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. Johnny W. Moore
(Include preferred honorific.)

Daytime Telephone: _____

Home Mailing Address: _____

Hempstead, N.Y. 11550

Personal E-Mail/Fax: _____

Business Address: _____

Business E-Mail/Fax: _____

Charter School Name: **Horizon Educational Reinvestment Opportunity Charter High School
(HERO)**

Charter School Address: **Hempstead, New York 11550**

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

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.

Dr. J. Moore

Background

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

Through the prospective Principal, Dr. Sally Thompson

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

I believe that education is the key to overcoming obstacles that may prevent one from obtaining a fulfilling life and that all children deserve the best education possible. I feel that my 40 plus years in the educational field equips me to do this. I have a desire to serve the children in my community.

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

Conflict of Interest

Please indicate whether you, your spouse, or other family member knows any of the

8. other prospective or current board members.

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

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

One of the prospective board members was formally on the board of education for the school district where I worked.

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

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

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

The prospective principal was a co-worker of mine prior to retirement.

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. DYes.

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. DYes.

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.

D 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. DYes.

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.

D I/ we do not anticipate conducting any such business. DYes.

Dr. J. Moore

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.** DYes.
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. **None.** O 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 report my beliefs to the commissioner of education and would also check will legal counsel in order to ascertain any additional steps I should take.

Educational Philosophy

17. Please explain your understanding of the charter school's mission and/or philosophy.
The charter school's mission is to partner with family and community and to provide a rigorous program for all students in order to facilitate success for all. By doing so, a better future will be built for all stakeholders.
18. Please explain your understanding of the educational program of the charter school.
The educational program will include a rigorous high school and college-preparatory curriculum that will be heavily assessed. The assessments will be used to set up individualized programs that will help assure success for all students. Instruction will be administered by highly qualified teachers and all curriculum areas will be aligned with state as well as local standards.
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 involves all stakeholders in the total educational process. Academic achievement of the students is at the forefront of all endeavors that the school is involved with. "Children First" is not just a catch slogan but a virtue that all that is involved with the school lives by.
- The board of the charter school must always work with integrity and in the best interest of the students and community that it serves.
 - Board members must discuss the issues open and honestly without personal concerns becoming the issue.
 - The "good" of the children must always be paramount.

Dr. J. Moore

- Steps must be made to assure that the educational staff is well qualified and is operating in the best interest of the children.
- The board must assure that the school is operating on sound financial footing.

Other

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

The appropriate role of a public charter school board member is to assure that policy is set up and followed in regards to the total operation of the school. It is also the responsibility of the board to assure that appropriate staff is hired and that the CEO is monitoring the staff and that a viable educational program is in place.

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

X Yes I affirm

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

The high school students of this community are in need of an alternative to the local high school program. Many are not thriving in the current environment even after many attempts at fixing the problem. A review of the data would certainly confirm this. A public charter school would give our community a much needed choice at success.

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Johnny W. Moore

Hempstead, N.Y. 11550

Professional Experience

- 8/1991 – 8/2010 Franklin School
335 South Franklin Street
Hempstead, New York 11550
Principal
- Responsible for the total operation and supervision of the school
- 7/1987 – 8/1991 Jackson Annex School
380 Jackson Street
Hempstead, New York 11550
Principal
- Responsible for the total operation and supervision of the school
- 8/1983/ - 7/1987 ABGS Middle School
70 Greenwich Street
Hempstead, New York 11550
Assistant Principal
- Assisted the principal in the total operation and supervision of the school.
- 8/1980 – 7/1983 Franklin School
335 South Franklin Street
Hempstead, New York 11550
Elementary Assistant Principal
- Assisted the principal in the total operation and supervision of the school.
- 9/1970 – 8/1980 Hempstead Public Schools
185 Peninsula Boulevard
Hempstead, New York 11550
General Science Teacher 6, 7, & 8 Graders
Taught at various schools in the district
- Responsible for implementing the district science curriculum
 - Responsible for helping set up district mandates in regards to teaching science
 - Set up a system for the dissemination and collection of science supplies

- Designed and implemented a model summer program to assist students with success in high school.
- Helped coordinate an environmental education program for middle school students
- Helped coordinate field trip experiences for students.

Education:

2010 St. John's University
Ed. D. Educational Administration and Supervision

1976 C.W. Post College
M.S. Educational Administration and Supervision

1970 Barber-Scotia College
B.S. Biology

1970 – 2000 Additional studies at Yeshiva University and
Brooklyn College

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: Hon. Dr. Len Torres, Councilman
(Include preferred honorific.)

Daytime Telephone: _____

Home Mailing Address: Long Beach, New York 11561

Personal E-Mail/Fax: _____

Business Address: _____

Business E-Mail/Fax: _____

Charter School Name: **Horizon Educational Reinvestment Opportunity Charter High School (HERO)**

Charter School Address: **Hempstead, New York 11550**

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

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.

Dr. Len Torres

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. *professional Networking*
5. Please explain why you wish to serve on the board. *contribution to youth development*
6. Please indicate whether you have previously served or are currently serving on a board of a school district, a non-public school or any not-for-profit corporation (to the extent not otherwise indicated in your response to Item 1, above). In addition, please describe any other experience, knowledge or skills you feel is relevant to service on the charter school board. This does not apply to me. Yes. (Include description here):
7. Please indicate whether or not you have ever been convicted of a misdemeanor and/or felony in state or federal court in any jurisdiction.
 This does not apply to me. Yes.
If the answer to this question is yes, please provide the following details regarding your conviction(s): (1) the name of the criminal offense(s); (2) whether the criminal offense(s) was a misdemeanor or felony; (3) the facts and circumstances surrounding your conviction(s); (4) the date(s) of your conviction(s); and (5) the date(s) of disposition(s).

Your response to question 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.

Dr. Hen Torres

Conflict of Interest

Please indicate whether you, your spouse, or other family member knows any of the

8. 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.

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, 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.

Educational Philosophy

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

Other

20. Please explain your understanding of the appropriate role of a public charter school board member.
21. Please affirm that you have read and understand the charter school application, the charter school board's by-laws and all proposed policies.
22. Please provide any other information that you feel is pertinent to the Department's review.

Dr. L&N Torres

The following are responses to questions 16 to 22 (page 48):

16. Upon determining “conflict of interest” of fellow board members, I would share this evidence with the board president for further action. If the evidence has “criminal” implications, I would recommend sharing this information with the proper authorities.
17. The HERO charter school factors-in the whole individual by partnering with family and community; thus developing the needed knowledge base and success for today’s competitive workplace.
18. The combination of academic rigor and character education will build on the required values for success; facing life on life’s terms and “building strength through challenges” is my understanding of the HERO charter school concept.
19. A successful charter school is an autonomous entity; not micro-managed by its board of directors. The specific steps I would take to insure this is to delegate authority and not delegate responsibility. This way, the HERO board will foster the school’s continued success by echoing the aspirations of parents and community through school policy.
20. The role of a HERO charter school board member is to develop policy that will insure and further academic achievement of all enrolled students.
21. I affirm that I have read and understand the charter school by-laws and all its proposed policies.
22. Please make note that I have worked in a variety of successful educational initiatives throughout my 37 year career. I look forward to working with the HERO charter school.

Dr. Len Torres

Len Torres

Long Beach, New York 11561

New York State Certifications

School/District Administrator Supervisor
Elementary Teacher, N-6
Teacher of English, TESOL N-12
Teacher of English, 7-12
Teacher of Spanish, 7-12

Education

Seton Hall University, South Orange, New Jersey
Educational Specialist (Ed.S.) in Education Research, 2000
Educational Doctorate (Ed.D.) in School Administration, 2001

Long Island University/C.W. Post Campus, Brookville, New York
Masters of Science in Educational Administration & Supervision, 1978

Dowling College, Oakdale, New York
Bachelor of Arts in Education, 1974

Administrative Experience

City Councilman, for the City of Long Beach, New York

January 2010 to Present

Interim Director of LOTE, Dual Language, E.S.I. and Bilingual Programs

Long Beach Public Schools

September 2008 to October 30, 2009

- Supervised and evaluated all (K to 12th grade) Foreign Language teachers.
- Supervised and evaluated all programs for English Language Learners (K to 12th grade)
- Developed curriculum for FLES programs
- Supervised and reorganized Dual Language programs (K to 5th grade).

Program Director Long Beach Latino Civic Association, Inc.

Funded by the Long Island Community Foundation

June 2006 to August 2008

Serving as Administrative Consultant (Part time basis)

- Oversaw youth leadership programs in Long Beach, New York.
- Administered apprenticeship training for immigrant workers in Nassau County.
- Evaluated instructor performance in construction safety training.
- Assessed student competencies for construction job placement.
- Coordinated interagency collaboration for immigrant worker family services.
- Prepared all grants for funding in community economic development projects.

Special Deputy Superintendent assignment by the State Education Department

Hempstead Public Schools

October 2005 to April 28, 2006

Serving as Pupil Personnel Services (PPS) Consultant (Contractual basis)

- Overhauled the entire Individual Education Plans (I.E.P) process for all classified/504 students.
- Successfully brought the district into state and federal compliance with all Part 200 regulations.
- Monitored Committees on Special Education Committee and Preschool Special Education (CSE/CPSE).
- Adapted and implemented BOCES ClearTrack data management system.
- Supervised clerical staff in data inputting of Special Education, registration and attendance records.
- Represented the Hempstead Public Schools at official State Education Department (SED) meetings.

Deputy Superintendent for Data Research, Evaluation & Guidance Services

Roosevelt Union Free School District

July 2003 to September 30, 2005

Served as data analysis and program evaluator for Roosevelt UFSD's Department of Curriculum & Instruction under special assignment by the State Education Department:

- Assisted Elementary and Middle/Senior high school principals with school program evaluation.
- Monitored instructional initiatives in accordance with state and federal guidelines.
- Assisted in the preparation of school Comprehensive Educational Plans for school improvement.
- Coordinated all assessment activities including state testing.
- Supervised a team of five high school Guidance Counselors.
- Programmed course offerings, course selection process, student program tallies and the development of school course catalogs for the middle/senior high school students.
- Implemented an Advisory model for the High School and Middle School Guidance Departments.

Deputy Superintendent for Assessment & Accountability

New York City Board of Education

August 2001 to 2003

Serving as Senior Educational Research, Evaluation and Program Planning Instructional Specialist:

- Assisted thirty four Elementary and Middle School Principals with data interpretation on student achievement in English Language Arts.
- Monitored instructional initiatives to meet state performance targets.
- Prepared the district's Comprehensive Educational Plan for school improvement.
- Coordinated city and state standardized testing for over thirty-four thousand students.
- Implemented new Principal Mentoring Program.
- Supervised specialized middle school and high school student placement.

Assistant Superintendent for Student Assessment and School Improvement

New York City Board of Education

September 1995 to July 2001

Served as the District Assessment Liaison under the Division of Assessment & Accountability:

- Assisted thirty-one building Principals with data interpretation on student achievement.
- Developed instructional strategies to meet state learning standards in English Language Arts.
- Prepared the district's Comprehensive Educational Plan for school improvement.

- Coordinated city and state standardized testing for over nineteen thousand students.
- Trained thirty-one test administrators to use student achievement data for instructional improvement.
- Implemented new teacher Mentoring Program with the United Federation of Teachers.

Len Torres page 3 of 4

Associate Principal

Riverhead High School

September 1993 to June 1995

Appointed under Corrective Action Plan: State Education Department, July 1992:

- Reorganized a successful student attendance policy.
- Constructed a student/teacher/parent accountability system for school safety and discipline.
- Served a court liaison for Riverhead's Juvenile Justice System.
- Revamped student transportation and alternative education initiatives.
- Organized and implemented the Renaissance Programs for student recognition.

Coordinator of Occupational Education

Board of Cooperative Educational Services
Dix Hills, New York

September 1990 to August 1993

Served as administrator of B.O.C.E.S. III's continuing Occupational Education Program:

- Supervised programs of Continuing Occupational Education for adults.
- In-charge of Apprenticeship (ARSIP) training for the Suffolk County region.
- Developed programs in Vocational English as a Second Language for high schools students.
- Developed Occupational programs for the Departments of Labor and Social Services.
- Developed programs for Work Place Literacy and General Education Diplomas (G.E.D.)

Principal/Director

Colegio Maria Auxiliadora
San Juan, Puerto Rico

January 1988 to August 1990

Served as Head Master for school reorganization and program development.

Reorganized the largest San Juan Catholic School of over 2000 students.

- Successfully prepared all aspects of instruction and school administration for the Middle States accreditation.
- Supervised twelve department chairpersons.
- Provided workshops on teacher evaluation and instructional improvement.
- Served as liaison to private industry for fund raising.
- Created shared decision making teams with parents, teachers and students.

Elementary Assistant Principal

Mulvey Elementary School
Central Islip, New York

September 1984 to January 1988

Chairperson of the Building Level Team for the Committee on Special Education.

- Hispanic Community Liaison for parents.
- Supervised fifty teachers in grades four to six.
- Coordinated Elementary Science Programs.
- In-charge of all testing activities.
- Responsible for the Master Scheduling.

Teaching Experience

Teacher of Spanish and Director of English as a Second Language programs:

Long Beach High School

September 1980 to June 1984

Served at Long Beach High School:

- Taught Spanish in grades 9 and 10
- Served on the Principal's cabinet
- Coordinated district-wide Bilingual/English as a Second Language program.
- Prepared Title I, VII and New York State Chapter 720 grant proposals for Limited English Proficient students.
- Consultant to Project Upward Bound at Stony Brook University

Teacher of Elementary School

Magnolia Elementary School

Long Beach, New York

September 1974 to June 1980

- Taught general curriculum to fourth grade.
- Served as community liaison
- Served the Long Beach Minority Coalition
- Developed New York State's first Two-Way Early Childhood Program (1979)
- Developed proposal and yearly reports for Title VII project, E.S.E.A.

Related Experience

Adjunct Professor

Adelphi University

Garden City, New York

Fall 1980 to Spring 1983

- Taught methods course in English as a Second Language (graduate level).
- Provided teacher training for New York City's E.S.L. licensing (Urban Campus).
- Developed training modules in student evaluation.
- Supervised student teaching field experience in elementary and middle schools for graduate and undergraduate students.
- Developed teacher training proposals for E.S.E.A. Title VII in elementary and secondary education programs.

Community Service

Commissioner of Recreation & the Zoning Board of Appeals

City of Long Beach

1999 to 2005

Special Skills: Proficient Bilingual abilities in speaking, reading and writing Spanish/English

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: Ralph Schneider
(Include preferred honorific.)

Daytime Telephone: _____

Home Mailing Address: _____
Hempstead, N.Y. 11550

Personal E-Mail/Fax: _____

Business Address: _____

Business E-Mail/Fax: _____

Charter School Name: **Horizon Educational Reinvestment Opportunity Charter High School (HERO)**

Charter School Address: **Hempstead, New York 11550**

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

Trustee

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

Dr. R. Schneider

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

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

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

Your response to question 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.

Dr R. Schneider

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.
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.

Dr. R. Schneider

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, 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.

Educational Philosophy

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

18. Please explain your understanding of the educational program of the charter 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.

Other

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

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

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

Resume for Ralph Schneider

Hempstead, N.Y. 11550

SERVICE

Veteran WWII. U.S. Navy 1943-1946. Honorable Discharge.
American Theater, European Theater & Pacific Theater active duty.

EDUCATION

Lycoming College, Williamsport, Pa. B.A. 1951 (Cum Laude)

Hofstra University, Hempstead, N.Y. M.S. 1965

Postgraduate Studies, New York University

Shelbourne University, Dublin, Ireland., PhD. Fine Arts. 2000 (Distance)

OCCUPATIONAL EXPERIENCE

Brentwood Public Schools, Science Teacher Jr. H.S. 1957-1970
South Jr. H. S., Brentwood. Assistant Principal 1970-1985

New York University, Adjunct Faculty Instructor, Appraisal Studies. 1988-2005

Brooklyn Museum, Internship, Personal Property Dept. 1985-1987

Appraiser, Personal Property. 1985-2010

LICENSING & CERTIFICATES

N.Y.S. Lic. Nurse # 22573 1948-2011

N.Y.S. Dept. of Education.

Certification as Supervisor and Principal

Certification as Superintendent of Schools

Certification in All Sciences & Health.

Notary Public. 1975-2013

Re: Request for information from Prospective Charter School Board Members

Page 46, #4.

I became aware of this charter school after speaking with Dr. Sally Thompson. She provided all the information regarding HERO, and asked if I would serve as a trustee.

Dr. R. Schneider

Pg 5

Page 46, #5.

I wish to serve on the board because I feel there is a need for this school in Hempstead, and I believe I can make a positive contribution to further it.

Page 46, #6.

I have served as a Trustee on the Board of Education of the Hempstead Public Schools. For a period of time I was the President of the Board.

Page 47, #8.

I do know some of the prospective members of the Board of HERO. I worked closely with them when I was active on the Board of the Hempstead School District.

Page 47, #9.

Yes, Dr. S. Thompson, prospective principal of HERO, was actively involved in the running of the Hempstead School District. I worked with her as a Board member. She has become a close friend to my wife and me.

Page 48, #16.

If I found that a charter board member was working for his/her own interest I should have to intercede. I should try privately to get the member to cease such actions. If this failed I would have to make it known to the other Trustees and have them take such action as necessary to rectify the situation.

Page 48, #17.

I believe that HERO must and will create an educational setting that promotes academic achievement permitting students to develop to their full potential in a partnership with faculty, family and the community. We will endeavor to provide an environment that fosters and promotes that positive educational achievement.

Page 48, #18.

As I understand it, the educational program of the charter school is to provide a positive atmosphere for learning. "Failure is not an option." Involving family and community in the learning process will further the opinion and the worth of the student body; All students are to be proficient in subject matter and demonstrate analytic skills.

Page 48, #19.

The school must be grounded in sound policy for governance of the school. We must develop policies that follow the state guidelines and the school charter. We must demonstrate fiscal responsibility. Use accepted accounting procedures and have regular reporting. Produce a sound and timely budget. Hire competent people and evaluate them and the CEO on a regular basis. Maintain the enrollment policies and evaluate the academic program annually.

Dr. A. Schneider

Pg. 6

Page 48, #20.

An appropriate role of a Board Member would be to oversee the total operation of the school with an emphasis on academic progress and finances. An important function would be in the two way information with the school community.

Page 48, #22.

I have a strong feeling for Professional Ethics, having worked as a Personal Property Appraiser for 25 years and taught Ethics to students at New York University. I also have an Ethical bent from having worked as a Nurse. I know schools, teachers, parents and students from my many years of working in the Public Schools, the University level and the Board of Education in Hempstead. I feel I am qualified to undertake the position of Trustee on the Board of HERO.

Dr. R. Schneider

Pg. 7

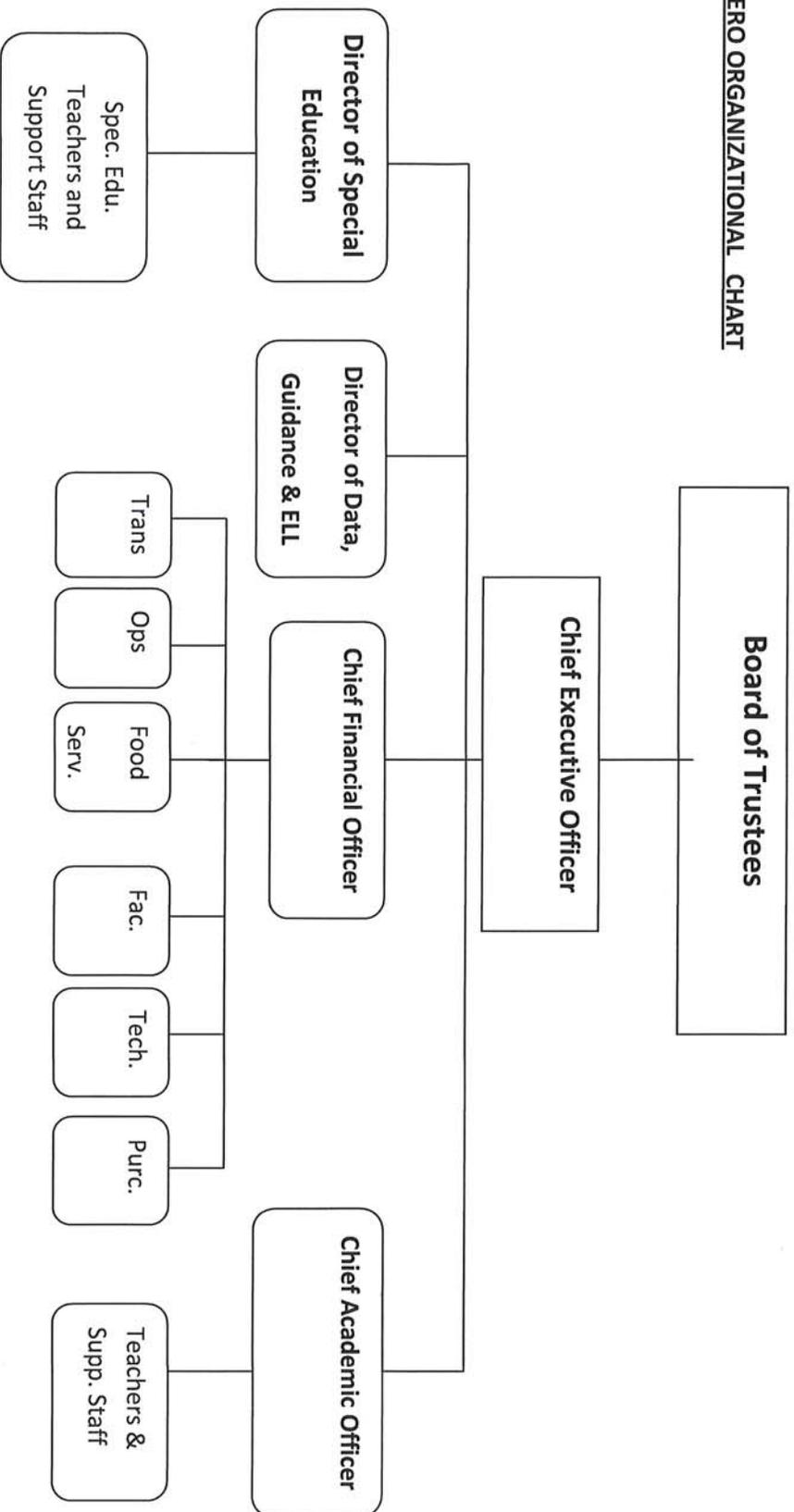
ORGANIZATIONAL CHART

for
HERO

ATTACHMENT # 10

Attachment #10

HERO ORGANIZATIONAL CHART



KEY POSITION DESCRIPTIONS

for
HERO

ATTACHMENT # 11

Attachment # 11

Key Positions Descriptions

Chief Executive Officer

The Chief Executive Officer (CEO) shall serve as the executive leader appointed by the Board of Trustees (BOT), responsible for the day-to-day administration of the school, evaluation of the members of the leadership team of the school. Dr. Sally A. Thompson shall serve in this key position.

Chief Academic Officer

CAO shall serve as the instructional leader appointed by the BOT upon recommendation by the CEO, and will be responsible for evaluation performance of teachers, staff and students. Dr. Sally A. Thompson shall serve in this key leadership position until filled. Potential candidates are being considered for this position.

Chief Financial Officer

The CFO shall be appointed by the BOT upon recommendation by the CEO, and will directly be accountable to the CEO and direct meeting reporting relation to the BOT. The CFO will be responsible for all non instructional services but not limited to facilities, transportation, finances, purchasing, food services, and finance. In the absence of the CEO, the CFO shall act as interim CEO, and shall be responsible for the evaluation of staff under his/her supervision. Kwame Boakye-Yiadom is proposed for this position. The position of personnel director will be subsumed by the CFO until filled.

Core Instructional Staff

The core faculty is responsible for teaching Math, Science, English Language Arts, Social Studies and all subjects taught in the school, and will be held accountable for student's academic performance and/or improvement.

Special Education and Co. Curricular Staff

Instructors in Special Education, Arts, Foreign Language, Electives, Tutors and Educational Interns will be responsible for ensuring consistent high quality instructions within an appropriately managed classroom. Special Education Teachers will work collaboratively with regular education staff.

Director of Special Education

The Director of Special Education shall be appointed by the BOT on the recommendation of the CEO, will ensure that all Federal, State and Local Education Laws pertaining to the implementation of services for students with disabilities will be followed. The Director will also

ensure that students' due process rights will be strictly protected. The Special Education Director will be responsible for ensuring that all Special Education Teachers perform their services collaboratively with the regulation education staff. S/he will teach in the first year. Paul Grella is proposed for this position.

Director Data, Guidance and ELL

This leadership position shall be appointed by the appointed on the recommendation of the CEO. Dr. Len Torres is proposed to serve in this position, and will be responsible for providing and ensuring that federal and state laws are complied with regarding ELL/LEP students and all students receive the required services.

Personnel Director

This position will be created upon availability of funds. Meanwhile, all personnel functions/ services will be conducted under the leadership of the CFO.

Administrative Assistant

The Administrative Assistant will be responsible for student records, office management and maintaining an organized office environment.

EXHIBIT A
CHARTER SCHOOL PROGRAM (CSP)
GRANT APPLICATION AND ATTACHMENTS

for
HERO

Phase III: Full Application

We intend to request (and include in the narrative justification for) a waiver from a federal, State, or local regulation or rule that is generally applicable to public schools which we propose be waived, or otherwise not apply to the charter school. *(If yes, please check the box and include justification where appropriate in the application narrative).*

We intend to apply for a Charter School Planning and Implementation Grant (CSP). *(If yes, please check the box and see Exhibit A for details and forms.)*

We understand that once the Board of Regents approves our charter school application and issues a charter, our charter school is eligible to receive a CSP grant pending final approval by the Office of the New York State Comptroller *(If yes, please check the box and see Exhibit A for details and forms.)*

We understand that the Prospectus is incorporated into the Full Application by reference. *(If understood, please check the box.)*

Please see [Appendix A](#) for specific formatting directions. In no more than 40 pages plus the required Attachments (which may not exceed 75 pages), please respond to the following questions.

HERO – Horizon / Educational / Reinvestment / Opportunity Charter High School

I. EDUCATION PLAN³

The Education Plan should define what students will achieve; how they will achieve it; and how the school will evaluate student performance. It should provide a clear picture of the educational climate, structure, assessment, and outcomes.

A. Curriculum and Instruction⁴

Applicant Instructions: Provide a description of the curriculum to be used by the school, including sample promotion or exit standards for English language arts and mathematics in two, non-consecutive grade levels to be offered by the school. Describe the process that will be used to ensure that the curriculum – specifically English language arts, mathematics, science and social studies – aligns with the New York State Learning Standards, inclusive of the Common Core State Standards and the New York State Testing Program. Discuss the specific instructional strategies and practices that will be relevant or necessary to successful

³ Reviewer Note: To satisfy §5203 of the ESEA—CSP Grant, a description of the proposed charter school’s educational program is required.

⁴ Reviewer Note: To satisfy §5203 of the ESEA—CSP Grant, the educational program description should include information about (iii) the curriculum and instructional practices the charter school proposes to be used.

BUDGET AND CASH FLOW TEMPLATE

for
HERO

ATTACHMENT # 17

New Application Budget(s) & Cash Flow(s) Template

HERO Charter High School (HERO)

Contact Name: Dr. Sally A. Thompson

Contact Email: sallytho@aol.com

Contact Phone: 516-770-3062

Examples

Pre-Opening Period September 1, 2011 to June 30, 2012

Operational Year ONE July 1, 2012 to June 30, 2013

HERO 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.						
		5,432,705	8,859,633	12,002,387	13,094,729	14,520,405
Total Revenue		5,432,705	8,859,633	12,002,387	13,094,729	14,520,405
Total Expenses		4,824,830	7,660,775	9,819,877	10,937,931	11,785,575
Net Income (Before Cash Flow Adjustments)		607,875	1,198,858	2,182,510	2,156,798	2,734,830
Actual Student Enrollment		-	-	-	-	-
Total Paid Student Enrollment		-	-	-	-	-
		Year 1	Year 2	Year 3	Year 4	Year 5
		2012-13	2013-14	2014-15	2015-16	2016-17
		*Year 1 should tie to Totals for Year 1 on Tabs 4 and 5				
REVENUE		Per Pupil Revenue Percentage Increase				
REVENUES FROM STATE SOURCES		80.4%	82.1%	86.0%	87.0%	88.2%
Per Pupil Revenue:	CY Per Pupil Rate					
Hempstead UFSD	18,202	4,368,480	7,277,888	10,320,862	11,396,504	12,806,580
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	18,202	4,368,480	7,277,888	10,320,862	11,396,504	12,806,580
Special Education Revenue		-	-	-	-	-
Grants		-	-	-	-	-
Stimulus		-	-	-	-	-
DYCD (Department of Youth and Community Developm.)		-	-	-	-	-
Other		-	-	-	-	-
Other		-	-	-	-	-
TOTAL REVENUE FROM STATE SOURCES		4,368,480	7,277,888	10,320,862	11,396,504	12,806,580
REVENUE FROM FEDERAL FUNDING						
IDEA Special Needs		20,825	20,825	20,825	20,825	20,825
Title I		101,000	264,000	264,000	264,000	264,000
Title Funding - Other		115,000	290,000	290,000	290,000	290,000
School Food Service (Free Lunch)		240,000	240,000	240,000	240,000	240,000
Grants		-	-	-	-	-
Charter School Program (CSP) Planning & Implementation		-	-	-	-	-
Other		-	-	-	-	-
Other		-	-	-	-	-
TOTAL REVENUE FROM FEDERAL SOURCES		476,825	814,825	814,825	814,825	814,825
LOCAL and OTHER REVENUE						
Contributions and Donations		50,000	60,000	70,000	75,000	75,000
Fundraising		350,000	450,000	500,000	500,000	500,000
Erate Reimbursement		-	-	-	-	-
Earnings on Investments		84,000	100,000	100,000	100,000	100,000
Interest Income		36,000	50,000	50,000	50,000	50,000
Food Service (Income from meals)		60,000	98,000	136,250	147,500	162,500
Text Book		5,000	5,000	5,000	5,000	5,000
OTHER		2,400	3,920	5,450	5,900	6,500
TOTAL REVENUE FROM LOCAL and OTHER SOURCES		587,400	766,920	866,700	883,400	899,000
TOTAL REVENUE		5,432,705	8,859,633	12,002,387	13,094,729	14,520,405

A base of 18,202 with estimated increases of 2% per year.

EXPENSES						
	No. of Positions					
ADMINISTRATIVE STAFF PERSONNEL COSTS						
Executive Management	1.00	180,000	180,000	180,000	180,000	180,000
Instructional Management	1.00	-	150,000	156,000	162,240	168,730
Deans, Directors & Coordinators	1.00	100,000	104,000	108,160	112,486	116,986
CFO / Director of Finance	1.00	200,000	208,000	216,320	224,973	233,972
Operation / Business Manager	1.00	-	80,000	83,200	86,528	89,989
Administrative Staff	1.00	40,000	41,600	43,264	44,995	46,794
TOTAL ADMINISTRATIVE STAFF	6.00	520,000	763,600	786,944	811,222	836,471
INSTRUCTIONAL PERSONNEL COSTS						
Teachers - Regular	36.00	900,000	1,622,250	2,387,025	2,704,499	3,038,874
Teachers - SPED	3.00	125,000	128,750	207,613	288,841	372,506
Substitute Teachers	3.00	40,000	77,250	79,568	81,955	84,413
Teaching Assistants	5.00	75,000	128,750	132,613	136,591	140,689
Specialty Teachers	2.00	75,000	154,500	154,500	159,135	163,909
Aides	5.00	75,000	128,750	132,613	136,591	140,689
Therapists & Counselors	1.00	37,500	77,250	79,568	81,955	84,413
Other	-	142,000	238,585	312,397	351,522	387,534
TOTAL INSTRUCTIONAL	55.00	1,469,500	2,556,085	3,400,894	3,941,138	4,413,027
NON-INSTRUCTIONAL PERSONNEL COSTS						
Nurse	1.00	50,000	51,500	53,045	54,636	56,275
Librarian	1.00	55,000	56,650	58,350	60,100	61,903
Custodian	2.00	70,000	103,000	103,000	103,000	103,000
Security	2.00	50,000	77,250	79,568	81,955	84,413
Other	2.00	80,000	82,400	82,400	82,400	82,400
TOTAL NON-INSTRUCTIONAL	8.00	305,000	370,800	376,362	382,091	387,992
SUBTOTAL PERSONNEL SERVICE COSTS	69.00	2,294,500	3,690,485	4,654,200	5,134,451	5,637,489
PAYROLL TAXES AND BENEFITS						
Payroll Taxes		175,484	282,322	356,046	392,785	431,268
Fringe / Employee Benefits		285,665	459,465	579,448	639,239	701,867
Retirement / Pension		298,285	479,763	605,046	667,479	732,874
TOTAL PAYROLL TAXES AND BENEFITS		759,434	1,221,551	1,540,540	1,699,503	1,866,009
TOTAL PERSONNEL SERVICE COSTS	69.00	3,053,934	4,912,036	6,194,741	6,833,954	7,503,498

CONTRACTED SERVICES					
Accounting / Audit	17,000	20,000	20,000	20,000	20,000
Legal	15,000	20,000	25,000	25,000	25,000
Management Company Fee	-	-	-	-	-
Nurse Services	-	-	-	-	-
Food Service / School Lunch	240,000	392,000	545,000	590,000	650,000
Payroll Services	9,900	15,600	16,500	17,400	18,000
Special Ed Services	-	-	-	-	-
Tilement Services (i.e. Tile I)	-	-	-	-	-
Other Purchased / Professional / Consulting	22,000	25,000	28,000	25,000	25,000
TOTAL CONTRACTED SERVICES	303,900	472,600	634,500	677,400	738,000
SCHOOL OPERATIONS					
Board Expenses	8,040	8,040	8,280	8,280	8,280
Classroom / Teaching Supplies & Materials	38,400	62,720	87,200	94,400	104,000
Special Ed Supplies & Materials	2,500	6,000	8,750	8,500	10,000
Textbooks / Workbooks	120,000	196,000	272,500	295,000	325,000
Supplies & Materials other	12,000	19,600	27,250	29,500	32,500
Equipment / Furniture	50,400	82,320	114,450	123,900	136,500
Telephone	17,700	23,100	26,340	28,500	28,500
Technology	24,000	39,200	54,500	59,000	59,000
Student Testing & Assessment	60,000	98,000	136,250	147,500	147,500
Field Trips	36,000	58,800	81,750	88,500	88,500
Transportation (student)	114,000	186,200	258,875	280,250	308,750
Student Services - other	9,600	15,680	21,800	23,600	26,000
Office Expense	8,400	12,600	18,000	18,000	18,000
Staff Development	50,096	75,020	100,537	100,527	100,527
Staff Recruitment	25,000	40,000	40,000	50,000	50,000
Student Recruitment / Marketing	42,000	60,000	60,000	60,000	60,000
School Meats / Lunch	-	-	-	-	-
Travel (Staff)	11,130	19,080	24,200	28,600	33,000
Fundraising	35,000	45,000	50,000	50,000	50,000
Other	84,000	137,200	190,750	206,500	227,500
TOTAL SCHOOL OPERATIONS	748,176	1,184,560	1,581,422	1,700,557	1,813,557
FACILITY OPERATION & MAINTENANCE					
Insurance	50,000	50,000	50,000	50,000	50,000
Janitorial	67,500	172,500	141,500	180,000	180,000
Building and Land Rent / Lease	449,820	718,379	943,289	1,190,520	1,190,520
Repairs & Maintenance	20,000	33,000	40,000	40,000	40,000
Equipment / Furniture	18,000	29,400	40,875	44,250	48,750
Security	13,500	13,500	13,500	13,500	13,500
Utilities	75,000	112,500	150,000	168,750	168,750
TOTAL FACILITY OPERATION & MAINTENANCE	693,820	1,061,579	1,379,214	1,696,020	1,700,520
DEPRECIATION & AMORTIZATION					
DISSOLUTION ESCROW & RESERVES / CONTINGENCY	25,000	30,000	30,000	30,000	30,000
TOTAL EXPENSES	4,824,830	7,660,775	9,819,877	10,937,931	11,785,575
NET INCOME	607,875	1,198,858	2,182,510	2,156,798	2,734,830

ENROLLMENT - *School Districts Are Linked To Above Entries*					
Hempstead UFSD	-	-	-	-	-
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 ENROLLMENT	-	-	-	-	-
REVENUE PER PUPIL	-	-	-	-	-
EXPENSES PER PUPIL	-	-	-	-	-

CASH FLOW ADJUSTMENTS					
OPERATING ACTIVITIES					
Example - Add Back Depreciation	-	-	-	-	-
Other	-	-	-	-	-
Total Operating Activities	-	-	-	-	-
INVESTMENT ACTIVITIES					
Example - Subtract Property and Equipment Expenditures	-	-	-	-	-
Other	-	-	-	-	-
Total Investment Activities	-	-	-	-	-
FINANCING ACTIVITIES					
Example - Add Expected Proceeds from a Loan or Line of Credit	2,000,000	3,000,000	3,000,000	3,000,000	3,000,000
Other - Repayment of Loan with Interest	(2,120,000)	(3,240,000)	(3,240,000)	(3,240,000)	(3,240,000)
Total Financing Activities	(120,000)	(240,000)	(240,000)	(240,000)	(240,000)
Total Cash Flow Adjustments	(120,000)	(240,000)	(240,000)	(240,000)	(240,000)
NET INCOME	487,875	958,858	1,942,510	1,916,798	2,494,830
Beginning Cash Balance	-	487,875	1,446,733	3,389,243	5,306,041
ENDING CASH BALANCE	487,875	1,446,733	3,389,243	5,306,041	7,800,871

**HERO Charter High School
PROJECTED BUDGET / OPERATING PLAN FOR PRE-OPENING PERIOD
September 1, 2011 to June 30, 2012**

Total Revenue	1,327,000	DESCRIPTION OF ASSUMPTIONS
Total Expenses	626,208	
Net Income	700,792	
Total Paid Student Enrollment	-	

REVENUE FROM STATE SOURCES

Per Pupil Revenue	CY Per Pupil Rate	DESCRIPTION OF ASSUMPTIONS
Hempstead Union Free School District	18,202	- No estimates because school is not opened yet.
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 Special Education Revenue	18,202	

Stimulus	-	
DYCD (Department of Youth and Community Developmt.)	-	
Other	-	
Other - - Charter School State Stimulus Fund	100,000	Estimated limit of amount that can be applied for.
TOTAL REVENUE FROM STATE SOURCES	100,000	

REVENUE FROM FEDERAL FUNDING

IDEA Special Needs	-	
Title I	-	
Title Funding - Other	50,000	Estimated amount that will be requested for recruitment of teachers and administration from Title II
School Food Service (Free Lunch)	-	
Grants	-	
Charter School Program (CSP) Planning & Implementation	650,000	Estimated amount expected to be received from SED subject to availability of Funds if charter is approved.
Other	-	
TOTAL REVENUE FROM FEDERAL SOURCES	700,000	

LOCAL and OTHER REVENUE	
Contributions and Donations	10,000
Fundraising	500,000
Erate Reimbursement	-
Earnings on Investments	-
Interest Income	17,000
Food Service (Income from meals)	-
Text Book	-
OTHER	527,000
TOTAL REVENUE FROM LOCAL and OTHER SOURCES	1,327,000

Estimated donations and contributions from CBOs, FBOs, etc. Estimated fundraising yield. Many of our fundraisers are experienced fundraisers who have raised an average of \$25K per week. Sources are the Walton=250K; Ford=50K; Gate=50K; Casie=50K; Broad=50K; and Corporations and businesses such as DELL(meeting with DELLtentatively scheduled for the end of April, 2011)

Estimated interest income of 2% per annum on \$850K - conservative estimate on expected revenue in the preplanning period.

EXPENSES	
ADMINISTRATIVE STAFF PERSONNEL COSTS	
Executive Management	No. of Positions: 1.00
Instructional Management	No. of Positions: 1.00
Deans, Directors & Coordinators	No. of Positions: 1.00
CFO / Director of Finance	No. of Positions: 1.00
Operation / Business Manager	No. of Positions: 1.00
Administrative Staff	No. of Positions: 4.00
TOTAL ADMINISTRATIVE STAFF	335,000
INSTRUCTIONAL PERSONNEL COSTS	
Teachers - Regular	-
Teachers - SPED	-
Substitute Teachers	-
Teaching Assistants	-
Specialty Teachers	-
Aides	-
Therapists & Counselors	-
Other	-
TOTAL INSTRUCTIONAL	-
NON-INSTRUCTIONAL PERSONNEL COSTS	
Nurse	-
Librarian	-
Custodian	-
Security	-
Other	-
TOTAL NON-INSTRUCTIONAL	-
SUBTOTAL PERSONNEL SERVICE COSTS	335,000

For FTE of 1.0 and will be CEO/ Chief Academic Officer. Salary set under advisement from her accountant to ensure she does not exceed statutory limitations of her present guaranteed incomes.

For FTE of 0.50. For FTE of 1.0 and will be responsible for all financial and operational/auxiliary services.

For FTE of 1.0 and will be the office manager and secretary during the planning year.

PAYROLL TAXES AND BENEFITS

Payroll Taxes	25,628	FICA is 7.65%
Fringe / Employee Benefits	41,708	Health Insurance is 12.45% of total salaries
Retirement / Pension	43,550	TRS and 403B is 13% of total salaries
TOTAL PAYROLL TAXES AND BENEFITS	110,885	

TOTAL PERSONNEL SERVICE COSTS

	4.00
--	------

CONTRACTED SERVICES

Accounting / Audit	3,000	Accounting=\$1,500 and Auditing = \$1,500
Legal	3,000	Review of documents and policies as needed
Management Company Fee	-	
Nurse Services	-	
Food Service / School Lunch	-	
Payroll Services	2,500	Estimated total expenses for generating payroll for less than 10 employees
Special Ed Services	-	
Titlement Services (i.e. Title I)	-	
Other Purchased / Professional / Consulting	12,000	Real estate agents, insurance brokers, contractors, canvassers, flyer/pamphlet-distributors, PR agent
TOTAL CONTRACTED SERVICES	20,500	

SCHOOL OPERATIONS

Board Expenses	6,700	Estimated total per year for: airtravel=\$3,000; room=\$2000; food=\$700; snack for meetings=\$1,000
Classroom / Teaching Supplies & Materials	-	
Special Ed Supplies & Materials	-	
Textbooks / Workbooks	-	
Supplies & Materials other	16,000	4 laptops@\$1,500/ea; 4 office chairs@\$200/ea; 4 desks@\$400/ea; 3 fireproof metal cabinets@\$400/ea; 10 guest chairs @\$75/ea; 4 printers@\$350/ea; and 1set of conference room furniture@\$2000; 1faxmachine@\$250; phone equipment and 3 cellphones = \$2,000.
Equipment / Furniture	6,800	Landphone@\$500/month for bulk usage and 3 cellphones@\$60/each per month
Telephone	-	
Technology	-	
Student Testing & Assessment	-	
Field Trips	-	
Transportation (student)	-	
Student Services - other	5,000	Estimated at \$500/month for 10months
Office Expense	4,200	Estimated at \$1,400/session for 3 sessions
Staff Development	25,000	Estimated cost for advertisement for teachers in newspapers, websites, journals
Staff Recruitment	-	
Student Recruitment / Marketing	14,200	Estimated cost for printing brochures, letters, flyers=6,700; advertisement=7,500
School Meals / Lunch	-	
Travel (Staff)	3,723	Estimated mileage of 7,300/year x IRS reimbursable rate of \$0.51/mile
Fundraising	25,000	Estimated expense to raise \$250,000. This is 10%.
Other - Lease of copier	4,800	Estimated cost of \$480/month X 10months
TOTAL SCHOOL OPERATIONS	111,423	

FACILITY OPERATION & MAINTENANCE

Insurance	25,000	Estimated insurance for one year from AAA-BEST company or better.
Janitorial	-	

Building and Land Rent / Lease	23,400	Estimated @ 2,000sq ft X \$1950/month for 12 months.
Repairs & Maintenance	-	
Equipment / Furniture	-	
Security	-	
Utilities	48,400	
TOTAL FACILITY OPERATION & MAINTENANCE		
DEPRECIATION & AMORTIZATION		
DISSOLUTION ESCROW & RESERVES / CONTINGENCY		Payment of loan principal=\$650K and interest = \$26K
TOTAL EXPENSES	626,208	
NET INCOME	700,792	

ENROLLMENT - *School Districts Are Linked To Above Entries*	
Hempstead Union Free School District	
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 ENROLLMENT	
REVENUE PER PUPIL	
EXPENSES PER PUPIL	

	382,819	432,360	381,615	378,280	387,614	378,280	381,614	390,280	381,614	421,614	395,947	512,774	4,834,830
TOTAL EXPENSES													
NET INCOME	355,261	(414,653)	449,646	(264,601)	483,921	(230,326)	516,921	(299,826)	366,921	(293,159)	435,088	(497,319)	607,875
CASH FLOW ADJUSTMENTS													
OPERATING ACTIVITIES													
Example - Add Back Depreciation	-	-	-	-	-	-	-	-	-	-	-	-	-
Other	-	-	-	-	-	-	-	-	-	-	-	-	-
Total Operating Activities	-	-	-	-	-	-	-	-	-	-	-	-	-
INVESTMENT ACTIVITIES													
Example - Subtract Property and Equipment Expenditures	-	-	-	-	-	-	-	-	-	-	-	-	-
Other	-	-	-	-	-	-	-	-	-	-	-	-	-
Total Investment Activities	-	-	-	-	-	-	-	-	-	-	-	-	-
FINANCING ACTIVITIES													
Example - Add Expected Proceeds from a Loan or Line of Credit	-	2,000,000	-	-	-	-	-	-	-	-	-	-	2,000,000
Other - Repayment of Loan plus Interest	-	2,000,000	-	-	-	-	-	-	-	-	-	-	(2,120,000)
Total Financing Activities	-	2,000,000	-	-	-	-	-	-	-	-	-	-	(120,000)
Total Cash Flow Adjustments													
	355,261	1,585,347	449,646	(264,601)	483,921	(230,326)	516,921	(299,826)	366,921	(293,159)	435,088	(2,617,319)	487,875
NET INCOME													
Beginning Cash Balance	-	-	-	-	-	-	-	-	-	-	-	-	-
ENDING CASH BALANCE	355,261	1,585,347	449,646	(264,601)	483,921	(230,326)	516,921	(299,826)	366,921	(293,159)	435,088	(2,617,319)	487,875

**HERO
PROJECTED BUDGET / OPERATING PLAN FOR YEAR ONE
#REF!**

Total Revenue	4,848,285	182,020	2,400
Total Expenses	4,824,830	-	-
Net Income	23,455	182,020	2,400
Actual Student Enrollment	-	-	-
Total Paid Student Enrollment	-	-	-

PROGRAM SERVICES		
	REGULAR EDUCATION	SPECIAL EDUCATION OTHER

**REVENUE
REVENUES FROM STATE SOURCES**

Per Pupil Revenue	CY Per Pupil Rate	
Hempstead	18,202	4,186,460
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)	-	-

1 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	4,186,460	182,020	-
Special Education Revenue	-	-	-
Grants	-	-	-

-
-
-
18,202

Stimulus	-	-	-
DYCD (Department of Youth and Community Developmt.)	-	-	-
Other	-	-	-
Other	-	-	-
TOTAL REVENUE FROM STATE SOURCES	4,186,460	182,020	-

REVENUE FROM FEDERAL FUNDING

IDEA Special Needs	20,825	-	-
Title I	101,000	-	-
Title Funding - Other	115,000	-	-
School Food Service (Free Lunch)	240,000	-	-
Grants	-	-	-
Charter School Program (CSP) Planning & Implementation	-	-	-
Other	-	-	-
Other	-	-	-
TOTAL REVENUE FROM FEDERAL SOURCES	476,825	-	-

LOCAL and OTHER REVENUE

Contributions and Donations	-	-	-
Fundraising	-	-	-
Erate Reimbursement	-	-	-
Earnings on Investments	84,000	-	-

Interest Income	36,000	-	-
Food Service (Income from meals)	60,000	-	-
Text Book	5,000	-	-
OTHER -- student payment towards academic trips	-	-	2,400
TOTAL REVENUE FROM LOCAL and OTHER SOURCES	185,000	-	2,400
TOTAL REVENUE	4,848,285	182,020	2,400

EXPENSES

ADMINISTRATIVE STAFF PERSONNEL COSTS

	No. of Positions		
Executive Management	1.00	180,000	-
Instructional Management	-	-	-
Deans, Directors & Coordinators	1.00	100,000	-
CFO / Director of Finance	1.00	200,000	-
Operation / Business Manager	-	-	-
Administrative Staff	1.00	40,000	-
TOTAL ADMINISTRATIVE STAFF	4.00	520,000	-

INSTRUCTIONAL PERSONNEL COSTS

Teachers - Regular	12.00	900,000	-
Teachers - SPED	1.00	125,000	-
Substitute Teachers	2.00	40,000	-
Teaching Assistants	3.00	75,000	-
Specialty Teachers	1.00	75,000	-
Aides	3.00	75,000	-

Therapists & Counselors	0.50	37,500	-	-
Other	-	142,000	-	-
TOTAL INSTRUCTIONAL	22.50	1,469,500	-	-

NON-INSTRUCTIONAL PERSONNEL COSTS

Nurse	1.00	50,000	-	-
Librarian	1.00	55,000	-	-
Custodian	2.00	70,000	-	-
Security	2.00	50,000	-	-
Other	2.00	80,000	-	-
TOTAL NON-INSTRUCTIONAL	8.00	305,000	-	-

SUBTOTAL PERSONNEL SERVICE COSTS	34.50	2,294,500	-	-
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PAYROLL TAXES AND BENEFITS

Payroll Taxes	175,483	-	-	-
Fringe / Employee Benefits	285,665	-	-	-
Retirement / Pension	298,285	-	-	-
TOTAL PAYROLL TAXES AND BENEFITS	759,434	-	-	-

TOTAL PERSONNEL SERVICE COSTS	34.50	3,053,934	-	-
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CONTRACTED SERVICES

Accounting / Audit	17,000	-	-	-
Legal	15,000	-	-	-
Management Company Fee	-	-	-	-
Nurse Services	-	-	-	-
Food Service / School Lunch	240,000	-	-	-
Payroll Services	9,900	-	-	-

Special Ed Services	-	-	-
Titlment Services (i.e. Title I)	-	-	-
	<u>22,000</u>		
TOTAL CONTRACTED SERVICES	303,900		

Other Purchased / Professional / Consulting
TOTAL CONTRACTED SERVICES

SCHOOL OPERATIONS

Board Expenses	8,040	-	-
Classroom / Teaching Supplies & Materials	38,400	-	-
Special Ed Supplies & Materials	2,500	-	-
Textbooks / Workbooks	120,000	-	-
Supplies & Materials other	12,000	-	-
	50,400	-	-
Equipment / Furniture		-	-
Telephone	17,700	-	-
	24,000	-	-
Technology	60,000	-	-
Student Testing & Assessment	36,000	-	-
Field Trips	114,000	-	-
Transportation (student)	9,600	-	-
Student Services - other	8,400	-	-
Office Expense	50,006	-	-
Staff Development	25,000	-	-
Staff Recruitment	42,000	-	-
Student Recruitment / Marketing	-	-	-
School Meals / Lunch		-	-
Travel (Staff)	11,130	-	-
	35,000	-	-
Fundraising	84,000	-	-
	<u>748,176</u>		
TOTAL SCHOOL OPERATIONS			

Board Expenses
Classroom / Teaching Supplies & Materials
Special Ed Supplies & Materials
Textbooks / Workbooks
Supplies & Materials other
Equipment / Furniture
Telephone
Technology
Student Testing & Assessment
Field Trips
Transportation (student)
Student Services - other
Office Expense
Staff Development
Staff Recruitment
Student Recruitment / Marketing
School Meals / Lunch
Travel (Staff)
Fundraising
Other
TOTAL SCHOOL OPERATIONS

FACILITY OPERATION & MAINTENANCE

Insurance	50,000	-	-
Janitorial	67,500	-	-
Building and Land Rent / Lease	449,820	-	-
Repairs & Maintenance	20,000	-	-
Equipment / Furniture	18,000	-	-
Security	13,500	-	-
Utilities	75,000	-	-
TOTAL FACILITY OPERATION & MAINTENANCE	693,820	-	-

**DEPRECIATION & AMORTIZATION
DISSOLUTION ESCROW & RESERVES / CONTINGENCY**

-	-	-	-
25,000	-	-	-

TOTAL EXPENSES

4,824,830	-	-	-
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NET INCOME

23,455	182,020	2,400	-
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ENROLLMENT - *School Districts Are Linked To Above Entries*

Hempstead	-	-	-
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 ENROLLMENT	-	-	-

REVENUE PER PUPIL	-	-	-
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EXPENSES PER PUPIL	-	-	-
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-	-	-
-	-	-
-	-	-
-	-	-
-	-	4,368,480
-	-	-
-	-	-
-	-	-
-	-	-
-	-	4,368,480

-	20,825	-
-	101,000	-
-	115,000	-
-	240,000	-
-	-	-
-	-	-
-	-	-
-	-	476,825

50,000	-	50,000
350,000	-	350,000
-	-	-
-	-	84,000

Estimated amount applied in this budget
 Estimated amount applied in this budget
 Estimated amount applied in this budget
 \$5/day X 240students x 200 days

From 100 churches; 10 CBOs; Many service organizations
 in the community and 16,000 households
 Estimated minimum to be raised based on the experience
 of our fund raisers

-	-	36,000	\$4m X .03%
-	-	60,000	60 students X \$5/day X 200 days
-	-	5,000	Payment for lost textbooks
-	-	2,400	Estimated student contribution of \$10/student/yr for field trips X 240students
400,000	-	587,400	
400,000	-	5,432,705	

-	-	180,000	FTE of .50 as CAO. Salary set per advise of accountant to ensure that CEO does not exceed statutory limit.
-	-	-	FTE of .50 as CEO
-	-	100,000	Dean/Guidance Counselor and Data Specialist
-	-	200,000	FTE1 and will function as CFO and the Deputy CEO
-	-	-	Will be accounting clerk
-	-	40,000	Office manager and secretary
-	-	520,000	
-	-	900,000	Estimated salaries for 12 teachers.
-	-	125,000	Function as Director of SPED
-	-	40,000	\$100/day for 200days
-	-	75,000	3 @ \$25K /year each.
-	-	75,000	Estimated salaries for a Mandarin teacher and a Latin teacher @ FTE of 0.50 each
-	-	75,000	One will be ddedicated to assist the SPED teacher

-	-	37,500	Psychologist at FTE of 0.50
-	-	142,000	Instructional Performance Incentive
-	-	1,469,500	
-	-	50,000	Student health
-	-	55,000	
-	-	70,000	To ensure that our environment is clean for instruction
-	-	50,000	two safety personnel to assist in security and orderliness.
-	-	80,000	Account clerks @ \$40K/yr salary
-	-	305,000	
-	-	2,294,500	
-	-	175,483	FICA=7.65%
-	-	285,665	Health Benefits=12.45%
-	-	298,285	TRS/403B = 13%
-	-	759,434	
-	-	3,053,934	
-	-	17,000	Estimated cost for acctg/auditing services per year.
-	-	15,000	Retainer and legal services
-	-	-	
-	-	-	
-	-	240,000	\$5/day X 240students X 200days
-	-	9,900	\$25/month/employee X 33employees X 12months

-	-	-	
-	-	-	
-	-	22,000	Estimated for services of experts we do not have in house
-	-	303,900	
-	-	8,040	Estimated cost=\$670/month X 12 months
-	-	38,400	Estimated to be \$160/student X 240students
-	-	2,500	Estimated to be \$250/student X 10students
-	-	120,000	Estimated to be \$500/student X 240students
-	-	12,000	Estimated to be \$667/month x 12months
-	-	50,400	Estimated to be \$210/student x 240students. Purchase of laptops, smart boards, and ipads.
-	-	17,700	Estimated cost for 20 cellphones and land phone = \$1475/month X for 12 months
-	-	24,000	Estimated to be \$100/student X 240students
-	-	60,000	Estimated to be \$250/student X 240students
-	-	36,000	Estimated to be \$150/student X 240students
-	-	114,000	Estimated to be \$475/student X 240students
-	-	9,600	Estimated to be \$40/student X 240students
-	-	8,400	Estimated to be \$700/student X 240students
-	-	50,006	Estimated to be \$2273/PD session X 22sessions
-	-	25,000	Estimated cost for recruitment per year
-	-	42,000	Estimated cost of \$3500/month for 12 months
-	-	-	
-	-	11,130	Estimated to be (7mi/day X 15staff X 200days) X \$0.53/mi State reimbursement rate
-	-	35,000	Estimated to be 10% of amount to be raised
-	-	84,000	Estimated contingency for instruction= \$350/student X 240students
-	-	748,176	

