

Letter of Intent: Contact Information Form

Created Tuesday, January 28, 2014

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All applicants seeking to establish a charter school authorized by the Board of Regents to open in 2014 must submit a Letter of Intent to Apply, which requires completion of this contact form, and an upload of your 5 page Letter of Intent to Apply as outlined in the 2014 RFP and Application Kit. Please submit these tasks by 3:00 PM on February 3, 2014. Applicants who do not submit a complete Letter of Intent to Apply by the 3:00 PM deadline will not be permitted to submit a Full Application.

a. Proposed Charter School Name

(Please write out the formal and full name for the school you proposed, and include the words "charter" and "school" in the proposed name).

Richmond Charter School for Entrepreneurship

b. Preferred school location.

Select the preferred geographical area on the left and then select the preferred school district or community school district on the right.

NYC CSD-Staten Island: CSD 31

Select a second geographical area on left and then select the school district or community school district on right.

None

If necessary, select a third geographical area on left and then select the school district or community school district on right.

None

c. Applicant(s) information, including mailing address, phone number, and email address, and information establishing that the applicant(s) is a parent, teacher, school administrator or community resident.

(The entire chart may not be visible on your screen. Use the "tab" key to move from column to column. The first column will remain static as you do so).

	First and Last Name	Best Phone Number (###-###-####)	Email Address	Street Address, City, State, Zip
Lead Applicant	Kenneth Byalin	[REDACTED]	[REDACTED]	[REDACTED]

As the Lead Applicant(s), I (we) can best be described as a:

(Multiple responses permitted)

- Parent
- Current or former Teacher
- Current or former School Administrator
- Community Resident

d. Contact Person: please provide a phone number and/or email address to which public inquires about the proposed charter school may be addressed.

	First and Last Name	Best Phone Number (###-###-####)	Email Address	URL (type web address or the word "none")
Media Contact	Donald Mulligan	347-855-2238	dmulligan@lavelleprep.org	none

e. Planned grades and enrollment in each year of the proposed charter term.

	Ages (or age ranges)	2015-2016	2016-2017	2017-2018	2018-2019	2019-2020
10th	15-16	20	30	40	50	50
11th	16-17	20	40	60	90	120
12th	17-18	10	30	50	60	80
Total		50	100	150	200	250

f. Proposed Management and/or Partner Organization(s), such as a charter or educational management company or a university, academic program partner, or whole school change partner.

(See pages 40 of the application kit for definitions and guidance as only "substantial" partnerships should be listed here).

f. Proposed Management and/or Partner Organization(s), such as a charter or educational management company or a university, academic program partner, or whole school change partner. Proposed Management Company	(No response)
f. Proposed Management and/or Partner Organization(s), such as a charter or educational management company or a university, academic program partner, or whole school change partner. Partner Organization 1	(No response)
f. Proposed Management and/or Partner Organization(s), such as a charter or educational management company or a university, academic program partner, or whole school change partner. Partner Organization 2	(No response)

Lead Applicant(s) Signature and Date

You have the option of adding your signature(s) as the Lead Applicant or Co-Lead Applicants directly on the bottom of your Letter of Intent before you scan and upload it into the portal.

OR you may sign below using the mouse on your PC or stylist on your mobile device to sign your name.

Lead or Co-Applicant listed in section c above.

(Internet Explorer may not support this feature. Open the portal using Google Chrome, Firefox, or Safari).

Two handwritten signatures in black ink. The signature on the left is more fluid and cursive, while the one on the right is more blocky and angular.

Date Signed (Lead or Co-Applicant)

2014/01/28

Co-Applicant listed in section c above

(Internet Explorer may not support this feature. Open the portal using Google Chrome, Firefox, or Safari).

Date Signed (Co-Applicant)

(No response)

Thank you for completing the Contact Form which will be duplicative of some information contained in your letter of intent. Having information in this form allows the Department to merge applicant contact information into our existing data system. Please proceed to upload your signed and dated 5 page Letter of Intent to Apply.

Letter of Intent

I. Applicant Information

a. **Name and Contact Information:** Kenneth Byalin, Ph.D. (parent, school administrator and resident of District 31 [Staten Island]). Address: John W. Lavelle Preparatory Charter School, Corporate [REDACTED]

b. **Media Contact:** Donald Mulligan, Email: dmulligan@lavelleprep.org. Phone: 646-275-6427

c. **Applicant Group Information:**

Name	Relevant Experience	Anticipated Role
Kenneth Byalin, Ph.D.	Founder and President, Lavelle Prep Charter School	Proposed President
Ron Gorsky	Principal, Concord High School, Staten Island	Proposed Founding Principal
Yelena Osoro	Coach and science teacher, Lavelle Prep	Proposed Founding Assistant Principal, Instruction
John Strand, Ed. D.	Senior Program Officer, New Visions for Public Schools (retired Principal and superintendent)	Trustee
Karen DeMoss, Ph.D.	Professor and Education Department Chair, Wagner College	Member, Advisory Board
Joe Carroll	District Manager, Community Board I, Staten Island	Trustee
William Henri	Executive Director, South Beach Psychiatric Center (retired)	Trustee
Lily McNair, Ph. D.	Provost and Vice President for Academic Affairs, Wagner College	Member, Advisory Board
Anne Bennett	Owner, A.F. Bennett Salon in Staten Island and the Academy of New York City, a Paul Mitchell cosmetology training school	Trustee
Frank Bennett	Owner, A.F. Bennett Salon in Staten Island and the Academy of New York City, a Paul Mitchell cosmetology training school	Member, Advisory Board
Jonathan B. Lipschitz, CPA	Principal Accounting Officer, Vice President and Controller at VSB Bancorp, Inc.	Trustee
Margaret Governo, Ed.D	Associate Professor at Wagner College (retired)	Member, Advisory Board
Lynn Kelly	President & Chief Executive Officer of Snug Harbor Cultural Center & Botanical Garden	Member, Advisory Board
Martin Krongold	Staten Island Representative, Citywide Council on High Schools	Trustee
Linda Baran	President & CEO of the Staten Island Chamber of Commerce	Member, Advisory Board
Timothy Gannon	Principal, Port Richmond High School	Member, Advisory Board
Wynn Blanton	President, St. Paul's School of Nursing	Member, Advisory Board
Dr. Aurelia L. Curtis	Principal, Curtis High School	Trustee
Sheldon Blackman, Ph.D.	Vice President for Grants and Program Development, Staten Island University Hospital (retired)	Trustee
Dirk Tillotson, Esq.	Founder and Executive Director of the New York Charter School Incubator	Trustee
Kenneth Gold, Ph.D.	Associate Professor and Acting Dean, School of Education, College of Staten Island	Trustee
Paul Rotondo	Principal, Cascade High School	Member, Advisory Board
Dan Donovan	District Attorney, Richmond County	Member, Advisory Board
Verna Lauria	Regional Coordinator for Guidance, NYC DOE (retired)	Member, Advisory Board
Cynthia Taylor	Chief Development Officer, Snug Harbor Botanical Garden & Cultural Center	Member, Advisory Board
Carmen Martinez	President, PTA, Lavelle Prep	Member, Advisory Board

Donald Mulligan	Vice President for Advancement , Lavelle Prep	Member, Advisory Board
Diane DiSalvo	Chief, Children and Youth Service, South Beach Psychiatric Center	Member, Advisory Board
Dilawar Grewal, Ph.D.	Independent Educational Consultant	Member, Advisory Board
Fern Zagor	CEO, Staten Island Mental Health Society	Member, Advisory Board
Luke Nasta	CEO, Camelot Counseling Service	Member, Advisory Board
Shane Sorrento	CEO, APEX Credit Solutions	Member, Advisory Board
Joseph Romano	Chief of Staff, Vice President for Communications, Wagner College	Trustee

d. **Initial Board of Trustees:** See above

e. **Replication or Network Information:** The proposed charter school is not a replication. However, serving the same community as the John W. Lavelle Preparatory Charter School and sharing a complementary mission, Richmond Charter School for Entrepreneurship expects to achieve cost saving through collaboration with Lavelle Prep. RCSE’s proposed trustees include members of the Lavelle Prep Board, and the proposed president is the founder and president of Lavelle Prep. Lavelle Prep has demonstrated academic achievement and progress as demonstrated by consistently high grades on the New York City Department of Education (NYC DOE) Progress Report (A, B, B). The RCSE applicant group is submitting no other applications during this round.¹

f. **Application History:** Members of the current applicant group were among the original applicants for Lavelle Prep Charter School. That application was submitted in 2008 to the NYC DOE, approved that year by the NYC DOE Chancellor, and in 2009 by the Board of Regents. They were also members of the applicant group that submitted a replication application for John W. Lavelle Preparatory Charter School North to the SUNY Charter School Institute in 2012 but subsequently withdrew that application. The proposed school is deliberately distinct from the Lavelle Prep model while sharing a commitment to integrated education for underserved students, in particular those living with emotional challenges.

II. Proposed Charter School Information

a. **Proposed School Name:** Richmond Charter School for Entrepreneurship (RCSE)

b. **Proposed School Location:** District 31 (Staten Island)

c. **Planned Grades and Enrollment:** In its initial year of operation, RCSE will enroll 50 students in grades 10-12 and will increase enrollment by 50 students each year, reaching a maximum enrollment of 250 in its fifth year of operation.

d. **Proposed Management and/or Partner Organization(s):** RCSE will not engage an EMO but may, where it benefits the school, share resources with Lavelle Prep.

e. **Proposed School Mission:** The mission of RCSE is to promote a society that ensures all youth, including those living in challenging circumstances and those living with emotional challenges and other disabilities, lead fulfilling lives and are welcomed and integrated in their communities. The school’s mission is to promote college and career readiness for overage and under-credited, disconnected and at-risk youth aged 16-21 in Staten Island, helping them graduate from high school prepared to excel in their academic, professional, and personal lives.

f. **School Overview:** Richmond Charter School for Entrepreneurship sets high goals for success:

- 60% of entering students will graduate with a Regents Diploma within 3 years.²
- 90% of graduating students will apply to college prior to graduation.

¹ One founding trustee, Aurelia Curtis, is Lead Applicant for the proposed Staten Island Steam Charter Academy.

² We recognize that we are setting the bar for RCSE very high for high school graduation rate. Concord High School, Staten Island’s only transfer high school, graduated 37% of entering students (NYCDOE Progress Report, 2010-11).

- 50% of graduating students will enroll in college within one year following graduation.
- 60% of entering students will earn a career certificate indicating that the student has completed an internship in a particular field and a "career readiness portfolio."
- 90% of graduating students who do not enter college will be gainfully employed or enrolled in a training program within one year.
- 75% of graduating students will demonstrate college readiness by scoring 75 or better on English Regents, AND 80 or better on Math Regents, by scoring 480 on the SAT Critical Reading and 500 on the SAT math, by achieving ACT scores of 20 or higher in English and 21 or higher in math, or by achieving get a "college ready" passing score on the CUNY Access tests for Math and English.

The RCSE over-aged, under-credited target population (described below) is both large and underserved. Additional resources and alternatives to failed instructional models are needed. RCSE will succeed by providing one such model as well as the social supports (see Section III regarding Retention) which this population requires for success. And the experience of New York City's most successful transfer high schools is that students will seldom remain in school long beyond their 18th birthdays. RCSE will offer all students a pathway to a Regents diploma which is time-limited and radically different than what they have experienced before. To achieve this objective, RCSE faculty will develop an individualized pathway for each entering student which will bring that student to graduation within 26 months (two full academic years and three summers). The typical student pathway will combine "macro-scheduling" (primarily around Regents courses) as championed by Joseph M. Carroll³ in which students take one traditional academic course on an intensive, alternative schedule (evenings, weekends, summers) with field learning opportunities structured around internships. RCSE will draw on the best practices of a variety of programs including Big Picture Schools⁴ and City as School High School.⁵ This primary focus will complement a series of non-traditional project learning opportunities including business planning (where project teams work with faculty and community mentors) and investment clubs, as well as Wellness, physical education and the arts. The second core element of the RCSE experience is field learning. Small groups of students will be placed for practice study/units at community businesses and not-for-profit organizations throughout the community on the basis of career interests and course needs. These units will be organized around components of each enterprise and will combine real work experience, journaling, and group reflection and problem solving. For instance, a group of students interested in careers in financial services may do a practice/study unit in the accounting department of a retail bank, learning how money flows into and out of the bank. Students will have a first-hand opportunity to shadow bankers who are working to understand and satisfy the needs of the community. They will have the opportunity to reconcile journals, understand how rates are set to attract depositors and make loans, and follow-the route of deposits and disbursements. They will keep a journal of their work experience, and in weekly meetings with RCSE faculty and on-site supervisors reflect on the evolution of banking regulations in the United States and the evolution of banking in a global economy. They will observe, collect and analyze data and develop a quality improvement plan which could improve banking services or back office processes, perhaps having an opportunity to implement their innovations, and to consider ways in which their innovations might form the basis of new small businesses. Students who continue to demonstrate aptitude and interest in this area will have the opportunity for internships. All students will begin their RCSE experience with an intensive summer boot camp which will lay the ground work for internships beginning in the fall. The concept that holds the

³ *The Copernican Plan: Restructuring the American High School*, Learning Innovations, 1989.

⁴ www.bigpicture.org

⁵ www.cityas.org

entire curriculum together is *entrepreneurship*, the financial, organizational, and business skills needed to transform innovations into economically viable products and services and the will to do so. RCSE faculty, mentors, and internship supervisors will be prepared to demonstrate the entrepreneurial relevance in every course and field learning experience. All student performance will be evaluated against vigorous rubrics rooted in the core curriculum. Students will be grouped in cohorts based on projected individual graduation dates.

g. Target Population/Community Served: Staten Island has as many as 10,000 high school dropouts (young people between the ages of 16 and 24 who are without high schools diplomas AND without jobs) and thousands of students at risk of dropping out.⁶ Meanwhile, Concord High School, Staten Island's only transfer high school, has the capacity to serve only 250 students. Of 53 transfer high schools in New York City, only Concord is located on Staten Island. Clearly, there is a need for educational opportunities that change the life trajectories of these youth. While the population that has disengaged from high school includes a wide range of demographic and academic profiles, it includes high percentages of at-risk students, -- students living with disabilities, the economically disadvantaged, and English-language learners. This target population is both very large and very diverse. No single school model can hope to successfully address everyone's needs. RCSE proposes to admit students who are at least 16 years old, have earned a minimum of 16 high school credits and have passed at least one Regents Examination. This population of over-aged, under-credited students is on a track to academic failure.

III. Enrollment and retention of students with disabilities, English language learners, and students who are eligible applicants for the free and reduced price lunch program.

Richmond Charter School for Entrepreneurship will offer a program designed to appeal to students who have become or are becoming disengaged from traditional schooling, including a clear, time-sensitive path to graduation, atypical class schedules, and emphasis on college AND career readiness, with real, meaningful work experiences, and pedagogical practices attuned to individual needs, enabling students to earn credits while engaged in meaningful, real world problem solving experiences. RCSE will utilize multiple outreach methods including direct mailing to eligible candidates through the NYC DOE mailing system. Additional outreach will be conducted through agencies and organizations serving disengaged youth on Staten Island, many of whom have already been involved in the charter planning process. Because students with disabilities, English-language learners, and those eligible for free or reduced price lunch are disproportionately represented among the population of students who have dropped out of high school or are at risk of dropping out, it is anticipated that these students will be represented in the applicant pool at rates which far exceed their percentage in the general student population. All outreach materials will affirmatively welcome students in these high risk groups. Following the experience of Lavelle Prep, RCSE proposes to set aside 30% of its incoming seats for students with Individualized Education Plans in order to ensure that this at risk population is served.

RCSE recognizes that the retention of over-aged, under-credited students depends on the schools ability to support students through the life crises which interrupt school attendance. RCSE will proactively assess and support students. As part of the admissions process, school staff will complete the *Child and Adolescent Needs and Strengths* assessment (CANS). Developed by the Praed Foundation and widely used by the NYS Office of Mental Health, the CANS "is a multi-purpose tool developed for children's services to support decision making, including level of care and service planning, to facilitate quality improvement initiatives, and to allow for the monitoring of outcomes of services."⁷ Assessing

⁶ Calculated by the Community Service Society on the basis of the 2012 American Community Survey.

⁷ <http://www.praedfoundation.org/About%20the%20CANS.html>

strengths and challenges across multiple dimensions of strengths and needs, the CANS will enable school staff working with students and their families to identify areas requiring Immediate/Intensive Action as well as those which if not addressed will likely disrupt schooling. School staff will link students with community agencies, many of which are participating in the planning process for RCSE and will provide expedited services to our students. These supports will supplement the life skill building which is at the core of our Wellness curriculum and supported through Related Services provided to Special Education students in accordance with their IEP's. Discussions are already underway with support service organizations like: YMCA Counseling Services, Staten Island Mental Health Services, Richmond County Office of the District Attorney, Staten Island Psychiatric, Staten Island Office of Jewish Board of Family and Children's Services, Freedom from Fear, Project Hospitality, and Camelot Counseling Services.

IV. Public Outreach and Community Support

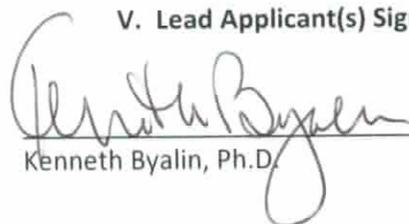
Even prior to its opening in 2009, and ever since, the leadership of Lavelle Prep has received requests for help from parents seeking educational alternatives for students, particularly those living with emotional challenges, whose difficulties did not become apparent until high school. (Lavelle Prep admits students only in the 6th and 7th grades).

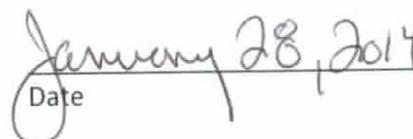
Responding to this need(as described in Section II, g above), Lavelle Prep initiated a series of community meetings in the Fall of 2012, bringing together leaders in the business, social service, and educational communities as well as parent advocates to discuss the possibility of establishing a new charter school which could address this need. On March 21, 2013, leaders of the planning team met with Staten Island's high school principals and PTA presidents of to explore the prospect of a new charter transfer high school. The response was overwhelmingly enthusiastic. In January 2014, in a meeting with newly appointed NYC DOE Chancellor Carmen Farina, parent leaders again pressed the urgency of increasing transfer high school seats on Staten Island.

Thus far more than 40 community leaders have participated in this planning process, and many continue to serve on the planning team. Participants include a diverse mix of leaders from secondary education, higher education, mental health, business, and other community based service organizations. Outreach is continuing to a broad array of stakeholder organizations including current and former elected officials, local community boards, parent organizations, institutions of higher education, local high schools, local not-for-profit organizations, businesses and business organizations, and philanthropic institutions. The planning teams is continuing to bring additional elected officials, business, community, and service organization leaders into the discussion, and the process of collecting letters of support has been initiated.

On February 6, at Lavelle Prep's annual Futures of Education Luncheon, former Congressmen Vito Fossella and Michael E. McMahon will address some of the critical challenges which point to the need for Richmond Charter School of Entrepreneurship: the challenge of achieving both college **and** career readiness, the challenge of disengaged youth, and the need to create partnerships between educational institutions and the business community. Now in its third year, the luncheon brings together a broad array of community and education leaders. Previous luncheons have been addressed by Regents Chancellor Merryl Tisch and NYS Education Commissioner John King.

V. Lead Applicant(s) Signature and Date Signed


Kenneth Byalin, Ph.D.


Date

Your Choice: Round 1 or Round 2 Submission Deadline

Created Wednesday, March 05, 2014

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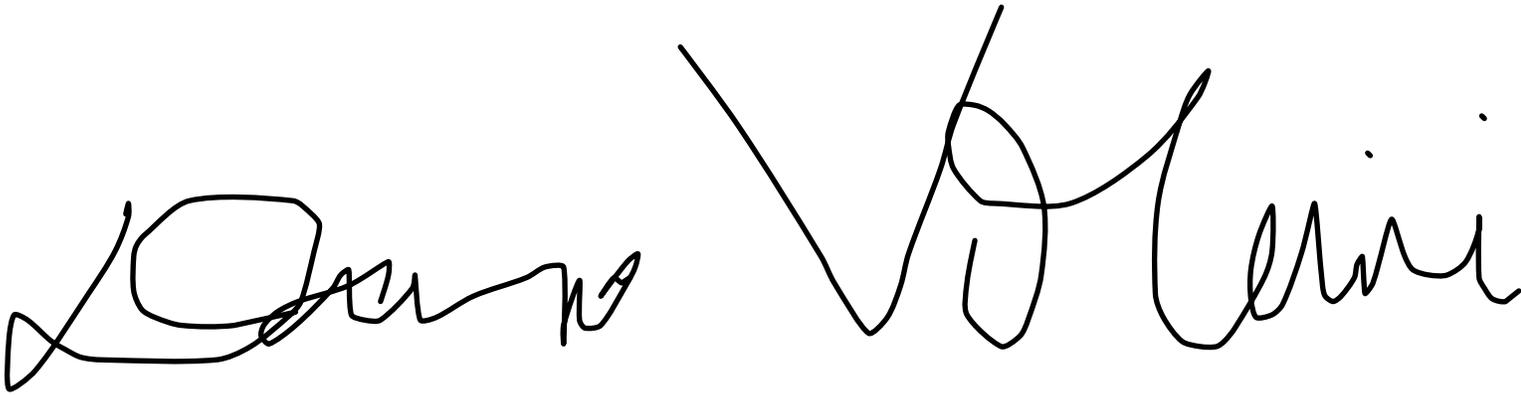
Richmond Charter School of Entrepreneurship

As the lead applicant(s) in consultation with the other members of the applicant group, we intend to submit a full application in:

Select one of the two options from the dropdown menu.

Round 1 by March 28th

Signature of Lead Applicant, Dana Volini.

A handwritten signature in black ink, appearing to read 'Dana Volini', written in a cursive style.

Signature of the Co-Applicant, . (If Co-Applicant is listed)

APPLICATION SUMMARY

Charter School Name ¹	New Ventures Charter School
Applicant Name(s)	Kenneth Byalin, Ph.D.
Applicant(s) Email Address	
Applicant(s) Contact Telephone Number	
Public Contact Name	Donald Mulligan
Public Contact Email Address	dmulligan@lavelleprep.org
Public Contact Telephone Number	646-275-6427
District of Location	District 31
Opening Date	July 6, 2015
Proposed Charter Term ²	Five years
Proposed Management Company or Partners	NA
Proposed Replication of Successful School or Model	No
Projected Enrollment and Grade Span During Charter Term	Grades 10-12; Maximum enrollment = 238
Projected Maximum Enrollment and Grade Span	Grades 10-12; Maximum enrollment = 238
Mission Statement	<p>The mission of NVCS is to create a learning community in which all students, including those living in challenging economic circumstances and those living with emotional challenges and other disabilities, develop the skills and social fluency to lead fulfilling and contributive lives in their communities.</p> <p>Toward this end, NVCS will promote college and career readiness for over-age and under-credited, disconnected and at-risk youth aged 16-21 living on Staten Island, enabling them to graduate from high school prepared to excel in their academic, professional, and personal lives.</p>

Please provide a brief summary of the proposed school. Include a discussion of the mission, objectives, key design elements, other unique characteristics of the program (if any), identification of student communities to be served or targeted, curriculum and instructional features, plan for instructional staffing and leadership/management design, plans for relationships with management or other partner organizations, and any other relevant information.

¹ N.Y. Education Law § 2851(2)(k)

² N.Y. Education Law § 2851(2)(p). Typically, the charter term requested should be from the date of the issuance of the charter through June 30, 2018.

Executive Summary

The mission of NVCS is to create a learning community in which all students, including those living in challenging economic circumstances and those living with emotional challenges and other disabilities, develop the skills and social fluency to lead fulfilling and contributive lives in their communities. Toward this end, NVCS will promote college and career readiness for over-age and under-credited, disconnected and at-risk youth aged 16-21 living on Staten Island, enabling them to graduate from high school prepared to excel in their academic, professional, and personal lives. Consistent with this mission, NVCS has set high goals for success including 60% of students graduating with a Regents Diploma within 3 years of entrance, 50% of graduating students enrolled in college within one year of graduation, and 90% of graduates who do not enter college gainfully employed or enrolled in a training program within one year.

The NVCS is designed to serve the over-age, under-credited student population which has moved beyond "at risk of failure": They are already failing. NVCS's goal is to provide a pathway to success to a group of students who are already passing from "struggling" to "giving up". Within this group, students living with emotional challenges and other disabilities are further disadvantaged. NVCS will set aside 40% of its incoming seats for students with Individualized Education Plans in order to insure that these extremely at risk students are included in the school.

Key design elements include a small-school environment, individualized pathways to a Regents diploma within 26 months, "macro-scheduling" of traditional academic courses, and an intensive, alternative schedule (evenings, weekends, summers) with field learning opportunities and internships based on each student's individualized pathway to graduation. Student performance will be assessed utilizing vigorous rubrics rooted in the core curriculum. NVCS will fully integrate students living with disabilities and general education students in small classes where instruction in Core Subjects is provided by a teacher certified in both content area and Special Education supported by a second teacher or Teacher Assistant for at least 20% of the regular school week. NVCS will supplement core curricular offerings with courses in Wellness, entrepreneurship, investment, Spanish, physical education and the arts. NVCS will provide individualized skill development in reading, writing, and mathematics for students who need extra time and effort to "catch up" to academic standards. All students will participate in an intensive summer boot camp which will lay the ground work for field learning. NVCS will proactively assess student needs for support services and will link students with community social service agencies.

NVCS recognizes that the retention of over-aged, under-credited students depends on the schools ability to support students through the life crises which interrupt school attendance. NVCS will proactively assess and support students. School staff will link students with community agencies, many of which are participating in the planning process for NVCS and will provide expedited services to our students.

To actualize this design NVCS will draw on the support of community business and service organizations and institutions of higher education leaders. Community support is crucial to critical aspects of NVCS education. Business leaders from the community will be engaged as mentors in

regular meetings with small groups of NVCS students as the group works to develop their own plan for a new entrepreneurial venture. Financial service professionals and successful private investors will mentor student Investment Clubs. Business and community based organizational leaders and professionals will provide internships opportunities for NVCS students and host field learning experiences. Community based health and social service organizations will provide the “:safety net” which will enable NVCS students to complete high school despite challenges and stressors that might otherwise disrupt them. NVCS will organize these leaders into three Councils (Student Support, Mentoring, Field Learning) comprising with NVCS, our students and family, a virtual village working together for educational success. Leaders of these councils will make up a “council of village elders” who will advise the school leadership and who may serve as Advisory Trustees.

NVCS will succeed by building a collaborative professional culture in which the faculty is empowered as a professional learning community. Core values, -- openness, collegiality and sharing, -- are the cornerstones of a faculty which “plays well together in the sandbox.” Within the framework of the NVCS charter and applicable law, the NVCS faculty is empowered, subject to administrative and board review, to design, implement, and evaluate the methods and procedures to be utilized in achieving the school’s goals. Faculty decision-making employs a consensual decision-making model in a data-driven environment. NVCS will the Danielson model of teacher observation within a peer review process in which all faculty are invited to participate with school leaders in observation and reflection. This process will be a key element of the NVCS APPR.

The NVCS Board of Trustees is the school’s policy-making body. The Board of Trustees directs the affairs of NVCS by its delegation of authority to the school’s President. The President is responsible for insuring that the mission and the philosophy are maintained and for the overall financial viability of the school.

The Board of Trustees will conduct an annual programmatic audit designed to ensure that NVCS is on track to achieve its goals and fulfill its mission. The audit will utilize data from multiple sources and feedback from all critical stakeholder groups, faculty self-assessment, and management reviews of progress toward goals and challenges ahead. This programmatic audit in conjunction with the annual financial audit conducted by an outside auditor will form the basis for the Board of Trustees annual evaluation of the President as well as an annual review of its own performance. As part of the annual programmatic audit, the Trustees will review all collaborative relationships between NVCS and other organizations, including those participating in the field learning and internship experiences.

CERTIFICATION AND ASSURANCES STATEMENT

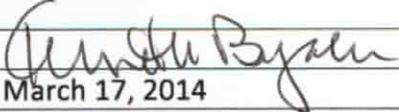
Proposed Charter School Name New Ventures Charter School
 Proposed School Location (District) District 31

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

I hereby certify that the information submitted in this application is true to the best of my knowledge and belief; and further I understand that, if awarded a charter, the proposed school shall be open to all students on a space available basis, and shall not discriminate or limit the admission of any student on any unlawful basis, including on the basis of ethnicity, race, creed, national origin or ancestry, gender, sexual orientation, disability, intellectual ability, measures of achievement or aptitude, athletic ability, age, religion, proficiency in the English language or a foreign language, or academic achievement. I understand that the Charter Schools Act allows, to the extent consistent with Federal law, “the establishment of a single-sex charter school or a charter school designed to provide expanded learning opportunities for students at-risk of academic failure or students with disabilities and English language learners.”³

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

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

Signature of Applicants:	
Date:	March 17, 2014
Print/Type Name:	Kenneth Byalin, Ph.D.

³ N.Y. Education Law § 2854(2)(a)

⁴ ESEA § 5203(b)(3)(J)

⁵ ESEA § 5203(b)(3)(K)

⁶ ESEA § 5203(b)(3)(N)

New Ventures Charter School

Application

Application

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

A. Mission Statement and Objectives

The mission of NVCS is embodied in our motto, "Overcoming obstacles; Finding the Inner Entrepreneur." Everyone faces stumbling blocks and challenges in life. Everyone is "knocked down" from time to time. Success for all of us depends on our ability to get up. That resiliency can be learned. All of us have within us the seeds of creativity which can allow us to be successful, contributive members of society. While those "seeds" may not be readily visible, they can be uncovered and cultivated.

The central, guiding value of NVCS is that the overwhelming majority of students are capable of achieving "college readiness", the minimum qualification for economic success and viability in the 21st Century, whether or not one chooses to go on immediately to college. We believe that this is true not only for the general education population but for students with disabilities as well. We believe that innovations in school design are necessary nationally if we are to realize this potential. And we believe that charter schools have the flexibility and autonomy to play a critical role in this process.

The mission of NVCS is to create a learning community in which all students, including those living in challenging economic circumstances and those living with emotional challenges and other disabilities, develop the skills and social fluency to lead fulfilling and contributive lives in their communities. Toward this end, NVCS will promote college and career readiness for over-age and under-credited, disconnected and at-risk youth aged 16-21 living on Staten Island, enabling them to graduate from high school prepared to excel in their academic, professional, and personal lives. Consistent with this mission, NVCS has set high goals for success:

- 60% of NVCS students will graduate with a Regents Diploma within 3 years of entering NVCS.
- 90% of graduating students will apply to college prior to graduation.
- 50% of graduating students will enroll in college within one year following graduation.
- 60% of entering students will earn a career certificate indicating that the student has completed an internship in a particular field and a "career readiness portfolio."
- 90% of graduating students who do not enter college will be gainfully employed or enrolled in a training program within one year.
- 75% of graduating students will demonstrate college readiness by scoring 75 or better on the English Regents, AND 80 or better on the Math Regents, by scoring 480 on the SAT Critical Reading and 500 on the SAT math, by achieving ACT scores of 20 or higher in English and 21 or higher in math, or by achieving get a "college ready" passing score on the CUNY Access tests for Math and English.

In setting these goals, we recognize that we are setting the bar for NVCS very high. For instance, Concord High School, which has consistently received an A on the NYC DOE Progress Report, graduated only 37% of entering students (NYCDOE Progress Report, 2010-11). NVCS believes that it is only by striving for the highest level of achievement that can we effectively serve our students and create a transformative model of education for our community.

In this process, NVCS will materially further virtually all of the objectives specified in Education Law §2850(2): As a school designed to serve students who have failed to thrive in traditional school setting, NVCS will (a) Improve student learning and achievement for a neglected student population; (b) Increase learning opportunities for all students, with special emphasis on expanded learning experiences for students who are not only at-risk of academic failure but who are, in fact, already failing as well as Special Education students; (c) encourage the use of different and innovative teaching methods including field learning opportunities and “macro-scheduling”⁷; (d) create new professional opportunities for teachers, school administrators and other school personnel, in particular by offering an alternatives school schedule which may enable Highly Effective educators to continue to teach outside the normal school day; (e) provide parents and students with expanded choices in the types of educational opportunities that are available within the public school system, particularly on Staten Island where transfer high school seats are extremely limited; and (f) demonstrate a method to change from rule-based to performance-based accountability systems by meeting measurable student achievement results and piloting methodologies for rigorous accountability in field learning.

B. Key Design Elements

NVCS is designed to serve a high-risk, over-age, under-credited student population and to prepare them for high school graduation, college and career and to include a significant proportion of students with special needs.

The NVCS is designed to serve the over-age, under-credited student population which has moved beyond “at risk of failure”: They are already failing. NVCS’s goal is to provide a pathway to success to a group of students who are already passing from “struggling” to “giving up”. Within this group, students living with emotional challenges and other disabilities are further disadvantaged. NVCS will set aside 40% of its incoming seats for students with Individualized Education Plans in order to insure that these extremely at risk students are included in the school.

Staten Island has as many as 10,000 high school dropouts (young people between the ages of 16 and 24 who are without high schools diplomas AND without jobs) and thousands more who are at risk of dropping out.⁸ Meanwhile, Concord High School, Staten Island’s only transfer high school,

⁷ Joseph M. Carroll, *The Copernican Plan: Restructuring the American High School*, Learning Innovations, 1989.

⁸ Calculated by the Community Service Society on the basis of the 2012 American Community Survey.

has the capacity to serve only 250 students. Of 53 transfer high schools in New York City, only Concord High School is located on Staten Island.

NVCS will offer these students a pathway to success. The NVCS school design embodies two key elements: an alternative approach to instruction which offers the promise of engagement to students who have been “turned off” by traditional school design and a proactive approach to health and human service supports which promises the possibility that students and families will be able to manage life stressors sufficiently to allow students to graduate.

NVCS brings together in a new combination elements which have been successfully employed elsewhere. Key design elements include:

- NVCS will offer a small-school environment.
- NVCS will offer each student an individualized pathway to a Regents diploma within 26 months of entering NVCS (two years plus three summers).
- NVCS will combine “macro-scheduling” of traditional academic courses (primarily around Regents Examinations courses) and an intensive, alternative schedule (evenings, weekends, summers) with field learning opportunities and internships.
- NVCS will fully integrate students living with disabilities.
- NVCS will offer a Wellness Curriculum designed to provide all students with the tools they need to overcome the obstacles which they face and to realize their full potential.
- NVCS will employ small classes (maximum of 18 students).
- All students will receive instruction in a Core Subject from a teacher certified in both content area and Special Education supported by a second teacher or Teacher Assistant (paraprofessional) for at least 20% of the regular school week.
- Each student’s sequence of courses will be individually determined with students grouped for instruction on the basis of their individual needs rather than number of credits previously accumulated (i.e., junior status).
- All student performance will be evaluated against vigorous rubrics rooted in the core curriculum.
- In assessing student achievement in field learning, NVCS will rigorously apply the same evaluation rubrics, vigorously rooted in the core curriculum, utilized in traditional, classroom instructional settings.
- The NVCS field learning experiences feature small groups of students participating at community businesses and not-for-profit organizations. Here they will engage in projects which simultaneously contribute to organizational effectiveness while providing students opportunities to gain and demonstrate mastery in core academic subjects.
- NVCS will provide individualized skill development in reading, writing, and mathematics for students who need extra time and effort to “catch up” to academic standards.
- NVCS will offer a series of non-traditional project learning opportunities organized around the theme of entrepreneurship including business planning (where project teams work with

faculty and community mentors) and investment clubs. In these courses, students will be grouped in cohorts based on projected individual graduation dates.

- NVCS will supplement core curricular offerings with courses in Wellness, entrepreneurship, investment, Spanish, physical education and the arts.
- All students will begin their NVCS experience with an intensive summer boot camp which will lay the ground work for field learning.
- NVCS will proactively assess student needs for support services.⁹
- NVCS Student Support Staff will work with students and their families to identify areas requiring Immediate/Intensive Action as well as those which if not addressed will likely disrupt schooling.
- NVCS Student Support Staff will link students with community social service agencies¹⁰ (many of which are participating in the planning process for NVCS) where they will receive expedited access to service.¹¹

C. Enrollment, Recruitment, and Retention

Enrollment, recruitment and retention policies are designed to insure that NVCS serves high risk students successfully.

Because a significant portion of the NVCS target population has already dropped out of high school, **recruitment** poses a particular challenge. As described in Section I, E, below, NVCS will utilize multiple outreach methods including direct mailing to eligible candidates through the NYC DOE mailing system, public service announcements on radio and local cable television, social media sites such as Facebook, Instagram, and Pinterest. Additional outreach will be conducted through agencies and organizations serving disengaged youth on Staten Island. Many of these agencies have already been involved in the NVCS planning process. Because students with disabilities, English-language learners, and those eligible for free or reduced price lunch are disproportionately represented among the population of students who have dropped out of high school or are at risk of dropping out, it is anticipated that these students will be represented in the applicant pool at rates which far exceed their percentage in the general student population. All outreach materials will affirmatively welcome students in these high risk groups. Following the experience of Lavelle Prep, NVCS

⁹ As part of the admissions process, school staff will complete the *Child and Adolescent Needs and Strengths* assessment (CANS). Developed by the Praed Foundation and widely used by the NYS Office of Mental Health, the CANS “is a multi-purpose tool developed for children’s services to support decision making, including level of care and service planning, to facilitate quality improvement initiatives, and to allow for the monitoring of outcomes of services.”

<http://www.praedfoundation.org/About%20the%20CANS.html>

¹⁰ Discussions are already underway with support service organizations like: YMCA Counseling Services, Staten Island Mental Health Services, Richmond County Office of the District Attorney, Staten Island Psychiatric, Staten Island Office of Jewish Board of Family and Children’s Services, Freedom from Fear, Project Hospitality, and Camelot Counseling Services.

¹¹ These supports will supplement the life skill building which is at the core of our Wellness curriculum.

proposes to set aside 40% of its incoming seats for students with Individualized Education Plans in order to ensure that this at risk population is served. (See Attachment 1: Admissions Policy and Procedures for details).

Although recruitment poses major challenges, however, the greatest challenge faced by NVCS will be **retention** as it is for all transfer high schools.

Size matters. NVCS will begin as a small school and will grow slowly over the life of the charter. The typical NVCS student has already failed to thrive in one of Staten Island's large high schools. The small size of NVCS will allow intimacy and individual attention. It will allow faculty to know students well and to get to know their parents. This intimacy and the flexibility of the school design will allow NVCS to respond rapidly to each student's unique experience, modifying the individualized pathway to graduation to accommodate student successes and setbacks. By beginning small and growing gradually, NVCS will be able to carefully monitor the development of field learning opportunities and internships as well as the network of support services, both crucially innovative elements in the NVCS design. Although NVCS expects to meet the growth expectations outlined in the enrollment plan, NVCS will not grow more rapidly than can be sustained by community resources and supports.

But despite these strengths of design, the challenges of retention remain formidable. The potential demand for seats at NVCS is high because the community need is so great. Yet the number of seats available is limited and alternatives for most of this population are almost non-existent. The result is predictable over-enthusiasm among entering students and families. NVCS offers one program design. It cannot be a good fit for all disengaged students. No one model can be. However, in the current environment of scarcity, with so few alternatives available, many students and families will enroll in NVCS because it seems the only choice, often ignoring the design elements which suggest that NVCS will be a poor fit. While NVCS will both through the outreach and the enrollment process attempt to make these design elements and the challenges associated with them clear, it is expected that many students will struggle. NVCS staff will work with students and families to resolve these challenges but will not succeed in all cases. Over the course of the first year of attendance particularly students and families will decide that NVCS is not the hoped for solution they imagined. These students will withdraw.

Retention begins with **enrollment**. All students entering NVCS will be at least 16 years old, will have earned a minimum of 16 high school credits, and will have passed at least one required Regents Examination. These criteria are designed to maximize the likelihood that entering students fit NVCS's high-risk profile while, at the same time, insuring that each entering student can be given a realistic pathway to graduation within 26 months.

Beginning at registration, all students entering NVCS will work individually with an advisor to develop their own unique, Individualized Learning Plan which will provide the student with a detailed map to high school graduation within 26 months (two full years plus three summers). These plans will address each student's credit and Regents requirements as well as career and college objectives. As a result students will be grouped in classes and field learning settings on the basis of

these plans rather than prior credit accumulation. Students will be grouped in Entrepreneurship Project Teams and Investment Clubs on the basis of projected graduation date.

During the registration process, students and families will also begin the assessment of strengths and needs¹² as well as the executive functioning. If necessary, these assessments will be completed during the first days of Boot Camp (see Section II, C, below).

Students will be assigned grade level standing on the basis of credits earned.

Grade credit achievement guidelines	
10 th grade standing	16-21 high school credits
11 th grade standing	22-32 high school credits
12 th grade standing	33 and over high school credits
Graduation	Meeting requirement for Advanced Regents Diploma and distribution of course credits required by NYS

Projecting the number of students at each grade level year to year is extremely difficult to estimate. Because all students who meet minimum admission requirements are eligible to apply, it is difficult to project the distribution of entering students across grades.

For planning purposes, NVCS has adopted the following assumptions which will be modified subsequently on the basis of experience:

- Within the pool of students admitted through the lottery each year, 40% will meet the credit requirement for 10th grade standing, 40% will meet the credit requirement for 11th grade standing, and 20% will meet the credit requirement for 12th grade standing.
- Of students with 10th grade standing, 70% will be promoted to 11th grade, 10% will be retained, and 20% will withdraw.
- Of students with 11th grade standing, 60% will be promoted to 11th grade, 20% will be retained, and 20% will withdraw.
- Of students with 12th grade standing, 10% will be retained.

NVCS will meet or exceed the enrollment and retention targets established by the Board of Regents.

¹² NVCS expects to use the *Child and Adolescent Needs and Strengths* assessment (CANS). <http://www.praedfoundation.org/About%20the%20CANS.html>

Projected Enrollment Table Over the Charter Term ¹³						
Grades	Ages	2015-2016	2016-2017	2017-2018	2018-2019	2019-2020
10 th	16-21	27	19	29	44	60
11 th	16-21	27	40	49	72	101
12 th	16-21	14	26	41	54	76
Totals		68	85	119	170	238

The number of students enrolled through the lottery will be determined each year by the availability of seats.

NVCS facilities will meet all accessibility and safety standards for students with disabilities. Field learning sites will be selected for each student in order to accommodate special needs.

Students will be admitted once each year since participation in the Summer Boot Camp is critical to entering field learning opportunities which are a major component of activity during the year. Therefore vacancies which occur during the year will not be filled.¹⁴

Broad family and community support from across Staten Island prompted the initial meetings of the NVCS planning team. Even prior to its opening in 2009, and ever since, the leadership of Lavelle Prep has received requests for help from parents seeking educational alternatives for students, particularly those living with emotional challenges, whose difficulties did not become apparent until

York State. In 2010, less than two-thirds of Staten Island residents were non-Hispanics Caucasians and that percentage has continued to fall dramatically. South American, Asian and African immigrant communities continue to grow. The Borough's relatively high median income masks great diversity and significant populations of poverty and underemployment. Staten Island's charter schools have historically drawn students from the disadvantaged communities where traditional public schools have been less effective and where parents have been less financially able to access private and parochial school alternatives. Students from these disadvantaged neighborhoods are more likely to have dropped out of high school or be at risk of dropping out.

Within this population, students living with emotional challenges and other disabilities are particularly disadvantaged. The need for better educational programs serving students with emotional challenges is beyond question. **"Approximately 50% of students with a mental illness drop out of high school; this is the highest dropout rate of any disability group."**¹⁵ The costs of failing to provide adequate education for youth with emotional challenges are enormous for society and for the education system. Psychiatric treatment alone is not sufficient. Unless youth with emotional challenges are served in an environment in which their differences are respected; in which they feel safe, welcome, and appreciated; and in which their talents are nurtured and developed, they are unlikely to become constructive, contributive members of the community. The long-term cost to society of such failure is enormous. Instead of contributive, tax-paying, successfully employed college graduates, current special education programs increase the likelihood that students with emotional challenges will become chronic psychiatric patients, dependent on the community for treatment and financial support.

Although estimates vary, Staten Island has as many as 10,000 high school dropouts (young people between the ages of 16 and 24 who are without high schools diplomas AND without jobs) and thousands of students currently at risk of dropping out of high school.¹⁶ Meanwhile, Concord High School, Staten Island's only transfer high school, has the capacity to serve only 250 students. Of 53 transfer high schools in New York City, only Concord is located on Staten Island. Clearly, there is a need for educational opportunities that change the life trajectories of these youth. Furthermore, according to the New York City Department of Planning, "Staten Island's school-age population will increase 7.4 percent, from 83,000 in 2000 to 89,000 in 2030."¹⁷ Unless a number of new initiatives are undertaken to engage at-risk youth, the situation is likely to deteriorate further.

While the population that has disengaged from high school includes a wide range of demographic and academic profiles, it includes high percentages of students in the at-risk categories, -- students living with disabilities, students entitled to Free or Reduced Price Lunch, and English-language learners. This target population is both very large and very diverse. No single school model can hope

¹⁵ U.S. Department of Education, Twenty-third annual report to Congress on the implementation of the Individuals with Disabilities Education Act, Washington, D.C., 2001.

¹⁶ Calculated by the Community Service Society on the basis of the 2012 American Community Survey.

¹⁷ New York City Population Projections by Age/Sex & Borough 2000-2030, REPORT, NYC Department of Planning, Amanda Burden, Director, 2006, page 3.

to successfully address the needs of this entire group. NVCS proposes to admit students who are at least 16 years old, have earned a minimum of 16 high school credits and have passed at least one Regents Examination. This population of over-aged, under-credited students is on a track to academic failure. These students have often repeated courses multiple times without earning passing grades and/or without passing associated required Regents exams. They are often dealing with stressors outside of school which have undermined attendance; ability to complete assignments; and, in other ways, eroded academic achievement. In multiple meetings with families, students, experienced educators, and community based organizations, our proposal has been enthusiastically received. Although all who we have spoken with have stressed the difficulty of the challenge we are proposing to address, all have endorsed the enormous importance of this initiative to Staten Island and have encouraged us to move forward.

Although no single school can meet the needs of this entire large and diverse population, NVCS has developed an alternative instructional design, including evening classes and an intensive emphasis on field learning, small classes and instructional supports designed to appeal to a significant number of disengaged students.

E. Public Outreach

Even prior to its opening in 2009, and ever since, the leadership of Lavelle Prep has received requests for help from parents seeking educational alternatives for students, particularly those living with emotional challenges, whose difficulties did not become apparent until high school. Other members of the planning team which includes principals of prominent Staten Island high schools, mental health, business and other community leaders have all received many similar requests.

In response to this need, the planning team initiated a series of ongoing individual and joint community meetings bringing together a diverse mix of community leaders for ongoing dialog and input. There have been ten open, plenary meetings of the planning team since October 2012 which have been attended by over forty individuals and representatives of organizations from which the design of NVCS gradually emerged from intense discussions of the target population to be served, their ages and grades, and the educational design which would meet their needs. (Further detail of those meetings are covered in Section III, I – Family and Community involvement). The planning team has evolved to include representative of key stakeholder groups: current and former elected officials; individual parents and PTA leaders; institutions of higher education including Wagner College, St. John's University, and the College of Staten Island; current and retired leaders in secondary education including the principals of transfer high schools (Cascade and Concord High Schools), large multi-function Staten island high schools (Curtis and Port Richmond High School); representatives of local foundations (Northfield Bank Foundation, Richmond County Bank Foundation, Staten Island Foundation, The Lois & Richard Nicotra Foundation, Carl Bini Foundation and the Staten Island Giving Circle); local Community Boards community based organizations (Richmond Town Historic Society, Alice Austen House, Staten Island Zoo, Snug Harbor Cultural Center & Botanical Garden); community support service providers (South Beach Psychiatric Center, Staten Island Mental Health Society, Camelot, the YMCA); and community businesses and

organizations (Staten Island Chamber of Commerce, Staten Island Economic Development Corporation, Victory State Bank, The Nicotra Group, A.F. Bennett Salon, The Academy of NYC- a Paul Mitchell cosmetology training school, St. Paul's School of Nursing, Capital One Bank and Bank of America - Merrill Lynch.

Highlights of community discussion initiated by the planning team include a February 2012 cocktail reception sponsored by a local restaurant engaging community and business leaders in a discussion of mentoring and internships for high school students, a March 2013 meeting of Staten Island high school principals and PTA which responded enthusiastically, a April 2013 reception at the home of Wagner College President Richard Guarasci which introduced additional community leaders to the importance of college and career readiness and the mentoring challenge, a November 2013 presentation to the Staten Island Economic Development Corporation soliciting prospects for internships and mentoring, a February 2014 "Futures of Education" luncheon at Lavelle Prep where guest speakers, former Congressmen Vito Fossella and Michael McMahon, kicked-off a discussion of college and career readiness, and a March 2014 reception at the home of Wagner College President and Mrs. Guarasci to support the NVCS proposal and rally support for mentoring and internships.

In addition, beyond the individual and group meetings described above, information contained in the Letter of Intent and as articulated in this proposal has been shared in mailings, emails and press releases. (See Attachment 2).

The process of public outreach culminated in a public hearing held at John W. Lavelle Preparatory Charter School on Staten Island (CSD 31) on Wednesday March 12, 2014 at 6 PM. Following receipt of confirmation from NYSED on Friday February 21, 2014 that we were invited to submit a full charter application, the planning team issued a Press Release on Monday February 24, 2014 announcing the public meeting and inviting stakeholder input. In addition, phone calls, meeting announcements, email, and public media were utilized to insure that as many stakeholders as possible were informed of the opportunity to participate in the public meeting or to submit written comments via letter, email, or in person at the public meeting. (For details, see Attachment 2). Specific outreach was made to public school superintendents, Community Education Council, Citywide Council of High Schools, institutions of higher education, high school principals and PTA leaders, elected officials, and the Community Boards, and the business community through the Staten Island Chamber of Commerce, Staten Island Economic Development Corp., and local Community Foundations, and, community service organizations. In addition, the planning team actively solicited comments and letters of support from leading community stakeholders in education, business, support services, elected office, law enforcement, health and mental health. (A sample letter is included in Attachment 2).

The Public meeting was held at Lavelle Prep on Wednesday March 12, 2014. There were thirty-two people in attendance at the meeting which began at 6 PM and included a mix of individuals from higher education, secondary education, elected representatives, community organizations and interested parents. At the public meeting three individuals offered comment. In addition, three comments were received via email and online posting. There are at least ten letters of support on file from members of the community. Key comments included excitement that a team of people

are addressing an issue that is important to the community, recommendation that we look at other schools that have offered internships to a similar population of students, hope that we are able to assist students with a new pathway for students who are otherwise on the road to potential adjudication, and support for an alternative model that can be provided by a charter school. There was also a consensus by commenters at the public hearing that they were happy that members of a planning team were building on the success of the existing Lavelle Prep Charter School in ensuring that General Education and Special Need students will be integrated in small classrooms as they move toward college and career readiness. This input has been incorporated in the final charter application.

Throughout this process, the solicitation of community stakeholder input has been the highest priority for the planning team. From the beginning, the planning team recognized that the success of NVCS will ultimately depend on community engagement. Community support is absolutely essential to the success of NVCS, -- for pupil support, for mentoring, for field learning opportunities, and for internships. This process community stakeholder engagement will continue through the pre-operation period and throughout the life of NVCS. One mechanism is to be used to achieve this objective will be the development of three community advisory councils, "virtual villages", which will provide vehicles for community input and engagement regarding student support services, mentorships, and experiential field learning.

How students in the community will (i) be informed about the charter school and (ii) given an equal opportunity to attend NVCS.

NVCS faces the relatively unusual challenge of reaching out simultaneously to two rather distinct student populations. First, there are the students, already in high school, who are at risk of dropping out. The second, more difficult to reach population, are those young people who have already left school without a diploma. To reach both groups, NVCS will utilize a variety of media outlets to publicize NVCS and the application process. For the students still in school, and for any others for whom the DOE has available addresses, NVCS will utilize the NYC DOE mailing system to do a direct mailing to all 10th, 11th, and 12th graders with Staten Island addresses. To reach the out-of-school disengaged youth, NVCS will meet with local clergy as well as youth and family-oriented, community based organization to spread the word. Applications and other material will be made available in community churches and other points of youth and family access.

If the applicant pool exceeds available seats, NVCS will select students for admission on the basis of a lottery in order to insure fair access for all. A separate lottery for students classified for Special Education will insure that spaces are available for these at-risk students.

F. Programmatic and Fiscal Impact

It is expected that NVCS will have minimal programmatic and fiscal impact on other public and nonpublic schools in the area.

Programmatically, NVCS will play a positive role with the public school sector. Currently, Concord High School, the only transfer high school on Staten Island, is unable to serve all of the students referred from other public high schools. NVCS, by providing another option for students and parents, will ameliorate a significant programmatic challenge faced by the Island’s high schools. On March 21, 2013, the NVCS proposal was presented to a meeting of Staten Island’s high school principals. Their response was enthusiastic. In January 2014, in a meeting with newly appointed NYC DOE Chancellor Carmen Farina, parent leaders pressed the urgency of increasing transfer high school seats on Staten Island. The students to be served by NVCS are not served by the nonpublic sector. NVCS will not require space in a NYC public school.

NVCS will have a negligible fiscal impact on public schools. Even when fully operational, NVCS will account for less than 0.02% of New York City public school budget. (See Table below for year by year impact over the charter term). Since the NVCS student population is not served by Staten Island’s nonpublic schools, there will be no fiscal impact on the nonpublic sector.

Potential Fiscal Impact of NVCS

(New York City CSD 31/Region 7 – Staten Island)

School Year	Number of Students	Projected Per Pupil Revenue	District Budget	Projected Impact
FY16	68	\$1,131,792	\$24,800,000,000	0.005%
FY17	85	\$1,414,740	\$24,800,000,000	0.006%
FY18	119	\$1,980.636	\$24,800,000,000	0.008%
FY19	170	\$2,829,480	\$24,800,000,000	0.011%
FY20	238	\$3,961,270	\$24,800,000,000	0.016%

II. EDUCATIONAL PLAN

A. Achievement Goals

New Ventures Charter School sets high goals for success:

- 60% of entering students will graduate with a Regents Diploma within 3 years.¹⁸
- 90% of graduating students will apply to college prior to graduation.
- 50% of graduating students will enroll in college within one year following graduation.

¹⁸ We recognize that we are setting the bar for NVCS very high for high school graduation rate. Concord High School, Staten Island’s only transfer high school, graduated 37% of entering students (NYCDOE Progress Report, 2010-11).

- 60% of entering students will earn a career certificate indicating that the student has completed an internship in a particular field and a "career readiness portfolio."
- 90% of graduating students who do not enter college will be gainfully employed or enrolled in a training program within one year.
- 75% of graduating students will demonstrate college readiness by scoring 75 or better on English Regents, AND 80 or better on Math Regents, by scoring 480 on the SAT Critical Reading and 500 on the SAT math, by achieving ACT scores of 20 or higher in English and 21 or higher in math, or by achieving get a "college ready" passing score on the CUNY Access tests for Math and English.

NVCS will collect and retain accurate permanent records for each entering student which will contain progress toward graduation including scores on Regents examinations and on SAT, ACT, and CUNY Access Tests; a record of college applications (e.g., copies of application receipts and letters of acceptance); and the student's Career Readiness Portfolio,, containing the student's Letter of Introduction, Resume, three Letters of Recommendation, and three work samples. NVCS will track college and career achievements through its Alumni Association.

B. School Schedule and Calendar

Calendar

NVCS will provide a year round program divided into three terms (Fall, Winter, Spring) of 12 weeks each and a 6-week Summer Term. In general, NVCS will follow the holiday calendar of the NYC DOE. During the Fall, Winter, and Spring terms, the school day will begin at 12 Noon and will generally end at 7:45 PM, with an optional extension to 8:30 for students participating in online enrichment or remedial learning opportunities¹⁹. On Friday the school day extends from 9 AM to 4 PM. Summer sessions from 9 AM to 3:30 PM, Monday through Thursday.

Student Schedule

Every student schedule is designed around each student's Individual Educational Pathway to graduation. NVCS will provide a pathway for each student which will bring them to graduation within 26 months (two full years plus three summers or less, depending on their entering credits. Internship, project team, investment club assignments are designed so that students earn credits in areas of need.

NVCS awards 1 credit for 4050 minutes of Instructional time. NVCS will implement an extended instructional year, including a 6 week Summer Term, and Fall, Winter, and Spring Terms of 12 weeks each. See Attachment 3a for a Typical Student Schedule.

¹⁹ Students have a one hour break in the afternoon to allow for travel from field learning sites to classroom setting and a half hour dinner break.

Teacher Schedule

Full time teachers are hired on a 10-month basis with the option of teaching summer session if needed in order to address school and student needs. The normal teacher work day is 8 hours with a half hour break for lunch. Typical instructional load includes 20 periods of instruction, 5 preparation periods, and five administrative periods. In addition, NVCS will allocate one afternoon a month for professional development. See Attachment 3a for a Typical Teacher Schedule.

C. Curriculum and Instruction

Curriculum

The NVCS Planning Team shaped an instructional philosophy and curriculum plan designed to prepare at-risk youth for success in college and career. Teachers and leaders participating in the planning process have begun the process of creating curricula aligned with New York State Core Curriculum Standards. The Planning Team and Trustee designees (many of whom are highly experienced educators) in collaboration with school leader designees will continue this work during the charter approval process. Curriculum development will be completed by founding faculty members, certified in core content areas, once the charter is awarded. NVCS expects that the curriculum will continue to be refined and revised as teachers, leaders, and students work together over the life of the charter.

Core Curriculum

The NVCS core curriculum is designed to prepare students for college readiness and to demonstrate this on Regents examinations. In core subjects, NVCS will use a combination of field learning and traditional classroom instruction.

In **English**, students have a dual focus, on critical reading and on effective written and oral communication. Students are **expected** to demonstrate the capacity to understand a broad range of literary and non-fiction texts through analysis, interpretation and evaluation. NVCS employs a "writer's workshop" approach to the writing process. This includes identification of thesis statements, outline of paragraphs with supporting details, self-evaluation and peer evaluation of first drafts using a rubric, and final revisions based on feedback. Students have opportunities to read, respond, and reflect in both small homogenous groups with students on the same reading level and in large heterogeneous discussions. **Comprehension and writing skills** are emphasized throughout the curriculum, and are embedded in field learning experiences and in social studies and science. Individualized skill development in reading and writing are provided for students who need extra time and effort to "catch up" to academic standards.

In **mathematics**, the emphasis will be on mathematical reasoning and problem-solving. We will strive for universal quantitative literacy: "the ability to make quantitative connections whenever life requires" and "mathematical modeling," the ability to move practically between everyday problems and mathematical formulations (as when we decide whether it is better to buy or lease a new car).

Math curriculum will focus on real-life problems that would expose students to the abstract tools of mathematics, especially the manipulation of unknown quantities. Teaching relevant problems and topics that make sense to all students and can be used throughout their lives, will lead students to appreciate how a mathematical formula models and clarifies real-world situations, preparing students to think and reason mathematically. Students will learn exponential functions, use formulas in spreadsheets and study the budgets of people, companies, and governments. They will learn how to gather their own data sets in fields as diverse as sports and medicine. They would also learn the workings of engines, sound waves, TV signals, and computers. Science and math were originally discovered together, and they are best learned together now. Studying applied math, like learning living languages, provides *both* useable knowledge and abstract skills. Students will develop a depth of understanding and the ability to apply mathematics to novel situations, as college students and employees regularly do. Mathematics high school standards will *emphasize mathematical modeling*, the use of mathematics and statistics to analyze empirical situations. Within these courses, students will be expected to make connections between the verbal, numerical, algebraic, and geometric representations of problem situations. These courses will require students to apply and adapt a selection of strategies and algorithms to solve a variety of problems. It is expected that these strategies and algorithms will be implemented using both traditional and technological tools and will help students to accumulate 6 high school math credits and will be able to pass at least one Mathematics Regent.

In **science**, students learn life and physical sciences through inquiry. Through this practice, students are able to further develop their critical thinking skills as they make connections between course content and real-world application. Students are encouraged to form questions about what they learn and develop answers based on hands on activities, experiments and fieldwork. Each course features an extensive laboratory component, in which students learn important concepts through hands-on experiences and develop skills using scientific tools. Teachers focus on developing students' capacity to employ the scientific method across curricula—to form hypotheses, gather and interpret data, and draw conclusions from the results. Labs are followed up with thoroughly written lab reports that include research and a fully developed analysis and conclusion, which are aligned with the common core. Lab reports also include data transformations and analysis of those transformations. Students learn to convert data to graphs and interpret what those graphs mean, and how they are relevant to the question they are asking. In addition to performing numerous experiments and hands on activities, students connect their in class experience to real world application through scientific articles and field experiences. Students will be challenged to connect their in class studies with their field work experience through projects. These projects will allow students to define a problem or opportunity in their fieldwork experience and apply what they learn in class to create an action plan that will have a positive impact on the fieldwork site. The science curriculum enables students to master the scientific concepts and skills such as the design and conduct of scientific experiments and the analyses of resulting data and apply those skills to real-world situations.

In **social studies**, the curriculum focuses on helping the students develop an understanding of how the modern world was shaped by the events of the past. In social studies, teachers create units of study from the curricula centered on big ideas and themes, which give students “a hook” around

which they can organize specific facts which are important to understanding historical periods and movements. Projects by individuals and small groups of students require them to learn to make inquiries—to pose questions and find information to answer them—and demonstrate their understanding of the concepts. Students will take and pass U.S. History and Global History courses and Regents exams, as well as Participation in Government and Economics. Through this study, students investigate and explore the events that have shaped the modern world climate and markets. Students frequently use computer tools such as Power Point and Excel to create charts, graphics, and videos in these demonstrations of learning. Skills commonly employed across curricula include map reading, analysis of charts and graphs, primary source documents, and historical timelines.

Wellness, Entrepreneurship, Investing

Wellness is a unique and essential ingredient of NVCS's educational design, one that fosters academic engagement and growth for all students.²⁰ Self-management strategies are essential to academic growth and vocational success. The Wellness Curriculum focuses on strategies that enable students to succeed in a rigorous high school academic program, in college, and in life. For many students, lack of school success is rooted not only in academic deficits but in an inability to overcome social and emotional issues which interfere with academic performance. The Wellness Curriculum provides the tools to achieve this objective by equipping students with the tools (attitudes, knowledge, and skills) that enable them to effectively manage the challenges that confront them in their lives, -- to live, work, learn and participate fully in their communities.²¹ Using resources such as *The 7 Habits Of Highly Effective Teens* by Sean Covey,²² *You, Inc.: The Art of Selling Yourself* by Harry Beckwith and Christine K. Clifford,²³ and *The Artist's Way at Work: Riding the Dragon* by Mark Bryan, Julia Cameron and Catherine A. Allen.²⁴ Through this process, students demonstrate the ability to establish meaningful goals for themselves, identify the obstacles standing in the way of success, and develop alternative plans for overcoming these obstacles. Students practice this spiral process of goal setting, planning, action, and review repeatedly many times and are evaluated on the quality of their plans as well as their success in implementation.

20 School-wide primary prevention programs, including those that teach and reinforce problem solving, bullying prevention, positive behavioral supports, and stop-and-think, enhance individualized interventions (Osher, D., Dwyer, K., & Jackson, S. (2003). *Safe, supportive, and successful schools step by step*. Longmont, CO: Sopris West.).

21 School-wide primary prevention programs, including those that teach and reinforce problem solving, bullying prevention, positive behavioral supports, and stop-and-think, enhance individualized interventions (Osher, D., Dwyer, K., & Jackson, S. (2003). *Safe, supportive, and successful schools step by step*. Longmont, CO: Sopris West.).

22 Simon & Schuster, 1998.

²³ New York, Hachette Book Group, 2007.

²⁴ William Morrow and Company, 1998

All students are assigned to an **Investment Club**, a small group which meets weekly with a member of the faculty and on a regular basis with a mentor from the Staten Island investment community. Drawing on core curricular concepts from mathematics and social studies, students will learn a variety of approaches to assessing invest risks and payoffs of both global and local businesses. While students pool research results, each will make his own investment decisions and track their progress through a program such as <http://www.stockmarketgame.org/>²⁵ NVCS hopes to be able to award college scholarships to graduating students based, at least in part, on their investment success.

All students are also assigned to **Project Teams**, small groups meeting bi-weekly, to develop plans for a new business. Working with a faculty member and a Staten Island entrepreneur, teams will develop a viable plan including a description of the product or service, a marketing plan, and a financial plan. Teams will present their plans to a panel of venture capitalists as part of a culminating evaluation on their work.

Arts, Physical Education, Spanish

NVCS utilizes visual and performing arts both as methodologies for enriching learning in core curricular areas and as a vehicle through which students can achieve self-expression, build self-esteem, and develop their talents. NVCS offers courses in visual arts, music and theater geared to the interests of students. In the visual arts, students learn to construct meanings about the world through art making, to build upon their own experiences to express a personal vision while developing a global perspective and to recognize the power of art to communicate beliefs and values. In music, students learn, practice, and master a repertoire of vocal and/or instrumental pieces, representative of the diverse cultures of our community, and focus on the skills of good musicianship. Through theater activities that foster creative expression, discipline, collaboration, self-awareness and personal transformation, students learn to express themselves and to develop empathy for their own and other's situations, to channel their energies into inspiring artistic endeavors, and to appreciate diverse cultural traditions.

Dance and creative movement are integrated in the physical education program. In creative movement, students build their technical and expressive skills and develop their artistry while enriching their understanding through an exploration of the historical, social and cultural contexts of dance. In creative movement students participate in units on the elements of dance, capoeira, elements of fitness and other collaborative fitness activities. Life-long physical activities such as yoga and Tai Chi are introduced. NVCS will explore opportunities for students to pursue a variety of fitness activities in collaboration with local recreation agencies.

In order to meet Regents Diploma requirements for Languages Other than English, NVCS will offer at least two credits of Spanish for students who have not completed the diploma requirement prior to admission.

²⁵ A program of the SIFMA Foundation.

Internship

Throughout the Fall, Winter, and Spring terms, all students will spend one day per week in an Internship experience chosen on the basis of the each individual student's evolving career interests as well as an assessment of workplace readiness. Within an internship setting, student task will be chosen on the basis of the academic needs of the students (including credits). In the internship, the students work will be directly supervised by host-setting staff member and closely monitored by an appropriate member of the faculty who is responsible for assigning grades and credits to the student based on performance as evaluated against core-curriculum based rubrics.

Boot Camp

A unique component of the NVCS design is the 4-day-a-week, 6-week Boot Camp which will initiate all incoming students into a new chapter in their educational careers, one which will be radically different than anything they have experienced before. The six-hour day will be divided into two major components.

The first component focuses on immediate academic achievement. Although most students are expected to enter NVCS with a history marked by academic failure, they will all have some achievements behind them. All will have passed at least one of five Regents examinations required for graduation. In the Boot Camp, all students will prepare to pass a second Regents examination. Each student will focus on the course which they are most prepared for. Perhaps they have sat through the course already several times. Perhaps they have passed one or even two semesters but have failed the Regents examination. Or among the Regents examinations which they have failed, there is one which they have come close to passing. Students will spend three hours a day throughout the **Boot Camp**, shoring up their content knowledge and preparing to take the Regents Examination. By the end of the Summer, students will have passed at least two of the required five Regents and their confidence in their ability to succeed will have received a significant boost.

The second component lays the groundwork for the variety of new learning experiences facing the students in the coming year. Boot Camp will introduce students to their Inner Entrepreneur and support them in clarifying their own career aspirations. During the **Boot Camp**, students will work with academic advisors to complete their "pathway to graduation" if this plan was not completed at registration and that they will work with academic advisors and support staff to identify learning challenges, executive functioning deficits, and external forces which are potential obstacles to success. Each student will complete Boot Camp with a plan in place for addressing these challenges. During **Boot Camp**, students will also be introduced to their Business Planning Teams and Investment Clubs and they will go through a rapid induction into work readiness which will prepare them to enter field learning and internship experiences in the Fall. In this process, students will acquire critical knowledge and skills in areas such as personal hygiene and health, "dress for success", and workplace manners.

Integrating Field and Classroom Learning

Field learning opportunities are designed to simultaneously provide rigorous learning opportunities while addressing institutional needs of community settings. The best field learning opportunities are genuine “win-win” situations where students get to engage in deep learning, develop crucial pre-vocational and vocational skills, and make a meaningful contribution to the work of the host institution. NVCS will work with a variety of community institutions to create rich learning opportunities rooted in the core curriculum.

This is exemplified by the collaborative approach to US History developed by the planning team with Historic Richmond Town, New York City’s living history and museum complex where visitors explore the diversity of the American experience, through the lives of ordinary people from the colonial period to the 20th Century. Established in 1958, Historic Richmond Town as a joint project of the Staten Island Historical Society, an independent nonprofit cultural organization, and the City of New York, the Historic Richmond Town village occupies a 25 acres site with 15 restored buildings. Fueled by the same Depression-era passion for historic preservation which resulted in the creation of Colonial Williamsburg, two Staten Island historians and preservationists, Loring McMillen and William T. Davis helped create a testament to Staten Island’s rich history in an era of rapid development and urban sprawl.

Building on two years of successful collaboration between Richmond Town and Lavelle Prep, NVCS and Richmond Town have developed a field learning design which meets the needs of both institutions. Historic Richmond Town needs well-trained, historic “re-enactors”, prepared to engage visitors and to answer their questions. It needs young people and people from diverse backgrounds who will take on these roles. Through collaboration with NVCS, Historic Richmond Town will gain an energetic cadre of re-enactors, students of US History who will prepare for and undertake these roles as they explore US History. Through this process students will be immersed in first hand experiences of a typical American community as it evolved from the 18th to the 20th century.

As part of a term-long immersion in US History, NVCS students will spend three hours a day four days, Monday thru Thursday at Historic Richmond Town where their work will immerse them in three modules of the US History curriculum, Time, Continuity, and Change, Conflict and Resolution, and Inquiry.

Their field work will be divided into three units. In the first unit, students choose a persona which they will re-enact at Historic Richmond Town. Taking his/her own ethnic heritage as a starting point, students research and on the basis of this research create the story of their arrival at Richmond Town prior to the American Revolution (for example, was this part of a mass migration?) What was their occupation? What was their family situation? The student creates a fictional, research-based persona or perhaps finds records of an actual person who could have been his ancestor. He writes the backstory for the character which includes the person’s role in current events and the impact of these events on family and friends. The student, based on occupation, etc. in costume takes his

place on a prescribed time schedule in a building which is open to visitors and answers questions while remaining in character from visitors about himself, his family, the village and the building. Students are evaluated via a rubric-based assessment of their written backstory and oral in-character.

In the second unit, students fast forward to the Civil War. They update their back story to describe the changes in the world as experienced in their families. Perhaps they create an extended family tree. They update their costumes and oral presentations and are evaluated on their updated stories and oral presentations. In the third unit, students fast forward again, this time to the Spanish American War or the First World War. How has the war impacted their families? As a culmination of each unit, students will stage a Town Hall meeting in which they debate the war effort. In a final essay, students reflect on Time, Continuity, and Change as it plays out in one family and community in America, with particular attention to the role of war and conflict in the process of change. Through this field work, students will have immersed themselves in documents and artefacts from each period in American history, engaged exploring hands-on historical inquiry and documenting this process in their daily journal. In this field learning process, the students will have address three of seven curriculum modules.

Supplementing the field learning in US History, students will participate in US History seminar which meets for an hour and a half each day in a more traditional, traditional classroom learning environment where the remaining four modules of the US History curriculum, -- Geography, Economics Interdependence, and Civil Liberties and Justice, -- will be addressed. Using primary and secondary sources, including the Federalists Papers and Thomas Paine's Common Sense, the Constitution and the Articles of Confederation, students will engage directly with challenging texts. Prompted by a quote from each document, and will be asked to extract its meaning and explain its relevance to US History. Among the challenging questions in which students will engage is debate the difference between a strong state and federal government. Students will be challenged to demonstrate understanding of different author's positions and to demonstrate how words influence society. In addition, students will compare and contrast the viewpoints of the authors who address the same or similar topics. They will also be expected to create their own pamphlet on the differences and similarities on these two influential texts. In pairs, students will share their findings and respond to one another, using text based evidence. During the discussion of the Civil War Era, students will research and analyze a series of events beginning with Sectionalism and Reconstruction and determine whether earlier events caused later ones. As a culminating activity, students will be expected to create an informative, as well as explanatory essay to determine how America grew into a world power before World War I.

Also incorporated in the field learning experience at Richmond Town, students will take an English course in Historical Fiction. For each unit, students will complete readings associated with the period of history in which they are immersed. Works of historical fiction to be studied include Uncle Tom's Cabin by Harriet Beecher Stowe, The Red Badge of Courage by Stephen Crane, and All Quiet on the Western Front by Erich Maria Remarque. Students will comment daily in their journals on the relationship between these texts and the work which they are doing at Richmond Town,

reflecting both on historical themes and on the creative process of creating historical fiction as they craft their re-enactment personae, exploring such concepts as “literary license”.

This integrated approach to English and history exemplified fundamental principles of Common Core instruction and learning, challenging students to examine and understand the uses of non-fiction sources in the development of argument and narrative. The English Teacher and the US History teacher will meet regularly for joint planning. Students will earn two credits in social studies, demonstrate rigorous learning in accord with core curriculum, and prepare for the US History Regents.

Key instruction practices

NVCS’s instructional practice model brings together a set of practices, which although proven effective in various settings as individual practices, are here brought together for the first time. These include:

- *Small school environment;*
- *Small Classes;*
- *Challenging academic curricula and high expectations.* All students will successfully prepare for college; an accelerated curriculum will lead to either a Regents or an Advanced Regents Diploma.
- *Macro-scheduling* of traditional academic courses (primarily around Regents Examinations courses) *as on an intensive, alternative schedule* (evenings, weekends, summers) with *field learning* opportunities and internships.
- *Individualized pathway to a Regents diploma* within 26 months of entering NVCS (two years plus three summers).
- *Constructivist teaching* engages students in thinking about big concepts and themes and requires them to demonstrate what they have learned through individual and small group projects enhanced by computer tools;
- *Integration of technology into teaching and learning*, including *Computer Assisted Instruction* which includes specific learning activities prescribed for students, based on diagnosis of their skill needs by teachers and from data from individual assessments, and delivery of instruction and assignments.
- *Wellness Curriculum* will equip students with the tools (attitudes, knowledge, and skills) they need to actualize their goals, to fulfill their aspirations, and to effectively manage the challenges that confront them, including the challenges of gender, race, poverty, ethnicity, and disability;
- *Visual and Performing Arts Curriculum* will enrich learning in core curricular areas, promote self-expression, build self-esteem, and develop talents.
- *Dually certified teachers* who are certified in special education as well as an academic content area;
- *Teacher assistants*, who work with teachers to differentiate instruction and address individual student needs.

D. Assessment System

While NVCS will face all of the assessment demands faced by New York State high schools, our heavy emphasis on field-based learning poses challenges to the rigorous assessment of academic achievement. As described in Section I, A, *Mission Statement and Objectives*, NVCS is committed to a rigorous program of Regents examinations as well as additional testing to insure college readiness. Additional testing is required to meet APPR standards and to meet formative testing needs required to inform instruction. This program exceeds requirements applicable to all public schools consistent with state law²⁶ and relevant policies of the Board of Regents

NVCS will be a data driven school. Assessment data will be used to guide instruction and identify learning needs of students (formative and diagnostic assessments), to evaluate academic progress (interim, and summative assessments), and to assess teacher and school leader performance in accordance a State-approved APPR. Teachers will use data from assessments given at the conclusion of curriculum units, formative assessments given at various points during the year, and year-end assessments as feedback about their instruction through analysis of the percentage of students who have mastered key concepts and skills from the curriculum. Where necessary, curriculum content will be re-taught. In other cases, teachers will note the need for revised instructional strategies for curriculum units or changes in curricula, in subsequent years. These considerations will be reviewed with teachers by administrators during their annual evaluations of teacher performance. Teachers will use the above assessment data in preparing "progress reports" on individual students. Methods of teacher analysis of data from the various types of assessments as feedback on curriculum and instruction will be a major topic in the monthly professional development sessions.

At the same time, we share Commissioner King's commitment "to efforts aimed at reducing the amount of time students spend on tests and ensuring that tests are eliminated that do not inform instruction or improve student learning."²⁷ NVCS will, therefore, continually re-evaluate testing protocols in order to meet these multiple demands as efficiently as possible. Teachers will utilize a variety of non-test rubrics to evaluate student performance, including "exit tickets", journals, projects, and oral presentations to assess student mastery. To insure comparability of field learning assessments, NVCS faculty will, whenever possible, utilize the same rubrics in assessing student achievement in the field that they use when the same course is offered in a more traditional classroom setting. If a course is offered only as a field experience at NVCS, faculty will use evaluation rubrics adopted for the same content in more traditional settings.

Performance and progress of individual students will be reported to students and their parents quarterly through formal report cards which track the students' progress toward graduation in relation to that student's Individualized Learning Plan (and more frequently if indicated). Performance and progress of cohorts of students will be reported to the Education and Accountability of the Board of Trustees on a quarterly basis and of the school as a whole annually to

²⁶ N.Y. Education Law § 2854(1)(b)

²⁷ Letter to Colleagues, December 30, 2013, page 4.

the Trustees and to the Authorizer. Whenever available, valid and reliable measures of student outcomes will be included in these reports.

The Principal is responsible for insuring that assessments are administered in accordance with appropriate protocols, that the assessment data is used effectively to guide instruction, and that data reporting is completed in a timely way to all relevant stakeholders.

E. Performance, Promotion, and Graduation Standards

All students admitted to NVCS will meet with an advisor to develop an Individual Learning Pathway which will provide a map of courses and Regents exams to be taken. All students enter NVCS with at least 16 of the 44 high school credits required for the Regents Diploma and at least one of the five required Regents examinations. Individual Learning Pathways are to build on prior student learning and to minimize student resistance by designing for early success. As students move closer to graduation, they typically tackle the subjects which have most frustrated them in the past. Although all students are assigned to a grade level grouping based on accumulated credits, courses are chosen based on needs and interests as are field learning opportunities and internships are assigned on the basis of career interests. Students are assigned to Project Teams and Investment Clubs on the basis of graduation date projected in their Individual Learning Pathways.

Performance Standards

In order to pass a class, a student must achieve a grade of 65%. Credit may be withheld at the discretion of the Principal if a student is absent from eight or more times during a term (4 or more times during Summer term).

Promotional Criteria

To earn credits for a course, students must earn a final grade of 65 or above. Guidelines for promotion in good standing to the next grade are as follows:

Grade credit achievement guidelines	
10 th grade standing	10 high school credits ²⁸
11 th grade standing	22 high school credits
12 th grade standing	32 high school credits
Graduation	Meeting requirement for Advanced Regents Diploma and distribution of course credits required by NYS

Diploma Requirements for High School Graduation

NVCS will follow applicable NYSED requirements for the Regents Diploma.

²⁸ 16 High School credits are required for admission to NVCS.

For students entering 9th grade in 2013, these are 8 credits in English, 8 Social studies (4 in Global History, 2 in US History, 1 in Participation in Government, 1 in Economics), 6 in Science (2 in Life Science, 2 in Physical Science, 2 in Life Science or :Physical Science), 6 in Mathematics (including at least 2 credits of advanced math), 2 credits in a Language Other Than English, 2 in Visual Art, Music, Dance or Theater, 4 in Physical Education, 1 in Health, and 7 in electives. They must also earn a passing score on the Common Core English Language Arts Regents and one math regents, Algebra I, Geometry, of Algebra II. They must also earn a grade of 65+ on Regents examinations in Global History and Geography, US History and Government, and one science examination (Living Environment, Earth Science, Chemistry, or Physics).

F. School Culture and Climate

NVCS strives to achieve its mission through a program of academics, experiences, and character development. It is a learning community in which all students are engaged in a dynamic process of learning to strengthen their college and career readiness. NVCS's curriculum is anchored by the Common Core Curriculum Content Standards and is delivered in a small-school environment. The school uses technology –rich environment to deliver a dynamic program that meets the needs of continual incoming classes. Emphasis is placed on experiential learning and constructivist pedagogy, enhancing the student's skills in literacy, mathematics, and technology. Hands-on cooperative exploratory activities are a major facet of the curriculum. These interdisciplinary sessions create relevant authentic learning experiences for all students. These activities occur both in the classroom and in the field, offering a variety of multi-modal learning opportunities.

NVCS will provide a safe, caring environment that is non-biased and open to all learners. It can be a safe environment for students because it is a safe environment for teachers. While NVCS is a data-driven school, data is not used to punish teachers or students. The school provides programs and projects to develop critical thinking, team-building, and problem solving skills. Through the school's Wellness Curriculum, students establish intellectual habits and build character traits that will stimulate student enthusiasm and interest in the world and society. The curriculum itself provides students with opportunities to actively engage in their own learning and in the life of the school. Teachers and students share student data so that students are able to monitor their own progress and to set learning objectives.

All project based learning activities are created with the school's mission in mind, preparing students for college and career readiness. Our students have faced and will continue to face many obstacles to success. NVCS students choose to attend the school and to be challenged with a rigorous academic experience that prepares them for achievement and success. High academic standards stimulate ambition to learn and to maintain a positive future in education. A collaborative environment stimulates compassion and social responsibility.

School Culture

NVCS is founded on the premise that students deserve the opportunity to be able to attend a school which responds holistically to their learning needs, a school which nurtures their emotional and psychological growth as well as their cognitive and educational growth. In order to facilitate the culture of the learning community which we believe is paramount to our students' success, NVCS provides an environment of positive rewards and encouragement. In this atmosphere, students feel a part of a cohesive learning community. Through in-class supports provided by teachers and assistants and a curriculum that explicitly identifies and teaches self-management strategies, students learn to manage their own behaviors.

In the event that a student's behavior is not responsive to positive supports and interventions, and his or her behavior is disruptive to the educational environment and/or poses a danger to the student or others, such behavior will be addressed in accordance with the School's discipline policy (see Attachment 4). Students with disabilities are governed by the same discipline policy as other students, except when it is determined that the behavior at issue is a manifestation of the student's handicapping condition. In such instances, compliant with our policies on disciplining students with disabilities and Due Process, where applicable, a review will be undertaken to determine whether referral to the CSE is indicated for possible modification of the student's IEP. If at all possible, the school will work with appropriate parties in order to modify the BIP to meet the student's needs before seeking CSE assistance.

Parent Engagement

Communication and collaboration between school and parents is valuable for all schools and all students. For older students and students at risk of disengagement, parent involvement is both critical to student success and often difficult to achieve. As students mature and autonomy increases, families often face new challenges. And for the families of students who have struggled, families are often exhausted. NVCS accepts the challenge of re-engaging families in the education of their children as fully as we accept the challenge of re-engaging students. Planning team discussions have yielded important insights. In the district, at the elementary, middle-school and high school levels, parents have typically take an active role in school selection at all levels, yet participation in school activities such as PTA and school events diminishes as students enter high school. Participating high school principals indicate that it is particularly difficult to engage parents of students who eventually "drop out". Parents of disengaged and special needs students have frequently felt themselves blamed and harassed by school personnel. We expect that the parents of many of our students have had this experience. Many of these parents will never have been called to school for anything "good."

NVCS will seek to transform these parent-school relationships into positive resources for all students by creating opportunities for parents to visit the school to observe student successes performances, art shows, holiday parties, trips; and we will utilize a variety of media to share student successes with parents unable to participate directly. From the admission/registration process on, parents will be engaged in development of the student's pathway to graduation and in

identifying possible external obstacles to school success. Throughout the school year, parents of students at NVCS will have multiple opportunities to communicate with their child's teachers including parent/teacher conferences held to review progress each term. At these times, parents will meet with teachers and with their child's advisor to reviews their student's pathway to graduation and to make adjustments if necessary. During "Parent Nights", teachers introduce parents to key NVCS school design elements such as constructivist pedagogy and alternative learning modalities. Parents learn to be guides and facilitators of learning, to encourage their student to become self-regulated learners, aware of their own learning styles. In addition, NVCS will use a variety of forms of communication. Following lessons learned at Lavelle Prep, NVCS will adopt an automated weekly calling system to supplement regular email communications.²⁹ Parents will be provided with a Parent-Student Handbook at parent orientation and at Back to School night; additionally, the annual school calendar is provided at the beginning of the year; and a monthly calendar showing major events and providing other school information is distributed. Communication is also provided through regular postal mail. All of these ways of communicating support our regular system of parent-teacher conferences and meetings. There is no area in NVCS's program where parents are not welcomed to participate and make positive contribution to their child's education.

NVCS will utilize a number of mechanisms to insure that regularly distributed school information is available to parents whose primary language is not English. We utilize bi-lingual staff and bi-lingual members of the Parents Association to assist in translation, as well as community volunteers. NVCS will cultivate a collaborative relationship with community-based organizations serving the immigrant community to increase this capacity and to solicit feedback designed to enhance our cultural sensitivity. NVCS is also developing a website which will utilize state-of-the-art techniques to provide a highly interactive environment, a vehicle for communication and information exchange. Because NVCS is committed to the inclusion of students and families who have often felt unwanted in other schools, the website will serve a crucial, welcoming function.

Recognizing the importance of parental involvement in school governance, NVCS will provide a variety of opportunities for parental involvement which go beyond the requirements of the Open Meeting Law. There will be opportunities for parent participation through the Parent Teacher Association and through participation on Board committees and task forces. The Principal will meet regularly with the leadership of the Parents Association, and parent input will be solicited by the Board of Trustees as part of their annual evaluation process. Families and parents will also be eligible to serve as trustees, if so elected. In addition, Board committees and task forces may include parent members.

Although we recognize, that regular participation in NVCS's Parent Teacher Association (PTA), for those who have the time and energy, the PTA can help to enrich the school environment by planning and sponsoring special assemblies and celebrations, organizing special events including holiday parties and trips, supporting fundraising activities such as Scholastic Book Fair

²⁹ According to the 2012-13 NYC School Survey, these are the modes of communication most preferred by our parents.

G. Special Student Populations and Related Services

NVCS will offer a program designed to appeal to students who have become or are becoming disengaged from traditional schooling, including a clear, time-sensitive path to graduation, atypical class schedules, and emphasis on college AND career readiness, with real, meaningful work experiences, and pedagogical practices attuned to individual needs, enabling students to earn credits while engaged in meaningful, real world problem solving experiences. Following the experience of Lavelle Prep, NVCS proposes to set aside 40% of its incoming seats for students with Individualized Education Plans in order to ensure that this at risk population is served. Toward this end, NVCS has developed an innovative model of inclusion and a multi-faceted approach to differentiated instruction.

- Individualized Learning Pathways for each student, based on academic achievements, education and career goals, and learning styles will provide each student with a clearly pathway to graduation within 26 months.
- Emphasis on field learning and other applied learning experiences.
- Evening and summer classes.
- Short terms allowing focus on fewer academic courses at one time.
- Small classes (18 students maximum), fully integrating students with special needs, and smaller instructional groupings within classes.
- Dually certified teachers plus assistant teacher in classes for at least 10 periods per week (7.5 hours).
- Individual computer-based learning modules.

English Language Learners

All incoming families will complete a Home Language Survey in the language or format the parent or guardian best understands. The data provided by this survey will identify students that may be LEP/ELL and therefore require further screening. Appropriate school staff will then interview any student whose home language or first language is not English. Based on the results of this interview, the school staff will determine the student's oral proficiency in English. Once this initial screening process is completed, the staff will conduct a formal assessment of any student who speaks little or no English to determine the student's level of English language proficiency. This assessment, which is administered only once per student is the Language Assessment Battery-Revised (LAB-R). Future assessments of the student's English language proficiency will be conducted in the spring using the New York State English as a Second Language Achievement Test (NYSESLAT).

NVCS will use the research-based Sheltered English Immersion (SEI) program model. The goal of SEI is to develop English language and academic skills among ELL students. Content instruction is provided in English, with Sheltered English instructional methods to make content comprehensible. Sheltered English immersion is "a means for making grade-level academic content more accessible

for English Language Learners while also promoting their English language development.”³⁰ Teachers will also utilize special instructional strategies, sometimes referred to nationally as Sheltered English Techniques (SET) or Specially Designed Academic Instruction in English (SDAIE), for delivering content to English language learner students in English. As needed, NVCS will provide training in the SEI model’s instructional strategies for the teachers.

English Language Learners will be provided with ESL services by a certified ESL teacher to meet their needs. Their instruction will take place in the academic classroom with the assistance of an ESL teacher as a “push in” support in selected sections of English Language Art. At NVCS, limited English proficient (LEP)/English language learners (ELL) will not be excluded from curricular and/or extracurricular activities due to their inability to speak and understand English. All students will be assigned to inclusive, integrated classrooms.

Special Education Services

NVCS welcomes Special Education students and will work vigorously to address their special needs and to ensure compliance with all applicable law. Initial evaluations, re-evaluations, and revisions of IEPs, and the procedures relating thereto, are the responsibility of the local educational agency – the school district of a student’s residence (see 34 CFR §§300.22, 300.312 and 300.340 *et al*). NVCS will fully cooperate in the evaluation/reevaluation process. NVCS will implement the IEP developed by the CSE of the student’s district of residence for each student with a disability, and will cooperate with the student’s district of residence to ensure that all services as recommended in that IEP are provided to the student, including class size and teacher-to-student ratio. Strict adherence to the student goals and services provided for in the IEPs will be ensured by the principal through observation of classes, parent and staff meetings, communication with students when appropriate. If there is a perceived need for change in an IEP, NVCS will contact the appropriate Committee on Special Education to re-evaluate the student and consider revising the IEP as needed. Under IDEA and the implementing federal regulations and applicable state law, NVCS will continue to provide appropriate accommodations to the student during the CSE review and evaluation process.

NVCS is committed to the Inclusion Model as the means of serving the needs of all of its students. Therefore, all classrooms will be staffed to meet the requirements of the special education students included. Students requiring adapted curriculum work, and other therapies such as speech-language therapy and occupational therapy, will receive them within the classroom whenever appropriate, and according to their IEP, compliant with governing law and regulations. The Wellness Curriculum will provide a structured opportunity for all students to learn the skills essential to manage the challenges they face and to respect their differences.

Students with disabilities at NVCS will have the opportunity to participate and progress in the general education curriculum and they will participate in the State and District-wide assessments in accordance with their Individualized Educational Programs (IEPs). Teachers and related service

³⁰ Deborah J. Short, Justine Hudec, & Jana Echevarria. *Using the SIOP model: Professional development manual for sheltered instruction*. Washington, DC: Center for Applied Linguistics, 2002.

personnel who will have the responsibility for implementing students' IEPs will have access to these records and be informed of specific responsibilities for implementing the IEP. This will be done during the Annual Review process, requested reviews and team meetings. If it is determined that a student in general education with no IEP requires academic or related services, a series of interventions will first be implemented, including revised scheduling or teacher change for that student, academic interventions including constructionist strategies and multi-disciplinary instruction and parent involvement. If, after exhausting all interventions, there is still a need for more intense service, the student would be referred to the Staten Island Committee on Special Education (CSE), where additional special services might be recommended. Under the supervision of a Special Education Coordinator, Individualized Education Plans (IEPs) of incoming students will be reviewed by a teacher certified in Special Education to ensure compliance. All IEPs will be reviewed annually.

If a student entering NVCS without an IEP appears to be eligible for special education services, NVCS will issue a request in writing to the chairperson of the appropriate Committee on Special Education for an initial evaluation. A copy of this request along with the procedural safeguards notice described in 34 CFR 300.504 (Parents Rights Brochure) will be sent to the student's family. This request will:

1. Provide the reasons for the referral including any applicable test results, reports, or records;
2. Outline the interventions taken prior to referral;
3. Describe the family involvement throughout the NVCS assessment process; and
4. Provide relevant documentation generated during the pre-referral process.

Under the direct supervision of the Principal, certified special education teachers will coordinate implementation of this policy. All special education teachers will be appropriately certified pursuant to applicable state and federal law.

The Principal has the responsibility to ensure that students and their families have access to the CSE, the Annual Review and to receive all the services provided for in the IEP. The Principal, or designee, will participate through meetings with the CSE, phone calls, e-mail contact with the CSE Chairperson of relevant members of the CSE on Staten Island, or the district of referral. The principal has the responsibility to maintain current CSE files at the school and to see that there is a flow of information between parents, CSE and the school. Further, timely notice of proposed meetings regarding special education services including IEP updates will be given to parents, staff and students, when appropriate. Time will be provided for the teachers and related service staff who are responsible for implementing the student IEP to be present (or participate by phone) at any CSE meeting.

Ancillary and Support Services

NVCS recognizes that the retention of over-aged, under-credited students depends on the schools ability to support students through the life crises which interrupt school attendance. NVCS will proactively assess and support students. As part of the admissions process, school staff will

complete the *Child and Adolescent Needs and Strengths* assessment (CANS). Developed by the Praed Foundation and widely used by the NYS Office of Mental Health, the CANS “is a multi-purpose tool developed for children’s services to support decision making, including level of care and service planning, to facilitate quality improvement initiatives, and to allow for the monitoring of outcomes of services.”³¹ Assessing strengths and challenges across multiple dimensions of strengths and needs, the CANS will enable school staff working with students and their families to identify areas requiring Immediate/Intensive Action as well as those which if not addressed will likely disrupt schooling. School staff will link students with community agencies, many of which are participating in the planning process for NVCS and will provide expedited services to our students. These supports will supplement the life skill building which is at the core of our Wellness curriculum and supported through Related Services provided to Special Education students in accordance with their IEP’s. NVCS will work with a broad array of community agencies to create a “virtual village” dedicating to supporting NVCS students through the inevitable crises associated with the transition to adulthood. Discussions are already underway with support service organizations like: YMCA Counseling Services, Staten Island Mental Health Services, Richmond County Office of the District Attorney, Staten Island Psychiatric, Staten Island Office of Jewish Board of Family and Children’s Services, Freedom from Fear, Project Hospitality, and Camelot Counseling Services.

III. ORGANIZATIONAL AND FISCAL PLAN

A. Applicant(s)/Founding Group Capacity

Responding to the critical shortage on Staten Island of educational opportunities for over-age, under-credited students,³² Lavelle Prep initiated a series of community meetings in the Fall of 2012, bringing together leaders in the business, social service, and educational communities as well as parent advocates to discuss the possibility of establishing a new charter school which could address this need. Central to this process has been the desire enrich and balance the Lavelle Prep experience in charter school operation and in service to a high-risk student body with a range of different experiences in high school education, business, and community service. Thus far more than 40 community leaders have participated in this planning process, and many continue to serve on the planning team. Participants include a diverse mix of leaders from secondary education, higher education, mental health, business, and other community based service organizations. Outreach is continuing to a broad array of stakeholder organizations including current and former elected officials, local community boards, parent organizations, institutions of higher education,

³¹ <http://www.praedfoundation.org/About%20the%20CANS.html>

³² On March 21, 2013, members of the RCSE Planning Team met with Staten Island’s high school principals and PTA presidents of to explore the prospect of a new charter transfer high school. Their response was overwhelmingly enthusiastic. In January 2014, in a meeting with newly appointed NYC DOE Chancellor Carmen Farina, parent leaders again pressed the urgency of increasing transfer high school seats on Staten Island.

local high schools, local not-for-profit organizations, businesses and business organizations, and philanthropic institutions. The planning team is continuing to bring additional elected officials, business, community, and service organization leaders into the discussion. (A partial list is included below).

It is expected that the majority of planning team members will continue to be engaged with NVCS on an ongoing basis. Both because the planning team is large and because many team members are unable to make the ongoing commitment required of charter school trustees, the planning team identified through a process of reflection and discussion a core group to serve as founding trustees. To provide a mechanism for continued, broad participation by community leaders, NVCS will develop three Councils devoted to Student Support Services, Field Learning, and Mentorship. NVCS will continue to add members to these councils and expects over time to draw additional trustees from these groups.

The planning team as a whole met ten times, with numerous additional smaller group meetings devoted to specific topics. Drafts of sections were circulated to planning team members for comment based on availability and expertise. No paid consultants or organizations were involved in the development, fiscal planning or writing of this application. Dr. Ken Byalin was the primary author.

Applicant(s)/Founding Group

Name	Current employment	Relevant experience/skills and role on founding group	Proposed role(s) if any
Kenneth Byalin, Ph.D.	Founder and President, Lavelle Prep Charter School	Lead Applicant; experienced charter school leader	President
Ron Gorsky	Principal, Concord High School, Staten Island	Experienced transfer high school principal	Principal
Yelena Osoreo	Coach and science teacher, Lavelle Prep	Experienced teacher, completing School Leader certification	Assistant Principal
John Strand, Ed. D.	Senior Program Officer, New Visions for Public Schools (retired Principal and superintendant)	Extensive experience in small high school leadership and design	Trustee
Karen DeMoss, Ph.D.	Professor and Education Department Chair, Wagner College	Extensive experience in educational policy and research	
Joe Carroll	District Manager, Community Board I, Staten Island	Extensive experience and knowledge of Staten Island	Trustee
William Henri	Executive Director, South Beach Psychiatric Center (retired)	Extensive public administration and charter school board experience	Trustee

Lily McNair, Ph. D.	Provost and Vice President for Academic Affairs, Wagner College	Psychologist; extensive experience in academic leadership	Member, Student Support Council
Anne Bennett	Owner, A.F. Bennett Salon in Staten Island and the Academy of New York City, a Paul Mitchell cosmetology training school	Extensive experience in business and career education.	Trustee
Frank Bennett	Owner, A.F. Bennett Salon in Staten Island and the Academy of New York City, a Paul Mitchell cosmetology training school	Extensive experience in business and career education.	Member, Mentorship Council
Jonathan B. Lipschitz, CPA	Principal Accounting Officer, Vice President and Controller at VSB Bancorp, Inc.	Extensive business and financial management experience	Trustee
Margaret Governo, Ed.D	Associate Professor at Wagner College (retired)	Extensive experience in adolescent mental health services	Member, Student Support Council
Lynn Kelly	President & Chief Executive Officer of Snug Harbor Cultural Center & Botanical Garden	Extensive experience in public administration and economic development	Member, Field Learning Council
Martin Krongold	Staten Island Representative, Citywide Council on High Schools	Extensive experience in public administration and education policy	Trustee
Linda Baran	President & CEO of the Staten Island Chamber of Commerce	Extensive experience in business and economic development	Member, Mentoring Council
Timothy Gannon	Principal, Port Richmond High School	Extensive experience in education leadership	
Wynn Blanton	President, St. Paul's School of Nursing	Extensive experience in career education	Member, Field Learning Council
Dr. Aurelia L. Curtis	Principal, Curtis High School	Extensive experience in education leadership	Trustee
Sheldon Blackman, Ph.D.	Vice President for Grants and Program Development, Staten Island University Hospital (retired)	Psychologist; extensive experience fund-raising and charter school leadership	Trustee
Dirk Tillotson,	Founder and Executive	Attorney; extensive	Trustee

Esq.	Director of the New York Charter School Incubator	experience in charter school leadership	
Kenneth Gold, Ph.D.	Associate Professor and Acting Dean, School of Education, College of Staten Island	Extensive experience in higher education	Trustee
Paul Rotondo	Principal, Cascade High School	Experienced transfer high school principal	
Dan Donovan	District Attorney, Richmond County	Distinguished lawyer and public servant	Member, Field Learning Council
Verna Lauria	Regional Coordinator for Guidance, NYC DOE (retired)	Extensive experience in student support services	Member, Student Support Council
Cynthia Taylor	Chief Development Officer, Snug Harbor Botanical Garden & Cultural Center	Extensive experience in program development and funding	Member, Mentorship Council
Carmen Martinez	President, PTA, Lavelle Prep	Parent of a high school student	
Donald Mulligan	Vice President for Advancement, Lavelle Prep	Extensive experience in fundraising and financial management	Member, Mentorship Council
Diane DiSalvo	Chief, Children and Youth Service, South Beach Psychiatric Center	Extensive experience in adolescent mental health service	Member, Student Support Council
Dilawar Grewal, Ph.D.	Independent Educational Consultant	Extensive experience in educational research and information technology	Member, Mentorship Council
Fern Zagor	CEO, Staten Island Mental Health Society	Extensive experience in mental health administration	Member, Student Support Council
Luke Nasta	CEO, Camelot Counseling Service	Extensive experience in substance abuse services	Member, Student Support Council
Shane Sorrento	CEO, APEX Credit Solutions	Entrepreneur	Member, Mentorship Council
Joseph Romano	Chief of Staff, Vice President for Communications, Wagner	Extensive experience in higher education and public	Trustee

	College	administration	
James O'Keefe	Vice Provost, St. John's University	Extensive experience in public management and higher education	Trustee

B. Board of Trustees and Governance

The Governance structure, policies and procedures of NVCS are consistent with the school's vision, mission, goals and governance philosophy as proposed in the school's charter, as well as applicable Federal and State laws and the requirements of the charter authorizing entity, the New York State Board of Regents. The central challenge has been to develop a governance structure which can leverage the Lavelle Prep experience to take advantage of the significant potential synergies, while ensuring the independence and autonomy of NVCS and adequately ensuring that any potential conflicts of interest are addressed. Four of the proposed founding NVCS trustees currently serve on the Lavelle Prep Board of Trustees. This mix allows the new board to benefit rapidly from the Lavelle Prep experience and will shorten the learning curve for the new board. At the same, the NVCS will have sufficient number of independent trustees to protect NVCS from potential conflicts of interest which may arise as NVCS and Lavelle Prep endeavor to take advantage of potential synergies.

The NVCS Board of Trustees is the school's policy-making body. Board will be comprised of 5 to 25 members. The officers of the Board are: Chairperson, who presides at all board meetings, makes committee assignments and designates committee chairs; Vice Chairperson, who serves in the absence of the Chairperson; Treasurer, who chairs the Finance and Audit Committee and is responsible for insuring that the corporation is compliant with all applicable regulations and for reporting regular to the Board of Trustees; and Secretary, who is responsible for maintenance of corporate records. The standing committees of the Board include the following; Executive Committee; Finance/Audit Committee, responsible for regular reporting to the Trustees, for recommending to the Board of an annual budget and of an independent auditor; Governance and Nominating Committee, responsible for evaluating the performance of the board and committees and for recommending Officers and Trustees for election; and Education/Accountability Committee, responsible for monitoring the school's academic performance. Ongoing review of internships and field learning experiences will be a critical committee task. Board members will be assigned to one or more standing committees. The Executive Committee consists of all Board officers. At least three members of other committees will be members of the Board of Trustees. The Board strives to include expertise in key areas including education, finance, and public administration and access to significant public and private resources.

The Board of Trustees directs the affairs of NVCS by its delegation of authority to the school's President. The President is responsible for insuring that the mission and the philosophy are maintained and for the overall financial viability of the school. The President assures that the Board of Trustees as well as the committees of the Board receives timely information and reports. The President is responsible for insuring that the views of critical stakeholders, including students, parents, and faculty are available to the board. As older adolescents, it is critical that NVCS students

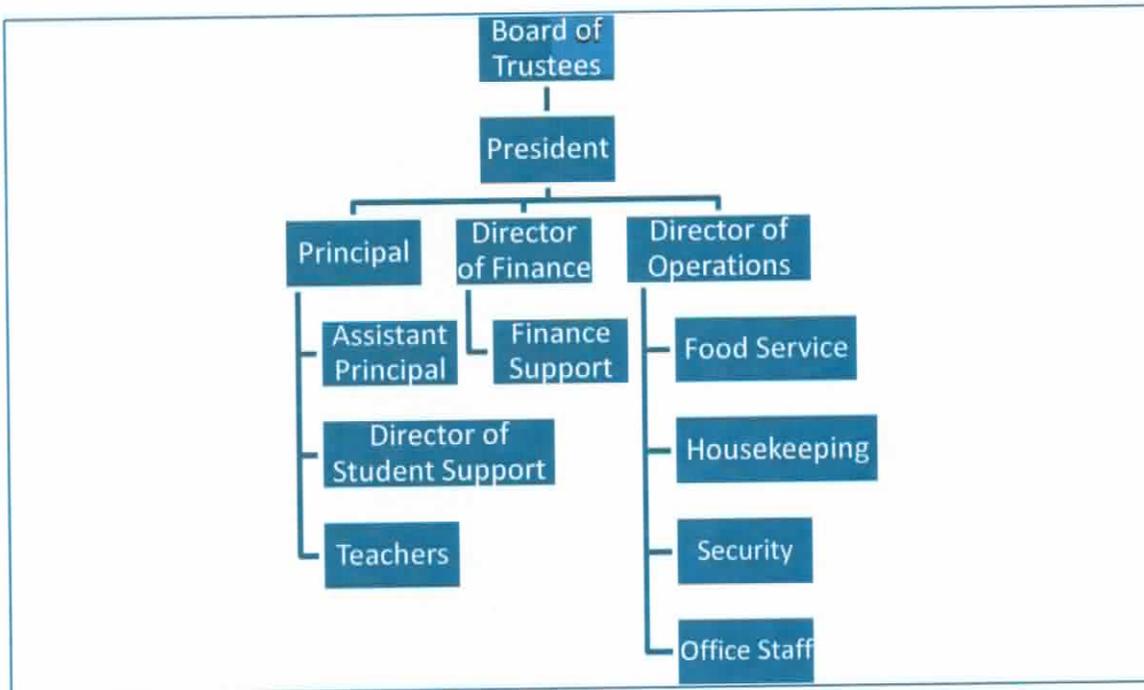
feel that their voices are heard. To facilitate this, NVCS will develop a Student Council and will provide regular opportunities for the Council to meet directly with the Trustees. NVCS will also strive to develop a vibrant Parent Teacher Association. Recognizing that PTA meetings are often inconvenient for parents, NVCS will develop a variety of methods for soliciting parent input in addition to the annual NYC DOE Satisfaction Surveys. NVCS is also dedicated to fully empowering the faculty, within the framework of applicable state law, the NVCS charter, and policies established by the Board and/or management to design and implement the procedures and practices best suited to achieving the mission of NVCS. Whenever indicated, direct meetings between faculty and trustees will be initiated. All meetings of Trustees are open to all stakeholders.

Proposed Founding Board of Trustees

Trustee name	Voting Y/N	Position on the board (e.g., officer or constituent representative)	Length of initial term
John Strand, Ed. D.	Y	Member	2
Joe Carroll	Y	Member	2
William Henri	Y	Chair	3
Anne Bennett	Y	Secretary	3
Jonathan B. Lipschitz, CPA	Y	Vice Chair	3
Martin Krongold	Y	Member	2
Dr. Aurelia L. Curtis	Y	Member	1
Sheldon Blackman, Ph.D.	Y	Treasurer	3
Dirk Tillotson, Esq.	Y	Member	2
Joseph Romano	Y	Member	1
James O'Keefe	Y	Member	1

C. Management and Staffing

Organizational Chart



The Board of Trustees directs the affairs of NVCS by its delegation of authority to the school's President. The President is responsible for insuring that the mission and the philosophy are maintained and for the overall financial viability of the school. As in the case of governance, a central concern is to ensure that NVCS is able to benefit fully from the Lavelle Prep experience and where mutually beneficial for both schools to take advantage of potential synergies including economies of scale while at the same time ensuring the programmatic independence and autonomy of both and providing effective barriers against conflict of interest.

The President assures that the Board of Trustees as well as the committees of the Board receives timely information and reports. The President supervises senior school leaders including the Principal, the Director of Operations, and the Director of Finance. The Principal is directly responsible instructional leadership, curriculum development and implementation, and faculty personnel decisions, including the selection, training, supervision, and evaluation of teachers. The Director of Operations is responsible for overseeing human resource administration and all non-educational functions other than finance. The Director of Finance is responsible for insuring that NVCS meets the highest standards of financial management. Together with other members of the school leadership selected by the president, they constitute the NVCS management team.

The President of NVCS will be a person of broad experience in organizational leadership and education. The NVCS President Designee, Dr. Ken Byalin, has five years of experience as leader of a community-based charter school. It is anticipated that, during the initial charter, Dr. Byalin will serve

NVCS on a part-time basis, continuing to serve as President of Lavelle Prep. Among his responsibilities will be identifying opportunities for synergistic collaboration. The NVCS Principal will be a person with extensive experience in education leadership. Ron Gorsky, NVCS Founding Principal Designee, has many years of experience as Principal of a New York City transfer high school. He will be a full-time employee of NVCS and will devote his full energies to the implementation of the NVCS educational design. The Director of Operations will be a person with strong organizational skills and operational experience in an educational setting and will be responsible for all ancillary services including school safety and food service. The Director of Finance will be a person qualified by training and experience to oversee financial operations. CPA licensure is preferred. NVCS will explore the potential for synergistic, cost-saving, mutually beneficial collaboration with Lavelle Prep as well as other community institutions.³³ All proposals for formal collaboration will be submitted to the NVCS Board of Trustees for approval.

The success of NVCS depends on the leadership provided by the management team. Their ability to develop and lead strong teams of professionals, their commitment to professional development and to student achievement, to rigorous measurement and accountability are all crucial to the school's success. By creating an internal accountability system that provides ongoing data about academic, organizational, and financial performance, NVCS is able to anticipate and address challenges or adjust program where we are not seeing appropriate results. Under the leadership of the President, the management team meets weekly to coordinate operations and to develop coherent approaches to the challenges facing the school. Together the management team develops financial and budgetary plans for submission to the Board of Trustees. The budgeting process is a deliberative and iterative one, where those closest to the students provide critical and ongoing input into budget development. This data is aggregated and balanced by the management team and the budgeting process facilitated by the President. These budget requests and program priorities then feed into the Board budget setting and approval process again in a deliberative and iterative way, such that the final approved budget reflects both the strategic priorities of the school and the identified program priorities.

NVCS is committed to a rigorous program of Human Capital Management. Lavelle Prep is recognized as charter school leader in the implementation of rigorous teacher development, evaluation and compensation systems. With an average faculty turnover of 10% a year, Lavelle Prep has demonstrated the effectiveness of a set of personnel practices to be emulated. NVCS will adopt, modifying where appropriate, many of these practices. NVCS will build on the successful recruitment, hiring, and retention practices of Lavelle Prep including the innovative Recruit, Train, Hire process in which teacher candidates participate in semester-long seminar prior to hiring during which the fit between candidate and school can be effectively gauged. NVCS will adopt the Teacher and Leader Career Ladder developed by Lavelle Prep as part of its approved STLE #3 application. The Ladder provides for four steps on the teacher ladder from Beginning Novice, through Novice and Professional Teacher, to Teacher Leader and four steps on Principal Ladder: Assistant Principal,

³³ RCSE will draw on the experience of Lavelle Prep which has participated in fruitful collaborations with CEI-PEA, Wagner College, the College of Staten Island, and a variety of community-based social and cultural organizations.

Novice Principal, Professional Principal, and Principal Leader. In order to insure equity and competitiveness, NVCS will match the compensation package which Lavelle Prep has developed as part of the CEI-PEA, federally funded TIF consortium. Consistent with this approach, NVCS will implement a comprehensive annual evaluation system for the performance of classroom teachers and building principals similar in structure to the approved APPR adopted by Lavelle Prep Charter School. This plan is based on multiple measures of effectiveness, including 40% student achievement measures and observations of teacher performance based on the Danielson rubric. The resulting single composite effectiveness score for each teacher and principal differentiates effectiveness using the rating categories of Highly Effective, Effective, Developing, and Ineffective. NVCS will use these annual evaluations as a significant factor for employment decisions and will implement improvement plans for teachers or principals rated as Developing or Ineffective, if retained. Individual base salaries will be on licensure, prior years of teaching, and when applicable prior HEDI ratings. NVCS will provide a competitive benefit package including a 401(k) plan to which the school will contribute as well inviting working conditions comparable to those provided by Lavelle Prep (which includes ample faculty parking). NVCS's budget for salaries and compensation is built on the Lavelle Prep's Performance Based Compensation System. All non-certified teachers will meet federal Highly Qualified standards. Because NVCS will provide competitive salaries in a highly professional learning environment in conjunction with an exciting, innovative mission, NVCS expects to be successful in attracting teacher. As the school grows, NVCS will work with the local colleges of education, two of which are represented on the founding board of trustees, to continuously strengthen the teacher recruitment pipeline. Because NVCS will offer classes at non-traditional hours, NVCS will provide an attractive opportunity as well for part-time faculty.

NVCS employs a universal design model so that Special Education students can be integrated fully with their General Education peers. All students receive instruction in small classes of 15-18 students. For at least 20% of the normal school day, all students receive instruction from a teacher dually-certified in content area and Special Education with the assistance of a second adult, either a collaborating teacher or a Teacher Assistant. The salary plan includes increased compensation for dually-certified teachers. Ancillary services will be provided in accordance with each student's IEP through contract agencies or providers. A Certified ELL teacher will be employed to provide push-in, language learning support as required. NVCS plans to hire one full-time teacher equivalent for every 17 students. In order to flexible and responsive to student interests and learning needs, NVCS will utilize a mix of full-time and part-time faculty. A full-time faculty member will generally serve as primary instructor for six traditional classroom courses a year plus five hours week of field learning supervision/instruction.

C.1. Charter Management Organization

NVCS does not intend to contract with a charter management organization.

C.2. Partner Organization

NVCS is **not** submitting the proposed application in conjunction or jointly with a college, university, museum, educational institution, another not-for-profit entity, or any other partner.

D. Evaluation

The Board of Trustees will conduct an annual programmatic audit designed to ensure that NVCS is on track to achieve its goals and fulfill its mission. The Executive Committee of the Board leads the evaluation process and brings its recommendations to the full Board at its annual meeting in September. The audit will be data driven and will use data from multiple sources including the NYSED Progress Report and the NYC DOE Report Card as well as the NYC DOE Annual Satisfaction Survey as well as any other reports from the Authorizer. These reports will be posted on the school's website.³⁴ In addition, the trustees will examine feedback from all critical stakeholder groups, including faculty, students, parents, representative of field learning and internship sites, and mentors. A variety of mechanisms to obtain stakeholder input will be utilized including focus groups with representatives of key stakeholder groups. The annual review process will include faculty self-assessment and management reviews of progress toward goals and challenges ahead. This programmatic audit in conjunction with the annual financial audit conducted by an outside auditor will form the basis for the Board of Trustees annual evaluation of the President. As part of the annual programmatic audit, the Trustees will review all collaborative relationships between NVCS and other organizations, including those participating in the field learning and internship experiences, as well as with Lavelle Prep. The President will be evaluated annually by the Board of Trustees in accordance with a rubric addressing Visionary, Fiscal, Management, and Organizational leadership including educational program accountability, facilities planning, and governance.

The President will conduct an annual evaluation of the Principal and other key administrators. The Principal is responsible for the annual review of all faculty members. As described in Section III, C, NVCS will adopt an approved APPR plan. Evaluations of the principal and faculty members will be conducted in accordance with this plan which balances observations and standardized assessments in the evaluation process.

The Board of Trustees will conduct an annual review of its own performance. This review will be led by the Governance and Nominating Committee and will form the basis of the committee nominations for election and/or re-election of trustees as well as the nomination of board officers. Their report will be present to the board at least 30 days prior to the September Trustees meeting.

While the board will monitor the fiscal soundness through the Finance and Audit Committee, the Spring review and adoption of the budget for upcoming school year and the late Fall review of the outside audit report are critical elements in assessing the school's fiscal soundness. The auditor's report will be posted on the school's website.

³⁴ In conjunction with other formative data, this data will be used as described in Section II, D, *Assessment System*, to drive instruction.

E. Professional Development

A guiding principle of the NVCS is the commitment to building a collaborative professional culture in which the faculty is empowered as a professional learning community. Core values, -- openness, collegiality and sharing, -- are the cornerstones of a faculty which “plays well together in the sandbox.”

Nowhere will these values be more evident than in the NVCS implementation of the Danielson model of teacher observation as implemented at Lavelle Prep. At NVCS, this model will be adapted to the school’s innovative field learning model. We will build a peer review process in which all faculty are invited to participate with school leaders in the observation and reflection processes. This process, although it is extremely time-consuming has been shown to be a powerful and effective teacher development process. This process will be a key element of the APPR plan which NVCS will submit to NYSED within the first year of school operation.

The core values, -- openness, collegiality and sharing, -- also pervade the recruitment and hiring process. All teacher and assistant teacher candidates participate in a 12-week seminar, conducted by the NVCS school leaders and in future years by school faculty, in which candidates are introduced to the NVCS instructional principles and practices. This process gives both existing and potential staff the chance to assess their ability to work together effectively as an instructional team.

Within the framework of the NVCS charter and applicable law, the NVCS faculty is empowered, subject to administrative and board review, to design, implement, and evaluate the methods and procedures to be utilized in achieving the school’s goals. Faculty decision-making employs a consensual decision-making model, the Leonardo Process, previously used successfully by Founding President, Ken Byalin, in consulting with a variety of for-profit and not-for-profit organizations. Faculty teams meet regularly throughout the school year for joint planning and the entire faculty gathers monthly for a half-day of professional development. NVCS is committed building a data-driven environment and the use of data will play a central role in all professional development initiatives. At an annual mid-year retreat, following a rapid assessment of school strengths, weaknesses, opportunities and challenges, the whole staff selects one to three problems on which it is possible to make changes which will make an immediate difference. Working in subgroups, faculty members develop proposals for change for presentation to the entire group for consensual approval and action. Finally, all teachers and paraprofessionals are supported in pursuing any additional credentials needed to be fully certified in critical subject areas and dual certified in special education. The ultimate goal is for teachers to both be supported and have the capacity to lead the school improvement process.

F. Facilities

The NVCS planning team has been offered incubation space at below market rate by the John W. Lavelle Preparatory Charter, located in Corporate Commons One and Two, 1 Teleport Drive, Staten Island, New York 10310. The Lavelle Prep proposal will allow NVCS to increase space and rent as the NVCS student body increases over the life of the charter.

The Lavelle Prep state-of-the-art educational facility was renovated for academic use in 2011-13. The facility contains cafeteria, performance space, dance/yoga studio, a performance space, cafeteria and classrooms with the capacity for 500 students. All class rooms are fully furnished and equipped with Smartboards or equivalent technology and sufficient computers for all students. The Lavelle Prep facility meets all standards of access for persons with disabilities. The facility is centrally located in District 31 (Staten Island), is located in a corporate park with sufficient parking for faculty and staff as well as for older students. No additional renovation or "build-out" will be required to accommodate NVCS.

Because of innovative design of the NVCS educational program, NVCS will be able to utilize the Lavelle Prep space at times when Lavelle Prep is not in session. Lavelle Prep uses the facility for its academic program between 8 AM and 3:30 PM, Monday through Friday, September to June. NVCS will utilize leased space between 4 and 7:30 PM, Monday through Thursday, September to June, and from 9 to 3:30 during July and August. That is, NVCS will utilize the Lavelle Prep facility during hours in which it is not being used by Lavelle Prep. Classroom facilities at Lavelle Prep far exceed the needs of NVCS which will not exceed 250 students during the first charter term. NVCS will provide no residential facilities.

NVCS is using the Lavelle Prep space for budget planning purpose. At the same time, NVCS has engaged the real estate firm, ConwayTowne, to explore other options. The founding trustees will make a selection among these alternatives shortly after the charter is awarded.

G. Insurance

The planning team has received the following recommendations for insurance cover-age from the Allen C. Bentson Agency Inc., a Staten Island-based, full service brokerage with charter school experience:

- **Package** – includes General Liability & Educators Professional Liability cover-age plus Property insurance for your owned business personal property, and more.
- **Umbrella Liability** – Increases the General Liability, Professional & Automobile limits by increments of \$1,000,000. We can offer limits of \$1,000,000., to whatever limit you desire...i.e. \$25,000,000 and more.
- **Workers' Compensation** – required by law, this covers your employees for on the job, medical, loss of wages and permanent disability.
- **Disability** - required by law, this covers your employees for off the job injury etc..
- **Directors & Officers Liability AND Employment Practices Liability [D&O and EPLI]** – liability cover-age that covers you as a decision maker and employer.
- **Accident Medical** – provides medical cover-age for your students.
- **Group Medical** – provides medical cover-age for your staff.
- **Miscellaneous** – **Privacy Protection / Cyber Liability**, etc.

The costs of Workers' Compensation, Disability insurance, and Group Medical Insurance are accounted for in the NVCS budget under fringe benefits. Fringe benefits cost estimates are based on Lavelle Prep experience. The Bentson Agency has assured the planning team that they will be able to provide the remaining coverage at the maximum cost of \$20,000. Directors and Officers Insurance will be in place prior to the first meeting of the Board of Trustees. Other coverage will be phased in as required by evolving operations.

H. Health, Food, and Transportation Services

Health Programs

NVCS regards student health as crucial to success in school and in life. Health Education is a crucial component of the NVCS Wellness program. The importance of health maintenance to optimal functioning for all students is emphasized. We do everything we can to encourage appropriate prevention and early treatment services. NVCS comply with all NYSED health services requirements applicable to public schools, including Education Law § 901-914 and §136.2(d)(2) of the Commissioner's Regulations and all applicable regulations of the NYC Department of Health.

As part of the admission process, NVCS will administer the CANS assessment which address health issues, allowing NVCS staff to work with students and families to proactively address health challenges. NVCS staff works with the local health providers, the local school district, and other appropriate resources to provide health services to insure that routine health needs are addressed, such as:

- Annual vision screening testing for all students. Maintenance of cumulative health records.
- Emergency care of ill or injured students.
- Compliance with and enforcement of mandatory immunization requirements.
- Access to automated external defibrillator (AED) equipment to ensure ready and appropriate access for use during emergencies. Appropriate staff will be trained in the operation and use of this equipment.

To meet individual student interests, additional medical requirements for some internship and field learning experiences may be required.

Maintenance and Storage of Cumulative Health Records

NVCS safely stores and secures all health records for enrolled students. Cumulative student health records will be held until the student is 27 years old. Immunization records will be held for 10 years after the immunizations were administered.

Immunization Requirements

New York State law requires that each student entering kindergarten or a new school district in grades 1-12 have a certificate of immunization at the time of registration or not later than the first day of school. A review of student immunizations requirements and the proper supporting

documents are completed for all new students. New York State immunization requirements include:

- Diphtheria: Toxoid Containing Vaccine (DTP, DtaP) 3 doses;
- Polio: (IPV)/(OPV3 OPV or 4 IPV);
- Measles, Mumps, Rubella (MMR): 2 doses of measles containing vaccine and 1 dose each of mumps and rubella (preferably as MMR);
- Hepatitis B: 3 doses to all students born on or after 1/1/93;
- Varicella: 1 dose.

Before a student can be permitted to attend NVCS, parents or guardians must present documentation that their child has received all required doses of vaccines or that their child has received at least one dose of each of the required vaccines and is waiting to receive the subsequent doses at the appropriate time intervals. Parents may waive immunization in accordance with Public Health Law and exceptions to immunizations will be granted if a licensed physician or nurse practitioner certifies such immunization may be detrimental to the student's health, or if the student's parent or guardian holds genuine and sincere beliefs, which may include religious beliefs, contrary to such immunization. [See § 2164 (8) and (9) of the Public Health Law.]

Students Who Require Daily or Emergency Medication

Consistent with practice at other transfer high schools, NVCS students requiring daily or emergency medication are expected to carry and self-administer dosages during the school day in accordance with procedures detailed in the Family and Student Manual. Because of the high level of independence required of NVCS students for both field learning and internships, as well as independent travel, NVCS students must be able to assume this responsibility. NVCS will collaborate with students, parents, and health care providers to facilitate this process. Any student self-administering medication without proper authorization will be counseled. Repeat offenders will be subject to discipline.

Food Services

NVCS recognizes that a healthy diet is critical to overall health and well-being. For students whose health has already been compromised, a healthy diet can be a critical component of recovery. This emphasis is an important component of the Wellness Curriculum, which is a central feature of the NVCS program. The school nutrition program reflects the U.S. Dietary Guidelines for Americans and other criteria to achieve nutritional integrity. School meal and snack times provide students with a learning laboratory for proper nutrition and health education.

NVCS makes breakfast and lunch available to students during summer session and a snack and "lunch" Mondays through Thursdays. NVCS does not plan to cook meals on site but rather to heat meals that are cooked elsewhere and transported to the school.

Participation in Subsidized Meal Programs

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

NVCS utilizes the following website for the eligibility guidelines for free and reduced-lunch <http://www.fns.usda.gov/cnd/Governance/notices/iegs/IEG05-06.pdf> or information can be obtained by calling the NYSED's Child Nutrition Reimbursement at (518) 473-5999.

In order to receive these benefits, the parents of eligible students must complete and return the Family Application for Free and Reduced Price School Meals (SD 1041 form) and NVCS provide parents with this application upon enrollment. The application, which can be found online at <http://www.opt-osfns.org>, is available in many different languages. As soon as possible, parents or guardians complete this form and return it to NVCS, it is reviewed by the Director of Operations or his/her designee for approval. NVCS maintains each student's SD 1041 form on file for review once it has been completed and approved. These forms enable students to receive free and reduced price meals, and also form the basis for determining and distributing additional educational funding from the state and federal governments.

Contracting: NVCS contracts with a private company to provide healthy, attractive meals to our students. NVCS reviews the Food Programs contract on an annual basis.

Facilities: NVCS provides food services to students directly in the classroom or in other suitable common areas.

Transportation Services

Because NVCS serves all of Staten Island, an area of 59 square miles, it is anticipated that the majority of students will be statutorily eligible for transportation services under §2853(4)(b) and § 3635 of the Education Law. A significant minority of NVCS students will be Special Education students. The majority of students will be eligible for full or half-fare MetroCards based on how far they live from the school. The parents or guardians of those students ineligible for transportation will be responsible for making provisions for any additional transportation they desire for their children. A significant number of students may be transported to or from school by their parents.

NVCS complies with DOE transportation policies and procedures and meets all necessary deadlines. In accordance with standard regulations, NVCS documents the manner in which students are transported to and from the School. Parents enrolling their children in NVCS are asked to notify the

school district annually of any need for transportation to the school for the following school year, in advance of April 1 deadlines.

NVCS plans to follow the calendar of the NYC DOE with respect to the regular academic year and summer school session. NVCS does not anticipate providing additional transportation for students enrolled in the school.

I. Family and Community Involvement

As part of the larger Public outreach plan, the planning team for NVCS has taken appropriate steps to ensure that families and members of the community will continue to be involved in planning, design and implementation of the school. Involvement of the community-at-large has included, from the first planning meeting in October 2012, not only parents and educators in the district but business, cultural, mental health and other community leaders. Cultivation of community partners began prior to formation of the planning team as part of the ongoing dialog that the leaders of Lavelle Prep were having with parents and community leaders about the challenges associated with students overcoming challenges and becoming both college and career ready.

Family Involvement

Family involvement in NVCS began during the planning process with parents and parent organizations engaged in the planning process. This involvement will accelerate once the charter approval process is complete.

During the Fall of 2014, NVCS will hold a series of open focus groups with potential parents and students to discuss the educational design, gather input on school plans, and develop outreach programs and messages to make sure that as many potential students as possible are aware NVCS and the registration process. Outreach will be conducted through agencies and programs serving disengaged and emotionally challenged youth, local high schools and PTA's, and organizations serving the Staten Island immigrant community. Although some potential participants in this process may be discouraged by the lack of assurance that they will eventually be admitted to NVCS through the lottery process, NVCS will make every effort to achieve a broad family participation.

Family Engagement at NVCS has been discussed extensively in Section II, F above.

Community Involvement

Community involvement is essential to the design of NVCS, and many community organizations and business have been involved in the planning process throughout. In this process, they have help to shape the school mission, delineate the target population, and map out curriculum design, including the field learning experiences and internships that will be integrated into each student's NVCS experience.

Community support is crucial to for critical aspects of NVCS education. Business leaders from the community will be engaged as mentors in regular meetings with small groups of NVCS students as the group works to develop their own plan for a new entrepreneurial venture. Financial service professionals and successful private investors will mentor student Investment Clubs. Business and community based organizational leaders and professionals will provide internships opportunities for NVCS students and host field learning experiences. Community based health and social service organizations will provide the “safety net” which will enable to NVCS students to complete high school despite challenges and stressors that might otherwise disrupt them. NVCS will organize these leaders into three Councils (Student Support, Mentoring, Field Learning) comprising with NVCS, our students and family, a virtual village working together for educational success. Leaders of these councils will make up a “council of village elders” who will advise the school leadership and who may serve as Advisory Trustees.

Media cover-age and ongoing community dialogue are spurring tremendous interest in and excitement about NVCS. Organizations interested in the field learning and internship opportunities include the Richmond County District Attorney’s Office, the YMCA, Snug Harbor Cultural Center & Botanical Garden, and Historic Richmond Town. Organizations engaged in the development of the Student Support Safety Network include the Staten Island Mental Health Society, Camelot, South Beach Psychiatric Center, Richmond University Medical Center and the YMCA. While the process of dialogue will continue, including the beginning organizations of the Councils, we expect this process to accelerate greatly one the charter is approved.

J. Financial Management

Financial management responsibilities rest solely with NVCS. The President plays a major role in budgeting and revision processes and in communication with the Board of Trustees. An expanding operations team is responsible for financial management and support operations The Director of Operations is accountable directly to President and is responsible for all school operations other than education functions.

Policies and procedures:

Under the supervision of the President, the Director of Operations is responsible for the administration of all fiscal and accounting functions of NVCS. The Board of Trustees and President provide fiscal oversight. Various financial reports including, but not limited to, monthly budget status report, monthly cash reports, and quarterly statements (when appropriate) are provided to the board.

When indicated, NVCS will contract with an independent accounting firm to provide support in analyzing, reconciling and adjusting account balances, and to ensure the records are maintained in accordance with generally accepted accounting principles (GAAP). The accountants may also assist in developing NVCS’s chart of accounts and implementation of accounting software systems.

Payroll: NVCS maintains a payroll system approved by the Board of Trustees. NVCS contracts with a provider such as Automatic Data Processing, Inc., for payroll processing and related services. The Director of Operations is responsible for insuring that all aspects of the payroll system are properly implemented.

Purchasing: Like all prudent corporations, NVCS is guided in the purchase of all goods and services by price, quality, and dependability. Consistent with our mission and commitment to serve the Staten Island community, NVCS will work, whenever it is fiscally responsible to do so, with Staten Island-based vendors. Particular vendors may be chosen for any one or any combination of these factors; however, at all times the selection of a particular good, service, or vendor will be with the intention of maintaining a top-quality school. For purchases in excess of \$2000, every effort is made to obtain multiple bids. Rationales for purchase decisions are documented. Two signatures are required on all purchase orders and on all checks over \$25,000. The execution of contracts and grants is within the scope of NVCS's mission, goals, and annual plans.

Accounting and audit requirements: NVCS uses accrual basis accounting in accordance with GAAP. All financial statements and any reporting to the IRS or other governmental entities be completed using this method. The book of account is maintained in accordance with GAAP, and includes Budget Reports, General Ledger, and detailed journals for all cash receipts and cash disbursements (including payroll). The Finance Coordinator maintains all books of accounts. An accounting software package, such as *Quick Books*, is utilized to properly record all assets, liabilities, net assets, revenues, expenses and budgets. An accountant is available, as needed, to provide monthly accounting support. A corporate Chart of Accounts in accordance with GAAP has been developed to properly record all accounting activity. Monthly balance sheets and statements of activity are prepared for review by the President, the Finance and Audit Committee and Board of Trustees. NVCS maintains a **petty cash** fund to be used for reimbursements to employees for minimal out-of-pocket business-related expenses, not to exceed \$100.00. Independent **audits** of the financial statements are conducted annually by a New York State Certified Public Accountant selected by the Board of Trustees. Annual financial audits are conducted in accordance with generally accepted **auditing standards**. Financial regulatory forms are completed as necessary by NVCS or an accounting firm selected by the President.

Cash management and investing: NVCS's funds will be invested in money market funds, certificates of deposit, or other instruments as directed by the Board. The President will identify excess funds available for investment, and approve the transfer of such funds to be made by the Director of Operations. Investments of excess funds will be made in money-market vehicles in the most highly rated categories of debt.

Fundraising: Such initiatives as undertaken directly by the school are overseen by the Vice President for Advancement who shall also be responsible for grant compliance. Non-restricted bequests and contributions are used for operations or special projects as designated and approved by the President and/or the Board of Trustees of NVCS, consistent with conditions set forth in the charter and by the Board of Trustees. Bequests and contributions that are donor-restricted are used for the

purpose articulated by the donor, except that in no case will the school accept any such bequest or contribution for which the donor restriction violates any federal or New York state law.

K. Budget and Cash Flow

In developing the budget, NVCS has taken a conservative approach to revenue estimation. First, although we have built in assumptions of expense inflation, we have assumed no increase in per pupil revenue rates. We also assume, for budget purposes, that average student enrollment will lag 10% below our enrollment target (61 in Year One as opposed to 68) and that we will enroll only 33% SPED students although we will set aside 40% of seats in the lottery for SPED students (20 SPED students budgeted as opposed to 27). The result is a significant budgetary cushion.

With respect to facilities, NVCS is using a proposal of below market incubation space from the John W. Lavelle Preparatory Charter School to share their space during hours outside the Lavelle Prep school day and year. Lavelle Prep will provide fully equipped classrooms (furniture, Smartboards) and will include all utilities. NVCS will have access to science labs, dance studios, cafeteria and a heating kitchen. Office space will be available to accommodate NVCS administrative staff. Having itself benefitted from incubation space in an NYC DOE facility and mindful that it is no longer the policy of New York City to support charter school development in this way, Lavelle Prep will make this facility at below market rate for approximately 7% of the projected per pupil revenue for five years as incubation space. (The experience of successful charter schools in private facilities is that facility costs of 15% or less of per pupil funding are crucial to the fiscal viability of charter schools). This arrangement will allow NVCS to substantially reduce start-up costs and to avoid major capital expenses during the initial term as well. The NVCS Planning Team will continue to explore alternative facility options. The founding Board of Trustees will make the final facility determination. The Lavelle Prep option is used for financial purposes.

The proposed budget provides for the establishment of a dissolution escrow fund. \$25,000 will be deposited in the fund each year for the first three years of school operation.

NVCS is fiscally sustainable. As shown in Year 5 of the budget NVCS will generate a positive cash flow when fully operational. NVCS will not depend on outside fund-raising to sustain operations.

In its early years, NVCS is prepared to operate on a very tight budget with very little revenue margin. NVCS will seek to establish a short-term line of credit with a local finance institution as soon as the charter is granted (similar to that established by Lavelle Prep with Victory State Bank) in order to provide a cushion should there be a temporary delay in receipt of per pupil funding during the course of the year. NVCS projects significant cash balances in Years 4 and 5. It is expected that these funds will be utilized to support facility development at the end of the proposed incubation period.

Crucial management and operational positions (president, director of operations, director of finance) are expected to be filled by individuals serving on a part-time basis at both NVCS and Lavelle Prep, allowing both schools to achieve modest efficiencies of scale. Both schools are expected to explore other areas of collaboration which might help achieve greater economies of scale than can be achieved by one school alone.

L. Pre-Opening Plan

The planning team, designated trustees and leaders of NVCS fully realize that the proposed school will depend to a degree far greater than most education initiatives on collaboration between school and community. To achieve the necessary collaboration will formalize the network of support which has been gathering around NVCS to create a “virtual village” in support of our students and program. Beginning this Spring, even before the granting of the charter, we will establish three interlocking councils of community leaders. A Field Learning Council will bring together community leaders in business, politics, and community service to create the linkages which NVCS will need to meet the field learning and internship experiences of a growing student body. A Mentoring Council will bring together a cross-section of Staten Island’s leadership who will support NVCS’s ongoing mentorship program, engaging the community’s entrepreneurs in ongoing work with NVCS students in new venture project teams and investment clubs. A Student Support Council will bring together leaders in Staten Island’s health and human service sector to help make sure that the linkages are created and maintained which enable NVCS students to access the supports needed if they are to stay in school. Funding will be sought from local foundations to provide start-up support for these initiatives. A detailed pre-opening plan is presented below.

<i>Pre-Opening Action Items</i>	<i>Start Date/Prerequisites/Comments</i>	<i>To Be Completed By</i>	<i>Key Person</i>
Establish Student Support Council		March 15, 2014	Byalin
Develop initial teacher recruitment plan		June 30, 2014	Byalin, Gorsky
Submit grant applications for start-up funding to local bank foundations		June 30, 2014	Byalin
Hire Director of Operations	As soon as CSP Grant is approved	June 30, 2014	Byalin
File IRS Form SS-4 to apply for a Federal Employer Identification Number (F.E.I.N.)	As soon as Articles of Incorporation are received	June 30, 2014	Byalin, Director of Operations
Procure necessary start-up insurance cover-age		June 30, 2014	Byalin, Director of Operations
Establish a bank account / escrow account (if required by authorizer)	Immediately after receiving FEIN	July 15, 2014	Byalin
Identify two possible alternative school sites	Conway Towne Real Estate is identifying possible sites	July 30, 2014	Byalin, Blackman, Henri
Establish Mentoring Council		July 30,	Byalin

		2014	
Establish Field Learning Council		July 30, 2014	Byalin
Retain an auditing firm to assist with annual audit and mandatory government filings	Immediately upon receiving charter	July 30, 2014	Byalin
Set up accounting system and Chart of Accounts	Immediately upon receiving charter	July 30, 2014	Director of Finance
Set up purchasing, receiving and distribution systems	As soon as school begins administrative functions	July 30, 2014	Director of Finance
Set up postal and shipping systems and accounts (UPS, FedEx)	As soon as school begins administrative functions	July 30, 2014	Byalin, Gorsky
Establish vendor accounts for office supplies		July 30, 2014	Director of Operations
Establish work group and process for parent outreach		September 30, 2014	Byalin
Establish compensation structure (salaries, benefits, vacation, etc.)		September 30, 2014	Byalin, Director of Operations,
Apply to IRS for 501 (c)3 status	Immediately upon receiving charter	September 30, 2014	Byalin & counsel
Complete initial governing board training on roles and responsibilities		September 30, 2014	Tillotson
Apply for State Stimulus Funds (SFF) Grant	As soon as charter is authorized.	September 30, 2014	Byalin
Create personnel policy manual and have it adopted by Board of Directors		October 30, 2014	Byalin & counsel
Initial teacher recruitment open house		November 21, 2014	Gorsky, Byalin
Develop student recruitment plan and timeline		November 30, 2014	Byalin, Gorsky
Obtain Articles of Incorporation / provisional charter from the NYS Board of Regents	As soon as charter is authorized.	December 31, 2014	Byalin
Contact broker and determine discretionary benefits provided to employees		January 15, 2015	Byalin, Director of Operations
Finalize student application		January 15, 2015	Byalin & Gorsky

Process paperwork for DOE DYCD Start Up Funds (previously known as OTPS)	As soon as charter is authorized.	January 30, 2015	Byalin
Apply for New York State Exemption Certificate	Immediately after receiving 501(c)(3) approval	March 30, 2015	Byalin
Contract with payroll vendor	As soon as school begins administrative functions	April 30, 2015	Director of Operations
Create Attendance Policy		April 30, 2015	Gorsky & teachers
Develop Freedom of Information Law policy		April 30, 2015	Director of Operations
Complete Transportation Request Form, available from Office of Pupil Transportation (OPT)		April 30, 2015	Director of Operations
Establish contact with DOE Regional Council on Special Education		April 30, 2015	Gorsky
Complete Founding Teacher recruitment	As soon after charter is granted as possible	May 30, 2015	Byalin, Gorsky
Establish process for securing substitute teachers		May 30, 2015	Director of Operations
Complete Recruitment of New Venture Mentors		May 30, 2015	Byalin, Gorsky
Complete Recruitment of Investment Club Advisors		May 30, 2015	Byalin, Gorsky
Obtain Certificate of Occupancy (C of O) from Department of Buildings (DOB)		June 1, 2015	Director of Operations
Enter student information in ATS or NIPSIS (if ATS access not available) and receive route information from OPT		June 1, 2015	Director of Operations
Identify students who have IEPs	After lottery	June 15, 2015	Gorsky
Ensure all employees have been Fingerprinted and documentation is on file at school	Immediately upon offer of employment	June 15, 2015	Director of Operations
Provide Office of Pupil Transportation with list of students and home addresses		June 30, 2015	Director of Operations

Distribute Home Language Questionnaire (HLQ)	At time of enrollment	June 30, 2015	Gorsky
Verify that required number of teachers meet the NCLB highly qualified requirements	As soon as hiring begins	June 30, 2015	Director of Operations
Review guidelines for Nursing Services and determine provision of services	Policy in charter application	June 30, 2015	Director of Operations
Establish system for monitoring daily student participation in meal services		June 30, 2015	Director of Operations
Complete Charter School Program Grant (CSP) application	As soon as charter is authorized	June 30, 2015	Byalin
First day of School		July 6, 2015	Byalin, Gorsky. Director of Operations
Finalize Field Learning Setting for Fall Term		July 30, 2015	Byalin, Gorsky
Finalize Internships for Fall Term		July 30, 2015	Byalin, Gorsky

M. Dissolution Plan

In the event of closure or dissolution of NVCS, the Board of Trustees shall delegate to the Principal or other responsible party the responsibility to manage the dissolution process in accordance with Education Law § 2851(2)(t). This process shall include notification to parents of children enrolled in NVCS and public meetings to answer questions about the dissolution process. In accordance with Educational Law, NVCS shall transfer student records to the New York City Public School District, and the parents of the enrolled students shall be notified of the transfer of records. School officials shall assist in placing students in local schools and local charter schools as appropriate. After satisfaction of outstanding debts pursuant to Education §220, any remaining assets shall be transferred to another Staten Island school. An escrow account shall be established to help defray the costs of any such dissolution. By April 1st of year 1 of operation, the balance of the escrow account will be \$25,000. By April 1st of year 2, the balance of the escrow account will be \$50,000. By April 1st of year 3, the balance will be \$75,000.

Attachment 1: Admissions Policies and Procedures

The NVCS Admission Policy is designed to support its mission. Admission to NVCS is open to all students. New students are admitted each year to NVCS through a lottery system, without regard to prior measures of achievement or aptitude, disability, ethnicity, race, gender, national origin, religion or athletic ability. In order to ensure the balance of students with disabilities and non-disabled students, a preferential lottery is held for students certified for special education (students with IEP's) as well as a lottery open to all students.

Application and admission periods and procedures

Although outreach to the community occurs throughout the year, formal recruitment of incoming students begins in January. To be eligible for the lottery, interested families must submit applications by April 1st. The number of students accepted for admission each year will be determined by the number of seats available.

Outreach plan

NVCS undertakes a variety of measures to recruit student applicants. Efforts are made to reach directly all eligible Staten Island residents. These include direct mailings through the NYC DOE-sanctioned mailing service, advertising in local media, and informational forums for prospective parents and students.

While there are no educational, aptitude, or achievement standards students must meet for admission, every effort is made to advise all prospective candidates and their families about the opportunities and limitations of NVCS.

NVCS is committed to serving students with limited English proficiency. To reach the non-English speaking sector of the community, NVCS works with the community-based organizations which serve and represent this. We will schedule open houses for interested parents in collaboration with these organizations, develop enrollment and application materials in languages other than English, and develop other school materials in the languages of parents, and eventually evolve the NVCS website to be accessible to non-English readers.

Although every effort is made to insure that parents or guardians are able to make informed choices when applying to NVCS, participation in meetings or interviews, tours of the school, or any other outreach program are not a condition for admission.

Procedures if student applications for admissions exceed available space, including the following:

In the event that applications exceed available seats, a formal, public lottery will be conducted. Students will not be admitted prior to the lottery. Priority will be given to siblings of current students. For each grade to which students are to be admitted, two lotteries will be held, one for

Special Education students and a second open lottery. Forty percent of available seats will be reserved for the Special Education lottery.

Procedures for student withdrawal or transfer

NVCS is a public school of choice, both for application and withdrawal. Circumstances may arise where parent or guardian may wish to transfer his or her child to a different school. With parent or guardian permission, students may withdraw from NVCS at any time. School personnel offer to meet with the family and discuss the reasons for the desired withdrawal from the School, as well as to seek solutions to any problems that arise from these discussions.

If the parents or guardians still wish to transfer their child to another school, the staff at NVCS make every reasonable effort to help the student find a school that better serves the student's needs. NVCS will ensure the timely transfer of any necessary school records to the student's new school.

Attachment 2 Samples of Evidence of Community Outreach

2.1 **Press Release** sent to local media, planning team, elected officials, community boards, community support service organizations, and, educators including college leaders, high school principals and PTA's.

2.2 **Media Coverage** including online and print in Staten Island Advance, and online and live TV stories by NY1.

- 3/5/14 Staten Island Advance article:

http://www.silive.com/news/index.ssf/2014/03/post_752.html#comments

- 3/13/14 Time Warner Cable NY1 coverage of public hearing:

<http://stateniland.ny1.com/content/news/205195/s-i--charter-school-may-give-dropouts-a-second-chance>

2.3 **Public outreach and community comments plan** which includes rules for the public meeting that were posted, script used by meeting facilitator, and notes from public meeting.

2.4 **Public meeting attendee and commenter list**

2.5 **Community outreach list** which includes names of planning team members, potential internship and mentoring partners, educational partners, elected and other community officials and community support service organizations

2.6 **Letters of Community Support**

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Attachment 2.1 Press Release

RICHMOND CHARTER SCHOOL FOR ENTREPRENEURSHIP SEEKS COMMUNITY COMMENTS

Submitting application with NYSED to open a new charter school on Staten Island focusing on over-aged and under-credited students.

Staten Island, NY, February 24, 2014 – A planning committee of leaders in education, business, health care, mental health and community services will be **submitting an application to the New York State Education Department (NYSED) to open a new charter school on Staten Island to be known as the Richmond Charter School for Entrepreneurship (RCSE).**

The mission of RCSE is to promote a society that ensures all youth, including those living in challenging circumstances and those living with emotional challenges and other disabilities, lead fulfilling lives and are welcomed and integrated in their communities. The school's mission is to promote college and career readiness for disconnected youth—overage and under-credited students aged 16-21 in Staten Island, helping them graduate from high school prepared to excel in their academic, professional, and personal lives.

The planning team for RCSE are actively soliciting comments from the community. The **deadline for submission of comments is Wed. March 12th at 6 PM.** Lavelle Prep has provided several ways for individuals to submit their comments and invite you to utilize the one that you are most comfortable with:

- In Writing by mail to the RCSE Planning Team, c/oLavelle Prep Charter School, Corporate Commons One at 1 Teleport Drive, Staten Island, NY 10311;
 - Electronically via by email to Donald Mulligan at dmulligan@lavelleprep.org.
 - In person, at a public meeting at Lavelle Prep on Wednesday March 12, 2014 at 6 PM.
- Those interested in commenting at the meeting are advised to register with Mary Cottingham in advance by calling 347-855-2238 x359 or emailing mcottingham@lavelleprep.org.

We would appreciate your placement of a meeting notice in the Staten Island Advance, as well, and appreciate your assistance in community outreach regarding our public hearing.

Attachment 2.2 Media Coverage

New charter school proposed for Staten Island; committee seeking comments

Lavelle.JPG

A proposed new charter school, the Richmond Charter School for Entrepreneurship, would be located in Lavelle Prep School, at the Teleport campus in Bloomfield.

Diane C. Lore/Staten Island Advance By **Diane C. Lore/Staten Island Advance**

on March 05, 2014 at 3:46 PM, updated March 05, 2014 at 5:13 PM

STATEN ISLAND -- A planning committee of leaders in education, business, health care, mental health and community services intends to submit an application to the state Education Department to open a new charter school on Staten Island, to be known as The Richmond Charter School for Entrepreneurship.

The school's mission will be to promote college and career-readiness for "disconnected youth" -- over-age and under-credited Staten Island students from 16 to 21 years old -- helping them graduate from high school and teaching them readiness skills to help them succeed in college or the workforce.

The proposed charter school would share space with the Lavelle Prep Charter School, located on the Teleport campus in Bloomfield.

"Initially, it would be a charter school within a charter school," said Donald Mulligan, vice-president for advancement at Lavelle, who is a member of the planning committee for the new proposed charter school.

Mulligan said the school would be "Regents-focused" but would also offer internships and mentoring to students through Island businesses and organizations who would partner with the school. The school would also offer a program for special-needs students.

"The issue of college and career readiness," Mulligan noted, was the focus of the **keynote address by former Rep. Vito Fossella and former Rep. Michael McMahon at Lavelle's annual "Futures of Education" luncheon.**

The planning committee is soliciting comments from the community. A public meeting is planned for March 12 at 6 p.m. at Lavelle Prep.

Additionally, comments can be submitted by mail to the RCSE Planning team, c/o Lavelle Prep Charter School, Corporate Commons One, 1 Teleport Drive, Staten Island, N.Y. 10311.

Comments can also be sent by e-mail to Mulligan, at dmulligan@lavelleprep.org.

Persons wishing to speak at the meeting should register in advance with Mary Cottingham, by calling 347-855-2238, ext. 359, or by e-mail to mcottingham@lavelleprep.org.

Comments will be included in the charter school application to be submitted to the state. The application is due by March 30.

If the state approves the charter application, the proposed school would open in September of 2015.

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Attachment 2.3 Public outreach and community comments plan

OUTREACH SOLICITATION

- *Announcement seeking comments*
 - Press Release sent to Staten Island Advance and New York 1 on February 24, 2014
 - Emails and letters sent to key community leaders seeking input and asking for dissemination to other constituents: legislators, community boards, business leaders, educational partners including high school principals and PTA members in the district and community support service leaders.
- *Press Release*
 - Issued February 24, 2014 to print media Staten Island Advance and TimeWarner Cables NY1.
 - Story ran in SILive online and print March 5, 2014 in Staten Island Advance, highlighting planning committee intention to apply for new Charter for RCSE, and announcing community comment meeting for Wednesday March 12, 2014 at 6PM
- *Comment meeting*
 - At Lavelle Prep Wednesday March 12, 2014 at 6 PM in school dining hall.
 - Purpose of meeting is to seek comments from members of community-at-large.
 - Meeting will be conducted by RCSE planning committee media contact Donald Mulligan. Members of the RCSE Planning Team will be in attendance, to hear firsthand any comments made.
 - Chair will read the ANNOUNCEMENT that is posted at meeting site and together with a timekeeper (Planning Team support Mary Cottingham) call registered commenters one-at-a-time. They will be given a maximum of three minutes each to comment. There is no carry-over time, and no commenter can yield unused time to another commenter. Registered commenters may speak only once.
 - Third parties may read comments into the record provided that the speaker reading a registered party comment only speak once during the meeting. Delivery of your own comment counts as a "time spoken".
 - Each speaker will be asked to state their name and make their comment. Three minute clock begins when each speaker introduces themselves. Timekeeper will sound a bell at 2 minute mark indicating one-minute remaining. Bell will be rung twice to indicate end of commenters three minutes.
 - Names of registered commenters will be posted based on requests emailed or phoned-in to Mary Cottingham. Registration for commenters who arrive in-person

will be taken on a time-allotted basis at meeting. Regardless, registration will close at 6:00pm.

- Meeting process and rules for commenting will be posted on-site at meeting.
- A meeting secretary will be appointed who will be responsible for gathering meeting comments in notes and via tape recorder. Secretary will type a transcript of comments for inclusion in folder of comments for potential use in application process..
- Meeting configuration:
 - Commenters and guests may sit at dining hall tables until they are called to speak.
 - Table will be set for Chairman, timekeeper, recording secretary and other team members present.
 - Podium with microphone will be available for commenters.

COMMENT COLLECTION

- Mary Cottingham is point person for collection of all comments, accessible Don Mulligan and Ken Byalin of NVCS project planning team.
 - Written comments to be placed in folder.
 - Online comments are dated and timed and will be included in folder
 - Transcript comments from comment meeting will be copied and placed in folder.
- Comment deadline is Wednesday March 12 at 6PM. All comments received that day will be forwarded to team support Mary Cottingham for safekeeping and be available for review per NYSED Charter Application requirements.

For posting at meeting entrance

**RICHMOND CHARTER SCHOOL FOR ENTREPRENEURSHIP
CHARTER APPLICATION
PUBLIC OUTREACH/COMMUNITY COMMENTS MEETING
Wednesday March 12, 2014**

LOCATION: Lavelle Prep Dining Hall – Corporate Commons One at 1 Teleport Dr., 3rd Floor

TIME: 6-7PM Wednesday March 12, 2014

PURPOSE: To seek comments from the community-at-large on plans announced by the planning team to submit an application to the NYSED to open a new charter school on Staten Island known as the Richmond Charter School for Entrepreneurship.

MEETING PROCESS: Announcement of our intention to apply for a new Charter have been posted at the potential school site (Lavelle Prep at Corporate Commons), mailed to community leaders as well as in the news media. The meeting provides further opportunity for community to make comments to members of the planning committee at the planned RCSE facility.

Individuals who wish to comment at the meeting have been informed in our announcement that they may be pre-registered to be on the commenters list. The meeting has a one-hour timeframe and meeting speakers will be scheduled on a time available basis. If there is time available,

registrations may be taken on the night of the comment meeting. Regardless, registration will end at 6:00PM on the night of the meeting. The list of registered commenters will be posted at the entry to the Lavelle Prep dining hall. All members of the community are invited to comment. The meeting Chair will call registrants one-at-a-time. They will be given a maximum of three minutes each to comment. There is no carry-over time, and no commenter can yield unused time to another commenter. Registered commenters may speak only once.

Time for comment at this meeting is limited to 3 minutes per individual. Each speaker will be asked to state their name and make their comment. Three minute clock begins when each speaker introduces themselves. Timekeeper will sound a bell at 2 minute mark indicating one-minute remaining. Bell will be rung twice to indicate end of commenters three minutes.

Individuals who were not able to make a comment at the meeting still have until Friday May 4 at 5PM to submit written or online comments, if they have not already done so.

New Visions Charter School Public Meeting Notes - 3/12/14

Don Mulligan: Begins introducing himself as he is a member of the planning team and media contact. The purpose of tonight's meeting is to seek comments from the community on plans announced by the planning team to submit an application to the NYS Department of Education to open a new charter school known as the Richmond Charter School for Entrepreneurship. This meeting is one of 3 mediums used to solicit comments from the community. Those who wish to comment have pre-registered to be on the commenters list. The meeting has a 1 hour time frame and commenters will be scheduled on a time available basis. Registration will end at 6PM tonight. The list of registered commenters is posted at the entry to the Lavelle Prep dining hall. All members of the community are invited to comment and the meeting chair will call registered commenters one at a time to speak. Speakers will have a maximum of 3 minutes and only 1 chance to speak. There is no carryover time and no unused time may be yielded to another speaker. Guidelines are posted at the entrance. When speakers state their name their time begins. The timekeeper this evening is team-support member Mary Cottingham. She will sound the bell at the 2 minute mark. Bell will ring twice to indicate the end of 3 minutes. All other comments received prior to tonight are hard-copy filed. Dana Volini will be recording secretary and will transcribe records for our application files. We are excited and thankful to be making our application and for previous comments. We want to make sure that all comments have been received so even if time doesn't permit, please submit comments in writing to us this evening. The committee thought it appropriate that lead applicant, Dr. Kenneth Byalin, have a few minutes to summarize the mission of the proposed school.

Dr. Ken Byalin: Two announcements: The first is that Lavelle Prep is proud to have been renewed for a 2nd full term by the Board of Regents. This credits the hard work and dedication by the students, families, parents, and staff. This is not something many charters get the 1st time around. The support from the community inspired us to start another charter in Staten Island.

After a lot of input from community members and the planning team, it was decided to rename the proposed school the New Ventures Charter School. Its core is to support students academically and

allow them to discover their inner entrepreneurship. This school will support students who are at risk or already dropped out of High School. Typically these students will come to us with emotional challenges, have low income or are English Language Learners; factors which have contributed to their no-fitting public education schooling. The program will consist of small classes, dually certified teachers, and teacher assistants in many classes. It is different from the Lavelle Prep model in that half of the school day students will spend their time working at companies and with organizations, and the other half of the day in a more traditional academic atmosphere. Instead of preparing for 5 subjects or 5 regents, our students will do their academics in a much more concentrated way. Instead of teaching Spanish over the course of a school year, students will take a 16 week summer class 6 hours a day. Students who are behind can graduate in 2 full years with an individualized plan. There are things that may interfere at this age, such as children of their own or pressures from family and community. But we will create a virtual village around these children to provide them with the support and encouragement they need to succeed. There are 18,000 students not in school without a job. At the Staten Island Ted Talks yesterday, Wes Moore, announced that out of the 18-24 year old national population, only 30% are eligible to serve in the US Military; most don't meet the education requirements. This is why this is a much needed program.

Donald Mulligan announced that the planning committee for New Ventures Charter School includes key leaders from the Staten Island Community from higher education, high schools, health and mental health, not-for-profits, parents and businesses. Some of them are here tonight. There are representatives from the legislative offices of State Senator Andrew Lanza, State Senator Diane Savino and City Councilman Steven Matteo. He then proceeded with calling names of comment registrants in posted order. Michele Ciechalski, Aaron Winik and Carmen Martinez.

Michele Ciechalski: Believes that the new school is needed in Staten Island. Teachers and administrators proposing the school are sophisticated and most suitable. The idea of targeting young adults to help in a work-study model is desirable and wanted in our community. She fully supports the mission of the New Ventures Charter School.

Aaron Winik: Was here to support the New Ventures Charter School. Is one of the teachers who helped open Lavelle Prep and worked there for several years, and is a patron of the community. The population that this school will target is a grossly underserved. It would be an injustice if this school was not opened.

Carmen Martinez: She is the President of the Lavelle Prep PTA and has a son in the 8th grade. The school has been valuable to her son. The theory of the proposed school is a blessing. There are too many kids lost in the system. At 16 they are considered adults and would be penalized by the penal law system. These children feel as they're not offered enough options. They can't do it on their own and need our help and support. This age group is lost in the dark. A lot come will come forgotten by the system and they are crying for the guidance. This school will keep them out of problems and they will see another way out. Opening it yesterday is even too late; we need it opened sooner.

Attachment 2.4 Public Meeting Attendee and Commenter List

New Ventures Charter School

PUBLIC HEARING

ATTENDEES & COMMENTERS

WEDNESDAY, MARCH 12

FIRST NAME	LAST NAME
1. MARY	Cottingham
2. Donald	Mulligan
3. Richard	Pallarino
4. Angela	Lesane (Council member Matteo's office)
5. Theresa	Cotroneo
6. Billy	Burfeind
7. Gabrielle	Burfeind
8. M.	Arvanites
9. Nancy	Ocasio
10. Ovidio	Ocasio
11. Elizabeth	Petitto
12. Theresa	Cook
13. Ryan	Melis
14. Yelena	Osores
15. Jennifer	Devine
16. Jackie	Garriga
17. Nick	Rizzi
18. Felice	Muller
19. Chris	Zilinski
Michael	Devito
20. Evelyn	Finn
21. Ken	Byalin
22. Carmen	Martinez *
23. Aaron	Winik *
24. Michele	Ciechalski *
25. Stephanie	Cicccone
26. Allison	Mackey
27. Nick	Fallevene
28. Dana	Volini
29. Aaron	Dickens

*designates attendee who made a comment at the meeting

Attachment 2.5 Community Outreach List

LAST NAME FIRST NAME ORGANIZATION

Abati	Al	Retired DOE Principal (PS 3 St. George School)
Baran	Linda	SI Chamber of Commerce
Bennett	Frank	The Academy NYC
Bennett	Ann	The Academy NYC
Blackman	Sheldon	Retired VP for Grants at SIUH
Blanton	Wynn	Pres. St. Paul's School of Nursing
Byalin	Ken	Lavelle Prep, President
Carroll	Joe	Community Bd 1
Curtis	Aurelia	Curtis HS, Principal
DeMoss	Karen	Wagner College Professor, Chair of Education Dept.
DiSalvo	Diane	Office Mental Health
Donovan	Dan	SI District Attorney
Finn	Evelyn	Principal, Lavelle Prep
Fragiacomo	Richard	Bond Adhesives Co., President
Gannon	Tim	Port Richmond HS, Principal
Gold	Kenneth	Interim Dean, School of Education, CSI
Gorsky	Ronald	Concord HS, Principal
Governo	Margot	Wagner Assoc. Professor
Grewal	Dilawar	Education & IT Consultant
Henri	Bill	Lavelle Prep Bd. Chair
Kelly	Lynn	Snug Harbor & Cultural Center,
Krongold	Martin	NYC Citywide Council of HS
Lauria	Verna	Retired DOE regional coordinator for guidance
Lipschitz	Jonathon	Victory State Bank
Lucks	Howie	Lavelle Prep, Co-Principal
Martinez	Carmen	Lavelle Prep - PTA
McNair	Lily	Wagner College Provost
Mulligan	Don	Lavelle Prep, VP for Advancement
Nasta	Luke	Camelot of Staten Island, Inc
Osores	Yelena	Lavelle Prep
Sklarín	Robin	SI Mental Health Society
Sorrento	Shane	Entrepreneur
Strand	John	Retired Principal and Superintendent Snug Harbor & Cultural Center, Chief Development Officer
Taylor	Cynthia	Officer
Tillotson	Dirk	Attorney at Law
Zagor	Fern	CEO, Staten Island Mental Health Society, Inc.
Bellmier	Donna	Wagner HS
DeAngelis	Deirdre	New Dorp HS
DeRosa	Don	Wagner HS
DiBenedetto	Lisa	Petrides School
DiDomenico	Joan	Port Richmond HS

Dietrich	Sue	SI Tech
Faiella	Anthony	Great Kills HS - P 37 R
Fiorito	Lori	Petrides HS
Frey	Traci	McCown ELS
Giordano	Gary	Principal, Wagner HS
Henry	Sharon	Ralph Mckee HS
Horowitz	Aimee	Superintendent Dist. 31
LaSheen	Linda	Great Kills HS - P 37 R
Mattei	Margot	New Dorp HS
McInerney	Mary	72 1R
McKeever-		
Thomas	Joan	UFT
McKeon	James	P25R South Richmond HS
Meeker	Lynette	Curtis HS
Murray	Annamarie	P25R South Richmond HS
Palluto	Michael	72 1R
Pirozzolo	Sam	President CEC
Rotondo	Paul	Cascade HS
Roberts	Victoria	Curtis HS
Sansevero	Nick	McGowen ELS
Arann	Dr. & Mrs. Larry	Psychologist
Bennett	Mr. & Mrs Frank	A.F. Bennett & The Academy NYC
Bentson	Mr. & Mrs. Allen	Bentson Insurance
Blanton	Mr. Wynn & Guest	Pres. St. Paul's School of Nursing
Branca	Mr. & Mrs. Ralph	CEO - Victory State Bank
Burke	Mr. Edward	SI - Deputy Borough President
Byalin	Dr. Ken	Principal, Lavelle Prep
Catell	Mr. & Mrs. Robert	AERTC at Stony Brook
Claro	Mr. Cesar	SIEDC
Cugno	Mrs. Doreen	St. George Theater
Curtis	Mr. Alfred & Dr. Aurelia	Principal Curtis HS& Entrepreneur
Cutrona	Mr. & Mrs. Bob	CEO Project One
Devine	Mr. & Mrs. James J.	CEO- NY Terminal
Diamond	Mr. & Mrs. Robert	Retired Educators
DiDonna	Mr. & Mrs. Massimiliano	Partners in Sound & Carl Bini Foundation
DiSalvo	Mrs. Diane	South Beach Psychiatric
Donovan	Hon. Daniel & Guest	Richmond County District Attorney
Farag	Mr. & Mrs. Samir	Marine Electronics
Field	Mr. Ken & Guest	Appleby's
Finn	Ms. Evelyn & Guest	Lavelle Prep Co-Principal
Fitzsimmons	Mr. & Mrs. Robert	Gateway Realty
Fossella	Hon. & Mrs. Vito	Former Congressman
Gustafsson	Mr. & Mrs. John	Attorney

Kuhn	Mr. Richard & Mrs. Perla	Attorneys
Harrison	Ms. Caroline	newspaper Publisher
Hennessy	Mr. Jay	Pratt Industries, GM
Henri	Mr. Bill	Retired Ch. Of Service- Psych Hospital
Kelleher	Mr. & Mrs. Denis	CEO-Wall St Fin. Services Co.
Laline	Mr. Brian	Editor SI Advance
Lamberti	Hon. Ralph & Mrs. Susan	Former Boro President & Foundation Chair
Lipschitz	Mr. & Mrs. Jonathan	CFO Victory State Bank
Lucks	Dr. & Mrs. Howard	Retired DOE Principal- current co-principal at Lavelle Prep
Mannix	Mr. & Mrs. Kevin	Shoprite- Staten Island CEO
Masiello	Mr. & Mrs. Daniel	Ameriprise
	Hon. Michael & Hon. Judith	Former Congressman & Judge
McMahon	Judith	Urologist
Motta	Dr. Joseph & Guest	Educators- VP for Advancement Lavelle Prep
Mulligan	Mr. & Mrs. Donald	The Nicotra Group
Nicotra	Mr. & Mrs. Richard	Staten Island Borough President
Oddo	Hon. James	Merrill Lynch
Perednia	Mr. & Mrs. Ted	Ob/Gyn
Perez	Dr. & Mrs. Carlos	RUMC
Phillipps	Mr. & Mrs. Martin	Pratt Industries, Global CEO
Pratt	Mr. Anthony & Guest	Scaran Oil & Staten Island YMCA Bd. Chair
Scarangelo	Mr. & Mrs. Frank	Musicians and Educators
Sirota	Mr. & Mrs. Michael	Entrepreneur - Credit Recovery Services
Sorrento	Mr. & Mrs. Shane	CEO Staten Island Yankees
Violetta	Mr. Steve	CEO & Chair of Staten Island Foundation
Weissglass	Mr. & Mrs. Allan	Actor/Playwright/Rab's Bowling
Wilkenson	Mr. Anthony & Guest	S.I. Borough President
Oddo	Hon. James	SI Deputy BP
Burke	Ed	NYS Senator
Savino	Hon. Diane	NYS Senator
Lanza	Hon. Andrew	NYS Assemblyman
Cusick	Hon. Michael	NYC Councilman
Matteo	Hon. Steven	Psychologist
Blackman	Sheldon	LCSW
DiSalvo	Diane	RN
Governo	Margot	Retired Head of Services-Psych
Henri	Bill	Retired DOE Guidance
Lauria	Verna	Retired DOE Principal
Lucks	Howard	RCDA
Master	Dan	Camelot
Nasta	Luke	RUMC
Phillipps	Martin	YMCA
Semerad	John	

Sudhalter
Troia
Zagor

Vicki
Rev. Terry
Fran

Inst for Basic Research
Project Hospitality
SIMHS

Attachment 2.6 Letters of Community Support

CITY OF NEW YORK
PRESIDENT
OF THE
BOROUGH OF STATEN ISLAND



JAMES S. ODDO
PRESIDENT

BOROUGH HALL, STATEN ISLAND, N.Y. 10301

March 20, 2014

Kenneth Byalin, Ph. D.
Proposed President & Lead Applicant
NVCS c/o Lavelle Prep Charter School
Corporate Commons One
1 Teleport Drive
Staten Island, New York 10311

Dear Dr. Byalin:

I am writing to express my enthusiastic support for your application to the New York State Education Department (NYSED) to establish a new Charter School on Staten Island called the New Ventures Charter School.

The mission of this new school is vitally important: enroll Staten Islanders between the ages of 16 and 21 who are out-of-school, unemployed and without a high school diploma....and prepare them for college and career. It will provide an opportunity for young Staten Islanders living in challenging circumstances to complete their high school education and graduate with a diploma that prepares them for the future.

Frankly, I applaud you and your team for tackling this special focus on disengaged students with an alternate educational model designed especially for them. Your track record with the Lavelle Preparatory Charter School is exemplary, as evidenced by the school's recent charter renewal by the New York State Board of Regents for a full term.

I am hopeful that your application will be approved and that your team of educational and business partners will move forward in giving a robust opportunity to this Staten Island population. Great work on a worthy cause.

Sincerely,


James S. Oddo

JSO:bav



SOUTH BEACH PSYCHIATRIC CENTER

777 Seaview Avenue
Staten Island, New York 10305-3409
Telephone (718) 667-2300 Fax (718) 667-2344

ROSANNE GAYLOR, M.D.
Executive Director, Director Clinical Services

DOREEN PIAZZA, R.N.C., M.S.
Chief Nursing Officer, Deputy Director Operations (acting)

NATALIE TOOMEY, LCSW, R.N.
Director Quality Management

TITUS MATHEW, BE
Deputy Director Administration

KARIN WAGNER, Ph.D.
Deputy Director Community Services

INTIKHAB AHMAD, M.D.
Director Psychiatry

Kenneth Byalin, Ph. D., Proposed President & Lead Applicant
NVCS c/o Lavelle Prep Charter School
Corporate Commons One at 1 Teleport Dr.
Staten Island, NY 10311

Dear Dr. Byalin:

I am writing in support of your plans to apply for a charter to open the proposed New Ventures Charter School. As a leader in the adolescent mental health community on Staten Island for 30 years, I far too often see older adolescents and young adults who have dropped out of school and become unemployed due to not having a high school diploma. It is clear that with approximately 10,000 Staten Islanders between the ages of 16 and 24 out of school and unemployed without a high school diploma, this is a critical issue that needs to be addressed by our community.

I commend the work that you and the planning team have done to elevate this issue and plan for an alternative educational model for Staten Island's disengaged students. Having a school with this focus on Staten Island is essential to the welfare of Staten Island's young adult population.

All the best to you and your team of educational and business partners, with your plans to continue the important work you have done for our community. We are relying on you to provide this service to the community and I fully support this endeavor.

Sincerely,

A handwritten signature in cursive script that reads "Diane DiSalvo".

Diane DiSalvo, LCSW, Chief
Children and Youth Service
South Beach Psychiatric Center

THE SENATE
STATE OF NEW YORK



DIANE J. SAVINO
SENATOR, 23 RD DISTRICT

ALBANY OFFICE

ROOM 315
LEGISLATIVE OFFICE BUILDING
ALBANY, NEW YORK 12247
PHONE: (518) 455-2437
FAX: (518) 426-6943

DISTRICT OFFICES

36 RICHMOND TERRACE
STATEN ISLAND, New York 10301
PHONE: (718) 727-9406
FAX: (718) 727-9426

2872 W. 15th Street
Brooklyn, NY 11224
(718) 333-0311
(347) 492-3263

CHAIR
LABOR
SOCIAL SERVICES
COMMITTEE MEMBER
CHILDREN AND FAMILIES
CIVIL SERVICE AND PENSIONS
FINANCE
JUDICIARY
HEALTH
HIGHER EDUCATION

E-MAIL ADDRESS
SAVINO@SENATE.STATE.NY.US

March 14, 2014

Kenneth Byalin, Ph. D., Proposed President & Lead Applicant
NVCS c/o Lavelle Prep Charter School
Corporate Commons One at 1 Teleport Dr.
Staten Island, NY 10311

Dear Dr. Byalin:

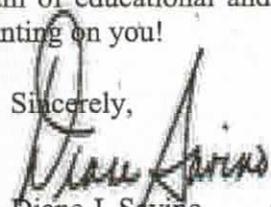
I am writing to express my enthusiastic support for your plans to apply for a charter to open the proposed New Ventures Charter School.

It is unacceptable that approximately 10,000 Staten Islanders between the ages of 16 and 24 are out of school, unemployed and without a high school diploma.

The work that you and the planning team have done to elevate this issue and to plan an alternative educational model for disengaged students is significant. We would indeed be fortunate to have a school on Staten Island with this focus.

Best wishes for success to your team of educational and business partners with your plans to continue your fine work. We are counting on you!

Sincerely,


Diane J. Savino
23rd District



NEW YORK STATE
**INSTITUTE FOR BASIC RESEARCH
IN DEVELOPMENTAL DISABILITIES**

1050 Forest Hill Road, Staten Island, New York 10314
(718) 494-0600 / FAX (718) 698-3803

W. Ted Brown, MD., Ph.D. Director

Psychology Department
Clinical Psycholinguistics

Vicki Sudhalter, Ph.D.

Office Phone: (718) 494-5182

FAX: (718) 494-2258

E-mail: sudsy@ix.netcom.com

Kenneth Byalin, Ph. D., Proposed President & Lead Applicant
RCSE c/o Lavelle Prep Charter School
Corporate Commons One at 1 Teleport Dr.
Staten Island, NY 10311

Dear Dr. Byalin:

I am writing to express my enthusiastic support for the plans to apply for a charter to open the proposed Richmond Charter School for Entrepreneurship.

It is a tragedy that approximately 10,000 Staten Islanders between the ages of 16 and 24 are out of school, unemployed and without a high school diploma.

It was thoughtful of you to invite me, and others who provide community support services, to discuss not only the problem of disengaged youth on Staten Island, but to seek our input as you formulated your plans. I am pleased to hear that you and members of the planning team appreciate the importance of this issue. The planned charter will offer a creative alternative educational model for disengaged students. We would indeed be fortunate to have a school on Staten Island with this focus.

Again, I applaud your efforts and congratulate you, and the team of educational and business partners, for working to make this proposed school a reality.

Sincerely,

Vicki Sudhalter, Ph.D.

Head, Clinical Psycholinguistics Laboratory
NYS Institute for Basic Research
1050 Forest Hill Road
Staten Island, NY 10314



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900 SOUTH AVENUE, SUITE 403
STATEN ISLAND, NY 10314
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THE COUNCIL OF
THE CITY OF NEW YORK
STEVEN MATTEO

□ CITY HALL OFFICE
NEW YORK, NY 10007
smatteo@council.nyc.gov

MINORITY WHIP
COUNCIL MEMBER - 50TH DISTRICT
STATEN ISLAND

March 14, 2014

Kenneth Byalin, Ph. D.
Proposed President & Lead Applicant
NVCS c/o Lavelle Prep Charter School
Corporate Commons One at 1 Teleport Dr.
Staten Island, NY 10311

Dear Dr. Byalin:

I am writing in support for your plans to apply for a new charter school to open, the New Ventures Charter School.

It is my understanding that approximately 10,000 Staten Islanders between the ages of 16 and 24 are out of school, unemployed and without a high school diploma.

With the New Ventures Charter School these children would have a place to learn because of the work that you and the planning team have done to elevate this issue and to plan an alternative educational model for disengaged students is significant. We would be fortunate to have a school on Staten Island with this focus.

I wish great success to you and your team on your new charter school journey.

Very truly yours,

Steven Matteo
Council Member, 50th Council District



2800 Victory Boulevard • SI, NY 10314
T 718.982.3718 • F 718.982.3743
www.csi.cuny.edu

SCHOOL OF EDUCATION

March 17, 2014

Kenneth Byalin, Ph. D., Proposed President & Lead Applicant
RCSE c/o Lavelle Prep Charter School
Corporate Commons One at 1 Teleport Dr.
Staten Island, NY 10311

Dear Dr. Byalin:

I couldn't be more enthusiastic about your application to open the New Ventures Charter School as a new charter school on Staten Island. I find it unbelievable that approximately 10,000 Staten Islanders between the ages of 16 and 24 are out of school, unemployed and without a high school diploma. Your track record with Lavelle, coupled with the large need for a school like New Ventures—one dedicated to serving previously unsuccessful students—bodes well for the success of this strong proposal.

Indeed, it has been my pleasure to work together with members of a planning team to elevate this issue and to plan an alternative educational model for disengaged students. This is a significant issue and we would indeed be fortunate to have a school on Staten Island with this focus.

I look forward to continuing to work with a team of educational and business partners to make this proposed school a reality. When it is, I hope to engage others at the College of Staten Island in the work of New Ventures.

Cordially,

A handwritten signature in cursive script that reads "Kenneth Gold".

Kenneth Gold
Interim Dean of Education
The College of Staten Island/CUNY



March 17, 2014

Kenneth Byalin, Ph. D., Proposed President & Lead Applicant
NVCS c/o Lavelle Prep Charter School
Corporate Commons One at 1 Teleport Dr.
Staten Island, NY 10311

Dear Dr. Byalin:

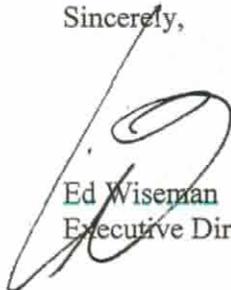
I am writing to express my enthusiastic support for your plans to apply for a charter to open the proposed New Ventures Charter School.

It is a tragedy that approximately 10,000 Staten Islanders between the ages of 16 and 24 are out of school, unemployed and without a high school diploma.

The work that you and the planning team have done to elevate this issue and to plan an alternative educational model for disengaged students is significant and visionary. We would indeed be fortunate to have a school on Staten Island with this focus and are willing to assist to contribute to its success.

Best wishes for success to your team of educational and business partners with your plans to continue your fine work. We are counting on you!

Sincerely,



Ed Wiseman
Executive Director

Staten Island Historical Society
441 Clarke Avenue, Staten Island, New York 10306-1198
Phone (718)351-1611 / Fax (718)351-6057
www.historicrichmondtown.org



ST. JOHN'S UNIVERSITY

300 HOWARD AVENUE, STATEN ISLAND, NY 10301

March 3, 2014

Kenneth Byalin, Ph. D., Proposed President & Lead Applicant
RCSE c/o Lavelle Prep Charter School
Corporate Commons One at 1 Teleport Dr.
Staten Island, NY 10311

Dear Dr. Byalin:

I am writing to express my enthusiastic support for the plans to apply for a charter to open the proposed New Ventures Charter School.

As a lifetime Staten Islander, I know how important it is to provide a quality education for the Middle School and High School children of Staten Island.

It has been a pleasure to work together with members of a planning team to elevate this issue and to plan an alternative educational model for disengaged students. This is a significant issue and we would indeed be fortunate to have a school on Staten Island with this focus.

I look forward to collaborating with a team of educational and business leaders on Staten Island to make this proposed school a reality.

Sincerely,


James O'Keefe, Ph.D.
Vice Provost & Professor of Criminal Justice
Staten Island campus



STATEN ISLAND *Children's* MENTAL HEALTH SOCIETY, INC.

669 Castleton Avenue
Staten Island, New York 10301
Tel. (718) 442-2225
Fax (718) 442-2289
www.simhs.org

March 12, 2014

Kenneth Byalin, Ph. D., Proposed President & Lead Applicant
RCSE c/o Lavelle Prep Charter School
Corporate Commons One at 1 Teleport Dr.
Staten Island, NY 10311

Dear Dr. Byalin:

I am writing to express my enthusiastic support for the plans to apply for a charter to open the proposed Richmond Charter School for Entrepreneurship.

It is a tragedy that approximately 10,000 Staten Islanders between the ages of 16 and 24 are out of school, unemployed and without a high school diploma.

As you know, the Staten Island Mental Health Society (SIMHS) has been providing services to children and families since 1895. We are licensed by the New York State Offices of Mental Health (OMH), Alcohol and Substance Abuse Services (OASAS), and People with Developmental Disabilities (OPWDD). We have particularly targeted this transitioning age group, 16 thru 24 years old, and know firsthand how high-risk this vulnerable population is. Thank you for inviting SIMHS, to discuss not only the problem of disengaged youth on Staten Island, but to seek our input as you formulate your plans. I am pleased to hear that the planning team is elevating this issue by planning an alternative educational model for disengaged students. This is a significant issue and we would indeed be fortunate to have a school on Staten Island with this focus.

Again, I applaud your efforts and congratulate you and the team of educational and business partners for working to make this proposed school a reality.

Sincerely,


Fern Zagor, LCSW
President/CEO

WHO WE ARE

CHILDREN'S COMMUNITY
MENTAL HEALTH CENTER:
Mental Health Services for Children

ELIZABETH W. POUCH
CENTER FOR SPECIAL PEOPLE:
Serving the Developmentally Disabled

HEAD START/CHILD CARE PROGRAMS

SERVICES WE PROVIDE

- Mental health and related treatment services
- Day treatment services (PS/IS/HS 25)
- Alcohol and substance abuse prevention and treatment services for adolescents
- Services for persons challenged by developmental disabilities
- School-based services
- Early childhood services
- Academic tutoring services
- SI Children's Theatre Association
- School Reading Volunteer Program

EACH YEAR WE SERVE

- 5,000 individuals
- 180,000 child and family visits
- Services provided at 21 sites by 300 professional and support staff
- Over 50,000 hours of volunteer service provided by 500 volunteers

To learn more about
the programs of the SIMHS,
please visit our website:
www.simhs.org



The Staten Island Mental Health Society, over 100 years old,
serves one-in-ten Staten Island families each year.





Camelot

A RESOURCEFUL APPROACH FOR ENDURING RECOVERY

LUKE J. NASTA, M.P.A., CASAC
EXECUTIVE DIRECTOR

March 14, 2014

Kenneth Byalin, PH.D.
Proposed President and Lead Applicant
RCSE c/o Lavelle Prep Charter School
Corporate Commons One
1 Teleport Drive
Staten Island, NY 10311

Dear Dr. Byalin:

I am writing to express my enthusiastic support for the plans to apply for a charter to open the proposed Richmond Charter School for Entrepreneurship.

It is a tragedy that approximately 10,000 Staten Islanders' between the ages of 16 and 24 are out of school, unemployed and without a high school diploma.

It was thoughtful of you to invite me, and others who provide community support services, to discuss not only the problem of disengaged youth on Staten Island, but to seek our input as you formulated your plans.

I am pleased to hear that you and members of the planning team are elevating this issue by planning an alternative educational model for disengaged students. This is a significant issue and we would indeed be fortunate to have a school on Staten Island with this focus.

Again, I applaud you for your efforts and congratulate you, and the team of educational and business partners, for working to make this proposed school a reality.

Sincerely

Luke J. Nasta, M.P.A., CASAC
Executive Director

WAGNER COLLEGE

EDUCATION DEPARTMENT

Kenneth Byalin, Ph. D., Proposed President & Lead Applicant
RCSE c/o Lavelle Prep Charter School
Corporate Commons One at 1 Teleport Dr.
Staten Island, NY 10311

Dear Dr. Byalin:

The Education Department at Wagner College would like to express our support for the the plans to apply for a charter to open the proposed Richmond Charter School for Entrepreneurship.

As educators ourselves, we recognize the potential youth have when provided supports and opportunities. On Staten Island, both supports and opportunities for disengaged high school students are inadequate. Too many are out of school, out of work, and without diplomas. Every effort to improve life chances on the Island is needed.

As I am sure all of us would attest, the work with the planning team has been inspiring and rewarding. We look forward to continuing to work with you, other educators, and business partners to make this school a reality.

Sincerely,



Karen DeMoss, Ph.D.
Professor and Chair
Education Department
Wagner College

FEBRUARY 5, 2014

Kenneth Byalin, Ph. D., Proposed President & Lead Applicant
RCSE c/o Lavelle Prep Charter School
Corporate Commons One at 1 Teleport Dr.
Staten Island, NY 10311

Dear Dr. Byalin:

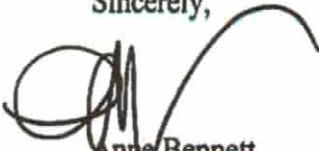
I am writing to express my enthusiastic support for the plans to apply for a charter to open the proposed Richmond Charter School for Entrepreneurship.

It is a tragedy that approximately 10,000 Staten Islanders between the ages of 16 and 24 are out of school, unemployed and without a high school diploma.

It has been a pleasure to work together with members of a planning team to elevate this issue and to plan an alternative educational model for disengaged students. This is a significant issue and we would indeed be fortunate to have a school on Staten Island with this focus.

I am looking forward to continuing to work with a team of educational and business partners to make this proposed school a reality.

Sincerely,



Anne Bennett
Owner/ Director

The Academy of Cosmetology & Esthetics NYC – A Paul Mitchell Partner School
187 New Dorp Lane, Staten Island, NY 10306

Owner
A.F. Bennett Salon & Wellness Spa
350 New Dorp Lane, Staten Island NY 10306

Governo Holistic Practices
584 Oakland Avenue
Staten Island, New York 10310
718 442-8220

Kenneth Byalin, PhD, Proposed President & Lead Applicant
RCSE c/o Lavelle Prep Charter School
Corporate Commons One at 1 Teleport Dr.
Staten Island, NY 10311

Dear Dr. Byalin :

I am writing to express my whole hearted support for the plans to apply for a charter to open a proposed Richmond Charter School for Entrepreneurship (RCSE)

As a professor of nursing with one of my specialty areas in adolescent/ young adult mental health, I have had the experience to work with this age group in my professional practice that spans over the past thirty years. During those years, I learned a great deal about this age group population. I learned that, traditionally, it has been an underserved and underappreciated group in our society. They are seen as being cranky and difficult to deal with. I found, in actuality, with the right support they can be enthusiastic, eager to dream about where they are going in their lives, and willing to devote the necessary energy to achieve their dreams.

Society's late teen and young adults are able to work, learn and earn, if they have access to the one crucial ingredient. The proposed Richmond Charter School for Entrepreneurship can provide this ingredient which is to offer a sound education in a supportive learning environment that augments the individual's strengths and diminishes their limitations.

The Charter school proposes to offer supportive active and practical learning experiences that would combine didactic classroom learning along with onsite practicum career development opportunities. These career development experiences would be mentored by distinguished professionals from varieties of selected worksite settings. RCSE would stimulate the cultivation of innovative future entrepreneurs who have the potential to contribute to meet numerous needs in our society.

As a professional and as a citizen with concerns for this age group, I find the thought of planning this type of learning experience for our youth to be a worthwhile endeavor that will decrease the number of high school drop outs and increase the number of gainfully employed youth with career tracks that will provide career ladders for further professional growth and future accomplishment.

The proposed Richmond Charter School for Entrepreneurship would be a win/win situation for potential students, their families and for society at large. I feel privileged to work along with this interested team of educators and business associates to help make this proposal a reality.

Yours truly,



Dr. Margo Governo EdD, APRN Board Certified

Attachment 3a: Sample Weekly Student Schedule and Sample Weekly Teacher Schedule

Sample Student Schedule

Summer Term

In the first year, all students par

	Monday	Tuesday	Wednesday	Thursday	Friday
9-12	Integrated Algebra	Integrated Algebra	Integrated Algebra	Integrated Algebra	No school
12- 12:30	Lunch	Lunch	Lunch	Lunch	
12:30 – 1:15	Wellness	Wellness	Wellness	Wellness	
1:15- 2:00	PE	PE	PE	PE	
2-2:45	Project Team	Project Team	Project Team	Project Team	
2:45 -3:30	Investment Club	Investment Club	Investment Club	Investment Club	

Credits earned:

Course	Minutes	Credits
Integrated Algebra (class)	4320	1
PE	1080	.25
Music	1080	.25
Project Team (SS, Sci, math, ELA)	1080	.25
Investment Club	540	.25
Wellness (health)	1080	.25
Total		2.25

Fall Term

	Monday	Tuesday	Wednesday	Thursday	Friday
9-12					Internship: Victory State Bank
12-3	Field Learning: Richmond Town				
3-3:30	Travel	Travel	Travel	Travel	
3:30- 4					
4-5:30	US History:	US History	US History	US History	
5:30-6	Dinner	Dinner	Dinner	Dinner	
6-6:45	Investment Club	Project Team	Wellness	Project Team	

6:45-7:45	PE	Music	PE	Music	
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Credits earned:

Course	Minutes	Credits
US History (class)	4320	1
Field Learning (SS)	4320	1
Field Learning (Eng)	4320	1
PE	1440	.33
Music	1440	.33
Project Team (SS, Sci, math, ELA)	1080	.25
Investment Club	540	.125
Wellness (health)	540	.125
Internship (SS, Sci, math, ELA)	4680	1
Total		5.16

Winter Term

	Monday	Tuesday	Wednesday	Thursday	Friday
9-12					Internship: Victory State Bank
12-3	Field Learning: Snug Harbor Botanical Garden				
3-3:30	Travel	Travel	Travel	Travel	
3:30- 4					
4-5:30	Living Environment	Living Environment	Living Environment	Living Environment	
5:30-6	Dinner	Dinner	Dinner	Dinner	
6-6:45	Investment Club	Project Team	Wellness	Project Team	
6:45-7:45	PE	Music	PE	Music	

Credits earned:

Course	Minutes	Credits
Living Environment (class)	4320	1
Field Learning (Sci)	4320	1
Field Learning (Eng)	4320	1
PE	1080	.33
Music	1080	.33
Project Team (SS, Sci, math, ELA)	1080	.25
Investment Club	540	.125
Wellness (health)	540	.125
Internship (SS, Sci, math, ELA)	4680	1
Total		5.16

Spring Term

	Monday	Tuesday	Wednesday	Thursday	Friday
9-12					Internship: Victory State Bank
12-3	Field Learning: SI Zoo	Field Learning: SI Zoo	Field Learning: SI Zoo	Field Learning: SI Zoo	
3-3:30 3:30- 4	Travel	Travel	Travel	Travel	
4-5:30	Living Environment	Living Environment	Living Environment	Living Environment	
5:30-6	Dinner	Dinner	Dinner	Dinner	
6-6:45	Investment Club	Project Team	Wellness	Project Team	
6:45-7:45	PE	Music	PE	Music	

Credits earned:

Course	Minutes	Credits
Living Environment (class)	4320	1
Field Learning (Sci)	4320	1
Field Learning (Eng)	4320	1
PE	1080	.33
Music	1080	.33
Project Team (SS, Sci, math, ELA)	1080	.25
Investment Club	540	.125

Wellness (health)	540	.125
Internship (SS, Sci, math, ELA)	4680	1
Total		5.16

Total Credits Year One

Course	Term				Total
	Summer	Fall	Winter	Spring	
Integrated Algebra	1.00				1.000
US History (class)		1.000			1.000
US History (field)		1.000			1.000
Living Environment (class)			1.000	1.000	2.000
Field Learning (science)			1.000	1.000	2.000
English (field)		1.000	1.000	1.000	3.000
PE	.250	.333	.333	.333	1.250
Music	.250	.333	.333	.333	1.250
Project Team (Social Studies)	.250	.250	.250	.250	1.000
Investment Club (math)	.250	.125	.125	.125	.725
Wellness	.250	.125	.125	.125	.725
Internship (SS, Sci, math, ELA)		1.000	1.000	1.000	3.000
Total	2.250	5.000	5.000	5.000	17.250

Typical Teacher Schedule

	Monday	Tuesday	Wednesday	Thursday	Friday
9-12					
1-3	US History (field)	US History (field)	US History (field)	US History (field)	Participation in Gov't (field)
3- 4	Travel/Lunch	Travel/Lunch	Travel/Lunch	Travel/Lunch	Prep
4-5:30	US History (school)	US History (school)	US History (school)	US History (school)	
5:30-6	Advisory	Advisory	Advisory	Advisory	
6-6:45	Investment Club	Project Team	Wellness	Project Team	
6:45-7:45	Prep	Prep	Prep	Prep	
7:45-8:30	Optional Online Instruction Supervision				

Attachment 3b: Proposed First Year Calendar

2015-16

July 6 – Summer Session begins

Aug. 14 – Summer Session Ends

September 9 – First day of school

September 14 – No school Rosh Hashanah

September 23 – No school Yom Kippur

October 12 – No school Columbus Day

Nov 11 – No school - Veterans Day

Nov 26-27 – No school – Thanksgiving

Dec 8 – End of Fall Term

Dec 24- Jan 3 – No school - Winter Break

Jan 18 – No school - MLK Jr. Day Observed

Feb 15 – Feb 19 – No school - Mid-Winter Recess

March 18 – End of Winter Term

April 25-April 29 – No school - Spring break

May 30 – No school -Memorial Day

June 21 – Last day of school

Attachment 4: Student Discipline Policy³⁵

NVCS will in general follow expectations for student conduct as specifically outlined in the NYC Discipline Code handbook. This handbook is available for review on the internet. Copies of the handbook will also be available in the school office. Students and their parents are expected and encouraged to review this document carefully.

To ensure the safety and well being of the entire staff and student body, NO student will be permitted to remain taking classes at NVCS if they are involved in or with any of the following conduct violations: Verbal/Physical Altercations / Theft / Weapons / Illegal Substances

General Statement about Harassment

Every student and employee of NVCS is entitled to learn and work in a safe school environment. To ensure this, the district and each school have established clear student discipline policies, consequences appropriate with the behavior and a practice to do so consistently. Students are expected to behave in accordance with federal, state and local laws and rules; district, athletic and activity policies and school regulations, and in a way that respects the rights and safety of others. Corrective action will be taken by staff when a student's behavior does not fall within the guidelines. The guidelines for proper conduct listed in the NYC Discipline Code apply at any time a student is present on a school location or participating in a school-sponsored activity. Students have the right to be free from any form of harassment arising out of the physical or verbal conduct of other students, school staff or others. Students are responsible for maintaining an environment free from harassment, intimidation and abuse. Students are also responsible to report incidents of physical, sexual and verbal harassment, intimidation and/or abuse that they have experienced or of which they are aware. Such reports should be made to the building principal.

Note that this charge includes any activity that intimidates or threatens the individual with ostracism, mental stress, embarrassment, shame or humiliation.

Cellphones and Electronics

NVCS students are encouraged not to bring cellphones or other electronics to School. If students bring these devices, students are expected to store them in their lockers before reporting to their homerooms. Students can retrieve their devices from their lockers at the end of the day immediately before dismissal. Noncompliance will result in the Principal's intervention with the student's parent(s) or guardian.

³⁵ Adapted from discipline policies of Cascades High School and John W. Lavelle Preparatory Charter School.

Serious Violations

We recognize that some behaviors threaten the learning environment for all students and will address these through a system of suspensions and, if necessary, expulsion. For Special Education students, the suspension program will apply unless it is determined that the behavioral challenge presented is a function of the student's disability. Instead of expulsion, Special Education students whose behavioral challenges cannot be safely addressed at NVCS will be referred to the Committee on Special Education for reevaluation of placement. Each student is a unique individual with unique personal, social, and educational needs. As a result, every disciplinary situation is unique in nature. Consequences for misbehavior provide the best learning value when matched to the unique student and the unique situation. The needs of all students differ and it is expected that the Principal will, relying on professional experience, take into account the needs of individuals as well as the overall effective functioning of school in making judgments regarding suspension and expulsion. The type and length of discipline is based on factors such as previous violations, severity of conduct, and other relevant educational concerns.

First NVCS suspensions will normally be for one day. Subsequent suspensions will increase by a day. No suspension will be longer than 5 days, except as described below. Students will be evaluated for expulsions when they have been suspended five times or sooner if the seriousness of their misconduct requires this. All violations of law will be reported to law enforcement agencies.

Category A Violations. A student will be immediately suspended from school and will be considered for suspension for serious violations including, but not limited to, the following: possession of a weapon, arson or possession of an explosive or flammable material, or threatened use of a look-a-like weapon with intent to intimidate.

Category B Violations. A student will be suspended from school for a violation involving, but not limited to, the following: bullying, hazing, threats to kill or harm, intimidation, assault, discrimination, harassment, etc.; possession of drugs, alcohol, tobacco and other controlled substances or look-a-like and imitation controlled substances and/or drug paraphernalia; physical aggression, including fighting and or throwing objects at another person; fighting; inappropriate exposure of body parts.

Category C Violations. A student MAY be suspended from school for a single violation or repeated violations involving, but not limited to, the following: Gang activity; failure to adhere to the terms of the acceptable computer use agreement; defying authority; disruptive behavior; foul, profane, vulgar, or abusive language; defacing or destroying school property; truancy; Leaving school area or area of staff supervision without permission; theft; repeated violations or habitually disruptive behavior.

Other Considerations

- School personnel may use reasonable physical restraint, if necessary, to protect a person or property from physical injury or damage or to remove a violent or disruptive student.
- If damage or loss of school property occurs, official report cards and transcripts may be withheld until payment for the damage is received or the lost property is recovered.

All violations of law will be reported to law enforcement authorities.

Disciplinary Procedures

Major misbehaviors include acts against persons and property that endanger the health or safety of others in the school but do not violate the law. These include leaving school without authority, fighting, vandalism, and drug or weapons possession. All major misbehaviors will result in an investigation by the administration, an interview with the student, and a meeting with the student and parents to determine disciplinary consequences, which may include short or long-term suspension. All violations of the law will be reported to law enforcement authorities.

NVCS disciplinary policy/procedure will apply to events occurring on the school bus (yellow bus) or on officially sponsored school trips. Because of the grades to be served by NVCS, the majority of students utilizing General Education Transportation (yellow bus) service will be doing so in accordance with an Individualized Treatment Plan. In the event of potential disciplinary action in such cases, NVCS will be mindful of this plan and will involve the Committee on Special Education as appropriate in addressing the situation.

NVCS will comply with all binding and applicable, constitutional, statutory or regulatory Due Process requirements for long terms suspensions or expulsions. Before imposing a short-term suspension, the Principal shall immediately notify the parents or guardian in writing that the student may be suspended from school. Written notice shall be provided by personal delivery or express mail delivery within 24 hours of the decision to impose suspension at the last known address(es) of the parents or guardians. Where possible, notification also shall be provided by telephone. Such notice shall provide a description of the incident(s) for which suspension is proposed and shall inform the parents or guardian of their right to request an immediate informal conference with the Principal. Such notice and informal conference shall be in the dominant language or mode of communication used by the parents or guardian.

The Principal may also impose a long-term suspension. A student may be suspended from instruction for more than five days only after his/her rights to written notice of charges, representation by counsel, a hearing before the Principal or designated hearing officer, and present evidence and witnesses and to cross examine witness as well as the right to appeal to the NVCS Board of Trustees. Such a suspension may be imposed only after the student has been found guilty at a formal suspension hearing. In extreme circumstances, the Principal may expel the student from school. Upon determining that a student's action warrants a possible long-term suspension, the Principal shall verbally inform the student that he or she is being suspended and is being considered for a long-term suspension (or expulsion) and state the reasons for such actions. The Principal shall also immediately notify the student's parent(s) or guardian(s) in writing. Written notice shall be provided by personal delivery, express mail delivery, or equivalent means reasonably calculated to assure receipt of such notice within 24 hours of suspension at the last known address. Where possible, notification also shall be provided by telephone if the School has been provided with a contact telephone number for the parent(s) or guardian(s). Such notice shall provide a description of the incident or incidents, which resulted in the suspension and shall indicate that a formal hearing will be held on the matter which may result in a long-term suspension (or expulsion). The notification provided shall be in the dominant language used by the parent(s) or guardian(s).

At the formal hearing, the student shall have the right to be represented by counsel, question witnesses, and present evidence. If the Principal initiates the suspension proceeding, he or she shall personally hear and determine the proceeding or may, in his discretion, designate a hearing officer to conduct the hearing. The hearing officer's report shall be advisory only and the Principal may accept or reject all or part of it. The Principal's decision to impose a long-term suspension or expulsion may be challenged by the parent or guardian and appealed to the Board of Trustees who may meet as a whole or as a designated committee with student rights equivalent to the initial formal hearing. The appeal shall be scheduled within 5 school days of the implementation of the long term suspension or expulsion.

All suspended students will be provided alternative instruction, equal to that which they would have received, within 24 hours of the suspension or expulsion.

The Principal is responsible for insuring that every plan of correction is reviewed in a timely manner and the need for further action identified. Whenever appropriate, the plan of correction will be incorporated into the Personal Learning Plan that the student is working on in the Wellness Course.

The Due Process Policy and Procedure will be included in the *NVCS Student/Family Handbook*.

Students with Disabilities

NVCS shall implement the following disciplinary policy procedures with respect to students with disabilities. Students with disabilities will be governed by the same discipline policy as other students, except when it is determined that the behavior under consideration is a manifestation of the student's handicapping condition. In such instances, a review will be undertaken to determine if referral to the Committee on Special Education is indicated for possible modification in the student's Individualized Education Plan.

If a student violates NVCS's discipline code and is being considered for a suspension or removal, NVCS will ensure the following due process protections are provided to the student and to the student's parent(s) in addition to those set forth in the regular education discipline code. For suspensions of five school days or less, the student's parent(s) or guardian will be provided with a written notice, and a follow up telephone call if possible, within 24 hours of the incident leading up to the suspension which describes the basis for the suspension and explains that the parent or guardian has the right to request an informal conference with the principal and appropriate staff to discuss the incident. For suspensions in excess of five consecutive school days, the student's parent(s) or guardian must be provided with a written notice which indicates that the district proposes to suspend the student from school in excess of five consecutive school days, describes the basis for the proposed suspension, explains that the student has an opportunity for a fair hearing conducted by the principal or designated officer at which the student will have a right to question any witnesses accusing him/her of committing the misconduct charge and to present witnesses on his/her behalf. Where possible, notification will also be provided by telephone. For any student of compulsory school age, NVCS will provide alternative education to the student

during the suspension as set forth below, including any special services required by the Individualized Education Program prepared by the students' CSE. Final determination on a suspension or removal of a student, following due process, shall be made by the principal.

In addition to the above, there are additional procedures and protections that apply to students with disabilities including:

- The provision of a free and appropriate education to students who are suspended or removed for disciplinary reasons for more than ten school days in a school year, this includes a teacher going to the student's home or the student coming to the school during or after the scheduled school day to receive the required instruction according to the IEP;
- The responsibility of schools to address behaviors that result in suspensions or removals for more than ten school days in a school year (functional behavioral assessment and behavioral intervention plans);
- The determination of the relationship between the behavior and the student's disability when a suspension or removal would result in a disciplinary change of placement (manifestation determination);
- Providing the parent of the student a copy of the procedural safeguards notice (special education rights) whenever a disciplinary action will result in a disciplinary change in placement which is a removal for more than 10 consecutive school days;
- An expedited process to resolve disagreements between parents and schools regarding certain disciplinary actions. Protections for students who are not classified when a parent asserts that the school had knowledge, prior to the behavior that resulted in the disciplinary action, that the student was a student with a disability;
- Expedited evaluations of students suspected of having a disability during the time the student is suspended.

NVCS has the authority to suspend or remove students with a disability to interim alternative educational settings for up to 45 days for offenses relating to illegal drugs, controlled substances, weapons, or where the student represents a safety concern. In instances when the school maintains that it is dangerous for a student to remain in his current educational placement, the school can request an expedited due process hearing to move the student to an interim setting. The school can remove a student with a disability from his or her current placement when necessary, even though the student had previously been removed earlier in the school year, as long as the removal does not constitute a disciplinary change in placement.

NVCS will work closely with the appropriate Committee on Special Education to establish clear guidelines for communication and decision-making on disciplinary matters.

In addition to the discipline procedures applicable to all students, the following procedures are applicable to students with disabilities. [A student not specifically identified as having a disability but whose school district of residence or charter school, prior to the behavior which is the subject of the disciplinary action, has a basis of knowledge—in accordance with 34 CFR 300.527(b)—that a disability exists may request to be disciplined in accordance with these provisions.] NVCS shall

comply with sections 300.519-300.529 of the Code of Federal Regulations (CFR) and the following procedures, except that in the event that the following procedures are inconsistent with federal law and regulations, such federal law and regulations shall govern.

NVCS shall maintain written records of all suspensions and expulsions of students with a disability including the name of the student, a description of the behavior engaged in, the disciplinary action taken, and a record of the number of days a student has been suspended or removed for disciplinary reasons.

Students for whom the Individualized Educational Plan (IEP) includes a Behavior Intervention Plan (BIP) will be disciplined in accordance with the BIP. If the BIP appears not to be effective or if there is a concern for the health and safety of the student or others if the BIP is followed with respect to the infraction, the matter will be immediately referred to the appropriate Committee on Special Education for consideration of a change in the guidelines.

If a student identified as having a disability is suspended during the course of the school year for a total of eight days, such student will immediately be referred to the CSE of the student's district of residence for reconsideration of the student's educational placement. Such a student shall not be suspended for a total of more than ten days during the school year without the specific involvement of the CSE of the student's district of residence prior to the eleventh day of suspension, because such suspensions may be considered to be a change in placement.

In considering the placement of students referred because of disciplinary problems, the CSE of the student's district of residence is expected to follow its ordinary policies with respect to parental notification and involvement.

NVCS shall work with the district to ensure that the CSE of the student's district of residence meets within seven days of notification of any of the following:

1. The commission of an infraction by a student with a disability who has previously been suspended for the maximum allowable number of days. The commission of an infraction resulting from the student's disability.
2. The commission of an infraction by a disabled student, regardless of whether the student has previously been suspended during the school year if, had such infraction been committed by a non-disabled student, the principal would seek to impose a suspension in excess of five days. NVCS shall ensure that when the suspension or removal of a student with a disability will constitute a disciplinary change of placement, the CSE will be immediately notified so that the CSE can meet its required obligations to:
 - a. Convene a CSE meeting within 10 school days to make a manifestation determination.

- b. Convene a CSE meeting within 10 business days to develop a plan to conduct a functional behavioral assessment or review an existing functional behavioral assessment or behavioral intervention plan.
- c. Provide the student's parent with a copy of their procedural due process rights.
- d. Work closely with the CSE of the students' district of residence in determining education services or the interim alternative educational setting consistent with the FAPE requirements.

Provision of Services during Removal

Those students removed for a period fewer than ten days will receive all classroom assignments and a schedule to complete such assignments during the time of his or her suspension. Provisions will be made to permit a suspended student to make up assignments or tests missed as a result of such suspension. The school also shall provide alternative instruction to assist the student, so that the student is given full opportunity to complete assignments and master the curriculum, including additional instruction, phone assistance, computer instruction and/or home visits and one-on-one tutoring.

During any subsequent removal that, combined with previous removals equals ten or more school days during the school year, but does not constitute a change in placement, services must be provided to the extent determined necessary to enable the child to appropriately progress in the general curriculum and in achieving the goals of his or her IEP. In these cases, school personnel, in consultation with the child's special education teacher, shall make the service determination.

During any removal for drug or weapon offenses [pursuant to 34 CFR §300.520(a)(2)] services will be provided to the extent necessary to enable the child to appropriately progress in the general curriculum and in achieving the goals of his or her IEP. These service determinations will be made by the CSE of the student's district of residence. The school will place students in interim alternative educational settings as appropriate and mandated by 34 CFR §300.520(a)(2).

During any subsequent removal that does constitute a change in placement, but where the behavior is not a manifestation of the disability, the services must be provided to the extent necessary to enable the student to appropriately progress in the general curriculum and in achieving the goals of his or her IEP. The CSE of the student's district of residence will make the service determination.

CSE Meetings

Meetings of the CSE of the student's district of residence to either develop a behavioral assessment plan or, if the child has one, to review such plan are required when: (1) the child is first removed from his or her current placement for more than ten school days in a school year; and (2) when commencing a removal which constitutes a change in placement.

Subsequently, if other removals occur which do not constitute a change in placement, the school will work with the CSE of the student's district of residence to review the child's assessment plan

and its implementation to determine if modifications are necessary. If one or more members of the CSE of the student's district of residence believe that modifications are needed, then the CSE is expected to meet to modify the plan and/or its implementation.

NVCS ensures the special education coordinator or special teacher, and the general classroom teacher, will attend all meetings regarding their students initiated by the committee on special education from the student's home district. These meetings could be relating to the development and implementation of behavioral intervention plans, initial referrals, change in service, or annual reviews, etc.

Due Process

Any time the behavior of a student with a disability constitutes a disciplinary action, a Functional Behavioral Assessment (FBA) will be conducted and a decision will be made as to preparing or modifying the behavioral intervention plan. These procedures are followed each time to ensure that when a behavior incident occurs that a suspension or removal of a student with a disability does not constitute a disciplinary change in placement, and that the student is not suspended or removed for behaviors related to the student's disability as determined by the CSE and other qualified individuals.

If discipline which would constitute a change in placement is contemplated for any student, the following steps shall be taken: (1) not later than the date on which the decision to take such action is made, the parents of the student with a disability shall be notified of that decision and provided the procedural safeguards notice described in 34 CFR §300.504; and (2) immediately, if possible, but in no case later than ten school days after the date on which such decision is made, the CSE of the student's district of residence and other qualified personnel shall meet and review the relationship between the child's disability and the behavior subject to the disciplinary action.

If, upon review, it is determined that the child's behavior was not a manifestation of his or her disability, then the child may be disciplined in the same manner as a child without a disability, except as provided in 34 CFR §300.121(d), which relates to the provision of services to students with disabilities during periods of removal.

Parents may request a hearing to challenge the manifestation determination. Except as provided below, the child will remain in his or her current educational placement pending the determination of the hearing.

If a parent requests a hearing or an appeal to challenge the interim alternative educational setting or the manifestation determination resulting from a disciplinary action relating to weapons or drugs, the child shall remain in the interim alternative educational setting pending the decision of the hearing officer or until the expiration of the time period provided for in the disciplinary action, whichever occurs first, unless the parent and charter school agree otherwise.

School Trustee Background Information

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

Name: Ann Bennett

Charter School Name: Richmond Charter School for Entrepreneurshi

Charter School Address: c/o Lavelle Prep

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

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

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

Background

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

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

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

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

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

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

Conflict of Interest

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

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

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

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

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

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

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

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

No. Yes.

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

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

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

Educational Philosophy

18. Please explain your understanding of the charter school's mission and/or philosophy.
19. Please explain your understanding of the educational program of the charter school.
20. Please indicate what you believe to be the characteristics of a successful charter school. In particular, please provide the specific steps you think the board of the charter school will need to take to ensure that this charter school is and remains successful.

Other

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

Anne Bennett - School Trustee Background Information

Background Section

#4 – Ken Bayali – Involved in planning process from the start

#5 – Committed to career oriented education and the development of programs to strengthen education as well as to increase parental choices

Conflict of interest Section

#17 – I would bring the concern to the attention of the board. If it is not handled in a satisfactory manner I will bring the matter to the attention of the authorizer.

Educational Philosophy Section

#18 – The charter school's mission and philosophy is to provide an alternative education option for youths who have been unsuccessful in traditional high schools as well as to provide a pathway to a career.

#19 – The charter school will provide field learning experience mixed with classroom experience.

#20 – The successful characteristics of the charter school are to be responsive to all statute holder groups including student, faculty and parent. The board should take steps to hear from students, faculty and parents regularly.

#21 – A public charter school board member should be sure that school is fiscally responsible in following education law and meeting educational goals.

#22 - Yes

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

STATEMENT OF ASSURANCE

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

 Signature 2.26.14 Date

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

Business Tele 
Business Add 
E-Mail Address 
Home Telepho 
Home Address 

Anne Bennett



Professional Experience

The Academy NYC – Paul Mitchell Partner School 2007 – Present

Owner/Director

A. F. Bennett Salon & Wellness Spa 1998 – Present

Owner/Hairdresser

A. F. Bennett Salon of Art & Science 1993 – 2004

Owner/Hairdresser

Education

Robert Fiance Hair Design Institute – New York, NY

Kingsboro Community College – Brooklyn, NY

Fort Hamilton High School – Brooklyn, NY

School Trustee Background Information

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

Name: Sheldon Blackman, Ph.D.

Charter School Name: Richmond Charter School for Entrepreneurship

Charter School Address: _____

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

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

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

Background

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

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

7. Please indicate whether or not you have ever been convicted of a misdemeanor and/or felony in state or federal court in any jurisdiction. No. If the answer to this question is yes, please provide the following details regarding your conviction(s): (1) the name of the criminal offense(s); (2) whether the criminal offense(s) was a misdemeanor or felony; (3) the facts and circumstances surrounding your conviction(s); (4) the date(s) of your conviction(s); and (5) the date(s) of disposition(s).

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

8. Please indicate if you currently have any criminal charge(s) pending against you in state or federal court in any jurisdiction. No.

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

Conflict of Interest

9. Please indicate whether you, your spouse, or other family member knows any of the other prospective or current board members. No.

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

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

Yes.

If yes, please indicate the precise nature of your relationship here: I have known Ken Byalin for a number of years.

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

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

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

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

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

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

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

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

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

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

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

None

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

Educational Philosophy

18. Please explain your understanding of the charter school's mission and/or philosophy. The mission of the school is to promote college and career readiness for overage at risk youth who dropped out of high-school.
19. Please explain your understanding of the educational program of the charter school. The school is designed to provide intensive attention to each student so as to maximize their achievements in both academics and, through exposure to a variety of community based experiences , to community activities. The help of a broad range of community members will be made available to provide social and other support to each student to help overcome academic and vocational barriers
20. Please indicate what you believe to be the characteristics of a successful charter school. In particular, please provide the specific steps you think the board of the charter school will need to take to ensure that this charter school is and remains successful. To be successful a charter school needs to employ and retain a dedicated, motivated, staff whose core belief system emphasizes the capacity of students to achieve at high levels. The staff needs an administration to organize the system of education and to channel the energy of the staff. Careful oversight of the educational and financial operations of the school should be provided by the Board.

Other

21. Please explain your understanding of the appropriate role of a public charter school board member. To oversee the educational and financial operations of the school. To hire the CEO and to provide support to and to oversee the CEO's work.
22. Please affirm that you have read and understand the charter school application, the charter school board's by-laws and all proposed policies. I affirm.
23. Please provide any other information that you feel is pertinent to the Department's review.

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

STATEMENT OF ASSURANCE

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

Signature 

Date 

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

Business Telephone: Retired

Business Address: Retired



VITA

NAME: Sheldon Blackman, Ph.D.

ADDRESS:

BIRTHDAY:

EDUCATION:

A.B. Princeton University 1956 (Phi Beta Kappa)
M.A. Ohio State University 1958
Ph.D. Ohio State University 1960 (Clinical Psychology)

RECENT POSITIONS:

Vice President Program Development
Sisters of Charity Medical Center
Staten Island, New York, September 1992– August 2001

Vice President for Grants and Program Development
Staten Island University Hospital
Staten Island, New York, August 2001 - Present

MEMBERSHIP IN PROFESSIONAL ORGANIZATION:

American Psychological Association

BOARD MEMBERSHIPS:

Chait Foundation
Community Mental Health Services Board, MRDD Subcommittee,
NYCDOH & Mental Hygiene.
Community Resources
Seton Foundation for Learning

CERTIFIED: New York State

SELECTED BIBLIOGRAPHY, BOOKS AND CHAPTERS:

- Blackman, S., & Goldstein, K.M. An introduction to data management in the behavioral and social sciences. New York: John Wiley & Sons, 1971.
- Goldstein, K.M., & Blackman, S. Cognitive style: Five approaches and relevant research. New York: John Wiley & Sons, 1978
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PRESENTATIONS AND REPORTS:

- Blackman, S., Mandell, W., & Goldstein, K.M. Psychosocial factors in military deviance. Defense Documentation Center, DA-49-193-MC-2538. Final Report. Behavioral Sciences Branch, Medical Research and Development Command, Office of the Surgeon General. March 1965.
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- Blackman, S., Goldstein, K.M. & Collins, D.J. Interpersonal relations and military performance. Staten Island: Wakoff Research Center. Final Report. Behavioral Sciences Branch, Medical Research and Development Command, Office of the Surgeon General, 1966.
- Blackman, S., & Schroder, H.M. Social psychological space. Paper presented at the 18th International Congress of Psychology, Moscow. August 1966.
- Blackman, S., & Goldstein, K.M. Five approaches to the study of cognitive style. Paper presented at the XXIst International Congress of Psychology, Paris, July, 1976, in the symposium, "Cognitive Processes in Social Psychology."
- Blackman, S., Research in a community agency. Paper presented in a symposium, Neonatal prematurity and subsequent development, at the 48th meeting of the Eastern Psychological Association, Boston, April 1977.
- Goldstein, K.M., & Blackman, S. A cognitive style approach to learning disabilities. Paper read at the 16th Annual International Conference of the Association for children and Learning Disabilities, San Francisco, March 1979.
- Blackman, S. Remarks on the treatment of young chronic patients. Paper presented at

- the 1986 Annual Meeting of the national Council of Community Mental Health Centers, Las Vegas, April, 1986, in the workshop, "New York State Community Support Services Expansion Program."
- Blackman, S. Remarks on the National Alliance for the Mentally III in the workshop, "The Relationship of consumer/Advocacy Groups to the CMHC System: A Critical Review from Outside and Inside, Annual Conference of New York State Community Mental Health Centers, Albany, New York, May 1986.
- Blackman, S. Discussant in workshop, "Funding Services for the Chronically Mentally III/CSS Eligibility Criteria and Merger with 620, Annual Conference of New York State Community Mental Health Centers, Albany, New York, May 1986.
- Blackman, S. The screening instrument used at the Gamblers' Treatment Program of St. Vincent's North Richmond CMHC. Paper presented at Screening Instruments Symposium, Julian A. Tabor, Moderator, Second Annual Conference on Gambling Behavior, Philadelphia, November 1986.
- Blackman, S., Simone, R.V., Thoms, D.R., & Blackman, S. A preliminary outcome study of an outpatient treatment program for gamblers. Paper presented at the 58th Annual Meeting of the Eastern Psychological Association, Arlington, Va., April 1987. (Included in Resources in Education, ED286139, Feb., 1988, ERIC/CAPS Clearinghouse.)
- Blackman, S., Phillipps, M.J., DiTommaso, M & Blackman, Sherry. Evaluation of a walk-in clinic for chronic patients. Paper presented at the 59th Annual Meeting of the Eastern Psychological Association, Buffalo, New York, April 1988.

School Trustee Background Information

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

Name: Joseph Carroll
Charter School Name: John W. Lavelle Preparatory
Charter School Address: 1 Teleport Drive STUY. 10311

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

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

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

Background

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

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

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). *N/A*

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

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

This does not apply to me. Yes. *N/A*

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

Conflict of Interest

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

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

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

Currently serving as Bd of Trustee member

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

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

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

*Ken Byalins President
Lavelle Prep*

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

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

No. Yes.

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

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

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

SEE ATTACHED

Educational Philosophy

18. Please explain your understanding of the charter school's mission and/or philosophy. SEE ATTACHED
19. Please explain your understanding of the educational program of the charter school. SEE ATTACHED
20. Please indicate what you believe to be the characteristics of a successful charter school. In particular, please provide the specific steps you think the board of the charter school will need to take to ensure that this charter school is and remains successful. SEE ATTACHED

Other

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

17. Please explain how you would handle a situation in which you believe one or more members of the charter school's board are involved in working for their own benefit, or the benefit of their friends and family. *I would get the facts from the person who is suspected. If I still had some concerns about the situation after that, I would request that the Executive Committee consider a motion to remove the person from the Board.*

Educational Philosophy

18. Please explain your understanding of the charter school's mission and/or philosophy. *The school's mission is to enable students age 16-21, who have too few credits to graduate from a conventional high school to accelerate their academic progress through a year round schedule, experiential learning through "field" placements and internships in local businesses and non-profit organizations, and academic courses tailored to their credits for graduation. They will be expected to demonstrate preparation for success in college and/or in a career field of their choosing.*
19. Please explain your understanding of the educational program of the charter school. *The mentoring of individual students in internships, the process of their demonstrating what they have learned in field placements and other practices will borrow heavily from Big Picture Schools and the City as School in NYC.*
20. Please indicate what you believe to be the characteristics of a successful charter school. In particular, please provide the specific steps you think the board of the charter school will need to take to ensure that this charter school is and remains successful.
- 1. Determine, nurture and support the school's mission*
 - 2. Select the charter school leader*
 - 3. Support the charter school leader and review performance*
 - 4. Ensure effective organizational planning*
 - 5. Ensure adequate resources*
 - 6. Manage resources effectively*
 - 7. Determine and monitor the charter school's programs and services*
 - 8. Enhance the charter school's public image*
 - 9. Assess its own performance*

Other

21. Please explain your understanding of the appropriate role of a public charter school board member. *They are responsible for the fiscal legal and academic performance of the school and entrusted to assure that the school meets its charter goals*

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

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

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

STATEMENT OF ASSURANCE

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

Joseph Carroll
Signature _____ Date _____

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

Business Telephone: _____

Business Address: _____

E-Mail Address: _____

Home Telephone: _____

Home Address: _____



Resume

Joseph Carroll



Experience

1985 – present: District Manager, Community Board 1, Staten Island
One Edgewater Plaza
Staten Island, NY 10301, Suite 217

1980 – 1985: Director of Youth Services, Community Board 1, Staten Island

1972 - 1980: Collective Bargaining Representative, New York State United Teachers
260 Park Avenue South, New York, NY 10017, 8fl.

Education

1971 – MA English, Richmond College, C.U.N.Y.

1969 – BA English, Richmond College, C.U.N.Y.

School Trustee Background Information

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

Name: Aurelia L. Curtis

Charter School Name: Richmond Charter School for Entrepreneurship

Charter School Address: Corporate Commons One, SI, NY 10301

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

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

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

Background

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

I became aware of the proposed school after receiving an invitation to a planning meeting at Lavelle Prep. I subsequently participated in planning meetings during which my experience as a public school high school principal proved to be helpful in shaping the proposed school's academic philosophy.

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

I would like to serve on the board because I believe that Richmond Charter is a much needed resource for a school district that is dire needs of alternative options for students who are not well-served by traditional options. My experience and drive will be instrumental in helping Richmond Charter t be successful.

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

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

This does not apply to me. Yes.

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

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

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

This does not apply to me. Yes.

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

Conflict of Interest

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

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

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

Tim Gannon & Verna Lauria: Current and former employees of the New York City Department of Education. I have worked with both of them on school and citywide projects.

Martin Krongold: Staten Island representative to the Citywide Council on High Schools has advocated for my school, Curtis High School, on many occasions.

Joe Carroll: Community Board representative for the area in which I reside on Staten Island.

Dan Donovan: SI District Attorney and a family friend.

Karen DeMoss, Kenneth Gold: Professional affiliation in the education community on Staten Island

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

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

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

Ron Gorsky: colleague as NYCDOE principal.

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

No. Yes.

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

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

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

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

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

interest in the provider. For any interest indicated, please provide a detailed description.

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

I / we have no such interest. Yes.

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

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

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

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

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

None Yes

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

I would report the situation to the Chairperson of the board for further investigation and resolution. If it is not resolved, the matter will be referred to the NYSED Charter School authorities.

Educational Philosophy

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

Richmond Charter will serve the needs of under-credited youth who have not been successful in traditional high schools on Staten Island, providing them with a pathway to college and careers.

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

school.

Richmond Charter's educational program will employ a combination of in-school and internship programs to prepare students to meet New York State high school graduation requirements as they prepare for college and career opportunities beyond high school

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

A successful charter school will meet the needs of the students it serves while providing non-traditional options for achieving those goals. The board will be instrumental in setting policies and holding the administration accountable to the mission of the charter school and the mandates of the chartering authority.

Other

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

A public charter school board member will be cognizant of the school's mission and its accountability to the its students, families, community, and authorizing body. As a member of the board, each member will be instrumental in setting policies and holding the administration accountable to the mission of the charter school and the mandates of the chartering authority.

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

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

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

N/A

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

STATEMENT OF ASSURANCE

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

Aurelia L. Curtis

March 19, 2014

Signature

Date

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

Business Tele

Business Add

E-Mail Address

Home Telepho

Home Address



DR. AURELIA L. CURTIS

SENIOR MANAGEMENT EXECUTIVE

Cross-Functional Experience & Cross-Industry Experience

Strong instructional and visionary leader with the ability to build effective teams

Fifteen years of experience as a senior administrator and supervisor in the largest public school system in the United States, with budgetary oversight of more than \$25 MM. North American representative to International Baccalaureate Diploma (IBO) Programme (IBDP) Committee. Fourteen years of experience as a Teacher of Mathematics and Computer Science in a large, inner-city public high school. Several years of experience as an Adjunct Professor. Adapt at thinking strategically, translating plans into action and exhibiting excellent judgment. Expertise in curriculum development and educational technology. Proven success in implementing reform to achieve NCLB mandates, increasing academic rigor and graduation rates for all students.

Professional strengths:

Strategic Planning	Organizational Change	Infrastructure Development
Emerging & Advanced Technologies	Project Management	Training & Development
Strategic Partnerships	Data Analysis	Quality Management
Team Building	Sustainable Leadership Cultivation	Revenue Enhancement

Doctoral dissertation studied technology implementation in secondary schools.

Educational consultant for IBA in the United States, Canada & Virgin Islands.

EDUCATION

Ed.D., St. John's University, Queens, NY

Emphasis: Instructional Leadership/Educational Technology

Master of Arts, Columbia University (Teachers College), NY, NY

Emphasis: Secondary Education (Chemistry)

Sixth Year Certificate, College of Staten Island (CSI), SI, NY

Emphasis: Educational Leadership

Bachelor of Science, University of Liberia

Emphasis: Organic Chemistry

PROFESSIONAL EXPERIENCE

New York City Department of Education

September 1984 – Present

PRINCIPAL (July 2003 – Present)

ASSISTANT PRINCIPAL (August 1998 – June 2003)

ASSISTANT DIRECTOR OF TECHNOLOGY (October 1997 – August 1998)

DATA PROCESSING COORDINATOR (June 1993 – October 1997)

TEACHER OF MATHEMATICS & COMPUTER SCIENCE (September 1984 – September 1997)

Head of school with responsibilities for budget oversight, instructional leadership, infrastructure maintenance and development, community outreach and development and continuous growth and improvement. Partnered with community-based organizations, local elected officials, corporate entities and school alliances to establish a community school initiative. Fostered excellent relationships resulting in exemplary gains for all stakeholders. Oversaw 10+ percent increase in graduation rate.

Selected Results:

- ❖ Fundraising from private and non-NYCDOE sources for major infrastructure development including state-of-the-art school-based health center, renovated and central air-conditioned auditorium, renovated and air-conditioned library, athletic facilities and school-based courtroom
- ❖ Attained authorization from the IBO for the world-renowned Diploma Programme in 2007
- ❖ Received the College Board's Inspiration Award in 2005
- ❖ Initiated and launched quality management systems that increased productivity students and teachers
- ❖ Built and cultivated a robust talent pipeline
- ❖ Developed and managed professional growth
- ❖ Expanded integration of technology in the curriculum
- ❖ Established a culture of team and interdependence among stakeholders
- ❖ Effectively analyzed and used data to plan for continuous school improvement
- ❖ Designed and developed curriculum to align with city and state standards

City University of New York (CUNY)

1998 – Present

ADJUNCT PROFESSOR, BROOKLYN COLLEGE, (2010 – Present)

ADJUNCT INSTRUCTOR, COLLEGE OF STATEN ISLAND, (1986 – 1988, 2008 – 2011)

Selected Results:

- ❖ Trained emerging new school leaders
- ❖ Employed computer applications to provide interdisciplinary instruction for under-represented students in science, technology, engineering and mathematics (STEAM)

New Jersey City University, Jersey City, NJ

2006 – 2007

ADJUNCT INSTRUCTOR

Selected Results:

- ❖ Trained emerging new school leaders

COMMUNITY SERVICE, BOARDS & MEMBERSHIPS

North American Representative, IBDP Committee
IBO Consultant & Workshop Leaders in the U.S., Canada & Virgin Islands
Member, National Association of Secondary School Principals (NASSP)
Member, International Society of Technology Educators (ISTE)
Second Vice President, Board of directors, Staten Island Historical Society
Trustee and Executive Board, Project Hospitality
Member, Soroptimist International of the Americas
Life Member, National Association for the Advancement of Colored People
Lay Leader, Christ United Methodist Church

HONORS & AWARDS

Education Update, Outstanding Educator of the Year, 2013
Lead Award, St. John's University, 2011
Distinguished Achievement, Councilwoman Debi Rose, 2011
Louis P. DeSario Educator of the Year, United Activities Unlimited, May 2008
Rollanda Cowles Helping Hands Award, Red Cross of Greater New York, SI, 2008
Woman of Distinction Award - Education, Soroptimist Int'l of the Americas, 2007
Distinguished Achievement Award, COEP/Discovery Institute, CSI, 2006
Educator of the Year, New York Urban League, SI, 2006
Japan Fulbright Memorial Scholar, JFMF, 2005

REFERENCES

Furnished upon request

School Trustee Background Information
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Each proposed or prospective charter school board member must provide the information requested below.

Name: William F. Henri

Charter School Name: New Ventures Charter School (NVCS)

Charter School Address: To be determined

To which charter school board position(s) and/or offices(s) are you asking to be appointed? (e.g., member, parent representative, vice-president, Finance committee, etc.): **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 are charged with overseeing the education of all students enrolled in the school, as well as the expenditure of public monies directed to the charter school.

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

Background

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

I have served as a founding trustee of the John W. Lavelle Preparatory Charter School (Lavelle Prep) for the past five (5) years and as the Lavelle Prep Board Chairperson for the past three years. In this role, I've

had numerous opportunities to discuss the educational needs of the Staten Island community with Dr. Byalin, President Designee of NVCS, leading to membership on the planning committee for New Ventures Charter School.

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

My entire 35 year professional career has been dedicated to serving individuals in need in my home community of Staten Island. In my career as an administrator of a large mental health facility, I have witnessed, first hand, the human and societal cost of adolescents with emotional challenges disengaging from high school, often times related to a lack of adequate supports in the educational setting.

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

I have served as a trustee of the John W. Lavelle Preparatory Charter School (Lavelle Prep) for five (5) years and as the Lavelle Prep Board Chairperson for the past three years.

I also serve on the boards of Freedom From Fear, Inc., a NFP mental health advocacy and treatment provider and NAMI NYC Staten Island.

In addition, I served as the Executive Director of South Beach Psychiatric Center, a large mental health facility with over 300 adult and adolescent inpatient beds and over 3,000 outpatients served in numerous clinics located throughout Brooklyn and Staten Island. I retired from South Beach in October 2010 and have subsequently involved myself in volunteerism in my home community of Staten Island.

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

This does not apply to me. Yes.

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

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

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

This does not apply to me. Yes.

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

Conflict of Interest

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

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

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

I have served on the Lavelle Prep Board of Trustees for the past five years with prospective NVCS trustees Sheldon Blackman, PH.D. and Joseph Carroll. In addition, I have known Dr. Blackman for the past 25 years in our roles as mental health administrators in separate organizations. I also have known prospective NVCS trustee Dirk Tillotson for the past five years; initially, in his role as consultant to Lavelle Prep, and for the past one year plus, as a trustee with Lavelle Prep.

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

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

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

I have known prospective NVCS President Designee Kenneth Byalin, Ph.D. for the past 33 years, primarily in our careers as hospital administrators for South Beach Psychiatric Center, a state-operated facility located in Staten Island, New York

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

lease of real or personal property to the charter school.

No. Yes.

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

One potential space option for NVCS is located at the John W. Lavelle Preparatory Charter School.

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

Please see my responses to items 9-12.

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

None Yes

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

I would immediately address my concerns with the individual and if, after discussion with them to clarify the issue, believe that a potential conflict of interest exists, I would immediately, as Board Chairperson, notify the Executive Committee, in writing, of my concerns. I would also request that the individual(s) trustees in question disclose their involvement and position, in writing to the Executive Board.

Educational Philosophy

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

The mission of NVCS is to create a learning community in which all students, including those living in challenging economic circumstances and those living with emotional challenges and other disabilities, develop the skills and social fluency to lead fulfilling and contributive lives in their communities

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

NVCS has developed an alternative instructional design, including evening classes and an intensive emphasis on field learning, small classes and instructional supports designed to appeal to a significant number of disengaged, at-risk youth aged 16-21 living on Staten Island

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

- 1. Determine, nurture and support the school's mission**
- 2. Select the charter school leader**

3. **Support the charter school leader and review performance**
4. **Ensure effective organizational planning**
5. **Ensure adequate resources**
6. **Manage resources effectively**
7. **Determine and monitor the charter school's programs and services**
8. **Enhance the charter school's public image**
9. **Assess its own performance**

Other

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

1. **Attend board meetings regularly**
 - **Review agenda items in advance**
 - **Ask discerning questions, constructively participate in discussions, and vote according to your convictions**
2. **Assume a major responsibility on at least one standing committee and task forces as needed**
 - **Work in areas where your background and interests would be of value**
3. **Oversee school results with a focus on Academics**
4. **Assume a leadership position as needed by the school**
5. **Make a financial contribution and raise money for campaign**
6. **Employ and monitor the school leader**
7. **With other board members and staff, ensure that budget, policies and academic program is consistent with the school's Charter**
8. **Familiarize yourself with the school's Charter, mission and academic program**
9. **Be willing and able to act as interpreter of/advocate for the organization in the community**

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

I have read the charter school application several times, reviewed the proposed by-laws and school policies.

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

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

STATEMENT OF ASSURANCE

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

William F. Henri

Signature

MARCH 12, 2014

Date

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

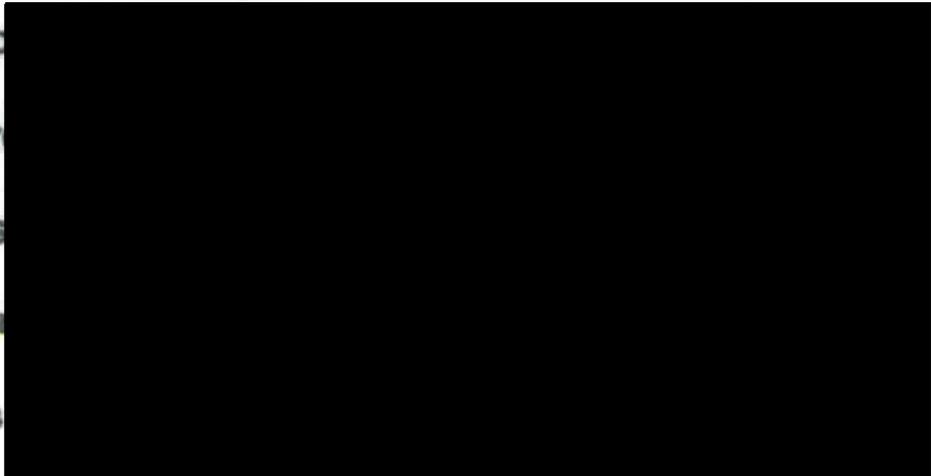
Business Telep

Business Addr

E-Mail Address

Home Telepho

Home Address



PROFESSIONAL PROFILE

Over 30 years of experience as a senior executive in behavioral health services. Results driven and adept at developing strong partnerships with significant stakeholders. Strong team builder; consistently exceeds established goals through leadership, communication and effective strategic planning and execution. Proven ability to analyze external and internal environments and develop effective action plans.

PROFESSIONAL EXPERIENCE

New York State Office of Mental Health, New York, NY **March 2012-December 2013**

Program Specialist- (Part-Time)

- Assess care system inefficiencies
- Implement care system improvements
- Liaison between housing providers and psychiatric centers

Richmond University Medical Center, Staten Island, NY **February-March 2012**

Health Care Consultant

- Network development and strategic planning

South Beach Psychiatric Center, Staten Island, New York **1978-2010**

Executive Director *March 2002- October 2010*

- Directed 316 bed adult and children's psychiatric inpatient facility
- Managed ambulatory care network providing 500,000 services to 3,500 individuals
- Led facility-wide strategic planning efforts
- Integrated primary care into ambulatory care services

Deputy Director, Community Services *(1996-2002)*

- Directed ambulatory care network of over 4,000 adults and children
- Administered Medicaid managed care plan with 1,750 enrollees
- Led facility-wide strategic planning and network development efforts
- Coordinated facility census management strategies
- Supervised hospital information management department
- Led New York State Office of Mental Health Special Needs Plan network development, engagement and procurement strategies

Deputy Director, Community Services (Acting) (1989-1996)

- Directed care continuum of 148 inpatient beds and 2,000 outpatients
- Functioned as member of facility Executive Cabinet
- Led facility-wide managed care and network development efforts

Chief of Service (1987-1989)

- Directed care of 25 inpatient beds
- Led ambulatory care network serving 400 adults
- Participated in facility-wide planning committee

Treatment Team Leader (1981-1987)

- Held clinical/administrative responsibility for 25 bed adult inpatient unit
- Co-developed planned re-admission paradigm

Psychologist (1979-1981)

- Provided psychotherapy and case management services to inpatient caseload of 6-7 individuals with serious mental illness
- Served as assistant unit director providing clinical/administrative direction to inpatient program

BOARD MEMBERSHIP

John W. Lavelle Preparatory Charter School, Staten Island, New York **2009-Present**

Founding Trustee

- Board Chairperson (October 2010-present)

National Alliance for Mental Illness- NYC Staten Island **2010-Present**

Board Member

Freedom From Fear, Inc. **2010-Present**

Board Member

Staten Island Behavioral Network, Inc., Staten Island, New York **2002-2010**

Founding Board Member

PUBLICATIONS

Uttaro, T., Horwitz, A., Vali, F., & Henri, W.F. (1998) Primary Therapists' Views of Managed Care. *Psychological Reports*, 82, 459-464

Uttaro, T., Leahy, V., Gonzalez, A., & Henri, W.F. (2004) Effect of Type of Survey Administrator on Consumer Assessment of Care. *Psychological Reports*, 94, 1279-1282

EDUCATION

New York University, New York, New York, Robert F. Wagner School of Public Administration
M.P.A. Health Services Management

School Trustee Background Information

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

Name: Martin Krongold

Charter School Name: New Ventures Charter School

Charter School Address: SI Corporate Park

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

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

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

Background

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

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

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

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

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

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

Conflict of Interest

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

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

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

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

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

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

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

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

No. Yes.

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

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

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

Educational Philosophy

18. Please explain your understanding of the charter school's mission and/or philosophy.
19. Please explain your understanding of the educational program of the charter school.
20. Please indicate what you believe to be the characteristics of a successful charter school. In particular, please provide the specific steps you think the board of the charter school will need to take to ensure that this charter school is and remains successful.

Other

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

School Trustee Background Information of Martin Krongold

Background

4. I am on the charter school's planning committee. The board's president asked me to serve.
5. I have been on school boards in NYC for ten years. I enjoy applying my professional analytical skills to public policy issues. The planning of the charter school provides a solution to a significant need on Staten Island and in New York City.
6. I served on the Staten Island Community Education Council for three years, the Citywide Council for High Schools serving Brooklyn and Staten Island for two years, and just Staten Island for another five years.

Conflict of Interest

9. I have met several of the members via this charter school's planning meetings and individually during tours of their high schools.
10. See #9.
17. Report the matter to the Board president. If no demonstrable action is taken within a prescribed period of time, report the information to the NYC Department of Education's Inspector General.

Educational Philosophy

18. The school mission is to address students 16-21 years of age who have passed one Regents exam and are motivated to complete high school. The school will use a combination of academic supports, a pre-entry academic boot camp, remediation, internships, and other practical connections to the community to instill an interest and willingness to complete their high school degree.
19. See #19.
20. Leadership must understand student motivation via a combination of pedagogical and inspirational methods. Leadership must be sensitive and knowledgeable enough to message students that they can succeed in life by taking initiative in their studies that lead to practical applications in the world of work. Specifically, academics at the school must be focused on the goals set by the New York State Department of Education, and applied through a series of classroom teaching, individual learning, and practical applications. Therefore, leadership must understand what must be taught, how teachers teach, and how students learn. This will be overseen via Lesson Plan development and training that incorporates Common Core Standards, and develops connections to community internships and practicums that match academic success with work experience. The board must understand that the steps it takes in these areas leads to period measurable academic and graduation results.

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

STATEMENT OF ASSURANCE

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

Martia Krongold Signature 2.26.14 Date

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

Business Telephone: _____

Business Address: _____

E-Mail Address: _____

Home Telephone: _____

Home Address: _____



MARTIN KRONGOLD



PROFILE: Results-oriented professional with experience in analysis, management, and implementation of public, non-profit, and private sector program development.

EXPERIENCE

PUBLIC RESOURCES, Principal 2/95-date

Non-profit corporate development: Proposal writer, trainer, and program developer. Over \$150 million raised to date. Emphasis on housing development, social services, and economic development. National non-profit trainer for United States Department of Veterans Affairs. Manage up to ten staff.

Project Liberty- Trained and managed 50 staff that performed 10,000 interviews of New York City residents affected by 9/11. Facilitated coordination with ten non-profits.

NEW YORK CITY EDUCATION COUNCILS 7/04-date

Nine-year elected member of education councils focusing on statutory requirement to comment and advise on Department of Education (DOE) policies. Written comments and oral advocacy cover pedagogical, budgetary, and school planning issues. Receive testimony from DOE officials.

NYC DEPARTMENT OF HOMELESS SERVICES, Director, Project Development 10/88-2/95

-Lead negotiator to privatize operation of shelters. Manage proposal, budget and contract processes.
-Develop permanent residences and transitional shelters for homeless families, adults and special needs populations. Responsibilities include project management and financial analysis of over 1000 newly constructed and rehabilitated units, and technical assistance to community management groups to develop budgets and operational programs. Manage eight staff.

CITICORP- U.S. CARD PRODUCTS GROUP, Manager 12/85-10/88

Financial analysis and implementation of credit risk detection programs for credit card portfolio. First-year estimated savings of \$4.8 million. Manage nine staff.

MAYOR'S OFFICE OF MANAGEMENT AND BUDGET, Senior Analyst 7/82-12/85

Analyze Fire Department's \$550 million budget. Develop expenditure analyses and evaluate policy issues.

EDUCATION

Kennedy School of Government, Harvard University 9/80-6/82

Master's Degree in City and Regional Planning. Courses at MIT and Harvard Business Schools.

Northwestern University – Bachelor of Arts, Urban Studies and Political Science 9/76-8/79

References available upon request.

School Trustee Background Information

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

Name: Jonathan B. Lipschitz

Charter School Name: _____

Charter School Address: 1 Teleport Dr., Staten Island, NY 10311

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

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

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

Background

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

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

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

This does not apply to me. Yes.

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

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

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

This does not apply to me. Yes.

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

Conflict of Interest

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

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

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

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

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

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

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

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

No. Yes.

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

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

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

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

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

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

I / we have no such interest. Yes.

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

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

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

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

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

None Yes

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

Educational Philosophy

18. Please explain your understanding of the charter school's mission and/or philosophy.
19. Please explain your understanding of the educational program of the charter school.
20. Please indicate what you believe to be the characteristics of a successful charter school. In particular, please provide the specific steps you think the board of the charter school will need to take to ensure that this charter school is and remains successful.

Other

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

Attachment to School Trustee Background Information

#4/) I have previously volunteered in various capacities such as a planning committee member and finance committee member at the Lavelle Prep Charter School. I became aware of the need for an additional Charter School as I was volunteering at Lavelle Prep.

#5) I believe that my finance background will be an asset to the team and help to make critical decisions at the board level. I have significant experience in finance and the operation of a board. Most importantly I wish to volunteer my services to this worthy cause to support the vision of this new school which the community in Staten Island so desperately needs.

#6) I am currently a board member of a non profit organization The Sundog Theatre, Inc. Sundog Theatre is a performing arts organization in Staten Island that provides entertainment for adults and children in the form of contemporary and original theatre. For schools, we provide touring shows and offer arts-in-education programs that supplement school curricula to help learning come alive. Through these programs, Sundog develops artistic opportunities and enhances the economic and cultural vitality of our communities.

#9) I have known several of the prospective board members/trustees from meetings at Lavelle Prep Charter School and from the previous planning meetings for the new school. I have volunteered at Lavelle Prep and know some of the members there through my volunteer efforts.

#17) I would refer to the Ethics Policy of the organization and follow it to the tee.

#18) Please see published data

#19) Please see published data

#20) Board must guide the school based on sound policies and procedures similar to the successful operation of the Lavelle Prep school

#21) Board members should provide fiduciary guidance and guide sound policies and procedures for the school based on the mission.

#22) I affirm I have read the and understand the charter school application, bylaws and proposed policies.

#23) None

Jonathan B. Lipschitz, CPA



CFO/EXECUTIVE: FINANCE / TECHNOLOGY/ TAX

Background – CFO for major units within firm. Early career – Taxes, Audits, International Taxation. Offering unique background of Finance, Technology, Business Management and Taxation in Commercial Banking, Investment Banking and Consumer Services.

EXPERIENCE

Victory State Bank – Controller 2009-Present

JP Morgan Chase 1984-2008

**Victory State Bank
Vice President/Controller** 2009-Present

- Responsible for all SEC reporting
- Initiated ERM project and signed contract to partner with a major software company to create first complete ERM software for community banks.
- Management of the company's insurance program which includes D&O, property insurance, workers comp, auto, etc. Major savings achieved in D&O through strategic planning.
- Responsible for financial control environment and have made significant enhancements to controls by implementing new systems to replace spreadsheets.

**JP Morgan Chase
Vice President/CFO – Chase Commercial/Service IT** 2003-2008

- Responsible for overall financial and business management for \$100 million business unit.
- Reduced spending by \$7 million by managing down labor, technology and occupancy costs.
- Management of staff is a relative strength, achieved 100% retention.
- Expertise in budgeting enabled \$100 million of projects to be completed on time and below budget.
- Introduced financial controls in areas of consulting costs, spending approval process and technology costs.

**JP Morgan Chase
Vice President/CFO - Cross Business eCommerce Technology** 2001-2003

Cross Business eCommerce Technology is the application development group for Investment Bank applications that span multiple business units.

- Responsible for overall financial management for \$400 million business unit.

- Introduced cost controls which resulted in savings of \$36 million. Examples are strategically managing down consultant overtime, planned timing of labor costs, timing of software/hardware purchases.
- Delivered on goals for increased technology while keeping below budget. Major CRM (Client Relationship Management) program enabled increased sales of \$100 million + within the company over 3 years.
- New concepts in cost controls included contract reviews resulting in annual cost savings of \$3 million. Additional controls enabled lower consulting costs, lower travel costs, and increased integrity of financial results.
- Monthly reporting time to senior management reduced by 3 days by automating financial processes.

The Chase Manhattan Bank, N.A., New York

1998-2000

Vice President – Global Financial Systems Architecture

- Completed the Chase Senior Financial Management Program. One of seven individuals nominated by Chase senior management to the program. The rotational program that began in January of 1998 and was completed December of 2000 was designed to train the highly successful Chase performer in a broad array of Chase Finance areas in preparation for Senior Finance roles. During this period, I was also an editorial board member for the Chase Finance Community Website.
- Implementation team member of first Oracle General Ledger web based system.
- Successfully implemented for Chase Edge Act group totaling thirty-nine companies in December 2000.
- Contributed to the overall efficiency of the business unit by using the Oracle General Ledger application to automate their reporting process.
- Specialized in building reports and security administration in Oracle.
- Led Corporate Tax visioning sessions to determine the general ledger requirements of the international tax community within Chase. These requirements formed the basis for the future vision that the worldwide tax group has for reporting.
- Coordinated efforts to save GFSA material dollars in sales tax on the purchase of software.

The Chase Manhattan Bank, N.A., New York

Vice President/Controller Latin America – Global Bank Finance

- Budgeting and forecasting for Latin America region. Monitored SVA (Shareholder Value Added) and controlled expenses within the region. Developed procedure to manage volatility of Brazilian foreign exchange impact.
- Successful integration of the Patrimonio acquisition for management reporting purposes, which was the largest investment bank acquisition in Brazil.
- Developed a process for full allocation of goodwill amortization and incentives to lines of business and coordinated with human resources to report results to senior management.
- Coordinated the annual planning system process for the Latin America region.
- Coordinated various plan transfers to appropriate lines of business.

The Chase Manhattan Bank, N.A., New York

Vice President – National Consumer Services Finance

- Provided strategic planning and business analysis for the lines of business within NCS (Retail Banking, Credit Card, Mortgage, Auto Finance and Community Development) and presented to senior management
- Developed and published a major capital investment policy for National Consumer Services for approval and review of all major capital expenditures.
- Prepared in depth analysis and competitive analysis on the Credit Card industry that enabled senior management to make critical business decisions within a challenging business environment.
- Prepared and presented a paper on the impact of the 1987 market crash on the National Consumer Services business of Chase.

The Chase Manhattan Bank, N.A., New York

1997

Vice President – International Tax Research and Planning

- Exercised leadership initiatives by partnering with various business groups to effectively reach goals of the Corporation and Tax Department.
- Provided consulting services to business units on foreign tax aspects of various loan deals as well as foreign tax audits, which generated tax savings to the overseas units.
- Managed the corporation's foreign income and withholding tax position to effectively increase bottom line financial statement income.
- Took the initiative in developing expertise in internal financial systems to create efficiencies in gathering and analyzing data used to make faster and more effective decisions.
- Presented and analyzed complex foreign tax law concepts to generate tax savings opportunities for Chase.

The Chase Manhattan Bank, N.A., New York

1984-1996

Vice President – Tax Compliance and Planning

- Responsibility for corporate income tax liability of up to \$1 billion.
- Supervision of staff consisting of CPA's responsible for tax compliance and related research and planning.
- Supervision of automated tax return process for 700 + company consolidated tax return. Supervised merger conversion of Price Waterhouse tax system to CLR Fast –Tax.
- Management of the corporations tax liability including ongoing recommendations to senior management resulting in material tax savings over a 12-year period.

Early Career

Oppenheim Appel Dixon and Co. CPA's

Senior Tax Accountant

- Supervised all aspects of corporate tax for a variety of companies with an emphasis on the brokerage area.

Buchbinder Stein Tunick and Platkin, CPA's

Senior Accountant

- Supervised audits and tax return preparation of publicly traded corporations and non profit entities with an emphasis on GAAP accounting and taxation.

EDUCATION

Ithaca College

Bachelor of Science in Accounting

PROFFESIONAL ACHIEVEMENTS

CPA, States of New York and New Jersey

Member of AICPA, NYSSCPA, NJSCPA

REFERENCES

Furnished upon request.

School Trustee Background Information

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

Name: James O'Keefe, Jr.

Charter School Name: New Ventures Charter School

Charter School Address: 1 Teleport Drive, Staten Island, NY 10311

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

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

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

Background

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

I wish to serve on the board to serve the Staten Island community by providing increased opportunity for educational advancement.

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

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

This does not apply to me. Yes.

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

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

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

This does not apply to me. Yes.

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

Conflict of Interest

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

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

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

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

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

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

My daughter is a teacher in a charter school in Rockaway, NY.

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

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

None Yes

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

In this situation, I would remain unbiased and formally address, with the rest of the board, the ethics of being a board member. During these conversations I would vocalize the importance of working alongside and for the sake of charter's mission, the integrity that is expected to be upheld in the educational field, the damage such actions could have on external partnerships, and the potential disorder that such inflictions can cause within the board and the charter school as a whole.

Educational Philosophy

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

The charter school's mission promotes and supports the college and career readiness of students through its student-centered coursework, real-life experience and learning opportunities, and enterprise-oriented objectives.

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

The nature of the charter school's educational program is innovative in that it considers the students to be the creators of new ideas and corporations. In this sense, the students are given the autonomy to apply their decision-making skills, predict potential problems in their academic, business, and personal ventures, and seek resolution for the latter. Students are encouraged not only to see but to act upon the opportunities that surround them.

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

In addition to achieving college and career readiness, a successful charter school must incorporate a significant amount community outreach, partnerships, and differentiation of teaching methods that accommodate different types of community leaders in the making. Specifically, the board of this charter school would need to ensure that

local internships are in place with the assistance of advisement and mentoring from those respective entrepreneurs in the field. Maintaining these relationships and sharing resources between the educational and business sectors can help solidify the success of the charter school.

Other

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

A public charter school board member should exemplify various qualities. Firstly, an understanding of the governance and structure of the charter school and its board is crucial. This understanding of governance and structure should include an understanding of fiscal responsibilities and standings. Secondly, an appropriate board member must believe in the school's mission being able to bring success to students and the rest of the community. Thirdly, a board member must be tolerant of diverse presences and ideas within the board and within the charter school. Lastly, a board member must be able to reflect on previous successes that the board and charter school have had in order to build upon them looking forward. Similarly, a board member must also exude the ability to evaluate any previous faults for the purpose of creating resolutions.

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

I affirm.

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



James O'Keefe, Ph.D.
Vice Provost & Professor of Criminal Justice

Dr. James O'Keefe graduated from St. John's University with his Bachelor of Science degree in 1979. He began his career in law enforcement as a police officer with the Houston Police Department in Houston, Texas. His ten (10) years with the Houston Police Department consisted of sworn service as a uniformed police officer, an undercover officer assigned to the Vice Squad, specifically to investigate narcotics and child pornography cases, and as a special assistant to the chief of patrol. During that time he was the recipient of numerous commendations for excellent police service. Additionally, while serving as a sworn officer, Dr. O'Keefe was one of the initial recipients of the "100 Club of Houston-Law Enforcement Scholarship" and completed his master's degree in police science and administration and in 1989, was awarded a Ph.D. in criminal justice administration from the Sam Houston State University Criminal Justice Center.

In 1991, he returned to New York City to become the associate director of the Office of Management & Budget in the New York City Transit Police Department. He was soon promoted to director of training when the first independent New York City Transit Police Academy was established. The Transit Police Academy went on to develop several specialty recruit, in-service, and tactical training courses expressly designed to implement the new crime reduction strategies and tactics which ultimately helped reduce crime on the New York City subway system by 48.8%. When Mayor Rudolph W. Giuliani announced the merger of the New York City Police Department, New York City Housing Police Department and the New York City Transit Police Department, Dr. O'Keefe was promoted to director of training for the newly consolidated New York City Police Department. In that professional capacity, he was responsible for all education and training of 41,000 uniformed and 15,000 civilian members of the service, with an operating budget of \$26.7 million. Under Dr. O'Keefe's leadership, the New York City Police Academy was frequently recognized for many awards and honors for innovation, including the NYPD's "Unit Citation Award" received for the first time from Police Commissioner Howard Safir during Medal Day Ceremonies for "building a police academy characterized by educational excellence in virtually all programs." Dr. O'Keefe was also responsible for conceiving, designing, securing the necessary inter-agency funding, and building the New York/New Jersey H.L.D.T.A. Joint Tactical Training Village at the NYPD Firing Range in the Bronx, NY. The Tactical Village was specifically designed and built to facilitate realistic tactical training for urban military warfare, organized crime control and NYPD's counterterrorism efforts. In 1996, when still a member of the NYPD, Dr. James O'Keefe was awarded the St. John's University "Distinguished Alumnus Award."

Dr. James O'Keefe retired from the New York City Police Department in 2001 to accept an appointment as an associate professor of criminal justice leadership with St. John's University. During his tenure, he earned appointments as program director of the Criminal Justice Program, program director of the Graduate Program in Criminal Justice Leadership, interim -chairman of the Social Science Division, and served for five years as associate dean for academic affairs & tenured professor of criminal justice leadership. Dr. O'Keefe went to Rome, Italy to secure an academic articulation agreement with the

University of Rome, "Foro Italico" in the undergraduate and graduate Sport Management Program. He continues to lecture for undergraduate and graduate seminars in police administration, public policy, law enforcement ethics, and leadership.

He has also been invited to lecture at the Bill Blackwood Law Enforcement Management Institute of Texas and the Illinois Law Enforcement Training & Standards Board - Executive Institute. Over his career, he has published many scholarly articles and books, including **Protecting the Republic: The Education & Training of American Police Officers**, published by Prentice Hall in 2004, and "*Counterterrorism Training in the Public Sector*," a chapter in **Community Preparedness and Response to Terrorism**, published by Praeger in 2005. Dr. O'Keefe is frequently called upon to serve as a professional consultant and has testified as an expert witness in federal courts throughout the United States in the areas of law enforcement policies and practices, and is recognized internationally as an expert witness in law enforcement education and training.

In April, 2008, Dr. O'Keefe was appointed an honorary member of the Honor Legion of the City of New York Police Department. He also served as visiting professor for the Westchester County Police Academy. During the academic years 2009-2010 and 2010-2011, he was also appointed to serve on the Vincentian Institute for Social Action (V.I.S.A.) Faculty Research Consortium – a distinguished interdisciplinary group of university scholars who guide the field-based research of the St. John's University Ozanam Scholars. Dr. O'Keefe's work with V.I.S.A., and as a senior fellow in the Vincentian Center for Church and Society, was specifically designed to address poverty solutions in the 21st century, and earned the prestigious "St. John's University - St. Vincent DePaul Award" for leadership. Dr. O'Keefe continues to serve as a faculty mentor to numerous Ph.D. candidates. Additionally, the 2010-2011 Princeton Review "Highest Rated University Professors in the Nation" recently rated Professor James O'Keefe as the 7th best university professor in the nation

On February 2, 2010, Dr. James O'Keefe was appointed by Mayor Paul Buccellato to serve as a commissioner on the newly created Matawan (NJ) Police Commission.

On October 31, 2011, the Police Commissioner of the City of New York, the Honorable Raymond W. Kelly, announced the appointment of Dr. James O'Keefe as Deputy Commissioner in the New York City Police Department. In February, 2012 he was also recommended by Police Commissioner Raymond W. Kelly, and appointed by Governor Andrew M. Cuomo, to serve as a member of the New York State Municipal Police Training Council in Albany, NY to oversee law enforcement training in New York State.

As the Deputy Commissioner for Training, Dr. O'Keefe was responsible for providing over 51,000 sworn and civilian members of the New York City Police Department with the finest and most comprehensive education & training; thereby enhancing their abilities to protect the lives, constitutional rights, property and human dignity of all New Yorkers and visitors to New York City. He managed a command of 412 uniformed police officers (from assistant chief through police officer), 117 civilian employees and typically 1,500 police recruit officers.

In January, 2014, after completing a two and half year academic leave of absence, Dr. O'Keefe returned to St. John's University and was appointed vice provost and professor of criminal justice for the Staten Island Campus.

School Trustee Background Information

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

Name: JOSEPH ROMANO

Charter School Name: RCSE

Charter School Address: 1 TELEPORT DR., STATEN ISLAND, NY 10311

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

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

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

Background

1. Please provide your educational and employment history. You may do so by attaching a résumé. Resume Attached
2. Please affirm that you are or will be at least eighteen years old at the time of your appointment/election to the board. I affirm.
3. Please affirm that you have read Article 56 of the New York State Education Law, and understand the relationship between a charter school and the authorized chartering entity as defined in that statute. I affirm.
4. Please indicate how you became aware of the charter school and the opportunity to serve as a member of its board. *I have been working with Lavelle Prep and Mr. Byalin asked if I'd serve here.*
5. Please explain why you wish to serve on the board.
I would enjoy the opportunity to serve and contribute to the work of this school.

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

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

This does not apply to me. Yes.

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

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

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

This does not apply to me. Yes.

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

Conflict of Interest

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

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

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

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

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

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

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

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

No. Yes.

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

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

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

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

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

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

I / we have no such interest. Yes.

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

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

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

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

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

None Yes

17. Please explain how you would handle a situation in which you believe one or more members of the charter school's board are involved in working for their own benefit, or the benefit of their friends and family. *I would report this to the school director or board chair. Then ensure protocols are followed for reporting.*

Educational Philosophy

18. Please explain your understanding of the charter school's mission and/or philosophy.
19. Please explain your understanding of the educational program of the charter school.
20. Please indicate what you believe to be the characteristics of a successful charter school. In particular, please provide the specific steps you think the board of the charter school will need to take to ensure that this charter school is and remains successful.

*See
separate
sheet*

Other

21. Please explain your understanding of the appropriate role of a public charter school board member. *To provide fiduciary oversight and ensure goals are met and applicable laws observed and obeyed.*
22. Please affirm that you have read and understand the charter school application, the charter school board's by-laws and all proposed policies.
23. *I have done so.* Please provide any other information that you feel is pertinent to the Department's review.

Nothing to add.

18. My understanding of the school's mission is that stated in its letter of intent: The mission of RCSE is to promote a society that ensures all youth, including those living in challenging circumstances and those living with emotional challenges and other disabilities, lead fulfilling lives and are welcomed and integrated in their communities. The school's mission is to promote college and career readiness for overage and under-credited, disconnected and at-risk youth aged 16-21 in Staten Island, helping them graduate from high school prepared to excel in their academic, professional, and personal lives.

19. My understanding of the proposed school's educational mission is also derived from the letter of intent: Richmond Charter School for Entrepreneurship will offer a program designed to appeal to students who have become or are becoming disengaged from traditional schooling, including a clear, time-sensitive path to graduation, atypical class schedules, and emphasis on college AND career readiness, with real, meaningful work experiences, and pedagogical practices attuned to individual needs, enabling students to earn credits while engaged in meaningful, real world problem solving experiences. RCSE will utilize multiple outreach methods including direct mailing to eligible candidates through the NYC DOE mailing system. Additional outreach will be conducted through agencies and organizations serving disengaged youth on Staten Island, many of whom have already been involved in the charter planning process. Because students with disabilities, English-language learners, and those eligible for free or reduced price lunch are disproportionately represented among the population of students who have dropped out of high school or are at risk of dropping out, it is anticipated that these students will be represented in the applicant pool at rates which far exceed their percentage in the general student population. All outreach materials will affirmatively welcome students in these high risk groups. Following the experience of Lavelle Prep, RCSE proposes to set aside 30% of its incoming seats for students

with Individualized Education Plans in order to ensure that this at risk population is served.

20. In order to assure the success of this school, it is my belief that members of the board will need to meet regularly with the administration to ensure that both the long and short term goals are met. So, in addition to the broader philosophy outlined in the letter of intent, a series of short term objectives will need to be created, in concert with the administration, that will ensure the school lives up to its philosophy and serves its stated constituents. This will range from recruiting to classroom offerings to physical plant and more. The board will need to hold the administration accountable for meeting these goals.

Joseph Romano, Candidate for RCSE Charter School Board


Education: Bachelor's degree, English, Lyndon State College, Lyndonville, Vt.

Work Experience

Reporter, Caledonian Record, St. Johnsbury, Vt. (82-86)

Coordinator of Alumni and Media Relations, Lyndon State College, Lyndonville, Vt (86-88)

Writer/Publicist, University of Vermont, Burlington, Vt. (88-92)

Executive Director of Communications, University of the South, Sewanee, Tenn. (92-06)

Chief of Staff, Wagner College, Staten Island, N.Y. (06-present)

School Trustee Background Information

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

Name: John M. Strand, Ed.D.

Charter School Name: Richmond Charter School for Entrepreneurship

Charter School Address: _____

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

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

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

Background

1. Please provide your educational and employment history. You may do so by attaching a résumé. Resume Attached
2. Please affirm that you are or will be at least eighteen years old at the time of your appointment/election to the board. I affirm.
3. Please affirm that you have read Article 56 of the New York State Education Law, and understand the relationship between a charter school and the authorized chartering entity as defined in that statute. I affirm.
4. Please indicate how you became aware of the charter school and the opportunity to serve as a member of its board. *The President asked me to serve.*
5. Please explain why you wish to serve on the board.
I have a long professional interest in helping start new small schools and was the founder of one of the oldest "alternative high schools" in NYC, which served the same student population.

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. *I have served on the Board of the South Norwalk Collegiate Academy, a charter school in Connecticut.*

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

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

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

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

This does not apply to me. Yes.

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

Conflict of Interest

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

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

If your answer is yes, please indicate the precise nature of your relationship here: *For those board members who also serve on the board of John Lavelle Prep Charter School, I attended several board meeting of that school in my role as a consultant to that school.*

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

I / we do not know any such persons. Yes. *I know Ken Byalin, the proposed President of the new school, with whom I served as a consultant to John Lavelle Prep.*

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

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

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

X No Yes.

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

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

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

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

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

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

X I / we have no such interest. Yes.

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

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

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

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

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

X None Yes

17. Please explain how you would handle a situation in which you believe one or more members of the charter school's board are involved in working for their own benefit, or the benefit of their friends and family. *First, I would get the facts from the person who is suspected. If still concerned about the situation after that, I would request that the Executive Committee consider a motion to remove the person from the Board.*

Educational Philosophy

18. Please explain your understanding of the charter school's mission and/or philosophy. *The school's mission is to enable students age 16-21, who have too few credits to graduate from a conventional high school to accelerate their academic progress through a year round schedule, experiential learning through "field" placements and internships in local businesses and non-profit organizations, and academic courses tailored to their credits for graduation. They will be expected to demonstrate preparation for success in college and/or in a career field of their choosing.*
19. Please explain your understanding of the educational program of the charter school. *The mentoring of individual students in internships, the process of their demonstrating what they have learned in field placements, and other practices will borrow heavily from Big Picture Schools and the City as School in NYC.*
20. Please indicate what you believe to be the characteristics of a successful charter school. In particular, please provide the specific steps you think the board of the charter school will need to take to ensure that this charter school is and remains successful. *A successful school will provide evidence from multiple sources that its students are achieving the educational goals consistent with the school mission. The Board will regularly review data such as student attendance, student performance on required NYS Regents Exams, student progress in earning credits toward graduation, and student defense of their graduation portfolios. The Board will hold the President and Principal accountable for providing it with such evidence that the school is achieving its mission and for making improvement in the school where sufficient progress has not been made.*

Other

21. Please explain your understanding of the appropriate role of a public charter school board member. *The role of a board member is to set policies conducive to the school achieving its mission, to ensure that the school has the resources to do that, and to hold the school leaders accountable for accomplishing that. The Board is also responsible for effective stewardship of the public and private funds to which the school is entitled.*

22. Please affirm that you have read and understand the charter school application, the charter school board's by-laws and all proposed policies. *I have reviewed successive drafts of these documents as the application was completed.*

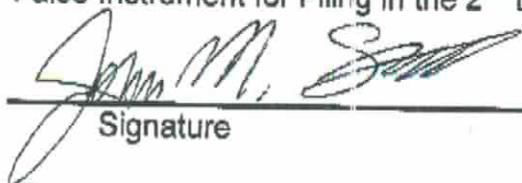
23. Please provide any other information that you feel is pertinent to the Department's review.

I bring considerable expertise and professional experience related to the development of this new charter school to my service as a board member. As the Senior Program Officer at New Visions for Public Schools in NYC, I led a team which provided professional development and technical assistance to the creation of the first wave of new small high schools in the Bronx. I have served as a consultant to planning teams for new charter schools in NYC, Connecticut, Pennsylvania, and Minnesota. In 1971, I was the founding Principal of the Satellite Academies for Career Education, an alternative high school for school drop-outs, which had enabled thousands of overage, undercredited youth to graduate from high school and enter a college or the work force.

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

STATEMENT OF ASSURANCE: I, John M. Strand

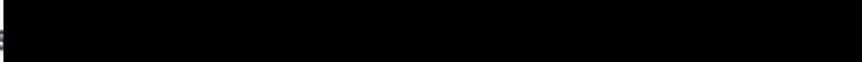
(name of proposed board member) state that I am the applicant for board member approval and I have read the questionnaire and any supporting documents and know the contents thereof; that the same is true to my knowledge except as to the matters therein stated to be alleged upon information and belief,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

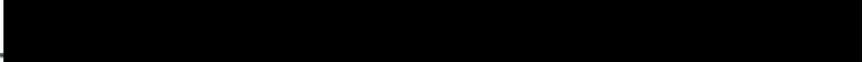

Signature

02/27/14
Date

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

Business Telephone: 

Business Address: 

E-Mail Address: 

Home Telephone: same

Home Address: same

RESUME

John M. Strand, Ed. D.

PROFESSIONAL EMPLOYMENT

Consultant in Development of New Charter Schools: 2006-13

- consultant to founding President of John Lavelle Preparatory School (a grades 6-12 school in New York City with a rigorous academic program for emotionally disturbed adolescents, which opened in 2009)—coordinated development of curriculum, instructional practices, and assessment system; teacher coach for the first two years of the school, which currently includes grades 6-10.
- created and facilitated process by which a community planning team developed a school concept paper and charter school application for the South Norwalk Collegiate Academy (a grades K-8 charter in an inner-city neighborhood in Norwalk, Connecticut)
- consultant to Board of Director of the Booker T. Washington Academy (K-8 school in New Haven, Connecticut) in developing school design and charter school application.

Consultant to Great Schools Partnership, Knoxville, Tennessee: 2005-06

- facilitated process by which an Advisory Committee on Small High Schools reached a decision to plan a new high school building to open in 2008 as a school with four semi-autonomous academies, including advising architects on the space requirements of the academies, conducting a Seminar on Small Schools, and assisting in interpreting the strengths and problems of campuses of small high schools in Dade County, Florida and NYC, which were visited by the Committee.

Leadership Coach, New Visions for Public Schools, New York City: 2005-06

- mentor to 7 second year principals of new small secondary schools in the New Century High Schools Initiative to support their development as instructional leaders in areas such promoting academic rigor in teaching and learning, planning professional development, and creating a personalized school environment for students
- co-facilitator of network of principals who conducted action research projects in their schools

Senior Program Officer, New Visions for Public Schools, New York City: 2001-05

- served on senior leadership team of New Century High Schools Initiative (NCHSI), a program that has created 78 new small secondary schools to replace large, low performing New York City high schools
- assisted in the development of Regional Office of Small Schools in the Bronx, the formation of school planning teams, and a professional development program in small school practices for the planning teams
- led the development of the Request for Proposals, which outlined the small school principles and elements of school design for school planning teams throughout the NCHSI

- served on the NCHSI Core Team, comprised of representatives of the three foundations funding the project, the teachers' and supervisors' unions, the NYC Department of Education and New Visions for Public Schools, to evaluate proposals for new schools, interview school planning teams, and select schools to receive implementation grants
- led team of 4 New Visions program officers in providing technical assistance to 38 schools on 7 campuses in the Bronx during their early years of operation and development
- organized and managed first "data dialogues" to review data on student outcomes with new schools

Senior Educational Consultant, Learn Now, Inc., New York City: 1999-2001

- led teams that created model school designs for new middle and high schools started by a new charter school company
- recruited and hired the senior educational team for the company
- developed and implemented innovative process for selecting teachers for the schools and determining salary increases for school leaders and teachers, based on growth in student achievement and observation of teacher practices
- designed and implemented student assessment program that analyzed longitudinal growth of individual students as feedback for improving instruction

Director of School Services and Consultant/Trainer, Efficacy Institute, Lexington, Mass. 1994-99

- consultant to urban school districts across the country in building education reforms based on a change in "belief systems" of educators and students, including Boston, St. Louis, Milwaukee, Oakland, and Denver.
- designed and trained the Efficacy Seminar for Principals
- trained more than 2,000 teachers in the Efficacy Seminar for Educators, which challenged them to examine their beliefs about students' abilities and to adopt new practices based on the Efficacy belief system

Superintendent of Schools, Peoria Public Schools, Peoria, Illinois: 1988-94

- Leader of urban school system with 17,000 students in 34 schools
- initiated affirmative education program which dramatically increased the number of minority and women professionals in central office and school leadership positions
- planned and implemented an extensive professional development program for school leaders
- initiated the creation of career academies in three high schools and an alternative high school
- created the concept for a "break the mold" early childhood education center, which operated as a full-day school for inner city children, ages 3-6 and served as a professional development school and laboratory school for early childhood educators in the district

Superintendent of Schools, Newton Public Schools, Newton, Mass: 1982-88

- Leader of suburban district of 9,000 students in 19 schools
- initiated system-wide program of instructional uses of computers
- led team of educators, who created system-wide initiative to raise the achievement of African-American students—i.e. closing a wide "achievement gap"
- initiated a partnership between the Jingshan School in Beijing, China and the Newton Public Schools, which included annual teacher and student exchanges—the first partnership between an American public school system and a Chinese school
- created the New Schools' Foundation, a non-profit organization which made grants to teachers in a school district facing a cap on revenues from property taxes

Superintendent of Schools, Pelham Public Schools, Pelham, New York: 1977-82

- Leader of suburban school district of 2,300 students in 6 schools
- initiated district-wide writing process curriculum
- initiated program of multi-grade classrooms in elementary schools to solve class size problems during a period of declining enrollment
- led the development of gifted and talented and special education programs in the district.

Assistant Superintendent of Schools, Pelham Public Schools, Pelham, N.Y.: 1976-77

- responsible for curriculum development, supervision of elementary schools, personnel, special education, and evaluation and testing

Principal, Walt Whitman Junior High School, Yonkers, New York: 1974-76

- led the planning for the transition from junior high school (grades 7-9) to middle school (grades 6-8)

Director of Satellite Academies for Career Education, New York City Public Schools: 1971-73

- creator and founding principal of one of the first alternative high schools for drop-outs in New York City—with four “academies” and a total of 600 students
- created a program of three components: ungraded reading and mathematics “skill labs”; experiential learning in communities and organizations outside of the school; work study program with training by corporate employers
- oversaw the identification and renovation of school sites in office buildings near employer sites
- Satellite Academies remains one of the most effective alternative high schools in New York City, having graduated several thousand students over more than 40 years.

Graduate Fellow, Program for Educational Leaders, Teachers College, Columbia University, New York City: 1970-71 and 1973-74

- selected as one of only 12 fellows to pursue doctorate in educational administration in preparation for a career as a “change agent” in American public schools—funded by Ford Foundation

Teacher of Social Studies, Richard C. Lee High School, New Haven, Conn: 1967-70

- taught urban sociology and economics
- lived in the inner-city neighborhood near the school and spent many non-school hours in outreach to youths who were struggling in school

Teacher of Social Studies, New Canaan Conn. High School: 1966-67

- taught ancient and medieval history in 9th grade

EDUCATION

B.S. in German Literature	Carleton College, Northfield, Minn.	1964
Master of Arts in Teaching (History)	Wesleyan University, Middletown, Conn.	1966
Ed. D. in Educational Administration,	Teachers College, Columbia U., NYC	1976

School Trustee Background Information
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Each proposed or prospective charter school board member must provide the information requested below.

Name: dirk
tillotson _____

Charter School Name: New ventures Charter School

Charter School Address: _____ staten
island _____

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

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

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

Background

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

Prep charter school board and have been involved in conversations about the need for a high school alternative in Staten Island from the beginning

5. Please explain why you wish to serve on the board. Traditional high schools are not adequately serving many students and there was an incredible lack of options for over aged under credited students on Staten Island
6. Please indicate whether you have previously served or are currently serving on a board of a school district, a non-public school or any not-for-profit corporation (to the extent not otherwise indicated in your response to Item 1, above). In addition, please describe any other experience, knowledge or skills you feel is relevant to service on the charter school board. This does not apply to me. Yes. (Include description here): I currently serve on the John W. Lavelle prep charter school and previously have served on DREAM and Fahari Academy charter school boards. I also sit on the board of Education for Change in Oakland CA.
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). I pled nolo contendere to a duai in 1993 in CA. Paid a fine and was closed.

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

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

This does not apply to me. Yes.

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

Conflict of Interest

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

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

If your answer is yes, please indicate the precise nature of your relationship here: I sit on the Board of Lavelle Prep and several of the trustees (4 I believe) are from Lavelle, so I know them from that.

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

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

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

I know Ken Byalin, who is a prospective employee from my work with him at Lavelle Prep, where he is an employee and I am on the Board

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

No. Yes.

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

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

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

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

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

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

I / we have no such interest. Yes.

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

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

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

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

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

None Yes

By serving on the Lavelle Prep board, which may develop a relationship with NVCS there may be instances in which a real or perceived conflict of interest results, in which case I will follow relevant requirements of the GML and other statutes as well as the specific ethics and conflict of interest policies of Lavelle Prep

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

I would first raise this privately with the person and make them aware of the policies and their obligations, if they persisted I would notify all board members, and if they still persisted I would raise it at our board meeting and seek enforcement of our policies for the record

Educational Philosophy

18. Please explain your understanding of the charter school's mission and/or philosophy. NVCS will engage over aged and under credited students on SI to reach college and career readiness, working with the natural entrepreneurship students possess and teaching them the standards as they learn career skills

19. Please explain your understanding of the educational program of the charter school. Engaging non traditional mix of classroom and internship work, scaffolded upon a set of social supports and emphasis on wellness

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

Accountability at all levels, based on data and stakeholder input, alongside really strong leadership hiring and planning. We will have a dashboard with strategic indicators of success that we will constantly track from the board level

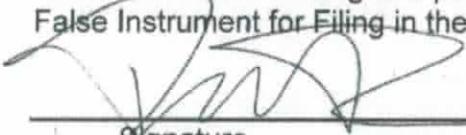
Other

21. Please explain your understanding of the appropriate role of a public charter school board member.
They are responsible for the fiscal legal and academic performance of the school and entrusted to assure that the school meets its charter goals
22. Please affirm that you have read and understand the charter school application, the charter school board's by-laws and all proposed policies. I have
23. Please provide any other information that you feel is pertinent to the Department's review. Nothing additional

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

STATEMENT OF ASSURANCE

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

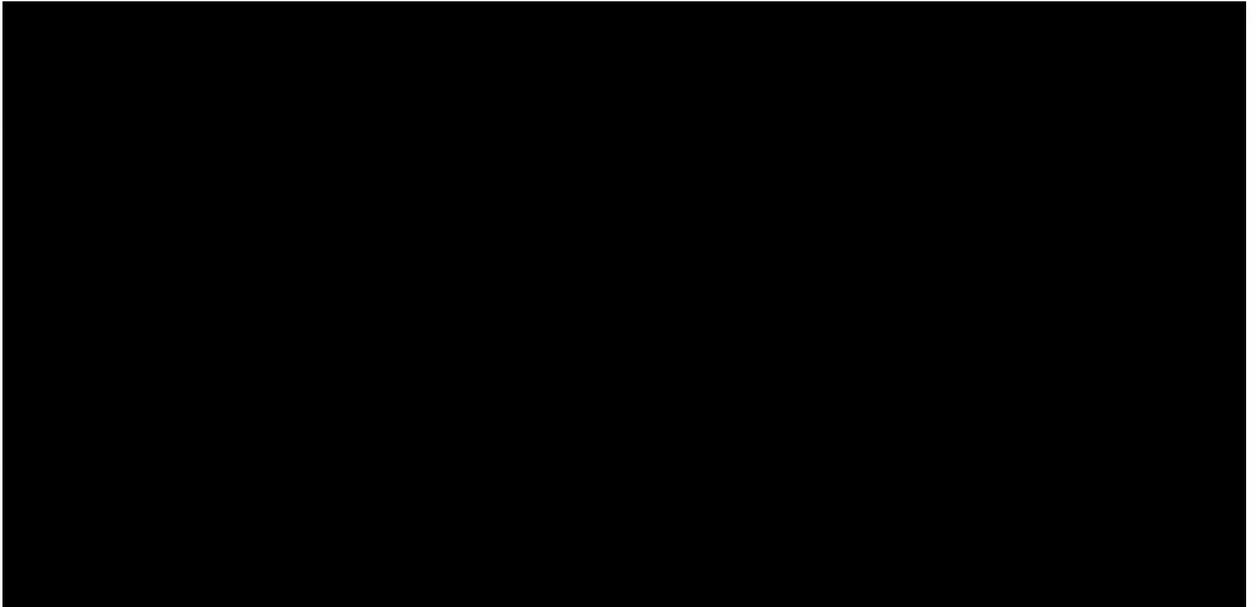


Signature

3/12/14

Date

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



DIRK TILLOTSON, Esq.

EDUCATION

DEPARTMENT OF JURISPRUDENCE AND SOCIAL POLICY, UC BERKELEY

Jurisprudence and Social Policy, M.A. December 2004

Fields: Law and Economics, Constitutional Law

Thesis: Charter Schools and the "Market" in Urban Education

Awards: Graduate Opportunity Fellowship 1994-95, Olin Fellowship 1997 and 2000, Mentored Research Fellowship 1998-99

BOALT HALL SCHOOL OF LAW, UNIVERSITY OF CALIFORNIA, BERKELEY

Juris Doctor, May 1995

STATE UNIVERSITY OF NEW YORK AT ALBANY

Political science, Sociology minor, B.A. (1991)

STATE UNIVERSITY OF NEW YORK AT BROCKPORT (1987-1989)

PROFESSIONAL EXPERIENCE

NEW YORK CHARTER SCHOOL INCUBATOR,

Founder and Executive Director (Sept 2008-present)

*Designed, founded, and led program to incubate community based charter schools catering to underserved students

*Successfully incubated and opened 17 community based charter schools in NYS encompassing a variety of innovative models, including the first autism-inclusion charter, first college prep charter that targeted students with mental health challenges, first Montessori charter, and a range of other models

NEW YORK CITY CENTER FOR CHARTER SCHOOL EXCELLENCE

Chief Operations Officer (Jan 2007-Sept. 2008), Interim Chief Executive Officer (March 2007-Sept. 2008)

*Responsible for providing comprehensive support to 60 current NYC charter schools and new schools and development groups

*Oversight of \$41 million organization, responsible for program development and implementation of initiatives to support the range of NYC schools

TILLOTSON AND ASSOCIATES, Oakland, California

President (Aug. 2005-Jan. 2007)

*Provided comprehensive charter school development and program implementation consulting services for primarily independent, community-grown charter schools

*Served as senior advisor for the National Alliance for Public Charter Schools during 5 month residency in New Orleans for comprehensive support structures for charter school reform post-Katrina

RAND EDUCATION, Doha, Qatar

Senior Independent School Advisor (Jan. 2004- Aug. 2005)

*Served as senior policy advisor for comprehensive education reform in the Middle Eastern state of Qatar

*Developed charter law and regulations, reviewed applicants, and assisted in selecting school operators

*Served as senior policy advisor on national school facilities plan for independent schools

*Guided new school operators through all stages of development and implementation

*Developed and implemented school and contractor evaluation protocols

OAKLAND CHARTERS TOGETHER, Oakland, California

Founder, School Governance Specialist (2001-2003)

*Served as primary program staff for federally-funded urban charter school collaborative

*Doubled number of charter schools during program, with charters showing the highest student gains and highest overall achievement at particular levels

*Coordinated and directed school collaborative, conducted trainings, disseminated best practices, conducted needs assessments and delivered technical assistance

AMERICAN INDIAN PUBLIC CHARTER SCHOOL, Oakland, California

President, Board of Directors (2000-2003)

*Defended school in revocation procedures and oversaw restructuring that led to extremely successful education outcomes and naming as a "National Charter School Success Story" school,

http://www.ncsc.info/newsletter/may2003/american_indian.htm

*Greatest Academic Performance Index (API) gain of any middle school in California 2000-2002

*Reviewed and revised all major policies, oversaw all aspects of school operation

DIRK TILLOTSON, ATTORNEY AT LAW, Oakland, California

Solo Practitioner, Consultant (1996-Present)

*Manages solo practice focusing primarily on education and non profit corporation law

*Provides comprehensive charter school organizational and operational consulting services

UNIVERSITY OF CALIFORNIA AT BERKELEY, LEGAL STUDIES DEPARTMENT

Graduate Student Instructor (1993-1998)

*Taught undergraduates in the subject areas of law and economics and courts and social policy

*Taught law students in academic support program constitutional law and torts

MORRISON & FOERSTER L.L.C., San Francisco, California

Law Clerk (1994)

*Drafted memoranda on numerous litigation issues

PUBLIC ADVOCATES INC., San Francisco, California

Law Clerk (1993)

*Wrote memoranda on wide-ranging civil rights issues including arguing for affirmative action in the San Francisco Police Department and implementation of sufficient bilingual programs in the Oakland Unified School District

*Developed suggestions for preliminary contract language for guidelines to promote cultural competency in managed health care

NORTHEAST PARENT AND CHILD SOCIETY, Schenectady, New York

Counselor (1989-1992)

*Counseling of emotionally disturbed adolescents

PRACTICAL SKILLS

Trained extensively, and wide range of experience, in conflict resolution and third party mediation

Familiarity with broad range of school startup and implementation issues

Legislative drafting and policy promulgation

Extensive experience working with and organizing underrepresented communities around educational opportunities

Successful grant writer and fundraiser

References available upon request

Attachment 5b: BYLAWS OF NEW VENTURES CHARTER SCHOOL

ARTICLE I

ORGANIZATION

Section 1. Name. The name of the corporation is NEW VENTURES CHARTER SCHOOL (the "**Corporation**").

Section 2. Legal Organization. The Corporation is a non-stock, not-for-profit corporation, incorporated as an education corporation pursuant to Section 2853 of the New York Education Law (the "**Charter Law**").

Section 3. Members. The Corporation shall have no members.

Section 4. Principal Place of Business. The principal place of business of the Corporation shall be located at Corporate Commons One at 1 Teleport Drive, Staten Island, New York 10311, or at such other place as the Board of Trustees (the "**Board**") may select by resolution or amendment of these Bylaws.

Section 5. Fiscal Year. The fiscal year of the Corporation shall commence on July 1 in each calendar year and end on June 30 of the succeeding year or on such other date as shall be determined by resolution of the Board.

Section 6. Books. There shall be kept at the principal place of business of the Corporation (1) correct and complete books and records of account, (2) minutes of the proceedings of the Board and the Executive Committee, (3) a current list of the trustees and officers of the Corporation and their residence addresses and other contact information, (4) a copy of these Bylaws, (5) a copy of the Corporation's application for recognition of exemption with the Internal Revenue Service (Form 1023), and (6) copies of the past years' information returns to the Internal Revenue Service (Form 990).

Section 7. General Purposes. The Corporation is organized and will be operated exclusively to carry out educational and charitable purposes, within the meaning of Section 501(c)(3) of the Internal Revenue Code of 1986, as now in effect or as may be amended hereafter ("**Section 501(c)(3)**"), including, but not limited to:

(a) operating a public charter school (the "**Charter School**") in Staten Island, New York pursuant to the Corporation's charter agreement (the "**Charter**");

(b) exercising all rights and powers conferred by the laws of the State of New York upon not-for-profit education corporations and consistent with the Constitution of the State of New York and the Charter, including, but not limited to, raising funds, receiving gifts, bequests and contributions in any form, using, applying, investing and reinvesting the principal and income therefrom and distributing the same for the above purposes; and

(c) engaging in any other activity that is incidental to, connected with, or in advancement of the foregoing purposes and that is within the definition of charitable and educational for purposes of Section 501(c)(3).

Section 8. Mission. The mission of the NEW VENTURES CHARTER SCHOOL is to provide a rigorous college preparatory education which equips and empowers students for success in an environment which welcomes all students, including those living with emotional challenges, and integrates all students in its classes and activities.

ARTICLE II

BOARD OF TRUSTEES AND NON-VOTING TRUSTEES

Section 1. Number of Trustees. The Board shall consist of not less than five (5) or more than twenty-five (25) trustees (each a "Trustee" and collectively, "Trustees"). The number of Trustees comprising the entire Board shall be fixed, from time to time, by resolution of the Board or by amendment of these Bylaws; provided, however, that the number of Trustees shall always be an odd number.

Section 2. Powers of the Board. The Board shall have all powers of a Board of Trustees under all applicable laws including the New York Not-for-Profit Corporation Law (the "N-PCL"), the Charter Law, the Charter and these Bylaws, including but not limited to: (a) appointing and discharging advisors and consultants who have skills considered necessary or helpful to the Corporation; (b) employing and discharging persons for the furtherance of the purposes of the Corporation; (c) electing all officers of the Corporation (each an "Officer" and collectively "Officers") and all Trustees; and (d) exercising all other powers necessary to manage the affairs and further the purposes of the Corporation in conformity with the N-PCL, the Charter Law, the Charter and these Bylaws.

Section 3. Election of Trustees; Classification.

(a) The terms of office of the Trustees shall coincide with the annual meetings of the Board. At each annual meeting of the Board, the successors of the class of Trustees whose term of office expires at that meeting shall be elected, in accordance with these Bylaws, to a three-year term. Trustees shall be elected by the affirmative vote of at least a majority of the Trustees then in office and may serve any number of consecutive terms. A Trustee's term of office shall not be shortened by any reduction in the number of Trustees nor shall a Trustee's term of office be lengthened by amendment to the Charter, these

Bylaws or other Board action.

(b) The Board shall be divided into three classes of Trustees (which shall be as nearly equal in number as possible) for the purpose of staggering the terms of office.

Section 4. Vacancies. A vacancy on the Board shall be deemed to exist upon (a) the death, resignation or removal of any Trustee, unless the Board elects to reduce the number of Trustees authorized under these Bylaws; (b) an increase in the authorized number of Trustees; or (c) the failure of the Board, at any annual or other meeting of Trustees at which any one or more Trustees are to be elected, to elect the authorized number of Trustees to be voted for at that meeting. Vacancies shall be filled such that the classes of Trustees are as nearly equal in number as possible. If a vacancy occurs on the Board for any reason, the position shall be filled by the Board, by the affirmative vote of at least a majority of the Trustees then in office until the next annual meeting of the Board, at which time the person filling the vacancy may be eligible for nomination as a candidate to stand for election for the remainder of the term of such position, if any.

Section 5. Removal of Trustees. The Board may, by the affirmative vote of at least a majority of the Trustees then in office, remove a Trustee for cause or, at any regular meeting of the Board or any special meeting of the Board called for that purpose. Notwithstanding anything in these Bylaws to the contrary, at least one (1) week's notice must be given for a meeting at which Trustees are to vote on the removal of a Trustee.

Section 6. Resignation. A Trustee may resign at any time by giving written notice to the Secretary or Chairperson. The resignation shall be effective upon receipt of such notice or at any later date specified in the notice.

Section 7. Compensation. Trustees shall serve without compensation for their services as Trustees; however, the Board may approve reimbursement of a Trustee's actual and necessary expenses while conducting the Corporation's business.

Section 8. Action by the Board.

(a) Except as may be specifically provided by statute, the Charter, or these Bylaws, the vote of a majority of the Trustees present and entitled to vote at any meeting at which a quorum is present shall be the act of the Board.

(b) All voting by Trustees shall be in person and never by proxy.

Section 9. Advisory Trustees. The Board from time to time may elect, by an affirmative vote of a majority of the Trustees then in office, additional individuals to serve as "Advisory Trustees".

Section 10. Emeritus Trustees. Upon the nomination of the Governance and

Nominating Committee, the Board from time to time may appoint, by an affirmative vote of a majority of the Trustees then in office, "Emeritus Trustees". Persons eligible for nomination as Emeritus Trustees shall be persons who shall have served as Trustees of the Corporation for a period of time fixed by resolution of the Board.

Section 11. Rights and Duties of Advisory and Emeritus Trustees. Advisory Trustees and Emeritus Trustees shall have neither the powers nor the duties of trustees of not-for-profit corporations in the State of New York. Advisory Trustees and Emeritus Trustees shall have the right to attend, and participate in the discussion at, Board meetings as guests of the Board, and shall be furnished copies of notices and materials distributed to the Trustees in connection therewith. However, Advisory Trustees and Emeritus Trustees shall not have the right to vote at meetings, or by written consent, or exercise any other powers of Trustees nor shall Advisory Trustees or Emeritus Trustees be counted for the purposes of determining the existence of a quorum. Advisory Trustees and Emeritus Trustees may be removed at any regular meeting or any special meeting of the Board called for that purpose and may resign at any time by giving written notice to the Secretary or Chairperson.

ARTICLE III COMMITTEES

Section 1. Committees.

(a) The Board shall have the following standing committees: (i) Executive Committee; (ii) Finance and Audit Committee; (iii) Governance and Nominating Committee; and (iv) Education and Accountability Committee. The Board, by an affirmative vote of a majority of the Trustees then in office, may establish and appoint other standing committees or special committees of the Board, consisting of at least three Trustees, with such powers and duties as permitted by law and as the Board may prescribe. As used in these Bylaws, "**Committee**" shall refer to any committee provided for in, or created by the Board pursuant to, this Article III.

(b) To the extent permitted by law, the Committees shall have all the authority granted by the Board, except that no Committee shall have the authority to (i) fill vacancies in the Board or any Committee, (ii) remove Trustees, (iii) appoint or remove Officers, (iv) amend, repeal, or adopt Bylaws or the Charter, (v) amend or repeal any resolution of the Board which by its terms shall not be so amendable or repealable, (vi) authorize an expenditure that exceeds the approved budgetary amount for such item of expenditure by more than an amount authorized by resolution of the Board and (vii) any other matter covered under Section 712 of the N-PCL.

(c) Unless a shorter term is prescribed by the Board in its resolution creating a special committee, the Committee members shall be elected for a one-year term at each annual meeting of the Board. The slate of candidates for committees shall be submitted to the Board by the chairperson of the Committee and Committee members shall be elected

by an affirmative vote of a majority of the Trustees then in office. Unless otherwise provided herein, each Committee shall choose a chairperson from among its members.

Section 2. Executive Committee. The Executive Committee shall consist of the Chairperson, a Vice Chairperson, the Treasurer, the Secretary, and such other directors as may be appointed to the Executive Committee by the Board.

Section 3. Finance and Audit Committee. The Finance and Audit Committee shall consist of the Treasurer (who shall serve as the chairperson of the Finance Committee), the Chairperson and at least one other Trustee. No person who is an employee of the Corporation or who has any material financial interest in any entity doing business with the Corporation may serve on the Finance and Audit Committee. To the extent permitted by law and these Bylaws, the Finance Committee shall (i) recommend to the Board an annual budget and fiscal policy (and amendments thereof from time to time), (ii) recommend to the Board an independent auditor to conduct an annual audit of the financial statements of the Corporation and oversee such independent auditor and (iii) fulfill such other duties and responsibilities as may be assigned to the Finance and Audit Committee by the Board from time to time.

Section 4. Governance and Nominating Committee.

(a) The Governance and Nominating Committee shall consist of at least three Trustees. To the extent permitted by law and these Bylaws, the Nominating Committee shall (i) identify individuals qualified to become members of the Board, (ii) recommend the slate of Trustees to be voted upon by the Board at the annual meeting of the Board or any Trustee to fill a vacancy on the Board, (iii) recommend to the Board the Trustees to be appointed to Committees of the Board, including in the event of vacancies, (iv) recommend to the Board candidates to be appointed as Officers of the Corporation, (v) develop and recommend to the Board a set of corporate governance guidelines, (vi) oversee the evaluation of the Board, Officers, and other management, if any, and (vii) fulfill such other duties and responsibilities as may be assigned to the Nominating Committee by the Board from time to time.

(b) The names of the persons selected by the Governance and Nominating Committee as nominees to the Board shall be submitted to the Board at least thirty days in advance of the annual meeting at which the elections are to be held.

Section 5. Education and Accountability Committee. The Education and Accountability Committee shall consist of at least three Trustees. To the extent permitted by law and these Bylaws, the Education and Accountability Committee shall oversee the (i) assessment and performance measures of the Corporation, (ii) maintenance of school records and public documents, and (iii) publication of the Corporation's annual report and shall also fulfill such other duties and responsibilities as may be assigned to the Education and Accountability Committee.

ARTICLE IV

MEETINGS OF THE BOARD OF TRUSTEES AND ITS COMMITTEES

Section 1. Open Meetings Law. Board meetings shall be held in compliance with Article 7 of the New York Public Officers Law (the “**Open Meetings Law**”).

Section 2. Place of Meeting. The Board shall hold its meetings at the school.

Section 3. Annual Meetings. The annual meeting of the Board shall be held each year in the month of September at a date, time and place fixed by the Board for the purpose of electing Trustees and Officers and for the transaction of any other business as may properly come before the meeting.

Section 4. Regular Meetings. Regular meetings of the Board or its Committees shall be held at such times as may be fixed from time to time by resolution of the Board or Committee members, as the case may be. In the absence of such fixed dates, times and places, notice of each meeting and an agenda for same shall be given to each Trustee by personal delivery, fax, electronic or regular mail at least 72 hours before the day of the meeting. The Board shall hold monthly meetings.

Section 5. Special Meetings. Special meetings of the Board may be called, subject to the notice requirements of Section 6 of this Article IV, by the Chairperson (or, in the case of the absence or incapacity of Chairperson, the Vice Chairperson) of the Board, by the Secretary, or upon written request of at least fifteen percent (15%) of the Trustees. Special meetings of a Committee may be called, subject to the notice requirements of Section 6 of this Article IV, by any member of such Committee.

Section 6. Notice of Special Meetings. Except as otherwise required by law or these Bylaws, notice of each special meeting of the Board or Committee, as the case may be (which notice shall state the purpose or purposes of such special meeting and at such meeting no other business than that stated in the notice shall be transacted as official business), by personal delivery, fax, electronic or regular mail at least twenty-four hours before the day of the meeting. No notice need be given of any adjourned meeting. Notice of a meeting need not be given to any Trustee or Committee member who submits a signed waiver of notice whether before or after the meeting, or who attends the meeting without protesting, prior thereto or at its commencement, the lack of notice to him or her.

Section 7. Public Notice. Public notice of meetings shall be given in accordance with the Open Meetings Law.

Section 8. Quorum. Unless a greater proportion is required by law or these Bylaws,

a majority of the number of Trustees then in office shall constitute a quorum for the taking of action by the Board. Except as otherwise provided by law or these Bylaws, at any meeting of the Board, the affirmative vote of a majority of the Trustees present at the time of the vote shall be the act of the Board. If at any meeting of the Board, there shall be less than a quorum present, the Trustees present may adjourn the meeting until a quorum is obtained. Whether or not a quorum exists, the majority of Trustees at a meeting may vote to adjourn a meeting without notice. All voting shall be in person and never by proxy.

Section 9. Minutes. The minutes taken at all open meetings of the Board and its Committees shall include a record or summary of all motions, proposals, resolutions, actions taken, and any other matter formally voted upon and the results of the vote and shall be made available, for approval, to the Board at the next regular meeting of the Board or Committee, as the case may be, and to the public as required by the Open Meetings Law. The minutes taken at executive sessions shall include any action taken by formal vote and provide a summary of the final determination of such action; provided, however, that such minutes need not include any matter which is not required to be made public by the Open Meetings Law. The minutes of executive sessions shall be made available to the public to the extent required by the Open Meetings Law.

Section 10. Organization. At each meeting of the Board, the Chairperson or, in the absence of the Chairperson, the Vice Chairperson, shall preside, or in the absence of either of such Officers, a Trustee, chosen by a majority of the Trustees present, shall preside. The Secretary shall act as Secretary of the Board. In the event the Secretary shall be absent from any meeting of the Board, the Trustees shall select a secretary to record the minutes. At each meeting of a Committee, the chairperson of the Committee or, in his or her absence, a member chosen by a majority of the Committee members present, shall preside, and a Committee member shall also be selected to record the minutes.

Section 11. Matters Exempt from the Open Meetings Law. The Board may act on the following matters in a meeting closed to the public: (A) judicial or quasi-judicial proceedings; and (B) any matter made confidential by state or federal law.

Section 12. Executive Session. Notwithstanding any other sections of these Bylaws, upon a vote of a majority of the entire Board in an open meeting, on a motion that identifies the general subject or subjects to be considered, the Board may conduct a meeting in executive session for the following reasons only (unless otherwise permitted by the Open Meetings Law or other applicable law), provided, however, that no action by formal vote shall be taken to appropriate public moneys:

- (a) matters which would imperil public safety if disclosed;
- (b) any matter which may disclose the identity of a law enforcement agent or informer;
- (c) information relating to current or future investigation or prosecution of a criminal offense which would imperil effective law enforcement if disclosed;

- (d) discussions regarding proposed, pending or current litigation;
- (e) collective bargaining negotiations;
- (f) the medical, financial, credit or employment history of a particular person or corporation or matters pertaining to the appointment, employment, promotion, demotion, discipline, suspension, dismissal or removal of a particular person or corporation;
- (g) the preparation, grading or administration of examinations; and
- (h) the proposed acquisition, sale or lease of real property or the proposed acquisition, sale or exchange of securities, but only when publicity would substantially affect the value thereof.

ARTICLE V OFFICERS

Section 1. Number and Qualifications. The Officers of the Corporation shall be the Chairperson, Vice Chairperson, Treasurer, and Secretary, and such other Officers, if any, as the Trustees may from time to time appoint. The Chairperson, the Vice Chairperson, the Secretary and the Treasurer shall be selected from among the Trustees; any other Officers may, but shall not be required to be, selected from among the Trustees. Any person may hold more than one office in the Corporation except that no one person may hold both the offices of Chairperson and Secretary.

Section 2. Election and Term of Office. At each annual meeting of the Board, the Officers of the Corporation shall be elected for a one-year term. Each Officer shall continue in office until his or her successor shall have been elected and qualified or, if sooner, until his or her death, resignation or removal; provided, that if an Officer is required to be selected from among the Trustees by Section 1 of this Article V, such Officer's term of office shall end automatically if such person ceases for any reason to be a Trustee.

Section 3. Resignation. Any Officer may resign, at any time, by giving written notice to the Secretary or Chairperson. The resignation shall be effective upon receipt of such notice or at any later date specified in the notice, but no resignation shall discharge any accrued obligation or duty of an Officer.

Section 4. Removal. Any Officer may be removed, with or without cause, by an affirmative vote of the majority of the Trustees then in office and the resulting vacancy shall be filled for the unexpired term by an affirmative vote of the majority of the Trustees then in office. Notwithstanding anything in these Bylaws to the contrary, at least one (1) week's notice must be given to the Officer to be removed and each Trustee for a meeting at which Trustees are to vote on the removal of an Officer.

Section 5. Chairperson. The Chairperson shall preside at all meetings of the Board at which the Chairperson is present. The Chairperson shall also perform such other duties as may be assigned to him or her from time to time by the Board.

Section 6. Vice Chairperson. In the absence or incapacity of the Chairperson, or a vacancy in the office of the Chairperson, the Vice Chairperson (as determined by the Board) shall preside at all meetings of the Trustees. The Vice Chairperson shall have such powers and shall perform such other duties as may be assigned to him or her by the Board or the Chairperson.

Section 7. President. The President shall be the chief executive officer of the Corporation. Subject to the direction of the Board, the President shall have general supervision over the affairs and property of the Corporation and its employees, shall generally do and perform all acts incident to the office of President, and shall have such additional duties and powers as may from time to time be assigned to him or her by the Board. The President may execute, in the name of the Corporation, deeds, mortgages, bonds, contracts or other instruments in the ordinary course of business, except in cases where the signing and execution thereof shall require prior Board approval under Section 1 of Article VI of these Bylaws or shall be expressly delegated by the Board or by these Bylaws to some other officer or agent of the Corporation.

Section 8. Treasurer. The Treasurer shall keep and maintain, or cause to be kept and maintained, the books of account and shall have charge and custody of, and be responsible for, all funds and securities of the Corporation, and deposit all such funds in the name of and to the credit of the Corporation in such banks, trust companies, or other depositories as shall be selected by the Board. The Treasurer shall also perform all other duties customarily incident to the office of Treasurer. At each annual meeting, he or she shall render a report of the Corporation's accounts showing in appropriate detail: (a) the assets and liabilities of the Corporation as of a twelve-month fiscal period terminating not more than six months prior to the meeting; (b) the principal changes in assets and liabilities during that fiscal period; (c) the revenues or receipts of the Corporation, both unrestricted and restricted to particular purposes during said fiscal period; and (d) the expenses or disbursements of the Corporation, for both general and restricted purposes during said fiscal period. Such report shall be filed with the minutes of the annual meeting of the Board. The report to the Board may consist of audited financials, or a verified or certified copy of any report by the Corporation to the Internal Revenue Service or the Attorney General of the State of New York that includes the information specified above. The Treasurer shall, if required by the Board, obtain a bond for the faithful discharge of his or her duties, in such sum and with such sureties as the Board shall require.

Section 9. Secretary. In addition to his or her duties pursuant to Section 9 of Article IV of these Bylaws; the Secretary shall keep a current list of the Corporation's Trustees and Officers and their residence addresses; the Secretary shall be the custodian of the seal of the Corporation and shall affix the seal, or cause it to be affixed, to all agreements, documents and other papers requiring the same. The Secretary shall also have custody of all other contracts and documents which are not in the custody of the Treasurer of the Corporation, or in the custody of some other person authorized by the Board to have such custody.

Section 10. Compensation. The Chairperson, Vice Chairperson, Secretary and Treasurer shall not receive any salary or compensation for their services as Officers. An Officer shall be entitled to reimbursement for reasonable expenses incurred in carrying out his or her duties as an Officer and approved by the Board.

Section 11. Assignment and Transfer of Stocks, Bonds and Securities. The Chairperson and the Treasurer, and each of them, if the Board shall have authorized them to do so pursuant to resolution, shall have power to assign, vote, or to endorse for transfer, under the corporate seal, and to deliver, any stock, bonds, subscription rights, or other securities, or any beneficial interest therein, held or owned by the Corporation.

ARTICLE VI

CONTRACTS, CHECKS, DRAFTS AND BANK ACCOUNTS

Section 1. Execution of Contracts. The Board may grant to any officer or officers, agent or agents, in the name of and on behalf of the Corporation, the general or specific authority to enter into any contract or execute and deliver instruments. No contract calling for expenditures by the Corporation of more than \$100,000.00 shall be executed without prior approval of the Board by the affirmative vote of a majority of the Trustees then in office. Unless so authorized by the Board, or expressly authorized by these Bylaws, no officer, agent or employee of the Corporation shall have any power or authority to bind the Corporation by any contract or engagement or to pledge its credit or to render it liable financially in any amount for any purpose.

Section 2. Loans. No loans or other indebtedness shall be contracted on behalf of the Corporation unless specifically authorized by the Board of Trustees. No loans shall be made by the Corporation to its Trustees, Officers, or employees or to any other corporation, firm, association or other entity.

Section 3. Checks, Drafts, etc. All checks, drafts and other orders for the payment of money out of the funds of the Corporation, and all notes or other evidences of indebtedness of the Corporation, shall be signed on behalf of the Corporation in such manner as shall from time to time be determined by resolution of the Board.

Section 4. Deposits. All funds of the Corporation not otherwise employed shall be deposited from time to time to the credit of the Corporation in such banks, trust companies or other depositories as the Board may select.

ARTICLE VII INDEMNIFICATION AND INSURANCE

Section 1. Non-Liability. Except as otherwise required by law, the Trustees shall not be personally liable for the Corporation's debts, liabilities or other obligations.

Section 2. Indemnification. Unless expressly prohibited by applicable law, any person (“**Indemnified Person**”) made, or threatened to be made, a party to an action or proceeding, whether civil, criminal, administrative, investigative or otherwise, by reason of the fact that he or she, his or her testator or intestate then is or was a Trustee or Officer of the Corporation, or then serves or has served any other corporation, partnership, joint venture, trust, employee benefit plan or other enterprise in any capacity at the request of the Corporation, shall be indemnified by the Corporation against expenses (including attorneys’ fees), judgments, fines, penalties and amounts paid in settlement. To the full extent so permitted, the foregoing shall apply to actions by or in the right of the Corporation and require the Corporation to pay expenses in advance of final disposition. The adoption of the foregoing provisions shall not adversely affect any right to indemnification which any person may have under these Bylaws as in effect prior to such adoption or apart from the provisions of these Bylaws as now, hereafter or formerly in effect; and other rights to indemnification or advancement of expenses may be provided by (i) a resolution of the Board or (ii) an agreement providing for such indemnification. If the Board so determines, the Corporation may provide indemnity, on such terms and to such extent as may be fixed by the Board, to employees and other persons to whom the foregoing provisions do not relate. Neither the amendment nor repeal of this Article VII, nor the adoption of any provision of these Bylaws or the Charter or of any other statute inconsistent with this Article VII, shall eliminate or reduce the effect of this Article VII in respect of any acts or omissions occurring prior to such amendment, repeal or adoption of an inconsistent provision.

Section 3. Prohibited Indemnification. The Corporation shall not indemnify any person if a judgment or other final adjudication adverse to the Indemnified Person (or to the person whose actions are the basis for the action or proceeding) establishes that such person’s acts were committed in bad faith or were the result of active and deliberate dishonesty and were material to the cause of action so adjudicated or that he or she personally gained in fact a financial profit or other advantage to which he or she was not legally entitled.

Section 4. Advancement of Expenses. The Corporation may, on request of any Indemnified Person who shall request in writing to be indemnified by the Corporation, advance or promptly reimburse the expenses, including attorney’s fees, reasonably incurred by such Indemnified Person in connection with a threatened or actual action or proceeding prior to its final disposition. However, no such advancement or reimbursement of expenses shall be made unless the Indemnified Person makes a binding, written commitment to repay the Corporation for any amount advanced or reimbursed for which it is ultimately determined that he or she is not entitled to be indemnified under the law or Section 2 of this Article VII. An Indemnified Person shall cooperate in good faith with any request by the Corporation that common legal counsel be used by the parties to such action or proceeding who are similarly situated unless it would be inappropriate to do so because of actual or potential conflicts between the interests of the parties.

Section 5. Determination of Indemnification. Indemnification mandated by a final order of a court of competent jurisdiction will be paid. After termination or disposition of any actual or threatened action or proceeding against an Indemnified Person, if indemnification has not been ordered by a court, the Board may, upon written request by the Indemnified Person, determine whether and to what extent indemnification is required pursuant to these by-laws, and shall decide whether or not indemnification is required. If the Board determines that indemnification is required, the Board shall determine the extent and terms of any indemnification, and such decisions shall be placed in the written minutes of the meeting at which the discussion occurs. Before indemnification can occur, the Board must explicitly find that such indemnification will not violate the provisions of Section 2 or 3 of this Article VII. No Trustee with a personal interest in the outcome, or who is a party to such actual or threatened action or proceeding concerning which indemnification is sought, shall participate in this determination. If a quorum of disinterested Trustees is not obtainable, the Board shall act only after receiving the opinion in writing of independent legal counsel that indemnification is required in the circumstances under then applicable law and these bylaws.

Section 6. Insurance. The Corporation shall have the power to purchase and maintain insurance to indemnify the Corporation for any obligation incurred pursuant to this Article VII. To the extent permitted by law, such insurance may insure the Corporation for any obligation it incurs as a result of this Article VII or operation of law and it may insure directly the Trustees, Officers, employees or volunteers of the Corporation for liabilities against which they are not entitled to indemnification under this Article VII as well as for liabilities against which they are not entitled to be indemnified by the Corporation.

Section 7. Nonexclusive Rights. The provisions of this Article VII shall not limit or exclude any other rights to which any person may be entitled under law or contract. The Board is authorized to enter into agreements on behalf of the Corporation with any Trustee, Officer, employee or volunteer providing them rights to indemnification or advancement of expenses in connection with potential indemnification in addition to the provisions therefor in this Article VII, subject in all cases to the limitations of this Article VII.

Section 8. Enforcement.

(a) The right to be indemnified or to the reimbursement or advancement of expenses pursuant to Section 2 of this Article VII (i) is a contractual right pursuant to which the person entitled thereto may bring suit as if the provisions hereof were set forth in a separate written agreement between the Corporation and such person, and (ii) shall continue to exist after any rescission or restrictive modification hereof. The Corporation shall not be obligated under this Article VII to make any payment thereunder to the extent the person seeking indemnification hereunder has actually received payment of the amounts otherwise indemnifiable hereunder. Furthermore, the Corporation shall be entitled to an assignment of any benefits payable to any person under any insurance policy, whether or not the premiums in such policy have been paid by the Corporation to the extent of any

reimbursement paid or advanced made by the Corporation under this Article VII.

(b) If a request for indemnification or for the reimbursement or advancement of expenses pursuant to Section 2 or Section 4 of this Article VII, respectively, is not paid in full by the Corporation within thirty (30) days after a written claim has been received by the Corporation therefor, the claimant may at any time thereafter bring suit against the Corporation to recover the unpaid amount of the claim and, if successful in whole or in part, the claimant shall also be entitled to be paid the reasonable expenses of prosecuting such claim. The failure of the Corporation (including its Board of Trustees or independent legal counsel) to have made a determination prior to the commencement of such action that indemnification of or reimbursement or advancement of expenses to the claimant is proper in the circumstances shall not create a presumption that the claimant is not so entitled.

ARTICLE VIII CONFLICTS OF INTEREST

Section 1. Definition of Conflicts of Interest. A conflict of interest will be deemed to exist whenever a Trustee, officer or employee of the Corporation is in the position to approve or influence Corporation policies or actions which may financially benefit or harm: (a) the individual; (b) any member of the individual's immediate family (spouse, parents, children, brothers or sisters, and spouses or domestic partners of these individuals); or (c) any organization in which the individual or an immediate family member is a director, trustee, officer, member, partner or has or controls more than 10% ownership interest.

Section 2. Disclosure of Conflicts of Interest. A Trustee or officer shall disclose a conflict of interest: (a) prior to voting on or otherwise discharging his duties with respect to any matter involving the conflict which comes before the Board or any committee; (b) prior to entering into any contract or transaction involving the conflict; (c) as soon as possible after the Trustee or officer learns of the conflict; and (d) on the annual conflict of interest disclosure form. The Secretary of the Corporation shall distribute annually to all Trustees and officers, a form soliciting the disclosure of all conflicts of interest, including specific information concerning the terms of any contract or transaction with the Corporation and whether the process for approval set forth in Section 3 of this Article VIII was used.

Section 3. Approval of Contracts and Transactions Involving Potential Conflicts of Interest. A Trustee or officer who has or learns about a potential conflict of interest should disclose promptly to the Secretary of the Corporation the material facts surrounding any actual or potential conflict of interest, including specific information concerning the terms of any contract or transaction with the Corporation. All effort should be made to disclose any such contract or transaction and have it approved by the Board before the arrangement is entered into.

Following receipt of information concerning a contract or transaction involving a potential conflict of interest, the Board shall consider the material facts concerning the proposed contract or transaction including the process by which the decision was made to

recommend entering into the arrangement on the terms proposed. The Board shall approve only those contracts or transactions in which the terms are fair and reasonable to the Corporation and the arrangements are consistent with the best interests of the Corporation. Fairness includes, but is not limited to, the concepts that the Corporation should pay no more than fair market value for any goods or services which the Corporation receives and that the Corporation should receive fair market value consideration for any goods or services that it furnishes others. The Board shall set forth the basis for its decision with respect to approval of contracts or transactions involving conflicts of interest in the minutes of the meeting at which the decision is made, including the basis for determining that the consideration to be paid is fair to the Corporation

Section 4. Validity of Actions. No contract or other transaction between the Corporation and any other corporation, firm, association or other entity in which one or more of its corporate officers are directors or trustees or officers, or have a substantial financial interest, shall be either void or voidable for this reason alone or by reason alone that such trustee(s) or director(s) or officer(s) are present at the meeting of the Board, or of a committee thereof, which authorizes such contract or transaction, or that his or their votes are counted for such purpose, if the material facts as to such Trustee's or officer's interest in such contract or transaction were disclosed to the Board and the transaction was approved by a vote sufficient for such purpose without counting the vote or votes of such interested Trustee or officers. Common or interested Trustees may be counted in determining the presence of a quorum at a meeting of the Board or committee which authorizes such contract or transaction. At the time of the discussion and decision concerning the authorization of such contract or transaction, the interested Trustee or officer should not be present at the meeting.

Section 5. Employee Conflicts of Interest. An employee of the Corporation with a potential conflict of interest in a particular matter shall promptly and fully disclose the potential conflict to his or her supervisor. The employee shall thereafter refrain from participating in deliberations and discussions, as well as any decision, relating to the matter and follow the direction of the supervisor as to how the Corporation decisions which are the subject of the conflict will be determined. The Chairman shall be responsible for determining the proper way for the Corporation to handle Corporation decisions which involve unresolved employee conflicts of interest. In making such determinations, the Chairman of the Board may consult with legal counsel.

Section 6. Reports. The Chairman shall report to the Board at least annually concerning employee conflicts of interest which have been disclosed and contracts and transactions involving employee conflicts which the Chairman has approved.

ARTICLE IX

AMENDMENTS

Section 1. Amendments. These Bylaws may be amended, repealed, or restated by a vote of two-thirds of the Trustees then in office. Such action is authorized only at a duly called and held meeting of the Board for which written notice of such meeting, setting forth the proposed alteration, is given in advance, in accordance with the notice provisions for set forth in Article IV of these Bylaws.

As adopted on this 30th day of June, 2014

ATTEST:

Secretary

Attachment 5c: New Ventures Charter School Code Of Ethics For School Trustees, Officers and Employees³⁶

The Board of Trustees recognizes that sound, ethical standards of conduct serve to increase the effectiveness of school board trustees and their staff as educational leaders in their community. Actions based on an ethical code of conduct promote public confidence and the attainment of school goals. The Board also recognizes its obligation under the General Municipal Law to adopt a code of ethics consistent with the provisions of the General Municipal Law, setting forth the standards of conduct required of all school trustees, officers and employees.

Therefore, every officer and employee of the school, whether paid or unpaid, including Board Trustees, shall adhere to the following code of conduct:

1. *Gifts:* An officer or employee shall not directly or indirectly solicit any gifts; nor shall an officer or employee accept or receive any single gift having a value of \$75 or more, or gifts from the same source having a cumulative value of \$75 or more over a twelve-month period, whether in the form of money, services, loan, travel, entertainment, hospitality, thing or promise, or any other form, if it could reasonably be inferred that the gift was intended to influence him or her in the performance of his or her official duties or was intended as a reward for any official action on his or her part.

However, the Board welcomes and encourages the writing of letters or notes expressing gratitude or appreciation to staff members. Gifts from children that are principally sentimental in nature and of insignificant financial value may be accepted in the spirit in which they are given.

2. *Confidential information:* An officer or employee shall not disclose confidential information acquired by him or her in the course of his or her official duties or use such information to further his or her own personal interest. In addition, he/she shall not disclose information regarding any matters discussed in an executive session of the Board, whether such information is deemed confidential or not.

3. *Representation before the Board:* An officer or employee shall not receive or enter into any agreement, express or implied, for compensation for services to be rendered in relation to any matter before the school board.

4. *Representation before the Board for a contingent fee:* An officer or employee shall not receive or enter into any agreement, express or implied, for compensation for services to be rendered in relation to any matter before the school board, whereby the compensation is to be dependent or contingent upon any action by the school with

³⁶ Adapted from New York City Charter School Center Model Code Of Ethics.

respect to such matter, provided that this paragraph shall not prohibit the fixing at any time of fees based upon the reasonable value of the services rendered.

5. *Disclosure of interest in matters before the Board:* A member of the Board of Trustees and any officer or employee of the school, whether paid or unpaid, who participates in the discussion or gives official opinion to the Board on any matter before the Board shall publicly disclose on the official record the nature and extent of any direct or indirect financial or other private interest he or she has in such matter. The term "interest" means a pecuniary or material benefit accruing to an officer or employee.

6. *Investments in conflict with official duties:* An officer or employee shall not invest or hold any investment directly in any financial, business, commercial or other private transaction that creates a conflict with his or her official duties.

7. *Private employment:* An officer or employee shall not engage in, solicit, negotiate for or promise to accept private employment when that employment or service creates a conflict with or impairs the proper discharge of his or her official duties.

8. *Future employment:* An officer or employee shall not, after the termination of service or employment with the Board, appear before the Board or any panel or committee of the Board, in relation to any case, proceeding, or application in which he or she personally participated during the period of his or her service or employment or that was under his or her active consideration. This shall not bar or prevent the timely filing by a present or former officer or employee of any claim, account, demand or suit against the district on his or her own behalf or on behalf of any member of his or her family arising out of any personal injury or property damage or for any lawful benefit authorized or permitted by law.

Distribution of Code of Ethics

The Chief Executive Officer shall cause a copy of this Code of Ethics to be distributed annually to every officer and employee of the school. Each officer and employee elected or appointed thereafter shall be furnished a copy before entering upon the duties of his or her office or employment.

Penalties

In addition to any penalty contained in any other provision of law, any person who shall knowingly and intentionally violate any of the provisions of the Board's code of ethics may be fined, suspended or removed from office or employment, as the case may be, in the manner provided by law.

Attachment 8a: Hiring and Personnel Policies and Procedures

INTRODUCTION

Welcome to the New Ventures Charter School ("the School"). The School congratulates you on your decision to join us, and we trust that this decision will prove beneficial to you, the School and the families and students we serve. The School has prepared this Handbook to provide you with a convenient source of information about its human resources policies, work guidelines and benefits. This Handbook is not all-inclusive, and is intended solely to provide general information to the School's employees. This Handbook supersedes any and all prior Handbooks, the company's policy statements, and contracts.

THIS HANDBOOK SHOULD NOT BE CONSTRUED AS, AND DOES NOT CONSTITUTE, A CONTRACT OF EMPLOYMENT, EITHER EXPRESS OR IMPLIED, OR FOR ANY SPECIFIC DURATION. EMPLOYMENT WITH THE SCHOOL IS AT WILL AND MAY BE TERMINATED AT ANY TIME, WITH OR WITHOUT CAUSE, BY EITHER THE EMPLOYEE OR THE SCHOOL.

No representative of the School, other than the chair of the Board of Trustees, has the authority to enter into an agreement to the contrary. To be valid, any such agreement must be made in writing and signed by the chair.

In addition, administrative policies may be made by the Board of Trustees of the School and the School administration. Employees will be bound by these policies. Every effort will be made to keep employees informed of all changes to law, regulation and policy. The School will attempt to provide employees with notification of any other changes as they occur.

Possession of this Handbook does not necessarily make employees eligible for the various benefits described. Employees may need to satisfy certain eligibility requirements before obtaining coverage. In some instances, state or federal laws and/or regulations may impose certain requirements in addition to those stated as School policy. In any situation in which insurance or other benefit plans are concerned, the official plan documents and insurance contracts will always prevail over statements contained in this Handbook.

EMPLOYMENT

Employment at Will

An employee's relationship with the New Ventures Charter School is an employment "at will." This Handbook does not constitute a contract for employment between the School and its employees. Employees of the School are considered "at will," and therefore either the employee or the School may terminate the employment relationship under the policies set forth in this document. The employment relationship may be terminated at any time, with or without cause. It is the responsibility of the Board of Trustees to oversee school policies and operations. No person other than the President has authority to enter into any agreement for employment for any specified period of time and any such agreement must be in writing.

Equal Opportunity Employer

The School is firmly committed to a policy of equal employment opportunity. The School does not discriminate in employment opportunities or practices for any qualified persons on the basis of race, color, religion, creed, sex, gender, sexual orientation, ethnicity, national origin, ancestry, age, disability (including AIDS), marital status, military status, citizenship status, predisposing genetic characteristics, or any other characteristic protected by local, state, or federal law. Employment decisions at the School will be made in a non-discriminatory manner, based on qualifications, abilities and merit. This policy governs all aspects of employment at the School including recruitment, hiring, assignments, training, promotion, upgrading, demotion, downgrading, transfer, lay-off and termination, compensation, employee benefits, discipline, and other terms and conditions of employment.

If employees have any questions or concerns about any type of discrimination, they should bring these issues to the attention of their supervisor, the President or the Board of Trustees. Anyone found to be engaging in any type of discrimination will be subject to disciplinary action, up to and including termination of employment.

No-Harassment Policy

School is committed to providing an environment that is free from harassment and coercion, where all employees can work together comfortably and productively. The School prohibits all types of harassment, including verbal harassment, based on a person's race, color, ethnicity, creed, religion, sex, gender, sexual orientation, national origin, ancestry, age, disability (including AIDS), marital status, military status, predisposing genetic characteristics or any other characteristic protected by local, state, or federal law, or such actions as opposing discrimination or participating in any complaint process at the EEOC or other human rights agencies. This prohibition applies in employees' relationships with all other employees, students, parents and guardians, visitors, guests, independent contractors and consultants. Employees are expected always to conduct themselves in accordance with this policy and to report offensive behavior before it rises to the level of harassment.

Sexual Harassment

The School prohibits sexual harassment of any employee, student, parent or guardian, visitor, guest, candidate for employment, independent contractor, consultant, or other person visiting the school's premises. Sexual harassment is a form of sex discrimination in violation of federal, state and local law. For purposes of this policy, sexual harassment is defined, as in the Equal Employment Opportunity Commission Guidelines, as unwelcome sexual advances, requests for sexual favors, and other verbal or physical conduct of a sexual nature. Please see the Director of Operations for the complete policy.

Informal Complaint Procedure

The School encourages, but does not require, individuals who believe they are being harassed promptly to notify the offender that his or her behavior is unwelcome. If for any reason an

individual does not wish to confront the offender directly, or if such a confrontation does not successfully end the harassment, the individual should notify his or her supervisor or a member of the School administration, who may, if the individual so requests, speak to the alleged harasser on the individual's behalf. An individual reporting sexual or other harassment should be aware, however, that the School may decide it is necessary to take action to address the harassment beyond an informal discussion. The best course of action in any case will depend on many factors and, therefore, the informal procedure will remain flexible. Moreover, the informal procedure is not a required first step for the reporting individual.

Formal Complaint Procedure

Complaint Procedure and Investigation: If an employee believes that he or she has been harassed by any School employee, student, vendor, client, or other School contact, the employee should immediately report the incident to his or her supervisor or a member of the School administration. If his or her supervisor or a member of the school administration is involved in the reported conduct, or for some reason the employee feels uncomfortable about making a report to such person, the employee should report directly to the President or the Chair of the Board of Trustees. A supervisor who, in his or her capacity as such, receives information regarding sexual or other harassment is obligated to report it immediately upon becoming aware of it.

Timeliness in Reporting Harassment: The School encourages the prompt reporting of any potential violations of this policy, so that it can take appropriate steps to maintain a workplace free of harassment, and to ensure that its procedures are effective in promoting this goal. While no fixed reporting period has been established, early reporting and intervention have proven to be the most effective means of resolving actual or perceived incidents of sexual or other forms of harassment.

Investigation and Protection against Retaliation: The School will promptly and impartially investigate any report of harassment. The investigation may include individual interviews with the parties involved and, if necessary, with individuals who may have observed the alleged conduct or may have relevant knowledge. The School will not retaliate, nor will it tolerate retaliation, against employees who report in good faith harassment in the School environment. Retaliation against an individual for reporting sexual or other harassment or for assisting in providing information relevant to a claim of sexual harassment is a serious violation of this policy and will be treated with the same strict discipline as would the harassment itself. Acts of retaliation should be reported immediately and will promptly be investigated. The School is prepared to take appropriate steps to protect individuals who fear they may be subjected to retaliation.

Confidentiality: Confidentiality will be maintained to the extent practical and appropriate under the circumstances. The School will make every effort to handle complaints and investigations with sensitivity to the rights of the person who reports the harassment and to the rights of the accused. To conduct an effective investigation, however, the School may need

to discuss the allegations with the alleged harasser or other potential witnesses. The School will maintain confidential records of all complaints and how each was investigated and resolved, and all individuals receiving information about the allegations will be warned of the consequences of retaliation.

Responsive Action: The School will take prompt remedial or disciplinary action against any employee who engages in harassing or discriminatory behavior or retaliation. Responsive action may include, for example, mandatory training or referral to counseling, and disciplinary action such as warnings, reprimands, withholding of a promotion or pay increase, reassignment of the offender, temporary suspension without pay, termination of employment, or other measures the School believes will be effective in ending the misconduct and correcting the effects of the harassment.

False and Malicious Accusations: False and malicious accusations of sexual or other harassment, as opposed to complaints which, even if erroneous, are made in good faith, may be the subject of appropriate disciplinary action, up to and including termination of employment.

Summary of Responsibilities

- Employees (includes all employees of the School)
- To refrain from all conduct that might be considered discrimination or harassment.
- To report complaints to a supervisor or a member of the School administration who will treat such information with sensitivity to its confidential nature.
- To cooperate reasonably in any investigation by the School or its agent.
- Supervisors (includes all employees to whom other staff members report)
- To maintain a workplace free of discrimination, harassment, and intimidation.
- To inform employees of the School's policy prohibiting discrimination and harassment and of the right to bring complaints of this nature, confidentially, as described above.
- To report all complaints of discrimination and harassment to the school administration as described above.
- To investigate promptly each complaint and, where investigation confirms the allegation, to recommend appropriate corrective action, up to and including termination of employment.
- To be sensitive to the confidential nature of these matters and to the privacy of all parties involved in such complaints, to the extent practicable and appropriate under the circumstances.
- Not to retaliate against any employee for bringing a good faith complaint.
- Administration (includes the School leader(s))
- To educate and train employees at each level.
- To ensure that all supervisors and employees are made aware of the School's policy against discrimination and harassment and of their responsibilities under the policy.
- When complaints are lodged directly with the School administration, it shall investigate

promptly and report findings to the Board of Trustees with recommendations concerning corrective action if appropriate.

Responsibilities of Board of Trustees

- To listen to complaints brought before it.
- To ensure availability and access if the complaint concerns a School leader.
- To ensure that action is taken if the complaint concerns a School leader.

Recruitment

The School will make every effort to ensure that both the letter and spirit of the laws prohibiting discrimination are fully implemented in all of its working relationships. The School actively seeks diversity in its student/parent body, faculty, staff and administration and is committed to equal employment opportunity. (See Section II.B. for more information regarding the School's Equal Opportunity policy.) The School will take all appropriate steps to verify the information provided on an employment application. These steps may take place before or after commencement of employment. Any misrepresentation, falsification or omission of any information or data on an employment application may result in exclusion from further consideration for employment and/or termination of employment.

Pursuant to section 2852(4) of the Charter School Act, the School is required to fingerprint prospective employees for the purpose of determining whether the prospective employee has a criminal history.

Proof of Right to Work

In compliance with the Immigration Reform and Control Act of 1986, each new employee, under penalty of perjury, must complete and sign the Employment Eligibility Verification Form I-9 and provide original documentation establishing his or her identity and legal authority to work in the United States no later than three (3) business days after the employee's hiring. Failure to provide the appropriate documentation will be grounds for termination.

Collective Bargaining

Pursuant to sections 2854(3)(b-1) and (c-1) of the Charter School Act (as amended), employees of a newly created Charter School are not deemed members of any existing collective bargaining unit representing employees of the school district in which the charter school is located and are not subject to any existing collective bargaining agreement between the school district and its employees. The School must afford its employees who are not represented by a union reasonable access to any employee organization.

Employment Classification

Each employee shall be categorized as a full-time employee, a part-time employee, a temporary

employee, or a consultant, and as either exempt or non-exempt.

Full-time employees are not in a temporary or introductory status and are regularly scheduled to work the School's full-time schedule of forty or more hours per week. Generally, they are eligible for the School's benefit package, subject to the terms, conditions, and limitations of each benefit program.

Part-time employees are not assigned to a temporary or introductory status and are regularly scheduled to work fewer than forty hours per week. While they do receive all legally mandated benefits (such as Social Security and Workers' Compensation), they are generally ineligible for all of the School's other benefit programs, in accordance with the terms, conditions, and limitations of each benefit program.

Temporary employees are hired for short-term periods and are ineligible for benefits, other than those mandated by law.

Consultants are independent contractors who work under a consultancy agreement and have no employee status. They are ineligible for benefits.

Employees will be informed upon hire whether they are considered exempt or non-exempt from federal and state wage and hour laws.

Exempt employees are not entitled to overtime pay or do not earn an hourly minimum wage, or both. Employees employed in bona fide executive, administrative, or professional capacities are commonly exempt from federal and state minimum wage and overtime requirements. This includes all teachers, assistant teachers and administrators unless their employment status is specified as non-exempt upon hire.

Non-exempt employees are those employees who are eligible for overtime pay for all hours worked over forty hours per week and will be paid at least the hourly minimum wage set by state and federal law.

SEPARATION

Resignation: Notice Requirement: Instructional employees (defined as all classroom and teaching staff, including the principal) must file a written notice with the School at least thirty (30) days prior to the date of resignation. The School believes that such period is required to achieve a smooth and appropriate educational transition. Should an employee terminate his or her appointment at the School by voluntarily discontinuing work during the academic year, the School will cease salary and benefit payments as of the date work was discontinued.

Termination: Employees of the School are considered "at will," and therefore either the employee or the School may terminate the employment relationship under the policies set forth in this document. In the absence of a specific policy the employment relationship may be terminated at any time with or without cause.

Return of School Property: Upon termination or resignation, employees must immediately return all keys, records, files, supplies, or any other School property.

UNAUTHORIZED ABSENCE: An employee is deemed to be on unauthorized leave at such time and on such occasions as the employee may be absent from his or her required duties. Unauthorized absence includes, without limitation, nonperformance, unauthorized use of sick leave, unauthorized use of other leave benefits, nonattendance at required meetings and failure to perform supervisory functions at school-sponsored activities. An employee who is absent without notifying the School administration will be considered to have resigned without notice, with such resignation effective on the initial date of absence. The School administration will make the determination of unauthorized absence. Depending on the circumstances, the School may, in its sole discretion, choose whether to reinstate the employee after such unauthorized absence.

VERIFICATION OF ABSENCE: The School administration may require a physician's note or other verification as to an employee's claimed reason for absence in any situation in which it is believed that no valid grounds exist for the staff member's claim for absence. Such verification shall be made within five (5) working days of absence.

PERSONNEL RECORDS AND FILES: An employee's personnel file includes information such as his or her job application, résumé, offer letter, contracts, benefit forms, work history, salaries, vacations, sick days, performance evaluations, and correspondence concerning discipline. In accordance with the Americans with Disabilities Act, the School keeps medical records in a file separate from personnel files.

Personnel files may include, but is not limited to, employment application, resume, signed offer letter, reference checks, college transcripts, job descriptions, records relating to hiring, promotion, demotion, transfer, layoff, rates of pay and other forms of compensation, and education and training records, records relating to other employment practices, letters of recognition, disciplinary notices or documents, performance evaluations, test documents used by an employer to make an employment decision, exit interviews, termination records, and fingerprints.

Personnel files will not include insurance records, EEO/invitation to self-identify disability or veteran status records, immigration (I-9) forms, safety training records, child support/garnishments, litigation documents, workers' compensation claims, requests for employment/payroll verification, and medical records.

Personnel and medical files are the property of the School and access to the information is restricted. In addition to the employee to whom the personnel file applies, the only persons permitted to review personnel files are supervisors and members of School administration who have a legitimate reason to do so. Failure to report the correct information may adversely affect the benefits to which an employee is entitled. Providing false information may result in disciplinary action, including termination of employment.

All reference checks or inquiries from other employers should be directed to the School administration. No one in the School is authorized to respond either verbally or in writing to

personnel inquiries of any type about current or prior employees of the School except as described below. The School will not release any information about its current and prior employees to external parties other than dates of employment, job title, and salary except where such release is required or authorized by law. Employees who wish the School to provide information to any particular company or individual must provide a written release.

COPYRIGHTS: Employees acknowledge that the entire right, title, and interest of any and all writings and other creations that they may prepare, create, write, initiate or otherwise develop as part of their efforts while employed or otherwise compensated by the School, including by training stipend or consulting agreement, shall be considered the School's property. This includes, but is not limited to, any development of a curriculum. These works will be "works for hire" and shall be the School's sole and exclusive property, copyright, patent and trademark. For items covered by this paragraph, employees hereby assign and transfer all rights, title and interests in all such items, including without limitation, all patent, trademark and copyright rights that now exist or may exist in the future. Employees further agree that at any reasonable time upon request, and without further compensation or limitation, they will execute and deliver any and all papers or instruments including assignments, declarations, applications, powers of attorney and other documents, that in the School's opinion may be necessary or desirable to secure the School's full enjoyment of all right, title, interest and properties herein assigned. Employees agree not to charge the School for use of their copyrighted, trademarked and patented materials.

NEPOTISM: While the School may hire and retain relatives of employees, it will not do so if it determines that hiring or retaining a relative may or does create problems of supervision, security, morality, or conflicts of interest. Relatives will not be permitted to work in a direct supervisory or reporting relationship. The School will attempt to provide alternative employment within the School for relatives who are affected by the policy stated in this paragraph, but this attempt creates no legal obligation.

With respect to the employment of a relative, the School's definition of relatives includes spouses, partners, parents, children, step-parents, step-children, siblings, and in-laws. This policy also relates to individuals who are not legally related but who reside with other employees.

RELATIONSHIPS WITH OUR SCHOOL COMMUNITY: The School exists because of the community's need to have an alternative approach and philosophy in educating students. Impressions are constantly changed and formed by every contact parents and members of the community have with the School and its employees. Every time parents or members of the community hear or see anything having to do with the School, it strengthens or changes their perception of the School.

TIME AND ATTENDANCE

Work Days, Work Week and Work Year: All employees are expected to work the established

work week hours as determined by their supervisor. Additionally, instructional staff are expected to work hours that ensure the timely start of the school day, an orderly process for ending the school day, and sufficient interaction with other instructional staff and administrators to help support the educational mission of the School.

Work years for some employees last twelve months, while other employees such as instructional staff may have a shorter work year. Employees must consult their supervisors to determine the length of work year appropriate to their positions.

Pay Periods: Pay periods are semi-monthly. The first pay period is from the first day of the month up to and including the fifteenth day of the month; the second pay period of the month is from the sixteenth day up to and including the last day of the month. If a payday falls on a holiday or weekend, checks will usually be distributed a day earlier.

Final Pay: The School will pay employees through their last day of employment, unless they are on an unpaid leave of absence. Employees who resign in accordance with the notice requirements described above will receive compensation for earned but unused vacation time as of the date of termination. Employees will not receive pay for any unused sick days or personal days. Employees will receive their final pay according to the normal payroll processing cycle, or in accordance with applicable wage laws.

For instructional employees, summer vacation pay shall be prorated for each school year in which instructional employees work and for the school year in which their service ceases. Instructional employees who begin work after the start of the school year or who are terminated, laid off, resign or retire on or before the end of the school year shall receive vacation pay for the summer following such year as follows: one-tenth of the amount of the vacation pay that would be payable for a full school year's service shall be paid for each month of service or major fraction thereof during the school year in which they worked or ceased service. A major fraction of a month of service is defined as more than half of the working days of that month.

Deductions and Garnishments: The only deductions from an employee's paycheck shall be those required by law or authorized by the employee in writing. The check stub shall identify each deduction and should be kept as a permanent record. Deductions may also be taken by the School in response to a garnishment notice received from a court or other legal authority. In all cases, the School will notify employees of garnishments that must be deducted from their paychecks.

Time Recording: To receive compensation for time worked at the School, non-exempt employees must log in and out each day they work. Employees may not clock in or out or sign in or out for one another. Non-exempt employees must keep accurate time records showing the beginning and ending of each work day, meal period, split shifts, and time off.

Overtime: Exempt employees, as defined by law or other regulations and including all instructional employees, are ineligible to earn overtime for working more than the required minimum work day or minimum work week. Exempt employees are expected to work all hours necessary to complete their assignments.

Non-exempt staff employee overtime consists of extra hours worked in a given work week with the prior approval of a supervisor, who must pre-approve any overtime work. Non-exempt employees will be compensated at 1 ½ times their regular rate of pay for work that is in excess of forty hours in a workweek. Overtime pay shall be based on actual hours worked. Holidays and paid personal, sick and vacation time do not count toward hours worked.

Visitors: To maintain safety and security, only authorized visitors are allowed in the School. No visitors (such as children, parents, spouses, partners, or friends) may enter the School without official prior approval from the School administration. The presence of visitors may negatively affect classroom activities causing unwarranted disruption and diminished productivity. All visitors must show proof of identification when they arrive and sign into the guest-log book.

BENEFITS

School Calendar and Holiday Leave: Each year the Board of Trustees, after consultation with the School administration, will establish a School Calendar that complies with the New York State Education Law relating to compulsory attendance. The School has discretion with regard to the dates of attendance, and will be closed on all legal holiday's (calendar dates of observance are subject to change). The School Calendar should be consulted for these and other dates that the School is closed.

Inclement Weather and Other Closings: The School may close due to inclement weather or other situations. In the event the Department of Education announces the closing of New York City public schools, please check the School's website which will confirm whether or not the School will close that day. In the event that there is a State of Emergency for Staten Island, the School will be closed for all students. At the discretion of the School administration, any classroom days lost to closure due to inclement weather or other reasons may be made up by adding an equal number of days to what was scheduled to be the end of the school year.

Personal Leave Accrual: Unless otherwise provided or as approved by the School administration, personal leave for regular full-time employees shall be accrued as follows: Each employee is granted three (3) days of personal leave on September 1 of each year to be available for use over the following ten (10) months.

Employees hired after September 1 in any given year are granted a *pro rata* portion of the three days of Personal Leave for that ten-month period immediately upon the first day of employment, rounded up to the next highest half-day increment.

Unused Personal Leave may not be rolled over from year to year and will not be paid to employees while employed or upon termination.

Sick and Personal Leave Use: Employees are entitled to seven (7) paid sick days per school year. Unless otherwise provided or as approved by the School administration, sick leave is to be used by regular full-time employees in accordance with the following provisions:

- Sick leave is to be used only in the event of illness of the employee, or of the employee's immediate family, and for no other purpose.
- Misuse of sick leave is cause for termination of employment.
- For the purposes of this section, "immediate family" is defined as a spouse, partner, parent, child, sibling, grandparent, any other relative permanently residing with the employee, or any other person as defined by the School administration.
- Notice of absence from work due to illness should be provided to the School administration by 6:00 a.m. on the day of absence, if possible, or as soon thereafter as is reasonable, allowing enough time for the School administration to find a substitute teacher, in the instance of instructional employees, or temporary help, in the instance of administrative staff. If an employee is absent for three (3) or more consecutive days due to illness or injury, the School may require a physician's statement verifying the illness and its beginning and expected end dates.
- When possible, such as in the event of foreseeable extended absences due to illnesses and planned medical procedures, notice of the use of Sick Leave should be given to the employee's supervisor at least five (5) days in advance. Excessive tardiness, absenteeism, or an unauthorized absence may result in disciplinary action, up to and including termination of employment.

Unless otherwise provided for, or as approved by the School administration, personal leave is to be used by regular full-time employees in accordance with the following provisions:

- All employees must ask their supervisor for permission to use personal leave, and the granting of such leave is conditional upon the approval of the School administration.
- Instructional employees shall make every reasonable attempt to use personal leave only when the use of such leave would not conflict with classroom instruction time.
- Unused sick leave and personal leave benefits may not be carried forward to the next calendar year and will not be paid to employees while they are employed or upon termination of employment.

Bereavement Leave: If an employee suffers the loss of an immediate family member, he or she will be entitled to bereavement pay for up to three (3) consecutive days. The employee may be granted additional time without pay or may use earned unused personal days for additional bereavement leave. The employee should notify his or her supervisor as soon as possible, stating the reason for and expected length of absence. As used in this paragraph "immediate family member" means a spouse, partner, parent, child, sibling, grandparent, any other relative permanently residing with the employee, or any other person as defined by the School administration.

Time off to Vote: The School encourages employees to fulfill their civic responsibilities by voting. If employees do not have sufficient time either before or after work to vote, the School will grant such employees time off to vote in accordance with state or local law. Employees should request time off to vote from their supervisors in writing at least two (2) working days prior to the election day. The School reserves the right to determine whether employees may take time off at the beginning or end of their shifts.

Military Leave of Absence: Members of the United States Army, Navy, Air Force, Marines, Coast Guard, National Guard, Reserves or Public Health Service will be granted an unpaid leave of absence for military service, training or related obligations in accordance with the Unified Services Employment and Re-employment Act of 1995 (USERRA) and New York State law. Advance written notice of military service must be given to the School administration, unless military necessity prevents such notice. Neither sick leave nor vacation time accrue during any period of military leave of absence. Employees returning from a military leave of absence will be reinstated in their jobs in accordance with federal and state law. The School will not discriminate against employees because they are subject to federal military duty.

Tuition Payment/Continued Education: The School is committed to supporting career advancement of employees and will utilize modified schedules and tuition reimbursement to do so within the constraints of the School budget. Support may, in the sole discretion of the School, be provided for those continuing education efforts consistent with the School's staffing needs.

Family and Medical Leave of Absence: The School provides up to twelve (12) weeks of unpaid, job-protected leave ("FMLA leave") (or up to twenty-six (26) weeks of service member leave) as set forth below during any 12-month period. Any unused vacation time, personal days and any period for which you are receiving salary continuance payments, however, will be counted as FMLA leave. The purpose of this policy is to allow employees to take time off to meet certain personal and family obligations as defined below. Neither sick time, personal days, nor vacation time accrue during any period of FMLA leave. All FMLA leaves will be counted against your entitlement to any other leave, as applicable. Complete FMLA policies and procedures can be requested by emailing the Director of Operations.

Jury Duty and Witness Subpoenas: Employees will be granted jury duty leave when summoned for jury duty. Employees are required to report to work whenever the court schedule permits. An employee who receives a summons for jury duty must report the anticipated days of service to his or her supervisor immediately upon receipt of the summons. Upon completion of jury duty service, the employee must provide a copy of the "Completion of Jury Duty" notice to his or her supervisor, who will forward a copy to the Human Resources Administrator for inclusion in the employee's personnel file.

Employees will continue to earn all benefits and vacation, if applicable, during jury duty leave. It is the School's policy not to penalize, threaten, or coerce an employee with respect to his or her employment because the employee is required to attend court for jury service.

If an employee receives a duly issued subpoena to appear as a witness during work time, the employee should immediately notify his or her supervisor. All subpoenas involving possible testimony about the School and employment at the School must also immediately be reported to the School administration. The party issuing the subpoena is responsible to compensate the employee for appropriate witness fees and for his or her absence from work. The School will not pay the employee for hours or days not worked.

VACATION DAYS

Instructional Staff: Vacation leave for regular full-time instructional employees shall be provided only when classes are not in session. Vacation leave is considered time off work with pay. The School administration will annually prepare the School session calendar, noting which days instructional staffs are not expected to report.

Non-Instructional Staff: Regular full-time non-instructional staff, including administrators and administrative staff receive a minimum of four weeks of vacation leave per year, accrued at the rate of 1.67 days of leave per month or major fraction thereof. Vacation is to be taken only during the summer when classes are not in session. Vacation leave is considered time off work with pay. Depending on the needs of the School, non-instructional staff may be required to work during non-summer periods when classes are not in session, such as spring and winter breaks.

The Board of Trustees, in consultation with the School administration, will annually prepare the School session calendar, noting which days non-instructional staff are not expected to report. Unused non-instructional staff vacation may be rolled over, with the approval of the Board of Trustees, with a maximum accumulation of ten (10) days.

BENEFITS

Overview of Benefits Provided

Eligible employees at the School are provided a range of benefits. A number of the programs (such as Social Security, Workers' Compensation, state disability, and unemployment insurance) cover all employees in the manner prescribed by law. Detailed information concerning the terms, conditions, and limitations of benefits can be found in official plan documents, which are controlling. Consequently, if there is any actual or apparent conflict between the brief summaries contained in this Handbook or the information in the official plan documents, the provisions of the official plan documents, as interpreted in the sole discretion of the plan administrator, will control.

The benefits programs described in this Handbook do not establish terms or conditions of employment. As with all policies, procedures, and benefits, the School reserves the right to modify, reduce, or eliminate certain benefits without advance notice as business needs require. Therefore, before relying on an item in this Handbook, employees should check with

the School administration as to whether the item is still current. The School provides to eligible employees medical insurance, dental insurance, life insurance/long-term disability insurance, and a vision care plan. Employees should consult the materials distributed by the School for questions concerning these plans, or direct their questions to the School administration.

Workers Compensation Insurance: The School, in accordance with New York State Law, will provide Workers' Compensation to its employees in case of injury or illness arising out of and in the course of employment. Employees who sustain work-related injuries or illnesses should inform their supervisors as soon as is practicable after the injury.

Short-Term Disability Insurance: In accordance with state and local law, all employees who have worked more than four consecutive weeks are eligible for New York State short-term disability insurance benefits after the seventh (7th) consecutive day of absence due to a disability. Short-term disability insurance allows payment in the event of certain injuries, illnesses, or other disabilities occurring outside of the workplace that result in the employee's inability to perform the regular duties of his or her employment, including disability caused by pregnancy. Under New York State law, employees on disability leave will receive 50% of their salary up to a maximum of \$170 per week, for a maximum of twenty-six (26) weeks, regardless of years of employment. Any wage payments received through state disability insurance benefits during the time the employee is also receiving medical or maternity leave of absence payments from the School will be deducted from the medical or maternity leave pay provided by the School. Any employee wishing to claim disability pay must file appropriate reports and forms with the School administration. Employees are also responsible for filing any other necessary forms, applications, or other information as required by applicable government policies.

Declination of Benefits: Any employee who wishes not to accept any of the insurance benefits offered by the School is required to submit such a request in writing to the School administration.

Deferred Compensation: The School offers a deferred compensation (401(k)) program to all eligible employees. Under this program, employees may opt to defer a portion of their current gross pay, having that portion of pay invested in accordance with applicable federal and state guidelines governing deferred compensation programs and with procedures established by the plan.

Eligible employees will receive additional details and plan documents from the School administration. Please refer to these documents for enrollment information and the amount of income that may be deferred. In accordance with federal guidelines, employees are subject to a maximum limit per year on deferred compensation. Employees shall take every reasonable precaution to ensure that the per-paycheck amount of income requested to be deferred will not cause such limits to be exceeded in any given year.

Unemployment Compensation: The School contributes to the Unemployment Compensation plan administered by the State of New York.

The federal Consolidated Omnibus Reconciliation Act (COBRA) gives employees and their qualified beneficiaries the opportunity to continue health insurance coverage under the School's health plan for at least eighteen (18) months (under certain circumstances up to twenty-nine (29) or thirty-six (36) months) when a "qualifying event" would normally result in the loss of eligibility. If under federal law an employee would be eligible to receive fewer than thirty-six (36) months' continuation of coverage, New York state law extends health insurance coverage up to a total of thirty-six (36) months. Some common qualifying events are resignation, termination of employment for reasons other than "gross misconduct," or death of an employee; a reduction in an employee's hours or a leave of absence; an employee's divorce or legal separation; and a dependent child no longer meeting eligibility requirements. Under COBRA, the employee or beneficiary pays the full cost of coverage at the School's group rates plus an administration fee. The School provides each eligible employee with a written notice describing rights granted under COBRA when the employee becomes eligible for coverage under the School's health insurance plan. The notice contains information about the employee's rights and obligations. This coverage, however, is only available in specific instances. Group health coverage for COBRA participants is usually more expensive than health coverage for active employees, since usually the employer formerly paid a part of the premium. It is ordinarily less expensive, though, than individual health coverage.

EVALUATION AND PROBLEM SOLVING PROCEDURES

Performance/Job Requirements and Evaluations

Supervisors and employees are strongly encouraged to discuss job performance and goals on an informal, day-to-day basis. Formal and informal performance evaluations will be conducted to provide both supervisors and employees the opportunity to discuss job tasks, identify and correct weaknesses, encourage and recognize strengths, and discuss positive, purposeful approaches for meeting goals.

Employees will generally receive performance evaluations at least twice a year, or more frequently as determined by the School. Evaluations or observations of teachers will be made with the objective of enhancing the experience and ability of the teacher, and will occur at least two to three times on a formal basis and eight to ten times on an informal basis. More frequent observations will occur with less experienced or new pedagogical staff.

The evaluations will be in writing and employees will be asked to sign their evaluation forms to acknowledge having reviewed it. Employees should feel free to comment on any statement they do not understand or with which they disagree, either verbally or in writing. The evaluation, together with any written comments, becomes a part of each employee's personnel file and will be used to determine an employee's HEDI rating. HEDI ratings will effect employees base salary for the upcoming year.

Position descriptions will be reviewed annually for accuracy at the time of the performance evaluation, and will be updated if necessary. Position descriptions and titles are approved by the President.

Problem/Conflict Resolutions

In the event of a problem or dispute with other personnel, students, or parents, an employee may submit a complaint following a process such as the one described below. Careful documentation is key to a successful process. All documentation will be included in the employee's personnel file.

The employee will make a good faith effort to work with the adversarial party or parties to resolve the conflict. This effort will consist of problem identification, discussion of possible solutions, selection of resolution, process for implementation of resolution, and scheduling a follow-up. In the event the complaint involves the immediate supervisor, the employee will work with that individual's supervisor.

If the issue is not resolved after a good faith attempt as outlined above, the employee may submit the grievance in writing to the President. If not resolved, the employee should bring the issue to the attention of the Board for resolution.

HUMAN RESOURCES POLICY

Confidentiality

Employees shall not in any way release any information about the School, its activities, or the activities of its personnel except as normally required by their duties, expressly permitted by the School administration, and in conformity with the requirements of applicable Freedom of Information Laws, the Family Educational Rights and Privacy Act, the Health Insurance Portability and Accountability Act (for more information, please see <http://www.omh.state.ny.us/omhweb/hipaa/index.htm>), and any other applicable federal, state, or local law or regulation on school policy or regulation.

No employee shall publish, disclose, use, or authorize anyone else to publish, disclose, use, or in any way cause to be published, disclosed, or used any private or proprietary information that such employee may in any way acquire, learn, develop, or create by reason of employment with the School, unless otherwise provided by the School administration. Any document or other material containing such information is required to be returned to the School upon an employee's termination or resignation.

This policy reiterates our need for confidentiality in all aspects of employment. While employed at the School, employees may learn or work with and be entrusted with confidential and/or privileged information about fellow employees, administrators, parents, students or applicants. Employees must exercise the highest degree of care not to disclose any such

information, even inadvertently, to any unauthorized person in or outside of the School. Employees may not disclose any confidential or privileged information except to persons specifically designated in advance and in writing by the School administration. If an employee believes confidential information must be disclosed to a third party, he or she should consult with the School administration prior to the disclosure. Failure to follow this policy will result in disciplinary action, up to and including termination of employment. An employee's obligations under this policy continue after his or her termination of employment. Upon termination of employment, all confidential information in the employee's possession must be returned to the School.

Ban on Acceptance of Gifts

In accordance with the Conflict of Interest Provision in this Handbook, no employee of the School may accept gifts of any kind of a value **exceeding fifty dollars (\$75.00)** – including but not limited to money, goods, food, entertainment, or services – directly or indirectly from parents, individuals, schools, partner organizations, vendors, potential vendors, elected officials or their representatives, or political party officials.

The School may make exceptions, including in instances where such gifts intended for and will be used by the School. Offers of such gifts in excess of \$50.00, even when refused, must be communicated immediately by the employee receiving such an offer to his or her supervisor or to the School administration.

Personal Appearance/Dress Code

The properly groomed and attired employee helps to create a favorable image for the School. Employees are expected to groom and dress in a manner that is normally acceptable for employees of a school. If an employee reports to work improperly dressed or groomed, his or her supervisor may instruct the employee to return home to change clothes. If this occurs, the employee will be docked for time spent in transit. Dress should reflect the culture of the School. Shorts, tank tops and tee shirts are prohibited, and blue jeans and sneakers are inappropriate forms of dress during normal business hours. Heavily scented colognes, perfumes or other aftershave lotions may be offensive to others or cause allergic reactions and are not acceptable at the School. This carries forth to areas such as appropriate tone of voice, greetings, and conduct befitting the school setting.

Violence in the Workplace: The School is committed to preventing workplace violence, and has adopted the following guidelines to deal with intimidation, harassment, or other threats of (or actual) violence that may occur during business hours or on its premises. All employees should be treated with courtesy and respect at all times. Employees are expected to refrain from fighting, rowdy behavior, or other conduct that may be dangerous to others. Employees may not bring firearms, weapons, or other dangerous or hazardous devices or substances onto the School premises. The Staff Code of Conduct Policy can be requested from the Director of Operations.

Code of Ethics and Standards of Conduct: The successful operation and reputation of the School are built on principles of ethical conduct. The School's reputation for integrity and excellence requires careful observation of all applicable laws and regulations, as well as scrupulous regard for the highest standards of conduct and personal integrity. The School will comply with all applicable laws and regulations and expects all employees to conduct their work in accordance with all relevant laws and to refrain from any illegal, dishonest, or unethical conduct. Additionally, School employees are expected to conduct their personal lives to avoid unfavorable reflection upon the School.

Drug and Alcohol Free Workplace/Drug Screening: It is School policy to create a drug-free workplace in keeping with the spirit and intent of the Drug Free Workplace Act of 1988. The unlawful manufacture, distribution, dispensation, possession, sale or use of a controlled substance in the workplace or while engaged in business off premises, such as at a parent's home, is strictly prohibited.

Pursuant to the Education Act, use of illegal drugs by a teacher may constitute grounds for dismissal to the extent that the teacher's conduct adversely affects the teacher-pupil relationship and evidences the teacher's unfitness to teach. Drug and/or alcohol testing may be required if the School has a reasonable suspicion. The results of any test conducted under this guideline will be treated in a confidential manner. Employees convicted of controlled substance-related felonies, including pleas of nolo contendere (no contest), must inform the School within five (5) days of such conviction or plea. The School may file charges against an employee convicted of a controlled substance-related felony, and may suspend the employee without pay while the charges are pending. The legal use of prescribed drugs is permitted on the job only if it does not impair an employee's ability to perform the essential functions of the job effectively and in a safe manner that does not endanger other individuals in the workplace.

Use of Facilities and Equipment: All School equipment, including desks, computers and computer systems, computer software, data storage devices, e-mail, voicemail, mobile devices and other physical and electronic items are the School's property and are for business use only, with only incidental personal use permitted. All communications and information transmitted by, received from, or stored in these systems are School records and property. If the School provides access to an Internet service such as web browsing, such access is only for business use. The complete Employee Internet and Computer Usage Policy can be requested from the Director of Operations.

Smoking: Pursuant to New York State Education Law section 409, tobacco use on school grounds is prohibited. "School grounds" means any building, structure and surrounding outdoor grounds contained within a public or private pre-school, nursery school, elementary or secondary school.

REASONABLE ACCOMMODATION POLICY

Subject to applicable law, the School will comply with the requirement to provide a reasonable

accommodation(s) to any qualified employee or applicant with a known disability, where his or her disability affects the performance of essential job functions, except where doing so would be unduly disruptive or would result in undue hardship. Individuals who believe they need an accommodation to perform the essential functions of their jobs should submit a written request to the School administration with appropriate medical documentation to support the request, describing the activities they can and cannot perform. Consideration of a request for an accommodation may be delayed or denied if the appropriate documentation is not provided in a timely manner. Employees requesting an accommodation may be required to provide medical certification from the employee's health care provider.

ETHICS/CONFLICTS OF INTEREST

It is imperative that the School, both in reality and in perception, operate solely in the best interests of the students it serves. Any stain on its reputation will significantly affect the mission of the School. School employees must be ever mindful of the need to conduct themselves both in and outside of the School in a manner that will not bring criticism upon themselves or the School.

Employees have a duty to conduct their affairs within guidelines that prohibit actual or potential conflicts of interest. Actual or potential conflict of interest occurs when an employee is in a position to influence a decision that may result in a personal gain for him- or herself, for a relative or for anyone else who has a close personal relationship with the employee as a result of the School's business dealings. No "presumption of guilt" is created by the mere existence of a relationship with an outside firm or vendor. If an employee has any influence on transactions involving purchases, contracts, or supplies, however, he or she must immediately disclose that relationship to the School administration or the Board of Trustees so that safeguards can be established to protect all parties.

If the School finds that any employee has engaged in any conduct that presents a conflict of interest with the School, such employee will be subject to discipline, up to and including termination of employment.

Attachment 8b: Resume for Proposed School Leader

NAME: Kenneth Byalin, Ph.D.

ADDRESS:



EDUCATION: B.A. Carleton College, 1964 (English Literature)
M.S. Columbia University, 1966 (Social Work)
Ph.D. New York University, 1973 (Sociology)

RECENT POSITIONS: President
John W. Lavelle Preparatory Charter School
Staten Island, New York, 2009 - present

The Verrazano Foundation President
Staten Island, New York, 2002– present

Principal
New Line, Inc.
Staten Island, New York, 2000-2002

Team Leader
Brooklyn Children’s Center
Brooklyn, New York, 1997-2000

Team Leader, Chief of Service
South Beach Psychiatric Center.
Staten Island, New York, 1980-1997

LICENSED: New York State Licensed Clinical Social Worker

PUBLICATIONS:

I’m for Peace: A Multi-Dimensional Perspective on Service for Emotionally Disturbed Youth. (In collaboration with Diane DiSalvo Byalin). Bearing Witness, 43-45 (Fall, 2000).

Meeting the family court's need for mental health and human services: a comparison of direct service and community organization approaches. (In collaboration with N. Sugarman). Journal of Psychiatry and Law, 22, 319-336 (1993).

Assessing parental satisfaction with children's mental health services: a pilot study. Evaluation and Program Planning, 16, 69-72 (1993).

In defense of "restrictiveness": a critical concept in consumer-oriented treatment planning. *Psychosocial Rehabilitation Journal*, 16, 93-100 (1993).

The quality assurance dilemma in psychiatry: a sociological perspective. *Community Mental Health Journal*, 28, 453-459 (1992).

Parent empowerment: a treatment strategy for hospitalized adolescents. *Hospital and Community Psychiatry*, 41, 89-90 (1990).

Managing to win: front-line leadership in public mental health settings. *Administration and Policy in Mental Health*, 16, 191-199 (1989).

Prosthetic environments for high-risk adolescents: toward a multi-dimensional model. (In collaboration with H.J. Lieberman). *Psychosocial Rehabilitation Journal*, 13, 19-29 (1989).

A bridge over troubled waters: an innovative day treatment program for older adolescents. (In collaboration with A. Smith, M. Chatkin, and J. Wilmot). *International Journal of Partial Hospitalization*, 4: 217-226 (1987 [1989]).

State government at the grass-roots: a community relations approach to mental health program development. (In collaboration with G. Harawitz). *Community Mental Health Journal*, 24: 196-204 (1988).

Designing and evaluating intervention strategies for deinstitutionalized mental patients. (In collaboration with J. Jed and S. Lehmann). *International Review of Applied Psychology*, 34: 381-390 (1985).

Initiating a quality assurance program in a public psychiatric outpatient service. (In collaboration with J. Jed and P. Bender). *Quality Review Bulletin*, 10: 136-142 (1984).

New York State Education Department

Request for Proposals to Establish Charter Schools Authorized by the Board of Regents

Budget and Cash Flow Templates for the 2013 New Charter Applications

General Instructions and Notes for New Application Budgets and Cash Flows Templates

1. - Complete ALL SIX tabs in **BLUE**
2. - Enter information into the **GRAY** cells
3. - Cells labeled in **ORANGE** contained guidance pertaining to that tab
4. - Cells containing **RED** triangles in the upper right corner in columns B thru G contain guidance on that particular line item
5. - Funding by School District information for all NYS School districts is located on the State Aid website at <https://stateaid.nysed.gov/charter/> Refer to this website for per-pupil tuition funding for all school districts. Rows may be inserted in the worksheet to accommodate additional districts if necessary.
6. - Assumptions column should be completed for all revenue and expense items unless the item is self-explanatory. Where applicable, please reference the page number or section in the application narrative that indicate the assumption being made. For instance, student enrollment would reference the applicable page number in Section I, C of the application narrative.

[New York State Education Department](#)
[Request for Proposals to Establish Charter Schools](#)
[Authorized by the Board of Regents](#)

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

New Ventures Charter School

Contact Name:	Kenneth Byalin
Contact Email:	[REDACTED]
Contact Phone:	[REDACTED]
District of Location	Examples
Pre-Opening Period	07/01/2014 - 06/30/2015
Operational Year ONE	07/01/2015 - 06/30/2016

New Ventures Charter School
PROJECTED BUDGET / OPERATING PLAN FOR PRE-OPENING PERIOD
07/01/2014 - 06/30/2015

Assumptions

Please Note: The student enrollment data is entered below in the Enrollment Section beginning in row 148. This will populate the data in row 10.

DESCRIPTION OF ASSUMPTIONS - Please reference section/page number in application if applicable. For example, student enrollment would reference the page in the application that states enrollment targets.

Total Revenue	166,000
Total Expenses	154,000
Net Income	12,000
Actual Student Enrollment	68
Total Paid Student Enrollment	-

START-UP PERIOD

REVENUE

REVENUES FROM STATE SOURCES

Per Pupil Revenue	CY Per Pupil Rate		
District of Location			
School District 2 (Enter Name)	-		
School District 3 (Enter Name)	-		
School District 4 (Enter Name)	-		
School District 5 (Enter Name)	-		
Special Education Revenue			
Grants			
Stimulus			
Other			
Other			
TOTAL REVENUE FROM STATE SOURCES			

REVENUE FROM FEDERAL FUNDING

IDEA Special Needs			
Title I			
Title Funding - Other			
School Food Service (Free Lunch)			
Grants			
Charter School Program (CSP) Planning & Implementation		166,000	
Other			
TOTAL REVENUE FROM FEDERAL SOURCES			166,000

LOCAL and OTHER REVENUE

Contributions and Donations, Fundraising			
Erate Reimbursement			
Interest Income, Earnings on Investments,			
NYC-DYCD (Department of Youth and Community Developmt.)			
Food Service (Income from meals)			
Text Book			
OTHER			
TOTAL REVENUE FROM LOCAL and OTHER SOURCES			

TOTAL REVENUE 166,000

EXPENSES

ADMINISTRATIVE STAFF PERSONNEL COSTS

	No. of Positions		
Executive Management			
Instructional Management			
Deans, Directors & Coordinators			
CFO / Director of Finance			
Operation / Business Manager			
Administrative Staff			
TOTAL ADMINISTRATIVE STAFF			

List exact titles included in the position category, if different from description, and staff FTE's (Full time equivalent)

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

--	--	--	--

PAYROLL TAXES AND BENEFITS

Payroll Taxes			
Fringe / Employee Benefits			
Retirement / Pension			
TOTAL PAYROLL TAXES AND BENEFITS			

TOTAL PERSONNEL SERVICE COSTS

--	--	--	--

CONTRACTED SERVICES

Accounting / Audit		15,000	Audit Exp. For Pre Planning Period
Legal			
Management Company Fee			
Nurse Services			
Food Service / School Lunch			
Payroll Services			
Special Ed Services			
Titlement Services (i.e. Title I)			
Other Purchased / Professional / Consulting		116,000	
TOTAL CONTRACTED SERVICES		131,000	

SCHOOL OPERATIONS

Board Expenses			
Classroom / Teaching Supplies & Materials			
Special Ed Supplies & Materials			
Textbooks / Workbooks		500	Instructional Resources for Instructors
Supplies & Materials other			
Equipment / Furniture			
Telephone			
Technology		1,500	Copier for student recruitment office
Student Testing & Assessment			
Field Trips			
Transportation (student)			
Student Services - other			
Office Expense		2,000	
Staff Development			
Staff Recruitment		500	

Student Recruitment / Marketing	15,000	Student Recruit - Direct Mail
School Meals / Lunch	-	
Travel (Staff)	-	
Grant Writing	2,500	
Other	1,000	Postage, Delivery etc
TOTAL SCHOOL OPERATIONS	23,000	
FACILITY OPERATION & MAINTENANCE		
Insurance	-	
Janitorial	-	
Building and Land Rent / Lease	-	
Repairs & Maintenance	-	
Equipment / Furniture	-	
Security	-	
Utilities	-	
TOTAL FACILITY OPERATION & MAINTENANCE	-	
DEPRECIATION & AMORTIZATION	-	Depretiation cost for Computers
DISSOLUTION ESCROW & RESERVES / CONTIGENCY	-	
TOTAL EXPENSES	154,000	
NET INCOME	12,000	
ENROLLMENT - *School Districts Are Linked To Above Entries*		
District of Location	68	
School District 2 (Enter Name)	-	
School District 3 (Enter Name)	-	
School District 4 (Enter Name)	-	
School District 5 (Enter Name)	-	
TOTAL ENROLLMENT	68	
REVENUE PER PUPIL	2,441	
EXPENSES PER PUPIL	2,265	9

SUBTOTAL PERSONNEL SERVICE COSTS	-	-	-	-	-	-	-	-	-	-	-	-	-
PAYROLL TAXES AND BENEFITS													
Payroll Taxes	-	-	-	-	-	-	-	-	-	-	-	-	-
Fringe / Employee Benefits	-	-	-	-	-	-	-	-	-	-	-	-	-
Retirement / Pension	-	-	-	-	-	-	-	-	-	-	-	-	-
TOTAL PAYROLL TAXES AND BENEFITS	-	-	-	-	-	-	-	-	-	-	-	-	-
TOTAL PERSONNEL SERVICE COSTS	-	-	-	-	-	-	-	-	-	-	-	-	-
CONTRACTED SERVICES													
Accounting / Audit	-	-	-	-	-	-	-	-	-	-	15,000	15,000	-
Legal	-	-	-	-	-	-	-	-	-	-	-	-	-
Management Company Fee	-	-	-	-	-	-	-	-	-	-	-	-	-
Nurse Services	-	-	-	-	-	-	-	-	-	-	-	-	-
Food Service / School Lunch	-	-	-	-	-	-	-	-	-	-	-	-	-
Payroll Services	-	-	-	-	-	-	-	-	-	-	-	-	-
Special Ed Services	-	-	-	-	-	-	-	-	-	-	-	-	-
Titlment Services (i.e. Title I)	-	-	-	-	-	-	-	-	-	-	-	-	-
Other Purchased / Professional / Consulting	9,667	9,667	6,000	13,334	9,000	9,383	9,667	9,665	9,600	9,000	6,417	14,600	116,000
TOTAL CONTRACTED SERVICES	9,667	9,667	6,000	13,334	9,000	9,383	9,667	9,665	9,600	9,000	6,417	29,600	131,000
SCHOOL OPERATIONS													
Board Expenses	-	-	-	-	-	-	-	-	-	-	-	-	-
Classroom / Teaching Supplies & Materials	-	-	-	-	-	-	-	-	-	-	-	-	-
Special Ed Supplies & Materials	-	-	-	-	-	-	-	-	-	-	-	-	-
Textbooks / Workbooks	-	-	-	-	-	-	-	-	-	-	500	500	-
Supplies & Materials other	-	-	-	-	-	-	-	-	-	-	-	-	-
Equipment / Furniture	-	-	-	-	-	-	-	-	-	-	-	-	-
Telephone	-	-	-	-	-	-	-	-	-	-	-	-	-
Technology	1,500	-	-	-	-	-	-	-	-	-	-	-	1,500
Student Testing & Assessment	-	-	-	-	-	-	-	-	-	-	-	-	-
Field Trips	-	-	-	-	-	-	-	-	-	-	-	-	-
Transportation (student)	-	-	-	-	-	-	-	-	-	-	-	-	-
Student Services - other	-	-	-	-	-	-	-	-	-	-	-	-	-
Office Expense	200	250	-	200	-	300	200	250	200	-	150	250	2,000
Staff Development	-	-	-	-	-	-	-	-	-	-	-	-	-
Staff Recruitment	-	-	-	-	-	-	-	500	-	-	-	-	500
Student Recruitment / Marketing	-	-	5,000	-	5,000	-	5,000	-	-	-	-	-	15,000
School Meals / Lunch	-	-	-	-	-	-	-	-	-	-	-	-	-
Travel (Staff)	-	-	-	-	-	-	-	-	-	-	-	-	-
Grant Writing	-	-	-	-	-	-	-	-	2,500	-	-	-	2,500
Other	-	100	-	100	-	100	250	-	200	-	-	250	1,000
TOTAL SCHOOL OPERATIONS	1,700	350	-	5,300	-	5,400	450	5,750	2,900	-	150	1,000	23,000
FACILITY OPERATION & MAINTENANCE													
Insurance	-	-	-	-	-	-	-	-	-	-	-	-	-
Janitorial	-	-	-	-	-	-	-	-	-	-	-	-	-
Building and Land Rent / Lease	-	-	-	-	-	-	-	-	-	-	-	-	-
Repairs & Maintenance	-	-	-	-	-	-	-	-	-	-	-	-	-
Equipment / Furniture	-	-	-	-	-	-	-	-	-	-	-	-	-
Security	-	-	-	-	-	-	-	-	-	-	-	-	-
Utilities	-	-	-	-	-	-	-	-	-	-	-	-	-
TOTAL FACILITY OPERATION & MAINTENANCE	-	-	-	-	-	-	-	-	-	-	-	-	-
DEPRECIATION & AMORTIZATION	-	-	-	-	-	-	-	-	-	-	-	-	-
DISSOLUTION ESCROW & RESERVES / CONTINGENCY	-	-	-	-	-	-	-	-	-	-	-	-	-
TOTAL EXPENSES	11,367	10,017	6,000	18,634	9,000	14,783	10,117	15,415	12,500	9,000	6,567	30,600	154,000
NET INCOME	16,299	(10,017)	(6,000)	9,032	(9,000)	12,884	(10,117)	12,252	(12,500)	18,667	(6,567)	(2,933)	12,000
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													
Add Expected Proceeds from a Loan or Line of Credit	-	-	-	-	-	-	-	-	-	-	-	-	-
Other	-	-	-	-	-	-	-	-	-	-	-	-	-
Total Financing Activities	-	-	-	-	-	-	-	-	-	-	-	-	-
Total Cash Flow Adjustments	-	-	-	-	-	-	-	-	-	-	-	-	-
NET INCOME	16,299	(10,017)	(6,000)	9,032	(9,000)	12,884	(10,117)	12,252	(12,500)	18,667	(6,567)	(2,933)	12,000
Beginning Cash Balance	-	16,299	6,282	282	9,314	314	13,198	3,081	15,333	2,833	21,500	14,933	-
ENDING CASH BALANCE	16,299	6,282	282	9,314	314	13,198	3,081	15,333	2,833	21,500	14,933	12,000	12,000

Travel (Staff)	-	-	-	-	-	-
Fundraising	-	-	-	-	-	-
Other	-	-	-	-	-	-
TOTAL SCHOOL OPERATIONS	32,750	2,000	-	-	2,500	37,250
FACILITY OPERATION & MAINTENANCE						
Insurance	-	-	-	-	8,000	8,000
Janitorial	-	-	-	-	5,000	5,000
Building and Land Rent / Lease	-	-	-	-	60,000	60,000
Repairs & Maintenance	-	-	-	-	-	-
Equipment / Furniture	-	-	-	-	-	-
Security	-	-	-	-	-	-
Utilities	-	-	-	-	10,000	10,000
TOTAL FACILITY OPERATION & MAINTENANCE	-	-	-	-	83,000	83,000
DEPRECIATION & AMORTIZATION	-	-	-	-	3,000	3,000
DISSOLUTION ESCROW & RESERVES / CONTINGENCY	-	-	-	-	25,000	25,000
TOTAL EXPENSES	444,473	367,556	45,685	-	334,181	1,191,895
NET INCOME	557,224	(138,816)	(45,685)	-	(334,181)	38,542

Depreciation Expense for Computers
Escrow Account

ENROLLMENT - *School Districts Are Linked To Above Entries*			
	REGULAR EDUCATION	SPECIAL EDUCATION	
District of Location	68	20	88
School District 2 (Enter Name)			-
School District 3 (Enter Name)			-
School District 4 (Enter Name)			-
School District 5 (Enter Name)			-
TOTAL ENROLLMENT	68	20	88
REVENUE PER PUPIL	14,731	11,437	13,982
EXPENSES PER PUPIL	6,536	18,378	13,544

SUBTOTAL PERSONNEL SERVICE COSTS	1.00	54,520	54,521	73,450	73,450	73,450	73,450	73,450	73,450	73,450	73,450	73,450	73,450	843,542
PAYROLL TAXES AND BENEFITS														
Payroll Taxes		4,171	4,171	5,619	5,619	5,619	5,619	5,619	5,619	5,619	5,619	5,619	5,619	64,531
Fringe / Employee Benefits		4,362	4,362	5,876	5,876	5,876	5,876	5,876	5,876	5,876	5,876	5,876	5,876	67,483
Retirement / Pension		-	-	-	-	-	-	-	-	-	-	-	-	21,089
TOTAL PAYROLL TAXES AND BENEFITS		8,532	8,533	11,495	11,495	11,495	11,495	11,495	11,495	11,495	11,495	11,495	11,495	153,103
TOTAL PERSONNEL SERVICE COSTS	1.00	63,053	63,054	84,945	84,945	84,945	84,945	84,945	84,945	84,945	84,945	84,945	84,945	996,645
CONTRACTED SERVICES														
Accounting / Audit		-	-	-	-	-	-	-	-	-	-	-	-	15,000
Legal		-	-	-	-	-	-	-	-	-	-	-	-	1,500
Management Company Fee		-	-	-	-	-	-	-	-	-	-	-	-	-
Nurse Services		-	-	-	-	-	-	-	-	-	-	-	-	-
Food Service / School Lunch		-	-	2,500	2,500	2,500	2,500	2,500	2,500	2,500	2,500	2,500	2,500	25,000
Payroll Services		250	250	250	250	250	250	250	250	250	250	250	250	3,000
Special Ed Services		-	-	-	-	-	-	-	-	-	-	-	-	-
Titlment Services (i.e. Title I)		-	-	-	-	-	-	-	-	-	-	-	-	-
Other Purchased / Professional / Consulting		-	-	500	-	500	-	500	500	-	-	500	-	2,500
TOTAL CONTRACTED SERVICES		250	250	3,250	2,750	3,250	2,750	3,250	3,250	2,750	2,750	3,250	19,250	47,000
SCHOOL OPERATIONS														
Board Expenses		-	-	-	-	-	-	-	-	-	-	-	-	-
Classroom / Teaching Supplies & Materials		1,000	1,000	1,500	200	250	150	250	150	250	250	-	-	5,000
Special Ed Supplies & Materials		-	-	-	-	-	-	-	-	-	-	-	-	-
Textbooks / Workbooks		-	7,000	-	-	-	5,000	-	-	-	-	-	-	12,000
Supplies & Materials other		-	-	-	-	-	-	-	-	-	-	-	-	-
Equipment / Furniture		-	-	-	-	-	-	-	-	-	-	-	-	-
Telephone		-	-	-	-	-	-	-	-	-	-	-	-	-
Technology		-	-	-	-	-	-	-	-	-	-	-	-	-
Student Testing & Assessment		-	-	-	1,250	-	-	-	1,250	-	-	-	-	2,500
Field Trips		-	-	-	-	-	-	-	-	-	-	-	-	-
Transportation (student)		-	-	-	-	-	-	-	-	-	-	-	-	-
Student Services - other		-	-	-	-	-	-	-	-	-	-	-	-	-
Office Expense		300	450	150	200	100	200	200	200	200	200	200	100	2,500
Staff Development		-	-	-	-	-	-	-	-	-	-	-	-	-
Staff Recruitment		-	-	-	-	-	-	-	-	-	-	-	-	-
Student Recruitment / Marketing		-	-	-	-	-	15,000	-	250	-	-	-	-	15,250
School Meals / Lunch		-	-	-	-	-	-	-	-	-	-	-	-	-
Travel (Staff)		-	-	-	-	-	-	-	-	-	-	-	-	-
Fundraising		-	-	-	-	-	-	-	-	-	-	-	-	-
Other		-	-	-	-	-	-	-	-	-	-	-	-	-
TOTAL SCHOOL OPERATIONS		1,300	8,450	1,650	1,650	350	20,350	450	1,850	450	450	200	100	37,250
FACILITY OPERATION & MAINTENANCE														
Insurance		666	667	666	667	666	666	667	667	667	667	667	667	8,000
Janitorial		415	415	415	415	415	415	415	415	420	420	420	420	5,000
Building and Land Rent / Lease		5,000	5,000	5,000	5,000	5,000	5,000	5,000	5,000	5,000	5,000	5,000	5,000	60,000
Repairs & Maintenance		-	-	-	-	-	-	-	-	-	-	-	-	-
Equipment / Furniture		-	-	-	-	-	-	-	-	-	-	-	-	-
Security		-	-	-	-	-	-	-	-	-	-	-	-	-
Utilities		835	835	835	835	835	835	835	835	830	830	830	830	10,000
TOTAL FACILITY OPERATION & MAINTENANCE		6,916	6,917	6,916	6,917	6,916	6,917	6,917	6,917	6,917	6,917	6,917	6,917	83,000
DEPRECIATION & AMORTIZATION		-	-	-	-	-	-	-	-	-	-	-	-	3,000
DISSOLUTION ESCROW & RESERVES / CONTINGENCY		-	-	-	-	-	-	-	-	-	-	-	-	25,000
TOTAL EXPENSES		71,519	78,671	96,761	96,262	95,461	114,961	95,562	96,962	95,062	95,062	95,312	160,301	1,191,895
NET INCOME		266,639	(78,621)	76,447	(95,212)	77,747	(113,911)	77,646	(95,912)	78,146	(73,072)	77,896	(159,251)	38,542
CASH FLOW ADJUSTMENTS														
OPERATING ACTIVITIES														
Example - Add Back Depreciation		-	-	-	-	-	-	-	-	-	-	-	3,000	3,000
Other		-	-	-	-	-	-	-	-	-	-	-	-	-
Total Operating Activities		-	-	-	-	-	-	-	-	-	-	-	3,000	3,000
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		-	-	-	-	-	-	-	-	-	-	-	-	-
Other		-	-	-	-	-	-	-	-	-	-	-	-	-
Total Financing Activities		-	-	-	-	-	-	-	-	-	-	-	-	-
Total Cash Flow Adjustments		-	-	-	-	-	-	-	-	-	-	-	3,000	3,000
NET INCOME		266,639	(78,621)	76,447	(95,212)	77,747	(113,911)	77,646	(95,912)	78,146	(73,072)	77,896	(156,251)	41,542
Beginning Cash Balance		12,000	278,639	200,018	276,465	181,253	259,000	145,089	222,735	126,823	204,969	131,897	209,793	12,000
ENDING CASH BALANCE		278,639	200,018	276,465	181,253	259,000	145,089	222,735	126,823	204,969	131,897	209,793	53,542	53,542

**New Ventures Charter School
PROJECTED BUDGET / OPERATING PLAN FOR INITIAL CHARTER PERIOD**

Assumptions
DESCRIPTION OF ASSUMPTIONS - Please reference section/page number in application if applicable. For example, student enrollment would reference the page in the application that states enrollment targets.

*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.

Please Note: The student enrollment data is entered below in the Enrollment Section beginning in row 148. This will populate the data in row 10.

	1,230,437	1,504,451	1,869,831	2,664,354	3,724,711
Total Revenue	1,230,437	1,504,451	1,869,831	2,664,354	3,724,711
Total Expenses	1,191,895	1,432,745	1,845,429	2,313,878	2,928,518
Net Income (Before Cash Flow Adjustments)	38,542	71,706	24,402	350,476	796,194
Actual Student Enrollment	68	85	119	170	238
Total Paid Student Enrollment	-	-	-	-	-
	Year 1	Year 2	Year 3	Year 4	Year 5
	2015	2016	2017	2018	2019
	*Year 1 should tie to Totals for Year 1 on Tabs 4 and 5				
REVENUE	Per Pupil Revenue Percentage Increase				
REVENUES FROM STATE SOURCES	0.0%	25.0%	40.0%	42.0%	40.0%
Per Pupil Revenue	CY Per Pupil Rate				
District of Location	13,527				
School District 2 (Enter Name)	-	-	-	-	-
School District 3 (Enter Name)	-	-	-	-	-
School District 4 (Enter Name)	-	-	-	-	-
School District 5 (Enter Name)	-	-	-	-	-
Special Education Revenue	825,147	1,034,816	1,448,742	2,069,631	2,897,483
Grants	207,800	264,945	370,923	529,890	741,848
Stimulus	-	-	-	-	-
Other	-	-	-	-	-
Other	-	-	-	-	-
TOTAL REVENUE FROM STATE SOURCES	1,032,947	1,299,761	1,819,665	2,599,521	3,639,329
REVENUE FROM FEDERAL FUNDING					
IDEA Special Needs	20,940	20,940	29,316	40,833	58,632
Title I	-	-	-	-	-
Title Funding - Other	-	-	-	-	-
School Food Service (Free Lunch)	10,000	15,000	17,500	20,000	22,000
Grants					
Charter School Program (CSP) Planning & Implementation	166,000	166,000	-	-	-
Other	-	-	-	-	-
Other	-	-	-	-	-
TOTAL REVENUE FROM FEDERAL SOURCES	196,940	201,940	46,816	60,833	80,632
LOCAL and OTHER REVENUE					
Contributions and Donations, Fundraising	-	-	-	-	-
Erate Reimbursement	-	-	-	-	-
Interest Income, Earnings on Investments,	-	-	-	-	-
NYC-DYCD (Department of Youth and Community Developmt.)	-	-	-	-	-
Food Service (Income from meals)	550	750	850	1,000	1,250
Text Book	-	-	-	-	-
OTHER	-	2,000	2,500	3,000	3,500
TOTAL REVENUE FROM LOCAL and OTHER SOURCES	550	2,750	3,350	4,000	4,750
TOTAL REVENUE	1,230,437	1,504,451	1,869,831	2,664,354	3,724,711

EXPENSES	No. of Positions				
ADMINISTRATIVE STAFF PERSONNEL COSTS					
Executive Management	1.00	45,000	47,250	49,612	52,092
Instructional Management	2.00	208,000	218,400	229,320	240,786
Deans, Directors & Coordinators	0.00	-	-	-	-
CFO / Director of Finance	1.00	32,000	33,600	35,280	37,044
Operation / Business Manager	1.00	30,000	31,500	33,075	34,729
Administrative Staff	3.00	40,000	52,000	58,000	62,000
TOTAL ADMINISTRATIVE STAFF	8.00	355,000	382,750	405,287	426,651
INSTRUCTIONAL PERSONNEL COSTS					
Teachers - Regular	0.00	-	-	-	-
Teachers - SPED	4.00	305,500	375,400	508,000	775,700
Substitute Teachers	0.00	-	-	-	-
Teaching Assistants	1.00	35,000	70,350	105,704	106,061
Specialty Teachers	1.00	25,000	50,250	75,753	76,511
Aides	0.00	-	-	-	-
Therapists & Counselors	1.00	80,000	80,800	81,608	82,424
Other	1.00	4,375	5,000	5,500	6,000
TOTAL INSTRUCTIONAL	8.00	449,875	581,800	776,565	1,046,696
NON-INSTRUCTIONAL PERSONNEL COSTS					
Nurse	-	-	-	-	-
Librarian	-	-	-	-	-
Custodian	-	-	-	-	-
Security	1.00	18,667	24,960	28,000	32,000
Other	1.00	20,000	25,200	40,000	45,000
TOTAL NON-INSTRUCTIONAL	2.00	38,667	50,160	68,000	77,000
SUBTOTAL PERSONNEL SERVICE COSTS	18.00	843,542	1,014,710	1,249,852	1,550,347
PAYROLL TAXES AND BENEFITS					
Payroll Taxes		64,531	77,625	95,614	118,802
Fringe / Employee Benefits		67,483	81,177	174,979	217,049
Retirement / Pension		21,089	25,368	37,496	77,517
TOTAL PAYROLL TAXES AND BENEFITS		153,103	184,170	308,089	413,167
TOTAL PERSONNEL SERVICE COSTS	18.00	996,645	1,198,880	1,557,941	1,963,514
CONTRACTED SERVICES					
Accounting / Audit		15,000	16,000	18,000	20,000
Legal		1,500	1,500	1,500	2,000
Management Company Fee		-	-	-	-
Nurse Services		-	-	-	-
Food Service / School Lunch		25,000	30,000	35,000	40,000
Payroll Services		3,000	3,090	3,183	3,500
Special Ed Services		-	-	-	-
Titlement Services (i.e. Title I)		-	-	-	-
Other Purchased / Professional / Consulting		2,500	3,000	5,000	10,000
TOTAL CONTRACTED SERVICES		47,000	53,590	62,683	75,500
SCHOOL OPERATIONS					
Board Expenses		-	500	1,000	1,500
Classroom / Teaching Supplies & Materials		5,000	7,000	8,000	20,000
Special Ed Supplies & Materials		-	-	-	-
Textbooks / Workbooks		12,000	15,000	30,000	40,000
Supplies & Materials other		-	-	-	-
Equipment / Furniture		-	2,500	6,000	6,500
Telephone		-	-	-	-
Technology		-	-	2,500	3,000
Student Testing & Assessment		2,500	2,575	3,000	5,000
Field Trips		-	-	-	-
Transportation (student)		-	-	-	-
Student Services - other		-	-	-	-
Office Expense		2,500	2,550	3,000	4,000
Staff Development		-	-	-	-
Staff Recruitment		250	300	500	900
Student Recruitment / Marketing		15,000	16,000	17,000	20,000
School Meals / Lunch		-	-	-	-
Travel (Staff)		-	-	-	-
Fundraising		-	-	-	15,000

List exact titles included in the position category, if different from description, and staff FTE's (Full time equivalent)

ELL & Other Teachers

Other	-	-	-	10,000	15,000	Community Relation Expenses
TOTAL SCHOOL OPERATIONS	37,250	46,425	71,000	110,900	176,000	
FACILITY OPERATION & MAINTENANCE						
Insurance	8,000	12,000	15,000	25,000	35,000	
Janitorial	5,000	5,150	5,305	5,464	10,000	
Building and Land Rent / Lease	60,000	70,000	80,000	90,000	95,000	
Repairs & Maintenance	-	2,500	3,500	5,000	15,000	
Equipment / Furniture	-	1,000	1,500	4,000	20,000	
Security	-	-	-	-	-	
Utilities	10,000	15,000	20,000	30,000	50,000	
TOTAL FACILITY OPERATION & MAINTENANCE	83,000	105,650	125,305	159,464	225,000	
DEPRECIATION & AMORTIZATION	3,000	3,200	3,500	4,500	6,000	
DISSOLUTION ESCROW & RESERVES / CONTINGENCY	25,000	25,000	25,000	-	-	
TOTAL EXPENSES	1,191,895	1,432,745	1,845,429	2,313,878	2,928,519	
NET INCOME	38,542	71,706	24,402	350,476	796,194	

ENROLLMENT - *School Districts Are Linked To Above Entries*						
District of Location	68	85	119	170	238	
School District 2 (Enter Name)	-	-	-	-	-	
School District 3 (Enter Name)	-	-	-	-	-	
School District 4 (Enter Name)	-	-	-	-	-	
School District 5 (Enter Name)	-	-	-	-	-	
TOTAL ENROLLMENT	68	85	119	170	238	
REVENUE PER PUPIL	18,095	17,699	15,713	15,673	15,650	
EXPENSES PER PUPIL	17,528	16,886	15,608	13,611	12,305	

CASH FLOW ADJUSTMENTS						
OPERATING ACTIVITIES						
Example - Add Back Depreciation	3,000	3,200	3,500	4,000	5,000	
Other	-	-	-	-	-	
Total Operating Activities	3,000	3,200	3,500	4,000	5,000	
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	-	-	-	-	-	
Other	-	-	-	-	-	
Total Financing Activities	-	-	-	-	-	
Total Cash Flow Adjustments	3,000	3,200	3,500	4,000	5,000	
NET INCOME	41,542	74,906	27,902	354,476	801,194	
Beginning Cash Balance	12,000	53,542	128,448	156,350	510,826	
ENDING CASH BALANCE	53,542	128,448	156,350	510,826	1,312,019	