

APPLICATION SUMMARY

Charter School Name	The New American Academy Charter School (TNAACS)
Applicant Name	Shimon Waronker
Media Contact Name	Yehudi Meshchaninov
Media Contact Email Address	yehudi@thenewamericanacademy.org
Media Contact Telephone Number	(845) 570-3217
District of Location	CSD 19
Opening Date	September 2013
Proposed Charter Term	5 Years
Proposed Management Company or Partners	None
Projected Enrollment and Grade Span During Charter Term	Year 1: K-1, 130 Students Year 2: K-2, 190 Students Year 3: K-3, 250 Students Year 4: K-4, 310 Students Year 5: K-5, 370 Students
Projected Maximum Enrollment and Grade Span	K-8, 550 Students
Mission Statement	The New American Academy Charter School empowers learners and inspires leaders to make this a better world. Through our collaborative teacher-teams, mastery-based career ladder, and looping cycles, we offer personalized rigorous instruction that enables our students to succeed in high school, college, and their future lives.

Overview: TNAACS will use The New American Academy model developed at Harvard’s Urban Superintendents Program (USP) by a cohort of six high achieving principals from around the country. Designed to create emotionally supportive and intellectually rigorous learning communities, the TNAAC model draws upon research-based best practices from across the globe, and has been implemented with great success at P.S 770, a NYCDOE district school in Crown Heights, Brooklyn.

Key Design Elements: Key components of The New American Academy Charter School include:

- 1) **Four Person Teaching Teams:** TNAACS teacher teams each work with a grade level cohort of 60-65 students and begin each day with a 90-minute team meeting.
- 2) **Embedded Master Teacher:** Each four-person team includes a Master Teacher. Earning \$120,000, these highly skilled professionals provide support to all students in their classroom and serve as mentors to the three other members of their team.
- 3) **Looping Cycles:** Students loop with the same teaching team and classmates for five years. Looping cycles allow for the development of trust and meaningful relationships between students, parents, and their teaching team, and have been proven to improve student learning both nationally and internationally.

- 4) **Mastery-based Career Ladder:** Research has shown that a quality teacher is the greatest single determinant of student academic success. At TNAACS a career ladder provides a continuum for teacher growth that is both supported and incentivized.
- 5) **Multi-dimensional Teacher Evaluation System:** Good teaching is complex and nuanced. Our teacher evaluation system draws upon a diverse range of indicators, including student testing data, peer review, and Danielson-based classroom observations to create a holistic and accurate measure of teacher performance.
- 6) **Lower Teacher/Student Ratio:** Each TNAACS four-person teacher team works with a group of 60-65 students. A 15:1 teacher student ratio has been shown to increase student achievement .3-.45 standard deviation per year in grades K-2 and allows for more personalized attention for every student.
- 7) **Five Week Summer Training Program:** Our five-week summer training program includes a weeklong seminar at Harvard and goes beyond standard professional development to prepare our staff for the challenges and advantages of a team-teaching model.
- 8) **Six-Step Hiring Process:** Effective hiring and retention is the foundation of organizational well-being. The TNAACS six step hiring process includes a written application, phone interview, group unit building activity, panel interview, reference checks, and demo lesson.

The added autonomy afforded to charter schools will also allow for:

- 1) **More instructional time:** TNAACS students will have an additional 10% of instructional time each day. This added time represents over three weeks of extra instruction each year.
- 2) **More professional development time:** Teacher development leads to higher quality instruction and greater student achievement. TNAACS will have over 600 hours of PD.

Target Population: TNAACS intends to be located in CSD 19 in East New York, Brooklyn. Challenged by crime, poverty, and many low ranking schools, residents of CSD 19 are in profound need of expanded educational opportunities. We expect a large percentage of our students to be low-income and have designed TNAACS to maximize their learning experience.

Staffing: The New American Academy model aims to provide a flattened organizational structure, with student resources embedded within the classroom. Therefore, other than the Headmaster there will be no external instructional support (though contracted services may be provided for students with special needs). Rather, each four-person teacher team will include licensed Special Education & ESL pedagogues and will be led by a Master Teacher. All major instructional decisions are made collaboratively by the Education Leadership Team, which consists of the Headmaster and all Master Teachers. A Director of Operations will oversee non-academic operational functions; financial management will be contracted to Charter School Business Management (CSBM) for the first two years after which it will be overseen by an internal Director of Finance.

Governance: TNAACS will be governed by a board of trustees with substantial experience in education, management, business, and non-profits, which will ensure that TNAACS is efficient, effective, and transparent.

CERTIFICATION AND ASSURANCES STATEMENT

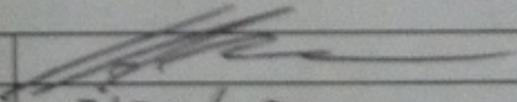
Proposed Charter School Name The New American Academy Charter School
 Proposed School Location (District) 19

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."⁷

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.⁸
- 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,⁹ 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.¹⁰

Signature of Applicants:	
Date:	7/30/12
Print/Type Name:	Shimon Warraker

⁷ N.Y. Education Law § 2854(2)(a)
⁸ ESEA § 5203(b)(3)(J)
⁹ ESEA § 5203(b)(3)(K)
¹⁰ ESEA § 5203(b)(3)(N)

The New American Academy Charter School



Proposal to the New York State Education Department

**Submitted by: Shimon Waronker
July 31, 2012**

TABLE OF CONTENTS

I. MISSION KEY DESIGN ELLEMENTS, ENROLLMENT, AND COMMUNITY.....1

- A. Mission Statement and Objective**.....1
- B. Key Design Elements**.....2
- C. Enrollment, Recruitment, and Retention**.....7
- D. Community to be Served**.....9
- E. Programmatic and Fiscal Impact**.....11

II. EDUCATIONAL PLAN.....12

- A. Achievement Goals**.....12
- B. School Schedule and Calendar**.....13
- C. Curriculum and Instruction**.....15
- D. Assessment Systems**.....23
- E. Performance, Promotion, and Graduation Standards**.....28
- F. School Culture and Climate**.....29
- G. Special Student Populations and Related Services**.....32

III. ORGANIZATIONAL AND FISCAL PLAN.....37

- A. Applicant(s)/Founding Group Capacity**.....37
- B. Board of Trustees and Governance**.....38
- C. Management and Staffing**.....40
- D. Evaluation**.....44
- E. Professional Development**.....46
- F. Facilities**.....48
- G. Insurance**.....48
- H. Health, Food, and Transportation Services**.....49
- I. Family and Community Involvement**.....51
- J. Financial Management**.....52
- K. Budget and Cash Flow**.....54
- L. Pre-Opening Plan**.....56
- M. Dissolution Plan**.....57

TNAACS Application Attachments

- Attachment 1:** Admissions Policies and Procedures
- Attachment 2:** Samples of Evidence of Community Outreach
- Attachment 3a:** Sample Daily Schedules
- Attachment 3b:** First Year Calendar
- Attachment 4:** Student Discipline Policy
- Attachment 5a:** Charter School Trustee Background Information
- Attachment 5b:** By-Laws
- Attachment 5c:** Code of Ethics
- Attachment 6a:** CMO Information (not applicable)
- Attachment 6b:** Proposed Management Contract with CMO (not applicable)
- Attachment 7:** Partnership Information (not applicable)
- Attachment 8a:** Hiring and Personnel Policies and Procedures
- Attachment 8b:** Resume for Proposed School Leader
- Attachment 9:** Budget and Cash Flow
- Attachment 10:** Template Replication Strategic/Business Growth Plan (not applicable)

I. MISSION KEY DESIGN ELLEMENTS, ENROLLMENT, AND COMMUNITY

A. Mission Statement and Objectives

We proposed to found The New American Academy Charter School (TNAACS) based on The New American Academy (TNAA) model developed at Harvard’s Urban Superintendents Program (USP)¹. Designed as a transformative alternative to the traditional industrial schooling design, TNAA was engineered to create emotionally supportive and intellectually rigorous learning communities.

Mission Statement: The New American Academy Charter School empowers learners and inspires leaders to make this a better world. Through our collaborative teacher-teams, mastery-based career ladder, and looping cycles, we offer personalized rigorous instruction that enables our students to succeed in high school, college, and their future lives.

Objectives: We intend to create a supportive relationship-based learning environment that will accelerate our students learning far beyond what is expected within their SES bracket. By focusing on the quality of instruction and by refining the “input” that our students are receiving we will increase the “output” of student academic achievement. Moreover, it is our objective to maximize the relationship-based, collaborative nature of the TNAA model to ensure our students are developing critical thinking and good citizenship in addition to English Language Arts (ELA), science, and math skills.

Furthering the Purpose of Education Law: TNAACS will meet all six objectives of the New York State Charter School Law:

- a) Improve student learning and achievement. Our use of four-person teacher teams, embedded Master Teachers, and 5 year looping cycle allows us to significantly improve the quality and rigor of instruction that our students receive. This high quality teaching will lead to outsized results. As stated in our educational plan we expect our student to accomplish in ELA, math, science and will be setting our own high standards in these areas in addition to measuring student performance on state tests.
- b) Expand learning opportunities for students at risk of academic failure. We intend to locate within Community School District (CSD) 19 in East New York, Brooklyn. East New York is a high needs neighborhood in New York City with record levels of poverty and crime, and many low performing schools. Our intended population includes many low-income and minority students, students with disabilities, and English Language Learner (ELL) students who would otherwise be “at-risk,” with limited educational opportunity.
- c) Innovative teaching methods. TNAACS will be based upon The New American Academy model. The models’ four-person teacher teams and 5 year learning cycles won Harvard’s Phi Delta Kappa Award for Innovation in Education in 2009.
- d) Provide new professional opportunities for teachers and staff. TNAA’s four-step career ladder (Apprentice, Associate, Partner, Master) provides a continuum for teacher growth that is both supported and incentivized. Based on demonstrated ability it offers new opportunities for pedagogues to grow professionally while remaining within the classroom. In addition, our team-

¹ <http://thenewamericanacademy.org/about/our-history/>

based model allows for expanded opportunities in leadership, collaboration, and inquiry that are not available in traditional settings.

- e) Expand parent and student opportunities. TNAACS 5 year learning cycles and four person teacher-teams are significantly different from a standard New York City Department Of Education (NYCDOE) or New York State (NYS) charter school and will offer parents and students a unique educational experience currently not available within CSD 19.
- f) Shift to performance based accountability systems. In exchange for the greater autonomy afforded to TNAACS, the founders and board of trustees believe that the school should be held accountable for measurable student achievement. In addition to the mandated benchmarks, we have set our own high standards for student achievement in ELA, science and math for which the board will hold the leadership of the school accountable.

B. Key Design Elements

Overview and Rationale: TNAACS will be based upon The New American Academy model. Developed by a cohort of six high-achieving principals (our lead applicant among them) from around the country the TNAAC model draws upon research-based best practices from across the globe, and has been implemented with great success at P.S. 770, a NYCDOE district school in Crown Heights, Brooklyn.

The TNAAC model is predicated upon the idea that student achievement is directly tied to the quality of teacher instruction. It is only by attracting, developing, and retaining skilled and talent teachers that significant educational progress can be made. As described by a recent McKinsey (2010) study:

The quality of an education system cannot exceed the quality of its teachers. Research has shown that of all the controllable factors in an education system, the most important by far is the effectiveness of the classroom teacher. The world’s best-performing school systems make great teaching their “north star.” They have strategic and systematic approaches to attract, develop, retain, and ensure the efficacy of the most talented educators—and they make sure great teachers serve students of all socio-economic backgrounds. (p. 5) ²

Each of the components of the TNAAC model listed below was chosen with this ideal in mind.

Key components: Key components of The New American Academy Model include:

- 1) **Four Person Teaching Team:** TNAAC teacher teams work with the same 60-65 students within a grade-level cohort. In addition to a Master Teacher, each team includes licensed Special Education and English Second Language (ESL) teachers. Research has shown that four or five person teams provide the optimal balance between too many and too few voices³. Teams allow for transparency, positive peer-pressure, multiple perspectives, and a diverse range of skill sets⁴. Team-based models are common across a diverse range of sectors from the military to healthcare, and are being used with great success in schools across Victoria, Australia⁵. Education, particularly in urban

² McKinsey & Company. (2010). *Closing the talent gap*. Retrieved from: <http://mckinseysociety.com/closing-the-talent-gap/>

³ J. Richard Hackman and Neil Vidmar, “Effects of Size and Task Type on Group Performance and Member Reactions,” *Sociometry* 33, no. 1 (March 1970):

⁴ Troen, V. (2012). *The power of teacher teams : with cases, analyses, and strategies for success*. Thousand Oaks, Calif: Corwin Press.

⁵ Examples include Silveton Primary, and Wooranna park <http://www.bobpearlman.org/Learning21/wooranna.htm> , <http://www.silveton-ps.vic.edu.au/>

neighborhoods challenged by low socio-economic status, is a complex task deserving of the same professionalism that is now standard in other sectors.

- 2) **Looping Cycles:** Students loop with the same teaching team and classmates for five years. Looping cycles allow for the development of trust and meaningful relationships between students, parents, and their teaching team, and have been proven to improve student learning both nationally and internationally⁶. The relationships developed encourage greater parent involvement and enable targeted and differentiated teaching⁷. Moreover, looping allows each teacher team to begin instruction on the first day of school without having to spend the weeks required to get to know students and to acculturate them to the classroom. Looping also provides a powerful and organic accountability system, as each teacher team will ultimately be directly responsible for their students' scores in the testing grades.
- 3) **Mastery-based Career Ladder:** Research has shown that a quality teacher is the greatest single determinant of student academic success^{8,9}. Unfortunately, teacher ability and development is often not recognized or rewarded. A career ladder provides a continuum for teacher growth that is both supported and incentivized. The TNAACS four-step career ladder (apprentice, associate, partner, master) will be based on demonstrated ability, culminating with the Master Teacher. TNAACS teachers will receive higher salaries than their DOE counterparts with Master Teachers earning \$120,000. This will attract and retain quality teachers and ensure that the most talented teachers can remain in the classroom directly supporting student learning.
- 4) **Multi-dimensional Teacher Evaluation System:** Good teaching is complex and nuanced. Our teacher evaluation system draws upon a diverse range of indicators, including student testing data, peer review, and Danielson-based classroom observations to create a holistic and accurate measure of teacher performance. Our teacher evaluation will allow us to promote and reward those teachers who are effective and to remove those who are not.
- 5) **Lower Teacher/Student Ratio:** Each four-person teacher team works with a group of 60-65 students. A 15:1 teacher student ratio has been shown to increase student achievement .3-.45 standard deviation per year in grades K-2¹⁰ and allows for more personalized attention for every student. By flattening our organizational structure and by redistributing external resources to the classroom we are able to have four fully licensed teachers per team.
- 6) **Embedded Master Teacher:** Each four-person team includes a Master Teacher. Earning \$120,000, these highly skilled professionals provide support to all students in their classroom and serve as mentors to the three other members of their team. Master Teachers provide minute-to-minute coaching, support, and feedback and ensure best practice and appropriate rigor. Integral members of each team, they are in the classroom all day, every day. In addition to raising the quality of instruction team-wide, an embedded Master Teacher also ensures that inexperienced teachers are never left alone to “sink or swim” at the expense of student learning.

⁶ <http://roomnine.org/a/about-us/Teacher-looping.pdf>

⁷ http://www.eric.ed.gov/ERICWebPortal/search/detailmini.jsp?_nfpb=true&_ERICExtSearch_SearchValue_0=EJ479971&ERICExtSearch_SearchType_0=no&accno=EJ479971

⁸ Rivkin, S. G., Hanushek, Kain. (2005). Teachers, schools, and academic achievement. *Econometrica*, 73(2), 417-458. doi: 10.1111/j.1468-0262.2005.00584.x

⁹ Rockoff, J. E. (2004). The impact of individual teachers on student achievement: Evidence from panel data. *The American economic review*, 94(2), 247.

¹⁰ http://www.eric.ed.gov/ERICWebPortal/search/detailmini.jsp?_nfpb=true&_ERICExtSearch_SearchValue_0=EJ422836&ERICExtSearch_SearchType_0=no&accno=EJ422836

- 7) **Five Week Summer Training Program:** Our five-week summer training program begins with a week-long seminar at Harvard. Created in collaboration with Professors' Barry Jentz,¹¹ Katherine Boles¹² and Eileen McGowan¹³ of Harvard's Graduate School of Education (HGSE) and Professor Baruch Bush¹⁴ of Hofstra University, this seminar goes beyond standard professional development to focus on in-depth communication, reflection, and listening skills. Critical for any team-based environment, these skills enable our teacher-teams to maximize their collective potential and to avoid the interpersonal pitfalls and misunderstandings that often hamper collaborative efforts. These skills are then practiced throughout the next four weeks as teams create their curriculum maps, management systems, and curricula for the school year. Our five-week summer training program forms the foundation for our professional development program that continues throughout the year. While newly formed teams will participate in the entire five-week program, returning teams participate in two weeks of summer training and in an annual school-wide curriculum planning week that takes place at the end of each school year.
- 8) **Six-Step Hiring Process:** Effective hiring and retention is the foundation of organizational well-being¹⁵. The TNAA six step hiring process includes a written application, phone interview, group unit building activity, panel interview, reference checks, and demo lesson. As candidates progress through this process they are observed and assessed by parents, teachers, and administrators. This ensures that the candidates who are selected have been vetted multiple times and are a good fit for the school community. The first TNAA school (P.S. 770) selected 8 teachers out of 125 candidates in its first year, and 4 teachers out of approximately 65 candidates in the two subsequent years.

The added autonomy afforded to TNAACS as a charter school will also allow us to implement some of the lessons learned applying the model at PS 770. These include:

- 1) **More instructional time:** More time leads to more learning. TNAACS students will have an additional 10% of instructional time each day. This added time represents over three weeks of extra instruction each year. (See Section II Student Schedule B for more details.)
- 2) **More professional development time:** Teacher development leads to higher quality instruction and greater student achievement. In total, TNAACS will provide 629 hours of formal professional development. (See Section III Teacher Preparation for more details.)

While each of these elements has been individually proven to increase student achievement, together their effect is compounded. By creating a professional team-based environment with ongoing mentorship, feedback, peer review, and support, TNAACS will enable its teachers to dramatically increase the efficacy of their instruction. This will, in turn, lead to deeper learning and greater student achievement.

Evidence of Success: Designed at Harvard in 2009, the TNAA model was first implemented at P.S. 770, a NYCDOE school. After only two years, P.S. 770 has already begun to show outsized results.

¹¹ <http://www.talksensebook-jentz.com/>

¹² <http://www.gse.harvard.edu/directory/faculty/faculty-detail/?fc=240&flt=b&sub=all>

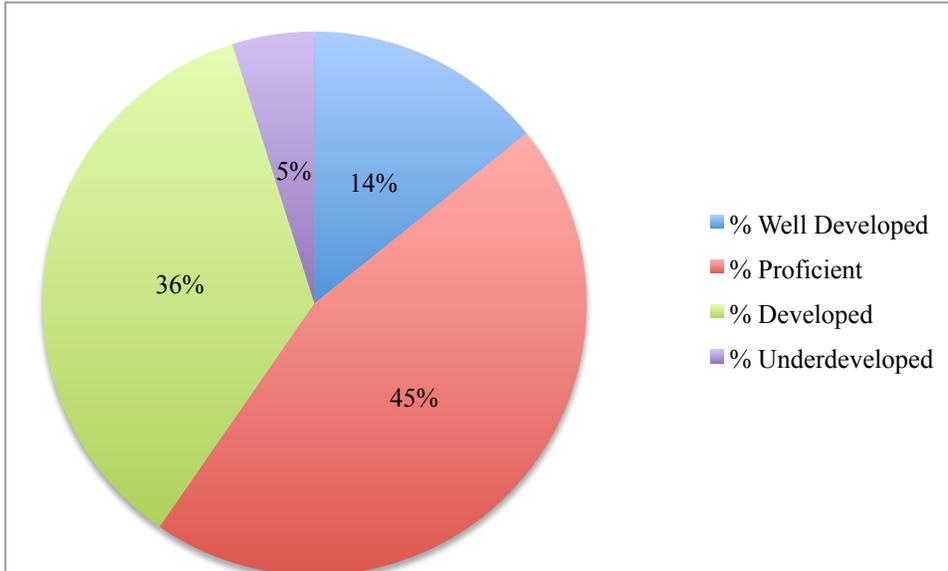
¹³ <http://www.gse.harvard.edu/directory/faculty/faculty-detail/?fc=49455&flt=m&sub=all>

¹⁴ http://lawarchive.hofstra.edu/directory/faculty/fulltimefaculty/ftfac_bush.html

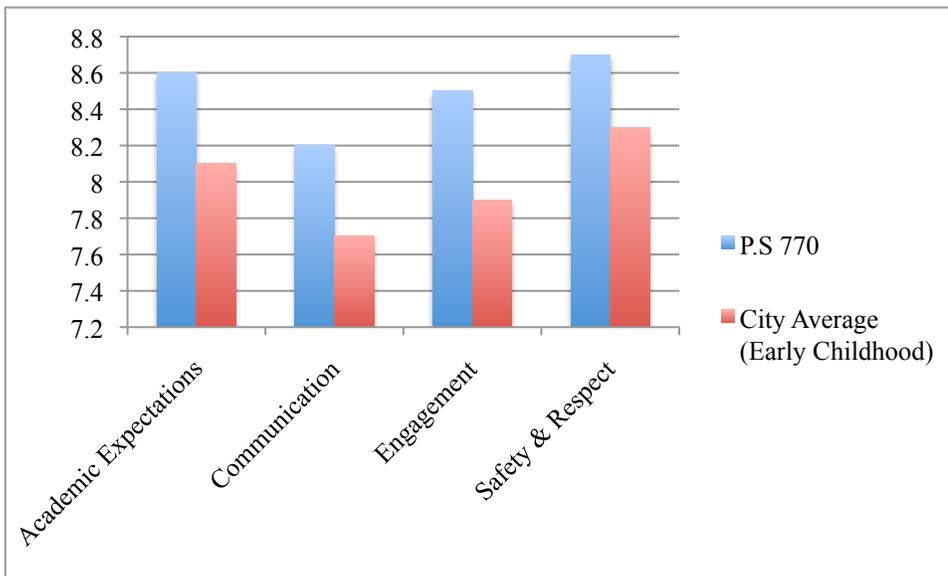
¹⁵ <http://goo.gl/uzNTH>

1) **Quality Review:** P.S. 770 received a score of Well Developed on its recent quality review. This places it in the top 14th percentile of all schools in New York City¹⁶.

NYCDOE Schools



2) **NYC School Survey:** P.S. 770 surpassed the NYCDOE average in all four metrics¹⁷.



¹⁶ As compared with NYCDOE 2010-11 citywide data

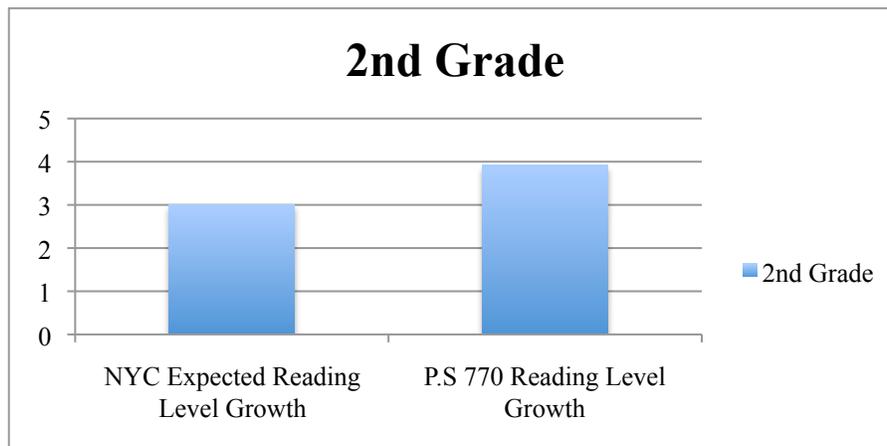
¹⁷ Data obtained from the most recent 2011-12 report

3) Reading Level: Children who are poor readers at the end of first grade almost never acquire average-level reading skills by the end of elementary school.¹⁸ This is particularly troubling for students in high poverty areas (like Crown Heights Brooklyn, where P.S. 770 is located). Data shows evidence of a significant achievement gap among students educated in schools embedded in high poverty areas as compared to their more affluent neighbors. Fryer and Levitt (2004) highlight the differences among students as early as age two, and, upon entering kindergarten, black students are behind their white peers by .401 standard deviations in reading¹⁹. The achievement gap continues to grow in every subject at every grade level.²⁰

Despite a high population of free and reduced meal (FARM) students (90%), P.S. 770 has been successful in closing the achievement gap among its students. Comparing P.S. 770 ELA reading levels against New York City “Teachers College Reading and Writing Levels” benchmarks, results suggest that TNAA students have nearly met or in some instances exceeded New York City growth reading benchmarks.

Per Grade/Cohort Movement	N	Benchmark Reading Level September	TNAA Reading Level September	Benchmark Reading Level May	TNAA Reading Level May	TNAA as compared to Benchmark May Reading Level	# Of Reading Levels Moved	Benchmark Reading Levels Moved	TNAA as compared to Benchmark Reading Levels Moved
Kindergarten	45	<0	0.66	4.5	3.88	-0.62	3.22	4.50	(1.28)
1st grade	30	4.50	5.23	10.00	9.43	-0.57	4.20	5.50	(1.30)
2nd grade	34	10.00	7.15	13.00	11.07	-1.93	3.92	3.00	0.92

P.S. 770’s significant growth is visually represented in the graph below²¹.



¹⁸ Francis, Shaywitz, Stuebing, Shaywitz, and Fletcher, 1996; Juel, 1988; Shaywitz et al., 1999; Torgesen and Burgess, 1998. (See 'Waiting Rarely Works').
¹⁹ Fryer, Roland, and Steven Levitt (2004) “Understanding the Black-White Test Score Gap in the First Two Years of School.” *The Review of Economics and Statistics*, 86(2): 447-464
²⁰ Campbell, Jay, Catherine Hombo, and John Mazzeo (2000) “NAEP 1999 Trends in Academic Progress: Three Decades of Student Performance.” NCES 2000-469. Washington, DC: U.S. Department of Education. National enter for Education Statistics.
²¹ TNAA 2nd graders are important to highlight as they entered their September reading at a 7.15 reading level (as compared to the New York City benchmark of 10.00). By May, they gained 3.92 reading levels which exceeded benchmark (3.00). As more data becomes available, P.S. 770 expects to show continued accelerated growth across all standardized testing.

Waivers: We do not anticipate requiring any waivers to successfully operate TNAACS.

C. Enrollment, Recruitment, and Retention.

Projected Enrollment Over the Charter Term

	Year 1 2013-14	Year 2 2014-15	Year 3 2015-16	Year 4 2016-17	Year 5 2017-18
K	65	65	65	65	65
1	65	65	65	65	65
2		60	60	60	60
3			60	60	60
4				60	60
5					60
Total	130	190	250	310	370

Growth Plan: Our enrollment plan is a reflection of conversations we have had with existing charter school leaders, discussions with teachers and parents at P.S. 770, and the founding team’s experience successfully establishing the first New American Academy at P.S. 770 (A TNAA NYCDOE choice district school). It is based upon the following premises:

- A strong background in literacy and numeracy is essential to enable later academic success. Children in low-income neighborhoods often struggle with these basic skills and therefore find themselves falling farther and farther behind. Thus we chose to begin with an elementary school.
- Research has shown that four or five person teams provide the optimal balance between too many and too few voices. Each TNAA grade level cohort has a four-person teacher team serving 60-65 students.
- A 15:1 teacher student ratio is ideal for grades K-2 and allows us to offer more personal attention to each student. As the children grow older the lower ratio will allow for more differentiation and more support as the work becomes more student directed.
- Establishing an innovative new school and creating a new academic culture requires dedicated targeted effort. Therefore we have decided to begin with only two teams (a Kindergarten and a 1st grade) and to grow the school one grade each year. This will allow us to devote our resources and energy in a targeted and strategic way.
- We expect some transience, especially in the first year or two as students and parents are acclimatizing to a new school. We therefore anticipate over enrolling in K and 1 and leveling off at 60 in grades 2-5. If needed, we will accept new students into grades 2-4 to try to keep the number at approximately 60 students per grade.

Demand: Based on our conversations with the NYCDOE, educational leaders, CEC 19, and residents, we are confident that there is a strong need for a New American Academy Charter School in CSD 19. As indicated by a recent study by the NYC Charter Center, there is great demand for additional charter schools in Brooklyn, as there were only 5,882 charter school seats available for 22,702 applicants²².

²² <http://www.nyccharterschools.org/sites/default/files/resources/Lottery2012Report.pdf>

Moreover, CSD 19 is especially in need of better schools. Out of the 33 elementary and middle schools in the district only two were rated by the NYCDOE²³ as “A” schools, while twelve were rated as “C” schools and five were rated as either “D” or “F”. Moreover, we are confident that the quality of the TNAA model will also help to attract parent and community interest. The first TNAA school (P.S. 770) attracted over 250 applicants for 120 slots. Now that we are significantly more established, we expect to meet or exceed those numbers.

Recruitment and Enrollment Process: Our experience establishing P.S. 770—a choice district school in Crown Heights Brooklyn—has led to many lessons about effective recruitment and enrollment. In addition to maintaining an active website and web presence, disseminating flyers, meeting with community leaders, presenting information sessions, and organizing open houses, we will partner with local daycare centers and Head Start programs in the neighborhood. We have found these partnerships to be the most effective and reliable way to host information sessions and to recruit students. As the data on CSD 19 indicates that there is a significant percentage of Spanish speakers, outreach activities and materials will be available in English as well as Spanish.

As a choice school, parents must submit an application to indicate their desire to enroll their child at TNAACS. Applications will be as simple as possible and will be available in English and Spanish via walk-in, email, fax and on our website. In our first year we will enroll a Kindergarten and 1st Grade class (65 students each) after which we will enroll a new Kindergarten class each year. If there are more applicants than seats we will conduct a random lottery to select the 65 students chosen for each class. Preference will be given to students who have siblings in the school, free and reduced meal (FARM) students, and those who live in CSD 19. Students who are not selected will be waitlisted in the order in which they were drawn and offered a seat if any becomes available. (See Attachment 1: Admissions and Enrollment)

Enrollment and Retention Targets: TNAACS seeks to serve students in Community School District 19, particularly those eligible for free and reduced meals, English Language Learners (ELLs), and Students With Disabilities (SWDs). Our lead applicant and proposed school leader is a native Spanish speaker and we have already begun to host open houses and information sessions in both English and Spanish. To ensure that we remain accessible to low-income students, our admissions policy includes a preference for FARM students and specific efforts will be made to host information sessions targeting low-income families.

Direct and continual support for SWD and ELL students has been intentionally engineered into the TNAA model. Our team teaching model allows for one special education teacher per team, ensuring that every classroom is able to provide an inclusion setting for SWDs. We will also ensure that each team has an ESL or bilingual teacher to ensure that our ELL students’ needs are fully met. Throughout our outreach efforts we will demonstrate to parents how the flexibility of our teacher teams allows us to address individual students needs in a targeted and sustained manner. In addition to the support embedded within each teacher team, specific staff members will assume the roles of Special Education Coordinator and an ESL coordinator to ensure that all of our students are receiving optimal support. For CSD 19 the state’s preliminarily enrollment data is 12.5 % ELL, 87.0 FRL, 13.1% Special Education²⁴. Based on our outreach plan and model design we are confident that TNAACS will be able to achieve both the

²³ 2010-11

²⁴ SUNY Charter School Institute

reenrollment and retention targets in full compliance with Charter School Law of 1998 and its 2010 amendments. Moreover, we will monitor our enrollment data carefully and are ready to make changes in our admissions policy if the situation requires them.

Evidence of Community Support: Our team has met with multiple stakeholders in Community School District 19, including State Senator John Sampson, NYCDOE Deputy Chancellor Marc Sternberg, UFT Vice President Leo Casey, and District 19 Superintendent Rose Marie Mills, all of whom continue to provide input and have pledged to support the opening of a New American Academy Charter School in Community School District 19. We have also received enthusiastic interest and feedback from CEC 19, local educators, and elected officials. Most importantly, parents in CSD 19 have expressed interest in the TNAAC and their hope that it can be brought to their community.

D. Community to be Served

Demographics: TNAACS intends to be located in Community School District 19, which covers most of East New York, Brooklyn. South and west of the Queens borough line in northeast Brooklyn, East New York is bound to the west by Brownsville starting at Van Sinderen Avenue and to the south by Louisiana Avenue and the Jamaica Bay. A diverse community, East New York is challenged by poverty and the highest crime rate in Brooklyn.²⁵ As indicated in its police precinct report, East New York (Precinct 75) totaled the most murders and robberies in New York City²⁶. Among residents 25 years or older, only 8% have a college degree and only 29% have a high school diploma²⁷. Data on zip code 11207 (which covers most of District 19) indicates that 35.4% live below the poverty level. Residents are predominantly black and Hispanic, with 56,020 (59%) black and 34,619 (37%) Hispanic residents as of 2010²⁸.

CSD 19: Community School District 19 serves a disproportionate number of “at-risk” students and nearly 90-percent are eligible for free or reduced lunch²⁹. Unfortunately, it is also very much in need of better schools. Out of the 33 elementary and middle schools in the district only two were rated by the NYCDOE³⁰ as “A” schools, while 12 were rated as “C” schools and 5 were rated as either “D” or “F”.

Our intention to locate with CSD 19 is a reflection of the lead applicant’s desire to leverage his experience as a successful inner city principal³¹ to help underprivileged students who are often ignored or underserved.

Public Outreach: This proposal was born out of the experiences gained developing the TNAAC model at Harvard and its first implementation at P.S. 770 in Brooklyn. As such, a diverse range of stakeholders have contributed to ensure that TNAACS can be even more successful than the first implementation at P.S. 770.

Feedback has been solicited from:

²⁵ http://www.nyc.gov/html/nypd/downloads/pdf/crime_statistics/cs075pct.pdf

²⁶ <http://www.nytimes.com/2012/01/16/nyregion/police-in-east-new-york-brooklyn-have-uneasy-dialogue-with-residents.html>

²⁷ <http://www.nyc.gov/html/doh/downloads/pdf/data/2006chp-204.pdf>

²⁸ <http://www.city-data.com/zips/11207.html>

²⁹ SUNY Charter School Institute

³⁰ 2010-11

³¹ <http://www.nytimes.com/2008/02/08/nyregion/08principal.html?pagewanted=all>

- 1) Members of the P.S. 770 community. As the first implementation of the TNAA model experiences at P.S. 770 have led to many lessons learned about effectively beginning a successful TNAA program. Some of the feedback that was shared by P.S. 770 parents, teachers, and administrators that we have incorporated into the TNAACS design includes:
 - Limiting the number of apprentice teachers to 1 per team
 - Extending the school day
 - Having student free days for professional development
- 2) Partners at the Harvard Graduate School of Education (HGSE). Professor’s Barry Jentz and Eileen McGowan continue to provide input as TNAA moves towards scale. One specific idea that we have now incorporated was the expansion of the reflective practice protocols for teachers, which will be further extended at TNAACS.
- 3) Partners at NYCDOE and the UFT. Both the NYCDOE and the UFT have been most supportive of our efforts to open a TNAA charter school and have provided useful feedback. For example, our decision to locate in CSD 19 is, in part, due to conversations with NYCDOE Deputy Chancellor Marc Sternberg, UFT Vice President Leo Casey, and District 19 Superintendent Rose Marie Mills.
- 4) Community School District 19. Most importantly, we have engaged with parents, community members, educators, and elected officials throughout East New York to inform them of our model and to solicit feedback. Feedback was solicited in person, via mail, on Facebook and other social-media sites, and through our website <http://thenewamericanacademy.org/tnaa-charter-school/>. We made an extra effort to incorporate a robust social-media strategy as it allows us to directly interface with hundreds of residents and stakeholders in CSD 19.

Meetings to Date	Outreach
<ul style="list-style-type: none"> • CSD 19 Superintendent Rose Marie Mills • CEC 19 • NYS Senate Minority Leader John Samson • Public meeting at Spring Creek Public Library • Founding members of the UFT Charter School located in CSD 19 • Thande Shange local educator and parent 	<ul style="list-style-type: none"> • Conversations with Assemblyman Hakeem Jeffries office • Conversations with David R. Jones Community Service Society of New York (CSS) • Flyer’s distributed around CSD 19 • Notices posted on our website • Notice posted on Insideschools.org • Notices posted on NYT Facebook page • Notices posted on Brooklyn public library Facebook page • Notices posted on Grace Baptist Church of Christ Facebook page • Notice posted on St. Fortunata Church Facebook page • Notice posted on East New York Church of the Nazarene Facebook page • Notice posted on St. Barnabas Church Brooklyn Facebook page

As a result of our outreach we have received significant feedback. Several key points that have helped inform our proposal include:

- The need for better schools in CSD 19.
- A desire for low teacher-student ratios.
- The need to fully explain to parents how the TNAA model is executed in practice.
- The importance of TNAACS open door policy that allows parents to observe instruction.

Moreover, the founding team of TNAACS is committed to continuing to soliciting feedback and to engaging with the community as we work to establish the school. Several more community meetings are being organized in the following weeks and advertisements will be placed online and in local publications. (See Attachment 2 for evidence of outreach and support.)

E. Programmatic and Fiscal Impact

Programmatic Impact: We do not believe TNAACS will have a negative impact on any of the surrounding schools in CSD 19. We will open with 130 students and will reach a maximum of 370 by the end of our fifth year, which is still only .014 percent of total enrollment in CSD 19 (26,106 students). Moreover, none of the 33 elementary or middle school in CSD 19 offers an academic program remotely similar to the TNAA model, and so we would not be directly competing with any existing CSD 19 school. Considering that there are 16,820 charter applicants in Brooklyn without seats, and many local charter schools have long waitlists, we do not believe that the addition of another charter school will have a negative impact on the five existing charter schools in CSD 19.

We do believe, however, that TNAACS will have a positive impact on schools throughout CSD 19. As we have done at P.S. 770, we hope to use TNAACS as a lab school to share best practices around team teaching, teacher voice, differentiated instruction, and relationship-based learning. In the first two years of operations at P.S. 770 we have already had hundreds of visitors from dozens of schools and we expect that the interest will continue to increase as we expand into CSD 19. It is our hope that the schools in CSD 19 will be the first to benefit from the innovative practice at TNAACS.

Fiscal Impact: As show below the fiscal impact of TNAACS will be negligible:

Calendar Year	Charter Year	Estimated budget	NYCDOE Budget	Percent Impact
2014-15	1	\$ 2,056,542	\$24,000,000,000	Less than .002
2015-16	2	\$ 2,960,645	\$24,000,000,000	Less than .002
2016-17	3	\$ 3,696,598	\$24,000,000,000	Less than .002
2017-18	4	\$ 4,570,952	\$24,000,000,000	Less than .002
2017-18	5	\$ 5,456,905	\$24,000,000,000	.0002

In our fifth year, with 370 students, our anticipated per-pupil revenue will be \$4,761,504 equaling .0002 percent of the NYCDOE \$24,000,000,000 dollar budget.

II. EDUCATIONAL PLAN

A. Achievement Goals

Rigorous benchmarks are a critical part of our mission. Our achievement goals will hold us to a high standard of academic excellence and will help ensure that our students receive the same stellar education affluent students enjoy.

Goal I: Students will demonstrate proficiency in English Language Arts.

K-2nd Grade

- **Absolute Metric:** A minimum of 75% of students who have attended TNAACS for at least one year will meet or achieve their minimum grade level reading standard as measured by the reading test of the Fountas and Pinnell Benchmark Assessment System
- **Growth Metric:** Each grade-level cohort will improve its percentage of students meeting or exceeding grade level reading standards as measured by the reading test of the Fountas and Pinnell Benchmark Assessment System by a minimum of 5% percent each year.
- **Comparative Metric:** TNAACS will create a comparative metric as soon as there is K-2nd grade data available for New York City districts.

3-5th Grade

- **Absolute Metric:** 75% of students, who have attended TNAACS for at least two full school years, will achieve a Level 3 or 4 on the New York State ELA assessment.
- **Growth Metric:** Each grade level cohort will improve its percentage of students meeting or exceeding grade level reading standards as measured by the reading test of the Fountas and Pinnell Benchmark Assessment System by a minimum of 5% percent each year.
- **Comparative Metric:** TNAACS students will outperform local school district students by 10 percentage points, as measured by the percentage at Levels 3 and 4 in the same grades on the state ELA exam.

Goal II: Students will demonstrate proficiency in Mathematics.

K-2nd Grade

- **Absolute Metric:** 75% of students who have attended TNAACS for at least one year will meet or achieve their minimum grade level math standard as measured by the TerraNova Math Assessment.
- **Growth Metric:** Each grade level cohort will improve its percentage of students meeting or exceeding grade level math standards as measured by TerraNova Math Assessment by a minimum of 5% percent each year.
- **Comparative Metric:** TNAACS will create a comparative metric as soon as there is K-2nd grade data available for New York City districts.

3-5th Grade

- **Absolute Metric:** 75% of students, who have attended TNAACS for at least two full school years, will achieve a Level 3 or 4 on the New York State Math Assessment.
- **Growth Metric:** Each grade level cohort will improve its percentage of students meeting or exceeding grade level math standards as measured by New York State Math Assessment by a minimum of 5% percent each year.
- **Comparative Metric:** TNAACS students will outperform local school district students by 10 percentage points, as measured by the percentage at Levels 3 and 4 in the same grades on the state math exam.

Goal III: Students will demonstrate proficiency in Science.

- **Absolute Metric:** 75% of fourth grade students, who have attended TNAACS for at least two full school years, will achieve a Level 3 or 4 on the New York State Science assessment.
- **Comparative Metric:** TNAACS students will outperform local school district students by 10 percentage points, as measured by the percentage at Levels 3 and 4 in the same grades on the state science exam.

B. School Schedule and Calendar

TNAACS schedule reflects the values and philosophy of the TNAA model:

- 1) **Emphasis on the quality as well as the quantity of instruction.** Extended instruction does not necessarily improve student achievement. In order for instruction to be meaningful it must be appropriate, rigorous, and engaging. Our schedule balances a longer day with a robust teacher support system. This helps avoid teacher burnout and ensures high-level teaching throughout the day so that the time spent working with students is maximized for learning.
- 2) **Commitment to substantial daily teacher-team meetings.** Common meeting time is the lifeblood of effective teams. In order for teams to be successful adequate meeting time must be built into to the workday³². TNAACS teacher teams will meet for ninety minutes each day from 7:30 to 9:00 AM. This time is dedicated to discussing students, data, content and pedagogy and is not to be used for setup or logistics. This provides a structure for ongoing and timely planning and professional development that directly impacts the instruction taking place later that day. In addition, teachers will have 1.5 hours to reflect on their practice as a team each week. The added time will allow our teachers to “think about their thinking” and will support the introspective inquiry necessary for real growth³³.
- 3) **Teacher empowerment, actualized through flexible learning blocks.** Rigid minute-to-minute schedules do not allow for teacher creativity or ownership. TNAACS instructional time is divided into two blocks, morning and afternoon. Although the morning is dedicated to ELA and math and the afternoon to our interdisciplinary studies, it is up to each teacher-team to decide how to use each block. This allows each team (under the direction of their Master Teacher) to tailor their schedule to the specific needs and requirements of their students every day.
- 4) **Focus on interdisciplinary, project-based learning.** Interdisciplinary study leads to deeper knowledge, higher order thinking skills, and cross-disciplinary understandings, all of which are necessary for 21st century business and academic success. At TNAACS each afternoon is dedicated to interdisciplinary studies. Based upon six thematic units (engineering, agriculture/husbandry, energy, communication, transportation, medicine) our interdisciplinary units are primarily science and social studies focused, although math and ELA are also incorporated.

TNAACS’s use of flexible learning blocks, daily 90-minute meetings, and interdisciplinary units is primarily based off of TNAA’s first implementation at P.S. 770 where they are already in practice. In

³² Troen, V. (2012). *The power of teacher teams : with cases, analyses, and strategies for success*. Thousand Oaks, Calif: Corwin Press.

³³ Argyris, C. (2002). Double-loop learning, teaching, and research. *Academy of Management learning & education*, 1(2), 206.

addition, TNAACS schedule has been upgraded to maximize the potential afforded by the flexibility of a charter school model. These improvements include:

- 1) **More instructional time.** At TNAACS instruction will begin at 9:00 AM and run until 3:30 PM. Excluding lunch and recess this equal 5.5 hours (330 minutes) of teaching and learning, which is a 10% increase per-day from a standard NYCDOE district school. Each year this added time represents over three weeks of extra instruction.
- 2) **More professional development time.** We will have a total of 629 hours of professional development. In addition to the daily 90-minute teacher team meetings and 5-week summer training program, our schedule embeds 255 hours of professional development time. This time is spread throughout the year and includes ninety minutes of reflective practice each week, teacher development days every 5th week and a full week of curricula planning at the end of the school year. (See Preparation of Teacher in Section III for more information.)

Typical Daily Schedule

Time	Teacher	Student	Notes
7:30-8:30	Team meeting	N/A	
8:30-9:00	Team meeting	Breakfast	Students will be supervised by administrative staff
9:00-12:30	Morning academic block	Morning academic block	ELA & Math focused
12:30-1:00	Lunch with students/ teacher break	Lunch	Teacher teams will alternate being with the students so that teachers can have a 30 minute break
1:00 -1:30	Recess with students/ teacher break	Recess	Teacher teams will alternate being with the students so that teachers can have a 30 minute break
1:30-3:30	Afternoon academic block	Afternoon academic block	Interdisciplinary studies with a science and social studies focus
3:30	Dismissal	Dismissal	

Sample weekly schedules for students and teachers are included in Attachment 3a. Note: an additional 90 minutes has been set aside each week for teacher reflection.

The calendar for 2013-14 (year 1) is provided in Attachment 3b. Some salient features of our yearly calendar are:

- We will have a total of 183 days of instruction.
- In July we will begin with 3 weeks of the summer training program for both teacher teams. The first week will take place at Harvard while the following weeks will take place in New York City.
- The two final weeks of summer training conclude in August.
- Each 6-week interdisciplinary unit will culminate in a curriculum celebration during which students will showcase what they have learned. All members of the TNAACS community will be invited to participate in celebrating and acknowledging our students' learning.

- TNAACS will only recognize federal holidays and breaks that align with the NYCDOE.
- Every 5th week TNAACS will have a professional development day for curriculum work and team reflection. Students will not be in attendance on those days.
- Teachers will meet for a week of curriculum mapping in July after the last day of class.

C. Curriculum and Instruction

“The New American Academy empowers learners and inspires leaders to make this a better world.”

As our mission statement indicates, our goal is to create students who are empowered and inspired to create systemic change as well as to become lifelong learners. We believe that our students need to be citizens of our republic who can innovate and who will have kind hearts and generous spirits. Our commitment is also to empower students with the skills and scholarly habits they will need in the 21st century workplace. American companies require creative, solution-oriented critical thinkers. In today’s increasingly interconnected and competitive global market-place algorithmic and routine work is being automated or outsourced³⁴. In order to stay competitive graduates must learn to be collaborative, creative, and empathic. The Prussian-industrial education of memorization and rote learning does not teach these skills³⁵.

We therefore believe that the focus in the 21st century should be innovation. Our students are future citizens who must be able to synthesize and create new knowledge in order to help overcome the myriad of challenges our nation and world face. They will require a deep understanding and familiarity with the scientific process, broad interdisciplinary thinking, and collaborative skills in order to challenge current thinking and create new realities. As a result our primary academic goal is to raise student achievement to a level that puts them on this trajectory and places them firmly on a path toward lifelong success.

Education Philosophy

The New American Academy Charter School’s academic program includes a curriculum based on the Common Core Learning Standards, New York State Science and Social Studies Standards, the expanded opportunities available to a Master Teacher led four-person teacher-team and a pedagogical philosophy based on The Workshop Model, Reggio Emilia and Harkness approaches.

- **Balanced Literacy:** This is a curricular approach that integrates various kinds of literacy instruction. It is assessment driven and the lessons taught are written or modified based on assessment data. One strong piece of this model is explicit skill instruction and the use of authentic texts. A highlight of this model is a gradual release of control where responsibility shifts from the teacher to the student.
- **Reggio Emilia:** A constructivist elementary school model. The Reggio Approach is a complex system that respects and puts into practice many of the fundamental aspects of the work of Dewey, Piaget, and Vygotsky and many others. It is a system that lends itself to: the role of collaboration among children, teachers and parent, the co-construction of knowledge, the interdependence of individual and social learning and the role of culture in understanding this interdependence³⁶.

³⁴ Pink, 2005

³⁵ Godin, 2012

³⁶ Baji Rankin, 2004

- **Harkness Method:** A collaborative approach to learning. Through the Harkness method students take responsibility for their own learning and the learning of their classmates.

Our program also draws upon many of the lessons learned at P.S. 770 where the TNAA model was first applied and where most of the components of our proposed academic program have already been successfully implemented. Thus, the philosophies that will drive our instructional practices and raise student achievement to insure their optimal success are:

- Students learn best when they are actively engaged in authentic learning experiences.
- Students must be able to synthesize and create new knowledge.
- Direct teaching needs to be balanced with experiential learning.
- The teacher's role is to facilitate higher order student thinking and the acquisition of the content and skills students need to succeed in the future.
- Students do not all learn at the same rate or in the same way. Differentiated, high quality curriculum and instruction must be targeted to the individual needs of the student, small groups of students and the needs of the class respectively.
- Students who work hard and are supported through effective curriculum and instruction as well as high quality teaching in an environment designed to meet their needs will achieve academic excellence.
- Students need a deep understanding of science, technology, engineering and math.
- School must be a positive experience for all of the stakeholders; students, teachers and parents alike.

Curriculum

At the heart of a TNAACS education is the concept that our students, as future leaders in our world, need a comprehensive education in order to effectively participate and contribute in society. To achieve this end we have drawn extensively from our experience at P.S. 770 and from best practices worldwide.

We believe it is critical that every child be able to effectively understand the world around them and communicate effectively with others. Our students will achieve this goal through the utilization of the workshop model of literacy instruction. This proven model of reading and writing instruction, as a result of its assessment driven focus, will insure literacy competencies for all our students. It is also vital that students master the essential elements of mathematics and how and when to apply this knowledge in real-world situations. Moreover, research has shown that teaching skills in isolation is simply not sufficient. To that end our unique interdisciplinary units of study of science and social studies will be taught not only to gain content knowledge but also through the lens of how and why things work in order to facilitate the attainment of critical thinking skills. At P.S. 770 we have found the combination of skill building in the morning and interdisciplinary studies in the afternoon to be particularly successful and we look forward to building upon that success at TNAACS.

Reading: The guided reading approach to literacy instruction was selected because of its track record of success, particularly with the types of students we intend to serve. As reported by Anita Iaquina:

Guided reading provides the necessary opportunity for teachers to explicitly teach reading strategies at the students' individual levels. Guided reading reinforces problem-solving, comprehension, and decoding. And, it provides opportunities for establishing good reading habits

and strategies. The critical element, however, is the skillful teaching that helps young readers learn the effective strategies they need to become independent.³⁷

The structure of the reading workshop provides students with the tools needed to be successful lifelong readers. In this model of instruction students are taught the attributes of effective readers. As in P.S. 770, during Reader's Workshop our students will receive explicit teaching through a series of units of instruction. These units address the CCLS mandate for the reading of texts with increasing complexity and focus on nonfiction reading. This model of instruction facilitates the interaction between readers and text. In addition, students will learn to ask effective questions and to make connections with prior knowledge, previously read texts and the world at large. It leads to mastery of the higher order thinking skills students need to be effective readers and thinkers in the 21st century. Embedded in the model are peer conferences and teacher conferences with students that lead to assessment as well as students becoming facilitators of their own learning. Components of our reading program include:

- **Fountas and Pinnell Guided Reading:** Guided reading is small-group instruction for students who share the same needs. The students read at about the same level, show similar reading behaviors, and share instructional needs. The small groups change as we assess students' growth and needs. This model of reading instruction will enable our teachers to provide targeted reading instruction based on student needs and enable our students to gain mastery of reading levels as well as skills and strategies. In addition our readers will attain a high level of reading accuracy and effective mastery of higher order reading skills such as synthesis inference and envisionment.
- **Fountas and Pinnell Leveled Literacy Intervention:** LLI is designed to be used with small groups of students who need intensive support to achieve grade-level competency. Participants are low-achieving students who are not receiving another intervention. English Language Learners can also benefit from LLI because each LLI lesson provides specific suggestions for supporting English Language Learners.
- **Open Court Phonics:** Open Court Phonics is designed for students in grades K through 2. It will build phonemic awareness in emergent to early readers. It will also provide our early childhood students with the skills and strategies needed to become confident and fluent readers. Students will learn essential blending strategies, develop an understanding of common sounds and frequent spellings as well as develop the initial spelling strategies needed to become fluent readers and writers.
- **Words Their Way:** This is a developmental spelling, phonics, and vocabulary program developed by Invernizzi, Johnston, Bear, and Templeton. This word study curriculum will be a small part of our balanced literacy model but it will also be used in the reading and writing of texts. The curriculum focuses on the individual and is open ended. It is an assessment driven model that will place each of our students on the spelling continuum and they provide curriculum and instruction at each of these developmental spelling stages. In this program students actively construct their own knowledge of spelling patterns. Students will work individually, with partners, and in small groups to encourage cooperative learning and individual responsibility.

Writing: Writing workshop has been selected for TNAACS because of its high rate of success and curriculum validity. As stated in Units of Study for Teaching Writing³⁸:

³⁷ Guided Reading: A Research-Based Response to the Challenges of Early Reading Instruction 2006

³⁸ <http://www.heinemann.com/shared/onlineresources/E00871/UoS85x11Researchbase.pdf>

Research base trait-based writing instruction has been shown to raise student performance on standardized writing tests³⁹. Most states have adopted some form of writing assessment on their annual tests⁴⁰. By teaching students ways to clearly reveal their meaning, to structure their writing in accordance with the genre and in ways that affect their reader, to elaborate using a wide repertoire of techniques, to use literary language and devices to make artful pieces of writing, and to use the conventions of written language, Units of Study strengthens the skills of young, apprentice writers and prepares them for academic success. As writers build their knowledge of each trait of writing, they become critical readers of their writing and to set an agenda for themselves and in conjunction with their teacher⁴¹.

The structure of the writing workshop provides students with the tools needed to be effective writers across a variety of genres and for a variety of purposes. In this model of instruction, students are taught the attributes of effective writers. As in P.S. 770, during Writer’s Workshop our students will receive explicit teaching through a series of units of instruction. These units address the CCLS mandate for the production of writing in three key areas: narrative, persuasive and informational. It also addresses the CCLS mandate of the production of texts with increasing complexity and increasing focus on nonfiction writing. This model of instruction leads to mastery of the higher order thinking skills students need to be effective communicators in the 21st century. As in Reader’s Workshop, students will learn to ask effective questions and to make connections with prior knowledge, their own writing and the world at large. Embedded in the model are peer conferences and teacher conferences with students that lead to assessment as well as students becoming facilitators of their own learning.

Mathematics: We have selected JUMP Math, a guided discovery or micro-inquiry approach to mathematics instruction. Rooted in the belief that all students can be successful mathematicians, this “discovery with feedback” model provides scaffolding, assessment and guided instruction and is well supported by research. As reported by The New York Times:⁴²

Consider some of JUMP’s results. It’s been used for four years in the public schools in Lambeth, one of the most economically depressed boroughs of London, England. Teachers placed into Jump the students who were struggling most in math. Among the 353 students who entered the program in fifth grade, only 12 percent began at grade level. Most were at least two grade levels behind and the vast majority were not expected to pass England’s grade six (KS2) national tests. But 60 percent did.

In this guided discovery or micro-inquiry model, our students will practice inquiry in manageable steps. Our experience using JUMP Math at P.S. 770 has been that this provides both differentiation and scaffolding. Students will discover and understand math concepts by answering questions and working through challenges not only on their own, but also with guidance and support from the teacher. This model provides feedback, scaffolding, and assessment along with explicit instruction. In each lesson a series of Socratic questions is asked and provides students with incrementally harder challenges and activities with assessment and feedback. This curriculum is well matched to the Common Core Learning Standards and provides many opportunities for students to be successful.

³⁹ Jarner, Kozol, Nelson, Salsberry, 2000

⁴⁰ Spandel, 2001

⁴¹ Anderson, 2005; Graves, 1994

⁴² April 18, entitled “A Better Way to Teach Math”

Science and Social Studies: Finally, our interdisciplinary units of study are not only aligned to state standards but embrace the concepts of STEM (science, technology, engineering and mathematics) curriculum. This interdisciplinary project based model offers students the opportunity to make sense of the world holistically, rather than fragmentally. As articulated by Tsupros (2009):

STEM education is an interdisciplinary approach to learning where rigorous academic concepts are coupled with real-world lessons as students apply science, technology, engineering, and mathematics in contexts that make connections between school, community, work, and the global enterprise enabling the development of STEM literacy and with it the ability to compete in the new economy.

Our school will teach six distinct interdisciplinary units of study: engineering, agriculture/husbandry, energy, communication, transportation, and medicine. These units will have a STEM focus and be designed by our teachers with the facilitation of the Master Teacher. At P.S. 770 we have found that having each teacher team design their own units has led to a higher level of rigor and targeted instruction as each lesson is tailor made to best meet the needs of their 60 students. These units will be aligned to New York State Science and Social studies Standards. The two hours devoted to these units each day will insure in-depth knowledge and project-based learning.

H.E.A.R.T.-Based Character Education: Character development will focus on three areas: self-awareness, efficacy and agency, and developing and maintaining healthy relationships with others. With both intellectual and social character, our students will be empowered to serve as catalysts for change in the world. Our H.E.A.R.T values of Humility, Empowerment, Aspiration, Responsibility and Teamwork will be at the center of this curriculum. As in P.S. 770 H.E.A.R.T will be taught through explicit instruction and informally during meals and structured play. Through our character education and H.E.A.R.T values we will develop students who can become citizens of our republic who can not only innovate but who also possess hearts and generous spirits.

Instructional Materials

Reading and Writing Workshop: Materials needed to implement the Reading and Writing workshop include:

- Leveled classroom libraries
- Books for literature study--either read by the teacher or read by the students.
- Poetry Anthologies
- Picture books that offer students the opportunity to experience a piece of work with aesthetic unity--text, illustrations, layout.
- Books for reference and information, such as dictionaries, atlases, and thesauruses.
- Books organized by topic, author, and genre.
- Books that are a part of a series.
- Books introduced in book talks that are available for independent reading.
- Books recommended by the students in the class.
- Books that have received awards--Caldecott, Newbery, Coretta Scott King, and others.
- Short stories.
- Nonfiction materials, such as journals, magazines, newspapers.

Fountas and Pinnell Guided Reading: Materials needed to implement the Fountas and Pinnell Guided Reading program include:

- Teachers Resource Book “ Guided Reading Good First Teaching for All” by Fountas and Pinnell
- Teachers Resource Book “Guiding Readers and Writers (3-6) Teaching Comprehension, Genre and Content Literacy” by Fountas and Pinnell
- Guided Reading Grade Level Text sets

Fountas and Pinnell Leveled Literacy Intervention: Materials for LLI include

- Orange System Kit Kindergarten (Levels A-C)
- Green System Kit Grade 1(Levels A-J)
- Red System Kit Grade 2(Levels C-N)

Open Court Phonics: Materials needed for Open Court Phonics include:

- Open Court Phonemic Awareness and Phonics Kit, Level K, Level 1 and Level 2
- Student workbooks
- Precodable and Decodable student texts

Words Their Way: Materials needed to implement Words Their Way include:

- Teachers Resource Guide “ Words Their Way Word Study for Phonics Vocabulary and Spelling Instruction”
- Student workbooks
- Word Sorts
- PD Toolkit/Instant Access for Words Their Way: Word Study for Phonics, Vocabulary and Spelling Instruction- Online program/resource

JUMP Math: Materials to implement the JUMP math curriculum include:

- Teacher Resource Book
- Teacher Manual
- Introductory Unit
- Student workbook

Interdisciplinary Units of Study: Since these units of study are not aligned to one prescribed curriculum, there is not a specific set of curriculum materials to be used. Rather the teacher teams, as they design their NYS aligned social studies/science units will use part of their planning time to research the books, materials, experience trips and technology that will best service each unit and group of students based on content to be taught. In addition teachers will utilize student assessments to select materials that are developmentally and academically appropriate.

Curriculum Design

Teaching teams will work together to collaboratively design curriculum. All Master Teachers as part of the Educational Leadership Team will work together to design the process, the frameworks and design templates used in the planning process. This will ensure cohesiveness between the classes. Cross-grade design will be employed when appropriate. The standards for curriculum design at TNAACS will be as follows:

- 1) **Standards-Based Curriculum:** The Common Core Learning Standards for New York State in English Language Arts and Mathematics as well as the New York State Standards for Science and Social Studies will be used as a foundation to design curriculum at TNAACS for the areas of reading, writing, mathematics and interdisciplinary units of study. The units for each discipline will be determined based on the curriculum being taught.
- 2) **Pacing Calendars:** These pacing calendars will reflect the units of study for each discipline and their timeframes.
- 3) **Curriculum Maps:** A curriculum map will be generated for each unit of study. Each curriculum map will include the following dimensions: Unit title and timeframe, essential questions, Common Core Learning Standards, Curriculum Objectives and Skills, Instructional Strategies, Language Standards and Vocabulary, Resources and Materials, Assessment data such as a final task or Web’s Depth of Knowledge.
- 4) **Unit Plans:** Unit plans will be generated for each unit of study to be taught across the content disciplines. These unit plans will include the strings or lists of mini lessons to be taught for each learning objective.
- 5) **Lesson Development and Analysis:** Lessons will be vetted by each teaching team, before and after they are taught, facilitated by the Master Teacher.

Instructional Strategies

At the heart of the TNAACS instructional model is our 60:4 student-to-teacher ratio that allows for unique structures that balance the flexibility of exploratory learning with standards-based instruction. The model also enables high level of support for differentiation to ensure that every student will have his or her individual learning needs met. The teaching team, led by the Master Teacher, will have the freedom to select the student/teacher ratio of the instructional group that is most appropriate for any given lesson. This decision will be made while considering the needs of the learners and the objective of the lesson. As is the case at P.S. 770 we expect that the teacher/student permutation will be flexible and that multiple combinations will be used.

Some sample teacher/student permutations for instruction with a cohort of sixty students include:

Master Teacher	Partner Teacher	Associate Teacher	Apprentice Teacher
30 students Models or team teaches with Partner or Associate Teacher	30 students Models or team teaches with Partner or Associate Teacher	0 students Team teaching or observing with Master or Partner Teacher	0 students Team teaching or observing with Master or Partner Teacher
15 students Targeted instruction	15 students Targeted instruction	15 students Targeted instruction	15 students Targeted instruction
0 students Observe or support Partner, Associate or Apprentice Teacher	20 students Targeted instruction	20 students Targeted instruction	20 students Targeted instruction
10 students Working independently 10 students Small group instruction or additional support	10 students Working independently 10 students Small group instruction or additional support	10 students Working independently 10 students Small group instruction or additional support	10 students Working independently 10 students Small group instruction or additional support
24 students Targeted instruction	24 students Targeted instruction	6 students Small group instruction,	6 students Small group instruction,

		guided reading or intervention	guided reading or intervention
Allows the Master Teacher to Support the Apprentice	25 students Targeted instruction	25 students Targeted instruction	10 students Small group instruction
24 students Targeted instruction	6 ELL students Mandated services	6 IEP Students Mandated services	24 students Targeted instruction
24 students Targeted instruction	20 students Targeted instruction	6 IEP students Mandated services	10 students Small group instruction

The flexibility of grouping within the model makes it possible for one student to interact with all four teachers on a regular basis. As such, the teacher will not necessarily be responsible for direct instruction at every point throughout the day. However, the assigned teacher will facilitate and track the learning of the students during the data-driven instructional cycle.

Instructional Planning

The instructional model of TNAACS is truly unique. It is a team-based approach with a career ladder and a Master Teacher embedded in every classroom. Moreover, each child who enters in kindergarten will participate in a five-year learning cycle, staying with the same teaching team for their entire career at TNAASC. This allows each team to truly get to know their students. This knowledge, and the structure of a 60:4 student to teacher model supports differentiation in a unprecedented manner to ensure that every student will have their individual learning needs met.

- **Four Person Teaching Teams:** The centerpiece of our instructional planning at TNAACS is the four person teaching team. A four person teaching team will be in every classroom, led by a Master Teacher. Master Teachers will be experienced teachers who are at the pinnacle of the teaching profession, not only having a strong knowledge of pedagogy but strong leadership ability as well. They will be experienced educators who have mastered classroom management, instructional planning and delivery, and assessment with a track record of raising student achievement. Each team will be composed of teachers at different stages of the career ladder, including Apprentice, Associate and Partner Teachers. It will be the role of the Partner teacher to act as a support for the Master Teacher and a mentor for the Apprentice and Associate. Each team will also include members with Special Education and ELL certifications, who will insure that students with special needs are serviced in the classroom on an ongoing daily basis and serve as an added resource to the entire team.
- **90 Minute Morning Meeting:** Each team has 90 minutes of planning time at the start of each instructional day. These 90 minute meetings are devoted to a variety of tasks, including lesson development, curriculum planning, analysis of student work, review of student performance data, determining effective instructional materials and strategies and professional development led by the Master Teacher. Teachers are expected to present their lessons during this time, where they are discussed and vetted by the team as a whole. Lesson plans include objectives, activities for whole-class, small group and one on one instruction. In addition they will include needed materials, formative assessments, any modifications needed by special needs students. The teaching team will provide critical feedback during the morning meeting, supporting the teacher to make any revisions or changes necessary for optimal success. After lessons have been taught, team will reflect on the lesson, determining what went well and next steps for both the teacher and the student.

- **Professional Development:** With a Master Teacher embedded in each team staff development will be on-going. Moreover, our staff will also receive formal PD to reinforce and deepen the training they will receive during our five-week summer training program and weeklong institute at Harvard University. (See Section III Teacher Preparation for more details)

D. Assessment Systems

The New American Academy is strongly committed to insuring that all of our students achieve optimal academic success. Our achievement goals will hold us to a high standard of academic excellence and will help ensure that our students receive the same stellar education affluent students enjoy. We know that our charter agreement will be a performance contract and fully understand we will be held accountable for achieving high, measurable goals for all our students. This will allow us to measure our progress and will help ensure we are on track toward meeting the important goals we have set for our students and ourselves.

TNAACS is designed with a commitment to parents, students and the community in mind. We are committed to empowering students with the skills and scholarly habits they will need in the 21st century workplace. We have therefore selected assessment systems that will provide informative and timely data for all our stakeholders. Moreover, much of our assessment plan has been based on our experience at P.S. 770 where TNAA was first implemented. Thus many of these formative, diagnostic, benchmark and summative assessments have already been integrated into a TNAA classroom and have proven to be effective and efficient.

Our team-based teaching approach and daily 90-minute meetings enables us to facilitate ongoing and rigorous analysis of data. This will insure our results are both valid and reliable. We will also establish procedures for using these results to inform our instructional planning, to evaluate our programs and as a means of accountability.

As in P.S. 770 we will use a combination of standardized and teacher-developed assessments. These include TerraNova exams in grades K through 2, Fountas and Pinnell Literacy Assessments in grades K through 5, New York State ELA and Math assessments in grades 3 through 5 and the NYS Science assessment in grade 4. Teachers will also use state standards and the Common Core Learning Standards to design high quality assessments and CCLS based rubrics that are aligned to our instructional curriculum in the areas of literacy, math, science and social studies. These teacher created assessments will include both project-based and on demand tasks to insure all aspects of the learner are being evaluated.

Diagnostic/Benchmark Assessments: We will use diagnostic assessments to determine our incoming students' knowledge, skill levels and interests and to identify students who might have special needs. In addition we will use benchmark assessments with our current students at the beginning of each school year to provide a baseline from which we can measure a student's academic progress across the year. Some of the diagnostic/baseline assessments to be used at TNAACS include:

- **Intake Assessment:** Each summer our school staff will meet with newly enrolled students and their families to interview them to get to know them, share school policies and procedures, and conduct informal diagnostic assessments. Staff members will evaluate such topics as concepts

about print and alphabet knowledge. In addition, basic math competencies will be assessed including counting and computation.

- **Reading Inventory Grades K through 5:** Incoming students will be administered the Fountas and Pinnell Literacy Assessments that include concepts about print, letter and word recognition and the Fountas and Pinnell Benchmark Assessment System. These assessments will provide a literacy benchmark and enable teachers to track student reading progress across time. These assessments will be used to inform reading instruction as well as a tool to select students who might need intervention services.
- **On Demand Writing Assessment Grades K through 5:** An on demand writing assessment will be administered to incoming students to provide a writing benchmark for them on a developmental writing continuum such as the Teachers College Reading and Writing Continuum. These assessments will be used to inform instruction as well as a tool to select students who might need intervention services.

Formative Assessments: Teachers will be expected to plan for and identify formative assessments in their lesson plans and conduct regular checks for content/curriculum understanding. Students will also be taught how to use formative feedback to maximize their own learning. Some formative assessments to be used at TNAACS include:

- **Reading Inventory Grades K through 5:** Fountas and Pinnell Running Record Reading Assessments will be administered three times per year to track student reading progress across time. These assessments will be used to inform reading instruction as well as a tool to select students who might need intervention services. Students reading progress will be evaluated utilizing the Reading Level Benchmarks. Teachers and students will use this data to set goals for increasing reading levels throughout the year. This data will also be used to provide information to parents of student progress.
- **On Demand Writing Assessment Grades K through 5:** An on demand writing assessment will be administered several times per year to provide a writing benchmark for students and to track writing progress across time. These assessments will be both narrative and informative and be graded based on a writing continuum such as the Teachers College Reading and Writing Project Writing Continuum.
- **Common Core Aligned Performance Assessments:** These on demand literacy assessments can be administered before a reading/writing unit of study to assess current knowledge and understandings as well as to plan for instruction. These assessments are aligned to CCLS and designed to engage students in authentic, high-level work that is aligned to curricular standards and enable teachers to carefully plan for instruction that meets students where they are and enables the teacher to move them forward.
- **Questioning:** Teachers will be trained to use levels of questioning based on Bloom's Taxonomy and Webb's Depth of Knowledge to ascertain students' content knowledge and conceptual understanding.
- **Observation:** Teachers will be expected to document anecdotal evidence of student learning, especially through student observation, small group instruction, teacher to student interactions and student-to-student interactions.
- **Conferences:** Teachers will be expected to confer with students, both one-on-one and in small groups to determine strengths and needs as well as assisting students in goal setting and planning for next steps.

- **State Standard/CCLS Aligned Rubrics:** With guidance from the Master Teacher, teachers will develop rubrics to evaluate student work, especially writing and projects. These rubrics will be “normed” by the teacher teams during their 90-minute morning meetings. This “norming” will be facilitated by the Master Teacher.
- **Benchmark Assessments:** Teachers will administer benchmark assessments to measure student progress towards goals. Teachers will create benchmark assessments to evaluate student mastery of content in each subject, including familiarity with grade specific science, mathematics and social studies concepts.

Summative Assessments: Students will be regularly evaluated on their mastery of skills and knowledge as defined by state standards and the Common Core Learning Standards. Some summative assessments to be used at TNAACS include:

- **TerraNova Exams Grades K through 2:** This standardized achievement test is designed to assess student achievement in reading, language arts, math, social studies and science. This exam is designed to measure higher order thinking skills as well as basic and applied skills. It will be administered to all students in kindergarten through grade two in May to assess academic progress.
- **New York State Exams Grades 3 through 5:** Beginning in third grade all eligible students will take the state’s English language arts and mathematics exams annually, as well as the state’s science exam in fourth grade. We understand that the state’s testing system is likely to change to reflect implementation of the Common Core Learning Standards and will administer all assessments required by the state.
- **New York State English as a Second Language Achievement Test (NYSESLAT):** All limited English proficient students will take this exam annually to determine academic progress and eligibility for services.
- **New York State Alternate Assessment (NYSAA):** Students specified by their Individualized Education Program (IEP) will take an annual data folio assessment that measures their progress in achieving learning standards through alternate grade-level indicators. Eligibility is determined by the Committee on Special Education (CSE).
- **Common Core Aligned Performance Assessments:** These on demand literacy assessments can be administered after a reading/writing unit of study. These Performance Assessments are aligned to CCLS and are designed to engage students in authentic, high-level work that is aligned to curricular standards and enable teachers to assess if students have achieved mastery of the content in a particular unit of study.
- **Math Unit Tests Grades K - 5:** Teachers will use assessments provided with curriculum programs and/or develop their own assessments to determine mastery of unit objectives. Emphasis will be place on performance-based assessments that require students to demonstrate mastery of skills and content knowledge.
- **H.E.A.R.T:** Teacher teams will create a H.E.A.R.T rubric against which students can be graded for their implementation of our H.E.A.R.T values.

Data Collection and Analysis: The Master Teachers will be responsible for coordinating the administration of assessments, with most of the implementation and learning support to be provided by the Apprentice, Associate and Partner teachers. Training will be provided as needed to teachers by the Master Teachers on how to properly administer these assessments, collect data, analyze results and develop action plans based on the data collected. The 90-minute morning team meetings will be used to facilitate the analysis and evaluation of the data collected and to develop concrete action plans for our students to

insure students are provided with the instruction necessary to empower them with the skills and scholarly habits they will need in the 21st century workplace for optimal success. At P.S. 770 we have found that the immediacy of the daily morning meetings allowed data to drive instruction in a meaningful practical way.

External assessments will be selected based on their validity and reliability. One such assessment is The Fountas and Pinnell Benchmark Assessments System. Research from the report “Field Study of Reliability and Validity of the Fountas and Pinnell Benchmark Assessment Systems 1 and 2” published by Heinemann in May 2010 states:

Reliability addresses the consistency of scores of an assessment, in this case the Fountas & Pinnell Benchmark Assessment System. Test-retest reliability refers to the consistency and stability of scores obtained by the same person when examined with the same test on different occasions or with different sets of equivalent test items. To measure the test-retest reliability of the Fountas & Pinnell Benchmark Assessment System, the students’ reading scores on the fiction series were correlated with their scores on the nonfiction series. An assumption underlying this study is that students who attain a given level on the fiction texts will perform similarly when reading the nonfiction texts. In general, test-retest results should exhibit a reliability coefficient of at least .85 for the assessment’s information to be considered stable, consistent, and dependable.

As the test-retest results depicted in the chart below demonstrates, the Fountas & Pinnel Benchmark Assessment System is a reliable reading assessment:

TEST-RETEST RELIABILITY BETWEEN FICTION AND NONFICTION BOOKS	
Book Series A-N	.93
Book Series L-Z	.94
All Books A-Z	.97

Another standardize assessment to be utilized by TNAACS is TerraNova. As stated by The National Center for Educational Evaluation and Regional Assistance:

The TerraNova possesses good test score precision overall and at the relevant cut points... Further, the rationale for the use of this assessment is well specified and, more important, the predictive relationships range from adequate (.67) to strong (.82)... In addition to a robust technical report of more than 600 pages (CTB/McGraw-Hill, 2001b) ... The technical report exhaustively details the extensive test development, standardization, and validation procedures undertaken to ensure a credible, reliable, and valid assessment instrument. The teacher’s guide details the assessment development procedure and provides information on assessment content, usage, and score interpretation for teachers⁴³.

The data from our diagnostic, benchmark, formative and summative assessments will be collected and analyzed to inform instruction and assess student growth across a variety of content areas. The data collected from these assessments will be used to:

⁴³ The Predictive Validity of Selected Benchmark Assessment Used in The Mid-Atlantic Region” published 2007

- a) Establish benchmarks for all our students
- b) Track student progress across time
- c) Determine current academic performance levels
- d) Identify topics that students have not mastered and will need to be re-taught
- e) Identify struggling students who need remediation or advanced students who need enrichment
- f) Evaluate overall program elements, such as the curriculum and professional development

Use of Results: As many studies have shown assessment must be linked to appropriate intervention. As described by Armstrong and Anthes (2001) “The challenge is not to provide more of the same, but instead to provide different instructional strategies⁴⁴.” Assessments will be used throughout our community for different purposes:

Teachers

- Determine students’ specific learning challenges early by assessing their mastery of specific standards and objectives.
- Design lesson plans utilizing student data and accelerate learning.
- Organize and rearrange flexible small group instruction on an ongoing basis to meet students’ needs.
- Enhance collaboration and facilitate effective communication between the members of teacher teams around student performance.
- Enhance collaboration and facilitate effective planning for student instruction in teacher teams.
- Facilitate communication between teachers and parents.
- Monitor progress of struggling students to develop and revise intervention plans.

School Leaders

- Evaluate and hold accountable teachers and other staff.
- Evaluate and improve programs, e.g., curriculum, instruction and assessment.
- Facilitate communication between teachers, administrators and parents.
- Monitor the RTI process and ensure students are placed in appropriate interventions.
- Enable teacher teams to identify students for referral to CSE for evaluation, change of IEP or decertification.
- Monitor efficacy of services and interventions for students with disabilities.
- Identify school and individual teacher’s needs and guide implementation of staff development program.
- Facilitate communication with parents, the board and the public.
- Monitor and report on progress towards meeting accountability goals.

Board of Trustees

- Evaluate the performance of the school leader.
- Monitor and report on progress towards meeting accountability goals.
- Monitor effective implementation of key design elements.
- Review and approve budget to determine optimum allocation of resources.
- Evaluate school policies and procedures and revise to ensure achievement of mission and accountability goals.

⁴⁴ <http://datause.cse.ucla.edu/docs/HowDataCanHelp.pdf>

Parents

- Monitor child’s performance using progress reports that are at least quarterly if not monthly or weekly, standards-based report cards and conferences.
- Access grades and performance online to monitor student performance.
- Identify areas in which they can help their child learn.
- Make decisions about whether to keep child enrolled in the school.

Students

- Use teacher feedback to identify strengths and weaknesses and develop plans for improvement.
- Identify appropriate levels of challenge, e.g., “just right books” for independent reading.
- Demonstrate growth over time.

Reporting: Our long-term goal is that assessment data will be provided online to all stakeholders, including administrators, the board of trustees, teachers, parents and students. Development of this online system will be a focus during our first two years of operation at TNAACS. This online system will be used to provide effective data collection, analysis and reporting capabilities to a variety of stakeholders to support action. This online system will have the capability to aggregate data from various sources. It will provide parents with regular online access to their child’s academic performance and progress. It will also allow students to see their own assessments and track their own progress.

In addition, teachers, administrators, the school’s board of trustees and parents will have access to student data through the master teacher or head master. Report cards will distribute three times a year to parents or guardians. Formal parent conferences will occur twice a year, at which time parents or guardians will be informed of their child’s progress, as well as any needs or concerns the teacher teams see as pertinent to the child at that time. Furthermore, in our model based on transparency parents will be welcome to visit in the classroom at any time to observe first hand the curriculum and instruction being provided to their child.

Additionally, the parents of special education students will be kept informed in writing (and in their home language if needed) of their child’s progress in meeting both their long-term IEP goals and their short-term objectives. IEP progress reports will be distributed to parents with their report cards as well as during IEP conference meetings. Finally, the school will issue an annual report to the board of trustees and its authorizer.

E. Performance, Promotion, and Graduation Standards

Promotion Standards

TNAACS believes that high expectations are essential for all students. Therefore, our expectation is that students will demonstrate a mastery of skills and knowledge in core content subjects, using state standards and the Common Core Learning Standards as a framework. Students should also show evidence of TNAACS’HEART values: Humility, Empowerment, Aspiration, Responsibility, and Teamwork. More information about HEART values are found in Section II.F, under “values education.”

We recognize that students can have difficulty in meeting these expectations, which is why we have put systems in place to provide support. As previously described, these systems include an organized and structured day, 15:1 teacher/student ratio, data collection that drives instruction, flexible grouping, embedded professional development, time for teachers to think about their students, relationships with all

stakeholders and systematic interventions. In addition, struggling students will be identified, monitored and deemed “high priority” during their teachers’ daily 90 minute planning time.

Students are not widgets in an assembly line and learning is not linear; therefore, we reserve the right to decide promotion/retention for students at-risk of retention on a case-by-case basis. The promotional process for these students includes a comprehensive meeting (using data) with parents, administration, teacher specialists and classroom teachers to determine the readiness or challenge to a particular student. These meetings will be formally conducted in March, then revisited in June. Students who are targeted at the March meeting will have an individual action plan designed for them. Students in third through fifth grade will take part in goal articulation and action plan design as a means to develop buy in and empowerment.

For students whose promotion remains in doubt in June, teachers will employ a protocol to holistically analyze a number of factors, including student performance data from standardized and state tests as well teacher developed assessments, including both achievement levels and the magnitude of progress made over the course of the year; grades; academic interventions; attendance; and behavior and discipline. Master Teachers will use the results to generate a recommendation based on the best interests of the student that will be shared with parents and the Headmaster. The Headmaster will be ultimately responsible for the decision to retain or promote a child. If promotion is recommended, another individual action plan will be created for the following school year to ensure the student and his/her family understands the expectations for further promotion.

Exit Standards

In order to complete elementary school at TNAACS and move on to middle school, a student must demonstrate mastery of skills, content and character in all subjects at the fifth grade level or above. Our exit standards below will be based on the Common Core Learning Standards. Student mastery of these standards will be evaluated using results from state exams, Terra Nova tests and internal school assessments and grades.

Sample Fifth Grade Exit Standards

TNAACS exit standards will be based on the Common Core Learning Standards (CCLS). To view samples of the CCLS 5th grade requirement visit <http://www.corestandards.org/the-standards/>

F. School Culture and Climate

H.E.A.R.T Values: The New American Academy exists to inspire leaders and empower learners to help create a better world. It is through the development and nurturing of a unique culture that we intend to achieve our goal. TNAACS culture will be based upon our H.E.A.R.T values.

Humility

- I ask for help when I don’t know something.
- I am willing to try new things.
- I think before I speak.
- I listen to others to understand them when they speak.
- I am equally comfortable with being a leader and allowing others to lead.

Empowerment

- I always give my best effort.
- If I work hard, I will get smarter.
- I learn from my mistakes.
- Instead of pointing a finger, I give a hand.
- I help others by encouraging rather than giving the answer.

Aspiration

- I have a purpose in life.
- There are no limits to what I can accomplish.
- I am driven to realize my dreams.
- I stay focused and balanced.

Responsibility

- I achieve the goals I set out for myself.
- I take care of myself.
- I care about the people around me.
- I protect our school environment and the world around me.

Teamwork

- I am responsible for helping others reach their goals.
- I allow others within my team to have the opportunity to shine.
- I celebrate the success of other teams and learn from them.
- I do not leave others behind.
- Together with others, I will make this world a better place.

These will not be mere slogans to be published in documents or placed on t-shirts, but rather these values will serve as the DNA of our school. As in P.S. 770, from hiring and professional development to our discipline policy, we will use H.E.A.R.T as framework to ensure that our actions remain aligned with our values. This is because we believe that it is only by implementing and adhering to H.E.A.R.T ourselves that we will be able to successfully teach it to our students. By authentically modeling H.E.A.R.T throughout the school we will set the cultural tone of the school that will provide a strong foundation for the H.E.A.R.T lessons that will be embedded into the curriculum.

Based upon our experience establishing P.S. 770 we have created a several step process to accomplish this goal.

- 1) Throughout each step of our six-step hiring process our rubrics include H.E.A.R.T criteria. Regardless of how talented or accomplished a candidate may be, he or she must also reflect the values that we are seeking to model for our students.
- 2) As part of our summer training, each teacher team will create a H.E.A.R.T.-based classroom management plan. As we are seeking to live the value of empowerment we espouse, the management plan is not dictated by administration but produced by the individual teams.
- 3) Each team will also prepare H.E.A.R.T lessons that will be covered during the first few weeks of school. These lessons help set the tone of the classroom and introduce our values to the new students joining our community.
- 4) One of the many advantages of our team-teaching model is that students will get to see adults working collaboratively for their benefit every day. For many low-income students this may be the first time they have an opportunity to observe adults navigating disagreements peacefully and productively. The benefits of this continual modeling are tremendous. It is the teacher living H.E.A.R.T that will ultimately impart these values to our students. Moreover, as each team will be

looping with their students the culture that they set will grow exponentially each year as the H.E.A.R.T.-based norms of the environment solidify over time.

- 5) H.E.A.R.T messages will be woven into the academic curriculum throughout the year. Integrating H.E.A.R.T into our reading, writing, and interdisciplinary units will teach our students that these values should be demonstrated and are not reserved for a character education period.
- 6) Students will repeat the TNAA credo at each meal. Based upon our values our credo reinforces H.E.A.R.T messaging in a simple, child friendly way.

TNAA Credo

“I am unique and special
I have a purpose in life
Together we will make this a better world”

Community: As the famous adage states “It takes a community to raise a child.” TNAACS intends to become such a community. To that end we have taken a number of steps to ensure that all of our caregivers, teachers, administrator, and students all become proud active members.

- Each teacher-team will loop with their students from K-4th grade. This allows for the development of deep meaningful relationships between students, teachers, and caregivers.
- As in P.S. 770, caregivers will be welcome to observe TNAACS classrooms at any time.
- All students will wear a uniform. This creates a feeling of togetherness and will help simplify parents’ preparation each morning.
- Each day will begin with a school-wide morning meeting, which will include the Pledge of Allegiance and a moment of silence.
- Each interdisciplinary unit will conclude with a curriculum celebration during which students will showcase their work and will teach their parents what they have been learning.

Discipline: While we believe that a positive school culture and engaging academic program help minimize negative behavior, at times they are not enough and a disciplinary process is needed. In particular, behaviors that disrupt learning or students harming themselves or others will not be allowed. Our guiding policy is to be fair, firm and consistent in the application of discipline for inappropriate behavior. To be fair, consequences will “fit the crime” and be developmentally appropriate. At all times we will follow due process and caregivers will have the option of appeal as discussed in our Student Discipline Policy (Attachment 4).

As articulated in our Student Discipline Policy we will have several tiers of disciplinary action.

- 1) Teacher directed: As mentioned above each teacher-team creates as part of the summer training a classroom management system. While open for adjustment, this system will be used throughout the 5-year looping cycle to ensure consistency. While they may differ from team to team each system will include a series of consequences a teacher may employ if a student misbehaves. Examples of a teacher directed consequence include:
 - Moving a students pin down to a lower color on a pin chart.
 - Verbal warning
 - Removal from group activities
 - Silent meal
- 2) Master Teacher directed. If a more severe consequence is needed the matter can be referred to the Master Teacher. Examples of a Master Teacher directed consequence include:

- Detention
 - Communication with parent/guardian
 - Removal from class
 - Parent/guardian conferences
- 3) Headmaster directed. For the most severe cases the matter can be referred to the Headmaster. Examples of a Headmaster directed consequence include:
- Parent/guardian conferences
 - Suspension
 - Expulsion

The ultimate purpose of each consequence is that students learn and grow from their mistakes. Care will therefore be taken to ensure that students have time to reflect and process either during or after each consequence. These reflections will be shared either verbally or in writing and will form an important part of the disciplinary process.

Students with Disabilities: The Student Discipline Policy (Attachment 4) for students with disabilities is in accordance with the Individuals with Disabilities Education Act (IDEA) and school staff will work closely with the Committee on Special Education (CSE) to ensure all students are treated justly.

Evaluating School Culture and Climate: We will collect specific information about school culture to monitor implementation of practices and procedures and make continuous improvements. Parents will be surveyed regularly to gauge their perceptions about school safety and climate. Discipline data will be analyzed to determine consistency across teachers and grades and identify topics for staff development. Data from recognition activities, class competitions and individual student’s behavior and performance will be used to evaluate the efficacy of character development initiatives.

G. Special Student Populations and Related Services

Staffing and Support of All Special Student Populations

TNAACS acknowledges and celebrates that students have a range of abilities and talents. In order to meet various student needs every class has a team of four teachers. Each team will include at least one ESL teacher and one Special Education teacher. In addition, student IEP needs, including speech therapy, physical therapy, and occupational therapy, will be met by specialists who will push in to the classroom whenever allowable under a student’s IEP, while recognizing that some services (e.g., counseling, most speech therapy) will require pull-out services.

This “constellation” of professional talent is classroom-based and serves the general education, ELL, Gifted and Talented and Special Education students both academically and socio-emotionally. Four-person teaching teams working with classes of sixty students are afforded the opportunity for unprecedented levels of differentiation, as described in Section II.C. These differentiated groupings allow students who are academically advanced or gifted to proceed at their fastest pace with students of similar ability, while students at-risk of academic failure can be given the attention and support they need to succeed.

We believe the most direct student contact with knowledgeable professionals provides a proactive

approach that helps prevent academic failure by embedding intervention practices daily. Since teacher teams have an ESL and Special Education teacher, early identification and intervention occurs swiftly. There is no precious time wasted and a far less likelihood of students falling through institutional cracks because teams meet daily, are responsible for all students, and see themselves as intervention problem-solvers. The Special Education teacher is the lead teacher who is responsible for tracking students with disabilities and the ESL teacher is responsible for ELL students.

Response to Intervention (RTI) will be used as a guiding procedural framework because it embraces both general and special education. The RTI approach has its roots in prevention science, which aligns with our school's philosophy, values and organizational procedures. Essential components of RTI at TNAACS include:

- Standards/Evidence-Based Core Curriculum and Instruction
- Ongoing Assessment
- Collaborative Team Teaching
- Data-Based Decision Making
- Fidelity of Implementation: Three Tiered Instruction
- Ongoing Training and Professional Development
- Community and Family Involvement

A range of interventions at TNAACS will include:

- **Small group instruction:** While all students at TNAACS will participate in small group instruction, at-risk students may be placed in specialized groups smaller than that of their peers
- **One to one instruction:** Thanks to TNAACS's four-person teaching teams, one-to-one instruction by a Master Teacher (or other teacher) is far more manageable than in other classrooms.
- **Student action plan:** Teaching teams will analyze student profiles with multi-dimensional formal assessments to identify the student's strengths and weaknesses to inform instruction and create an action plan.
- **After school and summer instructional opportunities:** TNAACS will work with parents to find affordable and convenient support.

TNAACS' RTI Three Tier Structure of Support will include:

- **Tier One:** provides a foundation of high quality instruction to all students. Elements include a comprehensive curriculum and intentional teaching. Assessments are used to obtain baseline information about every child and to determine whether a student would benefit from additional support, i.e., small group instruction in like-ability groups for specific skills employing different learning modifications.
- **Tier Two:** consists of more intensive learning opportunities that are provided to large or small groups of students who have been found to need additional support. Assessments are conducted more frequently and used in conjunction with collaborative teacher teams to guide and refine interventions. Parents and families are included in some of these meetings.
- **Tier Three:** will focus on students who do not make expected progress through the support of Tier Two interventions. In Tier Three, the interventions are more intensive and individualized and may be conducted one-on-one with the student. Assessments and team meetings are used to guide decisions about creating and implementing the student's learning program.

Special Education Identification and Services

Since teacher teams have an ESL and Special Education (SpEd) teacher, early identification and intervention occurs systematically using the above-described process. It is our belief that in using this three-tier structure, many students will avoid being labeled as needing special education services. However, if the teacher teams, having executed student action plans and teaching strategies in the three tier process, are not successful in promoting student achievement, a student will be considered for special education evaluation. The student's teacher team, headed by the special education teacher in that team, will share all pertinent data, actions and interventions with administration, parents, and other involved school staff. It must be ruled out that the student's struggle is due to inadequacies in instruction or in the curriculum. At the above meeting, a decision will be made whether to recommend the student to the Committee on Special Education (CSE) or try a different approach/intervention.

If a determination is made that a student should be referred for special education evaluation, the SpEd teacher will meet with the CSE and share all data and information to support its evaluation and/or Individual Education Program (IEP) development processes. We recognize that the school itself cannot make a determination, and will work closely with the CSE to provide all necessary information to support its evaluation and IEP development processes. The SpEd teacher will be the student's advocate and act as a liaison between the CSE, school and parents to ensure open two way communication is established. In this way, we hope to establish a trusting relationship with parents so we can share understandings around initial evaluation and subsequent provisional services that may help them to decide to sign off on these services or not. We understand they may be reticent and apprehensive while wanting what is best for their child. We will assure parents that the SpEd teacher will make sure that all documents are securely locked away and that all discussions are confidential. The SpEd teacher will share all information and recommendations with the team teachers, service providers and appropriate staff members and monitor subsequent student growth and actions that were decided upon in regular IEP reviews.

If TNAACS cannot provide a service for a student, it will work with CSE and CBOs to contract service providers, including but not limited to providers for: speech therapy, occupational therapy, physical therapy, and counseling.

SpEd teachers will provide professional development to their teams by suggesting appropriate interventions/strategies during the vetting of lessons. If that is insufficient to educate teachers, the SpEd teacher will suggest professional development topics to the Master Teacher and Headmaster for more formal learning opportunities, such as workshops, study groups or book clubs.

Finally, all SpEd teaches will meet at least once every other month (starting in September) to coordinate communication with the CSE, compare notes, and share strategies.

TNAACS Special Education Program Evaluation

A team of school leaders comprised of the Headmaster, all Master Teachers, and all SpEd teachers will use assessments to disaggregate data in order to assess the efficacy of the special needs program and monitor progress towards achievement of IEP goals. Data will be viewed at a minimum of two times a year by this team and individual results shared with parents and aggregate results with the Board of Trustees. Data sources used are multidimensional as listed above in the Assessment and RTI sections. In addition, authentic, diagnostic and formative assessments are regularly analyzed in teacher teams.

English Language Students Identification

All students are routinely given the Home Language Questionnaire (HLQ) as part of enrollment completion. If the HLQ reveals that the student's home language is not English or the student's native language is not English, the staff will reach out to interview family in their native language (whenever possible) and with cultural sensitivity. In addition, the school will administer the Language Assessment Battery-Revised (LAB-R) to determine eligibility for services. Students must have a valid HLQ and LAB-R on file in a locked area, which is the responsibility of the team's ESL teacher. Students will be assessed annually to determine and support a student's Limited English Proficiency (LEP) classification. Similarly, a student's progress in core subjects will be evaluated often to determine if any changes to the educational program are necessary.

Support Services

Our teacher teams will meet the challenge of teaching linguistically diverse and/or academically challenged students. With summer and continued professional development opportunities throughout the year, our teachers will be prepared to instruct ELLs who have a wide range of abilities and talents and instructional needs. In addition, TNAACS is organizationally designed to support all students as described already (15:1 ratio, ESL teacher in every room, planning time). More specifically, these structures will facilitate and enhance the English immersion environment. All ELLs will learn in the same classrooms as English speaking students.

During morning teacher meetings, teams will examine and plan application of Language Acquisition Stages. This approach will help teachers teach to the individual ESL student by making instructional adjustments to content, providing activities that address how a particular ELL students may learn best, and offer a variety of ways for students to demonstrate what they've learned. ELL students who so qualify will get extended time and appropriate administration accommodations on State tests. No ELL student will be recommended for Special Education only because of their language proficiency.

The ESL teacher will be responsible for ELL student identification and support services. He/she will take the lead in team professional development and advise teacher team members on how to support English language learning in content areas. TNAACS is comfortable doing so because the ESL teacher will be hired for their fluent bilingual abilities, an understanding of more than one culture, knowledge of ESL pedagogy and immersion and language acquisition techniques. We will assure parents that the ESL teacher will make sure that all documents are securely locked away and that all discussions are confidential. The ESL teacher will share all information and recommendations with the team teachers and appropriate staff members and monitor subsequent actions that were decided upon. If that is insufficient to educate teachers, the ESL teacher will suggest professional development topics to the Master Teacher and/or head master for more formal learning opportunities, such as workshops, study groups or book clubs.

Finally, all ESL teaches will meet at least once every other month (starting in September) to compare notes, and share strategies.

TNAACS ELL Program Evaluation

A team of school leaders comprised of the head master, all Master Teachers, and all ESL teachers will use assessments to disaggregate data in order to assess the efficacy of the ELL program. Data will be viewed at a minimum of three times a year by this team and results shared with parents and Board of Directors. Data sources used are multidimensional as listed in the above Assessment and RTI sections. In addition authentic diagnostic and formative assessments are regularly analyzed in teacher teams and led by the ESL Teacher.

III. ORGANIZATIONAL AND FISCAL PLAN

Section III- Organizational and Fiscal Plan

A. Applicant(s)/Founding Group Capacity

Name	Current Employment	Relevant Experience/Skills	Prospective Role at TNAACS
Shimon Waronker (Lead Applicant)	Headmaster at P.S. 770	Creator of The New American Academy (TNAA) model, experienced school leader	Headmaster
Nancye Miller	CEO of Opportunities Development Group	Business management, organizational strategy, fundraising	Trustee
Lisa Parquette Silva	Master Teacher at P.S. 770	Master Teacher at PS 770 (TNAA public school), 25 years education experience.	None (will remain at PS 770)
Lorraine Scorsone	Master Teacher at P.S. 770	Master Teacher at PS 770 (TNAA public school), 25 years education experience.	None (will remain at PS 770)
Nick Ackerman	Consultant at P.S. 770	Helped develop TNAA model at PS 770, non-profit management, school operations	Pre-opening planning/operations
Yehudi Meshchaninov	Consultant at P.S. 770	Helped develop TNAA model at PS 770, non-profit management, school operations, Human Resources	Pre-opening planning/operations

Charter Exploration and Application History

The New American Academy model was designed to be scaled. After the successful implementation of the model at P.S. 770, the United Federation of Teachers and the New York City Department of Education encouraged Mr. Waronker and his staff to explore expansion opportunities in both district and charter schools. They determined that at present, a charter school proposal provided the best chance to scale the TNAA model to another location. The founding team began exploring the charter school application in Fall 2011 with conversations with the DOE Charter School Office and visits to the New York City Charter School Center and various charter schools around the city.

Starting in May 2012, the founding group met at least weekly (with Ms. Miller calling in by phone) to coordinate the application process. They hired a consultant to help create their process and give feedback,

but the text of the application was written by the founding members themselves. Mr. Waronker is the primary author of the final application, though work from several of the founding group members went into the document.

B. Board of Trustees and Governance
Proposed Founding Board of Trustees

Trustee Name	Voting (Y/N)	Position on the Board	Length of Initial Term
Varleton “Mac” McDonald	Y	Chair	3
Dr. Leo Casey	Y	Treasurer	2
Krista Barron	Y	Secretary	3
Dr. Eileen McGowan	Y	Trustee	2
Nancye Miller	Y	Trustee	1
Dr. Evelyn W. Castro	Y	Trustee	3

Bios/Qualifications

Varleton “Mac” McDonald: Mac received his Bachelor’s degree from the New York Institute of Technology, a M.Ed. from the City University of New York and an M.S. from the College of New Rochelle. He served as a teacher for five years and then as an Assistant Principal for three years. Thereafter, he became principal of one of the twelve most violent schools in NYC, Thomas Jefferson High School. After leading a successful turnaround, Mac was promoted to a Local Instructional Superintendent in charge of a dozen schools. Since 2006, Mac serves as a Network Leader, helping support about two-dozen schools. Mac has ties to community organizers in East New York and across the city.

Dr. Leo Casey: Leo Casey is Executive Director of the Albert Shanker Institute, a not for profit ‘think tank’ endowed by the American Federation of Teachers to focus on issues of public education, unionism and democracy promotion internationally. Casey was appointed to that position by a unanimous vote of Institute’s Board of Trustees in June 1012. Prior to assuming his current position at the Shanker Institute, Casey served as Vice President from Academic High Schools for the United Federation of Teachers, New York City’s 200,000-person strong teacher union. He is a New York City native and the son of two New York City public school teachers.

Krista Barron: For six years Krista served as a High School teacher at the East Brunswick High School and the Frederick Douglass Academy. Krista then worked for two years as a Marketing Consultant/Analyst. She assumed the role of Executive Director of the Cahn Fellows Program in 2006 and continues to serve in this capacity to the present. The Cahn Fellows Program is a fellowship for approximately twenty to twenty-five distinguished public school principals.

Dr. Eileen McGowan: Dr. McGowan studies the development of formal mentoring relationships within educational settings. At HGSE, she is the Program Director of the Field Experience Program and a

Lecturer on Education. Prior to her current appointment at Harvard, Eileen was a principal of Mentoring Strategies, a consulting firm specializing in the creation of more effective mentoring programs in urban school systems, higher-education programs, and nonprofit and for-profit organizations. Some of her clients have included the Boston Public Schools, New Leaders for New Schools, and the Jean Mayer USDA Human Nutrition Research Center on Aging at Tufts University. Eileen has served as Director of Evaluation at the national nonprofit Higher Education Resource Services (HERS) and was a teacher in public education for 14 years.

Nancye Miller: The Founder of Opportunities Development Group, LLC, Nancye Miller is a highly successful corporate executive and visionary who has led companies and organizations through turnarounds and high growth phases. Throughout her career she has distinguished herself by her knowledge and application of sound operational and management principles, financial models, sales and marketing strategies and the necessary execution required for success. Recent clients include: AllAfrica Global Media; The Africa Society; The Atlantic Council's South Asia Center; CITI Europe Supplier Finance; US Army's Global Civil Military Emergency Preparedness; HBO Documentaries; Premium Knowledge Group; Academy for Education Development (AED); Xing; Global Business Women; The Center for International Policy; Executive Council, New York+Boston+Palo Alto and The White House Next Generation Leaders Program.

Dr. Evelyn Castro: Dr. Castro received a B.S. from Morgan University a M.S. from Bank Street College of Education and a Ed.M. & Ed.D. from Teachers College, Columbia University. Beginning as a NYC public school teacher, Dr. Castro pioneered innovative educational leadership on multiple levels. She has served as a teacher, principal, superintendent, vice-president of the Leadership Academy, dean of the School of Liberal Arts and Education at Medgar Evers College, and is currently Director of the Brooklyn/Queens Regional BETAC.

Governance Practices and Procedures: Our founding board understands full well the responsibility of governing a public charter school. The board will have a performance contract with the Board of Regents that provides the school with the autonomy to design and operate its programs in exchange for accountability for results, namely academic performance, organizational viability and fiscal soundness. The board's roles and responsibilities include:

- Establishing the school's mission and school design.
- Ensuring adequate resources for implementation of the school program.
- Recruiting, hiring and evaluating the Headmaster.
- Approving major policies and regularly reviewing and revising them as necessary.
- Preparing for and attending board and committee meetings.
- Making informed decisions to support the success of the school.
- Monitoring program implementation and compliance with the charter agreement and relevant laws and regulations.
- Facilitating long term strategic planning.
- Recruiting and orienting new board members and assessing board performance.
- Participating as appropriate in the grievance process.
- Enhancing the school's public standing.

The qualifications to serve on the TNAACS board of trustees will include:

- Belief in and support of the mission and design of the school.
- The expectation that all children can and will achieve academic excellence.
- Demonstrated understanding of board duties.
- Willingness to attend board and committee meetings and volunteer for board work.
- Experience and expertise in a relevant field, such as: education, business, management, finance/accounting, law, government, personnel, marketing/public relations, fundraising, and/or community relations or organizing.
- The capacity to examine performance data, financial documents and management reports and make informed decisions in the best interest of the school.
- Be at least 18 years of age.

As noted in our by-laws, the board will have at least five members and include the following officer positions: Chair, Secretary and Treasurer. Board members will serve staggered three-year terms. The board will meet monthly at the school; the agenda will be developed by the Chair in consultation with the Headmaster and will include a written or oral report by the Headmaster, a financial report and opportunity for public comments. The board will operate as a whole and may appoint sub-committees as needed to carry out the work of the board. For example, a committee led by the Treasurer will regularly scrutinize the school's budget and financial management practices and report on fiscal soundness to the board. Committees will have a job description that clearly describes any delegation of authority by the full Board and a committee chair appointed by the Board Chair. Minutes will be taken at all board and committee meetings, copies of which will be posted on our website and archived in the school office.

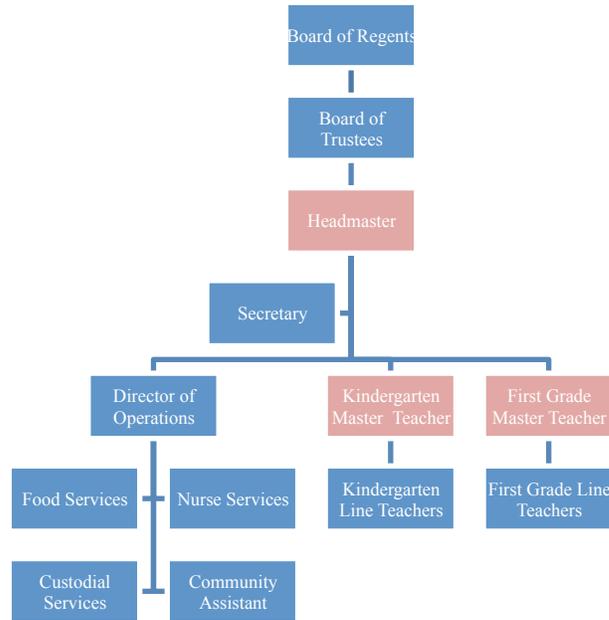
The Board will delegate authority for the day-to-day operations of the school to the Headmaster, who will oversee all operations of the school and report directly to the Board. The board will establish measurable annual performance goals, conduct mid-year and end-of-year evaluations of the Headmaster, and ultimately hold him or her accountable. The Board will clearly communicate its reporting requirements to the Headmaster, including content, format and frequency of data. At minimum, the Headmaster will present a dashboard at each board meeting, including enrollment, attendance, financial, compliance and student performance data.

Parent and Staff Involvement: The board will encourage parent and staff input into the governance of the school. Board meetings will adhere to the Open Meeting Law and include an opportunity for public comment, and surveys of parents and staff will be used as part of school oversight and the Headmaster's evaluation. The board will enact and publicize a complaint policy that contains a clear process for bringing issues to the attention of the board and for the board to respond in a timely fashion. Board members will also regularly visit the school and attend school community events.

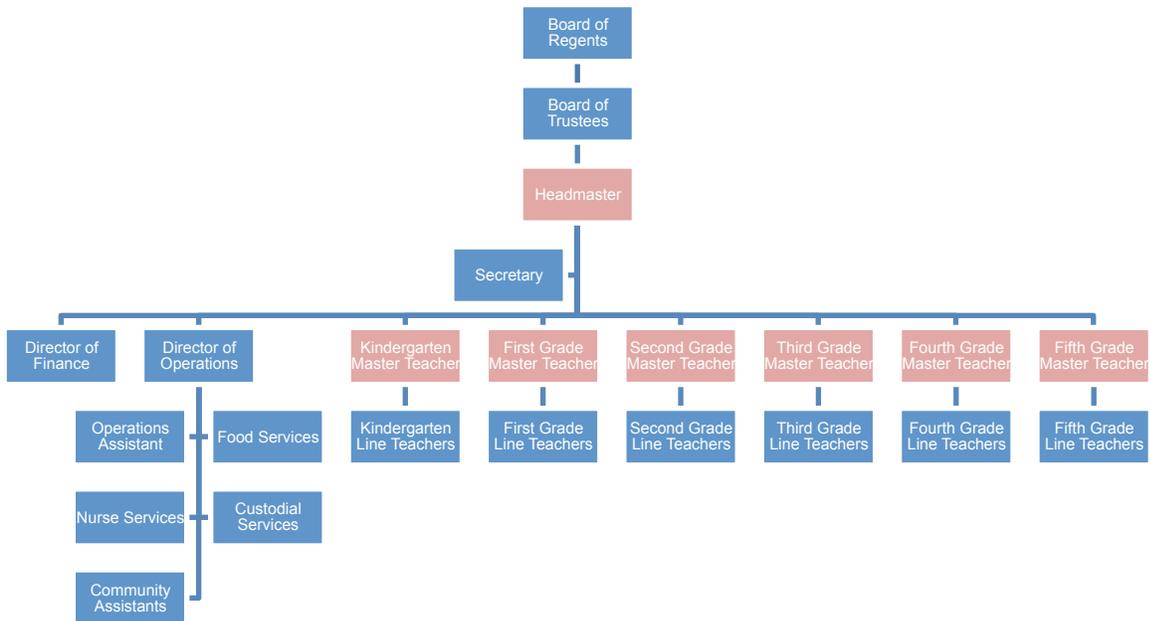
Recruitment, Orientation and Training: The board will not have any representative or ex-officio positions that need to be filled once the charter is approved. As needed the board will recruit and vote on the appointment of new members who demonstrate adequate qualifications and commitment. All new trustees will receive orientation materials, including a copy of the charter, board member job description and committee descriptions, previous board meeting minutes and dashboards, and major policies. The board will undertake ongoing governance training to ensure all members have a common vision of the board's roles and responsibilities and best practices.

C. Management and Staffing

Organizational Chart: Year One



Organizational Chart: Year Five



Notes:

- “Line Teachers” refers to the three partner, associate, and/or apprentice teachers in each teaching team.
- Roles in red are part of the Education Leadership Team.

Organizational Structure Description

The New American Academy model aims to provide a flattened organizational structure, with most student resources inside the classroom. As such, roles such as assistant principal, coach, AIS teacher, push-in ELL teacher, etc. are instead primarily the responsibilities of the grade level teaching team, each of which will include a certified special education teacher and an ESL teacher. All major instructional decisions are made collaboratively by the Education Leadership Team, which consists of the Headmaster and all master teachers.

Headmaster: The Headmaster is the primary instructional leader of the school and serves as head of the Education Leadership Team. The Headmaster reports to the Board of Trustees, evaluates all administrative roles, and plays a primary role in teacher evaluations (see section III.D for more details on teacher evaluation). Shimon Waronker has been selected as the first Headmaster of TNAACS. His qualifications include great success as principal of JHS 22 in the South Bronx, development of the TNAA model with an Urban Superintendent Program cohort at the Harvard Graduate School of Education, and successful implementation of the model at PS 770 in Crown Heights, Brooklyn. His full resume can be found in Attachment 8b.

Director of Operations: The Director of Operations responsibilities include managing student records, student enrollment, food services, health services, transportation, facilities, scheduling and planning. He or she will report to the Headmaster. In year two, we will hire an Operations Assistant to help with these tasks. Community Assistants, who aid during arrival, dismissal, meal times, etc., will report to the Director of Operations.

Master Teacher: Each New American Academy teaching team is led by a Master Teacher. The Master Teacher has the ultimate responsibility for ensuring quality of instruction, ensuring appropriate division of teaching duties, monitoring student learning, developing curriculum, and actively participating as a member of the Education Leadership Team. The Master Teacher also mentors and develops the other members of their team and ensures ongoing parental involvement and communication. Master Teachers embody and maintain the school's mission, purpose, and core values, and carry the highest burdens of responsibility for student, teacher, and school success. In addition, as the school model replicates into other communities, Master Teachers will be the primary ambassadors for transferring the replication of the school's tenets and instructional program. To qualify as a Master Teacher, a candidate must demonstrate a high level of pedagogical expertise, as well as the ability to promote adult development.

Partner Teacher: Each teaching team will have at least one Partner Teacher providing support to the Master Teacher. An experienced educator, the Partner Teacher provides a high level of instructional, curricular, and classroom management expertise to their teaching team and embodies the school's mission, purpose, and core values. The Partner Teacher has the opportunity to build upon his or her leadership skills and, if interested, to be considered for Master Teacher vacancies as they arise. To qualify as a Partner Teacher, a candidate must demonstrate a high level of instructional competence and history of student growth.

Associate Teacher: Associate Teachers are responsible for daily instruction and student support. Under the mentorship of the Master Teacher, they meet the range and diversity of student learning needs. This includes coaching of small subsets of students and one-on-one direct instruction. Associate Teachers will be considered for Partner Teacher upon demonstration of a higher level of competence. To qualify as an

Associate Teacher, a candidate must demonstrate that they embody, preserve, and support the school’s mission, purpose, and core values and have a history of successful pedagogical practice.

Apprentice Teacher: The entry level of teacher classification is that of Apprentice Teacher. This person is a first or second year teacher who will be supported and developed by the other three teachers of the teaching team. The Apprentice Teacher is responsible for daily instruction and student support and for meeting the range of student needs. Apprentice Teachers have the opportunity to be considered for Associate Teacher upon demonstration of a higher level of competence. To qualify as an Apprentice Teacher, a candidate must demonstrate that they embody, preserve, and support the school’s mission, purpose, and core values and a commitment to professional development.

Financial Management

As described in Section III.J, “Financial Management,” we will be contracting with Charter School Business Management (CSBM) in years one and two to provide business and financial support. We plan on hiring a Director of Finance in Year Three, though we plan on continuing to contract with CSBM for limited support in the following years.

Detailed information about our staffing plans can be found in Attachment 8a, Hiring and Personnel Policies and Procedures.

Staffing Plan

	Year One 2013-14	Year Two 2014-15	Year Three 2015-16	Year Four 2016-17	Year Five 2017-18
Headmaster	1	1	1	1	1
Director of Operations	1	1	1	1	1
Operations Assistant	-	1	1	1	1
Director of Finance	-	-	1	1	1
Secretary	1	1	1	1	1
Master Teacher	2	3	4	5	6
Partner Teacher	4	6	8	10	14
Associate Teacher	-	2	3	4	3
Apprentice Teacher	2	1	1	1	1
Community Assistant	1	1	2	2	3
TOTAL	12	17	23	27	32
Nurse FTEs (Contracted)	.5	.5	.5	1	1
Custodial FTEs (Contracted)	1	1	1	2	2

Note: There will be at least one ESL and Special Education teacher per teaching team.

C1. Charter Management Organization

The New American Academy Charter School does not intend to contract with a charter management organization.

C2. Partner Organization

The New American Academy Charter School does not have a partner organization.

D. Evaluation

Programmatic Audit

The New American Academy Charter School will conduct an annual programmatic audit, as per N.Y. Education Law §2851(2)(f). The audit will include evaluations of teachers, administrators, the Board of Trustees, overall operational effectiveness and fiscal soundness, and family and student satisfaction with the program.

TNAACS will submit an Annual Report to its authorizer detailing its performance and progress toward accountability goals.

Teachers

TNAACS's founding team has created an Annual Professional Performance Review system for our teachers and headmaster that is compliant with N.Y. Law §3012-c, in order to better position ourselves to qualify for Race to the Top funding. Per the New York State Education Department's guidance on APPRs for charter schools (<http://engageny.org/wp-content/uploads/2012/05/APPR-Field-Guidance.pdf>), our evaluation system is consistent with the following elements of Education Law §3012-c:

- (1) is based on multiple measures of effectiveness, including 40% student achievement measures, which would result in a single composite effectiveness score for every teacher and principal;
- (2) differentiates effectiveness for teachers and principals using the following four rating categories: Highly Effective, Effective, Developing, and Ineffective; and use such annual evaluations as a significant factor for employment decisions including promotion, retention, supplemental compensation, and professional development; and
- (3) provides for the development and implementation of improvement plans for teachers or principals rated Developing or Ineffective.

Sixty percent (60%) of a teacher's rating shall be based on:

- All Teachers: Professional observations and evaluations of teaching and teacher performance by the Headmaster using Charlotte Danielson's Framework for Teaching (2011 revised edition)
- For Apprentice, Associate, and Partner Teachers: Observations of teaching and teacher performance by their Master Teacher using Charlotte Danielson's Framework for Teaching (2011 Revised Edition)
- For Master Teachers: Observations of teaching and teacher performance by peer Master Teachers using Charlotte Danielson's Framework for Teaching (2011 Revised Edition)
- Family and student satisfaction surveys

Forty percent (40%) of a teacher's rating shall be based on student achievement measures:

- Student growth on state assessments (in testing grades) or on CTB/McGraw-Hill's TerraNova exam, a state-approved third party assessment (in non-testing grades)
- Authentic artifacts in student learning, graded using rubrics developed by TNAACS.

Teachers rated as "Developing" or "Ineffective" on this rubric would be put on a Teacher Improvement

Plan for the following school year. Details regarding the Teacher Improvement Plan are found in III.E, “Professional Development,” and Attachment 8a, Hiring and Personnel Planning and Procedures.

Headmaster

As with our teacher evaluation system, headmaster evaluation will be §3012-c compliant, and TNAACS’s headmaster teachers will be rated on a rubric by the Board of Trustees into one of the following four rating categories: “highly effective,” “effective,” “developing,” and “ineffective.”

Sixty percent (60%) of the Headmaster’s rating shall be based on:

- Organizational and financial stability of the school
- Measurable goals set at the start of the school year in consultation with the board based on data sources, including but not limited to audit results, teacher evaluation results, student and teacher attendance rates, family and student satisfaction surveys, and grievance records

Forty percent (40%) of the Headmaster’s rating shall be based on student achievement measures:

- Student growth on state assessments or on CTB/McGraw-Hill’s TerraNova exam, a state-approved third party assessment
- Authentic artifacts in student learning, graded on a rubric to be developed by TNAACS

A Headmaster rated as “Developing” or “Ineffective” on this rubric would be put on a Headmaster Improvement Plan for the following school year. Details regarding the Headmaster Improvement Plan are found in Attachment 8a, Hiring and Personnel Planning and Procedures.

Board of Trustees

The Board will develop an evaluation instrument to assess its performance annually and identify priorities for the following year to maximize effectiveness. In addition to self-evaluation by Trustees, the measure will include informal evaluations from the parent association and the Headmaster. A central part of the Board of Trustees evaluation process will be a review of objectives for the previous school year, whether or not they were met, and the efficacy of the Board’s plan to fulfill them.

Operational Effectiveness and Fiscal Soundness

As detailed in Section C, “Management and Staffing,” the staff members besides the Headmaster who are responsible for operational effectiveness and fiscal soundness include the Director of Operations, Operations Assistant (starting Year Two), and Director of Finance (starting Year Three). In addition, TNAACS plans on contracting operational and financial support from Charter School Business Management, with a high level of support in the first two years tapering to modest support and oversight by our fifth year. Finally, the finances of the school will be independently audited by a Certified Public Accountant each year.

At the start of each year, the headmaster will meet with the Director of Operations, Operations Assistant, and Director of Finance to review the Board’s operational and fiscal objectives for the school year. This Operations/Finance team will meet weekly to gauge progress. The Headmaster will evaluate the Directors of Operations and Finance, while the Director of Operations will evaluate the Operations Assistant.

Family and Student Satisfaction

As a proposed New York City Charter School community, TNAACS families and teachers will complete

confidential Learning Environment Surveys from the NYCDOE. The form allows them to voice their opinions about the school, from satisfaction with the school's safety record to trust in the school's leadership. These data are made public by NYCDOE on their website and inform the city's Progress Report. Families will also receive a different survey, customized to TNAACS, administered and collected by the Board or a representative. These satisfaction surveys will be used in Teacher, Headmaster, and Board evaluations.

E. Professional Development

The New American Academy Academy model was designed to continually improve teacher practice in a professional climate. Key elements including an interdisciplinary curriculum mapping week, summer institute, daily planning meetings, reflective practice, professional development days, and headmaster support in classroom. Teachers will have 629 hours of "formal" professional development per year: that is, time spent solely on improving practice, with students not present. The informal professional development that teachers will receive on a daily basis in their classroom will be both organic and continuous, contributing to teacher growth.

Preparation of Teachers

Interdisciplinary Curriculum Mapping: Teacher preparation begins at the start of the summer, when for one-week teachers will work in their teams to create interdisciplinary curriculum maps that they will implement in the following year. This process also allows for team members to be acquainted and begin to work on understanding their team's unique dynamics before the five-week summer institute, which has specific exercises and seminars that will further this understanding. This week represents 40-hours of professional development.

Summer Institute: All New American Academy staff will participate in a five-week summer institute. The five-week program is designed to familiarize the teachers with our instructional model and provide them with tools to be successful. This training has already been implemented at P.S. 770 to great success demonstrated by well-performing classrooms and teachers who, when surveyed, name the summer training as one of the most important support mechanisms they received. The first week of summer training is held in Cambridge, Massachusetts at the Harvard Graduate School of Education (HGSE) to allow for seminars from professors whose ideas and theories influenced the model, while the other four weeks will take place at the school. Summer training focuses include teambuilding, team communication, setting clear classroom rules and regulations, designing the classroom space, creating lesson plans for the first month of school, and creating curriculum maps for the year. These five weeks represents 200-hours of professional development time.

Daily Planning Meetings: During the school year, by working as a team, all teachers participate in constant peer observation and provide each other with critical feedback during daily planning meetings. As noted, the Master Teacher is responsible for developing other members of the team, and provides targeted support tailored to the individual needs of each team member. Each team member will set individual professional development goals that will be regularly reviewed and revised. The school will use the Charlotte Danielson's Framework for Teaching to focus observation and feedback on critical aspects of instruction, including planning, delivery, classroom environment and professional responsibilities. In addition, each team includes a special education teacher and an ESL teacher who support their counterparts in developing their skills in working with students with special needs. While

this professional development will occur throughout the day, formal meetings take place in the morning for an hour and a half each day of the school year. These 90 minutes over 183 school days represent 274.5 hours of professional development time.

Reflective Practice: As described in Section I, a weekly 90-minute reflective practice session for each team is vital to allow teachers to take a step back and reflect on their pedagogy and relationships. This reflective practice time will take place weekly on Thursday afternoons after school (or on another day when school is not in session on a Thursday). These 90 minutes per week over 39 weeks of the school year represent 58.5-hours of professional development time.

Professional Development Days: As described in Section I, during every fifth week, teachers will have a professional development day, in which half the day is devoted to unpacking the weekly reflective practice sessions (a practice found invaluable by teachers at P.S. 770), and the other half is spent revising and updating curriculum mapping. There are seven of these professional development days throughout the year, which represent 56 hours of professional development.

Headmaster: Finally, the Headmaster will be a regular presence in the classroom, providing feedback to Master Teachers as well teachers under their charge. In addition, he will focus on the efficacy of teams as a whole to ensure the skills and strengths of their members are maximized.

	Days	Minutes per day	Total Hours
Curriculum Mapping	5	480	40
Summer Training	25	480	200
Daily Planning	183	90	274.5
Reflective Practice	195	18	58.5
Professional Dev.	7	480	56
Total			629

Organizational Capacity

While we have many structures in place designed to increase the strength and efficacy of individual teams and individual teachers, we recognize the importance of teachers sharing resources and best practices across classrooms, and even schools. Master Teachers meet with the Headmaster in weekly Education Leadership Team meetings to provide updates on classroom progress and use this information to focus professional development on critical areas throughout the year.

Additionally, TNAACS will share summer training and conduct teacher visits with staff from P.S. 770, where The New American Academy is already in place.

Evaluation and Review

The professional development and summer training programs will be reviewed as part of the school's annual audit by the Board of Trustees. Data to be reviewed will include though is not limited to:

- Surveying teachers through both formal and informal feedback after school-wide professional development
- Classroom observations to see best practices implementation
- Formal and informal teacher evaluations

- Reflective practice
- School-wide learning walks

F. Facilities

Location

TNAACS is in the process of finding a school location in Community School District 19. We hope to locate in a NYCDOE public space, which would minimize facilities costs. However, in the event that suitable public space cannot be found, we have budgeted to lease appropriate space in the CSD 19/East New York area.

Facilities Needs

The ideal space for TNAACS would include large classrooms that can accommodate flexible instruction for up to 65 students and four teachers, similar to the 2000 square foot classrooms found at P.S. 770 in Crown Heights. These innovative classrooms are specifically designed to support a variety of instructional methods, including small group and one-on-one instruction. Furniture and rugs are used to create smaller learning spaces within the classroom. While this sort of space is ideal for TNAAs transparent model, it is not mandatory. TNAAC classes can operate in two or three classrooms comprising a total square footage of 2,000-2,500 square feet, with teachers and/or students rotating between classrooms during the day.

Space needs besides classrooms include: cafeteria, auditorium, kitchen, office space, indoor and outdoor exercise areas, and bathrooms. As TNAACS is not a boarding school, it will not be providing any residential facilities. We estimate total space needs of approximately 80-square feet per student, or 4,800 square feet per grade. This number will remain constant from Kindergarten through Fifth Grade; properly sized furniture will be ordered each year to accommodate our growing children until TNAACS has the furniture to comfortably accommodate six grades of students from Kindergarten to Fifth Grade. Any TNAACS facility will be ADA-compliant and accessible to students and adults with disabilities.

Facilities Cost

As mentioned, if TNAACS and NYCDOE secure appropriate public facilities, facilities costs should be minimal. If public space is unavailable, facilities costs include rent, janitorial staff and supplies, repairs and maintenance costs, and utilities costs. We have estimated these costs to the best of our ability after speaking with Charter School Business Management, the New York City Charter Center, and principals at existing charter schools.

Projected facilities costs can be found in Attachment 9: Budget and Cash Flow Template.

Facilities Search

TNAACS founding group has met with NYCDOE Deputy Chancellor Marc Sternberg and CSD 19 superintendent Rose Marie Mills who pledged their support in helping find appropriate public space in CSD 19. If TNAACSs charter application is approved and a public location cannot be secured or is in doubt, the Board of Trustees will create a Facilities Committee tasked with working with prospective parents and community leaders to find a location.

G. Insurance

Based on the insurance policies obtained by other similar charter schools, here is the approximate coverage TNAACS expects to secure assuming it operates the school in a rented space:

- General: \$2 million aggregate and \$1 million for each occurrence
- Umbrella Liability: \$5 million limit of coverage
- School Leaders Errors & Omissions: \$1 million in coverage
- Student Accident: \$500,000 aggregate per accident
- Student Accident Medical: \$25,000 per accident
- Student Catastrophic Accident: \$1 million
- Auto: for non-owned vehicles used in school business
- Property: \$250,000 in coverage for school furnishings, equipment, and leased space betterments
- Workers' Compensation: rate determined by state of New York

In the event TNAACS is able to secure NYCDOE space, insurance policies will be adjusted accordingly.

H. Health, Food, and Transportation Services

Health Services

Nurse

The school will work with the Department of Education and Department of Health to ensure compliance with all health service guidelines. The school will secure a nurse or nursing service to maintain students' records, supervise the disbursement of all medication, and the treatment of ill or injured students. This nurse or nursing service will be part-time in years one and two; when a nurse is not on-site those responsibilities that can be delegated will be assigned to the Director of Operation. For Year Three and thereafter, there will be a nurse on site full-time.

Other Staff

At least two staff members will be trained in cardiopulmonary resuscitation (CPR) and the use of automated external defibrillator (AED) equipment. Vision and hearing screenings will be coordinated with the Department of Health and Mental Hygiene by the Director of Operations.

Immunizations

The school will ensure that all new students adhere to New York State requirements for immunization before they attend:

- Required immunizations include: Diphtheria, Tetanus, Pertussis (DTaP, DTP, Tdap: 3 doses); Polio (IPV, OPV: 3 doses; Measles/Mumps/Rubella (MMR: 2 doses of measles containing vaccine and 1 dose each of mumps and rubella); Hepatitis B (3 doses); Varicella (1 dose).
- Parents or guardians must provide documentation that their child has received all required doses of vaccines or at least one dose of each of the required vaccines and is waiting to receive the subsequent doses at the appropriate time intervals.
- Parents or guardians may waive immunization in accordance with Public Health Law and exemptions to immunizations shall 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 contrary to such immunizations.

Medications

The school will implement strict policies and procedures regarding the safe and secure administration of medication, which will be communicated clearly to parents and staff. The school will only administer medication that is necessary to maintain students in school and which must be given during school hours. Prescribed medication that requires administration through a subcutaneous, intramuscular, intravenous or rectal route; or prescribed medications being administered through pumps, tubes or nebulizers; or oral, topical or inhalant medication needed by non-self-directed students will be given only by the nurse or licensed practical nurses under the direction of the nurse. The nurse may designate other staff to assist self-directed students taking their own oral, topical, and inhalant medication and will provide the training and supervision necessary to perform these tasks in a safe and effective manner.

TNAACS will require in writing both orders from a licensed prescriber and permission from parents/guardians to administer medication. All medications, including nonprescription over the counter (OTC) drugs, must be prescribed by a licensed prescriber on an individual basis. Written orders for prescription and nonprescription OTC medications shall include: student's name and date of birth; name of medication; dosage and route of administration; frequency and time of administration; conditions under which medication should be administered; date written; prescriber's name, title, and signature; and prescriber's phone number. The school may request additional information, such as self-administration orders or potential adverse reactions. Medication orders must be renewed annually or when there is a change in medication or dosage.

Prescription medication must be delivered to the school in the original container with an appropriate label including student name; name and phone number of pharmacy; licensed prescriber's name; date and number of refills; name of medication/dosage; frequency of administration; and route of administration. Similarly, OTC medication and drug samples must be in the original manufacturer's container/package. Medications will not be transported daily to and from school; parents will be expected to provide an adequate supply to remain at the school, which will provide locked storage, including refrigeration if required, within a secure health office. If students chronically fail to come for medications, the school nurse will contact the parent to address the problem. The licensed prescriber will be also informed so that the medication protocol can be reviewed and possible adjustments made, e.g., home administration, extended release medication. Students may carry and self-administer prescribed medication under circumstances meeting the following conditions: demonstrated need, particularly as it relates to asthma or allergies; written prescriber's orders and request by parents/guardians; and student receives effective instruction and demonstrates adequate level of responsibility

Food Services

Vendors

We intend to contract with NYCDOE Office of School Food and Nutrition Services to provide daily breakfast, lunch and snack, but will consider private vendors that can demonstrate the capacity to provide effective and nutritional food services.

Staff

We will hire staff with appropriate food handlers permits to serve meals. Students will not be required to participate in our meal program and can of course elect to bring their own food to school.

Food Services Program

We intend to participate in the federal School Breakfast Program and the National School Lunch Program, administered by the United States Department of Agriculture (USDA); our meals will meet all nutritional requirements. Prior to the start of school, the school will work with families to complete the online School Meals Application form at www.applyforlunch.com.

Each month the Director of Operations will estimate meal participation and bill in advance families of full-paying or reduced lunch eligible students; differences between estimated and actual participation will roll over to the next pay cycle. Per federal regulations, students with a disability that restricts their diet will be served meals at no extra charge. The school will track all meals eaten at the school; students' free and reduced lunch status will remain private. We will never turn away a student whose parent has not paid and have budgeted funds to cover such costs. The school will complete the Meals Served Report Form on a weekly basis to submit to the Office of School Food and Nutrition Services.

I. Family and Community Involvement

Parent-Teacher Relationships

The New American Academy Charter School recognizes the importance of family and parent engagement and involvement to a child's education. TNAACS's looping classroom teams are beneficial to parents and families as well as students, allowing long-term relationships to build.

In addition to regular parent-teacher conferences, teaching teams will send home weekly classroom reports, and check in with parents regularly by phone and e-mail. Report cards will be provided at parent-teacher conferences conducted twice per year.

Open Classrooms

TNAACS parents will be allowed (and encouraged) to visit the school to observe the classrooms at any time, without making an appointment. This policy was implemented at P.S. 770 to great success - teachers found that by encouraging parents to visit the classroom, parent-teacher communication and understanding was strengthened.

Planning, Implementation, and Program Design

While TNAACS will be using the TNAA model already implemented at P.S. 770, we recognize the importance of parent input as we plan and implement the model in East New York. Regular open meetings will be held from before the lottery through the first months of school to solicit input and provide parents with updates as to the proposed structure and the design of the school.

Translation

The school will translate printed materials and have Spanish-speaking staff to ensure effective communication with all students and their families.

Parent Workshops

In order to assist families in supporting their child's academic and character development, TNAACS will design and host regular parent workshops. Separate family literacy workshops for native English speakers and native Spanish speakers will be held in different breakout spaces. These workshops will strengthen

parents' commitment to the school, their ability to support their children's learning at home, and encourage positive change in the community.

Family Association

TNAACS will support an active family association by providing space to meet, access to communication tools, and information that parents need to organize their activities. School leadership will make every effort to attend family association meetings and events, and will have an open door policy for its officers in order to hear their concerns.

Community Involvement:

TNAACS intends to become rooted in its community and develop strong and productive relationships with community organizations (including East New York-specific community organizations like United Community Centers, Inc.) and individuals. Staff will build connections to local agencies, non-profits and businesses to recruit students. We expect these relationships to deepen as the school demonstrates its commitment to the students in this community, and ultimately result in support ranging from advocacy to financial or pro bono contributions to services for families.

J. Financial Management

Budget

Each spring the Headmaster and Director of Operations will evaluate the school's needs for the coming year, including staffing, technology, facility, and instructional materials, and develop a budget based on the previous year's revenues and expenditures and projections for the coming year. The headmaster will then recommend a proposed budget to the Board Treasurer who will then present a final budget to the Board for approval in May. The school will also maintain a five-year budget projection and revise it each year based on current information and long-term strategic plans.

Budgets are monitored on a monthly basis. CSBM will provide school leaders with regular reports, including budget-to-actuals, cash flow and balance statements; any significant variances will be reviewed and discussed with the Board Treasurer, who will provide the board with a monthly report on the school's financial health. Major modifications of the budget will require board approval.

Financial Systems

The school intends to contract with CSBM for financial management in the first five years of operation, which has extensive systems for financial management. Moreover, CSBM will professionally develop the school's staff regarding set up and maintenance of systems for accounting, student and staff records, payroll, tracking of student meals, enrollment and attendance, eligibility for free and reduced priced lunch, and special education and ELL services.

In Year 3 the school will hire a Director of Finance who will take over responsibility for most financial management, though we still plan on working with CSBM for the following years to consult on financial operations and strategies.

Below are the key services provided by CSBM during the planning year and once the school is operational:

Planning Year

Payroll

- Set up payroll system using ADP
- Process payroll per school's pay schedule
- Post payroll expenses in accounting system
- Complete quarterly payroll reconciliations
- Review/distribute W-2s and prepare/distribute 1099s
- File payroll related documents

Finance/Accounting

- Set up accounting system using QuickBooks Online
- Create/recommend edits for the annual/multi-year budgets (including review of 5 year charter application budget)
- Create/recommend edits for the chart of accounts
- Create/recommend edits for Financial Policies and Procedures (FPP) manual
- Coordinate grant reporting and assess whether grant restrictions are fulfilled
- Reconcile monthly bank statements in the accounting system
- Close books and manage monthly, quarterly and annual fiscal reporting to all constituents including Charter Authorizer, Board of Trustees and School Leadership Team
- Post revenues & expenses and process deposits & disbursements
- File all financial documentation in CSBM's Binder System

Audit Preparation

- Introduce school to potential auditors
- Support completion of the 990 by auditors
- Provide support with completion of the Initial Statement of Financial Controls

Operational Years

Human Resources

- Handle the administration related to HR files
- Enroll/withdraw staff members in benefits including insurance and retirement plans

Payroll

- Process payroll per school's pay schedule
- Post payroll expenses in accounting system
- Complete quarterly payroll reconciliations
- Review/distribute W-2s and prepare/distribute 1099s
- File payroll related documents

Finance/Accounting

- Create/recommend edits for budgets
- Coordinate grant reporting and assess whether grant restrictions are fulfilled
- Reconcile monthly bank statements
- Close books and manage fiscal reporting to all constituents including Charter Authorizer, Board and School Leadership Team

- Present financial reports to Board of Trustees
- Post revenues & expenses and process deposits & disbursements
- File all financial documentation in Binder System

Audit Preparation

- Support completion of the 990 by the auditors
- Prepare for on-site testing by auditors
- Close books for the fiscal year
- Prepare all requested schedules/analyses and work with auditors until completion
- Review/recommend edits for draft financial statements and draft management letter
- Participate in meeting with Board of Trustees and auditors

Financial Controls

The board will adopt detailed financial policies and procedures to guide school staff and protect school resources. The Principal and two members of the Board of Trustees will be authorized check signers. Two signatures will be required for any transactions greater than \$5,000. Approval of the Board Chair is required to open a bank account.

Clear procedures will be established to ensure:

- Segregation of duties to assure that funds are safeguarded and properly deposited.
- Establishment of controls to ensure that all receipts and expenditures are properly recorded in the accounting records.
- Identification of payments and receipts in sufficient detail to facilitate preparation of the monthly financial reports.

Annual Audits

The school will contract with an independent certified public accountant (CPA) to conduct an annual fiscal audit of all financial reports, including statement of financial position, statement of cash flows, statement of activities, and schedule of functional expenses. All financial transactions will be recorded in accordance with generally accepted accounting principles (GAAP). All audits will be conducted in accordance with the Government Auditing Standards. We expect the auditor will produce an Initial Statement of Financial Controls in the beginning of the school year and complete the annual audit the following fall. The board will review all audits, meet with the auditor without school staff present, and monitor all efforts by school leaders to address any found deficiencies.

K. Budget and Cash Flow

We have prepared a conservative budget with assumptions based on the experiences of other operating charter schools, Charter School Business Management, Inc., and the New York City Charter School Center. Our revenue estimates are based on 95% of our target enrollment while expenditures assume 100% enrollment. The per-pupil rate of \$13,527 is held constant over five years. We have assumed minimal revenue from uncertain grants and fundraising and hope to build a school that can ultimately operate primarily on public funds like any other public school.

Though we hope to secure public space by working with NYCDOE, we have prepared a five-year budget that assumes we will have to find private space.

Pre-Opening

Revenue: We anticipate revenues based on the Charter School Program grant.

Expenditures: Expenditures will primarily include bringing on the Director of Operations and Secretary, as well as consultants with experience working with TNAA to help with securing space, recruiting staff and students, planning summer training. We have also set aside funds to set up operational and financial systems and to conduct staff and student recruitment. Note: as our planned Headmaster will most likely still be an NYCDOE employee during the Pre-Opening period, he will not be able to accept pre-opening funds, and will work pro bono.

Cash Flow: We anticipate a positive cash balance for each month of the Pre-Opening period. Should the CSP grant arrive later than anticipated, we will consider deferring compensation or external fundraising.

Year One Budget

Revenues: 84% of revenue is from per-pupil funding for general and special education students; we do not expect to receive IDEA funding until Year 2. We have conservatively estimated 12% of our students with disabilities and 80% eligible for free and reduced price lunch, though in reality these could be underestimates. We also anticipate receiving the second of three CSP installments.

Expenditures: The bulk of expenditures is salary. 27% of salary is administration; 73% is instructional staff. Personnel costs, including taxes and benefits, accounts for 58% of total expenditures, with another 10% devoted to contracted services. School operations are 11% and facility operations are 18% of our costs.

Cash Flow: We anticipate a positive cash balance for each month of the Pre-Opening period. Most start-up costs are incurred early in the year, while salaries are distributed across the year. Based on other schools' experiences, we anticipate receiving DYCD funds in the spring. We project a positive cash balance in all but one month of the first year of operation.

Five-Year Budget

Revenue: We expect to receive IDEA funds beginning in Year 2 and conservatively assume 12% eligibility. Title I funding will increase commensurate with enrollment. CSP is anticipated in the planning year, Year 1 and Year 2. We also assume textbook funds will continue at the current rates.

Expenditures: Salaries increase 3% per year, though in reality that may vary depending on economic conditions. An Operations Assistant is hired in Year 2. A Director of Finance is hired in Year 3, replacing contracted services for financial management. Administration is 17% of salary costs and overall personnel is 54% of total expenditures in Year 5. Facility costs are 20% of total expenditures at the end of the charter term. \$25,000 is set aside in each of the first three years to establish an escrow account for dissolution.

Charter School Program (CSP) Grant: Our budget assumes only the base amount of \$500,000, though we believe TNAACS will be eligible for the entire \$750,000 because it meets both incentive priorities:

- 1. Underserved Student Populations Priority:** Our school will be located in East New York, Brooklyn, which is disproportionately low-income and English Language Learners. Our

admissions policy gives preference to low-income students and our recruitment plan is designed to meet enrollment and retention targets for at-risk students.

2. **Authorizer Program Design Priority:** TNAACS is specifically designed to meet the learning needs and raise the achievement of ELLs and students with disabilities, as described in Section II.G.

L. Pre-Opening Plan

Domain	Action	Start Date	End Date	Responsibility
Academic	Recruit Director of Operations	December 2013	March 2013	HM
Governance	Ratify By-laws and Code of Ethics	January 2013	January 2013	BOT
Governance	Appoint Board officers	January 2013	January 2013	BOT
Business	Contract with CSBM to contract with payroll and other financial systems	January 2013	August 2013	BOT, HM
Business	Obtain 501(c)3 status	January 2013	May 2013	BOT
Academic	Student recruitment	January 2013	April 2013	HM, DOO, CS
Business	Select/administer school-wide insurance policies	February 2013	April 2013	BOT, HM
Facility	Secure facility	February 2013	March 2013	BOT
Facility	Ensure improvements and repairs are made	March 2013	May 2012	DOO
Academic	Recruit and Hire Teachers	March 2013	May 2013	HM, DOO, CS
Academic	Plan/coordinate Summer Training	March 2013	May 2013	HM, DOO, CS
Operations	Complete 5-year technology plan, select server and computers to be purchased	March 2013	April 2013	DOO
Facility	Purchase and assemble furniture	April 2013	July 2012	DOO
Facility	Ensure internet connectivity is installed and tested	April 2013	June 2012	DOO
Facility	Ensure phone lines, phone system, and fax machine are installed and tested	April 2012	June 2012	DOO
Academic	Hold lottery	April 2013	April 2013	HM, DOO
Business	Approve budget for FY13-14	April 2013	April 2013	BOT
Operations	Secure school meals and transportation	April 2013	May 2013	DOO
Operations	Secure nursing and custodial contractors	April 2013	May 2013	DOO
Operations	File all student enrollment forms as required by law	April 2013	August 2013	DOO
Academic	Select and order training materials	April 2013	May 2013	HM, DOO, CS
Academic	Draft, send and collect signed hire letters for all staff with support of pro bono Attorney	May 2013	May 2013	DOO
Operations	Select/administer staff benefits-insurance and retirement plan	May 2013	August 2013	HM
Facility	Obtain Certificate of Occupancy	June 2013	July 2013	DOO
Facility	Finalize facility preparation (prepare offices, post room signs and emergency exit procedures, ensure staff mailboxes are in place)	July 2013	August 2012	DOO
Academic	Run Five Week Summer Training	July 2013	August 2013	HM, DOO, CS
Operations	Complete School Safety Manual	July 2013	July 2013	DOO
Operations	Complete Operations Manual	July 2013	July 2013	DOO
Operations	Complete HR Manual	July 2013	July 2013	HR, DOO

Governance	Vote on Financial Policies and Procedures, HR Manual, School Safety Manual, Operations Manual	July 2013	July 2013	BOT
Business	Complete Financial Policies and Procedures Manual	July 2013	July 2013	HM, DOO
Academic	Train staff on all financial, operational, HR and safety procedures	August 2013	August 2013	DOO

BOT=Board of Trustees; HM=Headmaster; DOO=Director of Operations; CS=Consultants

M. Dissolution Plan

In the event of dissolution, the school will work closely with appropriate representatives of the New York City Department of Education to develop and implement a dissolution plan that complies with Education Law §§ 219 and 220 and all applicable NYSED guidelines.

Within five days of the decision to close, the Board will designate one Trustee and one school employee to oversee the closing of the school from an operational and financial perspective.

Transfer of Students:

The school employee tasked with overseeing the closing of the school will schedule a series of meetings for parents to provide information about the dissolution, including a timeline, and offer support in a seamless transition to a nearby public or non-public school. He or she will also work with the home District to transfer all current students to an appropriate school environment as per typical regulations.

Transfer of Student Records

The Trustee will provide the district with files of all scholars currently enrolled at TNAACS, including Individualized Education Programs (IEPs), student health and immunization records, attendance records, and report cards. Copies of these files will be given to parents or guardians at the school's expense.

Employee Termination

After an employee termination date is established by the board, the school will notify all employees of termination of employment and/or contracts, and notify benefit providers of pending termination of all employees. Employees will be notified of eligibility for New York State Unemployment Insurance pursuant to any regulations of the New York State Department of Labor.

School Assets

The dissolution plan will provide that all property, which the school has leased, borrowed, or contracted for use will be returned. The return of such property will conform with contractual prearrangement, where applicable, and will be done with reasonable promptness.

The school will accumulate a reserve fund of \$75,000 by setting aside \$25,000 each year for the first three years of operation to cover debts in the case of the school's dissolution. In the event of dissolution of assets in excess of those necessary to meet liabilities, all remaining assets of the school shall be transferred to another nonprofit organization within the New York City School District as designated by the Board.

Attachment 1 Admissions Policy and Procedures

A child who is legally qualified for admission into any New York City public school is also qualified for admission, without charge, to TNAACS. Admission will not be restricted on the basis of intellectual ability, measures of achievement or aptitude, athletic ability, disability, race, creed, gender, national origin, religion or ancestry. Admission will be purely on a lottery basis, except with regard to siblings of currently enrolled students and the student's home district, as per the Charter School Law of 1998 (as amended in 2007).

In school year 2013-2014, TNAACS will enroll students in Kindergarten and First Grade. Thereafter, it will accept nearly all of its students for Kindergarten. TNAACS will backfill upper grades as a result of attrition and student "mobility". Children must turn five years old by December 31 to be eligible for Kindergarten, just as in New York City public schools.

On January 1, 2013, applications are made available via mail, the main office, fax, our website, and email. By April 1 (as per an amendment to the Charter School Law), all applications must be received.

TNAACS will distribute flyers and pamphlets throughout the local community advertising for admission to the school. Information sessions will be held in the community informing families and community members about the school and the admissions process. Bi-weekly information sessions will be held during January and February preceding the academic year. While these information sessions will not be mandatory, they will be strongly encouraged. The purpose of the sessions is to provide information and to allow parents to make an informed choice for their child. Information sessions will be available in Spanish and accommodations will be made for individuals with any disabilities.

If the number of applications is greater than the number of available seats, then a public lottery will be held. This lottery will be conducted in a public space and administered by a third party. For School Year 2013-2014, the lottery will be held on April 4, 2013. The lottery will always be held after April 1 of each upcoming academic year per the Charter School Law, as amended.

Admission will be based on the following preferences in strict order. After the first year, first priority will be for returning students. Once those slots have been filled, siblings of students who have also been accepted in this lottery are accepted. Third, students who are eligible for free and reduced meal (FARM) will receive preference. Fourth, priority will be those students living in the home district of TNAACS. Thereafter, applicants from outside the home district will be drawn. Once all seats are filled, all other names will be pulled and put onto a waitlist in the order in which they were selected. The waitlist will be reset each year.

Within three calendar days of the lottery, TNAACS will send letters of notification to parents, with information of either their acceptance to TNAACS or their waitlist status and number. Students who have been accepted will receive an enrollment form and will be asked to sign the TNAACS Contract, which will list the rights and responsibilities for the school, parents, and the soon-to-be student.

Families will have approximately 14 calendar days to sign and return the Enrollment Form via mail or drop off. If not received by the deadline, the applicant loses his/her seat and we will contact the next name on the list in the appropriate order.

If the number of applications is less than the number of available seats, then, rather than implement a lottery process, all scholars will be admitted, and a second round of information sessions will be held to fill any remaining seats. If a second lottery process is necessary, the Public Lottery will be held 20 business days after the first lottery held (for example, May 2, 2013 if the first lottery is held on April 4).

All scholars who are accepted for enrollment or re-enrollment must complete all required enrollment forms on time to enroll at TNAACS. If these forms are not completed and returned on time, the relevant scholar loses his/her spot in the school and will be placed on the waiting list. These forms include immunization forms, LAB-R for home language, blue card, proof of home address, and proof of the child's successful completion of the previous grade, if entering after kindergarten. Families will also receive a TNAACS Student Handbook, which will include information on discipline, rights of students, and expectations.

JOHN L. SAMPSON
MINORITY LEADER

THE SENATE
STATE OF NEW YORK



PLEASE RESPOND TO:
□ ALBANY OFFICE:
ROOM 907, LOB
ALBANY, NEW YORK 12247
518-455-2788
FAX: 518-426-6806
□ DISTRICT OFFICE:
1222 EAST 96TH STREET
BROOKLYN, NEW YORK 11236
718-649-7653
FAX: 718-649-7661
□ CAPITOL OFFICE:
ROOM 315
ALBANY NEW YORK 12247
518-455-2715

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

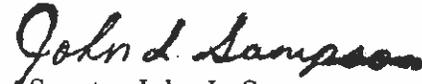
Dear Mr. Chuang,

I am writing to you to express my support for The New American Academy Charter School. Despite spending nearly fifty years and billions of dollars on educational reform, the majority of urban students are severely unprepared for college or the workplace. As reported by the New York State Board of Regents in 2011, of the students who entered the ninth grade in the 2005-06 school year, the reported graduation rate for New York City was 64.5%, while the College and Career readiness rate for the general population was only 22.8%. I believe we can and must do better.

Having met with Shimon Waronker and discussed his New American Academy model, I am excited by the opportunity it presents. As Shimon and his wonderful staff at P.S. 770 have demonstrated, team-teaching, looping cycles, higher salaries, and greater transparency are attainable and lead to a substantially higher quality education.

The New American Academy is the type of innovative new framework we need if we are to improve the educational outcomes for our children. I look forward to continuing to support Shimon Waronker as he works to make a difference for New York's children.

Sincerely,


Senator John L. Sampson

Minority Leader NYS Senate





**Department of
Education**

Dennis M. Walcott, Chancellor

July 23, 2012

Cliff Chuang
NYSED Charter School Office
89 Washington Avenue, Room 471 EBA
Albany, NY 12234

Dear Mr. Chuang,

I am writing to express my strong support for The New American Academy Charter School. Developed at the Harvard Graduate School of Education, The New American Academy model is being implemented at P.S 770 with great success. I have had the pleasure of watching the model in action and was impressed by its rigor, accountability, and transparency. Specifically, its four-person teaching teams, which are led by embedded master teachers, ensure constant collaboration among staff, in addition to providing a natural career ladder for teachers.

Research suggests that teacher quality is the most significant determinant of student achievement. The model's six-step hiring process, five-week summer training program, skill-based salary structure, and peer-review process is designed to attract, develop, and retain high-quality talent. It is exactly the sort of innovation that we need citywide.

I have known Shimon Waronker for more than a decade, dating back to our time together as principals in the Bronx. I look forward to continuing our work together to expand educational opportunities for New York City's children. The New American Academy Charter School will be a valuable addition to the New York City public school system.

Sincerely,

A handwritten signature in black ink, appearing to read 'Marc J. Sternberg'.

Marc Sternberg
Deputy Chancellor for Portfolio Planning
New York City Department of Education



United Federation of Teachers
A Union of Professionals

July 25, 2012

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

Dear Director Chuang:

I am writing to express my support for the New American Academy Charter School.

It is one thing to talk the talk of educational innovation, and quite another thing to walk the walk of creating innovative schools. Shimon Waronker and the New American Academy teachers have walked the walk in P.S. 770, establishing a truly innovative school that models what a public school should be in a knowledge economy and a democratic society.

The New American Academy is a school that focuses on the quality of relationships, particularly the teacher-student relationship. It demonstrates that a school that is an intellectually exciting and challenging place for adults will be a school that is an intellectually exciting and challenging place for students. It shows that inner city students can academically excel in a nurturing environment and with an engaging curriculum, vanquishing the notion that schools for poor children need to be modeled after military boot camps.

All of this is possible because of the school's innovative design: its five-year looping cycles for students, its four-person teachers teams, its 15:1 teacher student ratio, and its unique career ladder and master teacher model. This design empowers and supports both students and teachers.

I have visited P.S 770 twice this past year and have had the pleasure of seeing how the model's innovative practices have led to high levels of teacher professionalism, commitment, and outsized student achievement. Out of the 34 schools with Master Teacher programs inside the New York City Department of Education, this is the only one program that works.

I applaud Shimon Waronker's decision to invest in the systems and structures that attract, develop, and support teachers. I am confident that as a result his students will continue to grow and develop. The New American Academy Charter School will be a wonderful addition to the ranks of New York City public schools, a charter school that remains faithful to the original charter school mission of educating all students, empowering educators and sharing innovations with all public schools. I look forward to working with Shimon to expand educational opportunities for all of New York City's children.

Sincerely,

Michael Mulgrew
President
United Federation of Teachers

52 Broadway, New York, NY 10004 212.777.7500 www.uft.org

Officers: Michael Mulgrew *President*, Michael Mendel *Secretary*, Mel Aaronson *Treasurer*, Robert Astrowsky *Assistant Secretary*, Mona Romain *Assistant Treasurer*
Vice Presidents: Karen Alford, Carmen Alvarez, Leo Casey, Richard Farkas, Catalina Fortino, Sterling Roberson

Notable Testimonials About The New American Academy Model

“Your innovative efforts at The New American Academy are helping to build a brighter future and will serve as a terrific example for other schools”

—*President Bill Clinton*

“The New American Academy in Crown Heights, Brooklyn, New York, is creating a powerful, compelling model of what a public school in the new knowledge economy should be. Built on a foundation of teacher collaboration and professional reflection, TNAA is a wonderful place of learning for kids precisely because of its culture of trust and caring.”

—*Randi Weingarten, President, American Federation of Teachers*

“Innovation is not dead in America education. For all who think it is, I suggest you look at The New American Academy.”

—*R. James Woolsey, Former Director of Central Intelligence*

“The New American Academy is an innovative, potentially very powerful way to provide education to children. It is both brilliant and scalable and holds out the hope of changing K-12 education in major ways. This is a big idea, something we desperately need if we are going to significantly change the educational outcomes for our children.”

—*Joel Klein, Former Chancellor, New York City Department of Education*

“TNAA’s flattened organizational structure is leading the way in creating the empowered learning communities our city needs to prepare students for 21st century success. The New American Academy’s groundbreaking team teaching model reduces the teacher student ratio to 15:1 and significantly increases teacher salaries without raising cost. ”

—*Michael Mulgrew, President, United Federation of Teachers*

“[The New American Academy] is less like a factory for learning and more like a postindustrial workshop, or even an extended family compound . . . it does a tremendous job of nurturing relationships. Since people learn from people they love, education is fundamentally about the relationship between a teacher and student. By insisting on constant informal contact and by preserving that contact year after year, The New American Academy has the potential to create richer, mentorlike or even familylike relationships for students who are not rich in those things.”

—*David Brooks, Columnist, New York Times*

“If you have seen the power of teamwork, if you know mentors make a difference, if you think children's learning is dependent upon sustaining relationships, then you believe in the fundamental principles of The New American Academy”

—*Dr. Eileen McGowan, Harvard Graduate School of Education*

"A paradigm shift in public education that must be seen to be believed."

—*Tom Allon, CEO of Manhattan Media, Former teacher at Stuyvesant High School*

Preview File Edit View Go Tools Bookmarks Window Help

TNAA Charter School |

thenewamericanacademy.org/tnaa-charter-school/

ABOUT US OUR BLOG OUR STAFF PRESS PARENTS & STUDENTS OUR PARTNERS INSPIRATIONS CONTACT US

TNAA CHARTER SCHOOL

A New Vision  *for Education*

THE NEW AMERICAN ACADEMY

"The New American Academy is an innovative, potentially very powerful way to provide education to children. It is both brilliant and scalable and holds out the hope of changing K-12 education in major ways.

This is a big idea, something we desperately need if we are going to significantly change the educational outcomes for our children."

– Joel Klein, Former Chancellor, New York City Department of Education

TNAA Charter School

The New American Academy founding team is currently in the process of applying to the New York State Education Department (NYSED) for a charter to open a 2nd TNAA school in Community School Direct 19 (Brooklyn).

School overview: TNAACS will use The New American Academy model developed at Harvard's Urban Superintendents Program (USP) by a cohort of six high achieving principals from around the country. The model draws upon research-based best practices from across the globe, and has been implemented with great success at The New American Academy at Lincoln Terrace Park, a NYCDOE district school in Crown Heights, Brooklyn. The key components of The New American Academy Model include:

- **Four Person Teaching Team:** Research has shown that four-five person teams provide the optimal balance between too many and too few voices. TNAA teacher teams work with a grade level cohort of 60-65

ADDRESS

PS 770
The New American Academy
at Lincoln Terrace Park
60 E 94th St.
Brooklyn, NY 11212
(718) 221-5837

DONATE

[Support our groundbreaking work](#)

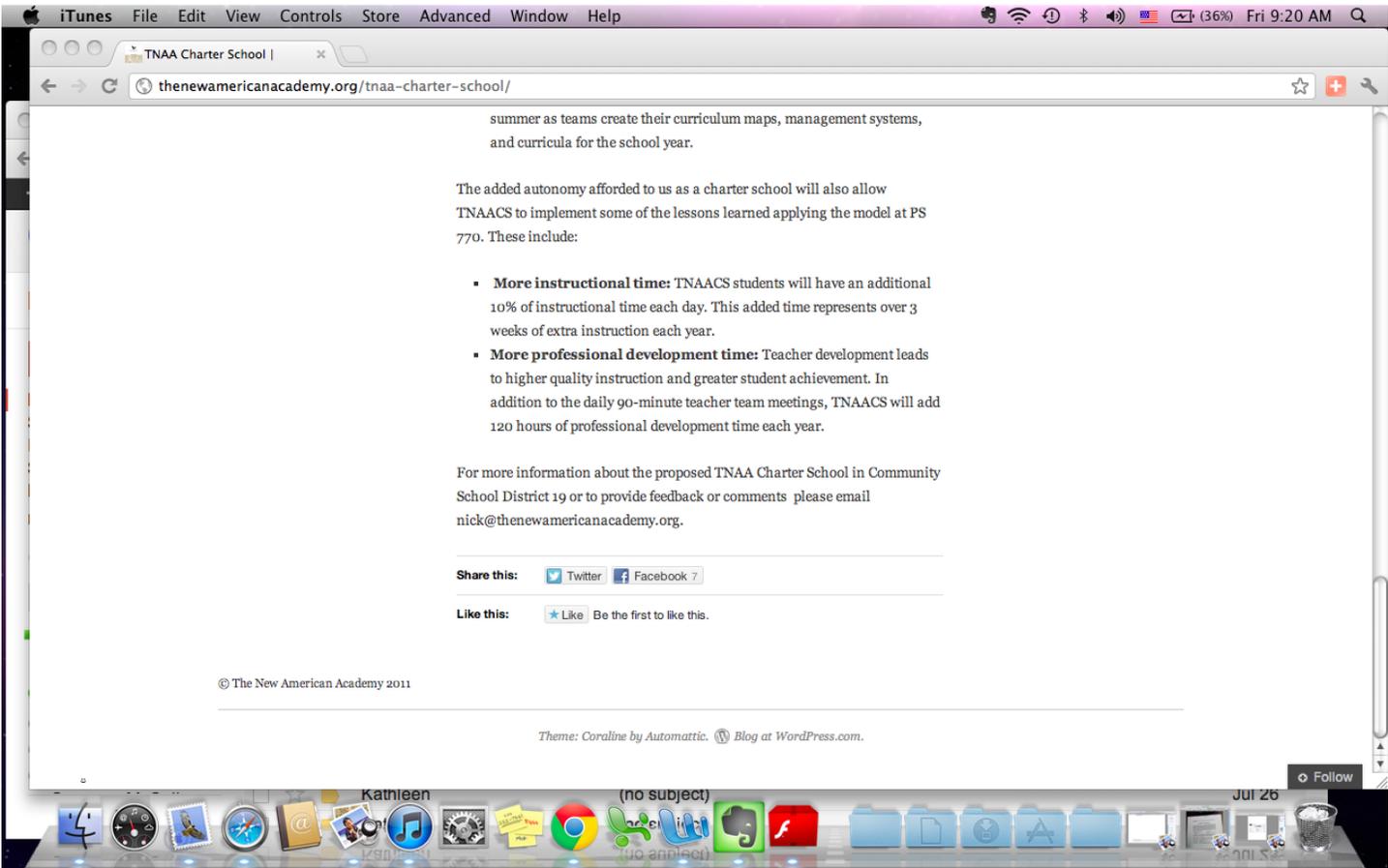
SEARCH

ARCHIVES

- [July 2012](#)
- [June 2012](#)
- [May 2012](#)

Kathleen (no subject) Jul 26 Follow

Mac OS X dock with various application icons and system tray.





THE NEW AMERICAN ACADEMY

The New American Academy is an innovative Harvard-supported charter school that is applying for a charter for the 2013-2014 school year.

- Master teacher in every classroom
- 15:1 Student: Teacher ratio
- Teachers will stay with same students through elementary school experience
- Planned enrollment includes a Kindergarten and First Grade in 2013-2014, adding a grade each year until it is a K-8 school
- Absolutely free! Free bus service to all in-district parents who live at least 1/2 mile from the school

For more information about the school model, which has already been implemented at PS 770 in Crown Heights, please visit www.thenewamericanacademy.org. For questions and to learn more, please contact Nick Ackerman at nick@thenewamericanacademy.org or 718.221.5837.



THE NEW AMERICAN ACADEMY

The New American Academy is an innovative Harvard-supported charter school that is applying for a charter for the 2013-2014 school year.

- Master teacher in every classroom
- 15:1 Student: Teacher ratio
- Teachers will stay with same students through elementary school experience
- Planned enrollment includes a Kindergarten and First Grade in 2013-2014, adding a grade each year until it is a K-8 school
- Absolutely free! Free bus service to all in-district parents who live at least 1/2 mile from the school

For more information about the school model, which has already been implemented at PS 770 in Crown Heights, please visit www.thenewamericanacademy.org. For questions and to learn more, please contact Nick Ackerman at nick@thenewamericanacademy.org or 718.221.5837.

Preview File Edit View Go Tools Bookmarks Window Help

District 19

insideschools.org/districts/brooklyn/district-19

Comment on District 19

Like 1 person liked this. DISQUS

Add New Comment Login

Type your comment here.

Real-time updating is paused. (Resume)

Showing 4 comments Sort by newest first

Yehudi

The New American Academy (<http://insideschools.org/eleme...> founding team is currently in the process of applying to the New York State Education Department (NYSED) for a charter to open a 2nd TNAA school in Community School Direct 19 (Brooklyn).

See <http://thenewamericanacademy.o...> for more information or to post comment.

3 weeks ago Like Reply

MICHAEL CROMWELL SR.

I am a graduate of I S 292 1969 and believe the students lack of civility at the 911 memorial was because these students are children of the disenfranchised members of our society; Children whom you must see as future members of a society as a whole has failed each and everyone of them. I went on to achieve much more than you project these children to; but we must tell them the truth at all times reach for achievement that is attainable and not a dream.

Kathleen (no subject) Jul 26

(no subject)

Preview File Edit View Go Tools Bookmarks Window Help

https://www.facebook.com/YouthCon474?ref=ts

facebook Search for people, places and things Yehudi Meshchaninov Home

East New York Church of the Nazarene and NYI's Youth Connection

Community Page about East New York, New York

A Nazarene church who is preaching and ministering about the Word of God and Community Outreach

Like Message

Now June 2012 Joined Facebook

Write something...

Recent Posts by Others

- The New American Academy**
<http://thenewamericanacademy.org/2012/07/05/...>
July 5 at 6:33pm
- The New American Academy**
<http://thenewamericanacademy.org/tnaa-charter-sc...>
July 5 at 6:32pm
- Terence June Gray**
http://www.reverbnation.com/open_graph/song/

Chat (15)

Kathleen (no subject) Jul 26

Preview File Edit View Go Tools Bookmarks Window Help

https://www.facebook.com/pages/St-Barnabas-Church-Brooklyn-East-New-York/109019599137783

facebook Search for people, places and things Yehudi Meshchaninov Home

St. Barnabas Church Brooklyn - East New York

62 likes · 1 talking about this · 32 were here

Religious Center · Interdenominational Church

About Photos Likes Map Events

Highlights

Post Photo / Video

Write something...

Activity July

Visits

2

Recent Posts by Others See All

- Terrence Forte**
@ http://youtu.be/LOky9Mla_34
July 10 at 9:50am
- The New American Academy**
@ http://thenewamericanacademy.org/2012/07/05/...
July 5 at 6:31pm
- The New American Academy**
@ http://thenewamericanacademy.org/tnaa-charter...
July 5 at 6:31pm

Chat (18)

2013 FORD ESCAPE HUNGER DRIVE

You can help feed hundreds struggling with hunger. You might even win a 2013 Ford Escape!

escapehungerdrive.com

Kathleen (no subject) Jul 26

https://www.facebook.com/StFortunataChurch?ref=ts

St Fortunata Church

61 likes · 2 talking about this · 174 were here

Religious Center - Catholic Church
St. Fortunata RC Church is located in the heart of East New York, Brooklyn.

About Photos Likes Map Website

Like

+ Create A Page

+ Create A Page

Click here

Highlights

Post Photo / Video

Write something...

The New American Academy shared a link.
2 seconds ago

<http://thenewamericanacademy.org/2012/07/05/tnaa-charter-school-information-session/>

TNAA Charter School Information Session
thenewamericanacademy.org

Recent Posts by Others on St Fortunata Church See All

Sebastiano Basile
VIVA VIVA Santa Fortunata
Tuesday at 6:33am

Sebastiano Basile
VIVA VIVA Santa Fortunata
Monday at 5:59pm

More Posts -

Recommendations See All



Brooklyn Public Library

25,792 likes · 1,190 talking about this · 3,998 were here

Like

Founded

Library



Photos



Donate Now



Events



Map

6

About

Highlights

Post Photo / Video

Write something...



The New American Academy shared a link.
2 seconds ago

<http://thenewamericanacademy.org/2012/07/05/tnaa-charter-school-information-session/>

TNAA Charter School Information Session

Recent Posts by Others on Brooklyn Public Library

See All



Vega Nonamotion
NONAMOTION vegaproject 3- keta (sweet elephant)
19 hours ago



Lamiel Navarro
I am finding it quite frustrating that a lot of ebooks t...
June 29 at 12:28pm



Laurel Sheridan
Join us this Saturday for a day of Waging Peace in ...
June 28 at 10:46am

More Posts

FREE TUITION!



THE NEW AMERICAN ACADEMY

The New American Academy is an innovative Harvard-supported charter school that is planning to open a charter school in Community School District 17 (East New York) starting in the 2013-2014 school year.

- Master teacher in every classroom
- 15:1 Student: Teacher ratio
- Teachers will stay with same students through elementary school experience
- Planned enrollment includes a Kindergarten and First Grade in 2013-2014, adding a grade each year until it is a K-8 school
- Absolutely free! Free bus service to all District 19 parents who live at least 1/2 mile from the school

For more information about the school model, which has already been implemented at PS 770 in Crown Heights, please visit www.thenewamericanacademy.org. For questions and to learn more, please contact Nick Ackerman at nick@thenewamericanacademy.org or 718.221.5837.

The New American Academy
thenewamericanacademy.org
Info:nick@thenewamericanacademy.org
718.221.5837

Attachment 3a Sample Weekly Schedule

Sample Student Schedule

	Monday	Tuesday	Wednesday	Thursday	Friday
8:30-9:00	Breakfast *	Breakfast*	Breakfast*	Breakfast*	Breakfast*
9:00-12:30	Morning Academic Block**				
12:30-1:00	Lunch	Lunch	Lunch	Lunch	Lunch
1:00-1:30	Recess	Recess	Recess	Recess	Recess
1:30-3:30	Afternoon Academic Block**				

* Students will be supervised by administrative staff.

**Although the morning is dedicated to ELA and math it is up to each teacher-team to decide how to use the time. This allows each team (under the direction of their master teacher) to tailor their schedule to the specific needs and requirements of their students every day.

** Based upon six thematic units (engineering, agriculture/husbandry, energy, communication, transportation, medicine) our interdisciplinary units are primarily science and social studies focused, although math and ELA are also incorporated.

Sample Teacher Schedule

	Monday	Tuesday	Wednesday	Thursday	Friday
7:30-9:00	Team Meeting*				
9:00-12:30	Morning Academic Block				
12:30-1:00	Lunch/ Break**	Lunch/ Break**	Lunch/ Break**	Lunch/ Break**	Lunch/ Break**
1:00-1:30	Recess/ Break**	Recess/ Break**	Recess/ Break**	Recess/ Break**	Recess/ Break**
1:30-3:30	Afternoon Academic Block				
3:30-5:00	N/A	N/A	N/A	Reflection***	N/A

*Morning meetings are dedicated to discussing students, data, content and pedagogy. This provides a structure for ongoing and timely professional development that directly impacts the instruction taking place later that day.

** Teacher teams will alternate being with the students so that each team can have a 30-minute break.

*** In addition to their daily ninety-minute meetings teachers will have 1.5 hours each week to reflect on their practice as a team.

Attachment 3b Sample 2013-14 Schedule

July				
M	T	W	Th	F
1	2	3	4	5
8	9	10	11	12
15	16	17	18	19
22	23	24	25	26
29	30	31		
August				
M	T	W	Th	F
			1	2
5	6	7	8	9
12	13	14	15	16
19	20	21	22	23
26	27	28	29	30
September				
2	3	4	5	6
9	10	11	12	13
16	17	18	19	20
23	24	25	26	27
30				
October				
	1	2	3	4
7	8	9	10	11
14	15	16	17	18
21	22	23	24	25
28	29	30	31	
November				
				1
4	5	6	7	8
11	12	13	14	15
18	19	20	21	22
25	26	27	28	29
December				
2	3	4	5	6
9	10	11	12	13
16	17		19	20
23	24	25	26	27
30	31			

January				
		1	2	3
6	7	8	9	10
13	14	15	16	17
20	21	22	23	24
27	28	29	30	31
February				
3	4	5	6	7
10	11	12	13	14
17	18	19	20	21
24	25	26	27	28
March				
3	4	5	6	
10	11	12	13	14
17	18	19	20	21
24	25	26	27	28
31				
April				
	1	2	3	4
7	8	9	10	11
14	15	16	17	18
21	22	23	24	25
28	29	30		
May				
			1	2
5	6	7	8	9
12	13	14	15	16
19	20	21	22	23
26	27	28	29	30
June				
2	3	4	5	6
9	10	11	12	13
16	17	18	19	20
23	24	25	26	27
July				
	1	2	3	4
6	7	8	9	10

Map Key

Summer training	7/8-7/26, 8/19-8/30
First/last day of instruction	9/3, 7/2
Curriculum celebrations	10/16,11/20,16,2/12,3/26,5/7
Report cards issued	11/13,3/19,6/18
PD days	10/3,11/7,12/12,1/23,3/3,4/3,5/8
Holidays	See below*
Curriculum mapping	7/3-7/9

*September

2 – Labor Day

October

14- Columbus Day

November

11-Veterans Day

28-29-Thanksgiving

December

23-31-Winter holiday

January

1-3 Winter holiday

21- MLK Day

February

17 Presidents Day

April

18-25- Spring break

May

26- Memorial Day

June

Some salient features of our yearly calendar are:

- We will have a total of 183 days of instruction.
- In July we will begin with 3 weeks of the summer training program for both teacher teams. The first week will take place at Harvard University while the following weeks will take place in New York City.
- The two final weeks of summer training conclude in August.
- Each 6-week interdisciplinary unit will culminate in a curriculum celebration during which students will showcase what they have learned. All members of the TNAACS community will be invited to participate in celebrating and acknowledging our student's learning.
- TNAACS will only recognize federal holidays and breaks that align with the NYCDOE.
- Every 5th week TNAACS will have a professional development day for curriculum work and team reflection. Students will not be in attendance on those days.
- Teachers will meet for a week of curriculum mapping in July after the last day of instruction.

Attachment 4: Student Discipline Policy

The New American Academy exists to inspire leaders and empower learners to help create a better world. The development and nurturing of a unique culture is a critical step in helping us achieve this goal. TNAACS culture will be based upon our H.E.A.R.T values.

Humility

- I ask for help when I don't know something.
- I am willing to try new things.
- I think before I speak.
- I listen to others to understand them when they speak.
- I am equally comfortable with being a leader and allowing others to lead.

Empowerment

- I always give my best effort.
- If I work hard, I will get smarter.
- I learn from my mistakes.
- Instead of pointing a finger, I give a hand.
- I help others by encouraging rather than giving the answer.

Aspiration

- I have a purpose in life.
- There are no limits to what I can accomplish.
- I am driven to realize my dreams.
- I stay focused and balanced.

Responsibility

- I achieve the goals I set out for myself.
- I take care of myself.
- I care about the people around me.
- I protect our school environment and the world around me.

Teamwork

- I am responsible for helping others reach their goals.
- I allow others within my team to have the opportunity to shine.
- I celebrate the success of other teams and learn from them.
- I do not leave others behind.
- Together with others, I will make this world a better place.

We are committed to practicing these values as a school and ask that caregivers and students commit to following them as well.

	Humility	Empowerment	Aspiration	Responsibility	Teamwork
School	Caregivers are a child's most passionate advocates. We commit to working together to ensure success.	We will do whatever it takes to nurture and strengthen our students' creativity, knowledge, and character as we prepare them to excel in their future lives.	We will retain high expectation of academic and socio-emotional success for all of our students.	We will arrive every day by 7:30 A.M. and remain at school until 3:30 P.M.	We promise to communicate regularly with parents about their child's progress and make ourselves available in person and by phone.
Student	I will follow the directions of my parents and all of the adults at school and on the bus.	I will remember: I am unique and special. I have a purpose in life. Together we will make this a better world	I will use appropriate behavior and language at all times.	I will work hard and do my best every day	I will be nice to everyone every day
Caregiver	As the school feels it is a value we will make sure our child follows the TNAAACS dress code every day.	We will do what ever is necessary to support our child's educational success.	We will affirm at home TNAAACS H.E.A.R.T values and expect our child to follow them.	We will make sure our child comes to school every day. We will schedule doctor's appointments, vacations, etc. for days when school is not in session. We understand that there will be consequences for multiple absences.	We will make ourselves available to our child and the school, and respond to any concerns they might have. We will return phone calls from the school within 24 hours. If we are asked to attend a meeting regarding our child's education or behavior, we will attend. If we have any concerns we will raise them with someone at the school.

						We will promptly inform the school if our address and/or phone number changes.
--	--	--	--	--	--	--

Dress Code: TNAACS is a relationship-based model and as such community plays a vital role. Therefore, as in P.S. 770, we will institute a school uniform. This distinctive uniform will be a unifying factor within our school community. It is also a visible signature of our school to the larger community, an indicator of our unity and of our pride of purpose. Moreover, a uniform also imparts a sense of pride, purpose, and responsibility.

While we have identified an inexpensive uniform provider, we understand that all families may not be able to afford the uniform. No student will be denied access to the school because of an inability to purchase the school uniform. We will keep reserves on hand to assist families who cannot afford the uniform.

TNAACS Uniform

Boys	Girls
<ul style="list-style-type: none"> • Navy blue dress pants • White shirt • Red tie • Black shoes 	<ul style="list-style-type: none"> • Navy Blue skirt (with white stockings) • White blouse • Red tie • Black shoes



The following dress code guidelines apply to all students:

1. Students are to wear the TNAACS uniform every day
2. All shirts are to be tucked in and worn appropriately.
3. All pants must fit around the waist. Boys must wear a belt every day. Belts should be of appropriate size and nature, i.e., no large-faced images or symbols which may pose as a distraction.
4. Students may not wear hats, caps, do-rags, or other head coverings in the school (Except in the case of religious observance).
5. For safety reasons the following jewelry will not be permitted: necklaces outside of shirt, chains, chokers, multiple finger rings, and dangle earrings.
6. Girls may wear earrings smaller than a dime.
7. Students may not wear makeup, contacts and hair with color, sparkles or glitter. (Students may use clear lip balm, such as Vaseline, Chapstick, etc. to moisturize lips. As with any items, these may be taken away for inappropriate and excessive use).
8. Students cannot wear shoes that show their toes or heels.
9. Students may not use nail polish
10. or fake fingernail tips.

Code of Conduct: While we believe that a positive school culture and engaging academic program help minimize negative behavior, at times they are not enough and a disciplinary process is needed. In particular, behaviors that disrupt learning or harm oneself or others will not be allowed. Our guiding policy is to be fair, firm and consistent in the application of discipline for inappropriate behavior. To be fair, consequences will “fit the crime” and be developmentally appropriate.

We will have several tiers of disciplinary action.

- 1) Teacher directed. Each teacher-team creates as part of the summer training a classroom management system. While open for adjustment, this system will be used throughout the 5 year looping cycle to ensure consistency. While they may differ from team to team each system will include a series of consequences a teacher may employ is a student misbehaves. Examples of a negative behavior and corresponding teacher directed consequence include but are not limited to:

Behavior	Consequence
<ul style="list-style-type: none"> • Chewing gum • Being out of uniform • Unexcused lateness • Poor posture • Making inappropriate noise • Not listening 	<ul style="list-style-type: none"> • Moving a students pin down to a lower color on the pin chart. • Verbal warning • Removal from group activities • Silent meal

- 2) Master Teacher directed. If a more sever consequence is needed the matter can be referred to the Master Teacher. Examples of a Master Teacher directed consequence include but are not limited to:

Behavior	Consequence
----------	-------------

<ul style="list-style-type: none"> • Fighting • Disrespecting a teacher of faculty member • Deliberately disrupting class • Chronic lateness 	<ul style="list-style-type: none"> • Detention • Communication with parent/guardian • Removal from class • Parent/guardian conferences • Verbal or written apology to community
--	--

3) Headmaster directed. For the most sever cases the matter can be referred to the Headmaster. Examples of a Headmaster directed consequence include but are not limited to:

Behavior	Consequence
<ul style="list-style-type: none"> • Chronic Fighting • Chronic Disrespecting a teacher of faculty member • Chronic Deliberately disrupting class • Consistent lateness 	<ul style="list-style-type: none"> • Parent/guardian conferences • Suspension • Expulsion

The ultimate purpose of each consequence is that students learn and grow from their mistakes. Care will therefore be taken to ensure that students have time to reflect and process either during or after each consequence. These reflections will be shared either verbally or in writing and will form an important part of the disciplinary process.

In addition, violations of the Code of Conduct and consequences are subject to the discretion of the Headmaster and may be adjusted accordingly. Finally, any breaches of state or federal law may be handled in cooperation with New York City Police

Disciplinary Procedures and Due Process: Parents will be notified of all consequences that involve removing students from class, activities or the school. Students will be told of all charges against them and be provided with the opportunity to describe their side of the story. The Headmaster or other school official shall consider this explanation prior to taking disciplinary action. For minor infractions parents may be merely notified and/or a conference requested to assist in resolving the situation. For more serious issues that involve removal of the student from participation in the school, parents will always be notified and have opportunities to discuss and appeal the disciplinary action. In cases where the student has committed a crime or violation of local, state or federal law, law enforcement authorities will be notified.

When the school proposes suspending a student, the parent/guardian will be notified immediately or as soon as practicable by telephone. If the school has the parent/guardian's email address, notification will be provided by email. The parent/guardian will also be notified by overnight mail service or other method to his/her last known address within 24 hours of the school's decision to propose a short-term suspension. The written notice will include the reason(s) for the proposed suspension, the proposed duration of the suspension and whether the proposed suspension will be in-school or out-of-school. The written notice will also advise the parent/guardian that he/she will have the opportunity to request an informal conference with the Headmaster or his/her designee. At an informal conference, the

student and parent/guardian will be given an opportunity to deny or explain the charges, to present his/her own evidence and question the complaining witness(es). A written decision will be issued after the informal conference. The written notice and informal conference shall be in the parent/guardian's dominant language or translation will be made.

Short-Term Suspension: A short-term suspension is defined as an in-school or out-of-school suspension of five days or less. The Headmaster may impose short-term suspension for serious cause. If necessary, the student will be immediately removed from the class or the school. The school staff involved shall make reasonable efforts to verify facts and statements prior to recommending suspension. When the school proposes suspending a student, the parent/guardian will be notified immediately or as soon as practicable by telephone. If the school has the parent/guardian's email address, notification will be provided by email. The parent/guardian will also be notified by overnight mail service or other method to his/her last known address within 24 hours of the school's decision to propose a short-term suspension. The written notice will include the reason(s) for the proposed suspension, the proposed duration of the suspension and whether the proposed suspension will be in-school or out-of-school. The written notice will also advise the parent/guardian that he/she will have the opportunity to request an informal conference with the Headmaster or his/her designee. At an informal conference, the student and parent/guardian will be given an opportunity to deny or explain the charges and to present his/her own evidence. The Headmaster may then, at his or her discretion, decide to impose lesser consequences than suspension. A written decision will be issued after the informal conference. Both the informal conference and subsequent written notice shall be in the parent/guardian's dominant language or translation will be made.

Long-Term Suspension: A long-term suspension is defined as an in-school or out-of-school suspension of more than 5 days. When the school proposes a long-term suspension, the parent/guardian will be notified immediately or as soon as practicable by telephone. If the school has the parent/guardian's email address, notification will be provided by email. The parent/guardian will also be notified by overnight mail service or other method to his/her last known address within 24 hours of the school's decision to propose a long-term suspension. The written notice will include the reason(s) for the proposed suspension, the proposed duration of the suspension and whether the proposed suspension will be in-school or out-of-school. The written notice will also advise the parent/guardian and the student of the student's right to a formal hearing at which he/she may be represented by counsel, cross-examine witnesses against him/her, and present witnesses and evidence of his/her own. If the student or his/her parent/guardian will be represented by counsel at the hearing, notice must be provided to the Headmaster no less than two days before the hearing is scheduled. The written notice and hearing shall be in the parent/guardian's dominant language or a translation will be made. The Headmaster or a delegate will preside over the hearing and all members of the staff who were involved in witnessing the alleged discipline violation are required to participate. A decision by the Headmaster will stand as the final decision regarding the student's long-term suspension status, though the student's family has the right to appeal to the Board of Trustees.

Expulsion: An expulsion is the permanent removal of a student from the school. In the case of conduct which in the school's judgment warrants expulsion, the student may be subjected to a short or long-term suspension first. If the Headmaster decides that an infraction warrants

expulsion, a hearing as described above will be held. Based on that hearing, the Headmaster will make a recommendation to the Board of Trustees, which will make the final decision. That decision may be appealed to the Board. If the school expels a student, the school will cooperate with any school to which the student seeks to enroll, including providing the receiving school with all relevant information regarding the student's academic performance and student records, upon request of the school or parent/guardian.

Students with Disabilities: The school's disciplinary policy, as regards any student with a disability, will be consistent with the Individuals with Disabilities Act (IDA), its implementing regulations and applicable New York State law respecting students with disabilities. The school will cooperate with the Committee on Special Education ("CSE") of the student's district of residence as necessary to ensure compliance with all applicable laws and regulations.

Generally, a student with, or suspected of having, a disability may be disciplined in the same manner as his/her non-disabled peers as set forth above. However, when a student is suspended for more than ten days, or on multiple occasions that, in the aggregate, amount to more than ten days in a school year, additional safeguards are in place to ensure that the student's behavior was not tied to or was a manifestation of his/her disability. An exclusion from school for a period greater than 10 days, as described in this paragraph, is considered a change in placement.

A student whose Individualized Education Program (IEP) includes a Behavior Intervention Plan (BIP) will be disciplined in accordance with the BIP. If the BIP appears not 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 an infraction, the matter will be immediately referred to the Committee on Special Education (CSE) 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, the school will contact the CSE for reconsideration of the student's educational placement. Such 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.

TNAACS will work with the CSE to ensure that it meets within seven days of notification of any of the following:

- 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 any infraction resulting from the student's disability; or
- The commission of any infraction by a student with a disability, regardless of whether the student has previously been suspended during the school year, if, had such an infraction been committed by a non-disabled student, the Headmaster would seek to impose a suspension in excess of ten days.

Specifically, when a change of placement of greater than ten days is proposed, a manifestation

team consisting of: (a) someone from the CSE who is knowledgeable about the student and can interpret information about the student's behavior generally; (b) the parent/guardian; and (c) relevant members of the student's CSE IEP team (as determined by the parent and CSE) shall convene immediately if possible, but in no event later than ten days after the decision to change placement, to determine whether the conduct was a manifestation of the student's disability.

In the event of a proposed short-term or long-term suspension or expulsion of a student with disabilities, the school will follow the notice procedures described above for students without disabilities. The notice to the parent/guardian will advise that the CSE has been notified. The notice will state the purpose of the CSE meeting and the names of the expected attendees, and indicate the parent/guardian's right to have relevant CSE members attend.

The manifestation team must review the student's IEP together with all relevant information within the student's file and any information provided by the parent/guardian. If the manifestation team concludes that the child's behavior resulted from his disability, the manifestation team must conduct a functional behavioral assessment (FBA) and implement a behavioral intervention plan (BIP) to address the behaviors giving rise to the conduct, unless an FBA or BIP was made prior to the student's violation of school rules giving rise to the suspension, in which case each should be reviewed and revised, if necessary, to address the behavior. A student whose IEP includes specific disciplinary guidelines will be disciplined in accordance with those guidelines. If the disciplinary guidelines appear not to be effective or if there is concern for the health and safety of the student or others if those guidelines are followed with respect to a specific infraction, the CSE may consider a change in the guidelines.

Moreover, the student must also be returned to his or her original placement (i.e., the placement from which he/she was removed), unless: (a) the parent and district agree to another placement as part of the newly created or revised BIP, or (b) in cases where the child:

- (i) carries or possesses a weapon to or at school, on school premises, or to or at a function under the jurisdiction of the State or local educational agency;
- (ii) knowingly possesses or uses illegal drugs, or sells or solicits the sale of a controlled substance, while at school, on school premises, or at a school function under the jurisdiction of the State or local educational agency; or
- (iii) has inflicted serious bodily injury upon another person while at school, on school premises, or at a school function under the jurisdiction of the State or local educational agency;

The Committee on Special Education shall determine an appropriate Interim Alternative Educational Setting ("IAES"), which shall not exceed 45 days.

If a student does not currently have an IEP, but prior to the behavior which is the subject of the disciplinary action, the school has a basis of knowledge that a disability exists, the student's family may request that the student be disciplined in accordance with these provisions.

Alternative Instruction: Students who are suspended will be provided with alternative instruction. Arrangements will be made between the school and each individual family on a case-by-case basis. In cases of suspension, alternative instruction by qualified staff will be offered within 24 hours of any suspension. Such instruction can be at a location and time of the school's choosing, so long as each is reasonable and the student has notice of it. The school can choose to provide tutoring to a suspended student at the school, the student's home or some other reasonably accessible location, either during the school day or before or after school hours. Alternative instruction means actual instruction as opposed to simply giving homework or assigning self-study. The quality of the instruction will be designed to allow the student to keep pace with school-work, receive all assignments and assessments, and generally advance with the curriculum. In addition, when appropriate, the student may be assigned a project designed to address the conduct that gave rise to the suspension. During long-term suspensions, the school may also seek to place the student during the term of the suspension in any alternate education program that is operated by the student's school district of residence. For a student who has been expelled by the school, the means and manner of alternative instruction will be the same as for a student who has been suspended. Alternative instruction will be provided until the student is enrolled at another accredited school, or otherwise participating in an accredited program, including any alternative education program operated by the student's school district of residence, to the extent the provision of such services is required by law. As above, the school may seek, where appropriate, to place the student in an alternative education program operated by the student's school district of residence either through agreement with the school district or by operation of law.

If the suspension of a student with a disability is upheld, the student, at the school's sole discretion, may be placed in alternative instruction, or be required to remain at home during the pendency of the suspension, but not for a period of time greater than the amount of time a non-disabled student would be subject to suspension for the same behavior. A suspended elementary school student will be assigned to alternative instruction for direct instruction for a minimum of one hour per day. The school will assign staff to develop alternative instruction that will enable the student to complete required coursework and make sure that the student progresses toward his/her IEP goals. If the school believes it is unable to accommodate the provisions of the student's IEP, it will immediately contact the CSE to convene a meeting to remedy the situation. The school will coordinate with the student's general education teachers to ensure that the coursework and homework is gathered and provided to the student. During alternative instruction, the school will insure all assignments are taught, reviewed, and submitted to the general education teacher in a timely fashion. In addition, when appropriate, the student may be assigned a project designed to address the behavior that gave rise to the suspension.

Bus Policy: Appropriate behavior on school buses is necessary at all times to make transportation safe and efficient; therefore, misconduct on the bus will not be tolerated. The following system is in place in the event a student does not behave properly on the bus:

- 1st incident: a warning is issued
- 2nd incident: the student will not be allowed to use the bus for one day
- 3rd incident: the student will not be allowed to use the bus for an entire school week
- 4th incident: the student will be prohibited from using the bus.

Gun-Free Schools: Federal and State Law require expulsion from school for a period of not less than one year for a student who is determined to have brought a firearm to the school, or to have possessed a firearm at school, except that the Headmaster may modify such expulsion requirement for a student on a case-by-case basis. "Weapon" as used in this law includes firearms and explosives. The Headmaster shall refer a student under the age of sixteen who has been determined to have brought a weapon or firearm to school to a presentment agency for a juvenile delinquency proceeding. Any action taken by criminal justice or juvenile agencies will be in addition to, and independent of, discipline imposed by a school.

Mr. Varleton McDonald



Educational Philosophy

School improvement must be driven from the bottom up – the entire school community, students, teachers, parents and community members, as equal partners, must be able to engage, to collaborate, to plan and be held responsible for their efforts. Students must feel respected by their teachers, teachers must have a voice at the table, parents must be engaged and the outside community must be part of the school community. In spite of all the obstacles we must buy into a “no excuses” philosophy, our goal: to develop a rigorous and nurturing preK – 12 educational experiences that would support graduating our high school students in four years.

Employment

NEW YORK CITY DEPARTMENT OF EDUCATION

Senior Education Analyst, July 2006 – Present

Serve as Empowerment Schools Network Leader for a cohort of 25 citywide schools ranging from pre K to 12 grades. Primary task is to provide administrative support in closing the achievement gap in student performance. Assist principals in identification of target groups to focus instructional intervention strategies. Employ a team which consists of achievement specialist and operational managers who school analyze data and determine by projection school progress.

Local Instructional Superintendent, July 2005 – July 2006

Served as Local Instructional Superintendent for a network of high schools in Region 5 who is responsible for the development of a collaborative model for training and support of principals. Worked with New Visions for Public Schools to establish a Campus Council as a forum for driving the instructional programs and school safety procedures on the Jefferson Campus. Our network and Campus Council are accountable for schools reaching and exceeding the New York State standards. Also serve as a facilitator for school teams at New Visions for Public Schools retreats.

Principal, September 2004 – June 2005

Instructional leader for Thomas Jefferson High School a SURR (School Under Registration Review) high school under redesign (phase-out). Created safety “best practices” for school identified as IMPACT. Responsible for creating academic interventions to address poor student performance and attendance. Provided intense professional development for administrators and pedagogues to bolster and raise school-wide academic rigor to meet New York State standards. Supervised and accountable for a staff of (11) assistant principals, (100) teachers and support staff. Influential in the development of 4 small learning communities housed within Thomas Jefferson High School Campus while forming procedures for phase out of host school. Collaborated with regional staff to facilitate supportive alternative placement for students not meeting New York State standards who were over age or under credited.

Principal, March 2004 – June 2004

Implemented region and school-wide instructional goals and objectives: worked with School Leadership Team (SLT) to execute school programs, policy and procedures for teaching and learning. Along with school administration, I built a shared concept for the direction of Thomas Jefferson High School as a campus environment. Developed an intensive professional development plan, inclusive of teachers and administrators to build capacity and raise the instructional bar. Created ongoing evaluation of each department and administrator. Proactively sought external community resources to assist in the needs and success of all students.

Assistant Principal/Security, September 2002 – March 2004

Created and implemented school, region and city-wide discipline policies. Wrote proposals for programs designed to service at-risk students. Monitored progress of at-risk youth, assisted families with intervention strategies when needed. Collaborated with and supervised guidance counselors in identifying at-risk students and created appropriate student programs and services that supported strengths and minimized student’s deficiencies. Supervised the Alternative Education Center and created alternative assessments to promote all students success at Wadleigh Secondary.

Assistant Principal/Physical Education, September 2002 – March 2004

Supervised instructional personnel for physical education department. Supervised physical education teachers, observed instruction and facilitated professional development within the department at Wadleigh Secondary.

Athletic Director, February 2003 – March 2004

Supervised coaches and school athletes. Coordinated athletic activities scheduled for the year. Liaison with college recruiters and athletes. Monitored eligibility of athletes and administered PSAL compliance regulations for Wadleigh Secondary.

Assistant Principal – Summer School, June 2002 August 2002

Facilitated Chancellor's District summer school curriculum, coordinated and administered exams and observed teacher instruction at Wadleigh Secondary.

Assistant Principal/Security-Social Studies PM School, September 2001 – June 2002

Administered district discipline policy for PM School and supervised instruction of the Social Studies Department at Theodore Roosevelt High School.

Assistant Principal of Security, February 2001 – April 2001

Supervised deans in Theodore Roosevelt High School – enforced district and school disciplinary policies.

Director of Vocational Counseling, February 2000 – 2001

Coordinated Co-op and School-to-Career Programs for Park East High School students.

Athletic Director, 2000 – 2001

Coordinated and scheduled Inter-scholastic school oriented athletic and educational activities.

House Coordinator, February 2000 – February 2001

Integrated academic and educational resources submitted by community based organizations into educational plans to assist in daily instruction with a goal to increase graduation and enhance successful post-secondary opportunities for at-risk students.

Teacher, September 1986 – 2001

Instructed History and Global Studies curriculum on the regent level.

Dean, September 1986 – 2001

Organized and facilitated group counseling sessions with at-risk students. Conducted family counseling sessions as an intervention strategy to alleviate behavioral and/or substance abuse problems. Lectured and provided experiential activities for students at risk for dropping out of school.

Facilitator, September 1989 – 2001

Coordinated and instructed Peer Mediation curriculum. Served on the New York City Advisory Board for developing whole learning strategies in **Negotiations and Mediation**.

Teacher, September 1986 – September 1987

Career Education for students with attendance problems as a component of the Attendance Improvement Dropout Program (AIDP)

COLUMBIA UNIVERSITY SCHOOL OF SOCIAL WORK

Group Leader, June 1992 – January 1994

Facilitated developmental groups with at-risk adult male population from work release programs. Intervention strategies included information and skill-building in refusal techniques for substance abuse, STD prevention and AIDS awareness. Also referred clients to community based organizations, clinics and other agencies as necessary.

FEATHERBED LANE YOUTH CENTER, INC.

Coordinator of Services, March 1987 – June 1993

Directed, supervised and coordinated a comprehensive prevention services program for families experiencing high stress levels, intra family violence, and drug related problems or life crisis situation (e.g. HIV/AIDS, unemployment). Referred such families or individuals to appropriate agencies, social workers or therapists.

Education

SAINT JOHN FISHER COLLEGE

Doctoral Student of Education Leadership

Expected conferral August 2013

THE COLLEGE OF NEW ROCHELLE
M.S. Guidance and Counseling 2001

CITY UNIVERSITY OF NEW YORK
M.Ed., Administration and Supervision
3.0 G.P.A. *Internship at Board of Education, Supervisory position*

CORNELL UNIVERSITY/SCHOOL OF ENGINEERING
Synthesis Program
Completed Course in special computer application

NEW YORK INSTITUTE OF TECHNOLOGY
Bachelor's Degree, Communication 1979

NATIONAL COUNCIL ON ALCOHOLISM/WESTCHESTER TPAC
Completed 250 hours towards CAC Certification, 1994

NATIONAL COUNCIL ON ALCOHOLISM/ROCKLAND PPAS
Completed 200 hours toward CAC Certification, 1994

STUYVESANT SQUARE REHAB/BETH ISRAEL HOSPITAL, *INTERNSHIP, 1994*
Clinical Counseling

Certifications

New York State Education Department/School District Administrator
New York State Education Department/School Administrator/Supervisor
New York State Education Department/School Counselor – Provisional
The State Education Department Teacher Certification/Social Studies 7-12
New York City Public School License/Assistant Principal Administration
New York City Public School License/Day High Schools – Social Studies
Office of the Superintendent of Manhattan High Schools/Facilitator
Peer Mediation and Negotiations
New York State Education Department/First Aid
Red Cross/CPR-AED – FIRST AID
New York City P.S.A.L. Coaches Certification
Hospital for Joint Diseases/Athletic Injury

Coaching Clinics

Youth Sports Services, 1996
William Patterson College – Reebok 1996
Chuck All Stars Nike Challenge 1995
Blue Chip Shootout – Rutgers University 1996
Blue Chip Shootout – Rutgers University 1995
East Coast Invitational – Converse 1995
St. John's University Coaching Academy – Lou Carnesecca – 1995

Skills

Desktop Publishing
Computer Applications in MAC and IBM format
Motivational Speaking
Data Analysis
Knowledge of Treatment Planning
Vocational Training and Education

Affiliations

Manhattan High School, Conflict Resolution Conference

*Manhattan High School, **Multicultural Education Committee***
*Make the Grade Foundation, **Director***
*Al Murph George Foundation, **Director***
*Member – **Black Coaches Association***
*Member – **National Girls and Women Sports Committee***

References furnished upon request

School Trustee Background Information
--

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

Name: Varleton Mcdonald _____

Charter School Name: _The New American Academy Charter School_____

Charter School Address: ___TBD_____

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

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 have been an active member in the strategic planning of the existing model of the school. Headmaster Waronker extended the opportunity for my board participation in the charter school

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

I am interested in staying on track with the mission of The New American Academy. My participation on the board would assure that the integrity of the mission is intact.

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:

I have served on the Strategic Planning Team for TNAA with Dr. Leo Casey, Krista Barron, Nancye Miller, and Dr. Eileen McGowan

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 Shimon Waronker since he was a principal at MS 22 in the Bronx. I am currently network leader of the Maverick Education Network, of which PS 770 is a member.

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.

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

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

15. Please indicate whether you, your spouse or other family member is a director, officer, employee, partner or member of, or is otherwise associated with, any organization which filed an application in conjunction with the charter school, i.e., is partnered with the charter school. To the extent you have provided this information in response to items 9-12, you may so indicate. 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.

Below describes the manner that I would deal with the above situation. I have noted that this is a hypothetical scenario

First, prior to board participation and commitment each board member will sign an disclaimer or affidavit stating that they will in no way use the school and school resources for their own benefit. The terms *of use of resources* for their own benefit will be explained in detail in clean and concise language. This disclaimer will be part of code of ethics that will include a number of potential violations. The understanding that violations will potentially result in termination from the board

Second, a board review and vote would determine level of disciplinary action. My belief is there must be 100% transparency on all intentions and/or interactions regarding the school.

I would not make a decision in isolation. It is imperative that the board be active participants as vested stakeholders in the charter

Educational Philosophy

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

The New American Academy empowers learners and inspires leaders to create a better world. This means that every child will be engaged in skills that are relative to real life applications including being able to make concrete decisions based in ethical mores.

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

The New American Academy has embarked on an innovative program that is based on successful research based educational models. This program engages students at 15:1 student teacher ratio, which has been proven through research to be effective in teaching children. There are 4 teachers in every classroom inclusive of one special education teacher to assure that all children are supported using differentiated instructional strategies. This program incorporates professional learning for teachers every day, which guides teaching and learning. Children are learning real life skills as foundational learning for core competencies. There are built in incentives for successful teaching. The model also includes peer evaluation where teachers are supported and evaluated by each other.

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. The charter school must be accountable
2. Be proactive projecting and resolving issues related to operations
3. Include community/public in charter school community
4. Create learning opportunities for children and adults
5. Use autonomy in ethical fashion
6. Create frequent monitoring systems as means to analyze trends
7. Implement professional development that will support all staff to decipher trends
8. Create common opportunities for teachers to support each other
9. Create learning opportunities for all students
10. Create systems of communications that supports and informs all staff

Other

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

The role of appropriate role of a public charter school board member includes but not exclusive to

1. Provide rigorous academic environment for all students
2. To provide students and families with the best teachers
3. To find ways to include parents in the decision making of the school
4. Make certain that school complies with all regulatory requirements to maintain charter
5. Manage employee discipline
6. Inform public of progress
7. Gather resources that will support school mission

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 that I have read the charter school application, the school boards by-laws and all proposed policies

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

Leo Casey

Leo Casey is Executive Director of the Albert Shanker Institute, a not for profit 'think tank' endowed by the American Federation of Teachers to focus on issues of public education, unionism and democracy promotion internationally. Casey was appointed to that position by an unanimous vote of Institute's Board of Trustees in June 1012..

Prior to assuming his current position at the Shanker Institute, Casey served as Vice President from Academic High Schools for the United Federation of Teachers, New York City's 200,000 person strong teacher union. He is a New York City native and the son of two New York City public school teachers. Casey attended Antioch College in Ohio, the University of Dar Es Salaam in Tanzania and the University of Toronto in Canada, where he earned a Ph.D. in Political Philosophy.

After a stint in political organizing, Casey began his teaching career in 1984 at Clara Barton High School in the Crown Heights section of Brooklyn. There he taught classes in Civics, American History, African-American Studies, Ethical Issues in Medicine and Political Science for fifteen years. For ten years in a row, his classes — entirely students of color, largely immigrant and largely female — won the New York City championship of the national *We The People* civics competition, winning the New York State championship four times and placing fourth in the nation twice. He was recognized in the *Congressional Record* for the achievements of his classes in the competition.

Casey's union activism at Clara Barton began in 1987, when he led an effort to have the school building closed to clean up major asbestos contamination caused by the Department of Education's renovations. He served as UFT Chapter Leader at Clara Barton for ten years. He has a long history of union involvement, including work as a United Farm Worker's organizer, and participation in the first unionization drive of graduate teaching assistants in Canada.

In 1999, Casey became a full-time UFT Special Representative for High Schools, a position where he worked closely with previous High School Vice Presidents John Soldini and Frank Volpicella. He was elected Vice President from Academic High Schools in October 2007. As Vice President he teaches a class in Global Studies every day at Bard High School Early College in Manhattan.

Casey has served as Vice President of the Graduate Student Union at the University of Toronto and on the executive of the Ontario Federation of Students. He was editor in chief of the *Antioch College Record*, and National Field Director of Democratic Socialists of America. He was a fellow of the Teachers' Network

Leadership Institute from 1995 to 2008. He served as the New York State Teacher Reviewer for the National Standards for Civics and Government Project.

Casey has won several awards for his teaching, and was named national Social Studies Teacher of the Year for the *American Teacher Awards* in 1992. Casey led the design team for the UFT's Secondary Charter School, and has served as the liaison between the Board of Trustees, on which he sits, and the school. He has worked with teacher unions and teachers in Russia, Tanzania and China on the development of civics education. Casey has written extensively on civics, education, unionism and politics, and was a frequent contributor to the UFT blog, Edwize.

CURRICULUM VITÆ DR. LEO EDWARD CASEY



Post-Secondary Education:

1. Institution: University of Toronto, Canada.
Dates Attended: September 1975 to June 1982.
Department: Political Science, School of Graduate Studies.
Major Area: Political Philosophy; Minor Areas: American Political Science and Political Economy; Comparative Politics of Developing Areas.
Degrees Awarded: M.A., 1976; Grade Average: A; Ph.D., 1989.
Ph. D. Dissertation: *Confronting The State of 'Iron Cages': The Problem of State Authoritarianism in Modern Democratic and Socialist Political Theory.*
2. Institution: University of Dar Es Salaam, Tanzania.
Dates Attended: September 1974 to June 1975.
Status: One Year International Exchange Program.
3. Institution: Antioch University, Yellow Springs, Ohio.
Dates Attended: June 1971 to June 1975.
Major: Political Science.
Degree Awarded: B.A., 1975.

Professional Experience:

1. Executive Director, Albert Shanker Institute. 2012-present. (Leads not for profit 'think tank' endowed by the American Federation of Teachers in its work on public education, unionism and international democracy promotion.)
2. Vice President, Academic High Schools, United Federation of Teachers, New York City. 2007-2012. (Represented high school teachers in 400 New York City public high schools; directed union's charter work; represented union in public forums; taught one class at Bard High School Early College.)
3. Special Representative for High Schools, United Federation of Teachers, New York City. 1998-2007. (Work on education reform and educational standards

issues; led team which designed the UFT Secondary Charter School; international civics work with teacher unions in Russia and Tanzania and teachers in China.)

4. Teacher, Social Studies, Clara Barton High School, New York City Board of Education. 1984-1998. (Wrote curriculum for and taught the following courses: Advanced Placement American Government and Politics [Introductory College Course]; Honors Program American History and Government; African-American Studies; Global [African and Latin American] Studies; Ethical Issues in Medicine.)
5. Adjunct Lecturer, College Now program of Kingsborough Community College, City University of New York. 1985-1992. (Introductory Social Sciences course: preparation of curriculum, bi-weekly lectures and discussions; marking of research papers and exams.)
6. Teaching Assistant, Department of Political Science, University of Toronto, 1980-82. (Joint graduate/undergraduate course in Political Theory and Introductory Political Science course: preparation of weekly one hour seminar presentation on course material; organization of weekly one-half hour discussion period; occasional lectures; marking of term papers and exams.)
7. Lecturer, School of Continuing Studies, University of Toronto, 1978-79. (Course in the field of Political Theory and Contemporary Political Issues: development of curriculum; preparation of weekly one hour lectures covering course material; direction of one-half hour weekly discussion period.)

Area of Teaching and Research Competency and Interest:

Political Philosophy; American Politics and Political Economy; The Politics of Education; Comparative Politics of Developing Areas, with concentration of African and Latin American Politics; Political Science Survey; Social Science Survey; Political Sociology; Socialist and Radical Democratic Theory; Feminist Theory; African-American Politics; Ethics and Politics.

Professional and Academic Awards and Fellowships:

1. Fellow, Teacher Policy Institute, New York City, 1995-96; Senior Fellow, Teacher's Network Policy Institute, 1996-2004.
2. New York State Teacher Reviewer, National Standards for Civics and Government Project, Center for Civic Education, 1993.
3. Secondary School Teacher of the Year, Long Island University Award, 1992-93.
4. Outstanding Social Studies Teacher of the Year, American Teacher Awards, 1992-93.
5. University of Toronto Doctoral Fellowship, 1977-78, 1978-79, 1979-80.
6. University of Toronto Connaught Fellowship, 1976-77.
7. University of Toronto Masters Fellowship, 1975-76.

Publication Record:

1. Contribution to "Symposium on Teacher Unions and Public Education" in *Perspectives on Politics*, March 2012. [Vol. 10, No. 1]
2. "Reflections on 'Children First'" in *Education Reform in New York City*. Jennifer O'Day, Catherine Bitter and Louis Gomez, editors. Cambridge, MA: Harvard Education Press, 2011.

3. "Still the Ashes of the Old: Human Rights and Labor Rights in Castro's Cuba" in *Dissent*. Winter 2011. [Volume 57, No. 1]
4. "Teaching Democratic Citizenship and the Freedom of Political Expression" in *Activism*. Jill Hamilton, editor. Toronto, CA: Gale Publishing, 2009.
5. "No Redemption Song" in *Dissent*. Spring 2009. [Volume 56, No. 2]
6. "The Quest for Professional Voice" in *American Educator*. Summer 2007.
7. "The Educational Value of Democratic Voice" in *Collective Bargaining in Education: Negotiating Change in Today's Schools*. Jane Hannaway and Andrew Rotherham, editors. Cambridge, MA: Harvard Education Press, 2006.
8. "How To Make Teacher Caring Effective" in *New York Teacher*, November 17, 2005.
9. "Still Separate, Still Unequal: The Continuing Struggle for Racial Justice in American Education" in *Dissent*, Winter 2004 [Volume 51, No. 1]
10. "Education and American Federalism" in *Twenty-First Century Schools Project Bulletin*, January 2004. [Volume 4, No. 1]
11. "Questioning Halabja: Genocide and the Expedient Political Lie" in *Dissent*, Summer 2003 [Volume 50, No. 3].
12. "Teaching the Lessons of 9/11" in *Dissent*, Winter 2003 [Volume 50, No. 1].
13. "Rejoinder to Michael Walzer's 'Terror and the Response'" in *Dissent*, Winter 2002 [Volume 49, No. 1].
14. "The Charter School Conundrum" in *Rethinking Schools*, Spring 2000.
15. "Subverting Power in Sexuality" with Lorna Wier, *Socialist Review* 75/76, May-August 1984.; Reprinted in *Class and the Feminist Imagination*. (Philadelphia: Temple University Press, 1989.)
16. "Sexual Politics and the Subversion of the Public Sphere" in *Perspectives on Sexual Politics and Democratic Socialism*. (Chicago: DSA, 1983.)
17. "The Road to Nowhere: The Democratic Presidential Campaign" in *Democratic Left*. Volume XI, No. 4. (April 1983.)
18. *Democratizing Education*. Co-edited with Peg Strobel. (Chicago: NAM, 1981.) Includes my article "A Strategy for the Student Movement."
19. "Whose Freedom and Whose Press?" with Gary Kinsman, *The Body Politic*. Issue 63 (May 1980.) Reprinted in *Flaunting It!* (Toronto: New Star Books, 1982.) and *Alternative Presses*. (Philadelphia: Temple University Press, 1983.)
20. "Toronto the Bad: The 1980 Municipal Election" in *This Magazine*. (February-March 1981.)
21. "Banking on Apartheid" in *Last Post*. (June 1978.)
22. "The Struggle for South Africa" in *Monthly Review*. (January 1978.)
23. "Students and Apartheid" in *Education Editor*. (November-December 1977.)
24. "American Education and the Student Movement" in *Antioch Record*. (Special Spring 1974 issue.)

Review Articles:

1. Review of Danielle Allen, *Talking To Strangers: Anxieties of Citizenship since Brown v. Board of Education* in *Dissent*, Fall 2006 [Volume 52, No. 4.]
2. Review of Bob Moses, *Radical Equations: Math Literacy and Civil Rights* in *Dissent*, Fall 2001 [Volume 47, No. 4.]
3. Review of Jervis Anderson, *Bayard Rustin: Troubles I've Seen* in *New Labor Forum*, Fall 1997. [Number 1]

Papers and Lectures:

1. "Leviathan as 'Publique Sword': The Use of Metaphors of War in Political Discourse" at 1990 American Political Science Association Annual Meeting and Political Science Department, University of California at Berkeley, March 1991.
2. "Radical Democratic Politics and the Quest for Moral Meaning in Modernity" at 1991 New York State Political Science Association.

Offices:

1. Vice President, United Federation of Teachers, 2007-2012.
2. Member, Board of Directors, New York State United Teachers, 2007-2012.
3. Director, John Dewey Educational Foundation, 2006-2010.
4. Member, Board of Directors, New York Labor History Association, 1999-2007.
5. Member, Executive Board, United Federation of Teachers, 1993-1995 and 2007-present, and Chapter Chairperson, Clara Barton High School, United Federation of Teachers, AFT, AFL-CIO, 1988-98.
6. Member, Board of Directors, Teachers' Centers Consortium, 1992-98.
7. National Field Director, Democratic Socialists of America, 1982-84.
8. Elected executive member, Ontario Federation of Students; Chair, OFS Committee on Employment, OFS Committee on Provincial Government Policy, 1978-79.
9. Vice-President, Graduate Students' Union, University of Toronto, 1977-78.
10. Elected Student Representative, Antioch College Council, 1972-73.

Non-Academic/Non-Educational Employment Record:

1. Executive Assistant, Academic High Schools, United Federation of Teachers: 1990-98. (Responsible for assisting and trouble shooting for the UFT President and Vice-President for Academic High Schools); 1990-98.
2. Field Director, Democratic Socialists of America, New York, New York; June 1982 through December 1983. (Responsible for initiation and development of locals, for coordination of national political work with local activity and for development of political program of DSA in consultation with elected volunteer leadership.)
3. Editor-in-Chief, Antioch Record, Yellow Springs, Ohio; 1973-74. (General responsibility for weekly college community newspaper; oversight of full time production staff of two.)
4. Organizer, United Farmworkers Union, AFL-CIO, Los Angeles, California; 1972-73. (Responsibilities included office work and precinct organizing in an election campaign to fight anti-union ballot measure.)
5. Organizer, Harrisburg 8 Defense Committee, New York, New York and Harrisburg, Pennsylvania; 1971-72. (Responsible for field work in national defense committee for Catholic anti-war activists charged under conspiracy laws.)

Professional Association Memberships:

American Political Science Association, National Council for Social Studies, New York Labor History Association, University and College Labor Education Association.

School Trustee Background Information
--

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

Name: LEO EDWARD CASEY

Charter School Name: NEW AMERICAN ACADEMY CHARTER SCHOOL

Charter School Address: T.B.D.

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, TREASURER

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 worked with and supported the New American Academy that is a NYC Department of Education school since its inception, including negotiating the

memorandum of agreement which includes a number of variances from the general collective bargaining agreement between the NYC Department of Education and the United Federation of Teachers. It is through that work that I was asked to become a trustee of the charter school.

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

It is my desire to see the model of schooling developed in the New American Academy, with its rich curriculum, its developmental view of education, its team teaching, and its professional career continuum.

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):

In the past, I served as a Trustee of the UFT Charter School.

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

This does not apply to me. Yes.

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

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

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

This does not apply to me. Yes.

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

Conflict of Interest

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

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

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

I know prospective trustees Varleton (Mac) McDonald and Evelyn Castro professionally, as NYC Department of Education officials with whom I interacted as an officer of the United Federation of Teachers. I know all of the trustees -- Nancye Miller and Krista Dunbar, as well as McDonald -- as fellow members of the New American Academy strategic planning committee.

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.

Knowledge that a member of the board was acting on behalf of personal or private interest and contrary to the school's interest would need to be raised with the entire board. Appropriate action would need to be taken, which would include in many circumstances, a board action asking for the resignation of the individual(s) involved. If the situation required such action, and yet the board did not act on it, I would resign from the board and report the situation to the authorizer.

Educational Philosophy

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

The school's stated mission is "to empower learners and inspire leaders to create a better world." This mission involves providing to the young people who enter their doors a rich, rigorous curriculum, and a progressive pedagogy in which students are actively engaged in their own learning. This education is designed not just to provide individual students with the necessary foundation for success in secondary and post-secondary education and beyond, but also to provide them with the skills and dispositions of citizens in a democratic society who recognize and act on the civic imperative to overcome injustice in our world.

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

The educational program has a number of distinctive features:

- Teams of four teachers, led by a master teacher and including a teacher of special education and a teacher of foreign languages, which work with cohorts of 60 students in a 15:1 student-teacher ratio;
 - A professional career ladder which supports the division of labor and responsibility on each team, and provides compensation for added responsibility and additional time;
 - Looping of teachers and students, so the above team would stay with the same cohort of students as they moved through the grades;
 - Daily period of 90 minutes for team planning and evaluation, as well as regularly scheduled days for professional reflection;
 - A rich curriculum and extended school day, with instruction in two foreign languages and in the arts;
 - A progressive pedagogy, modeled after the Waldorf schools;
 - Five week long professional development, in cooperation with the Harvard Graduate School of Education, for all teaching staff.
20. Please indicate what you believe to be the characteristics of a successful charter school. In particular, please provide the specific steps you think the board of the charter school will need to take to ensure that this charter school is and remains successful.

A successful charter school is one which remains true to the original vision of what a charter school should be: a public school, in the fullest meaning of that term, in which educators are given the opportunity to engage in real innovation in a context free of the many bureaucratic restrictions imposed by the district, in return for producing an outstanding record of academic achievement at the school. Further, a successful charter school understands itself to be part of a broader community of public schools, and shares the results of its work with other schools in that community.

Other

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

The primary responsibility of the board member is to ensure that the school is led by educators who understand and are committed to the school's vision and charter and have the requisite leadership skills to actualize them in the work of the

school. The secondary responsibility is to review school policy, school budget and school expenditures, and to ensure that they are all on a firm footing. The board member does not manage the school itself, but ensures that the staff and procedures necessary for good management are in place and working.

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

I so affirm.

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

Krista J. Barron

EXPERIENCE

**Cahn Fellows Program, Teachers College,
Columbia University**

**New York, NY
September 2006 -
present**

Executive Director

- Increase principal applications by more than 30% by refining marketing tools and strategies
- Collect data to improve curriculum with faculty and deliver more than 20 days of top-rated professional development to over 50 school leaders every year
- Launched Cahn Alumni Network providing at least four events and newsletters every year to over 150 school leaders
- Raised over \$2.5M in multi-year gifts and introduced a culture of 100% giving by board of directors
- Reduced budget by 10% and contained costs over last six years while expanding alumni offerings
- Supervise three staff, six professors and various consultants; retained all faculty advisors since 2006
- Successfully structured partnership with Newark and Chicago public schools to broaden program impact and revenue base

Frederick Douglass Academy
*English Teacher and Curriculum Chair on School
Leadership Team*

**New York, NY
July 2000 - July 2004**

- Designed Advanced Placement course and recruited over 20 students each year, 60% of whom earned college credit
- Coordinated monthly professional speaker series, with guests including Eliot Spitzer, Arthur Golden and Ruth Reichl
- Established a credit recovery humanities program funded by the Gilder Lehrman Society

East Brunswick High School
English Teacher

**East Brunswick, NJ
September 1998 - July
2000**

- Developed curriculum with lesson plans and objectives for academic units in grades 10- 12

RELATED EXPERIENCE

Panasonic National School Change Award **New York, NY**
Judge **May 2007 - present**

- Read, score and, with a committee, select six schools out of 60+ applicants for national award

New American Academy **New York, NY**
Strategic Planning Committee Member **August 2009 - present**

- Collaborate with a diverse team of education, union and business leaders to design and scale up an innovative K-5 public school model that opened September 2010

Archdiocese of New York **New York, NY**
Strategic Planning Committee Member **January - July 2009**

- Made recommendations on principal recruitment, training, evaluation and compensation for the superintendent's strategic plan, *Pathways to Excellence*

Channel 13 Celebration of Teaching and Learning Conference **New York, NY**
Presenter **March 2012**

- Delivered presentation with school leaders on effective teacher teaming practices

Journal of Staff Development **Vol. 32, No. 1**
Contributing Author **February 2011**

- Co-authored *Fellowship Connects Principal Learning to Student Achievement: How an External Benefactor, a Research University, and an Urban School District Build Capacity for Problem Solving*

Seminar on Occupational Education **Peru, IL**
Presenter **November 2008**

- Made recommendations to an international audience and a committee that compiled the *How to Address America's Education Challenge* report

Principalship in the New Era Conference, **New York, NY**
New York University **June 2007**
Presenter

- Served as a panelist to discuss the leadership qualities as well as

support needed to excel as a principal

AFFILIATIONS

The New York Academy of Public Education **New York, NY**
Member **October 2012 - present**

- Exchange ideas with select group of school and university leaders to improve urban education

Housing Works, Inc. **New York, NY**
Member of Board of Directors; Volunteer **May 2006 - present**

- Volunteer four hours a week and serve on the board of not-for-profit that provides services to homeless people living with HIV/AIDS in New York City and beyond
- Chairperson of the volunteer engagement committee to increase volunteer retention and advocacy
- Member of committee to plan and implement strategy for board recruitment and development

Harlem Link Charter School **New York, NY**
Member of Board of Directors **March 2012**

- Member of the education committee to provide guidance on curriculum, teacher development and building leadership capacity

Educational Policy Fellows Program **New York, NY**
Fellow **September 2007 - May 2008**

- Presented recommendations in a policy brief on the principal hiring process in New York City to Teachers College colleagues and at a Washington convention

Teachers College, Professional Staff Executive Committee **New York, NY**
Elected Member **August 2009 - present**

- Serve as elected member to represent over 400 professional staff in policy and program decisions through participation on various College-wide permanent and ad hoc committees

EDUCATION

Teachers College, Columbia University **New York, NY**
Advanced Conflict Resolution Certification **May 2011**

40+ credits in Organizational Psychology

- Completed course practicum in individual and organizational conflict resolution and system design
- Completed 40 hours of mediation field work at Jamaica Community Mediation Center
- Completed Organizational Psychology courses including Group Dynamics, Enhancing Effectiveness with Emotional Intelligence, Helping Adults Learn and Assessments for Professional Development

Coaching for Transformation

New York, NY

International Coaching Federation Certified Coach

May 2011

- Completed 130 hours of coursework and coaching clients using the transformational change model
- Passed written and oral competency exams on coaching skills

Baruch College, Zicklin School of Business

New York, NY

Master of Business Administration

May 2006

- Full-Time Honors Program and scholarship recipient
- Major in Marketing, concentration in Business Strategy
- CV Starr Fellowship to study global marketing in Zurich, Switzerland

Rutgers University

New Brunswick, NJ

Master of Education, Magna cum laude

January 1997

- Major in English Language Arts
- Kappa Delta Professional Honors Society

Bachelor of Arts, Summa cum laude

May 1995

- Majors in English and Communication
- Captain of the Women's Track & Field Team
- Golden Key National Honors Society

School Trustee Background Information
--

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

Name: _____Krista Barron_____

Charter School Name: __The New American Academy_____

Charter School Address: __60 East 94th Street, Brooklyn, NY 11212_____

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__

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

8. Please provide your educational and employment history. You may do so by attaching a résumé. X Resume Attached
9. Please affirm that you are or will be at least eighteen years old at the time of your appointment/election to the board. X I affirm.
10. Please affirm that you have read Article 56 of the New York State Education Law, and understand the relationship between a charter school and the authorized chartering entity as defined in that statute. X I affirm.
11. Please indicate how you became aware of the charter school and the opportunity to serve as a member of its board.
I learned about The New American Academy model in 2009 and was asked to join the strategic planning committee. I have been involved ever since-

the school opened as a district school in 2010 and now that it aims to open a charter school, I am honored to support that as well.

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

I wish to continue the work that I've already put into the success of this school because I believe it is a unique model worth paying attention to. I am interested to see how it will grow as the school grows and as the network of schools expands.

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

Please refer to my resume.

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

This does not apply to me. Yes.

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

Your response to question 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've known several of the prospective board members as professional colleagues in my network. We have not done any contracted work together nor do I plan to conduct work with them that involves a financial transaction.

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

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

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

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

X No. Yes.

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

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

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

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

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

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

X I / we have no such interest. Yes.

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

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

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

15. Please indicate whether you, your spouse or other family member is a director, officer, employee, partner or member of, or is otherwise associated with, any organization which filed an application in conjunction with the charter school, i.e., is partnered with the charter school. To the extent you have provided this information in response to items 9-12, you may so indicate. X This does not apply to me, my spouse or other family members. Yes.
16. Please indicate the potential ethical or legal conflicts of interests (if any) that would, or are likely to, exist should you be approved for service on the charter school's board.
X None Yes
17. Please explain how you would handle a situation in which you believe one or more members of the charter school's board are involved in working for their own benefit, or the benefit of their friends and family.
I would first bring up my concern with that board member and if the concern was confirmed, I'd raise it with the board chair and ask that it be addressed immediately. Depending on the situation and whether the chair has sufficiently addressed it, I would contact the state.

Educational Philosophy

18. Please explain your understanding of the charter school's mission and/or philosophy.
At TNAA children and adults are reflective learners working together to make meaning of the world and their roles in it. Students work in flexible groups with a 15 to 1 ratio based on their needs and the teachers' strengths and adults reflect on their practice with each other on a daily basis.
All learn by doing- there are hands-on projects for students that take a topic from concept to construction. Students and teachers no longer fragment subjects; instead the world and the people in it are looked at holistically.
19. Please explain your understanding of the educational program of the charter school.
The educational program is project-based and takes into account the whole child. Students delve into major units like understanding how and why bridges are built or how pizza is made- from the farm to the restaurant, to the customer. The major topics are the foundation of knowledge and students experience each in-depth.
20. Please indicate what you believe to be the characteristics of a successful charter school. In particular, please provide the specific steps you think the

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

The successful charter school stays true to its vision while staying open to what its community and board has to say. The successful charter school provides an academic and personal experience that other schools may not through innovation and thoughtful design. The board of this school will have to consistently look at student work and progress as well as scores, teacher turn-over, strategic decisions and how they reflect the school's mission even in the face of external pressures. The board will also have to provide a mechanism for gathering community and members' perspectives and look at them in relation to what is going on at the school.

Other

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

The appropriate role of a public charter school board member is to ensure that the school is fiscally fit, is performing on behalf of its mission, is building capacity to be sustainable and is responsive to external (parents, community, state) requirements.

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.

NANCYE MILLER



Nancye Miller, Founder, Opportunities Development Group, LLC, is a highly successful corporate executive and visionary who has led companies and organizations through turnarounds and high growth phases. Throughout her career she has distinguished herself by her knowledge and application of sound operational and management principles, financial models, sales and marketing strategies and the necessary execution required for success. She has been responsible for building and positioning organizations to take advantage of new technologies, operational synergies, and marketplace developments. Nancye is expert in understanding and developing methods to leverage social dynamic network strategies for her clients.

Recently Nancye employed these skills to develop and execute national support for the HBO Documentary, The Alzheimer's Project and for the Academy for Education Developments' Global Learning Portal. Over the past year, Nancye has worked with her partners to establish the fastest growing online CEO based organization, The Global Leaders. When developing strategies for clients, Nancye considers a variety of proven tactics to measure the effectiveness of online strategies.

Recent clients for Opportunities Development Group, LLC include: AllAfrica Global Media; The Africa Society; The Atlantic Council's South Asia Center; CITI Europe Supplier Finance; US Army's Global Civil Military Emergency Preparedness; HBO Documentaries; Premium Knowledge Group; Academy for Education Development (AED); Xing; Global Business Women; The Center for International Policy; Executive Council, New York+Boston+Palo Alto and The White House Next Generation Leaders Program.

From 1980 through 2004, Nancye served as President and Chief Executive Officer of Miller & McCall, Inc. a marketing consulting company with a global client base primarily but not exclusively focused in the real estate, media and entertainment, and new technologies industries. Clients included: Petersen Publishing, EMAP Publishing, Viacom, Clear Channel Communications, BRE, Equity Partners, Mercedes Benz, SBC and the National Multi-Housing Council. Nancye grew her company from \$30K annually

to +\$18M a year with a lean team of 9 full-time employees and a supporting team of 30 outsourced professionals.

Nancye also developed a methodology for corporate and non-profit clients: restructuring their internal sales and marketing operations; developing sponsorship programs and non-traditional revenues; and securing additional investors for client companies to create stable, profitable, and competitive businesses. Customized projects for Mercedes Benz Financial allowed them to increase their presence in their most highly sought after market. Projects with the Forbes publishing empire included developing events with the luxury auto manufacturers at the retail level.

Nancye began her professional career as a lobbyist, where she held senior level positions in non-profit trade organizations including: the San Antonio Chamber of Commerce, Texas Dental Association and San Antonio Apartment Association.

Nancye holds a B. A. in Political Science/Journalism, Broadcasting and Film, and Urban Affairs from San Antonio's, Trinity University where she was the Truman Scholar in 1977. Nancye continues her academic education with annual courses in the Executive Education programs at Harvard Business School (Completed 10 year Professional Leadership Certificate Program conferring HBS Alumni status), MIT, Stanford Business School and the London Business School (Completed 5 year MBA Certificate Programme conferring LBS Alumni status).

Nancye has been active in professional and community groups serving on numerous boards of civic and non-profit organizations. Over the years Nancye has been a frequent international speaker on managing change within maturing organizations and global entrepreneurship. In 2005 Nancye led the repositioning and relaunching of the International Entrepreneurs' Organization increasing membership 23%.

For the past twelve years Nancye has actively participated in a variety of leadership capacities with the Young President's Organization. Nancye currently serves as the head of Special Projects for the Environmental Network, YPO's most successful sub group. Nancye recently joined the two premiere YPO graduate organizations: CEO (Chief Executive's Organization) and WPO (World President's Organization).

Nancye recently joined the Board of Directors of the preeminent contemporary art museum, The Phillips Collection.

School Trustee Background Information
--

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

Name: Nancye Miller

Charter School Name: The New American Academy

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.

I have been advising Shimon Waronker, Yehudi Meshchaninov and Nick Ackerman since November of 2011. I became aware of The New American Academy through Nick, who is a family friend.

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

On a fundamental level, our nation is failing our children. I believe that the repercussions of this are far reaching, and reduce the security and stability of our country. I also believe that my expertise in entrepreneurship and marketing are easily transferrable to this school's specific needs, and that I will be able to facilitate strategic relationships and implementation of the model in different environments, with upside for all participants.

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 advised various non-profit entities over the past 35 years. I am uncertain whether I've served on any boards where there may be some sort of conflict.

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.

We recognize that the likelihood of a conflict of interest exists. I recommend instituting a conflict check similar to those used by law firms, agencies, accounting firms, etc. We promote continued transparency by indicating an internal point person for direct communication about these issues. We also require that board members refuse any vote involving a venture where they or a family member have a financial interest.

Educational Philosophy

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

David Brooks aptly named TNAA the "Relationship School." The school empowers students and teachers to work collaboratively towards shared success. Four-person teaching teams, under the leadership of a master teacher, are able to address classroom challenges immediately, with intimate knowledge of the factors and individuals involved. The career ladder facilitates the professionalization of teaching, which is likely to attract top talent to our schools and keep them in the classroom.

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

My understanding is that the charter school will execute the TNAA model in the charter system.

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.

As with any organizational system, a charter school requires leadership at every level; opportunities for career growth; regular feedback loops; a sound financial footing and careful stewardship of resources. The Charter Board is responsible for providing Shimon and the master teachers best advice and, as appropriate, access to resources that will maximize the success of the model.

Other

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

The charter school board provides oversight functions, promotes the charter school's mission, leads planning and policymaking, raises funds and helps the school to achieve charter requirements. My background enables me to provide sound advice in planning and policy making, as well as management and succession strategy.

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.

N/A

EILEEN M. MCGOWAN, Ed.D.

EDUCATION

Harvard University *Cambridge, MA*
Graduate School of Education
Ed.D. Administration, Planning and Social Policy *June 2004*
Dissertation: Relationship Work: A Descriptive Theory of a Faculty-to-Faculty
Formal Mentoring Program in Higher Education
C.A.S. Administration, Planning and Social Policy *June 1999*
Ed.M. Individualized, focus on Adult Development *June 1998*

Boston College *Chestnut Hill, MA*
M.Ed. Special Education *November 1973*

Newton College of the Sacred Heart *Newton, MA*
B.A. Psychology, Minor in Elementary Education *May 1972*

EXPERIENCE

Current **Harvard Graduate School of Education** *Cambridge, MA*
Lecturer on Education, Faculty of the Whole *September, 2007 - Present*
Teach a course directed towards the research interests of doctoral students in which a unique model of embedded librarianship has been developed.
S553: Writing and Researching a Critical Literature Review
Teach a course focused on the development of the conceptual tools, interdisciplinary knowledge, practical skills, and the professional networks needed to be productive contributors to Ed.L.D. residency partner organizations through the design and implementation of a major change initiative.
L200B Ed.L.D. Second-Year Seminar: Building a Knowledge Base

Director of the Field Experience Program *September 2006 - Present*
Direct the school-wide program which offers students the opportunity to construct individual field experiences in coordination with class seminars. Facilitate the mentoring seminar for all participating interns and field supervisors. Newly developed section of the course offers students in residence the option of interning with international organizations.
S997: Field Experience

Doctoral Research Group Facilitator *September 2009 - Present*
Consult with USP students engaged in completing their doctoral studies. Engage in weekend retreats with groups nationally and follow-up with individuals who are striving to meet milestones.

Consulting **Principal** *2000-2005*
Mentoring Strategies Consulting Firm *Wellesley, MA*
Consult to urban school systems, higher education programs, non-profit and for-profit organizations. Focus on the leadership development of high potential administrators and executives through the creation of effective mentoring programs. Selected clients include the following:
Boston Public Schools, Boston, MA
Tufts University, Jean Mayer USDA Human Nutrition Research Center
On Aging, Boston, MA
Harvard's Principals' Center, Cambridge, MA
New Leaders for New Schools, New York, Chicago, San Francisco
Cambridge Chamber of Commerce, Cambridge, MA
Par Exel Corporation, Waltham, MA

Teaching	<p>Harvard Graduate School of Education Lecturer on Education The Theory and Practice of Qualitative Research in Education <i>Cambridge, MA</i> 2009 - 2010</p> <p>Harvard Graduate School of Education Instructor Mapping Out and Writing a Critical Literature Review <i>Cambridge, MA</i> 2005- 2010</p> <p>Simmons Graduate School of Management, Visiting Professor Leadership and Gender in Complex Organizations <i>Boston, MA</i> Spring, 2005</p> <p>Harvard Graduate School of Education Instructor The Listening Guide: A Voice-Centered Relational Methodology <i>Cambridge, MA</i> 2002</p> <p>Harvard Graduate School of Education Teaching Fellow for the following courses Adult Development with Dr. Robert Kegan. <i>2003</i> The Logic of Qualitative Research with Dr. Wendy Luttrell <i>2001-2002</i> Interviewing in Context with Dr. Gil Conchas <i>2000</i></p> <p>Adjunct Faculty, Supervisor of Graduate Student Teachers Lesley University, School of Education, Taught multiple graduate level courses. Supervised graduate interns in five different certification patterns. <i>1991-1996</i> <i>Cambridge, MA</i></p> <p>Special Needs Teacher Hanover Public Schools Taught children with a wide variety of educational challenges. Mentored student teachers and managed support staff. Instituted parent support groups. Chaired administrative meetings. Collaborated with surrounding schools systems in the establishment of similar programs. <i>1973-1988</i> <i>Hanover, MA</i></p> <p>Graduate Assistant Boston College Campus School Taught multi-handicapped children on a full time basis while a full-time graduate student. <i>1972-1973</i> <i>Chestnut Hill, MA</i></p>	
Research and Evaluation	<p>Director of Evaluation, HERS (Higher Education Resources Services) Responsible for directing all program evaluations of the various components of this national non-profit organization. This includes the Summer Institute for Women in Higher Education Administration, The Institute for Administrative Advancement and the Management Institute in Wellesley. <i>2004</i></p> <p>Evaluation Consultant, HERS South Africa Mellon Foundation Grant Conducted formative program evaluations (2000, 2001, 2002, 2003) and a summative program evaluation (2004) on a professional development program aimed at increasing the leadership capacity of mid-level women managers in higher education administration from South African Universities. <i>2000-2003</i></p>	

Research Assistantship *1999-2000*
Spencer Foundation Grant *Cambridge, MA*
Worked with Dr. Blake-Beard on a grant project entitled "Writing for Publication."

Co-Researcher of FWA Mentoring Program *1999-2000*
Financial Women's Association (FWA) *New York, NY*
Co-conducted a qualitative study of 15 mentoring pairs and program administrators, including archival study, participant observation, and in-depth interviewing.

Team Evaluator: Masters Advising Program *1998*
Harvard Graduate School of Education *Cambridge, MA*
Worked within a class research team to conduct a quantitative and qualitative evaluation of Master's Advising Program, included usage of questionnaire, interviewing and focus groups. Written and oral analysis presented to faculty.

Formative Evaluator *1996*
Harvard-Smithsonian Center for Astrophysics *Cambridge, MA*
Annenberg CPB Program for Math and Science
Conducted a formative evaluation of a PBS television series for science educators and parents. Addressed issues of program appeal, comprehensibility, impact/motivation and promotion/marketing. Results presented to WGBH, Boston.

Management **Director of Doctoral Student Professional Development** *2005-2007*
Spencer Research Training Grant Coordinator
Harvard Graduate School of Education *Cambridge, MA*

Director of Staff and Curriculum Development *Summers 1998-2000*
Lesley University, Summer Compass Program *Cambridge, MA*
Constructed and implemented a collaborative program between Lesley College and the City of Cambridge in which mentor teachers were hired and paired with graduate interns. Program provided a summer educational experience for hundreds of Cambridge school children.

AWARDS,
GRANTS

Harvard Dissertation Support Fund *2003-2004*
Harvard Graduate School of Education, Advanced Doctoral Grant *2002-2003*
Amy Segal Feminist Foundation Fellowship Award *2002-2003*
Qualifying Paper, Passed with Distinction *2001*
Dissertation Proposal, Passed as a Model *2001*
Spencer Foundation Training Grant *2000-2001*
Harvard Graduate School of Education Grant *1998-2000*
Boston College, Full Fellowship *1972-1973*

PRESENTATIONS

Special Libraries Association Conference, Washington, D.C. *June 15, 2009*
Co-teaching: Why Two Heads are Better than One

Student /Alumni Mentoring Association, Cambridge MA *November 13, 2008*
Mentoring: A Developmental Relationship

HGSE Staff Colloquium, Cambridge, MA Making Mentoring Meaningful	<i>May 15, 2008</i>
HGSE Staff Colloquium, Cambridge, MA Developing and Maintaining Mentor Relationships: A Tool for Career Development	<i>November 13, 2007</i>
Association of College and Research Libraries, Boston, MA ALA Mid-Winter Meeting “Mentoring as a Leadership Strategy”	<i>January 14, 2005</i>
MAWE Conference, Bentley College, Waltham, MA “Lift as We Climb: Mentoring Matters”	<i>October 29, 2004</i>
The Conference Board, New York, NY “Productivity and Knowledge Transfer Issues in a Multigenerational Workforce”	<i>October 22, 2004</i>
Simmons College Leadership Day, Boston, MA “Mentoring for Leadership in Higher Education”	<i>November 1, 2003</i>
New England Board of Higher Education: Science Network at M.I.T Cambridge, MA “The Fundamentals of Effective Mentoring”	<i>October 4, 2003</i>
Committee on Mentor Leaders, HGSE, Cambridge, MA “The Benefits and Challenges of Formal and Informal Mentoring Relationships”	<i>March 5, 2003</i>
ACRL/New England Chapter Spring 2003 Conference Cambridge, MA “Mentoring: A Tool for Personal and Professional Development”	<i>March 24, 2003</i>

PAPER PRESENTATIONS

Navigating Your Path Conference, University of Toronto “Staring the Literature Review: An integrative approach.”	<i>June, 2011</i>
Advancing and Empowering Scholars Conference: Transforming the American Academy through Faculty Diversity, Harvard University “Equalizing Mentoring Supports to Match Organizational Demands”	<i>April 12, 2008</i>
Urban Superintendent's Program, Cambridge, MA “Texts and Contexts of Reciprocity: Five Models of Mentoring”	<i>June 2, 2001</i>
Academy of Management Conference, Toronto, Canada “Reflexivity in Research”	<i>August 5, 2000</i>
American Educational Research Association Conference, New Orleans, LA “Insights from Multiple Perspectives: Reflections on a Formal High School Mentoring Program”	<i>April 26, 2000</i>
University of Michigan:	<i>November 17, 2000</i>

Interdisciplinary Committee on Organizational Studies Seminar Series, Ann Arbor, MI
“Insights from Multiple Perspectives: Mentor and Protégé Reflections on a Formal High School Mentoring Program”

Eileen M. McGowan, p. 5

HGSE Student Research Conference, Cambridge, MA “Mentors as Mirrors: Who is Reflected?”	February 25, 2000
SPSP Division of American Psychological Association, Nashville, TN “Connections in Contrast: Benefits and Challenges in Formal Mentoring”	February 5, 2000
FWA Executive Board Presentation, New York, NY Report of Preliminary Findings on the FWA Formal Mentoring Program	January 5, 2000
Urban Superintendent’s Program, Cambridge, MA “Mentors and Interns: Assessing the Internship and Taking It to the Next Place”	December 9, 2000
Urban Superintendent’s Program, Cambridge, MA “Formal Mentoring as a Catalyst for Successful School-Business Partnerships”	December 3, 1999

PUBLICATIONS

McGowan, E. & Garson, D. (2011) *One without the other?* In C. Kvenild and K. Calkins (Eds.) *Embedded librarianship: Moving beyond one-shop instruction*. ACRL Press.

McGowan, E., and Garson, D. (2010) *Collaboration as a Model: Co-Teaching a Graduate Course*, *Information Outlook*, Jan. /Feb., 2010.

McGowan, E., Stone, E., Kegan, R., (2007). *A constructive-developmental theoretical approach to mentoring relationships*. In B.R. Ragins and K.E. Kram (Eds.) *Handbook of Mentoring*. Thousand Oaks, CA; Sage Publications.

O’Neil, R., Blake-Beard, S., and McGowan, E. (2007). *Blind dates? The importance of matching in successful formal mentoring relationships*. In B.R. Ragins and K.E. Kram (Eds.) *Handbook of Mentoring*. Thousand Oaks, CA; Sage Publications.

McGowan, E. (2004), *Relationship work: a descriptive theory of a faculty-to-faculty formal mentoring program in higher education* (Doctoral dissertation, Harvard University). Retrieved from <http://discovery.lib.harvard.edu/>

McGowan, E. (2001), *Texts and contexts of reciprocity: Five models of mentoring* (Qualifying Paper, Passed with Distinction, Harvard University). Retrieved from <http://discovery.lib.harvard.edu/>

School Trustee Background Information

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

Name: _____ Eileen McGowan _____

Charter School Name: The New American Academy _____

Charter School Address: _____ TBD _____

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

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

- 16. 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.

- 17. 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.

- 18. 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 charter school through my professional relationship with Shimon Waronker, a student of mine at the Harvard Graduate School of Education.

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

I am aware of the excellent work which is currently being accomplished at The New American Academy in Crown Heights, NY, and I am eager to support the growth and development of the model in other venues.

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

I have not served nor do not currently serve on any other board. I believe my long established background in education, as specified on my CV, provides relevant experience which will inform my work on the board.

21. 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:

As a member of The New American Academy's Strategic Planning Team, I have met the other board members at previous meetings; one meeting was in person and the others were via Skype.

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 Shimon Waronker, as described above.

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

No. Yes.

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

As a researcher at Harvard University, I have done volunteer work with the school in establishing and running reflective practice sessions with the teachers. As such, I have been reimbursed for associated expenses but have never received any salary.

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 conflict to the NYC Board of Education

Educational Philosophy

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

I have read the conceptual paper on which the charter school is based and agree with its philosophical grounding. In its essence, The New American Academy is founded on the belief that all children are entitled to a world-class education in which the methods of teaching are not predicated on funneling the children into a projected set of expectations based solely on race or class, or social reproduction. Instead this model proposes the stunning belief that the same kind of inquiry, creativity and rich curriculum, which characterizes private schools and the top suburban schools, can and must be offered to children in poverty.

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

Primarily, this plan envisions teaching as cognitive apprenticeships; it demands formative as well as summative evaluations; it embraces teacher and student looping; it supports a career ladder structure for teachers in which mentoring is the primary component of professional development; and finally, its systems are rooted in reflective practice on both administrative and faculty levels.

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 should provide a unique and successful model of education from which other schools and actors can learn. That success should be documented, based on solid data, including not only test scores but portfolio assessment. The school should be a strong member of the community, respecting the cultures of all students and employees and working collaboratively with parents. The school must be inclusive of all children, regardless of handicapping conditions or special needs. Finally, all adults associated with the school must be fully vetted and carefully screened. Any breach of moral standing must be dealt with immediately by the board.

As a board member, I must be assured of the following:

- that education that is being offered is of high quality as represented by student portfolios and test data.
- that the administration, faculty and staff are operating at the highest moral standards, being assured that careful scrutiny is in place in the hiring, monitoring and promotion processes.
- that my fiduciary responsibility is being carried out in monitoring that the monies are being properly accounted for and utilized.
- that school policies are being practiced as articulated on the original charter application.

Other

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

A charter school board member represents the community and is responsible for scrutinizing the overall functioning of the school and the decisions of its leaders. A board member must work in concert with the others on the board to assure both the school department and the parents that all laws are being upheld, all stipulations in the charter are being enacted and that all finances are transparent.

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.

I have nothing else to contribute but would be happy to answer any questions you may have.



Evelyn W. Castro

Director, B/Q Bilingual Education Technical Assistance Center, Adjunct Professor of Human Development and Leadership Advisory Board Member, Wellness and Recreation Center; Chair, Committee on Academic Standards, School of Education

B.S., Morgan University M.S., Bank Street College of Education Ed.M., Ed.D., Teachers College, Columbia University



Description

Described as an "inexhaustible, hands-on and visionary leader," Dr. Evelyn Castro began her distinguished career as a student teacher while still an undergraduate at Morgan State University. Upon graduation, she returned to New York City, where she earned an M.S. in early childhood/elementary education from Bank Street College of Education and an Ed.M. in education and an Ed.D. in education administration from Columbia University.

While pursuing her post-graduate education, Dr. Castro taught in the New York City public schools. Quickly identified as a gifted educator and a strong administrator, she rose to the position of principal at Magnet School P.S./I.S. 308 and later became principal at the Hunter College Elementary School, a laboratory school for gifted students. Dr. Castro also served as director of early childhood for the New York City public schools. In this role, she initiated a collaborative team teaching program.

In addition to her success in pre-kindergarten through high school public education, she has extensive teaching experience at the university level. Dr. Castro has served on the faculties at Hunter College, Queens College, Brooklyn College and Medgar Evers College.

Her achievements in diverse academic settings led to her appointment as superintendent of Community School District 17. The District, which encompasses Crown Heights and Flatbush, is the third largest school district in NYC with more than 30,000 students, 3,000 employees and an operating budget of \$130 million.

During her tenure as superintendent, the District's reading scores improved 11.2 points in four years. She created two new schools, the North Star Academy and the Bethune Academy, while also expanding pre-kindergarten service for 1500 students. Her success in expanding and improving technology efforts in the District earned her recognition from the Congressional Black Caucus and Congressman Major Owens.

Dr. Castro went on to serve as superintendent/vice president of the Leadership Academy, a cornerstone of the City's new "Children First" educational reform effort.

She also served as dean of the School of Liberal Arts and Education at Medgar Evers College, providing strategic leadership and handling academic planning, program development and policy formation for the School's eight academic departments and three research centers.

Dr. Castro is presently the Director of the Brooklyn/Queens Regional BETAC. Her leadership responsibilities include the long-term goal of improving delivery of instructional and professional resources and services to over 64,000 English Language Learners (ELL) enrolled in public schools in Brooklyn and Queens grades Pre K-12.

The BETAC is a collaboration of New York State and Long Island University to improve quality teaching of ELL's with a focus on research based and standards based classroom learning strategies. The ELL's in Brooklyn and Queens echo the linguistically and culturally diverse population at LIU Brooklyn Campus and New York City overall.

She also serves on the Governor's Advisory Committee Children's Cabinet, working to enhance the quality of early childhood education and improve conditions for disconnected youth.

Dr. Castro, who previously served on the boards of the Weeksville Society, Sesame Street and Planned Parenthood, collaborated on a multimillion-dollar grant with the Audubon Society to restore the boathouse in Prospect Park. Brooklyn Borough President Marty Markowitz, the New York City Council and Congresswoman Yvette Clarke have recognized her efforts.

Specialties

Leadership, Gifted Education, Early Childhood Education

Honors/Awards

- Recipient, Presidential Award, Medgar Evers College, CUNY
- Recipient, Award, National Association of Teachers of English
- Recipient, Award, Association of Supervisors of Curriculum Development
- Recipient, Award, Phi Delta Kappa
- Recipient, Award, Brooklyn Botanic Gardens and Prospect Park Alliance
- Recipient, awards and citations from the Congressional Black Caucus; Brooklyn Borough President Marty Markowitz; Congresswoman Yvette Clarke; Congressman Major Owens; City Councilmembers Al Vann, Kendall Stuart and A. Rahm; and New York State Senators Nick Perry, Kevin Parker and Rhoda Jacobs
- Member, Kappa Delta Pi Honor Society
- Recipient, Virtuoso Award, Noel Pointer Foundation

Professional Affiliations

- Member, Governor's Advisory Committee Children's Cabinet
- Member, Council of Supervisors and Administrators
- Member, Adelaide Sanford Institute
- Member, National Association of Black School Educators
- Member, Association of Administrators and Supervisors
- Member, Brooklyn Reading Council
- Member, Kappa Delta Pi Honor Society
- Former Board Member, Teachers College Alumni Association
- Former Board Member, Weeksville Society
- Former Board Member, Sesame Street
- Former Board Member, Planned Parenthood

School Trustee Background Information
--

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

Name: Evelyn W. Castro

Charter School Name: _The New American Academy Charter School

Charter School Address: _____ **Undecided**

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 worked with Shimon Waronker in the past and have followed his The New American

Academy model with great interest. He reached out to me once they began to work on the TNAACS application.

5. **Please explain why you wish to serve on the board.** – Our public school system is failing to provide equitable excellent educational opportunities for all. TNAACS will provide a stellar education to its students, expand parent choice, and will serve as an example for others to follow. I am confident that the strong partnerships with the UFT and NYCDOE will enable TNAACS to break new ground in creating the educational transformation NYC children so desperately need. This is an exciting project I would like to be a part of.
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:

Yes. I first met Shimon Waronker during my time as superintendent in CSD 17 where I recommended him to the Leadership Academy. I have since followed his career with interest and remained in touch.

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.-** It is only by working together that we will be able to succeed as a board. The first step I would take if I felt members of the board were behaving unethically would be to discuss the matter with my remaining colleagues on the board. Conflict of interest cases are complex and unilateral action is often counterproductive. Working together we would determine what an appropriate next step would be—from a reprimand for a very minor impropriety to possible legal action.

Educational Philosophy

18. **Please explain your understanding of the charter school's mission and/or philosophy.-** The New American Academy Charter School seeks to "empower learners and inspire leaders to make this a better world." Particularly through its unique relationship-based model it aims to develop its students to achieve success in their academic and personal lives. The relationship between the teachers, students, and community are therefore the bedrock upon which students academic achievement can be build.
19. **Please explain your understanding of the educational program of the charter school.-**TNAACS will follow a similar academic program as P.S 770. Learning will be divided into two academic blocks- morning and afternoon. The morning block will focus on ELA and math and will specifically focus on skill building. The afternoon block will be interdisciplinary and will focus on broad thematic concepts, critical thinking, and the scientific process. By combining skill building in the morning with real world application in the afternoon TNAACS will be able to impart skills to their students and the knowledge of how to use 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.**- Successful charter schools have high expectations, are transparent, and epitomize a “can do attitude”. They offer a high academic standard and prepare students for college and careers. Boards offer critical oversight, hold the staff accountable, and provide support when needed. Especially on the financial and operational level the board must provide the accountably measures and support to ensure the school can thrive.

Other

21. **Please explain your understanding of the appropriate role of a public charter school board member.**- To work with the rest of the board to set policy and review procedure, review annual financial, operation, and academic reports, and to evaluate the school leader.
22. **Please affirm that you have read and understand the charter school application, the charter school board’s by-laws and all proposed policies.**

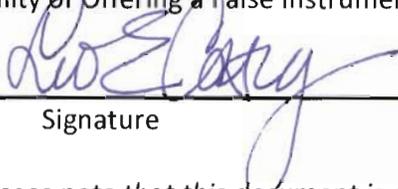
I affirm

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

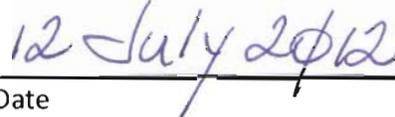
A Statement of Assurance must be signed by and submitted for each proposed Board Member.

STATEMENT OF ASSURANCE

I, Leo Casey, 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: as of September 1: [REDACTED]

Business Address as of September 1: [REDACTED]
[REDACTED]

E-Mail Address as of September 1: [REDACTED]

Home Telephone: [REDACTED]

Home Address: [REDACTED]

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

STATEMENT OF ASSURANCE

I, Eileen McGowan (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.

Eileen McGowan Signature July 26, 2012 Date

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

Business Telephone: [REDACTED]

Business Address: [REDACTED]

E-Mail Address: [REDACTED]

Home Telephone: [REDACTED]

Home Address: [REDACTED]

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

STATEMENT OF ASSURANCE

I, Donna Miller (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

July 10, 2012

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: _____

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

STATEMENT OF ASSURANCE

I, Krista Barron (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.

Krista Barron
Signature

7/10/12
Date

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

Business Telephone: [REDACTED]
Business Address: [REDACTED]
E-Mail Address: [REDACTED]
Home Telephone: [REDACTED]
Home Address: [REDACTED]

Home Telephone: 813-280-0000
Home Address: 50 New Road, Suite 100, MA 01914

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

STATEMENT OF ASSURANCE

I, Evelyn W. Castro (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 those matters therein stated to be alleged upon information and belief; and as to 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.

Evelyn W. Castro 7/25/12
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.

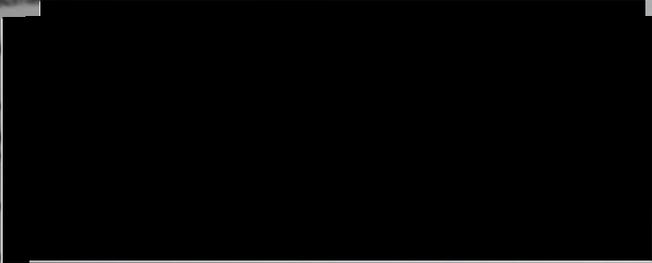
Business Telephone: _____

Business Address: _____

E-Mail Address: _____

Home Telephone: _____

Home Address: _____



Attachment 5b: By-Laws

BYLAWS OF THE NEW AMERICAN ACADEMY CHARTER SCHOOL A New York Education Corporation

ARTICLE I NAME

Section 1.1 Name.

The name of this School is The New American Academy Charter School (the “Corporation”).

ARTICLE II PURPOSE

Section 2.1 Purpose. The Corporation has been organized as set forth in the Articles of Incorporation. The Corporation will take no action that is inconsistent with the Articles of Incorporation, the Corporation’s Charter, or these Bylaws.

ARTICLE III OFFICE

Section 3.1 Offices. The Corporation’s principal office shall be located at **[Insert Address]**. The Board (as defined in Section 4.1 below) may change the location of the Corporation’s principal office.

ARTICLE IV BOARD OF TRUSTEES

Section 4.1 Powers. Subject to the provisions of the Articles of Incorporation, the Corporation’s Charter, and these Bylaws, all powers and activities of the Corporation shall be exercised and managed by the Board of Trustees of the Corporation (the “Board”). Trustees shall have no power as individual trustees and shall act only as members of the Board. The Board may delegate the management of the activities of the Corporation to others, so long as the affairs of the Corporation are managed, and its powers are exercised, under the Board’s ultimate authority.

Section 4.2 Number of Trustees/Composition. The authorized number of trustees shall be not less than five, with the exact number of authorized trustees to be fixed by the Board from time to time. Trustees, officers, or employees of any external organization shall hold no more than 40 percent of the total seats comprising the Board.

Section 4.3 Term of Office. Each trustee shall be elected for a term of 3 years and shall hold office until a successor has been elected and qualified. Notwithstanding the foregoing, in the first 3 years of its existence, at least 2 Board members shall serve a 1-year term, and at least 2 Board members shall serve a 2-year term. New Board members may be elected at any time to fill vacancies. If a Board member is elected at a time other than the annual meeting, his or her 3-year term shall be calculated starting from the date of the most recent annual meeting.

Section 4.4 Resignation. A trustee may resign at any time by giving written notice to the Chair of the Board or the Secretary. Any resignation shall take effect upon receipt of notice or at any later time specified in that notice. Unless otherwise specified in the notice of resignation, affirmative acceptance of the resignation shall not be necessary to make it effective. If the resignation specifies a later effective date, a successor may be elected prior to such effective date to take office when the resignation becomes effective.

Section 4.5 Removal. A trustee may be removed from office at any time by a vote of a majority of the trustees then in office, in a manner consistent with the laws of New York.

Section 4.6 Vacancies. A vacancy in the Board shall be deemed to exist in the event that the actual number of trustee is less than the authorized number for any reason. The Board may declare vacant the office of any trustee who has been declared of unsound mind by a final order of court, has been convicted of a felony, or is found by a majority of the Board or by any governmental body with jurisdiction to have violated the Code of Ethics adopted by the Board. Vacancies on the Board may be filled by approval of the Board of Trustees or, if the number of trustees then in office is less than a quorum, by (1) unanimous written consent of the trustees then in office, (2) a vote of a majority of the trustees then in office at a meeting in accordance with Section 5, or (3) a sole remaining trustee. In addition, as provided by the Articles of Incorporation, the Trustee may fill any vacancy created by the Trustee exercising its removal right set out in the Articles of Incorporation. Each trustee elected or appointed to fill a vacancy, whether by the Board or by the Trustee, shall hold office for the unexpired portion of the term, or until his or her death, resignation, or removal from office.

Section 4.7 Compensation of Trustees. Trustees shall not receive any compensation for their services as trustees or for any other goods or services. The Board may authorize the advance or reimbursement to a trustee of actual reasonable expenses incurred in carrying out his or her duties as a trustee.

Section 4.8 Standing Committees. The Board may create standing committees of no less than 2 trustees, elected by the Board, to focus on particular aspects of the operation of the Corporation. These committees may include a finance committee to focus on accounting for revenues and expenditures, an audit committee to ensure a proper audit of the Corporation's finances on an annual basis, and a compensation committee to focus on the salaries and benefits received by employees to ensure competitiveness, reasonability, and fairness. If the number of trustees exceeds 5, the Board may elect an executive committee of 5 trustees.

Section 4.9 Advisory Committees. The Board may create one or more Advisory Committees, each consisting of two or more trustees, non-trustees or a combination of trustees and non-trustees. Appointments to any Advisory Committee shall be by approval of the Board of Trustees. Advisory Committees may not exercise the authority of the Board to make decisions on behalf of the Corporation. Advisory Committees shall be restricted to making recommendations to the Board or Board Committees and implementing Board or Board Committee decisions and policies under the supervision and control of the Board or Board Committee. Each members of an Advisory Committee shall be provided a copy of and be

obligated to comply with the Code of Ethics adopted by the Board to the same extent as trustees, officers, or employees of the Corporation.

Section 4.10 Advisory Board. The Board may create an advisory board, consisting of persons who are not officers of the Corporation or members of the Board of Trustees, to serve at the pleasure of the Board and to report its findings and recommendations, and to carry on such activities (as requested by the Board) on subjects of interest to the Board in which the members of such an advisory board have a particular expertise or capability. The appointment of members of such an advisory board requires Board approval. Any such advisory board, to the extent provided in the resolution of the Board of Trustees, shall act only in an advisory capacity to the Board of Trustees, shall have no legal authority to act for the Corporation and shall be clearly titled and held out as the “advisory board.”

ARTICLE V MEETINGS

Section 5.1 Annual Meeting. An annual meeting of the Board shall be held each year on a date to be specified by the Board and will coincide with one of the regular meetings.

Section 5.2 Regular Meetings. When the Corporation holds a charter for the operation of a public school and such school is operating, serving enrolled students and receiving public funds for such operation, regular meetings of the Board shall be held each month at a the school.

Section 5.3 Quorum and Voting. A majority of the total number of authorized trustees shall constitute a quorum for the transaction of business. The vote of a majority of the trustees present at a meeting at which a quorum is present shall be the act of the Board. Except as otherwise provided in these Bylaws or in the Articles of Incorporation of this Corporation, or by law, no business shall be considered by the Board at any meeting at which a quorum is not present, and the only motion which the Chair of the Board shall entertain at such meeting is a motion to adjourn. The trustees present at a duly called and held meeting at which a quorum is initially present may continue to do business notwithstanding the loss of a quorum at the meeting due to a withdrawal of trustees from the meeting, provided that any action thereafter taken must be approved by at least a majority of the required quorum for such meeting or such greater percentage as may be required by law, or the Articles of Incorporation or these Bylaws.

Section 5.4 Video Participation in Meetings. Trustees may participate in a meeting through use of video screen communication. Participation in a meeting through use of video screen communication constitutes presence in person at that meeting so long as all members participating in the meeting are able to see and hear one another.

ARTICLE VI CERTAIN MATTERS

Section 6.1 Board-Approved Policies. The Board may adopt additional governance and management policies as it deems appropriate.

Section 6.2 Executive Compensation Review. The Board (or a Board Committee) shall review any compensation packages (including all benefits) of the Headmaster and the 2 other highest paid employees. The Board shall approve such compensation only after determining that the compensation is just and reasonable. This review and approval shall occur annually, as well as when such officer is hired, when the term of employment of such officer is renewed or extended, and when the compensation of such officer is modified, unless the modification applies to substantially all of the employees of the Corporation.

ARTICLE VII OFFICERS

Section 7.1 Officers. The officers of the Corporation shall be a Chair of the Board, a Secretary, and a Treasurer. The Chair of the Board must be a trustee. The Corporation may also have such other officers as may be determined by the Board. One person may hold two or more offices, except that neither the Secretary nor the Treasurer may serve concurrently as the Chair of the Board.

Section 7.2 Election and Term. The officers of the Corporation shall be elected by the Board at an annual meeting and shall serve at the pleasure of the Board.

Section 7.3 Chair of the Board. The Chair of the Board shall, if present, preside at all meetings of the Board, and shall exercise and perform such other powers and duties as may be prescribed by these Bylaws or the Board.

Section 7.4 Secretary. The Secretary shall keep or cause to be kept a full and complete record of the proceedings of the Board and its committees, shall give or cause to be given notice of all Board meetings as required by law or these Bylaws, and in general shall exercise and perform such other powers and duties as may be prescribed by these Bylaws or the Board.

Section 7.5 Treasurer. The Treasurer shall be the chief financial officer of the Corporation. The Treasurer shall keep and maintain, or cause to be kept and maintained, adequate and correct books and records of account. The Treasurer shall send or cause to be given to the trustees such financial statements and reports as are required to be given by law, and as may be prescribed by these Bylaws or the Board. The books of account shall be open to inspection by any trustee upon request at all reasonable times. The Treasurer shall deposit, or cause to be deposited, all money and other valuables in the name and to the credit of the Corporation with such depositories as designated by the Board, shall disburse or cause to be disbursed the Corporation's funds as ordered by the Board, shall render to the Board, upon request, an account of the Treasurer's transactions as Treasurer and of the financial condition of the Corporation, and shall exercise and perform such other powers and duties as may be prescribed by these Bylaws or the Board.

Section 7.6 Resignation. An officer may resign at any time by giving written notice to the Corporation. Any resignation shall take effect upon receipt of notice or at any later time specified in that notice. Unless otherwise specified in the notice of resignation, affirmative acceptance of the resignation shall not be necessary to make it effective. Any resignation is

without prejudice to the contract or other rights, if any, of the Corporation in respect of the officer.

Section 7.7 Removal. Officers may be removed from office by the Board, consistent with the voting procedures in the bylaws.

Section 7.8 Vacancies. A vacancy in any office for any reason shall be filled by the Board.

ARTICLE VIII

NO LIABILITY OF TRUSTEES; INDEMNIFICATION; INSURANCE

Section 8.1 Definitions. For purposes of this Article, “Agent” means any person who is or was a trustee, officer, employee or other agent of the Corporation, or is or was serving at the request of the Corporation as a trustee, officer, employee or other agent of another foreign or domestic corporation, partnership, joint venture, trust or other enterprise; “Proceeding” means any threatened, pending or completed action or proceeding, whether civil, criminal, administrative or investigative; and “Expenses” includes, without limitation, attorneys’ fees and any expenses incurred in establishing a right to indemnification under Section 8.3 of this Article.

Section 8.2 No Liability of Trustees. The Trustees shall not be personally liable for the Corporation’s debts, liabilities or other obligations.

Section 8.3 Right to Indemnity. The Corporation may, to the fullest extent permitted by law, indemnify any person who was or is a party or is threatened to be made a party to any Proceeding by reason of the fact that such person is or was an Agent of the Corporation, against expenses, judgments, fines, settlements and other amounts actually and reasonably incurred in connection with the Proceeding.

Section 8.4 Approval of Indemnity. On written request to the Board by any Agent seeking indemnification, to the extent that the Agent has been successful on the merits, the Board shall promptly authorize indemnification in accordance with law. Otherwise, the Board shall promptly determine, by a majority vote of a quorum consisting of trustees who are not parties to the Proceeding, whether, in the specific case, the Agent has met the applicable standard of conduct stated, and, if so, may authorize indemnification to the extent permitted thereby.

Section 8.5 Advancing Expenses. The Board may authorize the advance of Expenses incurred by or on behalf of an Agent of the Corporation in defending any Proceeding before the final disposition of such Proceeding, if the Board finds that:(a) the requested advances are reasonable in amount under the circumstances; and (b) before any advance is made, the Agent submits a written undertaking satisfactory to the Board, in its sole discretion, to repay the advance unless it is ultimately determined that the Agent is entitled to indemnification for the Expenses under this Article.

Section 8.5 Insurance. The Board shall have the power to purchase and maintain insurance on behalf of any Agent against any liability asserted against or incurred by the Agent in such

capacity or arising out of the Agent's status as such, whether or not the Corporation would have the power to indemnify the Agent against such liability under this Article.

ARTICLE IX FISCAL YEAR AND REPORTING OBLIGATIONS

Section 9.1 Fiscal Year. The fiscal year of the Corporation shall begin on July 1 and end on June 30.

ARTICLE X GIFTS, GRANTS, CONTRACTS, INVESTMENTS

Section 10.1 Gifts. The Board may accept on behalf of the Corporation any contribution, gift, request or devise for the general purposes or for any specific purpose of the Corporation. The Corporation shall retain complete control and discretion over the use of all contributions it receives.

Section 10.2 Grants. The Board shall exercise itself, or delegate, subject to its supervision, control over grants, contributions, and other financial assistance provided by the Corporation, including, without limitation, fiscal sponsorship relationships.

Section 10.3 Contracts. The Board may authorize any officer(s) or agent(s), in the name of and on behalf of the Corporation, to enter into any contract or execute any instrument. Any such authority may be general or confined to specific instances, or otherwise limited. Consistent with actions by the Board, the Chair of the Board is authorized to execute such instruments on behalf of the Corporation.

Section 10.4 Payment of Money. Unless otherwise determined by the Board, all checks, drafts or other orders for payment of money out of the funds of the Corporation and all notes or other evidences of indebtedness of the Corporation may be signed on behalf of the Corporation by the Treasurer.

Section 10.5 Deposits. The funds of the Corporation not otherwise employed, including any amounts in any reserve fund, shall be deposited from time to time to the order of the Corporation in such banks, trust companies or other depositories as the Board may select.

Section 10.6 Investments. In investing, reinvesting, purchasing, acquiring, exchanging, selling and managing the Corporation's investments, other than assets which are directly related to the Corporation's public or charitable programs, the Board shall avoid speculation, looking instead to the permanent disposition of the funds, considering the probable income, as well as the probable safety of the Corporation's capital. No investment violates this Section where it conforms to provisions authorizing the investment contained in an instrument or agreement pursuant to which the assets were contributed to the Corporation.

ARTICLE XI
CODE OF ETHICS AND CONFLICTS OF INTEREST

Section 11.1. Code of Ethics. The Board shall adopt a Code of Ethics applicable to trustees, officers, and employees of the Corporation, compliant with the General Municipal Law, which may be amended from time to time by the Board.

Section 11.2. Conflicts of Interest. Sections 11.2 – 11.7 sets forth a conflicts of interest policy to protect the Corporation's interest when it is contemplating entering into a transaction or arrangement that might benefit the private interest of a trustee, officer, or employee of the Corporation. This policy is intended to supplement but not replace any applicable state laws governing conflicts of interest applicable to nonprofit and charitable corporations or the Code of Ethics adopted by the Board.

Section 11.3. Definitions.

(a) Interested Person. Any Trustee, principal officer, or member of a committee with Board-delegated powers, or employee of the Corporation who has a direct or indirect financial interest, as defined below, is an interested person.

(b) Financial Interest. A person has a financial interest if the person has, directly or indirectly, through business, investment or family:

(1) an employment, ownership or investment interest in any entity with which the Corporation has a transaction or arrangement, or

(2) a compensation arrangement with the Corporation or with any entity or individual with which the Corporation has a transaction or arrangement, or

(3) a potential employment, ownership or investment interest in, or compensation arrangement with, any entity or individual with which the Corporation is negotiating a transaction or arrangement.

Compensation includes direct and indirect remuneration as well as gifts or favors that are substantial in nature.

Section 11.4. Procedures.

(a) Duty to Disclose. In connection with any actual or possible conflicts of interest, an interested person must disclose the existence of his or her financial interest and all material facts relating thereto to the Board.

(b) Determining Whether a Conflict of Interest Exists. After disclosure of the financial interest and all material facts relating thereto, and after any discussion thereof, the interested person shall leave the Board's meeting while the financial interest is discussed and voted upon. The

remaining Board of Trustees shall decide if a conflict of interest exists.

(c) Procedures for Addressing the Conflict of Interest

(1) An interested person may make a presentation at the Board, but after such presentation, he or she shall leave the meeting during the discussion of, and the vote on, the transaction or arrangement that results in the conflict of interest.

(2) The Board shall, if appropriate, appoint a disinterested person or committee to investigate alternatives to the proposed transaction or arrangement.

(3) After exercising due diligence, the Board shall determine whether the Corporation can obtain a more advantageous transaction or arrangement with reasonable efforts from a person or entity that would not give rise to a conflict of interest.

(4) If a more advantageous transaction or arrangement is not reasonably attainable under circumstances that would not give rise to a conflict of interest, the Board shall determine by a majority vote of the disinterested Trustees whether the transaction or arrangement is in the Corporation's best interest and for its own benefit and whether the transaction is fair and reasonable to the Corporation and shall make its decision as to whether to enter into the transaction or arrangement in conformity with such determination.

(d) Violations of the Conflicts of Interest Policy

(1) If the Board has reasonable cause to believe that a trustee, officer, or employee of the Corporation has failed to disclose actual or possible conflicts of interest, it shall inform the member of the basis for such belief and afford the member an opportunity to explain the alleged failure to disclose.

(2) If, after hearing the response of the trustee, officer or employee and making such further investigation as may be warranted in the circumstances, the Board determines that the trustee, officer or employee has in fact failed to disclose an actual or possible conflict of interest, it shall take appropriate disciplinary and corrective action.

Section 11.5. Records of Proceedings. The minutes of the Board of Trustees and all committees with Board-delegated powers shall contain:

(a) Names of Persons with Financial Interest

The names of the persons who disclosed or otherwise were found to have a financial interest in connection with an actual or possible conflict of interest, the nature of the financial interest, any action taken to determine whether a conflict of interest was present, and the Board's decision as to whether a conflict of interest in fact existed.

(b) Names of Persons Present

The names of the persons who were present for discussions and votes relating to the transaction or arrangement, the content of the discussion, including any alternatives to the proposed transaction or arrangement, and a record of any votes taken in connection therewith.

Section 11.6. Annual Statements. Each Trustee, principal officer and member of a committee with Board-delegated powers shall annually sign a statement which affirms that such person:

(a) Receipt

Has received a copy of the conflicts of interest policy.

(b) Read and Understands

Has read and understands the policy.

(c) Agrees to Comply

Has agreed to comply with the policy.

(d) Tax Exemption

Understands that the Corporation is a charitable organization and that, in order to maintain its federal tax exemption, it must engage primarily in activities which accomplish one or more of its tax-exempt purposes.

Section 11.7. Periodic Reviews. To ensure that the Corporation operates in a manner consistent with its charitable purposes and that it does not engage in activities that could jeopardize its status as an organization exempt from federal income tax, the Corporation may conduct periodic reviews.

ARTICLE XII OTHER PROVISIONS

Section 12.1 Rights of Inspection. Every trustee shall have the right at any reasonable time to inspect and copy all books, records and documents, and to inspect the physical properties of the Corporation.

Section 12.2 Electronic Transmissions. Unless otherwise provided in these Bylaws, and subject to any guidelines and procedures that the Board may adopt from time to time, the terms “written” and “in writing” as used in these Bylaws include any form of recorded message in the English language capable of comprehension by ordinary visual means, and may include electronic transmissions, such as facsimile or email, provided (i) for electronic transmissions from the Corporation, the Corporation has obtained an unrevoked written consent from the recipient to the use of such means of communication; (ii) for electronic transmissions to the Corporation, the Corporation has in effect reasonable measures to verify that the sender is the individual purporting to have sent such transmission; and (iii) the transmission creates a record that can be retained, retrieved, reviewed, and rendered into clearly legible tangible form.

ARTICLE XIII
AMENDMENTS

Section 13.1 Amendment of Bylaws. Except as otherwise provided by law, these Bylaws may be amended or repealed and new bylaws may be adopted by approval of the Board.

* * * * *

CERTIFICATE OF SECRETARY

I, , hereby certify:

That I am duly elected and acting Secretary of The New American Academy Charter School, and that the foregoing Bylaws constitute Bylaws of The New American Academy Charter School, as duly adopted at the meeting of the Board held on _____.

IN WITNESS WHEREOF, I have hereunder subscribed my name this _____ day of _____, 2012.

Secretary

Attachment 5c: Code of Ethics

The public purpose and tax-exempt status of charitable organizations imposes a special obligation to maintain the public trust. The Board of Trustees, officers, and employees of The New American Academy Charter School (“TNAACS”) recognize that, in order to conduct their affairs in the best interests of the school and in the protection of public interest, they must avoid conflict, or the appearance of conflict, between their personal interests and those of TNAACS, and ensure that they do not receive improper personal benefit from their positions. The TNAACS Board of Trustees (the “Board”) also recognizes its obligation to adopt a code of ethics under the General Municipal Law, setting forth the standards of conduct required of all school TNAACS trustees, officers, and employees.

Accordingly, every trustee, officer, or employee of TNAACS, whether paid or unpaid, shall adhere to the following code of conduct:

- 1. Gifts:** A trustee, officer, or employee shall not directly or indirectly solicit any gifts; nor shall a trustee, officer, or employee accept or receive any single gift having a value of \$50 or more, or gifts from the same source having a cumulative value of \$50 or more over a twelve-month period, whether in the form of money, services, loan, travel, meals, entertainment, hospitality, thing or promise, or any other form, if either: (a) the gift is from actual or potential suppliers of services or goods for TNAACS; or (b) it could otherwise reasonably be inferred that the gift was intended to influence the trustee, officer, or employee in the performance of his or her official duties or was intended as a reward for any official action on his or her part.

This code does not prohibit a trustee, officer, or employee from accepting: (i) a gift presented to TNAACS for the benefit of the school where the recipient is representing TNAACS and thereafter presents the gift to TNAAC; or (ii) a gift that is motivated solely by a pre-existing personal relationship, but is in no way connected with the recipient’s official TNAACS duties. Notwithstanding the foregoing, trustees, officer, or employees should make every effort to decline to accept gifts on behalf of TNAACS, but, in cases where it would be considered ungracious to do so, should make clear that the gift is being accepted on behalf of, and will be given to, TNAACS. Gifts received on behalf of TNAACS shall be turned over to the Headmaster (or the Headmaster’s designee) who will ensure the gift is used for the benefit of the school. The Headmaster (or the Headmaster’s designee) shall give written notice to the Board of any gift received by TNAAC having a value of \$50 or more along with a description of its use for the benefit of the school.

2. Disclosure of Interests:

- a. Disclosure of Interests in Matters before the Board: Trustees, officers, or employees shall disclose to the Board any Interest (as defined below) that he or she has, will have, or later acquires with respect to a transaction the Board is considering. Such transactions include contracts and the provision of goods and services. The disclosure of an Interest may be made orally or in writing. A trustee, officer or employee has an "Interest" if he, she, or a family member (including a trustee, officer or employee's parent, grandparent, spouse, sibling, child, grandchild, niece, or nephew), or business associate (i) is employed by, or (ii) holds a fiduciary, ownership, or investment interest with, any entity or person with which TNAACS is considering a transaction. Trustees, officers, or employees with Interests shall recuse themselves from the Board's consideration of the relevant transaction. In no event shall trustees vote on transactions in which they have a financial interest. The individual's recusal, shall be recorded in the appropriate minutes. In addition, the Board expects trustees, officers, or employees to disclose close friendships with (a) any person with whom TNAACS is considering a transaction, and (b) any person who has a significant position in an entity with which TNAACS is considering a transaction.
- b. Disclosure of Interests in Other Matters: An officer or employee (1) shall disclose to the Headmaster (or Headmaster's designee), orally or in writing, any Interest (as defined above) that he or she has, will have, or later acquires, and (2) shall recuse her- or himself from any decision-making process related to each such Interest unless the Headmaster (or Headmaster's designee) in consultation with the Board determines the officer or employee's continued participation is in the best interest of the TNAACS and consistent with the applicable law and the principles contained in this code of ethics. The Procedures set forth in the preceding sentence shall also apply to any trustee who has knowledge that he or she has an Interest in a transaction being considered by TNAACS below the Board level. The individual's recusal shall be memorialized in writing. In addition, trustees, officers, or employees shall disclose close friendships with (a) any person with whom TNAACS is considering a transaction, and (b) any person who has a significant position in an entity with which TNAACS is considering a transaction.
- c. Disclosures of Contracts with Not-For-Profit Entities: Trustees, officers, or employees must disclose any contract with not-for-profit entities, such as charter management organizations, partners and founding organizations.

d. This Section 2 shall not be construed as requiring disclosure of an Interest if the person from whom disclosure (“covered person”) would otherwise be required (1) has no knowledge that TNAACS is or may be contemplating a transaction with the entity or person that is the basis for an Interest and (2) has no role in the applicable decision-making process. It is, however, the responsibility of each covered person to determine whether the covered person has a relationship with any entity or person the covered person knows or, as a result of the covered person’s responsibilities, has reason to know that TNAACS is contemplating a transaction with.

3. Representation before the Board: Trustees, officers, or employees shall not receive or enter into any agreement, express or implied, for compensation by a third party for services to be rendered in relation to any matter before the Board, including but not limited to compensation that is to be dependent or contingent upon any action by the Board with respect to such matter.

4. Investments in Conflict with Official Duties: Trustees, officers, or employees 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.

5. Confidential Information: Trustees, officers, or employees will exercise the highest degree of care not to disclose confidential information including, but not limited to student records, financial information, personnel records, and payroll records. Trustees, officers, or employees 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, except as required by law, trustees, officers, or employees shall not disclose information regarding any matters discussed in an executive session of the Board, whether such information is deemed confidential or not.

6. Employment Conflicts:

a. *Private Employment:* A trustee, 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.

b. *Future Employment:* A trustee, officer, or employee shall not, after the termination of service or employment with the Board or TNAACS, 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.

7. Compliance with Applicable Conflict of Interest Laws:

The conflict of interest provisions of the New York General Municipal Law are applicable to charter schools to the same extent those provisions (Gen. Municipal Law §§800-804, 804-a, 805, 805-a, 805-b, 806, as amended) are applicable to school districts. All trustees, officers, or employees shall comply with such laws.

8. Additional Code of Ethics Requirements:

- a. Trustees, officers, or employees shall make all appropriate financial disclosures whenever a grievance of conflict of interest is lodged against them.
- b. Trustees, officers, or employees may never ask a subordinate, a student, or a parent of a student to work on or give to any political campaign.
- c. Trustees, officers, or employees will observe rules of behavior and conduct.

Unacceptable conduct includes, but is not limited to:

- Theft or inappropriate removal or possession of property;
- Falsification of documents;
- Possession, distribution, sale, transfer, or use of alcohol or illegal drugs in the workplace or while on duty;
- Use of tobacco or tobacco products on school grounds;
- Insubordination or other disrespectful conduct;
- Violation of safety or health rules;
- Sexual or other unlawful or unwelcome harassment; or
- Excessive absenteeism or any absence without notice.

Distribution of the Code of Ethics'

The Headmaster (or Headmaster's designee) shall cause a copy of this Code of Ethics to be distributed annually to every trustee, officer, and employee. Each trustee, 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 this 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

Equal Opportunity Employer:

It is the policy of TNAACS to seek and employ the best qualified personnel without regard to sex, race, religion, color, creed, national origin, citizenship, sexual orientation, veteran status age, marital status, or disability. It is further this organization's policy to ensure equal opportunity for the advancement of staff members and equal treatment in the areas of upgrading, training, promotion, transfer, layoff, and termination.

TNAACS will comply with the American with Disabilities Act (ADA) of 1990, and welcomes applications from people with disabilities. The school does not discriminate against qualified, disabled individuals solely for reasons of their disability. Consistent with this policy, TNAACS is committed to:

- Recruit, hire and promote on the basis of an individual’s qualifications and competence for the job;
- Make the necessary, reasonable accommodations to enable a qualified person with a disability to perform the essential functions of a job;
- Protect the disabled individual’s right to privacy and confidentiality to the extent possible; and
- Full compliance with all requirements of applicable law, including those relating to employee benefits.

Qualifications

TNAACS will conduct national searches for the best teachers and staff. Teachers will be expected to be certified, though the school may employ up to five staff members, or no more than 30% of its teaching staff, whichever is less, who are not certified. Teaching Fellows must either be certified or in the process of obtaining certification (e.g., Teach For America or NYC Teaching Fellows). Below are the responsibilities and qualifications for key personnel:

Key Staff Responsibilities and Qualifications

Headmaster	
Responsibilities	Qualifications
<ul style="list-style-type: none"> • Accountable for everything that happens in the building and delegates responsibilities as needed. • Completion of staff evaluations • Hiring/termination/promotional decisions • Responsible for leading moment of silence, exercise, reciting of credo, directions during meal time • Accountable and responsible for overall safety of students and staff • Emergency procedures • Approves all out of building field trips • Physical plant of the building, ensuring that things are working 	<ul style="list-style-type: none"> • Commitment to TNAACSs mission, goals, culture and virtues • Demonstrated success in raising urban student achievement • High expectations for themselves, staff and students • Teaching and leadership experience, especially in an urban setting • Experience hiring, managing and evaluating employees • High level of organization and resourcefulness necessary for start-up environment • Exemplary communication skills and sophisticated analytical analysis

<ul style="list-style-type: none"> • Compliance with all applicable Chancellor’s, State, Federal regulations • Budget planning • Sets academic goals and expectations as instructional leader • Attainment of mission and charter agreement • Provides feedback and guidance on instructional techniques • Accountable for professional development and adult learning of each staff member • Leader of Education Leadership Team 	<ul style="list-style-type: none"> • Strong recommendations from prior employers, colleagues and employees • Master’s degree • Successfully co-founding and/or serving in a leadership position in a private or charter school (preferred) • Fluent in Spanish (preferred) • Experience with elementary grades (preferred)
--	---

Director of Operations

Responsibilities	Qualifications
<ul style="list-style-type: none"> • Oversee all day-to-day operational activities of the school in collaboration with Headmaster • Manage a team of back office personnel, including Operations Assistant (starting Y2) • Manage major academic-related systems and activities, including student recruitment and enrollment lottery, student information systems. • Coordinate HR functions, including onboarding and summer training • Oversee procurement and building maintenance, renovations and upgrades • Coordinate food services, health services and transportation • Plan logistics for school-wide events for students, staff and families • Manage all volunteers, including sourcing, selection, and assigning of duties • Coordinate communications with parents and the community • Manage technology needs 	<ul style="list-style-type: none"> • Bachelor’s degree • Master’s Degree (preferred) • Teaching or education program experience ideal. • At least 3 years relevant professional work experience, ideally in a charter school or other K-12 education organization • At least 1 year direct experience successfully managing and developing staff • Demonstrated success providing superior customer service. • Strong interpersonal skills and track record of collaborating with diverse stakeholders • Strong communication, writing, and presentation skills • Organized planner and project manager with proven ability to multi-task, take initiative, prioritize effectively, and deliver for multiple stakeholders on deliverables and deadlines. • Proactive and creative problem-solver

Director of Finance (starting Year 3)

Responsibilities	Qualifications
<ul style="list-style-type: none"> • Prepare annual budget and support the annual auditing process, working closely with the Headmaster • Manage the day-to-day finances to ensure overall financial health of the school • Conduct accurate and timely billing to ensure adequate cash flow • Manage payroll and benefits • Ensure school-wide compliance with health and safety laws, teacher certification, city and state education mandates, and all federal and state workplace regulations. • Manage student data collection and information updates • Maintain inventory of all assets in the school building, including computers, equipment, furniture, uniforms, etc • Provide regular reporting of financial status to school leadership and the Board 	<ul style="list-style-type: none"> • Bachelor’s degree • MBA or master’s degree in relevant field (preferred) • At least five years in an administrative or management role • Quantitative skills and experience with accounting, budgets, and financial management. • Thrives in entrepreneurial start-up environment and working conditions; can work within an ambiguous, fast-moving environment while also driving toward clarity and solutions • Self-starter and demonstrated resourcefulness • History of getting results • Highly organized, detail-oriented • Strategic and critical thinker • Values input and feedback • Team-player capable of working both collaboratively and independently • Flexible and strong ability to multi-task

	<ul style="list-style-type: none"> • Excellent interpersonal and communication skills, ability to interact with various stakeholders
Secretary	
Responsibilities	Qualifications
<ul style="list-style-type: none"> • Warmly greet all visitors to the school and direct them to the appropriate place or person; • Serve as primary contact for all school communication via phone; • Maintain records in accordance with legal requirements and audit guidelines • Ensure confidentiality and security of office space, files, and all information pertaining to students, parents, staff, and community • Type, translate, and distribute school correspondence • Maintain and ensure the accuracy of students' daily attendance, as well as medical, tardy, and early leave logs; • Update data in student information system • Assist in ordering and receiving materials • Provide administrative support including scheduling meetings and conference calls, maintaining calendars, arranging travel and managing correspondence • Check and summarize all voice messages and respond to general inquiries • Sort and route mail • Manage inventory and order office supplies • Update school calendar 	<ul style="list-style-type: none"> • AA preferred; • Minimum of 1 year of school experience required • Oral and written proficiency in Spanish strongly preferred; • Proficiency with the Microsoft Office Suite; • Experience in proper office procedures including filing, answering the telephone professionally, photocopying, greeting all visitors cordially, and handling information with confidentiality; • Excellent communication skills, both oral and written; • Strong organizational and interpersonal skills; • Ability to manage the ambiguity and multiple priorities inherent in an entrepreneurial environment; • Relentless results orientation; • Detail oriented team player willing to roll up sleeves and get the job done; • Demonstrates initiative and a desire to learn
Master Teacher	
Responsibilities	Qualifications
<ul style="list-style-type: none"> • Team leader for the grade who is responsible and accountable for the learning experience of the sixty students in the classroom • Leading the three additional teachers on the team for development • Mentoring and developing the learning goals for the other teachers in their team – academically and socially • Responsible for the safety of all students • Responsible for curriculum planning and instructional quality in the classroom • Responsible to communicate everything that happens in the classroom with the Headmaster • Accountable for ensuring that all special learning needs are met according to Federal and State mandates (i.e., IEPs). • Responsible for ensuring that the team is operating at a collegial level and adhering to high professional standards • Responsible for ensuring the cleanliness of the classroom environment • Master Teacher may delegate responsibilities as needed yet is accountable for everything that 	<ul style="list-style-type: none"> • Licensed teacher with at least five (5) years of satisfactory service • Appropriate New York City License and/or New York State Certificate in ESL, Dual Language, Bilingual, Special Education or Common Branches, or being in the process of obtaining such license/certificate • Demonstrated success in incorporating hands-on and co-operative learning activities • Demonstrated success in developing interdisciplinary project and problem-based unit plans • Experience in differentiating instruction for all students • Record of creating model classroom learning environments • Writing and presentation ability as evidenced by a demo lesson and a writing sample • Demonstrated success in working collaboratively with colleagues and parents/caregivers • Record of developing and facilitating effective professional development for adult learners • Demonstrated commitment to professional

<p>happens in the classroom</p> <ul style="list-style-type: none"> Responsible for assisting the Headmaster with hiring and selecting the teaching staff Responsible for overseeing all classroom-based communication with families Embody, preserve and promote the school's mission, vision, and core values Teach students and coordinate their learning expectations to ensure that students meet or exceed NYS learning standards Member of Education Leadership Team 	<p>growth</p> <ul style="list-style-type: none"> Proven ability to use data to inform instruction Demonstrated high expectations for students Demonstrated scholarship in the content area <p>Preferred:</p> <ul style="list-style-type: none"> Ability to teach advanced math and science concepts and curriculum Experience in differentiating instruction for special education and English Language Learners Prior experience as a Lead Teacher, Mentor, Coach, or Teacher Center Specialist Prior experience with team teaching Fluency in a language other than English, preferably Spanish and/or French
Partner Teacher	
<p style="text-align: center;">Responsibilities</p> <ul style="list-style-type: none"> Responsible for active participation in developing other colleagues within team Maintaining instructional charts and ensuring that they are up-to-date Expected to actively participate in ongoing professional development for their own learning and for adult learning Responsible for taking on opportunities to lead professional development sessions and mentor other associate/apprentice teacher Embody, preserve and promote the school's mission, vision, and core values Teach students and coordinate their learning expectations to ensure that all sixty students meet or exceed NYS learning standards Engage in effective and appropriate classroom management Provide direct and indirect instruction that is aligned with student, class, and grade-level Prepare individual student achievement reports Establish and maintain meaningful partnerships with colleagues, family members, and the school community Engage in reflective practice and document your learning regarding pedagogical best practices and student learning after each lesson Accountable for carrying out the delegations of the Master Teacher 	<p style="text-align: center;">Qualifications</p> <ul style="list-style-type: none"> Licensed teacher with at least four (4) years of satisfactory service Appropriate New York City License and/or New York State Certificate in ESL, Dual Language, Bilingual, Special Education or Common Branches, or being in the process of obtaining such license/certificate Demonstrated success in incorporating hands-on and co-operative learning activities Experience in differentiating instruction for all students Record of creating model classroom learning environments Writing and presentation ability as evidenced by a demo lesson and a writing sample Demonstrated success in working collaboratively with colleagues and parents/caregivers Demonstrated commitment to professional growth Proven ability to use data to inform instruction Demonstrated scholarship in the content area <p>Preferred:</p> <ul style="list-style-type: none"> Ability to teach advanced math and science concepts and curriculum a plus Experience in differentiating instruction for special education and English Language Learners a plus Prior experience with team teaching a plus Fluency in a language other than English, preferably Spanish
Associate Teacher	
<p style="text-align: center;">Responsibilities</p> <ul style="list-style-type: none"> Embody, preserve and promote the school's 	<p style="text-align: center;">Qualifications</p> <ul style="list-style-type: none"> Licensed teacher with at least one (1) year of

<p>mission, purpose, and core values</p> <ul style="list-style-type: none"> • Teach students and coordinate their learning expectations to ensure that all sixty students meet or exceed NYS learning standards • Engage in effective and appropriate classroom management • Provide direct and indirect instruction that is aligned with student, class, and grade-level • Participate and collaborate in a variety of professional development activities to enrich personal teaching practices • Prepare individual student achievement reports • Establish and maintain meaningful partnerships with colleagues, family members, and the school community • Engage in reflective practice and document learning regarding pedagogical best practices and student learning after each lesson • Accountable for carrying out the delegations of the Master Teacher 	<p>satisfactory service</p> <ul style="list-style-type: none"> • Appropriate New York City License and/or New York State Certificate in ESL, Dual Language, Bilingual, Special Education or Common Branches, or being in the process of obtaining such license/certificate • Demonstrated success in incorporating hands-on and co-operative learning activities • Experience in differentiating instruction for all students • Writing and presentation ability as evidenced by a demo lesson and a writing sample • Demonstrated success in working collaboratively with colleagues and parents/caregivers • Demonstrated commitment to professional growth • Proven ability to use data to inform instruction • Demonstrated scholarship in the content area <p>Preferred:</p> <ul style="list-style-type: none"> • Ability to teach advanced math and science concepts and curriculum a plus • Experience in differentiating instruction for special education and English Language Learners a plus • Prior experience with team teaching a plus • Fluency in a language other than English, preferably Spanish
--	---

Apprentice Teacher

<ul style="list-style-type: none"> • Embody, preserve and promote the school's mission, purpose, and core values • Teach students and coordinate their learning expectations to ensure that all sixty students meet or exceed NYS learning standards • Engage in effective and appropriate classroom management • Provide direct and indirect instruction that is aligned with student, class, and grade-level • Participate and collaborate in a variety of professional development activities to enrich personal teaching practices • Prepare individual student achievement reports • Establish and maintain meaningful partnerships with colleagues, family members, and the school community • Engage in reflective practice and document your learning regarding pedagogical best practices and student learning after each lesson • Accountable for carrying out the delegations of the Master Teacher 	<p style="text-align: center;">Qualifications</p> <ul style="list-style-type: none"> • Appropriate New York City License and/or New York State Certificate in ESL, Dual Language, Bilingual, Special Education or Common Branches, or being in the process of obtaining such license/certificate • Writing and presentation ability as evidenced by a demo lesson and a writing sample • Demonstrated success in working collaboratively • Demonstrated commitment to professional growth • Demonstrated scholarship in the content area <p>Preferred:</p> <ul style="list-style-type: none"> • Ability to teach advanced math and science concepts and curriculum a plus • Experience in differentiating instruction for special education and English Language Learners a plus • Prior experience with team teaching a plus • Fluency in a language other than English, preferably Spanish
---	--

Plan for Unionization

TNAACS intends to be a unionized charter school, with teachers moving to organize on the first day of classes. As such, school policies including but not limited to salaries, benefits, hiring process, termination, and working hours will be subject to negotiation with the United Federation of Teachers.

Hiring Process

While the school Headmaster has final authority to hire staff members, he or she may delegate conduct of the hiring process to other administrators or committees. All job applicants must fill out completely and sign an application for employment. In addition, all job applicants must:

- Provide an up-to-date resume;
- Supply proof of teaching certification and qualification pursuant to No Child Left Behind (NCLB) (such as college matriculation, copies of school transcripts); and
- Be interviewed by the Headmaster or his or her delegate.

As part of the interview process, prospective teachers will write essays, participate in phone, group, and individual panel interviews, and be observed teaching, either at TNAACS, their current school, or another school. Video of instruction may be substituted. The hiring process will include the following additional mandatory steps:

- At least two references checked, credentials verified, qualifications confirmed;
- Documentation of employment eligibility, i.e., proof of identity and legal authority to work in the United States;
- Fingerprinting and a criminal background check and clearance; and
- The candidate's signature on an offer letter confirming the offered position.

Refusal to comply with any of the above requirements or the falsification of information, or the inability to provide proof of legal authority to work in the U.S. will result in the individual not being hired or the job offer being rescinded.

Full-Time and Part-Time Employment:

Employees shall receive annual letters of employment that state the terms of their employment. Employees may be hired as regular full-time employees, and as such will be eligible for all benefits provided by the school. The organization also may hire part-time staff. Part-time staff is those who are employed for less than 40 hours per work-week. Part-time employees are not eligible for benefits, unless their contract specifically provides for benefits. Time-off from work, without pay, for part-time employees may be granted by the Headmaster or his or her designee. TNAACS will verify that all of our employees are authorized for employment in the United States. All employees will complete an I-9 form.

Fingerprinting and Criminal Background Check:

TNAACS faculty, staff (including temporary staff) and consultants working in the school must pass a fingerprint and criminal background check as a condition of employment. Consultants who are either independent contractors or agents of a company who have unsupervised access to students and whose work involves spending time in the school also must be fingerprinted and

have a criminal background check. Classroom volunteers who have a consistent, regular presence in the school and who work with children in an unsupervised capacity must undergo fingerprinting and criminal background checks. It is not the policy of TNAACS to require fingerprinting and background checks on parent classroom volunteers for general community activities with children, as they do not have consistent, regular, unsupervised access to students. No employee may start working until clearance is received.

Drug-Free Workplace

All employees are required to notify the Headmaster within five days of any criminal conviction if it occurred either in or out of the workplace. Employees will be notified that the unlawful manufacture, distribution, possession or uses of controlled substances are prohibited in the workplace.

Smoking:

All facilities of TNAACS will be smoke-free.

Performance Evaluation

Teacher Evaluation

Specific teacher performance evaluation policies will be negotiated with the United Federation of Teacher's during the school's first year. The following describes a basic framework for performance evaluation modeled on the contract already in place with the UFT at P.S. 770.

Each year, each teacher will undergo a thorough, summative performance review with the Headmaster. Partner, Associate, and Apprentice teachers will undergo this performance review with the Headmaster in conjunction with the Master Teacher. Along with a detailed written review and assessment of job performance, teachers will receive a rating that falls in one of the following rating categories: Highly Effective, Effective, Developing, Ineffective.

Sixty percent (60%) of a teacher's rating shall be based on:

- All Teachers: Professional observations and evaluations of teaching and teacher performance by the Headmaster using Charlotte Danielson's Framework for Teaching (2011 revised edition)
- For Apprentice, Associate, and Partner Teachers: Observations of teaching and teacher performance by their Master Teacher using Charlotte Danielson's Framework for Teaching (2011 Revised Edition)
- For Master Teachers: Observations of teaching and teacher performance by peer Master Teachers using Charlotte Danielson's Framework for Teaching (2011 Revised Edition)
- Family and student satisfaction surveys

Forty percent (40%) of a teacher's rating shall be based on student achievement measures:

- Student growth on state assessments (in testing grades) or on CTB/McGraw-Hill's TerraNova exam, a state-approved third party assessment (in non-testing grades)
- Authentic artifacts in student learning, graded using rubrics developed by TNAACS.

In the event a teacher is rated Developing or Ineffective, the Headmaster will identify the teacher's specific behavior(s) to be changed using the Charlotte Danielson rubric and work to create a Teacher Improvement Plan (TIP) with the teacher. The TIP Team (Headmaster, Master Teacher [if applicable], UFT Chapter Chair, and teacher under review) will collaboratively create a four-to-six month action plan with a specific goal for improvement that includes monthly reviews that assess teacher progress. The TIP plan must include the specific supports being given to the teacher over this period of time (including but not limited to Master Teacher, Partner Teachers, Higher Education Institutions, and personal counselors). All members of the TIP team, including the teacher under review, will sign this TIP action plan. At the end of this four-to-six month action plan period, the TIP team will review and assess the progress that has been made.

Headmaster Evaluation

The Headmaster is directly responsible to the Board of Trustees, and will be evaluated each year. Evaluations are among the factors considered in determining salary increases. Other factors include, but are not limited to, competitive data, the financial resources of the school and the general state of the economy.

Along with a detailed written review and assessment of job performance, the Headmaster will yearly receive a rating that falls in one of the following rating categories: Highly Effective, Effective, Developing, Ineffective.

Sixty percent (60%) of the Headmaster's rating shall be based on:

- Organizational and financial stability of the school
- Measurable goals set at the start of the school year in consultation with the board based on data sources, including but not limited to audit results, teacher evaluation results, student and teacher attendance rates, family and student satisfaction surveys, and grievance records

Forty percent (40%) of the Headmaster's rating shall be based on student achievement measures:

- Student growth on state assessments or on CTB/McGraw-Hill's TerraNova exam, a state-approved third party assessment
- Authentic artifacts in student learning, graded on a rubric to be developed by TNAACS

In the event the Headmaster is rated Developing or Ineffective by the Board of Trustees, he/she may be dismissed. If the Headmaster is not dismissed, he/she will be placed on a Headmaster Improvement Plan. This one-year plan, developed by the Board of Trustees, will include a specific goal for improvement that includes monthly reviews that assess progress and recommended supports to the Headmaster during this period. At the end of this one year plan, the Board of Trustees will review the Headmaster's progress, assign another rating, and may decide to retain or dismiss the Headmaster.

Evaluation of Other Roles

The Headmaster is responsible for employees' performance evaluations. Each year each staff member will undergo a thorough summative performance review with the Headmaster or his or

her delegate. At this time the employee will receive formal feedback on his or her performance. A performance evaluation consists of a written review and assessment of job performance followed by an in-depth discussion.

The school may use the following mechanisms to inform staff if their performance is below expectations: oral and written warnings, improvement plans and suspension. Employees may also be terminated for misconduct and/or poor job performance (see termination section below).

Termination

Specific termination policies for teachers will be negotiated with the United Federation of Teacher's during the school's first year.

Offenses which can result in teacher dismissal may include, but are not limited to:

1. Repeated teacher ratings of Ineffective or Developing
2. Failure to meet goals in Teacher Improvement Plan
3. Repeated absence attendance or lateness
4. Corporal punishment of a student
5. Verbal, physical, and/or sexual abuse of a student
6. Sexual harassment of an employee
7. Lack of ability to have collegial relations with colleagues or administrators.
8. Possession, use, sale, purchase, or distribution on school property, or reporting to work under the influence, of a drug and/or alcohol.
9. Falsifying or altering records.
10. Theft of school property.
11. Sabotaging or willfully damaging school equipment or the property of other employees.
12. Insubordination involving, but not limited to, defaming, assaulting, or threatening to assault a supervisor, and refusing to carry out the order of a supervisor.
13. Fighting or provoking a fight on school premises.
14. Working for another employer while on leave without consent of the school.
15. Carrying concealed weapons on school property or during any school-sponsored event.
16. Failure to perform professional duties.

Final Pay:

Employees who leave the service of TNAACS for any reason shall be entitled to all pay that may be due them, with the following qualifications:

1. Employees will be advised of their rights under the Consolidated Omnibus Budget Reconciliation Act of 1986 (COBRA) to continue health care coverage for themselves and their dependents at group rates at their own expense for up to 18 months.
2. An employee who is terminated or who resigns must return all office keys, identification, security cards and codes, any borrowed school property, including personal laptop and office materials and supplies, in such employee's possession to the Headmaster. Failure to return TNAACSs items will result in delay in payment of final pay until all of TNAACSs property is returned.
3. No information or copies of information, including but in no way limited to files, memos, computer-stored items, lists, or other similar information, may be taken by such

employee without the express permission of the Headmaster.

4. The final date of employment is the final date on which the employee serves his or her duties at TNAACS. It shall never be construed as the date upon which the employee receives his or her final pay.

Severance Pay

Employees shall not be entitled to severance pay.

Exit Interviews

All employees are strongly encouraged to participate in an exit interview before leaving TNAACS.

Faculty Responsibilities:

The first day of school for the 2013-14 academic year is September 3, 2013 and the last day for teachers is July 2, 2014. Teachers are expected to attend the Five Week summer training which will take place during the week of July 8 in Cambridge, MA, and during the weeks of July 15 and 22, and August 19 and 26 in New York City. Faculty should expect to be at school from 7:30 a.m. until 3:30 p.m., with the exception of Thursdays, which run until 5:00 p.m. Faculty members are required to be present at all classes or other scheduled responsibilities. When not in the classroom or performing scheduled duties, faculty members are expected to be at school to attend all school meetings and assemblies, and to be available to students. The TNAACS phone is answered from 8:00 a.m. until 3:30 p.m. on regular school days. The office is open from 8:00 a.m. to 3:30 p.m. on normal school days. Summer office hours are from 9:00 a.m. to 3:00 p.m.

Leave and Absences

TNAACS does not distinguish between Personal Leave, Bereavement Leave or Sick Leave. All staff members must request of the Headmaster the use of leave, giving advance notice whenever possible, and all instructional staff should make every reasonable attempt to use leave so as to disrupt classroom instructional time as little as possible. All employees should use their best judgment in determining what constitutes "reasonable" leave taking. As a general guideline, the school shall consider three days in the case of bereavement, five days for illness, and three personal days annually "reasonable." Additional days may be considered reasonable with sufficient explanation. Teacher leave policy is subject to UFT contract.

All absences and lateness must be reported directly to the Director of Operations or his/her designee by telephone by 6:30 a.m. In addition, all teachers are expected to call their classroom colleagues and report their absence. If a teacher is absent a substitute will not be called; instead the remaining teachers are expected to adapt their plans to reflect the absence of their colleague. Teacher teams are expected to keep up-to-date lesson plans, which can be referred to in case of an absence. When an absence is planned faculty members should communicate, in writing, to the Headmaster and Director of Operations, the day(s) he/she will be absent. If a faculty member knows that he or she will be absent far enough in advance, it is the faculty member's responsibility to make every effort to see that classes and other obligations are covered by their team. Faculty must call the Director of Operations each day they are absent unless the staff member is on an approved leave of absence. Failure to call in daily may result in disciplinary action, up to and including termination. Employees who are absent for three (3) or more days and

have not contacted the Director of Operations will be considered to have abandoned their employment, and school records will reflect that the individual voluntarily terminated his or her employment with TNAACS.

Faculty with excessive absenteeism and/or tardiness cannot perform their jobs effectively and disrupt the operation of the school. Therefore, excessive absenteeism or lateness may be cause for disciplinary action up to and including termination. Failure to notify the Director of Operations before the start of school or failure to call his/her designee will be considered an unexcused absence and will be subject to disciplinary action up to and including termination. Teachers who must be absent for reasons other than illness must communicate, in writing, and arrange for their absence in advance with the Director of Operations and Headmaster.

Handling Emergencies

All staff members are expected to familiarize themselves with the building facilities and the location of fire-fighting equipment; they are also encouraged to take the Red Cross training for first aid and child CPR offered periodically at the school. In emergency situations staff shall use their best judgment in following these procedures. If anyone needs immediate medical attention, use the school phone to call the main office and request whoever answers to contact 911. If the person has stopped breathing, tell the office to send someone trained in CPR to the classroom immediately. Be prepared to provide the following information:

- Your location and name;
- Child/person's name and age; and
- The child/person's condition and what if anything happened to cause the condition

Do not allow the person/student to be left unattended by an adult. The person who answers the office phone will contact 911, the nurse and the Headmaster. The staff member also will designate a staff person to wait outside the facility for the ambulance and emergency officials to arrive at the school entrance and escort them to the classroom. The Secretary will stay in the office in case the EMS needs to contact the school and make sure a copy of the Emergency Contact Form and Before Providing Care Form are given to the appropriate medical emergency staff and the attending faculty member. The Secretary also will notify the student's family as soon as possible. Their contact information can be found on the Emergency Contact Form.

Reporting Responsibilities: As school personnel staff members are MANDATED to report SUSPECTED child abuse or neglect. We need not be certain that a child is being abused; we need only to suspect abuse or neglect in order to report it. The following examples of "Red Flags" should be reported to the Headmaster immediately:

- A child who talks about wanting to hurt or kill him or herself.
- Any injury, mark or bruise that looks concerning and for which there is no viable explanation. Note: only one adult should ask the child how the injury occurred. Avoid excessive questioning. If you prefer, you may ask the Headmaster to do the questioning.
- A child who complains that he/she cannot sit down because they have been spanked.
- Inappropriate sexualized behavior, either acting out or knowledge that is not age appropriate.
- A child who expresses fear or concern about going home, or about someone in his / her home or about something happening at home.

If you suspect that a child is being abused or maltreated you should contact the Headmaster in person as well as provide them with written documentation by using the Confidential Report of an Allegation of Child Abuse. Once this is completed it is every teacher's responsibility to report the suspicion to the Association of Children's Services (ASC) with consultation of the Headmaster. Do not let a child that you suspect may be a victim of abuse leave school at the end of the day without first talking to the Headmaster. In addition, all employees are REQUIRED to report any allegations of child abuse in an educational setting to the Headmaster. The term educational setting means the building and grounds of any school as well as vehicles used to transport students to and from school, field trips and extracurricular activities as well as the sites where those activities take place. The Headmaster should be notified of any such concerns and complete a Confidential Report of an Allegation of Child Abuse in an Educational Setting.

Confidentiality Policy

School employees are required to preserve the confidentiality of any and all records containing personally identifiable information of students. Student records are confidential by virtue of the Family Educational Rights and Privacy Act (FERPA), the Individuals with Disabilities in Education Act (IDEA), state privacy laws and other laws and regulations. School employees may not disclose personally identifiable information about school students unless they have been given clearance by the Headmaster and are certain that the disclosure is permitted by law. All student records maintained in the central school office as well as in individual teacher's classrooms must be secured at all times. Only those employees with a legitimate need for access to a student's records may access such records absent written parental permission. Therefore, absent a special reason, only faculty members who provide instruction or other services to a student should have access to his/her records. In addition, school employees who have access to social security numbers of school personnel are required to preserve the confidentiality of such information and only disclose the information for legitimate or necessary business purposes.

School Calendar and Holidays

Each year the school will establish a school calendar that complies with the New York State Education Law relating to compulsory attendance. TNAACS has discretion with regard to the dates of attendance. Unless exempted by the Headmaster or Director of Operation, all staff are expected to be in attendance on all days indicated by the school calendar, including Summer Institute. The school calendar should be consulted for dates on which the School is closed.

Weather Days and Other Closings

The School may be closed due to inclement weather or other situations. An orderly process for notification of public media outlets and, if practical, parents shall be developed and implemented when necessary. The school will be closed on any regular school day when the New York City Department of Education cancels school due to inclement weather. At the discretion of the Headmaster, 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.

Military Leave

Members of the United States Army, Navy, Air Force, Marine, 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).

CANDIDATE STATEMENT

I believe that educators should empower learners and inspire leaders to create a better world.

EDUCATION

Harvard University, Cambridge, MA — M.Ed., 2009 (in passing), Ed.D, 2015 (projected)

Touro College, New York, NY — M.S., 2003

Rabbinical College of America, Morristown, NJ — B.R.S., 1997

Military Intelligence Officer's Basic Course, Ft. Huachuca, AZ — 1991

University of Maryland, College Park, MD — B.A., 1990

EDUCATIONAL DISTINCTIONS

Harvard University, Cambridge, MA — Presidential Fellow, 2009

Teachers College, Columbia University, New York, NY — Cahn Fellow, 2008

Airborne School, Ft. Benning, GA — Paratrooper Wings, 1994

EXPERIENCE

Headmaster, The New American Academy, P.S. 770; Brooklyn, NY 2010-Present

Founded a school that currently has 180 students based on The New American Academy model (described in Chancellor's Intern section) that will grow to 360 students at full-capacity.

Chancellor's Intern, NYC Department of Education; New York, NY 2009-2010

Mentored by Chancellor Joel Klein in an intensive 6-month internship where I learned how he managed and led the largest public school system in the United States. In addition, I negotiated an innovative contract between the NYC Department of Education and the United Federation of Teachers to implement a new model of education that I developed at Harvard with five other doctoral students from the Urban Superintendents Program. The New American Academy model has sixty students with a team of four teachers who loop with the students kindergarten through fifth grade, with a career ladder. This innovative approach was awarded Harvard's Phi Delta Kappa award for innovation in 2009.

Principal, Jordan L. Mott, M.S. 22; Bronx, NY 2004-2008

M.S. 22 had 770 students and under my leadership was removed from two infamous lists: the list of the 12 most violent in NYC as well as one of the bottom 34 schools in NY State in the list of Schools Under Registration and Review (SURR). Major crime was reduced by 100% and all other by 90% and both ELA and Math scores rose to 114 NY State benchmark points, while attendance improved to 93.4%.

**Aspiring Principal, Brooklyn School for Collaborative Studies, Brooklyn, NY
2003-2004**

Learned the art of collaboration in a school that had 340 students under Alyce Barr, Principal.

Teacher, Crown School, P.S. 161, Brooklyn, NY — 2000-2003

Taught Spanish and Journalism to 180 middle schoolers in a part of the K-8 school that was called the Crown School for Law and Journalism.

Aide-de-Camp/Training Officer (USAR) 352d Civil Affairs Command, Riverdale MD 1992-1994

Served first as a training officer and then as an aide to Brigadier General Robert H. Beahm for a command whose mission is to govern in areas under U.S. military control.

Executive Officer, HHQ Company, Ft. Meade, MD — 1990-1991

Served as an executive officer of a large (200 men) company that protected Ft. Meade, MD

HONORS

Ministry of Education, Paris, France — *Chevalier dans l'Ordre Palmes Academiques* (Knight of the order of Academic Palms), 2009

Humanitarian Lamplighter Award, 2008

National Urban Alliance Educational Leadership Award, 2008

Brooklyn Borough President's Citation of Leadership, 2008

Bronx Borough Judges Commendable Mention Award, 2008

NY State Assemblyman Camara's Citation of Leadership, 2008

LANGUAGES

Spanish and English