



Application Summary

The mission of the Westchester Academy of Science Charter School (WASCS) is to provide each Yonkers student with a diverse, high quality, innovative, rigorous and relevant education in a safe, supportive environment that promotes self-discipline, motivation, critical thinking and excellence in lifelong learning. WASCS aims to provide excellent opportunities for its students with its college preparatory program with an emphasis on Math and Science, to ensure each child graduates high school on time and is college ready. The WASCS team will join the parents and its community to assist the students in developing skills to become independent, happy, healthy, self-sufficient adults and productive citizens who will succeed and contribute responsibly in a global community.

The goal of the WASCS is to ensure each year, at least 90% of each student cohort will graduate from WASCS. This percentile is 25 percentage points higher than the district and 16 percentage points higher than the state graduation rates.

A college preparatory program will be part of the WASCS school culture. During the middle school years, students will be strongly motivated through college/university trips, collaborative programs with colleges/universities, etc. to get into a college. Additionally, a high school orientation for all eighth grade students and their parents will be provided in the spring of each year. Incoming ninth graders who do not have a 2.0 GPA will be paired with a high performing junior or senior who maintains at least a 3.0 GPA, who will serve as a peer mentor.

The 2010 New York State Assessment Data reveal that less than 50% of Yonkers 6th, 7th, and 8th graders are meeting New York State grade level standards in Mathematics and English Language Arts. The founders of the Westchester Academy of Science Charter School believe **all** children can learn and achieve high academic and behavior standards with the appropriate challenges and support. To close the current achievement gap that exists in Yonkers and help all students, particularly at-risk youth achieve high academic standards, The Westchester Academy of Science Charter School intends to employ innovative teaching methods to significantly improve



student learning and achievement and increase learning opportunities for all students, particularly those considered at-risk of academic failure.

Immediately following the lottery, the WASCS staff will review the cumulative folders for all students who register to attend and students will be given a diagnostic assessment to determine their academic strengths and weaknesses. This will also include a survey for students to determine students' learning styles. Family visits will occur either at the school or the students' home, whichever the family feels most comfortable with.

Following the review of student records, diagnostic assessment and family visit, a Personal Education Plan (PEP) will be developed for all students. This plan will include the student's personal goals and the academic and behavior goals established in partnership between the student, teacher(s), and parents. This plan will be reviewed each quarter and revisions will be made as necessary. In addition to the engaging instruction students will receive during the school day, all students in need of extra academic support will be provided with one-on-one and small group tutorial sessions before and after school, on Saturdays, and during the summer. Additionally, students will compete in Math and Science Olympiads, Science Fairs, and Robotics Competitions.

Each WASCS' 8th grade student will be provided with an Apple iPad2. As the school continues to expand, all students in grades 8-12 will have iPads to further implement meaningful technology in the classroom. Teachers will receive the necessary professional development and all policies will be in place, including supplementary software for security and age appropriate uses.

Beginning in 2013, WASCS plans to serve 192 students in grades 6th through 8th and add one grade level each year until it reaches full enrollment capacity with 525 6th through 12th graders.

The WASCS' instructional techniques will be driven by what students should know, understand, and be able to do and how well students demonstrate mastery. WASCS will deliver its



curriculum through the Understanding By Design (UbD) (Wiggins and McTighe, 2005) conceptual framework. UbD is designed to engage students in inquiry and to promote the transfer of learning by supporting all students in making sense of discrete facts and skills and facilitating the uncovering of the “big ideas” of content. The WASCS curriculum will have a strong emphasis on mathematics and science and will promote college readiness in all content and technical areas.

Additional supportive components include: (1) A comprehensive advisory program designed to ensure each student has frequent and meaningful opportunities to meet with an advisor. (2) Home Visits will involve regular staff visits to the homes of WASCS’ parents and students in order to strengthen the home-school relationship and provide an avenue of continual communication focused on the student; (3) Service learning projects will be an integral part of the curriculum and will provide all students with opportunities to support and extend their academic learning; and (4) Professional Learning Communities will be an integral component of the professional development program that will become embedded into the day-to-day culture of the school.

The school’s CEO will act as the instructional leader who effectively communicates the mission of WASCS to the staff, parents, and students. The CEO will understand and apply the characteristics of effective schools in the management of the instructional program and the school staff will demonstrate an attitude of high expectations. For the first year, one CEO, one dean of students, one dean of academics, one business manager, 15 full-time teachers including three subject teachers (art, music, and physical education), two special education teachers, four classroom aides, and one counselor will be hired.

The WASCS founders continue to work diligently to establish possible partner organizations to help its students, staff and community experience tremendous levels of success.

The proposed location of the Westchester Academy of Science Charter School is 2 Wells Ave, Yonkers, NY 10701.

CERTIFICATION AND ASSURANCES STATEMENT

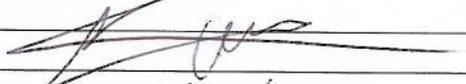
Proposed Charter School Name WESTCHESTER ACADEMY OF SCIENCE CHARTER SCHOOL
 Proposed School Location (District) YONKERS CITY SCHOOL DISTRICT

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 application⁸
- 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: | 02/20/2012 |
| Print/Type Name: | MEHMET OZHABES |

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)

Westchester Academy of Science Charter School

2012 NYSED Charter School Application

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

A. Mission Statement and Objectives

The mission of the Westchester Academy of Science Charter School (WASCS) is to provide each Yonkers student with a diverse, high quality, innovative, rigorous and relevant education in a safe, supportive environment that promotes self-discipline, motivation, critical thinking and excellence in lifelong learning. WASCS aims to provide excellent opportunities for its students with its college preparatory program with an emphasis on Math and Science, to ensure each child graduates high school on time and is college ready. The WASCS team will join the parents and its community to assist the students in developing skills to become independent, happy, healthy, self-sufficient adults and productive citizens who will succeed and contribute responsibly in a global community.

To close the current achievement gap that exists in Yonkers and help all students, particularly at-risk youth achieve high academic standards, The Westchester Academy of Science Charter School intends to employ innovative teaching methods to significantly improve student learning and achievement and increase learning opportunities for all students, particularly those considered at-risk of academic failure.

The WASCS will attempt to meet the following objectives for student achievement and graduation:

WASCS will set the first year scores as the baseline for achievement goals which is expected to be closely aligned with the Yonkers School District average (YSD). The goal is to raise the percent of students at or above Level 3 on Grade-8 ELA and Grade-8 Math to 5 percentage points below the NYS levels in the third year of the charter operation, and to the NYS levels in the fourth year. Reflection of these numbers, based on 2010 statistics, are shown in the table below.

Considering 2010 Grade 8 ELA and Math scores of the YSD, from the 1st year to the 4th year, WASCS is going to increase its goal approximately 5 percentage points in ELA and 6 percentage points in Math for each consecutive year.

| | YONKERS | NYS | WASCS’ goal at 3rd year | WASCS’ goal at 4th year |
|------------------------|----------------|------------|---|---|
| Grade 8 ELA (2009-10) | 51% | 69% | 64% | 69% |
| Grade 8 Math (2009-10) | 54% | 80% | 75% | 80% |

Students in Level 3 and Level 4 in Yonkers NYS with respect to WASCS’ achievement goal.

A college preparatory program will be part of the WASCS school culture. During students’ middle school years they will be strongly motivated through college/university trips, collaborative programs with colleges/universities, etc. to get into a college. This motivation will

help WASCS to prepare students for a smooth transition to high school. Additionally, WASCS will provide a high school orientation for all eighth grade students and their parents in the spring of each year. Incoming ninth graders who do not have a 2.0 GPA will be paired with a high performing junior or senior who maintains at least a 3.0 GPA, who will serve as a peer mentor.

Additionally, the goal of the WASCS is to ensure each year, at least 90% of each student cohort will graduate from WASCS. This percentile is 25 percentage points higher than the district and 16 percentage points higher than the state graduation rates.

| | NYS Standard | Yonkers City District | NYS | WASCS Target |
|------------------|-------------------------|--------------------------------------|------------|-------------------------|
| Graduation rates | 55% | 65% | 74% | 90% |

Graduation rates of state and Yonkers City District and WASCS goal

Obstacles that often lead students to drop out, including academic, physical, emotional, and financial issues, will be minimized in our small school environment. Advisors will work closely with students and their families to overcome obstacles and ensure high school graduation. In addition, when students understand the purpose of a high school diploma and are aware of the opportunities it brings for their future, they are motivated to finish school.

At WASCS, staff members will assess each student upon entry to determine his or her particular learning styles and academic strengths and weaknesses. Staff members will also conduct student and parent interviews and will review records from previous schools and other relevant evaluations. Using this information, they will develop a Personal Education Plan (PEP) for each student. The plan will include specific learning and social/emotional goals for each student that is based upon the New York State and Common Core State Standards established at each grade level. The Personal Education Plan and the associated monitoring are one of the key features of the WASCS.

B. Key Design Elements

The 2010 New York State Assessment Data reveal that less than 50% of Yonkers 6th, 7th, and 8th graders are meeting New York State grade level standards in Mathematics and English Language Arts. The founders of the Westchester Academy of Science Charter School believe **all** children can learn and achieve high academic and behavior standards with the appropriate challenges and support. To close the current achievement gap that exists in Yonkers and help all students, particularly at-risk youth achieve high academic standards, The Westchester Academy of Science Charter School intends to employ innovative teaching methods to significantly improve student learning and achievement and increase learning opportunities for all students, particularly those considered at-risk of academic failure.

The founders are clear that significant supports must be in place for many of these non-proficient students who will enroll in the WASCS. Often times in a traditional setting when students are struggling, however, the curriculum becomes water downed and lacks real-life experiences and

the academically struggling students become even more disengaged. At the Westchester Academy of Science Charter School, all students, regardless of their proficiency levels will be exposed to highly rigorous hands-on curriculum and all students will be both challenged and supported to achieve high academic standards.

Immediately following the lottery, the WASCS staff will review the cumulative folders for all students who register to attend and students will be given a diagnostic assessment to determine their academic strengths and weaknesses. This will also include a survey for students to determine students' learning styles. Family visits will occur either at the school or the students' home, whichever the family feels most comfortable with.

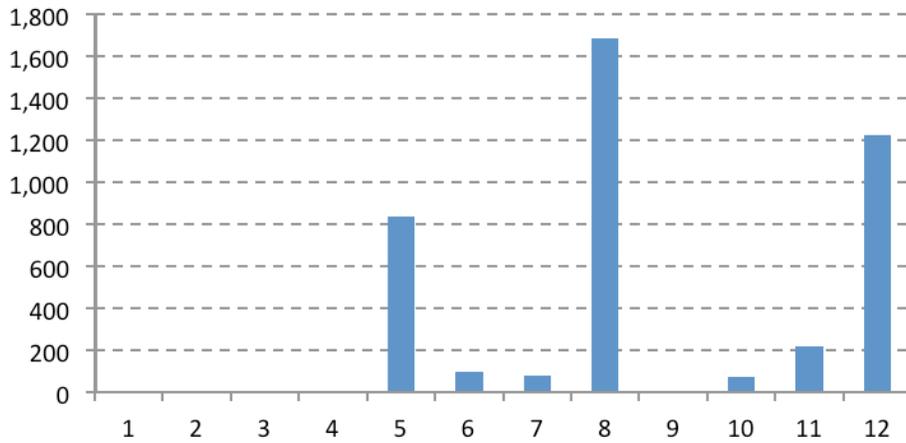
Following the review of student records, diagnostic assessment and family visit, a Personal Education Plan (PEP) will be developed for all students. This plan will include the student's personal goals and the academic and behavior goals established in partnership between the student, teacher(s), and parents. This plan will be reviewed each quarter and revisions will be made as necessary. In addition to the engaging instruction students will receive during the school day, all students in need of extra academic support will be provided with one-on-one and small group tutorial sessions before and after school, on Saturdays, and during the summer. Additionally, students will compete in Math and Science Olympiads, Science Fairs, and Robotics Competitions.

Beginning in grade 8, each WASCS student will be provided with an Apple iPad2. As the school continues to expand, all students in grades 8-12 will have iPads to further implement meaningful technology in the classroom. Teachers will receive the necessary professional development and all policies will be in place, including supplementary software for security and age appropriate uses.

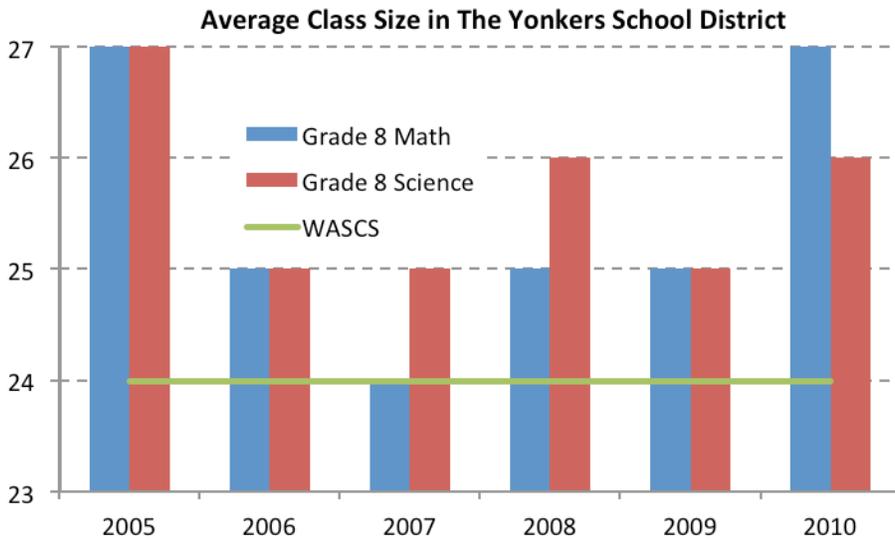
C. Enrollment, Recruitment, and Retention

There are 15 public schools in the Yonkers School District that serve only grades K through 5. According to the 2009-2010 Report Cards, these schools had 834 students in grade 5, who had to move to another school for the next grade. In the Yonkers School District, the majority of students change schools in either grade 6 or grade 9. There are few students who change schools in other grades (see chart below). The WASCS will be serving grades 6 through 12 and each year, it will admit 72 new students to grade 6. This design fits into the grade structure of existing schools in Yonkers, since the WASCS will be able to admit students finishing existing K through 5 schools. Many of the parents who were surveyed also indicated their interest for a school beginning with grade 6.

Number of Students in The Highest Grade of Public Schools
Yonkers School District, 2009-2010 Report Cards



The WASCS is planning to have average class size of 24. In the Yonkers Public Schools, the average class size for grade 8 math and grade 8 science classes has been above 24 since 2005 as shown in the chart below. Small class size will be an advantage of WASCS, as it enables teachers to focus more attention and time to each student. Likewise, a small school size will also be an advantage for the WASCS, which will have 504 students at full capacity as the majority of existing high schools in Yonkers serving grades 9 through 12 and have over 1,000 students.



| Projected Enrollment Table Over the Charter Term ¹ | | | | | | |
|---|------|-----------|-----------|-----------|-----------|-----------|
| Grades | Ages | 2013-2014 | 2014-2015 | 2015-2016 | 2016-2017 | 2017-2018 |
| K | | | | | | |
| 1st | | | | | | |
| 2nd | | | | | | |
| 3rd | | | | | | |
| 4th | | | | | | |
| 5th | | | | | | |
| 6th | 11 | 72 | 24 | 72 | 72 | 72 |
| 7th | 12 | 72 | 72 | 72 | 72 | 72 |
| 8th | 13 | 72 | 72 | 72 | 72 | 72 |
| 9th | 14 | | 72 | 72 | 72 | 72 |
| 10th | 15 | | | 72 | 72 | 72 |
| 11th | 16 | | | | 72 | 72 |
| 12th | 17 | | | | | 72 |
| Ungraded | | | | | | |
| Totals | | 216 | 240 | 360 | 432 | 504 |

More than 1,500 parents were surveyed between December, 2011 and January, 2012 and approximately 72% of those surveyed are parents whose children will be attending 6th, 7th, or 8th grade when the school opens in 2013 and at least 40% of the respondents were of Hispanic descent. Additionally, the WASCS founders plan to continue to visit cultural centers to ensure students from ethnically diverse backgrounds are aware of what WASCS has to offer and information on enrollment will be provided.

D. Community to be Served

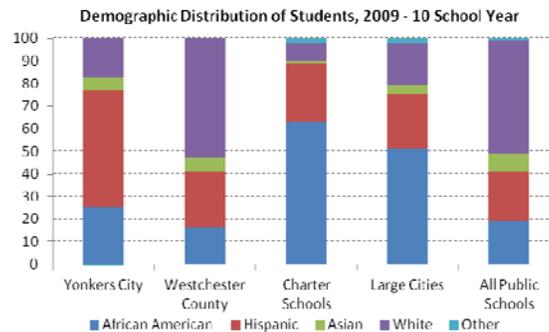
The Westchester Academy of Science Charter School will be located in the Yonkers Public Schools District, which resides in Westchester County. Families in Yonkers are economically disadvantaged compared to neighboring cities in Westchester County. According to the Census Bureau, the median household income in the Yonkers City School District was \$54,400 between 2006 and 2008, versus \$80,300 for the county during that same time period. The poverty rate is also higher in Yonkers. More than 10% of families are below the poverty line. In Westchester County this share is 5%. The percentage of students eligible for free and reduced priced meals also reveal similar comparisons. There are 25,000 students² in grades PK through 12 in Yonkers and 73% of them are eligible for free and reduced-price meals versus 30% in Westchester County and 48% across the state. The majority (65%) of Yonkers students are eligible for free meals, while 8% are eligible for reduced priced meals.

In addition to being economically disadvantaged, a large proportion of the Yonkers population is comprised of minorities. Approximately 52% of the students in Yonkers are Hispanic, 25% are African-American, and 6% are Asian. Only 18% of the students in Yonkers are White. Across

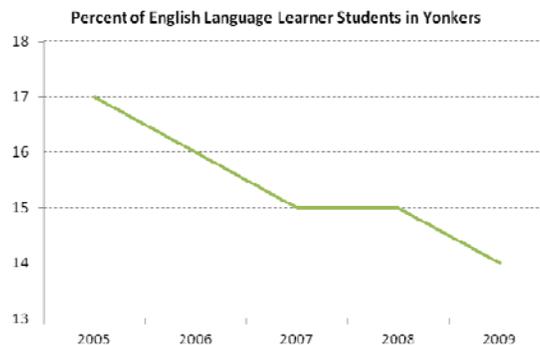
¹ N.Y. Education Law § 2851(2)(p)

² According to the 2009-10 school report card

the state, the share of minority students is much lower: 22% are Hispanic, 19% are African-American, 8% are Asian, and 50% are White. The distribution in Westchester County is similar to state averages.

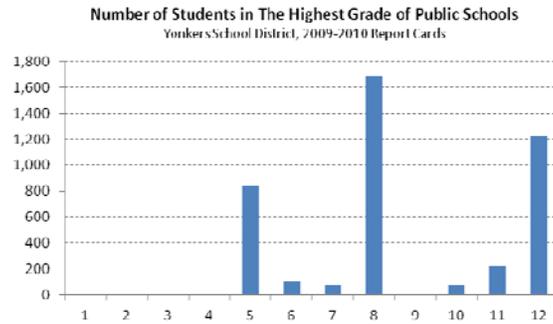


As a result of the large Hispanic, African-American and Asian community, a disproportionate amount of the student population in Yonkers is comprised of English Language Learners, when compared with the state and county. The percentage of English Language Learners is 14% in Yonkers versus 8% in the state and 7% in the county. This share was 17% in Yonkers in 2005, and has been continually declining since then.

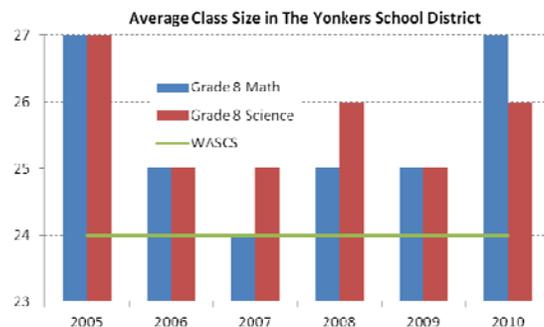


The share of students with disabilities in Yonkers is 13%, about the same as the percentage for the state. WASCS will not discriminate in admission based on a student’s disability. Brochures, pamphlets, and fliers will be readily available for interested families and printed in Spanish or other languages, as well as English. Additionally, the distributed materials will state that WASCS will be open to all students and that children of all needs and talents will be welcomed in the school.

There are 15 public schools in Yonkers School District that serve only grades K through 5. According to the 2009-2010 Report Cards, these schools had 834 students in grade 5, who had to move to another school for the next grade. In the Yonkers School District, the majority of students change schools in either grade 6 or grade 9. There are few students who change schools in other grades as shown in the chart below. The WASCS will be serving grades 6 through 12 and each year, it will admit 72 new students to grade 6. This design fits into the grade structure of existing schools in Yonkers, since the WASCS will be able to admit students finishing existing K through 5 schools.

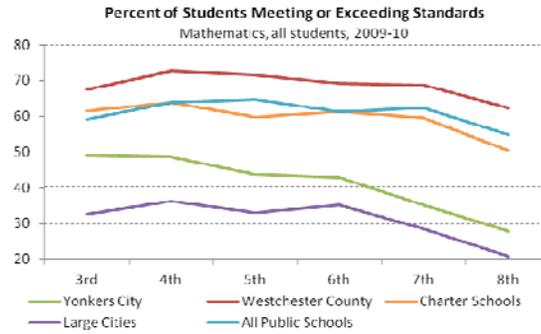


The WASCS is planning to have 24 students in each grade. In Yonkers Public Schools, the average class size for grade 8 math and grade 8 science classes has been above 24 since 2005 as shown in the chart below. Small class size will be an advantage of WASCS, as it will enable teachers to pay more attention to each student. Likewise, small school size will also be an advantage for the WASCS, which will have 504 students in full capacity. The majority of existing high schools in Yonkers serves grades 9 through 12, and has over 1,000 students.

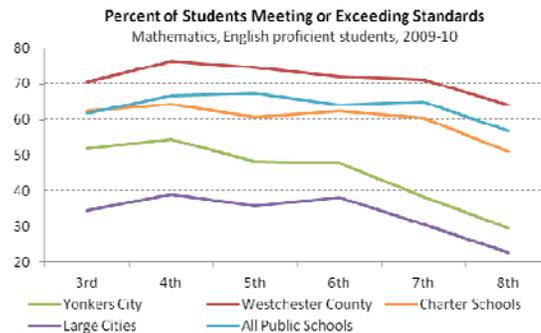


One of the main motivations for the founders to start the WASCS project is the need for improved education in the Yonkers School District. Although discussions with parents in the district revealed the need, an analysis of the school and district report card databases provides concrete evidence. State assessment test results for the 2009-10 school year reveal that while Yonkers students are performing better than the large cities school district group, which includes Yonkers, Rochester, Buffalo and Syracuse – districts similar to each other according to the Department of Education’s categorization of the districts in the state, students in Yonkers are, however, on average, lagging their peers in Westchester County, charter schools across the state, and all public schools in New York State.

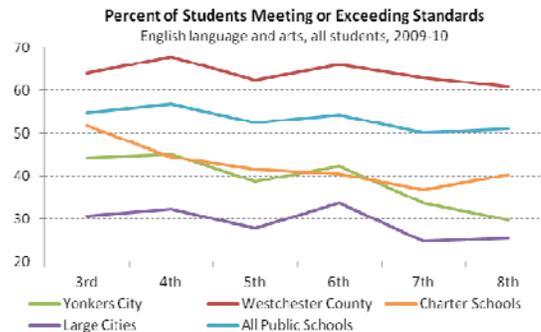
The percent of students in Yonkers meeting or exceeding standards in math are below the percentages for state, county and charter schools across all grades from 3rd to 8th as shown in the chart below. The gap widens through higher grades. For example, there is a 10 percentage point difference between the state average and the Yonkers School District in the 3rd grade, but this gap is 27 percentage points in the 8th grade. This widening difference is the reason the founders wanted WASCS to serve middle and high school grades, where there is a significant achievement gap, rather than elementary school grades.



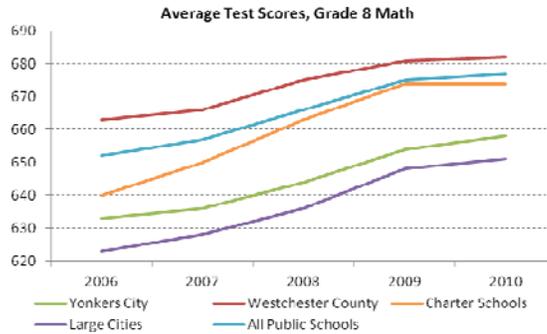
The achievement gap in Yonkers is sometimes associated with a high ratio of English language learners; however, the gap exists even among students who are proficient in English, as shown in the chart below. The gap also exists across all race groups (not shown).



English Language Arts test scores also reveal that the percent of students meeting or exceeding standards in Yonkers is lower than the state, county and charter schools across all grades. Moreover, the gap between Yonkers and state averages also widens for English Language Arts, as students progress through grades.



Test scores in Yonkers City School District have been improving in recent years. However, test scores have been increasing in all comparison groups, as shown in the chart below. The improvement in charter schools is particularly striking.



As the test scores demonstrate, student learning in Yonkers needs to be improved in reading/language and in mathematics. In order to increase student achievement and decrease gaps, WASCS will use the following key elements:

- Personalized education plan and advisory system
- Rigorous academic and social curriculum
- Emphasis on Mathematics and Science
- Infusion of technology
- Individualized instruction and motivating students in small class size
- Small school size to develop better school culture
- Innovative teaching methods and instructional strategies
- Extended Day, Saturday and Summer Academies to provide extra academic support
- Home Visits
- Tutoring center
- Strong parent/student/school relationships
- Enhanced professional development
- Data driven instruction

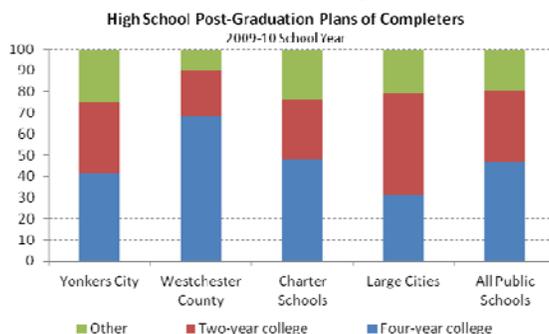
The Westchester Academy of Science Charter School will utilize diagnostic, benchmark, formative and summative assessments. By analyzing and disaggregating the data from benchmark and previous year's New York State Standard Test scores, WASCS will be able to drive instructional decisions based on the latest research in providing a standards-aligned curriculum. This will result in WASCS leading the charge to close the achievement gap between minority and special education students. An ongoing analysis will be discussed at regular Grade Level Meetings and Department Level Meetings. Each student's Personal Education Plan (PEP) will be monitored closely by the Dean of Academics to ensure students achieve their academic and behavioral goals and make certain students, teachers, and parents are on the same page.

At WASCS, students will meet and exceed the New York State Regents' learning standards. WASCS will make sure students will be able to use mathematics, science, and computer technology to solve problems; design and analyze scientific experiments; write clear, well-organized essays that make an interesting, well-substantiated argument; read literary, historical, and scientific material for understanding; and, recite and interpret important literary messages, speeches, and poetry.

The applicant group at WASCS has a strong background in education, and in math and science. The group includes lifelong residents of Yonkers, who were educated in the public school system

in Yonkers. Some members are Hispanic, which will help WASCS in reaching out to the Hispanic community, which comprise half of the student body in Yonkers.

With its college-prep focus, WASCS will motivate all of its students to enter a four-year college. Currently, 41% of high school completers in Yonkers plan to go to a four-year college, compared to 47% in the state, and 68% in the Westchester County.



More than 1,500 parents were surveyed between December, 2011 and January, 2012 and approximately 72% of those surveyed are parents whose children will be attending 6th, 7th, or 8th grade when the school opens in 2013. Over 99% of the parents feel that the level of education in Yonkers needs improvement and 64% of the parents surveyed stressed “College Readiness” as the biggest issue, with a needed emphasis on “Technology” as the second area needing improvement. The college ready program and the infusion of technology at WASCS, including iPads for each 8th through 12th grader, will help students receive a hands-on, rigorous and relevant education. This is a unique aspect to the Yonkers School District.

WASCS will add value to the Yonkers community by improving test scores, increasing graduation rates with its intense math and science program, and motivating students to attend college.

E. Public Outreach

The Yonkers community has been informed about the proposed charter school, including the intended location, the target student population, the grades to be served, and a description of the educational programs to be offered.

In addition to the community outreach efforts conducted and documented in the previous two applications, whereas, approximately two thousand individuals/prospective parents have been reached during the past two years, the WASCS founding board has performed the following:

- (1) Volunteers were sent out to collect data and signatures, in favor of opening the Westchester Academy of Science Charter School, throughout the Yonkers area which include: Getty Square, Cross County Indoor & Outdoor malls, Yonkers DMV, Home Depot, Costco, Stew Leonard, and the Riverfront Library. More than 1,500 parents were surveyed between December, 2011 and January, 2012 and approximately 72% of those surveyed are parents whose children will be attending 6th, 7th, or 8th grade when the school opens in 2013. Over 99% of the parents feel the level of education in Yonkers needs improvement and 64% of the parents surveyed stressed “College Readiness” as the biggest issue, with emphasis on “Technology” being the second area

needing improvement. At least 40% of the respondents were of Hispanic descent. Based on information from the State Board of Education, one of the main groups of students who are struggling are Spanish-speaking students who have transferred in to high school, not because they are not capable, but because they do not have a good command of the English language in which all classes are taught. Based on this information, the Westchester Academy of Science Charter School will be implementing ESL labs so that these students can learn English and thereby be able to understand what is being taught to them in class.

(2) Our website is updated and includes an interactive parent petition component at <http://www.westchesterscience.org/>;

(3) A Facebook account has been opened at <http://www.facebook.com/westchesterscience?sk=wall>; and,

(4) A Twitter account has been opened at <https://twitter.com/westchestersci>.

(5) Public events including presentations about the Westchester Academy of Science Charter School were held at the Yonkers Wills Public Library on January 13, 2012. A second public information session about the Westchester Academy of Science Charter School was held at the Yonkers Riverfront Library on February 7, 2012. Education reporter Colin Gustafson of The Journal News, wrote an article about the Westchester Academy of Science Charter School in their January 25, 2012 edition of the paper which can be retrieved at <http://tinyurl.com/76uo371>.

(6) Additionally, a paper advertisement was placed and appeared in the paper and electronic copy of the Journal News.

(7) A tri-fold brochure was developed, printed, and widely distributed in public places throughout the Yonkers area.

(8) A master list of community organizations, non-profits, neighboring universities, community leaders and businesses, and parents has also been generated. The brochure and information sheet was mailed, follow up phone calls placed, and appointments scheduled to ask for feedback and solicit support. The table below further outlines these efforts:

| Organizations | Reached Out | Meeting Held | Letter of Support | Awaiting Reply |
|---|--------------------|---------------------|--------------------------|-----------------------|
| YMCA | X | X | | X |
| YWCA | X | | | |
| NADAP | X | | | |
| Steppin Up | X | X | X | |
| Westchester Hispanic Chamber of Commerce | X | X | X | |
| Cluster Inc | X | | | |
| Junior Achievement | X | X | X | |
| Westhab | X | | | |
| Andrus Community Services | X | | | |
| Greyston Child Care Center | X | | | |

| | | | | |
|---|--------------------|---------------------|--------------------------|-----------------------|
| Project Step | X | | | |
| Phillips Manor Hall State Historic Site | X | | | |
| Sharing Community | X | | | |
| Groundwork Hudson Valley | X | X | | |
| Nepperhan Community Center | X | | | |
| Charter School for Excellence | X | | | |
| United Way | X | | | |
| Richmond Children’s Center | X | | | |
| St. John’s Episcopal Church | X | | | |
| Yonkers Partners in Education | X | | | |
| Yonkers Christian Academy, | X | | | |
| Project Rainbow | X | | | |
| Advocate for Equity - Gail Bartley-Baxter | X | X | X | |
| Yonkers Community Health Center – Dr. Farhat Ahmad | X | X | X | |
| Community Leaders | Reached Out | Meeting Held | Letter of Support | Awaiting Reply |
| NYS Senator Andrea Stewart-Cousins | X | X | | X |
| NYS Senator Suzie Oppenheimer | X | X | | |
| Yonkers Mayor's Office | X | X | | |
| Yonkers City Council President Chuck Lesnick | X | X | | X |
| Yonkers City Council Member Christopher Johnson - 1st District | X | X | | |
| Yonkers City Council Member Wilson Terrero - 2nd District | X | X | X | |
| Yonkers City Council Member Michael Sabatino - 3rd District | X | X | | |
| Pat McDow (Former Yonkers City Council Member – Majority Leader) | X | X | X | |
| Westchester County Executive Office | X | | | X |
| Educational | Reached Out | Meeting Held | Letter of Support | Awaiting Reply |
| Division of Nephrology, Columbia University - Prof. Bekir Tanriover | X | X | X | |
| Dept. of Electrical Engineering, City College of New York, CUNY - Prof. Roger Dorsinville (Chairman) | X | X | X | |
| School of Education, Manhattan College, - Prof William J. Merriman (Dean) | X | X | X | |
| School of Humanities, Purchase College, SUNY - Prof. Karima A. Robinson | X | X | X | |
| Department of Health Sciences, Lehman College, CUNY- Prof. Robin Kunstler | X | X | X | |
| Manhattan College, Mrs. Debra Damico, | X | X | X | |

| | | | | |
|---|--------------------|---------------------|--------------------------|-----------------------|
| International Student Advisor & Lecturer of French Language | | | | |
| Bronx Community College, Physics and Technology Dept. - Prof Ajaz Sana | X | X | X | |
| Pace University, Dept. of Economics - | | | | X |
| Bronx Community College, Physics and Technology Dept. - Prof Ajaz Sana | | | | X |
| Pace University, Dept. of Economics - | | | | X |
| Businesses | Reached Out | Meeting Held | Letter of Support | Awaiting Reply |
| Angelinas Deli | X | X | X | |
| La Baguette | X | X | X | |
| La Gourmet | X | X | X | |
| MarbleWorks | X | X | X | |
| BP | X | X | X | |
| Waterfront Deli | X | X | X | |
| La Bella Havana | X | X | X | |
| County Fair Appliance | X | X | X | |
| Wholesome Goodness | X | X | X | |
| Parents | Reached Out | Meeting Held | Letter of Support | Awaiting Reply |
| Felix Kayi | X | X | X | |
| Ferhat Aslaner | X | X | X | |

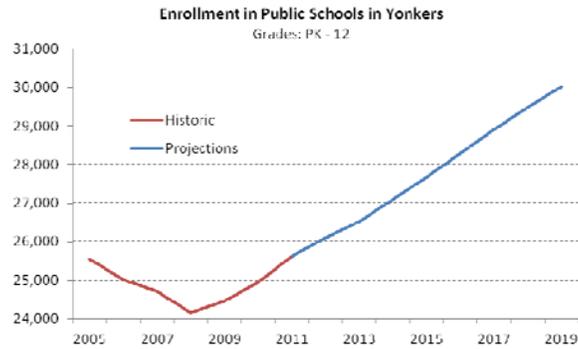
Information sessions about the Westchester Academy of Science Charter School will continue to ensue. Once this application approved, WASCS will conduct Open Houses to ensure all students living within the Yonkers School District are aware of WASCS and what it plans to offer its students upon opening in 2013. WASCS will make extensive efforts to recruit and retain such students through a continued outreach to parents and families in the Yonkers community and will provide a lottery for student selection to ensure each student is given an equal opportunity to attend.

F. Programmatic and Fiscal Impact

The WASCS will contribute to the existing public school system by sharing best practices in its intensive math and science programs and its emphasis on technology and college preparation. The fiscal impact of WASCS in the public school system will be minimal. At full capacity, WASCS will have 504 students. Currently, there are 25,000 students enrolled in grades PK through 12 in the Yonkers Public Schools District. WASCS will start with 216 students in the first year, which corresponds to less than 1% of the student population in the Yonkers Public Schools.

A study titled “Demographic Study for the Yonkers Public Schools” conducted in January 2011 provided projections for the number of students enrolled in the Yonkers Public Schools. The study was conducted by Statistical Forecasting LLC, which was retained by the Yonkers Public Schools to perform the projections. According to this study, the number of enrolled students is

expected to increase to 30,000 in 2019, from 25,000 in 2010 and the number of students has been steadily increasing over the past three years.



The WASCS will start in the 2013-14 school year with 216 students and reach its full capacity of 504 students during the 2017-18 school year. Over this time period, the projected enrollment is expected to increase by 2,950 students. Hence, the WASCS will not have any negative impact on the existing school system in Yonkers.

II. EDUCATIONAL PLAN

A. Achievement Goals

Students at WASCS will be expected, challenged and supported to achieve grade level New York State and Common Core State Standards. With the unique curriculum design and instructional focus, the teachers will work closely with students to ensure mastery. Benchmark assessments will be utilized to provide continual assessment, analysis, and action planning for students.

Additionally, WASCS will set the first year scores as the baseline for achievement goals which is expected to be closely aligned with the Yonkers School District average (YSD). The goal is to raise the percent of students at or above Level 3 on Grade-8 ELA and Grade-8 Math to 5 percentage points below the NYS levels in the third year of the charter operation, and to the NYS levels in the fourth year. Reflection of these numbers, based on 2010 statistics, are shown in the table below.

Considering 2010 Grade 8 ELA and Math scores of the YSD, from the 1st year to the 4th year, WASCS is going to increase its goal approximately 5 percentage points in ELA and 6 percentage points in Math for each consecutive year.

| | YONKERS | NYS | WASCS' goal at 3 rd year | WASCS' goal at 4 th year |
|------------------------|---------|-----|---|---|
| Grade 8 ELA (2009-10) | 51% | 69% | 64% | 69% |
| Grade 8 Math (2009-10) | 54% | 80% | 75% | 80% |

Students in Level 3 and Level 4 in Yonkers NYS with respect to WASCS' achievement goal.

B. School Schedule and Calendar

The student schedule was created to provide a maximum amount of time learning new concepts, but also receiving additional supports, as needed to meet or exceed grade level standards. In order to provide appropriate academic services for all students, an extended day, Saturday, and summer program will be made available for students.

Additionally, teachers will also have an extended year, beginning two weeks before students start in order to receive an orientation, necessary professional development, and begin planning for a successful school year.

A sample weekly student schedule and a sample weekly teacher schedule for each level WASCS intends to operate and a proposed first year calendar are attached as Attachment 3a and 3b.

C. Curriculum and Instruction

The Westchester Academy of Science Charter School (WASCS) will focus on providing each Yonkers' student with a diverse, high quality, innovative, rigorous and relevant education in a safe, supportive environment that promotes self-discipline, motivation, critical thinking and excellence in lifelong learning. WASCS aims to provide excellent opportunities for its students with its college preparatory program with an emphasis on Math and Science, to ensure each child graduates high school on time and is college ready.

The WASCS' instructional techniques will be driven by what students should know, understand, and be able to do and how well students demonstrate mastery. WASCS will deliver its curriculum through the Understanding By Design (UbD) (Wiggins and McTighe, 2005) conceptual framework. UbD is designed to engage students in inquiry and to promote the transfer of learning by supporting all students in making sense of discrete facts and skills and facilitating the uncovering of the "big ideas" of content.

The UbD framework will support an understanding-based curriculum that will highlight best practices and the UbD approach will provide staff with unit templates to assist in the design of curricula and assessments focused on student understanding. It will also lead to a more coherent framework of courses and programs framed around big ideas, essential questions and core assessment tasks.

The WASCS curriculum will have a strong emphasis on mathematics and science and will promote college readiness in all content and technical areas. The school year calendar will provide for an extended day/year and Saturday Academy program. This will be designed to establish extra time for support in the areas of enrichment and /or Response To Intervention (RTI) for all students.

Additional supportive components include: (1) A comprehensive advisory program designed to ensure each student has frequent and meaningful opportunities to meet with an advisor. Students' progress will be assessed and tracked, providing them with an extra motivator to perform to the best of their ability. They will be kept up-to-date on their progress through this advisory, and a logical plan will be set for achievement goals; (2) Home Visits will involve regular staff visits to the homes of WASCS' parents and students in order to strengthen the home-school relationship and provide an avenue of continual communication focused on the student; (3) Service learning projects will be an integral part of the curriculum and will provide all students with opportunities to support and extend their academic learning; and (4) Professional Learning Communities will be an integral component of the professional development program that will become embedded into the day-to-day culture of the school. This will allow staff to be engaged in purposeful, collegial learning to further assist all students to meet and exceed rigorous academic standards.

Below is a sample mathematics curriculum framework including the immersion of both New York State Standards and the Common Core State Standards, following a sample science unit plan that WASCS teachers will use to fully develop their grade level curriculum and lesson plans for the 2013-2014 school year. A complete set of the curriculum framework and unit plans will

be provided for teachers during their two-week orientation so they can begin unit planning, establishing appropriate pacing guides, etc., to ensure all students are exposed to the appropriate grade level curriculum in a meaningful way.

| Westchester Academy of Science Charter School 6 th Grade Mathematics Curriculum | | | |
|---|---|---|-------------------|
| Statistics and Probability Strand | | | |
| New York State Standards | New York State Performance Indicators for Grade 6 <i>Students will be able to...</i> | Common Core State Standards | Sample Activities |
| <p>1. Students will collect, organize, display, and analyze data.</p> <p>2. Students will make predictions that are based upon data analysis.</p> <p>3. Students will understand and apply concepts of probability.</p> | <ul style="list-style-type: none"> Develop the concept of sampling when collecting data from a population and decide the best method to collect data for a particular question. Record data in a frequency table. Construct Venn diagrams to sort data. Determine and justify the most appropriate graph to display a given set of data (pictograph, bar graph, line graph, histogram, or circle graph). Determine the mean, mode and median for a given set of data. Determine the range for a given set of data. Read and interpret graphs. Justify predictions made from data. Justify the reasonableness of estimates. Determine personal references for capacity. List possible outcomes for compound events. Determine the probability of independent events. Determine the number of possible outcomes for a compound event by using the fundamental counting principle and use this to determine the | <p>6.SP.1. Recognize a statistical question as one that anticipates variability in the data related to the question and accounts for it in the answers.</p> <p>6.SP.2. Understand that a set of data collected to answer a statistical question has a distribution which can be described by its center, spread, and overall shape.</p> <p>6.SP.3. Recognize that a measure of center for a numerical data set summarizes all of its values with a single number, while a measure of variation describes how its values vary with a single number.</p> <p>6.SP.4. Display numerical data in plots</p> | |

| | | | |
|--|--|--|--|
| | <p>probabilities of events when the outcomes have equal probability.</p> | <p>on a number line, including dot plots, histograms, and box plots.</p> <p>6.SP.5. Summarize numerical data sets in relation to their context, such as by: Reporting the number of observations. Describing the nature of the attribute under investigation, including how it was measured and its units of measurement. Giving quantitative measures of center (median and/or mean) and variability (interquartile range and/or mean absolute deviation), as well as describing any overall pattern and any striking deviations from the overall pattern with reference to the context in which the data were gathered. Relating the choice of measures of center and variability to the shape of the data distribution and the context in which the data were gathered.</p> | |
|--|--|--|--|

| | |
|---|---|
| Understanding By Design Stage 1 – Desired Results | |
| Standard: RST6 (Craft and Structure) Reading Standards for Literacy in Science and Technical Subjects | |
| Understanding: Explaining and describing and discussing are essential to construct meaning of text. | Essential Question: Why do author’s write text? |
| Grade: 8 | Subject Area: Science |
| Knowledge: | Understand author’s purpose in providing an explanation describing a procedure, or discussing an experiment in a text. |
| Skill: | Analyze the author’s purpose in providing an explanation describing a procedure, or discussing an experiment in a text. |
| Stage 2 – Assessment Evidence Core Assessments: Formative and Summative State Assessments | |
| <ul style="list-style-type: none"> • What will count as evidence of our success? • What baseline data (e.g., student achievement gaps; staff understandings, attitudes, and practices; organizational capacity) should be collected? • What are key indicators of our-short term and long-term progress? | |
| Stage 3 – Action Plan | |
| Actions: What actions will help realize our goals effectively? What short- and long-term actions will we take? Who should be involved? informed? responsible? What predictable concerns will be raised? How will we address them? | |
| Differentiated Instruction (ELL, Spec.Ed., Advanced) Instructional Methodologies: Use of Multiple Intelligences information, Direct Instruction, Zone of Proximal Development (ZPD) Mixed Groupings, Teach metacognitive strategies – Teaching students to continually practice area reading strategies | |

D. Assessment System

Assessments will be a key way to gauge the effectiveness of the academic program and monitor students' progress towards achieving grade level standards at WASCS. Frequent monitoring of student progress and the use of assessment data to set specific learning goals for individual students are characteristics of high performing schools. Toward this end, WASCS will implement a comprehensive assessment system that gives the students, teachers, parents, administrators, and the state important information regarding the school's success in preparing its students academically.

WASCS' use of assessment supports the students and teachers in their academic pursuits. Students will receive periodic feedback regarding their progress, in addition to the feedback they receive on homework assignments or verbally during class. Teachers will also receive information that they use daily, weekly and annually to inform how they teach and what they teach. Close attention to trends in scores can identify possible gaps in the curriculum or needed modifications regarding the timing in which certain standards are covered. Frequent assessments will allow teachers to identify quickly and accurately those students who need additional help.

This well-rounded assessment program allows for parents, students, teachers, administrators and the public to accurately see whether WASCS is meeting its mission of academic success. WASCS will report the overall success of students with statistical data to the public. This data, in turn, will inform the decision-making process at the school. Just as teachers use the information to gauge their students' progress and identify areas of strength and areas for improvement, the school uses this information in the aggregate to do the same. The results from the Practice Regents Exams and the Regents Exams, for instance, serve as one important measure of the instruction and curriculum at the school. Each year, the administration and teams of teachers will spend time looking at the students' results of the Regents to evaluate a variety of aspects of the program. Teams of teachers will perform an item analysis for every individual student in their team, each cohort, and each class, looking for trends in the data that show a particular area or standard that was not covered or mastered sufficiently.

Teacher teams will double-check to see when and how their curriculum covers each standard and investigate why students did not perform well in that area. Each teacher will compare the varying levels of mastery of standards to his/her record of what standards were covered when. Grade level teachers will also work together to devise new ways to cover this material to increase the level of mastery. This material may be covered in the class if there is a gap for the majority of the group or may be covered with tutoring individual or small groups of students. The school will do this throughout the year because this practice serves as a topic of professional development. Grade level teams and/or content area teams are in charge of coming up with realistic strategies for the year. Additionally, for all students entering WASCS who are reading below grade level, running records and leveled texts will also be provided appropriate to their independent reading levels.

Assessment and instruction in all content areas will be organized around New York's State Standards and they will be ongoing. Regent Tests will be administered as mandated by the State. The tests will be given to the students on the date previously determined by the state. In

addition, the school will administer two Practice Regents Exams and two Benchmark Tests in all content areas during the year that the students are expected to sit for each specific exam. Teachers will conduct an item analysis of each exam and align instruction based on the results and analysis of each student's exam. In addition, the school will administer a nationwide norm-reference test such as Terra Nova which will allow for comparison of each child's performance with national norms based on grade equivalents and percentiles.

State Developed Assessments

Grade 6-8 State Developed Assessments

NYS English Language Arts Test (Grades 6-7-8), NYS Mathematics Test (Grades 6-7-8), NYS Grade 8 Intermediate-Level Science Test, NYS Grade 8 Intermediate Social Studies Test, Second Language Proficiency Examination, NYS Alternate Assessments for Students with Severe Disabilities

Grade 9-12 State Developed Assessments (Regents Examinations)

Regents Comprehensive Examination in English-Commencement Level

Regents Examinations in Mathematics: Integrated Algebra (Gr. 9), Geometry (Gr. 10), Algebra 2 & Trigonometry (Gr. 11)

Regents Examinations in Science: Physical Setting/Earth Science (Gr. 11), Living Env. (Gr. 9), Physical Setting/Chemistry (Gr. 10), Physical Setting/Physics (Gr. 11)

Regents Examinations in Social Studies: Global History and Geography (Gr. 10), United States History and Government (Gr. 11 or 12)

Regents Examinations in Languages Other than English (Gr. 10): Spanish, German

Nationwide Assessments

Terra Nova Standardized Test or PSAT & SAT Tests, AP Examinations

Practice Tests

Practice tests will be provided by an independent outside source (Assessment Company) to take a snapshot and develop an intervention plan.

School-Developed/Prescribed Assessments

Teacher observations, Teacher-prepared assessments, Portfolios and associated writing pieces, Projects, Benchmark assessments (Unit, Mid-terms, Final exams), Released state practice examinations or equivalent tests and assessment tools, IEP-referenced alternate assessments and diagnostic tools for students with disabilities (as developed in an IEP team with the student's district of residence) such as student portfolio assessment, LAS assessments to determine proficiency in English (for identified students)

E. Performance, Promotion, and Graduation Standards

High school diploma requirements in WASCs will be based on the Commission of Education Regulations, Section 100.1-100.9, relating to general education and diploma requirements. The following are the requirements students will have to meet in order to receive a diploma:

HIGH SCHOOL

- Students must earn 23 credits in grades 9-12 in order to graduate.
- Students must pass the Regent's mandatory tests in English, Mathematics, Global History and Geography, and Science. Students may take the Regent's exam for languages other than English.

- The minimum student load is five credits per year.
- Credit will only be granted once. When a course is repeated for credit, the grade earned upon repeating the subject will become a part of the student's record as well as the original grade.
- A student in Grade 9 who has not passed the required Regents Exams will be required to enroll in mandatory tutoring prior to or concurrent with enrollment in core-tested subjects.
- Social Studies: Four credits required, including 1 unit in American History and 1/2 unit each in Participation in Government and Economics.
- Students may meet the learning standards in technology either with a course in technology education or through an integrated course combining technology with mathematics and/or science.
- The Arts are defined as dance, music, theatre, and visual arts while counting for required art credit.

Required courses and credit units for graduation are as follows:

| | | | |
|------------------------------|------------------|------------------------------------|--------------------|
| ENGLISH LANGUAGE ARTS | 4 Credits | SOCIAL STUDIES | 4 Credits |
| English 9 | 1 Credit | Global studies and Geography I | 1 Credit |
| English 10 | 1 Credit | Global studies and Geography II | 1 Credit |
| English 11 | 1 Credit | U.S. History and Government | 1 Credit |
| English 12 | 1 Credit | Participation in Government | 1/2 Credit |
| MATHEMATICS | 4 Credits | Economics | 1/2 Credit |
| Algebra I | 1 Credit | ARTS | 1 Credit |
| Geometry | 1 Credit | LOTE | 1 Credits |
| Algebra II | 1 Credit | PHYSICAL EDUCATION | 2 Credits |
| Pre-Calculus | 1 Credit | HEALTH EDUCATION | 1/2 Credit |
| SCIENCE | 3 Credits | CAREER & TECHNOLOGY ELC | 3.5 Credits |
| Biology | 1 Credit | | |
| Chemistry | 1 Credit | | |
| Physics | 1 Credit | | |
| TOTAL: 23 CREDITS | | | |

**Table 1: High School Graduation Requirements
MIDDLE SCHOOL**

For students in grade 6, 7 and 8, students must meet the following requirements or automatically be considered for retention:

- Grade 6 to 7: A student must pass all courses and receive a final grade of not lower than "D-" in the core subjects (math, science, language arts, and social studies).
- Grade 7 to 8: A student must pass all courses and receive a final grade of not lower than "D-" in the core subjects (math, science, language arts, and social studies).

- Grade 8 to 9: A student must pass all courses and receive a final grade of not lower than "D-" in the core subjects (math, science, language arts, and social studies). A student who does not meet this requirement may be recommended to attend summer school.
- A student must pass the Regents Exam in mathematics, science and language arts. A student who does not meet this requirement will be required to attend an appropriate summer school course.

GRADING POLICY

The following illustrates a sample grading policy in WASCS:

| Grade | Pass/ Fail | Grade point Value | Quality Point Value | | Grade | Pass/ Fail | Grade point Value | Quality Point Value |
|-------|------------|-------------------|---------------------|--|-------|------------|-------------------|---------------------|
| A+ | Pass | 4 | 98-100 | | C | Pass | 2 | 73-76 |
| A | Pass | 3.9 | 93-97 | | C- | Pass | 1.66 | 70-72 |
| A- | Pass | 3.66 | 90-92 | | D+ | Pass | 1.33 | 67-69 |
| B+ | Pass | 3.33 | 87-89 | | D | Pass | 1 | 64-66 |
| B | Pass | 3 | 83-86 | | D- | Pass | 0.66 | 60-63 |
| B- | Pass | 2.66 | 80-82 | | F | Fail | 0 | 0-59 |
| C+ | Pass | 2.33 | 77-79 | | P | Pass | 0 | N/A |

Table 2: Grading Policy

F. School Culture and Climate

Part of WASCS’ mission is to provide each Yonkers student with a diverse, high quality, innovative, rigorous and relevant education in a safe, supportive environment that promotes self-discipline, motivation, critical thinking and excellence in lifelong learning. To create an environment where teaching and learning can flourish, WASCS has developed a series of expectations that address proper student behavior, maintenance of order within the school and during school activities, and a statement of student rights and responsibilities.

School staff will ensure that parents and students are well informed of these policies both before enrollment and at the time students’ sign up for entry into the charter school. Accordingly, students will not be surprised about the standards of behavior expected from them, and parents will be reassured about the type of classroom environment and school culture that will be maintained in the Charter School.

The discipline and order policies of WASCS include the following components:

- Student Disciplinary Code,
- Maintenance of Public Order on School Property,
- Student Rights & Responsibilities.

Existing student discipline policies from many public school districts were examined in developing this code, and components of those district policies are evident throughout the discipline code of WASCS.

Parents and Guardians Engagement in the governance, life and culture of the school

We believe that high levels of parental involvement will lead to both high parental satisfaction and higher student achievement. Thus, the school's parents will be surveyed annually for their opinion of the school and how well it is serving their children.

Each spring, a parent survey and a student survey will be conducted. The results will be compiled, recorded and retained, and they will be presented as part of the overall evaluation information that we provide to the Yonkers School District. The goals of the survey are to discern any areas that the parents and students feel should be addressed more thoroughly, areas that the parents and students feel are being adequately addressed, and those areas that the parents and students feel might make a more complete program if instituted. The overall goal of the survey is to ensure both student and parent satisfaction with the WASCS program, through open communication with and responsiveness of the school.

Parents will be an integral part of the school. Every effort will be made to encourage parents to:

- Serve as school volunteers,
- Promote and strengthen parental responsibility and involvement,
- Serve on the School Council and other committees,
- Involve themselves with the subcommittees developed by the Board of Trustees.

Additionally, the following policy for parent involvement in school governance will be employed:

- Involving parents in the design and implementation of WASCS.
- Providing orientation and other training for parents to ensure their knowledge and participation in the school, and ensuring they understand the school's mission and policies, and outlining a process for parental feedback to school leaders.
- Requiring pre-set times that teachers and the school CEO are available to parents and a process for effective, regular communication, including quarterly parent teacher conferences and school-wide parent open houses.
- Systematically providing updates to parents on their child's academic progress, attendance, and behavior in the school.
- Providing an institutional structure and culture of parental involvement, for example: establishing a parent association; forming parent/Trustee subcommittees on various issue areas; instituting a formal process of communication with the Board; and assigning parental responsibilities for and participation in school events and field trips, etc.
- Allowing parents to sign voluntary "contracts," pledging to be involved in their child's education, responsive and helpful to the school for various needs (fund-raising, clean-up, social events), or other expectations (though such contracts cannot be binding or at all viewed as a condition for a child's admission to or retention at the school).
- Requiring parents to sign homework sent home with and returned by their children.

- Making parents aware of all meetings of the Board of Trustees and other school meetings.

G. Special Student Populations and Related Services

At WASCS, all special students populations, including students with disabilities, students who are English language learners, students who are at-risk of academic failure, and students who are academically advanced or gifted, will be provided with a full and meaningful access to participate and progress in the general educational curriculum.

Students with disabilities

The Westchester Academy of Science Charter School (WASCS) will comply with the federal child find requirements (34CFR§300.111) which require schools to have in place a process for identifying, locating, and evaluating students with disabilities. Students enrolling for the first time in a New York Public School will be screened by a team of teachers, including both regular and special education teachers, to identify any possible indication that the child may need a specialized or intense education program, and if so they will be referred to the students' home district. Other students will be brought to the attention of the Response to Intervention Team if they are demonstrating any academic or behavioral problems within the regular education environment. Interventions will then be monitored to address the special needs of the student. Should the problems persist; a disability suspected after the intervention(s), the students will be referred to the student's home district for an evaluation. In addition to being consistent with the law, WASCS will work with the LEA school districts to ensure all students with disabilities that qualify under IDEA:

- Have access to a free and appropriate public education (FAPE)
- Will be appropriately evaluated
- Are provided with an IEP
- Will receive an appropriate education in the least restrictive environment
- Have appropriate personnel involved in the development of decisions regarding the IEP, and have access to appropriate procedures and mechanisms, along with the parents, to resolve any disputes or disagreements related to the school or school districts provision of FAPE.

A student suspected of having a disability will be referred in writing to the chairperson of the resident districts' Committee on Special Education (CSE) for an individual evaluation and determination of eligibility for special education programs and services. Referrals may be made by any professional member of the WASCS. Such referrals will:

1. State reasons for the referral, and include any test results, records or reports upon which the referral is based,
2. Describe any attempts to remediate the students' performance prior to the referral including any supplementary aides and support services provided for this purpose,
3. Describe the extent of parental contact or involvement prior to the referral. A copy of such a referral, along with the procedural safeguards notice described in 34CFR§300.504 will be sent to the students' parents.

Initial evaluations, reevaluations and revisions of IEPs and the procedures related thereto are the responsibility of the local agency (LEA), the school district of a student's residence (see 34CFR §300.312, 300.312, and 300.340, et al). WASCS will implement the IEP developed by the local CSE for each student with a disability and will cooperate with the student's district of residence to ensure that all services recommended in the IEP are provided to the student.

WASCS will provide substitute coverage for teachers as necessary to ensure they are able to attend CSE meetings. As required by IDEA, the student's regular education teacher will be involved in the development and implementation of a student's IEP, provided that the student is, or may be, participating in the regular education environment. WASCS will ensure that the teacher is knowledgeable about the students' needs and will help implement any modifications or accommodations as determined by the local CSE. Every teacher of a student with a disability will be provided a copy of the student's IEP and training will be provided as needed to ensure their understanding of the student's needs.

Quarterly progress reports regarding each student and his or her IEP, as well as copies of all report cards will be sent to the student's parents and to the student's district of residence. The school district is welcome at any time to monitor WASCS' implementation of its special education program.

The WASCS' Response to Intervention Process will identify and provide services for the entire at-risk population at the school including students with disabilities, students with specific learning disabilities, English language learners, struggling students, and advanced and gifted students through:

- High quality, culturally responsive and linguistically responsive instruction in the classroom
- Evidence-based interventions
- Identification of behavioral problems and learning disabilities
- A school-wide multi-level (tiered) academic and behavioral identification of at-risk students
- The implementation of a screening process that will identify a student's current level of performance in English Language Arts and Mathematics through administration of a pre-assessment
- Progress monitoring of students' performance including administration of interim assessments
- RTI Team, Curriculum Supervisor, Special Education Coordinator, ELL Coordinator and General Education Teachers will observe and monitor students' academics and behaviors in the classrooms, review data, address teacher concerns about struggling students, help design intervention plans, determine how long the intervention should be, and what improvements would close the achievement gap. This instructional leadership team will identify what students will be taught in the curriculum, determine instructional

Students who are English Language Learners (ELL)

WASCS will identify English language learners using a variety of options: surveys, Home Language Questionnaires, informal interviews and oral and written exams.

As a first step, WASCS will attempt to identify ELLs through a survey that will be sent to every student's household after the annual enrollment period, which will be designed to identify students who may have limited English proficiency. This survey will be in the Home Language Questionnaire. If it is determined that the student is of foreign birth and ancestry and comes from a home where language other than English is spoken, an informal interview by school staff will be conducted in English. If the interviewer determines that the student knows no English, the student will be classified as an ELL. If the interviewer determines that the student knows some English, an oral exam will be administered. If the student scores below the average cut-off point on the test the student will be classified as an ELL. Should the student score above the established cut-off point on the oral test, a written exam will be administered. If the student scores above the average cut-off point (40th percentile or statewide reference point) on a written test, the student will be determined not to be an ELL.

The teachers will receive training on educating ELLs and will be responsible for observing each student throughout the school day to detect limited English proficiency. Any student suspected of having limited English proficiency will be tested to determine if and what level of services, if any, are necessary. Any student classified and receiving educational services as an ELL, who subsequently tests above the 40th percentile, will be deemed to be no longer in need of ELL services.

WASCS intends to use the Language Assessment Battery (LAB), the reading assessment test administered by the New York City School District to determine ELL status.

The Sheltered Instruction Observation protocol (SIOP), (Eshevarria, Vogt, and Short, 2000) is a research-based model teachers will use to service ELL. SIOP is a modified system for lesson planning and instruction. It emphasizes both content and language objectives in grade level curriculum that WASCS ELL teachers can use to teach English to ELL while also helping students meet or exceed the Common Core State Standards (CCSS).

Additionally, ELL/general teachers at WASCS will:

- Include rigorous grade level expectations in the area of speaking, listening, reading and writing, to prepare all ELL to be college ready
- Instruct ELL in how to participate in all settings outside of the classroom
- Ensure the talents and cultures of ELL are infused into the school culture
- Provide additional time and instructional support to those who need it

To assist in supporting ELL to meet or exceed the Common Core State Standards in Language Arts WASCS will:

- Hire highly qualified teachers who are prepared to support ELL needs;
- Provide literacy language and print rich classrooms;
- Provide instruction that further develops language skills in English;
- Insist students participate fully in grade level coursework;
- Provide support for ELL to be prepared for post-secondary education
- Set up opportunities for classroom discourse and interaction
- Constantly receive assessment feedback
- Expose ELL to English speakers who know their native language well enough to provide models and support

ELL will be expected to meet or exceed the Common Core State Standards in Mathematics when they have:

- Multiple resources in the classroom (objects, drawings)
- Mathematical experiences outside of school
- Mathematical discourse
- Teachers that understand that language is a resource for learning mathematics; a tool for thinking mathematically
- Expectations for participating actively in the classroom (discussions, explaining, writing, presenting)
- Instruction that ensures understanding the text of word problems
- Opportunities to communicate mathematically (contests, competitions, Olympiads)
- Instructional environments that are language and print rich; math word walls in context for example
- Developed written and oral communication skills; time to use English orally and in writing

Students who are at-risk of academic failure

The Response to Intervention Process will be used to address at-risk/struggling students through:

- Culturally and linguistically responsive instruction in the classroom
- The use of evidence based interventions during instruction time in the classroom
- A school wide multi-level (tiered) academic and behavioral identification of struggling students
- The implementation of a pre-screening process
- Progress monitoring of student performance, administering, scoring and analyzing student data from interim benchmarks

The Westchester Academy of Science Charter School's differentiated instruction approach will provide teachers with results/data from the quarterly interim benchmarks to be used to plan and develop individual and group instructional intervention for the classroom and during tutorials. WASCS students will receive in-class support from RTI teams whose responsibility is to monitor students identified as needing support. General education teachers will meet regularly with the RTI team to plan and tailor instructional interventions for individual students who are struggling and help the students maximize their learning experiences.

Additional in-school support will be generated through advisory groups and character education classes. Before, after school and Saturday sessions will be devoted to transmitting and preparing middle school students for high school and college readiness as well as to accelerate learning using interim benchmark data to plan instructional interventions and strategies that address every child's needs.

Students who are academically advanced or gifted

The WASCS staff will identify the advanced or gifted student through the:

- RTI progress monitoring
- Classroom teacher, who will play a key role in the identification, including the use of formative and summative results
- Use of student assessment data

Strategies WASCS will use to accelerate learning for advanced or gifted students:

- UbD performance tasks
- Problem based learning and inquiry based learning provides additional options for students to demonstrate their understanding (National Science Foundation recommendations; STEM, Science, Technology, Engineering and Mathematics)
- Teachers will be required to plan for extra activities related to the topic with challenging options
- Permit gifted students to move onto areas they don't know; assure first that they have processes they can follow to move on to higher levels of learning
- Capitalize on students interests; survey students using a variety of strategies
- Give gifted student additional responsibilities

III. ORGANIZATIONAL AND FISCAL PLAN

A. Applicant(s)/Founding Group Capacity

Concerned local community members came together to help make a difference in the lives of Yonkers students. With their expertise, WASCS will have a solid foundation and will realize its mission.

Board Member 1 (Lead Applicant) - Mr. Mehmet Ozhabes is an economist and Vice President at J.P. Morgan Chase in the Chief Investments Office. His prior charter school experience and his experience in teaching will be valuable to the Westchester Academy of Science Charter School. His expertise in the use of databases and data analysis has helped the founders assess the need for improved education in Yonkers. His expertise will also help evaluate the success of the Westchester Academy of Science Charter School's students through analysis of test score data and other measures.

Board Member 2 - Dr. Genevieve Yarrell-Harris works at the College of New Rochelle and Lehman College in New York City as an adjunct professor teaching courses on Education Psychology and Counseling Psychology. Her background experiences include regular education counseling and guidance responsibilities as well at the N.Y.C. Board of Education. Her rich background in counseling diverse student bodies makes her an important asset for the Westchester Academy of Science Charter School.

Board Member 3 - Dr. Serigne Gningue is an Associate Professor at Lehman College where he coordinates the Teacher Opportunity Program and co-coordinates the Master's of Mathematics Education Program. As a former New York City public school teacher, he provided equity in mathematics learning, through the teaching of mathematics content and methods especially algebra and problem solving in grades 6-12 in urban and minority settings. Dr. Gningue will work to ensure our Mathematics program is stellar.

Board Member 4 - Dr. Hasan Erkan is a Researcher/System Engineer at the AT&T Research & Development Center in Middletown, NJ. Dr. Erkan has vast experiences teaching collegiate courses at the departments of Electrical Engineering/Computer Engineering/Physics of various colleges including SUNY Maritime College, Brooklyn College, City College of New York, La Guardia Community College, Bronx Community College, and the Borough of Manhattan Community College. His experience and established relationships with local colleges are key to the success of the Westchester Academy of Science Charter School.

Board Member 5 - Mr. Mithat Gashi is an Assistant Principal at the New World High School in the Bronx, ranked in the top 2% among New York City's high schools. He is a member of numerous international organizations that promote peace and human rights education and has organized and facilitated many workshops for teachers, journalists, and diplomats. Mr. Gashi will provide his expertise to ensure the Westchester Academy of Science Charter School also becomes a top performing school in Yonkers whose students and staff promote peace as they strive for excellence.

Board Member 6 - Ms. Madeline Gomez has been serving in public education for 17 years. She currently works for the Yonkers City Board of Education as a special education instructor. Ms. Gomez also worked as an Academic Talent Search Counselor for Fordham University. At Mt. Vernon High School, she counseled and advised students on selecting a college or university, assisted juniors and seniors on admissions and the financial aid application process. She has been an active parent at her children’s school as a member of PTA, Book Publishing Center Volunteer, and BOCES Spanish Enrichment Instructor.

Board Member 7 - Dr. Mustafa E. Ozbudak is an Assistant Professor in the Department of Genetics at the Albert Einstein College of Medicine of Yeshiva University. Dr. Ozbudak’s lab currently conducts research on vertebrae development, stem cell proliferation and skeletal muscle differentiation. Dr. Ozbudak also served as a board member in a charter school in Kansas City, Missouri for two years. His experience in science, education and charter school operations will be beneficial for the Westchester Academy of Science Charter School.

Board Member 8 - Dr. Selcuk Eren works as a Research Scholar at Levy Economics Institute of Bard College. Conducting extensive research on economic wellbeing across generations and demographic groups, Dr. Eren strongly believes that the quality of elementary and secondary education during childhood is the single most crucial determinant for lifetime success, especially for underprivileged children. He is currently in charge of the school budget’s preparation for this proposal and will provide oversight to the budget once WASCS commences operation.

Board Member 9 - Dr. R. Gul Tiryaki Sonmez is an Associate Professor for the Department of Health Sciences and the director of the Exercise Science Program and Human Performance Lab in the Department of Health Sciences at Lehman College, The City University of New York. She volunteers in an elementary school in Riverdale, Bronx, NY and actively participates in Parent Association committees. Dr. Sonmez will help develop the Westchester Academy of Science Charter School’s and board members’ university collaborations with the Department of Education, and provide guidance with establishing effective communication with parents and appropriate health programs for the school.

Board Member 10 - Dr. Lawrence R. Sykes is a lawyer and community development specialist with over 30 years of legal and project management experience. He has served as legal advisor to a host of community based organizations. Dr. Sykes is a former Deputy Assistant Attorney General of the State of New York and former first vice president of the NAACP Yonkers Branch. He currently serves a trustee of the Bethany AME Church. Dr. Sykes brings to the WASCS board his wealth of knowledge and expertise in legal issues and a desire to ensure diversity is continuous celebrated.

Applicant(s)/Founding Group

| Name | Current employment | Relevant experience/skills and role on founding group | Proposed role(s) if any |
|----------------|-----------------------------------|---|--------------------------------|
| Mehmet Ozhabes | Vice President at JP Morgan Chase | <ul style="list-style-type: none"> • Experience in economy • Experience in public reach out/relations | Director of Board of Trustees |

| | | | |
|--------------------------|---|--|--------------|
| | | <ul style="list-style-type: none"> • Experience as a board member in a charter school • Experience with non-profits • Experience in teaching in academia | |
| Genevieve Yarrell-Harris | <ul style="list-style-type: none"> • CEO and President - Enhancing Minds Services, • Counseling -MS 45, N.Y.C. Board of Education, • Adjunct Professor in Educational Psychology - Lehman College • Adjunct Instructor in Counseling and Psychology - College of New Rochelle | <ul style="list-style-type: none"> • Experience in teaching in NY public schools • Experience in establishing and running a private company • Experience in teaching in academia | Board Member |
| Serigne Gningue | Associate Professor of Mathematics Education, Lehman College | <ul style="list-style-type: none"> • Experience in teaching in NY public schools • Experience in teaching in academia • Experience in fundraising • Experience in developing Math curriculum for middle & high schools | Board Member |
| Hasan Erkan | Principal Member of Technical Staff, AT&T Labs, R&D | <ul style="list-style-type: none"> • Experience in teaching Science and Technology courses in various CUNY & SUNY colleges. • Experience in public reach out/relations | Board Member |
| Mithat Gashi | <ul style="list-style-type: none"> • Assistant Principal at New World High School - N.Y.C. Board of Education • Adjunct Professor, Lehman College, Bronx | <ul style="list-style-type: none"> • Experience in middle and high school administration • Experience in teaching in academia | Board Member |
| Madeline Gomez | • Home & Hospital Tutor at City of | • Experience in teaching Special Ed students | Board Member |

| | | | |
|-----------------------|--|---|--------------|
| | Yonkers Board of Education <ul style="list-style-type: none"> • Housing Assistant at Municipal Housing Authority City of Yonkers | <ul style="list-style-type: none"> • Experience in tutoring ELL students • Experience in real estate | |
| Mustafa E. Ozbudak | <ul style="list-style-type: none"> • Assistant Professor at Department of Genetics at Albert Einstein College of Medicine, Yeshiva University | <ul style="list-style-type: none"> • Experience in teaching Science and Technology courses in academia • Experience as a board member in a charter school | Board Member |
| Selcuk Eren | Research Scholar at Levy Economics Institute of Bard College | <ul style="list-style-type: none"> • Experience in economy • Experience in teaching in academia | Board Member |
| R. Gul Tiryaki Sonmez | Associate Professor at Department of Health Sciences, Lehman College (CUNY) | <ul style="list-style-type: none"> • Experience in teaching in academia • Experience in parent association committees in NYC public schools • Experience in volunteering in NYC public schools | Board Member |
| Lawrence R. Sykes | P.C. Attorneys at Law, Private Practice | Experience in Law | Board Member |

The WASCS founding group hired Lynette Tannis, an education consultant to put together much of this application.

B. Board of Trustees and Governance

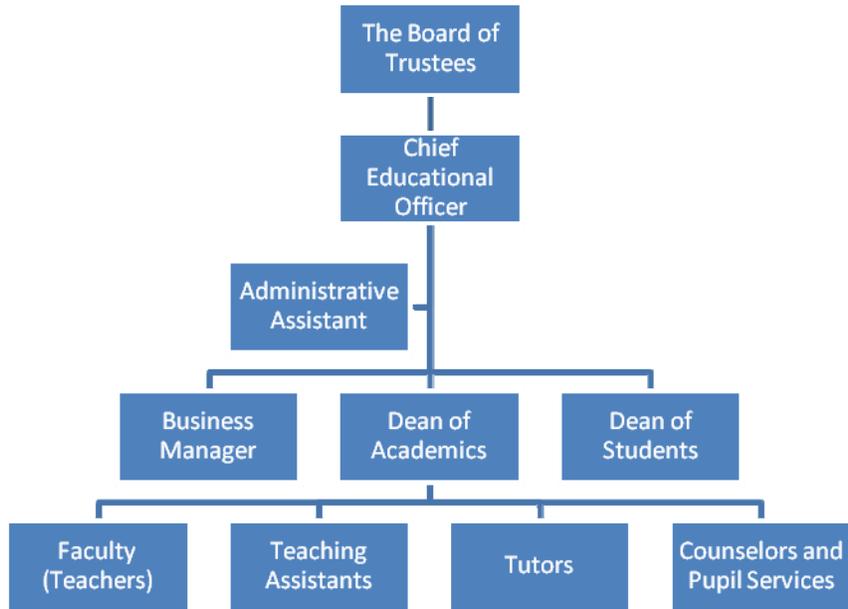
The founding group will be the Board of Trustees. Upon approval the group will hold its first meeting to officially assume positions. From that meeting on it will function as the Board of Trustees of WASCS. Additionally, there are four key members serving in an advisory role:

Olga Luz Tirado
Joseph Viggiani
Gail Baxter
Muhammed Ozdemir

C. Management and Staffing

In order to successfully undertake all of its responsibilities, the WASCS will organize, manage and assess itself in an efficient, business-like manner as shown below. The effectiveness of the Board will be strictly maintained by subcommittees such as Education, Finance, Community

Outreach and Public Relations, Facility, and Hiring. One of the major roles and responsibilities of the board is recruiting and hiring the CEO. The hiring subcommittee will undergo a comprehensive search through electronic and written media, community and education organizations, and local and national human resources pools. The best credentials and a minimum time of charter school administrative experience will be required. The subcommittee will recommend the best candidates at a board meeting.



- Dean of Students
1. Attendance
 2. Discipline
 3. Student Services and Operations
 4. Parental Involvement
 5. Monitoring Supervisor

- Dean of Academics
1. Instructional Programs
 2. Faculty
 3. Curriculum
 4. Teacher Evaluation
 5. Implementation of Educational Program

Organizational Structure of WASCS

ORGANIZATIONAL DECISION

| Organizational Decision Area | Final Decision | Recommendations | Assessment and Evaluation | Forums |
|---|-----------------------|------------------------|---|--|
| Curriculum and Teaching; Student Achievement | BOT | CEO DA Teachers | Student Assessment Data Prof. Development Needs Student Assessment Data | Full Faculty Meetings Partial Faculty Meetings Administrative Level Meetings |

| | | | | |
|------------------|-----|-----------------------|--|--|
| Student Services | BOT | CEO DS Teachers | Student Services | Full Faculty Meetings Partial Faculty Meetings Administrative Level Meetings |
| Fiscal Planning | BOT | CEO BM DA DS | Curriculum and Program Needs Student Services Needs | Administrative Level Meetings |
| Operations | BOT | CEO BM DA DS | Curriculum and Program Needs Student Services Needs | Administrative Level Meetings |

(BOT: Board of Trustees, CEO: Chief Educational Officer, DA: Dean of Academics, DS: Dean of Students, BM: Business Manager)

Organizational Decision Chart and Evaluations

While hiring personnel (e.g., school leaders, administrative staff, and teachers/teaching assistants) WASCS will conduct background checks and require child abuse registry for every employee in accordance with the law.

Teacher Recruitment

To live up to its mission, WASCS will keep the student-teacher ratio as equal to or less than fourteen to one. For the first year, one CEO, one dean of students, one dean of academics, one business manager, 15 full-time teachers including three subject teachers (art, music, and physical education), two special education teachers, four classroom aides, and one counselor will be hired. By year five, the school will reach its full capacity and hire 31 full-time teachers, four special education teachers, eight classroom aides, one social worker, a librarian and two counselors. Their salaries are determined according to market rates and are added in salary projections as a part of the budget in the next chapter. WASCS plans to spend \$20,000 for staff recruitment for the first year and \$12,000 annually in the subsequent years for continuous recruitment of new faculty. WASCS will prefer to employ certified teachers. If this is not possible for some reason, such as due to the shortage of subject-area teachers, WASCS may consider employing non-certified substitute teachers. These teachers could represent a number not to exceed 30 percent of the teaching staff, or five teachers, whichever is less.

WASCS will implement programs that allow teachers to continue teaching while assuming entrepreneurial and administrative roles. In more traditional arrangements teachers must give up classroom duties if they want to move up in the field of education. Not all teachers want to move up existing hierarchical tiers, yet many want to expand their roles. The work of the staff members will focus on teaching, learning and the development of WASCS' students. Teachers will play a crucial role in working together with the leadership team to make decisions on maintaining and improving the school culture. Focused on the goals of the school, teachers will work together to create student assessments and identify and order instructional material.

C.1. Charter Management Organization

We do not intend to contract with a charter management organization.

C.2. Partner Organization

N/A

D. Evaluation

Evaluation of the Staff

According to research, the single most important factor in student learning improvement is teacher quality. William Sanders (University of Tennessee) has found that teacher quality can add as many as 50 percentile points to student test scores. Performance-based accountability is linked closely with clear expectations. There is a clearly articulated mission for the school to which the staff will be committed. The staff will share an understanding of a commitment to instructional goals, priorities, assessment procedures, and accountability. The CEO will act as the instructional leader who effectively communicates the mission of the school to the staff, parents, and students. The CEO will understand and apply the characteristics of effective schools in the management of the instructional program. The school staff will demonstrate an attitude of high expectations. The staff's behavior will demonstrate that students can attain a mastery of basic skills and that they have the capability to help students achieve such mastery. Teachers will allocate a significant amount of classroom time to instruction in basic skills. For a high percentage of that allocated time, students will be engaged in planned learning activities directly related to identified objectives.

Feedback on student academic progress will be frequently obtained. Multiple assessment methods such as teacher-created tests, samples of students' work, skill mastery checklists, criterion-referenced tests, and norm-referenced tests will be used. The results of testing will be used to improve individual student performance and also to improve the overall instructional program. Parents will understand and support the school's basic mission and will be given the opportunity to play an important role in helping the school achieve this mission. WASCS believes this is the best model to implement school culture as the model involves a collaborative effort by the CEO, teachers, staff and school community. The focal point is creating the total quality effective school, with an emphasis on analyzing results to refocus instruction based on feedback.

Annually, the WASCS Board will provide a self-evaluation to its own members. Board members will provide input on other members' performance to the Governance Committee that, together with the Board Chair, will produce a summary report. The report will be sent to the individual member and discussed during a personal meeting of the member with the Board Chair. Also the Board members will complete a written self-evaluation.

The Board will also evaluate the lead person and an outside consultant will be used to evaluate the performance of the lead person. The teachers' evaluation will be completed by the lead person, consultants, and dean of academics.

E. Professional Development

The core of the WASCS professional development will focus on setting individual goals and creating action plans that meet the needs of the individual, while finding common ground as a faculty where staff can grow as educators and professionals.

Before the start of the school year, teachers will attend a two-week summer institute. A significant portion of that institute will focus on professional development, both as individual educators and as a faculty, such as “Multiple Intelligences, Learning Theory, Special Student Populations and Differentiation.” Teachers will set goals, which at minimum will include these areas: curriculum, instruction, planning, and assessment; parent outreach; and professional development. They will then develop an action plan designed to meet those goals by year’s end. Throughout the year, teachers will build a portfolio, showcasing their achievements as an educator and their progress towards achieving their goals. The summer institute will also include time for teachers to write curriculum and create a standards-based classroom environment.

Once a month throughout the school year, students will be dismissed after a half-day. The faculty will spend the remainder of that day (three hours) participating in professional development. It may also occur every other month as a full day. As a faculty, staff will determine areas of overarching professional development, which will be addressed at these monthly sessions. These are possible areas of professional development:

| | |
|-----------|---|
| September | Rituals and Routines |
| October | Planning for Student Achievement |
| November | Differentiating Instruction – Meeting the Needs of All Students |
| December | Using Data to Drive Instruction |
| January | Effective Inclusion Strategies |
| February | Critical Thinking Questioning Techniques |
| March | Creating Authentic Assessments |
| April | Reading and Writing Across the Content Areas |
| May | Leading Meaningful Advisory Sessions |
| June | Cooperative Learning Strategies |

Various faculties will be responsible for leading these professional development sessions based on areas of expertise.

Teachers will also be encouraged to make visits to classrooms within WASCS as well as other high performing schools. Teachers who make inter-classroom visitations within the school will complete a feedback form for the teacher whose classroom they visited, detailing a process they observed that they will attempt to utilize in their room. When visiting another school, teachers will prepare a brief written report to share with the faculty recounting observations and suggestions for implementing successful strategies. Teachers will be released for these inter-school visitations several times every year.

Another component of the WASCS’ professional development plan is the common planning period, which will be scheduled for teachers several times each week. Teachers will use this time to meet and write curriculum, create unit plans, write individual lesson plans, construct assessment tools, and/or develop projects.

Finally, teachers will be supported in their efforts to further their own education. Teachers who enroll in graduate classes that have a direct connection to their teaching responsibilities will be reimbursed for a portion of their tuition. WASCS will actively pursue a partnership with a local university in order to provide its faculty with the opportunity to enroll in graduate classes at a reduced tuition rate.

At WASCS, we believe professional development cannot be “one size fits all”. As professionals, the founders hold themselves to high standards and are committed to ensuring WASCS educators continually grow through participation in a variety of activities including: the summer institute, monthly professional development sessions, inter-classroom and inter-school visitations, common planning periods, and graduate-level coursework. Through their willingness to learn, grow, and try new techniques, the faculty of WASCS will become a model of professional development.

Additionally, the WASCS Board of Trustees will attend some seminars and development days once a year to learn new techniques and will continually brainstorm ways to find productive methods for a better quality in education and management.

All participants will complete feedback forms at the end of each professional development session and provide feedback annually on the common planning periods and other support structures in place for staff, which will provide pertinent data for the school leader and Board.

F. Facilities

After conducting extensive research into possible buildings the founders have identified the following location for the WASCS: **2 Wells Ave, Yonkers, NY 10701**. This facility was formerly used as offices of the Yonkers Board of Education. It is conveniently located in the heart of downtown Yonkers at the intersection of major bus lines and train stations. More information about the building and rental availability of the facility is attached. WASCS founders are currently working towards a preliminary agreement through their real estate agent, Mike Antkies from The LANCISO Corporation. A letter of intent and preliminary floor plans are attached.

The entire building is 60,000 sq. ft. on 6 floors and the founders may rent a part of the building for the first two years until additional parts of the facility are needed. This flexibility will help the founders start with a part of the building and expand it to the whole building without interrupting the education. The landlord is willing to renovate the interior of the building as the founders plan to accommodate school's needs parallel to its growth in years. The cost of the renovation will be negotiated as a part of the rent of the space. As the preliminary floor plans show, the space is big enough to accommodate 28 classrooms, 5 labs, offices, bathrooms, common areas and a cafeteria.

Immediately upon receipt of a letter of approval from the State, the WASCS founders will finalize the preliminary confidential negotiations. The school's location will be in compliance with all local, state and federal regulations including but not limited to the *Americans with Disabilities Act (ADA)*, Building Codes, Fire Codes and Health Department Requirements. Once

WASCS has received its charter and has a signed contract in hand, it will forward the address of the facility to the State Education Department.

Letter of intent is attached to the evidence attachment.

G. Insurance

The following coverages will be secured to meet all requirements by authorizing agencies and/or additional insureds as appropriate: Coverage/Limit: General Liability/ \$1,000,000 occurrence \$3,000,000 aggregate; Workers Compensation Statutory Limits pursuant to NY laws; Employee Benefits Liability/ \$1,000,000; Automobile including hired and non-owned liability/ \$1,000,000; Umbrella Liability above primary program/ \$10,000,000 that includes Automobile Liability, General Liability, Employee Benefits Liability, Professional Liability, Abuse and Molestation, School Board Errors & Omissions (Directors & Officers), Employment Practices Liability; Sexual Abuse and Molestation Liability/ \$1,000,000; Crime/\$1,475,000 including Employee Dishonesty, Forgery or Alteration, Scheduled – Business Manager/Treasurer, Computer Fraud and Monies and Securities (Inside and Outside); Property/Lease and Boiler Machinery Coverage Blanket Limits as needed by School, on an all risk of direct physical basis; Student Accident Coverage/ Primary \$25,000 limits and CAT option at \$1,000,000. WASCS will only be placed with at least an A+ rated insurance carrier as determined by AM Best rating guidelines. WASCS' financial plan assumes a total cost of \$37,800/annum for insurance premiums (\$175 per student on average).

H. Health, Food, and Transportation Services

Health Services

WASCS will hire a full time nurse who will provide health services and complete all required state reports.

Food Services

At WASCS, breakfast and lunch will be available to all students for the full purchase price or less, without any service charges. In addition, students may bring their lunch and/or breakfast to school.

WASCS will also participate in the Federal Free- and Reduced-Priced breakfast, lunch and snack programs administered by the U.S. Department of Agriculture, and will adhere to all applicable requirements including, but not limited to: meal pricing; determination of eligibility for reduced price meals; nutritional value; and reporting requirements. Any and all food service subsidy revenues received from the Federal and State meal programs shall be used exclusively for the purpose of providing meals to eligible students, and for no prohibited purpose.

WASCS has contacted Preferred, a prominent food service provider, to explore possible arrangements. (A letter of intent can be provided upon request). Food will be prepared and brought to the school by Preferred or an equivalent licensed company. WASCS intends to have its own food service facilities, including kitchen and cafeteria accommodations. Absent these

facilities, however, the school will ensure that contractual arrangements provide food services to students directly in the classroom, cafeteria or in other suitable common areas.

Transportation Services

According to the current law, it is the district's responsibility to provide transportation for students located more than two and less than fifteen miles from the school. Transportation of the students who resides within two and fifteen miles will be taken care of by the Yonkers School District as the local district serves the other public schools' transportation needs currently. The students attending the WASCS who don't qualify for transportation services, pursuant to Education Law section 2853(4)(b) shall qualify to receive monthly passes in accordance with the Yonkers City School district's provision of such passes to students attending nonpublic schools.

Families will be responsible for transportation if they reside within two miles from the school. If a student with disabilities requires transportation, the school will notify the district in which the student resides to provide the transportation.

I. Family and Community Involvement

We believe that high levels of parental involvement will lead to both high parental satisfaction and higher student achievement. Thus, the school's parents will be surveyed annually for their opinion of the school and how well it is serving their children.

Each spring, a parent survey and a student survey will be conducted. The results will be compiled, recorded and retained, and they will be presented as part of the overall evaluation information that we provide to the Yonkers School District. The goals of the survey are to discern any areas that the parents and students feel should be addressed more thoroughly, areas that the parents and students feel are being adequately addressed, and those areas that the parents and students feel might make a more complete program if instituted. The overall goal of the survey is to ensure both student and parent satisfaction with the WASCS program, through open communication with and responsiveness of the school.

Parents will be an integral part of the school. Every effort will be made to encourage parents to:

- Serve as school volunteers,
- Promote and strengthen parental responsibility and involvement,
- Serve on the School Council and other committees,
- Involve themselves with the subcommittees developed by the Board of Trustees.

Additionally, the following policy for parent involvement in school governance will be employed:

- Involving parents in the design and implementation of WASCS.
- Providing orientation and other training for parents to ensure their knowledge and participation in the school, and ensuring they understand the school’s mission and policies, and outlining a process for parental feedback to school leaders.
- Requiring pre-set times that teachers and the school CEO are available to parents and a process for effective, regular communication, including quarterly parent teacher conferences and school-wide parent open houses.
- Systematically providing updates to parents on their child’s academic progress, attendance, and behavior in the school.
- Providing an institutional structure and culture of parental involvement, for example: establishing a parent association; forming parent/Trustee subcommittees on various issue areas; instituting a formal process of communication with the Board; and assigning parental responsibilities for and participation in school events and field trips, etc.
- Allowing parents to sign voluntary “contracts,” pledging to be involved in their child’s education, responsive and helpful to the school for various needs (fund-raising, clean-up, social events), or other expectations (though such contracts cannot be binding or at all viewed as a condition for a child’s admission to or retention at the school).
- Requiring parents to sign homework sent home with and returned by their children.
- Making parents aware of all meetings of the Board of Trustees and other school meetings.

J. Financial Management

The WASCS will employ a Business Manager to administer the daily fiscal and accounting functions of the School. The Board of Trustees and the Director will provide fiscal oversight. They will perform monthly analyzing, reconciling and adjusting of account balances to ensure the records are maintained in accordance with generally accepted accounting principles (GAAP). WASCS will work with a Certified Public Account (CPA), such as ERE, for yearend financial audits. WASCS may also consider contracting with an independent certified public accountant, for periodic accounting support services such as development and implementation of an accounting software system. Both the Business Manager and the Director will be responsible for the protection of student and financial records.

The financial control, policies, and procedures of WASCS are listed in Form 5.

WASCS will submit an annual report to the State Board of Regents, which will include:

- A certified financial statement setting forth, by appropriate categories, the school's revenues and expenditures for the preceding school year, including a copy of the most recent independent fiscal audit of the school, which will be conducted by a certified public accounting firm, such as ERE LLP (see the letter enclosed in Attachment Form 5).
- A report card that measures the comparative academic and fiscal performance of the school, as prescribed by the State Commissioner of Education, including graduation rates, performance of students on standardized tests, college entry rates, the total spending per pupil and administrative spending per pupil.

The WASCS will conduct fiscal and programmatic audits in accordance with the requirements of law and as additionally directed by the Board of Trustees. The WASCS' programmatic audit shall consist of annual submission of an Annual Report to the SUNY Charter Schools Institute and the New York Board of Regents, in accordance with Education Law § 2857(2). This Report will include the state-mandated School Report Card, in accordance with regulations [8 NYCRR 119.3] of the Commissioner of Education, which is required of every New York public school. This Report Card will show the comparative academic and fiscal performance of the School and will also list: the School's federal and state revenue sources, expenditures for salaries, capital expenses, student services, drop-out rates, student suspensions, standardized test performance, student enrollment, students with limited English proficiency (LEP) data and other relevant information. The Annual Report will further include a discussion of the progress made toward the School's achievement goals.

WASCS' administration and faculty throughout the school year will assess the programmatic effectiveness and the academic needs of the students to determine the extent, if any, that changes are warranted in the school's education program or its implementation. The charter entity will be informed of any significant changes made, or pending to be made, that are deemed necessary to fulfill the achievement goals of the WASCS.

Finally, WASCS shall consider contracting with an outside professional to conduct a programmatic audit of the school's academic program and to recommend changes for improvement. Factors affecting the Board's decision will include the progress (or lack thereof) made toward achievement of the School's educational goals, the affordability of such a contractual arrangement, and other factors.

Fiscal Audit

WASCS will hire an independent certified public accountant (such as ERE LLP) to conduct an annual fiscal audit of all financial records including the balance sheet, cash flow statement and income statement, pursuant to Education Law § 2854(1)(c). This audit shall be included in the School's Annual Report. See Attachment Form 5 for Audit quote letter. Additionally, the CPA will audit the WASCS' journal entries, payroll and record/receipt filing systems. All transactions and documents will adhere to generally accepted accounting procedures (GAAP) and be in compliance with applicable standards set forth by the U.S. Comptroller General. Funding for auditing services is included in the WASCS' financial plan.

The financial control, policies and procedures of WASCS are detailed in Attachment Form 5.

Purchasing Practices

The following factors will guide the purchase of all goods and services of WASCS: price, quality, and dependability:

1. Staff members will pick-up a purchase requisition form from the business manager, complete, and sign it. Purchase requisition forms will include a full description of the item, required use or charge code, the suggested vendor, quantity desired, price, and the deadline for delivery.

2. For final approval, the purchase requisition will be submitted to the business manager for items under \$250 or to the School Director for items \$250 or higher in value. Additionally, all purchases in excess of \$5,000, shall be approved by the Board of Trustees. The Business Manager/School Director will verify the availability of funds for the purchase and confirm that the WASCS' cash flow is sufficient to cover the proposed purchase.
3. If approved, the business manager will secure 3 quotes, seek the best possible price and terms, prepare an official local purchase order, and purchase the item.
4. The Business Manager and the School Director are the only individuals authorized to sign purchase orders. Any purchases made without the authorization of the Business Manager or School Director will not be considered a legitimate school expense, and will be a personal expense of the person making the purchase, and deducted from his/her next paycheck. Professional service contracts are excluded from the requirement to seek multiple bids; however, nothing shall preclude the School Director from seeking such multiple bids for these contracts.

The Board of Trustees must approve all WASCS'. If the School Director deems approval of a contract urgent, such contract may be approved by the Chair of the Board who shall present such contract to the full Board of Trustees at the next meeting of the Board.

K. Budget and Cash Flow

Please see Form 5 for the detailed budget and cash flow projections for the start-up period and the initial charter period. Key assumptions are provided next to line items and are not repeated here.

The budget is prepared conservatively. Revenue sources assumed include a Charter School Program Planning and Implementation grant of \$200,000 during the start-up period, \$50,000 in donations that are committed from members of the community and board members (commitment letters are attached) and a per student revenue of \$14,523 during the five year charter period. No other grant or revenue sources are assumed.

Per student revenue is assumed to be constant throughout the five-year initial charter period. All teacher and other staff salaries, on the other hand, are assumed to increase by 2.5% per year, consistent with the long-term inflation trends in the U.S.

Despite conservative revenue estimates, the budget is projected to produce a surplus every year. The cash balance at the end of the fifth year is projected to be \$855,207. The projected surplus will be used as a buffer against unexpected costs and shortfalls in enrollment targets as well as to provide additional resources for students and used as bonuses for successful teachers. The budget is prepared on the assumption that enrollment targets will be achieved. Total per pupil revenue is calculated with the assumption that WASCS may fall up to 10 pupils less than its target enrollment for the first three years despite the survey letters that reflect the enrollment target will be reached without any hardship. In the event that the revenue estimates are not realized as planned, the WASCS will re-evaluate its budget and modify its staff and other needs in order to have a fiscally sound school. The projected surplus will serve as a buffer against these possibilities.

The budget was prepared based on WASCS’ academic plan. WASCS primarily has a math and science focus with college preparation and has allocated sufficient funds for its staff and instructional supply needs. WASCS will set up science lab for its needs and the teaching assistants will specialize in Math and Science areas along with the regular classroom teachers. Funds are allocated for student assessments and tracking in order to see the progress throughout the years. NCLB funds were allocated for after school and weekend school programs. Funds for a school counselor and social workers have been allocated. The WASCS will rely on these personnel in order to enhance the academic level of the at-risk students. WASCS also plans to provide an iPad2 for each student in the 8th grade. WASCS believes that this will provide another important educational tool that allows students to engage with content in interactive ways, find information instantly, and access library and books both in the school and at home.

To identify an appropriate facility, the WASCS’ founding board members made various contacts and held some preliminary discussions for a suitable building at the following address: 2 Wells Ave, Yonkers, NY 10701. While the board has not finalized a facility, they believe this location is appropriate for the current school needs.

Should there be an unexpected circumstance with an extra need of financial resources, the WASCS’ founding committee has the financial strength to raise additional funds among themselves, or from the supporting public as loans or donations. For further budgetary challenges, WASCS will also seek loans from financial institutions. Furthermore, the WASCS will seek funding from state, federal and private competitive grants, corporations, community-wide fundraising, and organizations sponsoring special funding for educational programs. While not shown in the current budget in order to provide a conservative estimate, WASCS plans to apply for various federal and state grants including those from the Department of Youth and Community Development.

L. Pre-Opening Plan

Upon approval of the application, the founders of the WASCS will implement a pre-opening timeline and action plan in coordination with the NYSED. Below is a tentative timeline and a list of action items. In the case of many of the items below, the founders have already finished planning and revisited them to make sure everything is in place completely, accurately and on time. Two key items are building and hiring of the CEO and CFO. Pre-opening action items will be the CEO’s responsibility in coordination with the Board and administrative staff members as they are hired.

| | 2013 | | | | | | | | |
|---|------------|------------|------------|------------|------------|------------|------------|------------|------------|
| Deliverables | Jan | Feb | Mar | Apr | May | Jun | Jul | Aug | Sep |
| Community Meetings and Support Activities | X | X | X | X | X | | | | |

| | | | | | | | | | |
|--|---|---|---|---|---|---|---|---|---|
| Budget Revisions | X | X | X | X | | | | | |
| Developer | X | X | X | | | | | | |
| Obtain Facility Financing | X | X | X | | | | | | |
| Site Selected | X | X | | | | | | | |
| Health & Safety Policies | X | X | X | X | | | | | |
| Mission/Purpose | X | | | | | | | | |
| Education Program/Curriculum | X | | | | | | | | |
| Goals/Objectives | X | | | | | | | | |
| Admission Policy | X | | | | | | | | |
| Employment Policy | X | | | | | | | | |
| Tax Exemption Status | X | | | | | | | | |
| Update School Web-Site | X | X | X | X | X | | | | |
| Recruitment of Students | | X | X | X | X | X | X | X | |
| Prepare Brochure & Flyer | X | X | X | | | | | | |
| Obtain Building Permits | | | | | X | X | X | | |
| Order Furniture | | | | | X | X | | | |
| Order Textbooks | | | | | X | X | | | |
| Order Phone System | | | | | X | X | X | | |
| Ground Maintenance Vendor | | | | | | | X | | |
| Finalize School Calendar | | | | | X | | | | |
| Uniform Style & Color | | | | | X | | | | |
| Administration Hired | | X | X | X | X | | | | |
| Open Bank Accounts | | X | | | | | | | |
| Student Registration & Lottery | | | | X | X | X | X | X | |
| Assemble Student Records | | | | | X | X | X | X | |
| Obtain Food Service Vendor | | | | | | | X | X | |
| Waste Management Vendor | | | | | | X | X | X | |
| Teacher's Hired | | | | X | X | X | X | | |
| Identify Custodial Services | | | | | | X | X | | |
| Complete Background Check on Personnel | | | | X | X | X | X | | |
| Teacher Training and Planning | | | | | | | | X | |
| School Begins | | | | | | | | | X |

M. Dissolution Plan

While the WASCS is confident the academic program presented will ensure strong student outcomes that align with the school's mission to place students in college, should the Institute require the school to close, WASCS will ensure the following:

1. Students will be the focus of WASCS efforts and WASCS will be committed to ensuring students, and their families are transitioned smoothly to other schools.

2. WASCS leadership will work with the Charter Office to establish a clear timeline and set of actions for closure.
3. Upon notice of non-renewal or revocation of its charter WASCS will immediately activate a transition plan that secures student records, staff records and school finances.
4. Students and their parents will be notified in person of the school's closing, however WASCS will also be committed to immediately presenting the school's plan of action to ensure students and parents transition to another school as smoothly as possible.
5. Two staff members will be assigned full time transition duties. Their job will be to provide parents and students with other school options, to assist with lottery, enrollment, or any other type of form completion required for students to secure placement in a high performing school. These staff members will also assist teaching staff to ensure that their records are readied so that they may pursue employment opportunities.
6. All student records will be examined to ensure all grades, attendance and other data are accurate and up to date and WASCS will provide parents detailed information as to transferring student records.
7. Copies of all student records will be provided to the Yonkers School District to ensure against record loss in transition.
8. The business staff will meet immediately with representatives of the Charter School Office to ensure the proper transition and close out of financial records.
9. WASCS will provide a long-term contact for parents, the Charter School Office, and the Yonkers School District to ensure all outstanding issues related to school closing are handled smoothly.



February 24, 2012

000001/146697/0001/0000/000000/000001 000 01 000000
MEHMET OZHABES
1 VAN DER DONCK ST APT 908E
YONKERS NY 10701-7060

Account Number: XXXXX8299

Dear Mehmet Ozhabes :

Thank you for your recent communication regarding your Interest Checking Account. We have enclosed the information that you requested:

Mehmet Ozhabes has a checking account with Ameriprise Bank with a balance over \$50,000.00

For more information or assistance, please contact an Ameriprise Bank, FSB customer services representative at 1 (888) 356-1006.

We appreciate your business and are happy to answer any questions you have.

Sincerely,

A handwritten signature in black ink, appearing to read "Greg D. Sterner".

Greg D. Sterner
Vice President and Chief Quality and Operations Officer
Ameriprise Bank, FSB



ATTACHMENT 1: Admissions Policies and Procedures

WASCS will be open to all students in our particular grade range on a space available basis and WASCS will not discriminate on the basis of ethnicity, national origin, gender, or disability or any other ground that would be unlawful if done by a school and also intellectual ability, measures of achievement or aptitude, athletic ability, disability, race, creed, gender, national origin, religion, or ancestry; provided.. Students who are applying from different districts will be accepted. Students who use English as a second language and students who are classified as eligible for special education will be welcomed as all. A broad approach to outreach will be utilized to seek the initial enrollment, including distributing flyers throughout the district. (see flyer attached Appendix D). This effort will cross all areas of socio-economic status as well as racial and ethnic background.

The Charter School will comply with the provisions of Section 2854(2) of the Education Law. Pupils residing in Yonkers school district and / or siblings of pupils already enrolled in the charter school would be preferred.

There are no tests or academic requirements for entrance to our school because it is founded on the principle that a safe, nurturing, and stimulating environment will encourage all students to develop to their own potential.

A child's parent(s)/sponsor(s) (hereafter referred to as a "parent") are encouraged to attend both an enrollment session and a registration session. An enrollment session is a two-hour introductory meeting that describes the mission and educational philosophy of the school. A variety of materials including curriculum materials, assessment tools, photographs of classrooms and student projects, etc. will be available for parents to explore. There will also be time to answer questions about Personalized Educational Plan, and any other issues they have pertaining to the school or their individual child.

During registration session parents will be shown the school compact describing the roles and responsibilities of staff, students, and parents/sponsors. They will be encouraged to sign the



compact after their child has been registered and admitted to the school. It should be noted that signature of the compact is not necessary for registration or admission. Parents are being shown the compact at this time, however, so they can make an informed decision about whether this is the school they want for their children.

During the registration session, parents will be required to complete the registration form and provide proof of residence (at least two of the following: NY driver's license, property deed, mortgage statement, lease, notarized statement from a landlord, and/or current utility bill) and proof of guardianship (original birth certificate or copy of birth certificate with a raised seal, copy of section of court decree awarding custody, or copy of most recent NY or US Income Tax return indicating name of dependent, dependent's social security number, and name of adult claiming child as dependent).

During the registration session, parents will receive the Registration and Lottery Rules and Procedures handout. Representatives of the school will answer any questions they have regarding the random selection process. They will then fill out the appropriate paperwork to enter their child in the lottery.

If applications exceed capacity, a lottery will be held to determine admission and a list will be maintained by grade level in the order of the lottery results. Parents must complete a separate registration form for each child they hope to enroll in the school. In order to provide for a fair and equitable admissions process, even those parents who are founders, who have worked on a Charter School committee, or who are on the Board, must participate in the same enrollment-registration-lottery process as all other families.

Each individual registration will be assigned a lottery ticket. Since there will be no identifying information on the ticket other than a number and a grade level, a random selection process is assured and will be attested to by the accountants.

1. Each student will have a lottery ticket which will include student's grade level,



additionally, it will include the grade levels of his/her siblings’.

2. When a ticket is picked, that name will gain admittance to the school if there is an open slot for that grade. Then sibling(s) will gain automatic admission to their grade levels if there is an available slot for that grade level(s), otherwise the sibling will be placed at the top of the waiting list.
3. When there is no available slot for the picked ticket, the name will be placed on the waiting list of that grade, however, siblings will gain admittance to that grade level if there is an available slot, otherwise he/she will be placed on the waiting list.
4. When a sibling gains admittance to the school all his/her other siblings will be moved to the top of the waiting list.

All parents are encouraged, but not required, to attend the lottery. Parents who cannot attend the lottery will be notified of their children's status no longer than one week after the lottery. Notification is through personal contact with a Charter School representative or via mail. Parents are required to inform WASCS within 24 hours of their notification whether they plan to enroll their child in the school. They will then need to sign a form stating that they plan to enroll their child in the school and will notify their local school district of their plans, in accordance with the registration policies of each local district. Failure to notify the Charter School within 24 hours will open that slot to the next child on the waiting list.

WASCS will enroll all eligible students who submits a timely application by the first day of April of each year.

WASCS will conduct a broad program of outreach in the school district and neighbor municipalities of the district. We have resources set aside in our budget to ensure that families of all racial, ethnic, and economic backgrounds have an equal opportunity to learn about the School and to register their children.

We will publicize the school through flyers in two languages and deliver it to public places as community settings, including public schools in the neighbor municipalities, libraries, recreation



centers, Laundromats and local shops and bodegas, community events, nursery schools, public-housing developments, and other appropriate places. All flyers and enrollment and registration materials will be produced in English and Spanish.

We will also place op-ed pieces and articles in local newspapers, radio and cable TV interviews. We will use variety of community settings including public libraries, youth and community centers, public and private elementary schools, neighborhood organizations, and public housing community rooms to conduct meetings for information about school and policies with the enrollment and registration sessions.

Due to the community's dual language need, bilingual members of WASCS staff will conduct these meetings in English and Spanish, when available. If they are not available, translators will accompany committee people to meetings on an as-needed. There will be no less than two enrollment sessions held. In addition, meetings will be held on different days at a variety of times, and children's activities will be provided so all parents can attend, despite conflicting work hours or a lack of child care.

There may be more methods use to reach community as:

- Post notices in the local libraries, stores, public places, doctors' offices, dentists' offices, frequented by the parents of prospective students.
- Organize a press conference to announce the Charter School award, the dates for the lottery, enrollment procedures.
- Attend and speak at local school board meetings, PTA meetings, and at school open houses.
- Mail or deliver flyers with information to community based organizations, clubs, social organizations.
- Post notices in condominiums, apartment buildings, public housing (housing projects), day care centers, Head Start Programs, etc.
- Develop an information packet with information about the Charter School, mission, admission procedures, etc.
- Develop mailing lists.



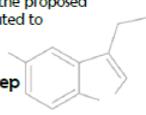
- Recruit volunteers to distribute information door-to-door.
- Organize a speaker forum of at least three people who will be fully cognizant, organized and fluent in the language spoken in the community, to speak at meetings, schools, radio, television, etc.
- Use internet to reach out to internet users with the school's web address: www.westchesterscience.org
- Advertise with some websites which the parents are searching to find schools.

Students may withdraw from the school at any time and enroll in another public school as determined by School Board policy. The School Director will attempt to meet with the parents of a student who wishes to withdraw from the Charter School to discern the reason for withdrawal and to review options for continuing the student's education. This Exit Interview will also serve to ensure that students are not coerced to withdraw from the school for any reason. The outcomes of Exit Interviews will be forwarded to the District representative upon request and will be summarized in the Charter School's Annual Report.

(1) Sample River-Front Library Public Information Meeting Flyer



Announces a Public Meeting
To learn more about the proposed
Charter School dedicated to
**Math
Science
College Prep**



Riverfront Library
One Larkin Center
Yonkers, NY

Tuesday, February 7th, 2012
6:00pm to 7:30pm



Follow us on:  @WestchesterScience
 @WestchesterSci

We would like to hear from you because
Your Opinion Matters!

Please complete the online petition
www.WestchesterScience.org/Petition.html



(2) Advertisement appeared on a local paper "Journal News" on Feb 12th.

We would like to hear from you

Because ...
Your child matters!
YOU matter!



Support a Tuition-Free
College Preparatory Middle
and High School focusing on
Math & Science in Yonkers.

Please complete the online petition at
www.westchesterscience.org/Petition.html

Your Opinion Matters!

(3) WASCS Web site was utilized to reach out to public and e-survey embedded in WASCS's web page (filled up more than 60 individuals):

Link to Educational Improvement Survey

(4) Sample Survey (filled up more than 1100 parents)

| | |
|---|--|
| <p style="text-align: center;"><i>Educational Improvement Survey</i></p> <p>Dear Participant:</p> <p>Thank you for your time in taking this survey. Your answers are very important in shaping a new proposed college preparatory charter school (grades 7-12) in the City of Yonkers.</p> <p>City you live in: _____</p> <p><input type="checkbox"/> I am a parent of a child(ren) in grade(s): 5 6 7 8</p> <p><input type="checkbox"/> I am a student in grades: 5 6 7 8</p> <p>Do you think the level of education provided by schools in your neighborhood needs improvement?</p> <p>___ Yes ___ No</p> <p>If yes, in what field?</p> <p>___ Curricular Program ___ College readiness</p> <p>___ Extra-curricular activities ___ Technology</p> <p>___ Other: _____</p> <p>Would you have interest in enrolling your children in the Westchester Academy of Science?</p> <p>___ Yes ___ No</p> <p>Print Name: _____</p> <p>Sign Name: _____</p> | <p style="text-align: center;"><i>Estudio Educativa de Mejora</i></p> <p>Estimado Participante:</p> <p>Gracias por su tiempo en contestando estas preguntas. Sus respuestas son muy importantes en formando una propuesta para el desarrollo de un nuevo colegio, la escuela preparatoria (grados 7-12) en la ciudad de Yonkers.</p> <p>Ciudad donde usted vive: _____</p> <p><input type="checkbox"/> Soy un padre de niño(s) en grados: 5 6 7 8</p> <p><input type="checkbox"/> Soy un estudiante en grados: 5 6 7 8</p> <p>¿Piensa usted que el nivel de la educación proporcionado por escuelas en su vecindario necesita mejorar?</p> <p>___ Si ___ No</p> <p>¿En que campo?</p> <p>___ Programa curricular ___ Proximidad colegial</p> <p>___ Actividades Extra Curriculares ___ Tecnología</p> <p>___ Otro: _____</p> <p>¿Tendría interés a matricular a sus niños en el Westchester Academy of Science? (Academia de ciencias de el Condado de Westchester)</p> <p>___ Si ___ No</p> <p>Escriba su nombre: _____</p> <p>Firma: _____</p> |
|---|--|

(5) WASCS Brochure

A SMALL SCHOOL

WASC will total 216 students at full-time enrollment. Students will receive individual attention, which will help them to learn self-confidence, self-esteem, and interpersonal skills necessary to make a successful transition into public society as a productive and responsible citizen.



WASCS CAPACITY

For the first year, WASCS will accept new students in grades 6, 7, and 8. Subsequently additional grades will be added. By the 4th year of the charter's operation, the school will serve grades 6 through 12.



WHAT IS A CHARTER SCHOOL ?

A Charter School is an alternate form of public schooling financed and monitored by the State Department of Education. Charter Schools are non-sectarian, non-discriminatory, and tuition-free. They incorporate innovative teaching methods designed to improve student performance and they are held accountable for achieving successful results.

ARE YOU ELIGIBLE ?

Charter schools are zone-free and tuition-free. All students are eligible to enroll to Westchester Academy of Science.



**Westchester Academy of Science
Charter School**
Attn: Mr. Mehmet Ozhabes
1 Van Der Donck St. #908E
Yonkers, NY 10701
Voicemail/Fax: (914) 931-1495
info@westchesterscience.org

www.westchesterscience.org

WESTCHESTER ACADEMY OF SCIENCE CHARTER SCHOOL



"Excellence in Education"
Excellence in Education

**A TUITION FREE
COLLEGE PREPARATORY SCHOOL**

www.westchesterscience.org

MASTERY IN TEACHING

Students obtain a mastery of their subjects or skills with the guidance of dedicated faculty who take the time to employ productive instructional strategies.



WASCS prepares students for leadership in mathematics, science, and technology to work productively in a global community.



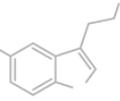
WASCS MISSION

To provide each student with a diverse, superior, innovative and relevant education in a safe and supportive environment that promotes self-discipline, critical thinking and excellence in lifelong learning.




HIGH ACADEMIC STANDARDS

WASCS always gives high priority to motivational activities and challenges. The students at WASCS will be encouraged to participate in Math & Science fairs, as well as Academic Olympiads.

WHAT WASCS OFFERS

- Intensive Math & Science curriculum
- Fully-equipped multimedia library
- State-of-the-art laboratories
- Dedicated teaching staff
- One-on-one tutoring
- After-school programs
- Active parental involvement






(6) WASCS Outreach email sample

From: A Cemal Batirbek <abatirbek@ymail.com>
Date: January 18, 2012 12:19:18 PM EST
To: "tvolchok@clusterinc.org" <tvolchok@clusterinc.org>
Subject: Support for Westchester Academy of Science Charter School
Reply-To: A Cemal Batirbek <abatirbek@ymail.com>
Dear Ms. Toni Volchok:

My name is Ozzie, I wanted to thank you for allowing me to speak with you on the phone a few weeks ago regarding the great value the Westchester Academy of Science Charter School(WASCS) will bring to the city of Yonkers. As you may know many of the parents in the Yonkers area looking for alternatives to public education for their children, and we hope to bring the quality back to education in the City of Yonkers through our efforts. For the past 3 years we have been diligently working to open our charter school in Yonkers. We need support from institutions such as yours to make this possible.

Our school will look to improving the scholastic performance every student and especially focus on children with a disadvantaged background in education. We will do this by implementing 1-on-1 teaching plans; Each and every student has an individualized attention plan, where we set specific goals for that student to reach based on their own scholastic level, and keep raising that level as the students progress. Unlike public schools, the Westchester Academy of Science assess' each student's performance daily, and we take action immediately when it appears they are struggling so they receive the focused attention that they deserve to help improve their learning of the material.

Through our research we have identified a target group that is having an especially hard time graduating from high school: this group is hispanic children who transfer in midway through high school and who do not speak English very well. They have a difficult time because all their classes are taught in English and they cannot understand what is going on in class. At the Westchester Academy of Science we wil have an ESL department to help them with learning the English language so they will be able to understand what the teacher has to say, and improve their grades dramatically.

Our main goal is increase high school graduation and college acceptance rates within the areas we touch. Our schools are tuition free and funded by the State Board of Education. All students are eligible to apply and our selection of students is random, we do not "skim from the top" as charter schools have been known to do in the past.

I am including in this e-mail materials detailing information about the Westchester Academy of Science for you to look over at your leisure.

We need your support in order for us to make this school a reality for the parents and their children. After you've had time to review the materials, we kindly ask if you would write for us a letter of support for the our institution, which would help change the lives of all the families and their children in the city of Yonkers.

We are currently in the application process and we have already submitted the initial application; the final application deadline is February 23rd. We are in our third year of application for the Westchester Academy of Science, and we need support from community organization, which is why it is important that we get letters of support from institutions such as yours before our application is finalized. We can accept letters of support by email, and or if you prefer to mail them to our institution our mailing address is enclosed. We have also attached some of the letters of support from other institutions for your review.

If you would like to schedule a meeting with us to get more information, I would be happy to arrange that. Thank you for your time.

With kind regards,
Ozzie Batirbek

Mailing Address: Westchester Academy of Science Attn: Mehmet Ozhabes 1 Van Der Donck St Apt 908E Yonkers, NY 10701

Website: www.westchesterscience.org

(7) Support Letters

These are the samples of support letters. You can download more letters in their original sizes at www.westchesterscience.org/SupportLetters.zip



CITY OF YONKERS
OFFICE OF THE CITY COUNCIL

CITY HALL
40 South Broadway, Suite #407
Yonkers, New York 10701
Office: (914) 377-6312
Fax: (914) 377-6309
Wilson.Terrero@yonkersny.gov

Wilson A. Terrero, Council Member

February 27, 2012

Mehmet Ozhabes
Board of Trustees
Westchester Academy of Science Charter School
PO Box 850
Yonkers, NY 10702

Dear Mr. Ozhabes:

Please accept this document as a Letter of Support for the Westchester Academy of Science Charter School. As a believer in the importance of a good education I understand the value of providing the Yonkers community with alternatives.

The WASCS is focusing on a heavy concentration in Math and Science as well as an emphasis on student College preparation. Encouraging and preparing our students to enter institutions of higher learning is an endeavor worthy of my support.

Sincerely

A handwritten signature in cursive script that reads "Wilson A. Terrero".

Wilson A. Terrero
Majority Leader
Yonkers City Council

District #2

Committee Chair
Education

Committee Member
Rules

Budget & Finance

Community Development

Municipal Operations & Public Safety

Real Estate

Gail Bartley-Baxter
Advocate for Equity

678 Warburton Avenue, Suite 2L, Yonkers, NY 10701
Urbancrusader2L@aol.com

Westchester Academy of Science Charter School
P.O. Box 850
Yonkers, NY 10702

Dear Sir:

This letter is being submitted with enthusiastic support for the approval by the New York State Education Department to allow the Westchester Academy of Science Charter School (hereinafter, "WASCS") to become the 2nd charter school in the 4th largest city in the state of New York.

A rejection of the proposed application would exacerbate the current **benign neglect of appropriate education choices in the public schools based on funding and vision**. While the public schools are struggling to maintain its footing in academic performance, public education in the City of Yonkers is suffering due to the lack of innovative offerings that include individualized instruction, expanded classroom opportunities, and driven by the mastery of math and science.

Based upon my review of the appurtenant documents related to the application, my commitment to the charter of WASCS is based on my long-time involvement in

public education and in the local public school system as a (now) **retired Parent Coordinator**. The depth in knowledge that I have acquired regarding the needs of the students also influence my support for the Westchester Academy of Science Charter Schools to become a charter school.

As former President of the Yonkers Branch of the NAACP and having worked closely with the parties over a period of 17 years during the Desegregation litigation and Settlement, I believe that approval for the charter of WASCS will infuse much needed educational innovation by 1) offering rigorous and stimulating science and math curriculum beginning at Grade 6, 2) by bringing together a creative mix of skills in the management team, and 3) providing students with a competitive edge on college applications in the area of math and science.

Respectfully submitted,

Gail Baxter

January 31, 2012

To Whom It May Concern:

I am writing to support the proposal for the Westchester Academy of Science as an educator with more than 33 years of experience at the grammar, high school and college level. I have known one of the board members, Muhammed Ozdemir, since 2006 when he was a candidate for a master's degree in School Counseling at Manhattan College and I was his International Student Advisor. While at the college, Muhammed worked tirelessly to promote dialogue among faculty, students, staff and administration in the hope that we could work toward a greater understanding of one another and realize that our similarities outweigh our differences.

The mission of the Westchester Academy of Science is not only to educate each student, but also to assist each in his/her growth as an individual and member of the global community. It is important that each student is given the opportunity to realize not only his or her academic potential, but also his or her individual responsibility to contribute positively to our world. I believe that the young people of Westchester will benefit profoundly from this school and I offer my unconditional support for its establishment.

Yours truly,

Debra Damico

Debra Damico
Advisor and Educator



Work Readiness | Entrepreneurship | Financial Literacy

January 30, 2012

Mehmet Ozhabes
Board of Trustees
Westchester Academy of Science Charter School
PO Box 850
Yonkers, NY 10702

Dear Mr. Ozhabes,

It was a pleasure speaking with you the other day and learning your quest for the Westchester Academy of Science Charter School continues. We were pleased to endorse this initiative last time and continue to do so.

Junior Achievement of the Hudson Valley, Inc. would be happy to offer our support where possible. Our curriculum aligns to NYS Learning Standards and has been evaluated by an independent firm to be highly effective in expanding students learning in academics and social responsibility. JA programs have a strong base in business, economics with ethics infused in all lessons - they offer experiential lessons that lead to students' success during their school years and beyond.

Our missions aligns in that it is all about supporting students achievements, life long learning and productive members and leaders of a civic society. Junior Achievement, through its K-12 programs, provides students with the skills, knowledge, motivation and confidence to be successful in school, in the workplace and in life.

You may refer to our website and that of our national organization for our program offerings and evaluations: <http://hudsonvalley.ja.org> or www.ja.org. All JA programs are presented by a community volunteer mentor who shares their experiences in the world of work. The classroom mentor serves as a positive role model - a caring adult, in addition to parents/guardians and educators, to support and encourage students' success.

I look forward to our future partnership and the successful launch of the Westchester Academy of Science Charter School. If I can provide any additional support material, please let me know.

Sincerely,

Angela D. Giustino
President

Junior Achievement of the Hudson Valley, Inc. | 12 Hamilton Pl - Suite 2 | Tarrytown, NY 10591
T: 914.524.9760 | F: 914.524.9447 | E: info@juniorachievement.org | W: <http://hudsonvalley.ja.org> | www.ja.org



February 13, 2012

To Whom it May Concern:

I am writing as President of the Westchester Hispanic Chamber of Commerce to indicate my strong support of the Westchester Academy of Science. During these challenging times we have the responsibility to give our youth the tools they need to excel in academics and to contribute to the betterment of our society.

Lack of access to an education that increases our students' proficiency in STEM-related studies - Science, Technology, Engineering and Mathematics - puts them at a disadvantage by making them unable to effectively compete in today's demanding global workforce. Research shows that there is a marked disparity between minority and non-minority students entering and excelling in the STEM areas of study. Hispanics account for almost half Hispanics of Yonkers' population, and when counted among other minority groups this number is even more significant. These statistics coupled with the small number of programs dedicated to Math and Science in our area clearly show the importance of the contribution offered by the Westchester Academy of Science. The work and dedication of this school is paramount to closing this educational gap and to helping students to excel and fulfill their educational potential.

Sincerely,

Francis Almaraz-Lopez
President, WHCC

405 Tarrytown Road, Suite 1382, White Plains, NY 10607

February 23, 2012

To Whom It May Concern,

I am writing this letter to support the Westchester Academy of Science Charter School. It was really good chance for me to meet one of the founders. I knew about their plans for the future of Yonkers's children. I was so happy when I heard that they are planning to open a concept school focusing on mathematics and science in order to prepare and motivate Yonkers students for their education. As far as I understand, their mission is to create or help to create an effective school, where the common goal of running this charter school is going to excel student learning through clear goals and innovative educational school designs and approaches. I can easily say that I have the full confidence in their education program to prepare the children to the next level in case of academics.

As a pediatrician and a resident of Yonkers having more than 15 years experiences working for the health of the children in Yonkers community, I usually hear the parents' discussions about the weaknesses of the present schools in Yonkers. My patients are school aged kids and their parents have better education expectation for their children especially in math and science. I am sure that this charter school will help to fulfill this gap. Therefore, I strongly support the application for the charter school in Yonkers.

Sincerely,



Dr. Farhat Ahmad

February 1st, 2012

To Whom It May Concern,

I am a post-doc researcher in the Phd Program in Economics of the Graduate Center of the City University of New York. My wife has a phd in economics as well. We have three children and want to give them a better academic environment since education is the top priority in our family. My kids have been attending a private school in Yonkers since 2010 because I have no other option. In this respect, Yonkers provides me and my wife a better commute opportunity to Manhattan, but not a good education to my children. Moreover, we are paying an extra Yonkers city tax, but my kids do not receive full beneficiaries of residing in Yonkers due to the weaknesses of Yonkers public schools' academic performance. So, a new charter school emphasizing math and science will definitely be a challenging alternative for my kids and the others living in Yonkers.

I have known the Lead Applicant Mr. Mehmet Ozhabes for a couple of years. I know him not only professionally but also personally because he is also my next door neighbor by chance. I know his application to open a charter school, namely Westchester Academy of Science, in Yonkers in detail. As far as I know, they have well qualified members of the school board. Mehmet and other board members know their vision in order to provide strong academics for the students of Yonkers residents. I am also highly satisfied with their strategic plan in order to increase the quality of education in the Yonkers School District.

Therefore, I strongly endorse the application for the Westchester Academy of Science Charter School. We, as an academicians family, look forward to help them further in their academic excellence if accepted.

Very truly yours,



Dr. Ferhat Arslaner
1 Van Der Donck St. Apt 906E



February 24, 2012

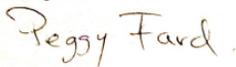
To Whom It May Concern,

I own Kid Smiles Pediatric Dentistry which is a brand new, state-of-the-art office in Yonkers and has been serving the community for years. Every staff member in our business is trained and experienced in handling children. Dr. Alicia Michel and I are experienced professionals specializing in children's dentistry and adolescent dentistry from infants to 15-year-old kids.

I am so excited when I am informed about the proposed academic plans of the Westchester Academy of Science Charter School. I want to congratulate the school board members for their efforts to provide our children another option focusing on math and science.

So, I strongly support the application for the Westchester Academy of Science Charter School because I believe the Yonkers's kids need a well-qualified charter schools as an alternative to the public ones.

Regards,



Dr. Peggy Fard, DDS

22 Main Street
Yonkers, NY 10701
Phone: (914) 375-5019


Pediatric Dentistry
Dr. Alicia Michel
Dr. Peggy Fard
22 Main St. Yonkers NY 10701
914-375-5019



February 22, 2012

Westchester Academy
of Science Charter School
POB 850
Yonkers, NY 10702

Attn: Board of Directors

As a Yonkers business owner I am in support of advancing the education of our students. To this end, I am in support of an entity that will better prepare our students for college. I understand that the WASCS is looking to provide a curriculum of Math and Science as well as a comprehensive College Prep program. I am in support of a curriculum that will provide this level of education to our young people, who are in desperate need of quality education.

Thank you,


Dorrette Brown
Owner/Operator

Waterfront Dell
16 Larkin Plaza
Yonkers, NY 10701
914-966-3148

February 22, 2012

Board of Trustees
Westchester Academy of Science Charter School
PO Box 850
Yonkers, NY 10702

To Whom it May Concern:

I submit this Letter of Support for the Westchester Academy of Science Charter School. I am a Yonkers resident and business owner and would like to see increased opportunities for Yonkers students to excel their skills in Math and Science. I believe that a good education is the first step in achieving success in life and support any effort that will provide those opportunities for our youth.

Sincerely,


Sun Yoon
Owner

STEPPIN' UP

a community collaboration

YONKERS

February 24, 2012

To Whom It May Concern:

I am writing in support of establishing a charter school, the Westchester Academy of Science, in the Yonkers School District. As the President and founder of Steppin' Up Yonkers, I support the creation of a local charter school that prepares students for leadership in mathematics, science and technology to work productively at high levels of academic achievement. Additionally, the students will work in an environment that promotes lifelong learning skills and fosters parental and community involvement which we believe is vital in preparing students and raising community expectations.

As an organization Steppin' Up firmly believes every child has the ability to succeed given the opportunity and appropriate resources and fully support the Universal Design Curriculum proposed for the charter school. We also support a team approach to education and believe that a partnership among home, school and community will require to be active participants in their academic and career development thereby ensuring a fulfilling the future. Our children are our greatest assets and resources; as such we promote the creation of Westchester Academy of Science because of its overall commitment to each student's fullest academic and personal development. We look forward to its opening.

Sincerely,


Vernon Brinkley
President

22 Main St 2nd floor
Yonkers, NY 10701
tel. 914.373.4598 fax 914.375.2153

COUNTY FAIR APPLIANCE RESCUE, INC.
472 South Broadway, Yonkers, NY 10705
Kitchen & Laundry Appliances
Service & Sales

February 16, 2012

Mehmet Ozhabes
Board of Trustees
Westchester Academy of Science Charter School
PO Box 850
Yonkers, NY 10702

Dear Mr. Ozhabes:

As a local business owner, I support the Westchester Academy of Science Charter School because it will provide a focus on College Prep and in the Math & Science disciplines, two very critical areas in which our nation finds able students to be in short supply. My business, County Fair Appliance Rescue, Inc., and its predecessors have been part of the Yonkers landscape for 64 years, and as business and community advocates, my family and I have strived to promote those institutions that will help to better my community. The creation of educational alternatives and thereby greater opportunities for Yonkers' youths to enter institutions of higher learning will prepare them to become good global citizens and to contribute greatly to our country.

Sincerely,
Rick Lowell
Rick Lowell

LT COMMUNICATIONS

February 27, 2012

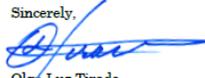
Mehmet Ozhabes
Board of Trustees
Westchester Academy of Science Charter School
PO Box 850
Yonkers, NY 10702

Dear Mr. Ozhabes:

I am a business owner for a marketing and public relations agency celebrating 20 years of existence and have been a part of the Yonkers business community for over 9 years. I have been a Yonkers resident since 1980. I also served on the board of directors for the Yonkers Partners in Education and currently serve as the Vice Chair for the Bronx Community College Foundation. Both providing a good education for our youth and serving my community are very important to me, therefore I support the Westchester Academy of Science Charter School for the Yonkers Community.

In my work with my client IBM in organizing their "America's Competitiveness" forum several years ago, I became aware of the problem we face when baby boomers begin retiring, leaving the workforce. We will be left with a huge deficit in candidates filling those jobs in STEM-related (Science, Technology, Engineering, & Mathematics) fields. It is incumbent upon us to begin educating our youth in the early stages of their formative years in order to bridge that gap moving forward. That the WASCS is looking to offer STEM studies as a part of their core curriculum is both necessary and welcomed.

Please accept this letter as a symbol of my support in your endeavors.

Sincerely,

Olga Luz Tirado
President and Creative Director

 **LANSKO**

February 24, 2011,

Mr. Mehmet Ozhabes
1 Van Der Donck St, Apt 908E
Yonkers, NY 10701

Dear Mr. Ozhabes,

We congratulate the founding members of the Westchester Academy of Science Charter School for their efforts to start a charter school in Yonkers. We understand that the proposed school will have an anticipated opening date for September 2013, and will be serving 216 students in its first year in grades 6 through 8. As discussed you intend to have 240 students in the second year, and 360 in the third year, expanding to 504 students in the 2017-18 school year. The classroom size will be 24. Based on these plans, you want to rent a facility of 25,000 to 30,000 sq. ft. in the first two years, and expand to around 50,000 sq. ft. in the third year of the school. You are looking for a facility that can house a gym and is accessible for students and adults with disabilities.

We propose the facility located at 2 Wells Place, Yonkers, NY 10701. As we have shown the building to you twice, the building is approximately 60,000 sq. ft. with approximately 10,000 sq. ft. floors. Hence, it is suitable to be rented in piecemeal fashion as you requested. The building is available immediately and it is within close proximity to Metro North train station in Yonkers, bus service in Yonkers, and Yonkers Public Library. The building hosted Yonkers Department of Education previously. As shown in the sample plans we provided to you for your school, the facility can house a gym. Parking is available in the next lot. The facility is accessible for students and adults with disabilities. As we discussed together with the owner of the facility, they are willing to do the renovation for your needs and spread out the costs on the rent over a long term. In general, rent for these buildings are in the twenty dollar per square foot range.

Our firm has significant experience in commercial real estate.

Please let us know of the progress of your application. Our firm is willing to work with you to arrange the facility for the Westchester Academy of Science Charter School.

Sincerely,

The Lansko Corporation

Mike Antkies Dawn

Chartoff



ATTACHMENT 3A

The following Table give the sample weekly schedule for all grades.

| SAMPLE SCHEDULE | | | | | | | | | | |
|-----------------|---------------|--|----------------------------|-------------|-----------|---------------------------------------|--------------------------------|-------------------|---------------------------------|-----------------------|
| | | Grade Levels | | | | | | | | |
| | | 6 | 7 | | 8 | 9 | 10 | 11 | | 12 |
| # | 7:30 - 8:00 | Breakfast | Breakfast | Breakfast | Breakfast | Breakfast | Breakfast | Breakfast | Breakfast | Breakfast |
| 1 | 08:00-08:47 | ELA 6 | Math 7 | | Math 8 | ELA 9 | Alternate Games 2 | ELA 11 | | Participation in Govt |
| 2 | 08:50 - 09:35 | ELA 6 | Math 7 | | Math 8 | Global & Geog I | Chem | Golf ** | Alt Games 3+ Health* | ELA 12 |
| 3 | 9:38 - 10:23 | Math 6 | ELA 7 | | ELA 8 | | Alg1 | Geo | | USHis & Gov |
| 4 | 10:26 - 11:11 | Math 6 | ELA 7 | | ELA 8 | | Bio | Global & Geog II | | Alg2 |
| 5 | 11:14 - 11:59 | Lunch | | Lunch | | Lunch | | Lunch | | ELA 10 |
| 6 | 12:02 - 12:47 | PE+ Health | Exploring Tech + V. Arts * | Span 7** | Span 8** | Home and Career + Family & Cons Sci * | Mon Bio-Lab / T-F Arts Wheel 9 | Lunch | | Lunch |
| 7 | 12:50 - 01:35 | Span 6 | | Soc.7 | | Sci8 | | Alternate Games 1 | Mon Chem-Lab/ T-F Arts Wheel 10 | |
| 8 | 01:38 - 02:23 | Soc 6 | | Sci.7 | | PE + Health | | Spanish 1 | Fundamentals of Web Ds | |
| 9 | 02:26 - 03:11 | Sci 6 | | PE + Health | | Soc.8 | | Computer Tech | Spanish 2 | |
| 10 | 03:15 - 04:00 | AFTER SCHOOL: TUTORING, EXTRACURRICULAR ACTIVITIES AND CLUBS | | | | | | | | |

* This Course will be offered half of the week with rotations.

**This course will be offered half year with rotations.

Table 1: Middle and High School Sample Daily Schedules

The after-school program is not mandatory, but is highly recommended for at-risk students



- As it can be seen in Table4, core courses are scheduled for morning class periods and elective courses are scheduled for afternoon class periods. This action was taken to achieve high student motivation in core courses. Although it is our intention to prepare the schedule as described, there can be exceptions due to limitations such as restrictions in teacher schedules.
- Elective courses will be scheduled by student request. However, we will guide the students to elect courses so that they can complete graduation requirements by the second or third year of high school.
- Every year all high school science students , will take one day (Mondays) of an elective course as a lab course (45 minutes x 36 weeks), which is over 1200 minutes. As an example, 9th grade 6th period is scheduled as a Lab+Arts wheel on table 5. Students will take Biology lab on Monday and Arts wheel Tuesday through Friday.



ATTACHMENT 3B

| <i>2013 – 2014 School Year Calendar</i> | |
|---|--|
| Aug 12-23 | Staff summer institute |
| Aug 26-28 | Orientation for students by grade |
| Aug 29 | School sessions begin |
| Sept 4 | Rosh Hashanah (No School) |
| Sept 27 | Professional Development Day– Early Dismissal |
| Oct 14 | Columbus Day-Observed (No School) |
| Oct 19 | Professional Development Day– Early Dismissal |
| Nov 8 | Report Cards - Professional Development Day- Early Dismissal |
| Nov 11 | Veterans Day (No School) |
| Nov 27-Nov 29 | Thanksgiving Recess (No School) |
| Dec 22 | Half Day |
| Dec 25-Jan 03 | Winter Recess (No School) |
| Jan 03 | Professional Development Day(Full day)* |
| Jan 06 | School Starts |
| Jan 20 | Martin L. King Jr Day Observed (No School) |
| Jan 21 | Report Cards - Professional Development Day- Early Dismissal |
| Feb 20 | Professional Development Day– Early Dismissal |
| Mar 28 | Report Cards - Professional Development Day- Early Dismissal |
| Apr 21 - Apr 25 | Spring Recess (No School) |
| Apr. 28 | Professional Development Day– early dismissal |
| May 26 | Professional Development Day– Early Dismissal |
| May 26 | Memorial Day (No School) |
| Jun 23 | Last Day of School (Early Dismissal) Report Cards |

*Equal to two half day staff development

2013 – 2014 School Year Calendar with 185 days



ATTACHMENT 4: Discipline Policy

INTRODUCTION

To ensure that an environment is created where teaching and learning can flourish, the WASCS has developed a series of rules that address proper student behavior, maintenance of order within the school and during school activities, and a statement of student rights and responsibilities.

School staff will ensure that parents and students are well-informed of these policies both before enrollment and at the time students' sign up for entry into the charter school. Accordingly, students will not be surprised about what type of behavior is expected from them, and parents will be reassured about the type of classroom environment that will be maintained in the charter school.

The discipline and order policies of WASCS include the following components:

- Student Disciplinary Code;
- Maintenance of Public Order on School Property;
- Student Rights & Responsibilities

Existing student discipline policies from many public school districts were examined in developing this code, and components of those district policies are evident throughout the discipline code of WASCS.

I. STUDENT DISCIPLINARY CODE

This Code sets forth the charter school's policy regarding how students are expected to behave when participating in school activities, on and off school grounds, and how the school will respond when students fail to behave in accordance with these rules.

In all disciplinary matters, students will be given notice and will have the opportunity to present their version of the facts and circumstances leading to the imposition of disciplinary sanctions to the staff member imposing such sanctions. Depending on the severity of the infraction, disciplinary responses include suspension (short or long term), detention, exclusion from extracurricular activities, and expulsion. Where appropriate, school officials also will contact law enforcement agencies.

A. DEFINITIONS

For purposes of this Code: "*short term suspension*" shall refer to the removal of a student from school for a period of five or fewer days; "*long-term suspension*" more than five days; and "*expulsion*" to the permanent removal.

B. SHORT-TERM SUSPENSIONS

A student who is determined to have committed any of the infractions listed below shall be subject minimally to a short term suspension, unless the Director determines that an exception should be made based on the individual circumstances of the incident and the student's disciplinary record.

Disciplinary Infractions

Attempt to assault any student or staff member; Vandalize school property; Endanger the physical safety of another by the use of force or threats of force; engage in conduct which disrupts school or classroom activity or endanger or threaten to endanger the health, safety, welfare, or morals of others; insubordination; fail to complete assignments, carry out directions, or comply with disciplinary sanctions. Cheat on exams or quizzes, or commit plagiarism; Steal, attempt to steal, or possess property known by the student to be stolen; Engage in gambling; drive recklessly on school property; trespass on school property; use obscene or abusive language or gestures; engage in acts of sexual harassment; possess tobacco or alcohol; Possess electronics; Wear inappropriate, insufficient, or disruptive clothing or attire, and/or violate the student dress code, e.g.



Procedures for Short Term Suspensions

The director may impose a short-term suspension. Before imposing a short term suspension, the director shall verbally inform the student of the suspension. The student shall be given an opportunity to deny or explain the charges.

The director also shall immediately notify the parent(s) or guardian(s) in writing that the student has been suspended from school.

The director's decision to impose a short-term suspension or removal may be appealed first to the Board of Trustees of the charter school and next to the chartering entity.

C. LONG-TERM SUSPENSIONS

A student who is determined to have committed any of the infractions listed below shall be subject minimally to a long-term suspension, unless the director or Board of Trustees determines that an exception should be made based on the circumstances of the incident and the student's disciplinary record.

Disciplinary Infractions

- Possess, use, attempt to use, or transfer any firearm, knife, razor blade, explosive, mace, tear gas, or other dangerous object of no reasonable use to the student at school; Commit or attempt to commit arson on school property; Possess, sell, distribute or use any alcoholic beverage, controlled substance, imitation controlled substance, or marijuana on school property or at school sponsored events; Intentionally cause physical injury to another person, except when the student's actions are reasonably necessary to protect himself or herself from injury; Vandalize school property causing major damage; commit any act which school officials reasonably conclude warrants a long term suspension.

In addition, a student who commits any of the acts listed in Part II which would ordinarily result in a short-term suspension may, instead or in addition, be subject to a long-term suspension at the director's discretion.

Federal and State law require the expulsion from school for a period of not less than one year a student who is determined to have brought a firearm to a school, or to have possessed a firearm at school, except that the school's chief administering officer may modify such expulsion requirement for a student on a case-by- basis if such modification is in writing.

Procedures for Long-Term Suspensions

The director may impose a long-term suspension. Such a suspension may be imposed only after the student has been found guilty at a formal suspension hearing. In extreme circumstances, the director may expel the student from school. Upon determining that a student's action warrants a possible long-term suspension, the director shall verbally inform the student that he or she is being suspended and is being considered for a long-term suspension (or expulsion) and state the reasons for such actions. The director also shall immediately notify the student's parent(s) or guardian(s) in writing. Written notice shall be provided by personal delivery, express mail delivery, or equivalent means reasonably calculated to assure receipt of such notice within 24 hours of suspension at the last known address. Where possible, notification also shall be provided by telephone if the school has been provided with a contact telephone number for the parent(s) or guardian(s).

If the suspension proceeding has been initiated by the director, the director shall personally hear and determine the proceeding or may, in his discretion, designate a hearing officer to conduct the hearing. The hearing officer's report shall be advisory only and the director may accept or reject all or part of it. The director's decision after the formal hearing to impose a long-term suspension or expulsion may be appealed first to the Board of Trustees and next to the chartering entity.



D. ADDITIONAL DISCIPLINARY MEASURES

The disciplinary measures listed below may be imposed in addition to short-term or long-term suspensions or, if an exception has been made by the director to the imposition of a minimum suspension, in place of such suspension. Behavior not listed in Part A or Part B of this Code but determined by appropriate school staff to warrant disciplinary action, including but not limited to missing classes without permission and arriving late to class without a reasonable excuse, also may be subject to these additional disciplinary measures.

In-school suspensions and suspensions of transportation may be imposed only by the director. All other disciplinary measures may be imposed by the director or a teacher, who must inform the director of such action within a reasonable time.

- Behavioral Contract
- Detention
- Loss of School Privileges
- In-School Short-Term Suspension
- Suspension from School Transportation

E. PROVISION OF SERVICES DURING REMOVAL

The charter school will ensure that alternative educational services are provided to a child who has been suspended or removed to help that child progress in the school's general curriculum.

F. DISCIPLINE PROCEDURES FOR SPECIAL EDUCATION STUDENTS

In addition to the discipline procedures applicable to all students, the following procedures are applicable to students with disabilities. The school will comply with 34 CFR §§ 300.519-300.529 of the Code of Federal Regulations and the following procedures, except that in the event that the following procedures are inconsistent with federal law and regulations, such federal law and regulations shall govern. A student not specifically identified as having a disability but whose school district of residence or charter school, prior to the behavior which is the subject of the disciplinary action, has a basis of knowledge (in accordance with 34 CFR 300.527(b)) that a disability exists may request to be disciplined in accordance with these provisions.

If there is any reason to believe that the Infraction is a result of the student's disability, the student will immediately be referred to the CSE of the student's district of residence. If a connection is found, no penalty may be imposed, and the school will work with the CSE to consider a possible program modification.

If a student identified as having a disability is suspended during the course of the school year for a total of eight days, such student will immediately be referred to the CSE of the student's district of residence for reconsideration of the student's educational placement. Such a student shall not be suspended for a total of more than 10 days during the school year without the specific involvement of the CSE of the student's district: of residence prior to the 11th day of suspension, because such suspensions may be considered to be a change in placement.

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

Provision of Services During Removal

We will, for those students removed for a period of less than 10 days, ensure that each affected student receives all classroom assignments and a schedule to complete such assignments during the time of his or her suspension. Provisions will be made to permit a suspended student to make up assignments or tests missed as a result of such suspension.



During any subsequent removal that, combined with previous removals, equals 10 or more school days, but does not constitute a change in placement, during the school year, services must be provided to the extent determined necessary to enable the child to appropriately progress in the general curriculum and in achieving the goals of his or her IEP. In these cases, school personnel, in consultation with the child's special education teacher, make the service determination. During any removal for drug and weapon offenses (pursuant to CFR 300.520(a)(2)) services will be provided to the extent necessary to enable the child to appropriately progress in the general curriculum and in achieving the goals of his or her IEP. These service determinations will be made by the CSE of the student's district of residence. The school will place students in interim alternative educational settings as appropriate and mandated by CFR 300.520(a)(2).

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

Due Process

If discipline which would constitute a change in placement is contemplated for any student, then (1) not later than the date on which the decision to take such action is made, the parents of the student with a disability shall be notified of that decision and provided the procedural safeguards notice described in 34 CFR §300.504, and (2) immediately if possible, but in no case later than 10 school days after the date on which such decision is made, the CSE of the student's district of residence and other qualified personnel shall meet and review the between the child's disability and the behavior subject to the disciplinary action.

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

Records of Student Discipline

The charter school will maintain written records of all suspensions and expulsions including the name of the student, a description of the behavior engaged in, the disciplinary action taken, and a record of the number of days a student has been suspended or removed for disciplinary reasons.

II. MAINTENANCE OF PUBLIC ORDER ON SCHOOL PROPERTY

The following rules shall govern the conduct of students, teachers, staff, licensees, invitees, and other persons, whether or not their presence is authorized, on all property or facilities operated under the auspices of the charter school.

These rules and penalties are not to be considered exclusive or to preclude in any way the prosecution and conviction of any person for the violation of any federal, State or local law, rule, regulation or ordinance, or the imposition of a fine or penalty provided for therein. Additionally, these rules and regulations should not be construed to limit, but rather exist in conjunction with any other codes of conduct established for the school, such as a disciplinary code and/or a bill of student rights and responsibilities.

A. PROHIBITED CONDUCT

No person, either singly or in concert, shall:

1. Willfully cause physical injury to any other person, or threaten to use force which would result in such injury.



2. Physically restrain or detain any other person, nor remove such person from any place where he or she is authorized to remain, except as necessary to maintain the established educational process.
3. Willfully damage or destroy school property
4. Without permission, express or implied, enter into any private office or classroom of an administrative officer, teacher, or staff member.
5. Enter or remain in any building or facility for any purpose other than its authorized use or in such a manner as to obstruct its authorized use by others.
6. Without authorization, remain in any building or facility after it is normally closed, nor without permission enter any building or facility
7. Refuse to leave any building or facility after being required to do so by the director or an authorized administrative officer or his or her designee.
8. Willfully obstruct or interfere with the free movement of persons and vehicles.
9. Deliberately disrupt or prevent the peaceful and orderly conduct of classes, lectures, and meetings or deliberately interfere with the freedom of any person to express his or her views, unless such disruption is necessary to maintain order of the educational process.
10. Possess on school property any rifle, shotgun, pistol, revolver, knife, chain, club or other weapon, whether or not the person has a license to possess such weapon.
11. Commit acts which threaten the safety and welfare of persons on school property.
12. Violate any federal or State statute or regulation, local ordinance or school policy.
13. Possess, use or distribute alcohol, drugs or drug paraphernalia.
14. Harass or coerce any person.
15. Refuse or fail to comply with a lawful order or direction of a school official in the performance of his or her duty.
16. Distribute or post on school property any written material, pamphlets or posters without the prior approval of the director.

B. PENALTIES AND ENFORCEMENT

Penalties for violations of these rules include, but are not limited to, the withdrawal of authorization to remain upon school property; ejection; arrest; for students, suspension or other disciplinary action; and for school employees, dismissal or other disciplinary action.

Staff members are required to report known violations of these rules to the director and to make reasonable efforts to stop the prohibited conduct. The director is responsible for the enforcement of these rules.

C. OFF-CAMPUS EVENTS

Students at school sponsored off-campus events shall be governed by all the guidelines of the school and are subject to the authority of school officials. Failure to obey the lawful instructions of school officials shall result in a loss of eligibility to attend school sponsored off-campus events and may result in additional disciplinary measures in accordance with the Student Disciplinary Code.

D. DISCIPLINE

1. Prohibited conduct and acceptable school responses to such conduct are set forth in the Student Disciplinary Code. In disciplinary matters, students shall have the opportunity to present their version of the facts and circumstances leading to the imposition of disciplinary sanctions to the professional staff member imposing such sanctions.
2. A student may be suspended from instruction only after his or her rights to due process have been observed.



School Trustee Background Information

Name: MEHMET OZHABES

Charter School Name: Westchester Academy of Science Charter School

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.):

I will be the Board President as well as in a position that is involved with financial monitoring of the school and its budget.

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 moved to Yonkers at the end of 2007. Before moving to Yonkers, I lived in West Chester, PA, a suburb of Philadelphia. Over there, I was involved with a charter school project in Philadelphia. We formed a group of idealists and submitted a proposal to start a charter school serving grades 7 through 12 in the Philadelphia School District. Our application was approved and we started the school. I noticed that the Yonkers



school district is very similar to the Philadelphia school district. Hence, I proposed to start a charter school in Yonkers to a few friends of mine. Some of my friends, including Mr. Erkan, were sympathetic to the idea. They then broached the idea to their friends, and we gathered a strong team of founders. I look forward to contributing to the education in Yonkers.

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

I would like to contribute to the education of students in Yonkers. The WASCS will be an opportunity for me to achieve this goal. Serving on the board will allow me to be active in the decision-making process, have a say in school operations, help with conflict resolution, and monitor the progress of the students and the school in general.

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 not served on any board of a school district previously. I served on the board of another charter school in Philadelphia. I was a founding member and an active board member. The Philadelphia school district, and in particular, the neighborhood where we opened the school, is very similar to the Yonkers City school district in education level, the demographics of the students and socioeconomic levels of the families. The experiences I had with starting a new charter school, reaching out to families and convincing them to send their kids to our school, hiring new teachers and staff, and starting the operations of the school were among the most enjoyable times of my life. I look forward to repeating the same in Yonkers. I am also a board member of the Turkish Cultural Center in New York, which is a non-profit organization.

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:

As a lead applicant, I know of all other board members.

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.

The WASCS project is a voluntary project and is conducted for the benefit of Yonkers students only. The board members are all financially well-off and have their own professional careers. However, if I do encounter a situation where one or more members of the board are involved in working for their own or a close person's benefit, I would kindly warn the member to forgo the benefit or leave the board, and I would initiate a disciplinary action against the board member.

Educational Philosophy

18. Please explain your understanding of the charter school's mission and/or philosophy.
In summary, the mission of WASCS is to provide quality education in a safe environment that promotes self-discipline, motivation, critical thinking and excellence in lifelong learning. The WASCS will teach the students the necessary skills to enter and be successful in college and in life afterwards.
19. Please explain your understanding of the educational program of the charter school.

WASCS educational program is aligned with state standards with an extra focus on Math and Science subjects to fulfill the mission.



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 needs to have motivated and hard working students, teachers and staff. The board needs to monitor measurable outcomes of student success such as test scores, graduation rates, attendance, etc. If there are problems, or if the trends do not show improvement, the board needs to work with the Principal to identify the roots of the problems. The board needs to follow up on any identified issues. The board has to work very closely with the Principal to understand the steps taken to improve education in the school.

Other

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

A board member should make sure that school is running properly for the benefit of its students, is following the laws, and is adhering to its mission. He/she should monitor the school closely, including the finances, discipline, and students' success in coordination with the Principal. The board member should be aware of any problems in the school and must make sure the problems are being handled properly and solutions are found to avoid similar issues in the future.

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

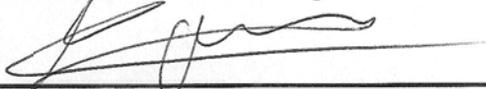
23. Please provide any other information that you feel is pertinent to the Department's review.

The founding members of WASCS are very motivated to contribute to the society they live in. They are all idealist people whose only goal in this project is to improve the education of the students in their neighborhood.

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

STATEMENT OF ASSURANCE

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


Signature

2/1/2012
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: 

Business Address: 

E-Mail Address: 

Home Telephone: 

Home Address: 



School Trustee Background Information

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

Name: Hasan Erkan

Charter School Name: Westchester Academy of Science Charter School

Charter School Address: Yonkers School District

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

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

As a profound believer in education and a passionate educator myself, I was always interested in the idea of improving the quality of learning and teaching. In one way or another, I wanted to see myself in the process especially after I encountered several



situations where I realized that my students in college needed a stronger and more reliable infrastructure for their previous educational background.

First time I started developing the idea of a charter school was three years ago while I was teaching at Physics and Technology Department, Bronx Community College (BCC). I observed at BCC and other colleges, where I taught engineering classes, that my students lacked the knowledge of basic foundations of both mathematics and science. I felt that the emphasis in teaching should be on seeing these youngsters' strengths, not just their problems. Then I felt an urge to take a step to realize the development of a school, which would equip the students with very strong math and science knowledge. Then, I met with Mr Ozhaves through a common friend. After get to know each other, he proposed the charter school idea that he has in mind. The charter school criterion in his mind was exact match with what I have in my mind. I accepted without any hesitance. I realized that the time is just right to give a start to such a project. I realized that the more I spoke of the charter school concept to my circle of friends, and colleagues, parents, the more I realized the need. Many people want an alternative school for their children, and students.

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

By serving as a board member; I would make sure that the school is run according to the original mission and achieve the pre-set goals. Simply I believe that, by being a board member, I would contribute to the mission and vision of the WASCS at the highest level. I want to make sure that our Board creates another exceptionally high performing charter school.

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):

Being an instructor in CUNY/SUNY for 8 years, and a research scientist at AT&T for 4 years, I am confident I would have an invaluable contribution to WASCS. As a person who contributed in shaping the mission and vision of WASCS, I would make sure our ideas are implemented in practice. I could be an academic liaison for WASCS. My experience and connections in academia will be crucial in creating strategic partnerships with and maintaining university relations for the WASCS. These relations with the university and colleges are essential to achieve the goals of WASCS. Moreover, I would ensure that the students are prepared to not only enter into, but also become successful in the college.

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 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:

Among the board members, I met with Mr. Ozhabes through a common friend. I met with Mrs. Gul while I was an instructor at CUNY. I met with Mr. Gashi by a common friend in a social gathering. Mrs. Gomez was the home-instructor of my eldest son.

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.
If I see a situation where one of the WASCS's board members is involved in working for his/her own benefit or the benefit of their friends and family, I will approach to that person and ask him to be free of that behavior ASAP. If that still continues, then I will bring that issue to one of immediate board meeting and ask that person to explain the situation. Based on extend of the crime, I might request that person's removal from board immediately. On the other hand, I believe this kind of issues needs to be resolved and kept within board members only due to potential impact to school prestige if it is publicized.



Educational Philosophy

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

In sum, the mission of WASCS is to provide quality education in a safe environment that promotes self-discipline, motivation, critical thinking and excellence in lifelong learning.

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

WASCS Educational program is aligned with state standards with extra focus on Math and Science subjects to fulfill the mission.

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.

I believe a school can be a successful one by having strong curriculum, dedicated staff who implements the curriculum to the fullest and very professional board whose capacity encompass every needs of the school.

Other

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

A board member should make sure that school runs according to its mission and fulfill its goals. The board of trustees who assign the Principal should follow him very closely so that any deviation from the school mission and goals is brought attention of him proactively.

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

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

I would like to point out two important things pertinent to this application:

One, among other strong characteristics, one of the most powerful characteristics of the WASCS is the capacity of its Initial Board of Trustees. I am very delighted to work with such professionals. The second point is, on top of collecting petitions from more than eight hundred parents in last year's application; this year, we collected another 200 petitions specifically from target parents. This proves that parents are very well aware of the need for such quality schools, hence strongly welcome WASCS.



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

STATEMENT OF ASSURANCE

I, HASAN ERKAN (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.

Hasan Erkan Signature 02/26/2012 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]



School Trustee Background Information

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

Name: _____ R. Gul Tiryaki_Sonmez _____

Charter School Name: Westchester Academy of Science Charter School _____

Charter School Address: Yonkers School District (exact address is to be determined)

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

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

Mr. Erkan and my husband are friends and also we know each other from the City University of New York where we both worked. During one visit to our house, he mentioned his project. He told us about his idea of opening a charter school. As a profound believer in education, and as a mother of two young children, I wanted to be involved. I



thought it was a great idea, and we started working on the proposal. We decided that with my skills, background and enthusiasm in education, I'd be valuable as a board member.

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

I believe WASCS will be extremely helpful in shaping the lives of the students. WASCS would be a good place to get an education to prepare for the college and real life. I see serving on the Board as an opportunity to help these students develop better, and have a positive impact on their lives. With my background and experience, I believe I would be a valuable addition to the school board to oversee the education given to the students.

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):

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:

I know Mr. Erkan as a friend of our family. Mr. Erkan and my husband are friends and also we know each other from the City University of New York where we both worked.

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

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

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

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

No. Yes.

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

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

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

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

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

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

I / we have no such interest. Yes.

14. If the charter school is partnered with an educational services provider, please indicate if you, your spouse or other family member anticipates conducting, or is



conducting, any business with the provider. If so, please indicate the precise nature of the business that is being or will be conducted.

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

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

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

This does not apply to me, my spouse or other family members. Yes.

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

None Yes

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

I would stop their action immediately by the dismissal of the members involved, and the necessary actions and precautions to prevent recurrence of similar events.

Educational Philosophy

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

The mission of Westchester Academy of Science (WAS) Charter School is to provide each student a diverse, quality innovative and relevant education in a safe, supportive environment that promotes self-discipline, motivation, critical thinking and excellence in lifelong learning. The WAS Charter School team would aim to join the parents and community to assist the students in developing skills to become independent, happy, healthy, self-sufficient adults and productive citizens who will succeed and contribute responsibly in a global community.

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

The educational program of Westchester Academy of Science (WAS) Charter School is very carefully planned to ensure the charter school's mission and/or philosophy that is to provide each student a diverse, quality innovative and relevant education in



a safe, supportive environment that promotes self-discipline, motivation, critical thinking and excellence in lifelong learning.

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.

I think the charter school movement is an enormous positive for American Education. Therefore the founding board members came together around a shared belief that all students are entitled to their choice of a high quality public school. The board is committed to the mission of preparing all students for success in college and citizenship. I and the board believe that all students deserve;

- a) The rigorous academic standards and frequent assessment found in excellent charter schools,**
- b) An engaging curriculum, taught by excellent teachers, focused on preparation for college,**
- c) civic, character and leadership education as an essential part of public schooling,**
- d) a highly structured, disciplined and supportive academic environment**

The board will take all the necessary steps to ensure these qualities.

Other

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

I believe that a charter school board member is responsible for overseeing whether a proper education is given to the students, and the school management is doing an adequate job. In cooperation with the management, the board would determine how to monitor the development of the students, and would work on finding ways to improve the education quality. The board is pivotal in giving feedback and guidance to the school management which may sometimes lose the overall vision because of day-to-day struggles in the school.

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

Yes

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

I am an educator and teaching at the College level, advising and mentoring students for more than 20 years. I believe I can be very beneficial as a charter school board member to the students and the school management in providing proper education and improving the education quality.



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

STATEMENT OF ASSURANCE

I, R. Gul Tiryaki Sonmez (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.

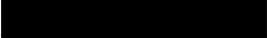
R. Gul Tiryaki Sonmez

02/04/2012

Signature

Date

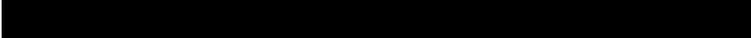
Please note that this document is considered a public record and as such, may be made available to members of the public upon request under the Freedom of Information Law. Personal contact information provided below will be redacted.

Business Telephone: 

Business Address:


E-Mail Address: 

Home Telephone: 

Home Address: : 



School Trustee Background Information

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

Name: Prof. SERIGNE MBAYE GNINGUE

Charter School Name: Westchester Academy of Science 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.):

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

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

23. 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.

24. 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.

25. 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 and involved with the Westchester Academy of Science Charter School project through Mr. Mithat Gashi, a colleague of mine, who has been teaching as an adjunct in our Department of Middle and High School Education at Lehman College since 2003. Mr. Gashi and I have known each other since 1994 when he joined me at Middle



School 45 as a Social Studies, English and ELL teacher. Mr. Gashi, who can attest to my commitment and experience in working for children, approached me about six months ago and invited me to meet with Mr. Erkan. Together, they expressed to me the idea of creating a Charter School in Westchester. I immediately gave them my approval to include me in the Board, and in the planning and design. As an educator, I understand the importance of creating suitable educational structures that meet the needs of all children.

I believe in the concept of the Westchester Academy of Science Charter School for many reasons. Since 1980, many reports directed at the diverse audience of educational leaders and policymakers at all levels in the United States have almost unanimously recognized the crisis in preparing students for the global economy. What makes the situation even more pressing for the United States is that education has become essential to economic and political survival. The importance of education to individual and societal success has increased at a breathtaking pace as a new knowledge-based economy has emerged, leading other industrialized nations around the world to be engaged in intensive reforms of their education systems by investing more of their resources in supporting the work of teachers to make it possible for them to effectively address the needs of their students.

Indeed, at a time when the globalization phenomenon has taken an almost irreversible turn on all aspects of our lives, education is the key to maintaining the United States at the top of the world hierarchy. Making sure that all our children become literate and possess the knowledge and skills necessary to compete in a global economy and to exercise the rights and responsibilities of citizenship should be a priority. Such goal has however become more difficult and challenging because of the large influx of immigrants whose first language is not English. The cultural diversity of the Immigrants is such that public schools across the nation are now facing students whose backgrounds they do not know, whose languages they do not speak, and whose habits are different from the mainstream. Addressing the needs of these students could be the key to ensuring and maintaining the United States place in this 21st Century world.



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

I wish to serve as a board member because it is a service through which I believe I can make a difference in the lives of children. As a faculty in education, it is my belief that the search for equity and excellence in education can be obtained not only through the teaching of mathematics content and methods and professional development with pre-service and experienced teachers which I have been doing the past 15 years, but also through the creation of adequate educational structures for children. I wish to serve to make sure that the school is well designed and implemented.

27. 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 on any board of a school district previously. Additionally, I have had multifaceted roles throughout my career that have without a doubt enhanced my understanding of the importance of productive leadership, relationships, interactions, and effective collaboration without derailing my commitment to excellence in scholarship and research, and to preparing prospective and in-service urban teachers with a strong mathematics background in both content and pedagogy for the well-being and learning of all students.

My teaching career began more than 20 years ago, teaching mathematics to middle school students. I participated in the design of programs meant to address the needs of gifted students. However, my belief that all children can learn when given the opportunity through adequate methods, led me to develop a program that created avenues for average and below average students to further develop their talents, by enabling, every year for more than six years, an average of 90 students to successfully take the New York State Mathematics Regents exam in eighth grade. In the United States, in most urban public school districts, only above average students are given such opportunity. In contrast, the



more affluent suburban districts usually offer an algebra course in eighth grade to all its students. Such difference in practices has for consequence the widening of the gap that favors racial/ethnic groups other than Blacks/Hispanics who are mostly schooled in the large cities. The dedication and passion I brought to that issue by helping the children of the school and community overcome such barriers, was the reason the school named the Medal that recognizes the top math student of each year's graduating class the Dr. Serigne Mbaye Gningue Mathematics Medal.

Such success in my search for equity and excellence in teaching and learning set the stage for another phase of my career that began a few years prior to my Ph.D. degree and my appointment at Lehman College in 1999. The success of the implementation of the program at the middle school I was teaching prompted my school district to have me lead an Advanced Mathematics/Science Summer Institute (1996-1998). My role as the curriculum planner and staff developer (training, working, and sharing with teachers of the Institute) set the foundations of my belief that the work we do as educators has far reaching implications on the performance and success of school children, even more so than most people believe.

The work I have been doing through Lehman College Division of Education represents just a continuation of what I started at the school and district levels. Along with my role as the coordinator of the graduate program in Mathematics Education, admitting, advising, and teaching in-service and pre-service students, I have been coordinating, since its inception, the recruitment of mathematics teachers through the Teaching Opportunity Program (TOP), a CUNY scholarship program that trains change of career people to teach mathematics and science in New York City. Through coursework in the Master's program or professional development activities, as a New York City Mathematics Project (NYCMP) or District consultant, as the coordinator of the New York Collaborative for Excellence in Teacher Preparation (NYCETP), and as a Professional Development School (PDS) liaison, I have mentored and supervised hundreds of new and experienced teachers in New York City, by helping them develop classroom management skills and design activities and lesson plans that use manipulatives and technology to suit children's needs. Additionally, I have



supervised and advised, since 2001, over one hundred students design and implement research ideas, monitor and evaluate their own instructional practices, and publish results of their investigations through their master's theses.

My experiences also involves working as an Associate and Acting Chair of the Department of Middle and High School Education, as a member of the New York City Department of Education Mathematics Advisory Panel chaired by Dr. Uri Treisman (Professor of Mathematics at the University of Texas and Director of the Charles A. Dana Center appointed by Chancellor Klein), as a MetroMath research team member at CUNY's graduate center in urban education (MetroMath at CUNY is an NSF funded Center for Learning and Teaching [CLT] to study mathematics teaching and learning for classrooms in urban settings). I have also written Lehman College's Mathematics Education Accreditation report for the National Council for Accreditation of Teacher Education (NCATE) the largest accreditation agency in the US, participated in the design and implementation of the CUNY Mathematics and Science Partnership (MSPinNYC), a \$12,000,000 NSF-funded program designed to enable mathematics and science CUNY faculty to work with high school teachers to help underperforming NYC students, and have been recently the recipient of two NSF awards as a Co-PI totaling over \$6,000,000.

28. 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

I would talk to any member with this kind of an intention or action and ask to be aware of ethical considerations. The second step would definitely be bringing it to board meeting and solve it. This kind of a situation has written in the code of ethics and board rules that the member may no longer serve as a board member if he/she doesn't fix his approach with little exceptions.

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.

The Westchester Academy of Science Charter School's mission and philosophy are aligned with my belief in the search for excellence in education at a time when because of the globalization phenomenon, bettering education is the key to maintaining the United States at the top of the world hierarchy. They are also aligned with our mission and philosophy at Lehman College, a Hispanic Serving Institution located in the Bronx that has articulated a special commitment to improve the education of all students in middle and high school classrooms throughout the New York City metropolitan area, especially in the Bronx and Westchester. We advocate for instance that our students become social activists who know how to advocate for urban children, urban schools, and the urban communities in which they are embedded.



Educational Philosophy

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

I am a participant in the design of the educational program of the Westchester Academy of Science Charter School.

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

I am a participant in the design of the educational program of the Westchester Academy of Science Charter School.

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

I believe that a successful school must be a school that has faculty and administrators who are dedicated to servicing all children by addressing their needs, regardless of their levels, background, race, ethnicity, and/or gender. The Westchester Academy of Science Charter School intent is certainly designed to have these characteristics since its goals are to:

- **Close the academic performance gap between urban school students and the average state student.**
- **prepare students for academic success in their further education,**
- **Enable students to keep open a broad spectrum of options for their future endeavors, and to prepare them to be responsible and productive citizens.**
- **Use a variety of teaching methods to ensure mastery of appropriate skills, ideas, and knowledge for all students, regardless of race, gender, or the family's socioeconomic background.**
- **Meet the educational needs of every students without parents/guardians having to resort to outside tutoring,**
- **Provide parents/guardians with support that will ensure home study sessions and homework completion.**
- **Provide children with positive educational and social experiences in a structured, challenging, yet nurturing environment.**
- **Maintain a Personal Educational Plan (PEP) for each student that will help customize the needs of each student.**
- **Offer extracurricular activities and programs in the form of honors, advanced placement classes and extra science math and technology classes tailored to the needs of every student.**
- **Offer well organized tutoring services in conjunction with area colleges that will send college students tutor WASCS students.**



Other

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

The role of a board member of a public charter school is to ensure the respect of the “contract” between the charter school and the state or city, protect assets, provide management and financial oversights, by making sure that the school’s organization’s financial systems and practices meet accepted standards, hire, support and evaluate school administrators, design, monitor and strengthen the school mission, and ensure legal and ethical integrity by ensuring compliance, transparency and accountability.

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

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

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

None



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

STATEMENT OF ASSURANCE.

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

2/12/2012

Signature

Date

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

Business Telephone: [REDACTED]

Business Address:

Lehman College

[REDACTED]

E-Mail Address: [REDACTED]

Home Telephone: [REDACTED]

Home Address: [REDACTED]



School Trustee Background Information

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

Name: Mithat Gashi

Charter School Name: Westchester Academy of Science Charter School

Charter School Address: Yonkers School District (exact location is 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.):

 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

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

30. 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.

31. 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.

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

I became aware of the charter school from my friend Hasan Erkan. Since he knew that I am involved in the field of education in the capacity of school administrator, he invited me to join the board.

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



I have been working as an educator and school administrator for over fifteen years. I have a strong commitment to education and economic development. I wish to contribute my experience and knowledge on the educational elements of this project.

34. 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 bring to this project over 16 years of experience in the field of education as a teacher and high school administrator. I have also been teaching at Lehman College since 2003.

35. 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.

The role of a charter school board member is to ensure that the school upholds the contract with the state and the city, oversee the management and the financial oversights; hire, provide support and evaluate school leaders; ensures that the school complies with state regulations. If I suspect that a member of a charter school is involved in working for his own benefit or the benefit of friends and family, I would request that the board conduct a through investigation to ensure that the school is in compliance with State regulations

Educational Philosophy

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

The Westchester Academy of Science Charter School's mission and vision are consistent with my educational philosophy. WACS believes that every child can and will learn. Its mission is to provide students the necessary skills that are aligned with the needs of 21st century. The world we live in is interconnected more so than ever before. The school will depend on most current pedagogical research to ensure the success of every child.

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

I have participated in the design of the educational program of the WASC.

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

A successful school should have the following characteristics:

- **Clear Vision:** All members of the school should have a clear understanding of the vision and mission of the school.
- **High Expectations for Everyone:** When expectations are clear to all members of the community, including parents, students and staff, the school will be successful.
- **Strong Leadership:** The leaders guide the school and assist the stakeholders reach its vision.
- **High Standards for Everyone:** All stakeholders (parents, staff and students) need to know what they should be able to do and how.
- **Partnerships:** Successful schools develop and maintain strong relations with the community.
- **Professional Development:** A successful school always seeks to build capacity and enhance the quality of its staff. Staff needs to continually engage in learning.
- **Evidence on Learning:** A successful school reflects. Measuring student performance, student progress and school environment is very important for a successful school.



Other

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

The role of a charter school board member is to ensure that the school upholds the contract with the state and the city, oversee the management and the financial oversights; hire, provide support and evaluate school leaders; ensures that the school complies with state regulations.

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

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

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

My 16 years experience as an educator and school administrator coupled with my civic engagement will increase the capacity of the board. I would also like to note that I have assisted in the establishment of New World High School, an ESL immersion program, in the Bronx.



School Trustee Background Information

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

Name: **Madeline Gomez**

Charter School Name: **Westchester Academy of Science 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.):

 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

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

37. 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.

38. 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.

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

I home tutor Mr. Hasan Erkan’s son. One day, Mr. Erkan informed me of the WASCS. I asked him about the charter school and he informed me of specifics. I became interested in the charter school and its mission. He invited me to attend a board meeting. It was at this time that the opportunity to serve as a board member was presented to me.



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

I wish to serve on the board because I look forward to actively participating with other board members that are committed to overseeing, administering and applying successful educational methods that will prove the charter schools success, with higher test scores and graduation rates.

41. 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):

42. 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.

Working for your own benefit is clearly not part of the mission or philosophy of school, I would give individuals the opportunity to discuss conflicting situation with the rest of the board members and proceed based on facts. If individuals are discovered to be working for their own benefit or others, I would suggest that the board support the mission of the school by requesting these members to resign and proceed with disciplinary measures thereafter if necessary.

Educational Philosophy

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

My understanding of WASCS missions is to provide students of many different backgrounds with a high quality of education. Providing a safe and supportive environment that empowers students to become motivated to learn, think critically, and to assist students to acquire a love for learning that will take them beyond the classroom.

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

My understanding of the educational program of the charter school is apply innovative teaching methods that will improve students performance overall. The educational program at WASCS prepares students to take on leadership roles in math, science, and technology. On the same token the program offers parent involvement and community engagement to address the student as a whole.

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.

I believe that the dedication, commitment, and organization of staff, administration, teachers and parent involvement, along with community agencies or members, will ensure the success of WASCS. WASCS is setting high standards for its students, enriching them with opportunities to develop leadership skills and academic success; ingredients that will allow students to achieve higher education.

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 has a fiduciary responsibility to work to ensure that the school is academically and organizationally performing as projected to the public, charter school students and employees. The role of a public charter school board member also includes conducting the business of setting policy, reviewing budgets & submitting financial reports.

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 and understood the Westchester Academy of Science Charter School application, school board bylaws and all of its proposed policies.
23. Please provide any other information that you feel is pertinent to the Department's review.
None.



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

STATEMENT OF ASSURANCE

I, Madeline Gomez (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.

Madeline Gomez
Signature

02/22/2012
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]



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

Name: ___ Genevieve Yarrell-Harris _____

Charter School Name: ___ Westchester Academy of Science Charter School _____

Charter School Address: ___ TBD (Yonkers School District) _____

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

43. Please provide your educational and employment history. You may do so by attaching a résumé. Resume Attached
44. 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.
45. 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.
46. 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 and involved with the Westchester Academy of Science Charter School project through Mr. Serigne M. Gningue.



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

I wish to serve as a board member because of my commitment and passion to make a significant difference in the lives of children.

48. 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 on any board of a school district previously. My experiences in the fields of education, counseling and consulting/psychotherapy (adjunct instructor at Lehman and College of New Rochelle, employee for approximately 23 years at N.Y.C. Board of Education and private work for my company – Enhancing Minds Services, LLC) has given me the expertise, knowledge and skills relevant to give service on this charter school board.

49. 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.

Board of Education and private work for my company – Enhancing Minds Services, LLC) has given me the expertise, knowledge and skills relevant to give service on this charter school board.

Conflict of Interest

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

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

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



10. Please indicate whether you, your spouse, or other family member knows any person who is a prospective or current charter school employee.
 I / we do not know any such persons. Yes.
If yes, please indicate the precise nature of your relationship here:
11. Please indicate if you, your spouse, or other family member or any corporation, business or other entity in which you, your spouse or other family member serve as an employee, officer, or director or own a controlling interest in, contracts or does business with, or plans to contract or do business with, the charter school, including but not limited to, the lease of real or personal property to the charter school.
 No. Yes.
If yes, please describe the nature of the contract or business and, if applicable, the relationship of the person to the corporation, business or entity involved:
12. If the charter school is partnered with an educational service provider (a management company, whether for-profit or not-for-profit), please indicate whether you, your spouse, or any family member knows any employees, officers, owners, directors or agents of that provider. If your answer is in the affirmative, please describe any such relationship.
 Not applicable because the School does not/will not contract with a management company or charter management organization.
 I / we do not know any such persons. Yes.
13. If the charter school is partnered with an educational service provider, please indicate whether you, your spouse or other family member has a direct or indirect ownership, employment, contractual or management interest in the provider. For any interest indicated, please provide a detailed description.
 Not applicable because the School does not/will not contract with a management company or charter management organization.
 I / we have no such interest. Yes.
14. If the charter school is partnered with an educational services provider, please indicate if you, your spouse or other family member anticipates conducting, or is conducting, any business with the provider. If so, please indicate the precise nature of the business that is being or will be conducted.
 Not applicable because the School does not/will not contract with a management company or charter management organization.
 I / we do not anticipate conducting any such business. Yes.
15. Please indicate whether you, your spouse or other family member is a director, officer, employee, partner or member of, or is otherwise associated with, any organization which filed an application in conjunction with the charter school, i.e., is partnered with the charter school. To the extent you have provided this



information in response to items 9-12, you may so indicate. This does not apply to me, my spouse or other family members. Yes.

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

None Yes

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

I would warn the member of the board. If that did not work I would bring it up to the other board members and decide on the appropriate action to follow.

Educational Philosophy

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

The Westchester Academy of Science Charter School's mission and philosophy are aligned with my belief to help provide the best education possible for our children. Excellence is a mandate and helping each child, regardless of race, color or creed to excel to his or her highest potential is the ultimate objective.

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

My understanding of the educational program of the charter school is to ensure that administration and faculty are dedicated to serving the needs of children. Students must be prepared for academic, emotional and social success. Parents are to be involved and given support as well. The school will work in collaboration with the community. Preparing students to become leaders and model citizens is a primary goal as well.

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 characteristics of a successful charter school include, but are not limited to, commitment to learning and teaching, total regard for students' overall welfare and implementation of a curriculum designed to lessen the achievement gap particularly amongst underserved student populations. In order to ensure success the charter school will need to remain dedicated while continuing to assess the changing needs (learning styles, motivation) of all students.



Other

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

The role of a charter school board member is to ensure that the school advocate the contract with the state, have financial oversight; hire, provide support and evaluate school leaders; and ensures that the school complies with state regulations.

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

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

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

None



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

STATEMENT OF ASSURANCE

I, Genevieve Yarrell-Harris (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.

Genevieve Harris
Signature

02/11/2012
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]

| |
|--|
| School Trustee Background Information |
|--|

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

Name: Lawrence R. Sykes

Charter School Name: Westchester Academy of Science Charter School

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.): Board Member

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

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

Background

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

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

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

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

Conflict of Interest

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

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

Educational Philosophy

18. Please explain your understanding of the charter school's mission and/or philosophy. Develop students that are disciplined, motivated and can think critically
19. Please explain your understanding of the educational program of the charter school. Emphasizing math and science to insure a student is prepared for higher education.
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. Measurable outcomes with a quantitative and qualitative analysis of student performance

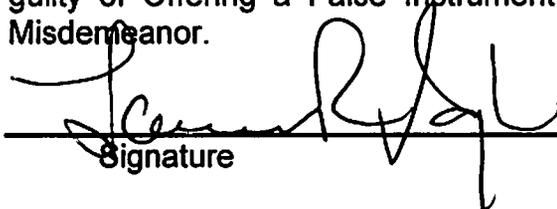
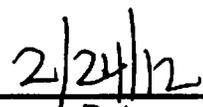
Other

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

Signature Date

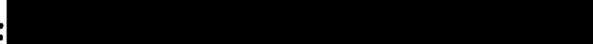
Please note that this document is considered a public record and as such, may be made available to members of the public upon request under the Freedom of Information Law. Personal contact information provided below will be redacted.

Business Telephone: 

Business Address: 

E-Mail Address: 

Home Telephone: 

Home Address: 

School Trustee Background Information

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

Name: Dr. Mustafa Ertugrul Ozbudak

Charter School Name: Westchester Academy of Science Charter School

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.): __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 met with Mr.Ozhabes, the lead applicant for this project, on November 2009. Once he became aware of my scientific background and my past service as a board member in a charter school in Missouri before I moved to NY, Mr.Ozhabes invited me to join to the board of Westchester Academy of Science Charter School.

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

I am a scientist. I aspire to pass the passion of scientific curiosity to the younger generations. I hope that the next generations, including my own children, will have access to better education than what our own generation had. I believe that this wish/goal should be shared by everyone. I am trying to perform my own responsibility by serving as a board member in a Charter School that emphasizes better and more focused science education.

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 served as a board member at the Millennium Education Foundation (for the Brookside Frontier Math/Sci. K12 Charter School) in Missouri from September 2007 until August 2009.

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:

Before accepting to join the board of the Westchester Academy of Science Charter School, I only met with Mr. Ozhabes. However, after I have joined the board, we had one meeting to introduce the board members to each other. In that meeting, I have met with the rest of the members. However, I do not have any business or personal relationship with the rest of the board members.

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

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

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

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

No. Yes.

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

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

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

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

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

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

I / we have no such interest. Yes.

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

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

15. Please indicate whether you, your spouse or other family member is a director, officer, employee, partner or member of, or is otherwise associated with, any organization which filed an application in conjunction with the charter school, i.e., is partnered with the charter school. To the extent you have provided this information in response to items 9-12, you may so indicate. This does not apply to me, my spouse or other family members. Yes.
16. Please indicate the potential ethical or legal conflicts of interests (if any) that would, or are likely to, exist should you be approved for service on the charter school's board.
 None Yes
17. Please explain how you would handle a situation in which you believe one or more members of the charter school's board are involved in working for their own benefit, or the benefit of their friends and family.
I would first bring the issue to the attention of the rest of the board members. Discuss this issue within the board. If the defense of the particular member does not satisfy the rest of the board, a disciplinary action will become inevitable and the board member with conflict of interest has to leave the board.

Educational Philosophy

18. Please explain your understanding of the charter school's mission and/or philosophy.
WASCS will provide contemporary education that will not only prepare all of the students for college but also train them to become responsible members of our society.
19. Please explain your understanding of the educational program of the charter school.
WASCS Educational program is aligned with state standards. The differentiating mission of the school is to put extra emphasis on Math and Science subjects. I believe that this is very important for the continuation of United States being the top country around the globe in postgraduate science education (i.e. Ph.D. level).
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 characteristic features of a successful charter school are: (i) having motivated and hard working students, teachers, parents and board members. (ii) the close dialog and cooperation among the school staff and the parents.

The board will meet regularly to monitor the happiness and motivation of the students, the satisfaction of the parents, and the accomplishment of state requirements.

If there exist any problem or a necessity of improvement in any aspects of the school education, the board will discuss the relevant issue with the Principle and, if necessary, with the parents and take the necessary measurement to assure the school remains successful.

Other

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

Every board member should follow the progress of the Charter School in accomplishing its mission and meeting the State and City educational requirements. Naturally, each board member will have a different education and business background. Each member should provide its own ideas in the board meetings. This type of brain-storming will be beneficial for the progress of the education in the school and future innovative developments in education.

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

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

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

None.

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

STATEMENT OF ASSURANCE

I, __ Mustafa Ertugrul Ozbudak __ (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.



01/23/2012

Signature

Date

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

Business Telephone: [REDACTED]

Business Address: [REDACTED]

E-Mail Address: [REDACTED]

Home Telephone: [REDACTED]

Home Address: [REDACTED]

| |
|--|
| School Trustee Background Information |
|--|

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

Name: _____ **Selcuk Eren** _____

Charter School Name: **Westchester Academy of Science Charter School** _____

Charter School Address: **2 Wells Ave, Yonkers, NY 10701 (Proposed)** _____

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.): Finance Committee _____

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

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

Background

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

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

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

This does not apply to me. Yes.

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

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

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

This does not apply to me. Yes.

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

Conflict of Interest

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

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

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

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

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

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

11. Please indicate if you, your spouse, or other family member or any corporation, business or other entity in which you, your spouse or other

family member serve as an employee, officer, or director or own a controlling interest in, contracts or does business with, or plans to contract or do business with, the charter school, including but not limited to, the lease of real or personal property to the charter school.

No. Yes.

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

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

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

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

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

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

I / we have no such interest. Yes.

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

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

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

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

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

None Yes

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

I would bring this to the board's attention and demand these members to be suspended immediately. The next step would be an investigation held by the school board. If the investigation concludes that these member(s) indeed are involved for their own benefits or the benefit of their friends and family, I would seek removal of these individuals from the board as well as legal action against them.

Educational Philosophy

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

WASCS's mission is to bring quality education in a safe environment to an underprivileged community that lacks in educational outcomes compared to the rest of the state. WASCS promotes self-discipline, motivation, critical thinking and excellence in lifelong learning.

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

WASCS is a college preparatory school that focuses on Math and Science. The educational program aims to meet and exceed the state standards.

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.

I believe in strong parental and community involvement on top of dedicated teachers and a well-designed curriculum for a program to be successful. WASCS staff, as well as board members, will take all necessary steps to form a strong bond between the school, the community, and parents for the success of its students.

Other

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

A board member's role is to assure that the school's operations are consistent with its mission and philosophy. It is the board member's duty to monitor that the school operates towards its goals and take action when necessary if the goals are not met.

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

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

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

N/A

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

STATEMENT OF ASSURANCE

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

Signature _____ Date _____

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

Business Telephone: _____

Business Address: _____

E-Mail Address: _____

Home Telephone: _____

Home Address: _____

MEHMET OZHABES

SUMMARY

Economist with extensive experience in analyzing the U.S. economy. Solid Econometrics and Time Series Analysis background. Expert forecaster. Powerful skills to handle and mine very large datasets. Ample experience with analysis of micro level economic data. Excellent computer programming skills. Distinctive talent in applying statistical knowledge to analyze, model and forecast economic data. Strong written and verbal communication skills.

EXPERIENCE

VICE PRESIDENT, Chief Investment Office **JP Morgan Chase**

Jan 2008 – Present
New York, New York

- Working in an internal researcher position to analyze proprietary information housed within the Bank, with a goal to obtain valuable and timely insights into emerging trends, inflection points, and risks in the economy. Developing customized tools and products, based on proprietary information and informed by economic analysis, for enhancing risk management and other decision making processes within lines of business.
- Providing quality research to key decision makers in the Bank, including seven members of the Executive Committee, co-head of JP Morgan's Global Fixed Income business, CEO of the Consumer Bank, CIO of the Bank, CIO of the Bank's Pension Plan, CIO of the Private Bank, as well as major portfolio managers, credit risk directors, and senior executives across the CIO, Investment Bank, Asset Management, Retail Financial Services, Card Services, and Private Bank.
- Forecasting economic series using econometric models, and proprietary and public information. Forecasting monthly retail sales ahead of the Census Bureau's Advance Monthly Retail Trade Report, home sales, regional unemployment rates for all states and metropolitan areas, Canadian retail sales, payment rates and card sales for Card Services. Developed house-price forecasting model prior to the financial crisis, which accurately predicted the sharp declines during the crisis and the prolonged recession in house prices. Forecasting Case-Shiller national index and indexes for all states and metropolitan areas in the U.S.
- Initiated new effort to systematically leverage proprietary information including Bank customers' data as well as data purchased from external vendors. Establishing regular dialogue, developing customized forecasting models and providing economic research to risk managers in the Bank in order to build and strengthen pertinent relationships across the Firm.
- Advising portfolio managers in the Chief Investment Office and risk managers across the Bank on economic topics including consumption, household balance sheets, house prices, regional economies, mortgage and housing markets, consumer credit. Writing weekly reports on consumption trends and monthly reports on household balance sheets using the Bank's proprietary data. Tracking consumption real time during holiday spending seasons. Conducting thematic analysis exploring key macro themes using proprietary information. Responded to requests from senior management including the CEO and the CIO of the Bank.
- Forecasting track record on core retail sales has been excellent and consistently superior to all other Street economists since the beginning of 2010. Helped portfolio managers in the Chief Investment Office make demonstrable gains in their portfolios by identifying shifts in consumer trends.
- Managing and training one associate.

SENIOR ECONOMIST **Moody's Economy.com**

2005 –2007
West Chester, Pennsylvania

- Worked very closely with Mark Zandi, the Chief Economist.
- Worked on Moody's Market Implied Ratings. Calculated ratings implied by the market using daily data for CDS and bonds. Used the platform to identify differences in opinion about a company's credit risk.
- Created, forecasted and performed economic analysis on the company's regional U.S. consumer credit database. Developed a consumer credit database for the U.K. Conducted extensive research on U.S. household credit. Wrote regularly on the subject in the company's publications.
- Presented key research findings regularly at the company's conferences on household wealth, population demographics and consumer credit.
- Conducted extensive research on household balance sheets using the Federal Reserve's Survey of

Consumer Finances. Published reports on the personal savings rate, the mortgage equity withdrawal and household wealth. Analyzed consumption trends using the Consumer Expenditure Survey.

- Created an econometric model to simulate and forecast the New York City economy. Designed the model to replicate the real-world economy. The model is used by the NYC Independent Budget Office to apply what-if scenarios for tax estimation purposes.
- Managed and trained one associate.

SENIOR ANALYST

2003 – 2005

marketRx Inc.

Bridgewater, New Jersey

- Created a predictive and explanatory statistical model to identify potentially early adopter doctors for a launch product. Built a model that explains adopter classification among a sample of surveyed physicians and projected the model to the universe of half a million doctors. Project was accepted to be presented in a national pharmaceutical conference (PMSA May 2005 Conference).
- Researched and identified attributes associated with increased sales representative effectiveness using econometric models.

ECONOMIC CONSULTANT

2001 – 2002

3M Corporation

St. Paul, Minnesota

- Created and tested an econometric model to forecast national and regional housing product demand.

INSTRUCTOR

1997 – 2003

Department of Economics, University of Minnesota

Minneapolis, Minnesota

- Led recitation sections for graduate level *Econometrics* and *Time Series Analysis* for **seven** semesters.

RESEARCH ASSISTANT

1998 – 1999

Department of Economics, University of Minnesota

Minneapolis, Minnesota

- Research Assistant for Professor John F. Geweke. Worked on Bayesian econometrics.
- Joined a team project to develop software application to apply Bayesian econometric methods.

EDUCATION

UNIVERSITY OF MINNESOTA

Minneapolis, Minnesota

Completed all but the dissertation requirement of the Ph.D. in Economics
Fields of Study: Time Series, Econometrics, Macroeconomics

Master of Arts in Economics

2002

BILKENT UNIVERSITY

Ankara, Turkey

Bachelor of Science in Industrial Engineering

1993

**DISSERTATION
ABSTRACT**

A Generalized Method for Business Cycle Measurement

Business cycles in the industrialized economies are the fluctuations of aggregate economic variables around their long-term growth paths. Measurements of business cycles involve decomposing an observed series into a trend and a cyclical series. The dissertation documents key facts of economic variables such as volatility and contemporaneous correlations with GNP and identifies leading economic indicators. We also use detrending to determine current output gap. Furthermore, we develop a new generalized method for business cycle measurements that delivers the commonly employed methods as special cases. Finally, we use our method to test the robustness of business cycle properties of the US macro variables to alternative detrending methods based on a commonly used concept of business cycles.

AWARDS

Honors Award, XXX International Mathematical Olympiad, Braunschweig, Germany

1989

**COMPUTER
SKILLS**

SAS (Base, Stat, ETS, IML), Matlab, SQL, Fame, Mathematica, Eviews, Stata, Gauss, C, Excel, Access, Visual Basic for Applications (Excel and Access)

HASAN ERKAN



SUMMARY

More than 11 years of experience in IT research and telecommunications Industry. Expert level knowledge for Metro Ethernet and VPN services. Extensive track record in PON-based TDM/WDM broadband access networks, Layers 1/2/3 G/MPLS-based VPNs, Architecture design of OSSs for IP/MPLS/GMPLS optical networks, Next Generation data-centric Wireless/Optical Networking Technologies and Architectures, Optical test-bed design, Traffic Engineering, Carrier-Grade Ethernet networking technology and architecture, Long-haul WDM-based optical transport systems, fast packet and Ethernet switching, emerging voice over IP and video technologies; and IP/Ethernet-based high-speed Metro and local access networking technologies, services, and architectures.

EXPERIENCE

1) AT&T Labs and R&D Center (On contract), Middletown, NJ

Sept-2008 to date

Lead System Engineer, Global Fault Platform

- Member of Global Fault Platform (GFP) which is responsible for fault monitoring AT&T's Domestic (e.g., IPAG) and Global Networks (e.g., AGN, OPENNET, CBB, sBC)
- Actively involved in the deployment of IPAG network (Ciena/Netvanta NTE, Adtran/Ciena EMUX Aggregators, Juniper MX Series as IPAG1/IPAG2) as a primary SME. Among the exercises performed;
 - Performed feasibility assessments on new features/projects (ie, OEM, OEW, SCP, Mobility, AVPN, MIS etc.)
 - Developed requirements (e.g., System Requirements) and then architected /designed documents (e.g., High level Design, Application Interface Design)
 - Delivered design for alarm correlation which reduced alarm/tickets volume for EIOF/ENOC East/ENOC West/MDNCC Work centers
 - Supported different test teams on Integrated System Test (IST), User Acceptance Test (UAT), End to End Test (E2E), Operation Readiness Test (ORT), Network Verification Test (NVT) by verifying/approving their Test Cases as well as help resolving test-defects encountered during testing periods
 - Supported LAB teams such as NM Lab on NMTP requirements; DSL-Lab on certification of new IPAG devices/device components/software systems as well as new traps and syslog messages by writing NITR documents

2) SUNY Maritime College, New York,

Jan-2008 thru Aug-2008

Visiting Scholar, Department of Engineering

Research Activities:

Convergence of WDM-PON with Next Generation Wireless Technologies

Conducted research on WDM-PON as a backhaul for 4th Generation Wireless Technologies (e.g., LTE, WIMAX) in the Access with the vision of converging Fixed and Mobile customers on integrated ONT/Mobile Units.

Teaching Activities (Undergraduate):

Control Systems Lab. (ENGR-452), Digital Electronics Lab. (ENGR 388), and Information Assurance (ENGR 432), Electric Circuits (ENGR 290), Electronics-I (ENGR 390)

Other Contributions:

- Actively involved in ABET accreditation for Engineering Department.
- Developed Laboratory Manual for Control System Laboratory
- Composed course outline for Communication Systems and Digital Signal Processing.

3) City College of New York, New York,

Aug-2001 thru Dec-2007

Adjunct Lecturer, Dept. of Electrical Engineering, Mechanical Engineering, and Computer Science
Research Assistant, Dept. of Electrical Engineering

Research Activities:

1. Ethernet Passive Optical Network (EPON)

Conducted extensive theoretical and experimental research on single-channel EPON.

2. Wavelength-Division Multiplexed Passive Optical Network (WDM-PON)

Devised and implemented a novel, simple and cost effective WDM-PON. The proposed architecture combines the salient features of both traditional static WDM-PON (i.e., dedicated connectivity to all subscribers with bit rate and protocol transparencies, guaranteed QoS, and increased security) and dynamic WDM-PON (i.e., efficiently utilizing network resources via dynamic wavelength allocation/sharing among end users).

3. Coarse Wavelength Division Multiplexed Passive Optical Network (CWDM-PON)

Devised a cost effective open access CWDM-PON architecture which operates over low-water peak fiber. A Quality of Service (QoS) embedded fairness (Deficit Round Robin) algorithm is developed over proposed architecture.

Teaching Activities (Undergraduate):

Electric Circuits 1 (ENGR-204), EE Lab-1 (EE-221), Logic and Switching Network (EE210), Matlab (ENGR103), Fiber Optic Communications 1 (EE-452), Digital Clock Design (ME 102), Logic Design and Switching Network (CIS 340)

Other Contributions:

- Actively involved in EE Lab-1 (EE-221) Lab-Exercise development
- Introduced a new course (Fiber Optic Communications) for undergraduate curriculum
- Coordinating instructor for Electric Circuits 1 (ENGR-204) and Digital Clock Design (ME 102)

4) Brooklyn College, CUNY, New York

2002-2003

Adjunct Lecturer, Computer and Information Science Dept.

Teaching Activities (Graduate/ Undergraduate):

Computer Organization (Graduate), Combinatorial Mathematics (Graduate), Logic and Pascal Programming Language (Undergraduate)

5) City University of New York, New York

2001-2003

Adjunct Lecturer, various CUNY Community Colleges

Teaching Activities (Undergraduate):

Voice & Data Communication (Physics & Technology Dept. at BxCC, CUNY)
Assembly Language (Computer Information Systems Dept. at BMCC, CUNY)
Telephony & Telephone Network (Computer Science Dept. at LaGuardia CC, CUNY)

6) Delta Limited, Turkey,

Aug 1998- Aug 1999

Technical Support Engineer

- Provided on-site/off-site technical support for wireless POS devices; unresolved technical problems are carried to Manufacturing Company located in the Belgium.

- Provided sale support to Sale-Department concerning Wireless POS systems such as training sale-team about Wireless POS systems.
- Developed technical survey for customer satisfaction on Wireless POS Systems.

EDUCATION

PhD, The Graduate Center, CUNY, New York, Electrical Engineering, 2008
MPhil, The Graduate Center, CUNY, New York, Electrical Engineering, 2003
ME, The City College of New York, New York, Electrical Engineering, 2001
BSc, Istanbul University, Turkey, Electronics Engineering, 1998

SELECTED PUBLICATIONS

1. **H. Erkan**, et all, “Native Ethernet-Based Self-Healing WDM-PON Local Access Ring Architecture: A New Direction for Supporting Simple and Efficient Resilience Capabilities” The IEEE International Conference on Communications (ICC-2010), Cape Town, South Africa
2. Ali, M. Ellinas, G. **Erkan**, H. Hadjiantonis, A. Dorsinville, R. “On the Vision of Complete Fixed Mobile Convergence”. Journal of Lightwave Technology (JLT), Volume 28, Issue 3, 2010
Digital Object Identifier : 10.1109/JLT.2010.2050861
3. ASM Delowar Hossain, **H. Erkan**, A. Hadjiantonis, R. Dorsinville, G. Ellinas, M. A. Ali, “A Survivable Broadband Local Access PON Architecture: A New Direction for Supporting Simple and Efficient Resilience Capabilities”, Journal of Optical Networks, 2008 (JON)
4. **H. Erkan**, ASM D. Hossain, R. Dorsinville, Antonis Hadjiantonis, Georgios Ellinas and M.A.Ali, “A Novel Ring-Based WDM-PON Access Architecture for the Efficient Utilization of Network Resources”. The IEEE International Conference on Communications (ICC-2008), Beijing, China,
5. **H. Erkan**, Rashid Zaidi, R. Dorsinville, and M. A. Ali “A simple and Cost Effective Ring-Based Local Access C/DWDM-PON Architecture for Supporting A Truly Shared LAN Capability” IEEE Military Communication Conference, (Milcom), Orlando, Florida, 29-31 Oct. 2007 Page(s):1- 8
6. **H. Erkan**, A. D. Hossain, M. F. Arend, R. Dorsinville, and, M. A. Ali, “On the Merits of Implementing a Novel Decentralized Ethernet-based PON Architecture for Next-Generation Broadband Access Networks,” Proc. SPIE Vol. 6012, 601206 (Oct. 25, 2005)
7. Hossain, D.; **Erkan, H.**; Dorsinville, R.; Ali, M.; Shami, A. “A novel ring-based EPON architecture”, IEEE Broadband Networks, Oct. 2005 Page(s):1535 - 1540 Vol. 2 .
8. Hossain, D.; **Erkan, H.**; Dorsinville, R.; Ali, M.; Shami, S.; Assi, C., “Protection for a ring-based EPON architecture”, IEEE Broadband Networks, Oct. 2005 Page(s):1548 - 1553 Vol. 2

AWARDS AND PRIZES

Graduate Writing Fellows (GAA), City College, CUNY, 2006, 2007
Graduate Teaching Fellowship (GTF), Graduate Center, CUNY, 2005
Graduate Assistantship (GAB), City College, CUNY, 2003, 2004
Science Fellowship, Graduate Center, CUNY, 2001, 2002

PATENTS

Pending: Andy Egan, **Hasan Erkan**, W. Taylor , “IP Network Fault Management Correlation for Bidirectional Forward Detection Events”

SKILLS

LAB Building Skill: Built Optical Communication Lab. Total for \$175,000. Among the equipments purchased are High Speed Data Generator, Data/Network Analyzer, Photonic lab equipments (i.e., DFB/FP Lasers (Tunable/Fixed), Photodetectors, DWDM/CWDM, High Speed Oscilloscope, Variable/fixed Optical Attenuator, Circulator, Isolators, Fiber Splicers and other basic photonic Lab. equipments). Accomplished experimental research work in the same Lab. which eventually led to scientific publications in the prestigious conferences.

Experimental Skills: Good experience in building electrical/optical lab test-bed

Simulation Tools Implementation: Excellent experience in developing simulation tools for telecom networks using Discrete Event Simulation technique (WDM networks, EPON, Metro, wireless networks).

Programming Languages: C, C++, Java, Matlab, Pascal, and Assembly

Simulation Programs: Opnet, Promela (Network Simulation Program), Multisim

Operating Systems: UNIX, Linux, Windows

EDUCATIONAL WORKSHOPS

- Participated to the workshop entitled “Promoting Critical Thinking in the Classroom” offered by Center for Excellence in Teaching and Learning, City College of New York, CUNY. 2007
- Participated to the workshop entitled “Motivating Students to Learn” offered by Center for Excellence in Teaching and Learning, City College of New York, CUNY. 2008
- Participated to the workshop entitled “Meeting the Needs of Foreign Students” offered by Center for Excellence in Teaching and Learning, City College of New York, CUNY. 2008

MEMBERSHIPS

- Institute of Electrical and Electronics Engineers (IEEE)
- Turkish-American Scientists and Scholars Association (TASSA)

REFEREE

- IEEE Journal of Light wave Technology (JLT),
- IEEE International Conference on Communications (ICC)

VOLUNTARY

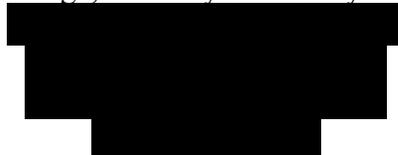
Founding Board Member: Westchester Academy of Charter School (application is pending)

REFERENCES

- Professor Roger Dorsinville, Chairman for EE Dept, City College of New York
 - City College of New York, 160 Convent Avenue NY 10031,
 - [REDACTED]
- Professor Mohamed Ali, EE Dept, City College of New York
 - City College of New York, 160 Convent Avenue NY 10031,
 - [REDACTED]
- M Noemi Perez-Paz, PhD (Quality and Reliability Process Engineer)
 - Intel Corporation, 2501 NW 229th Avenue, Hillsboro, OR 97124
 - [REDACTED]
- Prof. Yaqoob Amani, Engr Dept, SUNY Maritime College
 - SUNY Maritime College 6 Pennyfield Avenue, Throggs Neck, New York 10465, [REDACTED]
 - [REDACTED]

PROFESSIONAL & CURRICULUM VITAE

R. Gul Tiryaki Sonmez, Ph.D.
Assoc. Prof. Dr.
Lehman College, The City University of New York



PROFESSIONAL INTERESTS & EXPERTISE

- I. **Physiology of Exercise and Sports**; teaching, research and clinical applications of:
 - Athletic performance: analysis & conditioning
 - Fitness test validation
 - Cardiac rehabilitation
 - Exercise at altitude
- II. **Exercise Testing/Interpretation/Prescription**
- III. **Kinesiology and Biomechanics**
- IV. **International Education**
Language Fluency U.S. State Department Classification:
1=Few words only; 2=Conversation with errors. Understandable. Technical vocabulary weak; 3=Good grammar. Technical vocabulary good in own area; 4=Almost perfect grammar. Technical vocabulary good in areas outside expertise; 5=Native ability.
Turkish (5); English (4); German (2)

EDUCATION

Doctor of Philosophy, Exercise Physiology (1990)

The University of New Mexico, Albuquerque, New Mexico, USA.

Master of Science, Exercise Physiology (1986)

Oklahoma State University, Stillwater, Oklahoma, USA.

Bachelor of Science, Physical Education & Sport (1981)

Youth & Sport Academy, Ankara, Turkey.

EMPLOYMENT HISTORY

Academic ranks

| | |
|---|---------------|
| Associate Professor, Department of Health Sciences, Lehman College, The City University of New York, NY, USA | 2007- present |
| Visiting Professor, Program of Physical Education and Sport, Edward Waters College, Jacksonville, FL, USA. | 2006-2007 |
| Professor, School of Physical Education and Sport Abant Izzet Baysal University, Bolu, Turkey. | 1999- 2007 |
| Associate Professor, School of Physical Education and Sport, Sakarya University, Sakarya, Turkey. | 1997-1999 |
| Associate Professor, Department of Physical Education and Sport, Dicle University, Diyarbakır, Turkey. | 1996-1997 |
| Associate Professor, Department of Physical Education and Sport, Middle East Technical University, Ankara. | 1993-1996 |
| Assistant Professor, Department of Physical Education and Sport, Middle East Technical University, Ankara, Turkey. | 1990-1993 |
| Graduate Assistant (teaching & laboratory supervision) The University of New Mexico, Albuquerque, New Mexico, USA. | 1988-1990 |

Administrative positions

| | |
|---|---------------|
| Coordinator of Exercise Science Program in Department of Health Sciences, Lehman College, The City University of New York, NY, USA. | 2007- present |
| Director of Program of Physical Education and Sport, Edward Waters College, Jacksonville, FL, USA. | 2006-2007 |
| Head & Graduate Coordinator of Department of Education in Training Science, Abant Izzet Baysal University, Bolu, Turkey. | 1999-2007 |
| Vice President of Academic Affairs, Abant Izzet Baysal University, Bolu, Turkey. | 2004-2006 |
| Coordinator of Computerized Match Analyses, Fenerbahce Sports Club, Istanbul, Turkey. | 1997-1999 |
| Assistant Director of Foreign Relations, Fenerbahce Sports Club, Istanbul, Turkey. | 1997-1999 |
| Director, School of Higher Education in Physical Education and Sport, Sakarya University, Sakarya, Turkey. | 1998-1999 |
| Head, Department of Physical Education and Sport, Sakarya University, Sakarya, Turkey. | 1997-1999 |
| Head, Department of Physical Education and Sport, Dicle University, Diyarbakir, Turkey. | 1996-1997 |
| Project Director of Funded Research, “Physiological Effects of Altitude Training”, Middle East Technical University, Ankara, Turkey. | 1992-1994 |

Professional Memberships

- American College of Sports Medicine
- Turkish Sports Science Association, Fellow
- International Council of Health, Physical Education, Recreation, Sport & Dance
- International Society of Performance Analysis of Sport (ISPAS)

Awards

- National Folk Dance Team, Turkey, 1974-1981
- Premier Student of the Sports Academy, Youth and Sports Academy, Ankara, Turkey, 1981
- National Athlete, Track & Field, Turkey, 1979-1981
- Scholarship to pursue doctorate in Exercise Physiology in USA, Turkish Ministry of National Education, 1982
- Candidate for “Science Woman of Year”, nominated by the “Women’s Journal”, Turkey, 1996

RESEARCH/WRITING/SCHOLARSHIP

Books

Tiryaki Sonmez, G. Exercise and Sports Physiology. Bolu, Turkey: Ata Press, 2002.

Tiryaki, G. Sources of Energy, Training Methods and Nutrition. Ankara, Turkey: General Management of Youth and Sports Press. 1993.

Book Chapters

Tiryaki-Sonmez, G., F. Yamaner, S.A. Agaoglu, H. Gumusdag, M.F. Acar. Comparison of the Physiological Characteristics of the First, Second and Third League Turkish Soccer Players. Science and Football III. Eds. T. Reilly, J. Bangsbo and M. Hughes. E & F Spon, London: p.32-36, 1997.

Işlegen, C., M.F. Acar, A. Cecen, T. Erding, R. Varol, G. **Tiryaki**, O. Karamızrak. Effects of Different Pre-Season Preparations on Lactate Kinetics in Professional Soccer Players. Science and Football III. Eds. T. Reilly, J. Bangsbo and M. Hughes. E & F Spon, London: p.103-105, 1997.

Tamer, K., M. Gunay, G. **Tiryaki**, I. Cicioglu, E. Erol. Physiological Characteristics of Turkish Female Soccer Players. Science and Football III. Eds. T. Reilly, J. Bangsbo and M. Hughes. E & F Spon, London: p.37-39, 1997.

Tiryaki, G., S. Cicek, A.T. Erdogan, F. Kalay, A.T. Atalay. The Analysis of the Offensive Pattern of the Switzerland Soccer Team in the 1994 World Cup. Notational Analysis of Sport I & II (Ed. M. Hughes) E & F Spon, London: p. 91-98, 1995.

Publications (all in refereed journals)

Tiryaki Sonmez, G., Ozen, S., Ozen, G., Sonmez. Respiratory Muscle Strength and Lung Volumes in Male Turkish Adolescents. *Collegium Antropologicum*, accepted for publication, in press.

Aydin, K., Sozbir, K., Yuktasir, B., Yalcin, H. B., Yildiz, N., **Tiryaki –Sonmez, G.** The Comparison of EMG Activities of Knee Extensor Muscles Between Soccer Players and Sprinters During Countermovement Jump Performance. *Nigde University Journal of Physical Education and Sport Sciences*, 5:3 242-249, 2011.

Schoenfeld, B., **Tiryaki Sonmez, G.** Overcoming psychosocial barriers to maternal exercise: intervention strategies to improve participation and adherence. *Biomedical Human Kinetics*, 3, 61 – 66, DOI: 10.2478/v10101-011-0014-5, 2011.

Ozen, S., **Tiryaki Sonmez, G.**, Bugdayci, G., Ozen, G. The Effects Of Exercise On Food Intake And Hunger: Relationship With Acylated Ghrelin And Leptin. *Journal of Sports Sciences and Medicine*, 10, 283-291, 2011.

Tiryaki Sonmez, G., Schoenfeld, B., Vatansever-Ozen, S. Omega 3 Fatty Acids And Exercise: A Review Of Their Combined Effects On Body Composition And Physical Performance. *Biomedical Human Kinetics*, 3, 23 – 29, 2011 DOI: 10.2478/v10101-011-0007-4.

Ozen, S., **Tiryaki Sonmez, G.**, Ozen, G. Anthropometric, Strength And Pulmonary Characteristics Of Elite And Non Elite Sport Climbers. *E-Journal of New World Sciences Academy*, ISSN:1306-3111, 6:2, Article number 2B0071, 2011.

Tiryaki Sonmez, G., Çolak, M., Sönmez, S., Brad Schoenfeld. Effects of Oral Supplementation of Mint Extract on Muscle Pain and Blood Lactate. *Biomedical Human Kinetics*, DOI: 10.2478/v10101-0016-8, 2: 25-29, 2010.

Yaman, H., **Tiryaki Sonmez, G.**, Gurel, K. The Effects Of Oral L-Arginine Supplementation On Vasodilation And Max VO₂ Level of Male Soccer Players. *Biomedical Human Kinetics*, DOI:10.2478/v10101-010-0006-x, 2: 66-69, 2010.

Ozen, S., **Tiryaki Sonmez, G.**, Yuktasir, B., Yalcin, B., Bugdayci, G., Willems, M. Effects Of Exercise On Leptin And Acylated Ghrelin Hormones In Trained Males. *Journal of Exercise Physiologyonline*, 12 (2): 20-30, 2010.

Rising, R., **Tiryaki Sonmez, G.** Energy Expenditure and Physical Activity In Recovering Malnourished Infants. *Journal of Nutrition and Metabolism*, Article ID 171490, 7 pages, doi:10.1155/2010/171490, 2009.

- Tiryaki Sonmez, G.**, Ozen, S., Yuktasir, B., Yalcin, B., Ozen, G., Sonmez, S., Demirel, N.. The Effects Of High Altitude Climbing On Respiratory Parameters. *Medicine Sportiva*, 13 (1): 49-53, 2009.
- Ozen, S and **Tiryaki Sonmez,G.** Ghrelin Hormon And Exercise. *Journal of Physical Education & Sport Sciences, (Gazi BESBD)*, XIII, 3: 11 – 24, 2008.
- Guzel, G., H. Gokmen,, **G. Tiryaki Sonmez**, B. Yuktaşır, F. Konukman. The Effects of Arousal Level on Reaction Time of 8-Year Old Children in Karate. *Journal of Physical Education and Sport Sciences (<http://e-dergi.atauni.edu.tr/index.php/besy/article/view/921>)*, 7 (2): 45-54, 2005.
- Colak, R., **Tiryaki Sonmez, G.** Performans Analysis and Periodization of Training in Long Distance Runners-I. www.atletik.org/ABTD-makaleler/makale-abtd0332-sayi43-sayfa23, 2001.
- Colak, R., **Tiryaki Sonmez, G.** Performans Analysis and Periodization of Training in Long Distance Runners-II. www.atletik.org/ABTD-makaleler/makale-abtd0333-sayi44-sayfa5, 2001.
- Inal Ince, D., **G. Tiryaki Sonmez**, M.L. Ince. Effects of Garlic on Aerobic Performance. *Turkish Journal of Medical Sciences*. 30(6):557-561, 2000.
- Sonmez, S., **Tiryaki Sonmez, G.**, Yuktaşır, B., Şemşek, O.,Çolak, R. Effects of Using Nasal Stripe on Aerobic Performance in Women. *Journal of Physical Education & Sport Sciences, (Gazi BESBD)*, V, 4: 3 – 10, 2000.
- Sonmez, S., **G. Tiryaki Sonmez**, B. Yuktaşır, O. Şemşek, R. Çolak. Effects of Nose Strap Usage on Aerobic Capacity in Men. *Performance*. 4(3-4):69-74, 1998.
- Aşçı, F.H., H. Gokmen, **G. Tiryaki**. Self Concept and Body Image of Turkish High School Male Athletes and Non-Athletes. *Adolescence*. 32(128):960-968, 1997.
- Tiryaki, G.** and S. Muniroglu. Introducing the Use of Computer Analyses in Soccer. *Journal of Soccer Science and Technology*. p.18-19, 1996.
- Tiryaki, G.**, and H. Atterbom. The Effects of Sodium Bicarbonate and Sodium Citrate Administration on 600m Running Performances. *The Journal of Sports and Medicine and Physical Fitness (Turin, Italy)*. 35:194-198, 1995.
- Tiryaki, G.** and F. Konukman. (Translation.) Thirty-Minute 12-Station Skill Improvement Training for Soccer. *Journal of Soccer Science and Technology*, 1995. p. 27-28
- Tiryaki, G.** Sexual Activity and Athletic Performance. *Journal of Science and Technic*. 335:101-102, 1995.

Tiryaki, G., D. Inal, L. Ince. (Translation.) Theory and Practice of Endurance Training. *Journal of Athletics Science and Technology*. 16:9-13, 1994.

Asci, F., H. Gokmen, **G Tiryaki**, A. Aşçı, E. Zorba. The Effects of Participation in Sports on Level of Satisfaction with Body Image of Male Students. *Journal of Athletics Science and Technology*. 4(3):38-47, 1993.

Tiryaki, G. and S. Koçak. (Translation.) Stride Length in Sprint Running II: Analysis and Evaluation. *Journal of Athletics Science and Technology*. 9:5-10, 1993.

Tiryaki, G. and G. Dogu. Weight Reduction of Wrestlers. *Journal of Wrestling* (Turkish Wrestling Foundation). 2:17, 1993.

Tiryaki, G. and S. Koçak. (Translation.) Stride Length in Sprint Running I: Analysis and Evaluation. *Journal of Athletics Science and Technology*. 8:21-24, 1992.

Tiryaki, G. Participation of Women in Long Distance Running. *Journal of Onspor*. 7(II-IV):30-31, 1991.

Presentations Published in Proceedings

Ozen, S., Ozen, G., **Tiryaki- Sonmez, G.** Physical Activity Levels of Turkish University Students. 22nd TAFISA World Congress, Sport for All: Building Bridges, November 10-14, Antalya, Turkey. Abstract book , p. 111-112, 2011.

Bugdayci, G., Koc, O., Yuktasir, B., Ozen, S., Yalcin, HB., **Tiryaki Sonmez, G .** Salivary Antioxidant Capacity During Exercise In Athletes. *Biochemistry & Molecular Biology; Cell Biology* IDS Number: 417PV ISSN: 1521-6543 IUBMB LIFE, 61 (3): 368-368, 2009.

Ozen, S., Demirel, N., Yalcin, H.B. , **Tiryaki Sonmez, G.** The Overweight and Obesity prevalence in 7-14 years old elementary School Children living in Bolu, TURKEY. International Sport Sciences Congress, October 23-25, Bolu, Turkey, p. 964-967, 2008.

Sozbir, K., **Tiryaki Sonmez, G.,** Yuktasir, B., Yalcin, H. B., Aydin, K., Yildiz, N. The Effects of Two Different Stretching Exercises Together With Plyometric Training On EMG Values And Some Physiological Parameters. 12th Annual Congress of the European Conference of Sport Sciences (ECSS), p. 21, 2007

Guler, M., **Tiryaki Sonmez, G.,** Yalcin, B., Stelzer, J., Ozer, S., Aydin, K. The Personality Characteristics Of Competitive Gymnasts. 7. World Congress of Performance Analysis of Sport, Szombathely, Hungary. *Congress Proceedings*. p. 95, 2006.

- Gulseven, O., **Tiryaki Sonmez, G.**, Yuktasir, B., Yalcin, B., Stelzer, J., Ucan, Y. The Effects Of Sodium Bicarbonate Loading On Anaerobic Performance. 7. World Congress of Performance Analysis of Sport, Szombathely, Hungary. *Congress Proceedings*. p. 85, 2006.
- Sozbir, K., Yuktasir, B., Yalcin, B., Aydın, K., Ozen, S., Stelzer, J., **Tiryaki Sonmez, G.** Investigation The Relationships Between Velocity, Agility And Vertical Jump To Performance Of Static Long Jump. 7. World Congress of Performance Analysis of Sport, Szombathely, Hungary. *Congress Proceedings*. p. 68, 2006.
- Vatansever, S., **G. Tiryaki Sonmez, G.** Ozen. Anthropometric and Physiological Characteristics of Turkish Elite and Non-Elite Sport Climbers. *10th ICHPER-SD Europe Congress and 8th TSSA International Sports Science Congress, Antalya, Turkey, Congress Proceedings*. p.63, 2004.
- Vatansever, S., G. Ozen, **G. Tiryaki Sonmez.** Effects of High Altitude Climbing on Some Physiological Parameters. *10th ICHPER-SD Europe Congress and 8th TSSA International Sports Science Congress, Antalya, Turkey, Congress Proceedings*. p.66, 2004.
- Guzel, G., Gokmen,, H., **Tiryaki Sonmez, G.**, Yuktaşır, B., Konukman., F. The Effects of Arousal Level on Reaction Time of 8-Year Old Children in Karate. *Journal of Physical Education and Sport Sciences. 10th ICHPER-SD Europe Congress and 8th TSSA International Sports Science Congress, Antalya, Turkey, Congress Proceedings*. p.111, 2004.
- Biçer, B., **G. Tiryaki Sonmez, B.** Yuktaşır, H.B. Yalçın, F. Kaya. The Effect on Leg Strength of Different Overloads with Therabands. *10th ICHPER-SD Europe Congress and 8th TSSA International Sports Science Congress, Antalya, Turkey, Congress Proceedings*. p.117, 2004.
- Ince, M.L., **G. Tiryaki Sonmez,** N. Koşar, D. Inal. Blood Lactate, Ammonium, Phosphate Levels and Depletion Times in Distance Runners. A comparison between interval and endurance training. *V. International Sports Science Congress, Ankara, Turkey, Congress Proceedings*. p. 240-241, 1998.
- Tiryaki, G.** A.T. Atalay, A. Kin. Performance Analysis of the Turkish National Soccer Team during the European Cup Elimination and Final Matches. *III. World Congress of Notational Analysis of Sports, Antalya, Turkey, Congress Proceedings*. pp.30, 1996.
- Tiryaki, G.,** Talent Identification in Sports. *Education and Health Center for Athletes (SESAM), Academic Activity Book*, p.22-26, 1996.
- Tuncel, F., **Tiryaki, G.,** Tamer, K. Assessment of Cardiovascular Disease Risk Factors and Max VO₂ of Adults. *International Rehabilitation Medicine Congress, Istanbul, Turkey, p 86*, 1995.

Tiryaki, G., F. Tuncel, K. Tamer. A Study on Lung Capacity and Body Composition of University Faculty Members. *International Rehabilitation Medicine Congress, Istanbul, Turkey*, p. 86, 1995.

Tuncel, F., L. Ince, A. Kin, D. Inal, T. Atalay, **G. Tiryaki**. A Comparison of Physical and Physiological Parameters in Swimmers, Cyclists, Runners and Triathletes. *FISU/CESU Conference. Tokyo, Japan, Congress Proceedings*. p.420-421, 1995.

Tiryaki, G. Olympic Preparations: Identification of Talent and Scientific Training Methods. *Symposium: "Turkey in the Olympics " İTU Physical Education and Sports Department, Istanbul, Turkey, Proceedings*. p.163-169, 1994.

Tiryaki, G. Exercise and Activation of Insulin Hormone. *Second Congress on Altitude and Sports. University of Erciyes Press, Kayseri, Turkey: Congress Proceedings*. p.47-57, 1993.

Tiryaki, G. and M. Unal. The Relationship of Blood Phosphokinase and Lactate Dehydrogenase Enzyme Levels with Muscular Soreness in Female Gymnasts Following Isometric Contractions. *International Sports Science Conference, Singapore, Congress Proceedings*. p.259-269, 1993.

Tiryaki, G. Recent Approaches to Altitude Training. *First Congress on Altitude and Sports University of Erciyes Press, Kayseri, Turkey: Congress Proceedings*. p.71-87, 1991.

Zorba, E., **Tiryaki, G.**, Doğu, G. Development of a Skinfold Equation for Prediction of Body Fat in Turkish Wrestlers. *International Health, Physical Education and Recreation World Congress, Limerick, Ireland, Congress Proceedings*. p.138, 1991.

Presentations at Scientific Meetings

Bugdayci, G. Yuktasir, B. Ozen, S., Yalcin, H.B. , **Tiryaki Sonmez, G.**, And Cakici, H. The Effect Of Physical Exercise On The Salivary Alpha-Amylase Activity In Athletes. *Contemporary Paradigm of Sport Science*, November 14-15, Hungary, 2008.

Stelzer, J., Chytilova, L., **Tiryaki Sonmez, G.**, Schmertzinger, L., & Schmertzinger, R. *International Blended Learning Environments: What Does it Take to be Successful? Technology Tools, Instructional Strategies, Formative Evaluation*. Presentation at the 2nd Annual Southeastern Scholarship Conference on E-learning, Macon State College Macon, GA. October, 2006.

Stelzer, J., Sizemore, J., Mitas, J., **Tiryaki Sonmez G.** *The Web, Teaching and Learning*. Presentation at the 13th Annual Gulf South Adult and Career Education Conference. Valdosta State University, Valdosta, Georgia. March, 2006.

- Stelzer, J., Mitas, J., **Tiryaki Sonmez G.**, Mazal, F., and Kudlacek, M. *Brown Bag Lunch Session*. Two hours video interactive workshop for Valdosta State University faculty members on IP video conferencing and communication devices available through the internet. Valdosta State University, Valdosta, Georgia. February, 2006.
- Kirikoglu, O., **Tiryaki Sonmez, G.**, Uçan, Y. The Effects of Two Weeks Of Vitamin C Loading on Anaerobic Threshold Level. *IX. International Sports Science Congress, Mugla, Turkey, 2006.*
- Vatansever Ozen, S., **Tiryaki Sonmez, G.**, Ozen, G. Spirometric Reference Values For Turkish Adolescents With Relation To Anthropometric Characteristics. *IX. International Sports Science Congress, Mugla, Turkey, 2006.*
- Vatansever Ozen, S., Sozbir, K., **Tiryaki Sonmez, G.**, Ozen, G. The Effects Of Plyometric Exercise On Male Reproductive Hormones. *IX. International Sports Science Congress, Mugla, Turkey, 2006.*
- Cakir, B., Vatansever Ozen, S., **Tiryaki Sonmez, G.**, Ozen, G., Kiliç, E., Olkan, G.E., Seyhan, F. Body Composition And Physical Fitness Of Turkish Primary School Children. *IX. International Sports Science Congress, Mugla, Turkey, 2006.*
- Tiryaki Sonmez, G.** International Standards for Physical Education and Sport. *46th ICHPER.SD World Congress, Istanbul, Turkey, 2005.*
- Colak, M., **G. Tiryaki Sonmez, S. Sonmez.** The Effects of Mint on Muscle Pain and Lactic Acid Level. *Science and Technology in Sports, World Congress at UWIC, Cardiff, Wales, 2001.*
- Okmen, S., **G. Tiryaki Sonmez, G. Doğu.** Cardio-Respiratory Effects of Isokinetic and Isotonic Training. *VI. International Sports Science Congress, Ankara, Turkey, 2000.*
- Çolak, R., **G. Tiryaki Sonmez, B. Yuktaşır, S. Sonmez, O. Kırıkoğlu.** Effects on Anaerobic Threshold in Women of Training at Anaerobic Threshold and 10 % above. *VI. International Sports Science Congress, Ankara, Turkey, 2000.*
- Tiryaki Sonmez, G.**, R. Çolak, O. Şemşek, Y. Uçan, M. Çetinbaş. Effects of Single-Dose Garlic Administration on the Anearobic Threshold.. *VI. International Sports Science Congress, Ankara, Turkey, 2000.*
- Tiryaki Sonmez, G.**, S. Sonmez. Comparison of the Successes of National Teams of Countries Participating in 1998 World Cup in Relation to Having More Foreign Players in Their Leagues. *IV. World Congress of Notational Analysis of Sports, Porto, Portugal, 1998.*
- Gursel, F., **G. Tiryaki Sonmez, G. Doğu.** Comparison of Effects on Power of Isotonic and Isokinetic Training Programs. *V. International Sports Science Congress, Ankara, Turkey, 1998.*

Ersoy, G. and **G. Tiryaki**. Body Composition and Diet of Turkish Dancers. *International Symposium on Dance and Medicine, Helsinki, Finland, 1995.*

Seminar & Congress and Conference Organizations

As Organizer:

Tiryaki Sonmez, G. “Using Computerized Program for Soccer Game Analysis”, University of Sakarya, Sakarya, Turkey, Temmuz 13-14,1998.

Tiryaki Sonmez, G. “III. World Congress of Notational Analysis of Sports”, Antalya, Turkey, November 26-28,1996.

Tiryaki Sonmez, G. “Performans Analysis in Soccer”, Middle East Technical University, Ankara, Turkey, June 4-6, 1994.

Tiryaki Sonmez, G. “Sports Sciences and Turkish Soccer”, Middle East Technical University, Ankara, Turkey, November 9, 1993.

As Lecturer:

Giving lectures about Training Principles, Exercise Physiology, Anatomy and Kinesiology in Training Certification Programs and Workshops for variety of sports branches for the Sports Federations of Turkey (Track and Field, Soccer, Basketbol, Voleybol and etc.) Since 1990 to Present.

Tiryaki Sonmez, G. “Energy Systems and Relations to Training”. University of Erciyes, Kayseri, Turkey, Mayıs 8, 2006.

Tiryaki Sonmez, G. “Nutrition and Sports in Health”. Bolu Rotary Club Organization,

Tiryaki Sonmez, G. “Science and Sports”. University of Karaman, Zonguldak, Turkey, April 20, 2001.

Tiryaki Sonmez, G. “Using Computerised Programs in Analyzing Soccer games”. Abant İzzet Baysal University, Bolu, Turkey, September 20,1998.

Tiryaki Sonmez, G. “Using Computer Technology in Analyzing Soccer Games”. University of Inönü, Malatya, Turkey, March 26,1996.

Tiryaki Sonmez, G. “Talent Identifications”. Center for Education, Health, and Research for Athletes, Ankara, Turkey, Nisan 5, 1995.

Tiryaki Sonmez, G. “Training Principles for Youth”. University of Istanbul, Istanbul, Turkey, March 25,1994.

Tiryaki Sonmez, G. “Training Principles for Children”. Center for Education, Health, and Research for Athletes, Ankara, Turkey, February 24, 1994.

Theses & Dissertations

1. Effects of One Dose L-Arginine Supplementation on Vasodilatation and Exercise Performance (Hulya Yaman) 2006.
2. The Personality Structure of the Gymnasts of Apparatus Gymnastics (Mergul Guler) 2005.
3. Effects on Leg Strength of Different Loads with Therabands. (Bilal Bicer) 2004.
4. Anthropometric and Selected Physical Fitness Parameters of Elite and Non-elite Rock Climbers. (Serife Vatansever) 2004.
5. Effects of Sodium Bicarbonate Loading on Anaerobic Performance. (Orkun Gulseven) 2003.
6. Effects of Two Weeks Vitamin E Loading on the Anaerobic Threshold. (Yılmaz Ucan) 2002.
7. Effects of Two Weeks of Garlic Loading on the Anaerobic Threshold. (Melike Cetinbas) 2002.
8. Effects of Two Weeks Vitamin C Loading on the Anaerobic Threshold. (Orhan Kırıkoglu) 2002.
9. Effects of Peppermint Extract on Oxygen Consumption Capacity. (Celalettin Gulsever) 1999.
10. Effects of Peppermint Extract on Muscle Pain. (Mergul Colak) 1999.
11. Performance Analyses of a Turkish First League Soccer Team During the 1997-1998 Season. (Celalettin Dogan) 1998.
12. Effects of Motor Properties on Performance of Artistic Gymnasts. (Dilek Akca) 1998.

13. Effect of a Single-Dose Garlic Administration on Maximum Oxygen Consumption and Endurance Performance Time of College Endurance Athletes. (Deniz İnal) 1995.
14. Blood Lactate, Ammonia, Phosphate Levels and Exhaustion Times of Distance Runners After Two Different Exercise Modalities. (M. Levent İnce) 1995.
15. Effects of Isokinetic and Isotonic Training on Speed Performance. (Ferda Gursel) 1994.
16. Cardiorespiratory Effects of Isokinetic and Isotonic Training. (Ahmet Sadan Okmen) 1994.
17. Measurement and Evaluation of Physiological Components of Professional Soccer Players of the MKE Ankaragucu, Petrolfisi and Şekerspor Soccer Teams. (Hayrettin Gumusdag) 1994.
18. The Relationship of Blood Creatine Phosphokinase and Lactate Dehydrogenase Enzyme Levels with Muscular Soreness in Female Gymnasts Following an Isometric Contraction. (Manolya Akın) 1992.

TEACHING

Courses Developed and Taught

Graduate Courses

- Advanced Nutrition in Sport
- Biochemistry in Exercise Science
- Advanced Sport Analysis
- Current Issues in Sports Physiology
- Recent Developments in Training Science
- Exercise Testing/Interpretation/Prescription for Athletes
- Exercise Testing/Interpretation/Prescription for Healthy Individual
- Special Studies
- Thesis supervision

Undergraduate Courses

- Anatomy–Physiology with lab
- Anatomy-Kinesiology with lab
- Exercise Physiology I with lab
- Exercise Physiology II with lab
- Kinesiology
- Biomechanics
- Analysis of Sports
- Nutrition in Sports
- Introduction to Physical Education and Sport Sciences
- Track and Field I
- Track and Field II
- Specialization in Track and Field I, II, III, IV
- Outdoor Recreation
- Motor Learning
- Care and Prevention of Athletic Injuries
- Personal and Community Health
- Nutrition and Health
- Psychological Aspects of Exercise

Online Courses

- Health and Wellness For Life (Online Course as Distance Learning with Valdosta State University, Georgia, USA)
- Nutrition and Health (Online)
- Sports Nutrition (Online)
- Kinesiology and Biomechanics (Online)
- Nutrition and Chronic diseases

Student Advisement

My usual advisement load annually at Abant Izzet Baysal University was 5-7 masters-doctoral students (program of study) and 3-5 theses chaired. I am currently advising about 50 undergraduate students per semester in Lehman College, The City University of New York.

Curriculum Development

I have developed, and was and am ultimately responsible for the delivery of the following programs:

1. Undergraduate program in Training Science and Exercise Science
2. Undergraduate program in Physical Education (Teacher Education)
3. Graduate programs in Exercise Sciences
 - a. Masters
 - b. Doctoral

SERVICE & CONSULTATIONS

- Regional Editor of Biomedical Human Human Kinetics, University of Physical education, Warsaw, Poland.
- Member of Editorial & Scientific Board (Presently):
 - Journal of Spormetre, University of Ankara, School of Physical Education & Sport.
 - Journal of Physical Education and Sport, University of Celal Bayar, School of Physical Education & Sport.
 - Journal of Theory and Practice in Education, Canakkale Onsekiz Mart University, Faculty of Education.

- Journal of Sport Sciences, University of Istanbul, School of Physical Education & Sport.
 - Journal of Physical Education & Sport Sciences, Gazi University (Ankara), School of Physical Education & Sport.
 - Journal of Performance, University of Ege (Izmir), School of Physical Education & Sport.
 - Journal of Educational Sciences, Atatürk University (Erzincan), College of Education.
 - Journal of Social Sciences, Balikesir University (Balikesir), Institute of Social Sciences.
 - Journal of Performance Analysis (eIJPAS), University of Wales in Cardiff, Centre for Performance Analysis
(<http://cpa.uwic.ac.uk/eijpas/pages/editorialboard.htm>).
 - International Association of Notational Analysis in Sport, Scientific Committee, member, 1996-present. (<http://www.ispas.org/committee/>).
- International Council of Health & Physical Education & Recreation-Sport & Dance (ICHPER-SD) – Co - Director, Commission of Physical Education at the Primary, Secondary and College Level, and International Curriculum and Standards and Sports, 46th ICHPER.SD World Congress, Istanbul, Turkey, November 9-13, 2005.
 - Turkish Swimming Team, Administrator, European Championship, Trieste, Italy, 2005.
 - Turkish Federation of Swimming, Diving and Synchronise Swimming, Administrative Board Member, 2005- present.
 - National Referee in Track & Field, Turkey, 1991-present.
 - Turkish Federation of Track & Field, Head of Educational Board, 2000-2004.
 - Party for a Democratic Turkey, Vice President, 2003.
 - Turkish Federation of Varsity Sport, Administrative Board Member, 1996-1998.
 - Turkish Ministry of Sport, Adviser to The Minister, 1996-1997.
 - Turkish Cross Country Running Team of Women at University, Trainer, World Championship, Lyon, France, 1993.

- New Heart Cardiac Rehabilitation Program, Albuquerque, New Mexico, USA, Volunteer Instructor, 1990.
- Cardiac Rehabilitation, St. Joseph Hospital, Tulsa, Oklahoma, USA, Cardiac Rehabilitation Internship, 1984-1985.

CURRICULUM VITAE

SERIGNE MBAYE GNINGUE
Lehman College
Department of Middle and High School Education
Coordinator of the Master's of mathematics Education
Coordinator of the TOPS program

I. HIGHER EDUCATION

A. Degrees

| Institution | Dates Attended | Degree & Major | Date Conferred |
|--|-----------------------|--|-----------------------|
| Columbia University | 1993-2000 | Ph.D. Mathematics Education | February 2000 |
| Columbia University | 1993-1999 | Master of Philosophy Mathematics Education | October 1999 |
| Lehman College -The City University of New York | 1989-1991 | Master's of Art Mathematics Education | January 1992 |
| University of Dakar Senegal | 1984-1986 | Bachelor Degree in Mathematics | June 1986 |
| University of Dakar Senegal | 1981-1984 | Academic Degree in Science Mathematics & Physics I and II | June 1984 |

B. Additional Higher Education and/or Education in Progress

| Institution | Dates Attended | Degree & Major | Date Conferred |
|-----------------------------|-----------------------|-------------------------------|-----------------------|
| University of Dakar Senegal | 1986 -1987 | Master in Applied Mathematics | No Degree |

II. EXPERIENCE

A. Teaching

| Institution | Dates | Rank | Department |
|--------------------|---------------|---|-----------------------|
| Lehman College | 2008- Present | Associate Professor of Mathematics Education | Department of MHSE |
| Lehman College | 2000-2007 | Assistant Professor of Mathematics Education | Department of MHSE |
| Lehman College | 1999-2000 | Instructor | Department of MHSE |
| Middle School 45 | 1989 –1999 | Mathematics Teacher | District 10 Bronx, NY |
| Mercy College | Spring 1998 | Adjunct | Mathematics |
| Mercy College | Spring 1997 | Adjunct | Mathematics |
| Mercy College | Fall 1996 | Adjunct | Mathematics |

B. Other

| Institution | Dates | Rank |
|--|--------------------------|---|
| MetroMath | 2004-Present | MetroMath Researcher and Associate |
| Brown University and Region 10 | 2004-2006 | TESOL Consultant. Worked with groups of teachers on Mathematics for English Language Learners |
| New York City Mathematics Project District 10 Bronx | 1999-2003 Summer 1998 | Consultant Summer Program Staff Developer. Developed Curriculum for the Mathematics Institute Summer Success Program. |
| District 10 Bronx | Summer 1997 | Summer Program Staff Developer. Developed Curriculum for the Mathematics Institute Summer Success Program |
| District 10 Bronx | Summer 1996 | Summer Program Staff Developer. Developed Curriculum for the Mathematics Advanced Institute Summer Program. |
| New York City Mathematics Project | 1989-1994 | Associate and lecturer |

III. ACADEMIC AND PROFESSIONAL HONORS

| | |
|------|--|
| 1995 | Greenwall Exemplary Teaching Practices Awards for Exemplary Teaching in Mathematics and Science. New York Mathematics Project, Lehman College. |
| 2004 | Invited to be a Member of the New York City Chancellor's Mathematics Advisory Panel for the Department of Education: 2004 – |
| 2004 | Dr. Serigne M. Gningue Mathematics Medal: Given to the most outstanding mathematics student(s) of Thomas C. Giordano Middle School (MS45) as an honor for my contribution to the school community. |

CURRICULUM VITAE

IV. PUBLICATIONS

- Schroeder, B. & Gningue, S. (2007). Into the fray: Novice teachers tackle standards-based mathematics instruction. *Journal of Mathematics and Science: Collaborative Explorations*, 9, 135-154.
- Gningue, S. M. (2006). How students of different ages accept and work within and between representations: An application of Dienes's variability principles. *For the Learning of Mathematics: An International Journal of Mathematics Education* 26(2), pp. 41- 47.
- Gningue, S. M. (2005). Understanding Integers - PART I. *New York State Mathematics Teachers' Journal*. 55 (1), 10-13.
- Gningue, S. M. (2003). The effectiveness of long term vs. short term training in selected computing technologies on middle and high school mathematics teachers' attitude and beliefs. *Journal of Computers in Mathematics and Science Teaching*, 22, (3), 207-224.
- Dubetz, N., Lawrence, A., & Gningue, S. M. (2002). Formalizing a process for identifying urban PDS partnerships. *Issues in Teacher Education*, 11(2), 17-30.
- Evered, L. J. & Gningue, S.M. (2001). Developing mathematical thinking using codes and ciphers. *Teaching Children Mathematics*. 8(1), 8-15.

a. Works accepted for publication

Accepted for Publication in the *New York State Mathematics Teachers' Journal*).

Article 2: Understanding Integers - PART II

Article 3: Operations on Integers - PART I

Article 4: Operations on Integers - PART II

Article 5: Applying Dienes' and Bruner's Theories to Teach the Simplification of Algebraic Expressions. Part I - Using Lab Gear Blocks

Article 6: Applying Dienes' and Bruner's Theories to Teach the Simplification of Algebraic Expressions. PART II - Using Base Ten Blocks

Article 7: Applying Dienes' and Bruner's Theories to Teach Equation Solving. PART I - Using the Scale Model.

Article 8: Applying Dienes' and Bruner's Theories to Teach Equation Solving. PART II -Using the Base Ten Blocks

b. Work in progress

Gningue, S. (November 2006). Examining the Performance of Accelerated Eighth Grade Students throughout Their High School Years (23 pages).

Gningue, S. M. "A Study of the Short and Long Term Effects of Offering an Accelerated algebra Course on Average Seventh Grade Students' Ability to Perform in Mathematics." Funded by PSC-CUNY in 2006

Smith, Beverly (City College) & Gningue, Serigne (Lehman College). *The New York City Mathematics Teacher Coaching Program: A Portrait of Two Regional Implementations*. Funded by MetroMath in 2006

CURRICULUM VITAE

V. GRANTS RECEIVED

a. **Multiple**

FALL 2008- 2012

National Science Foundation: - SBIR Phase I - Mathematics and Science Teacher Education Recruitment (MASTER) - \$760,000.

FALL 2008- 2010

National Science Foundation: – Mathematics Teacher transformation Institute (MTTI). \$5,000,000

SUMMER 2008-2009

CUNY STEM-EDU Grant – 2008- 2009 – (92615-01) - \$65,000.

SPRING 2006

Smith, Beverly (City College) & Gningue, Serigne (Lehman College). *The New York City Mathematics Teacher Coaching Program: A Portrait of Two Regional Implementations*. 3 credits reassigned time from MetroMath.

FALL 2003

\$64,000 grant to support the use of technology in mathematics and science classrooms in District 11. This grant was a part of the FIPSE grant developed by Jim Bruni as PI.

SPRING 2001

Shuster Fellowship: “A Study of the First Year of a Professional Development Site Partnership Between Three Public Schools and Lehman’s Division of Education.” Nancy Dubetz, Alexandria Lawrence, and Serigne M. Gningue. Award: \$1200.

b. **Individual**

Spring 2005

PSC-CUNY AWARD # 67395-00 36 Amount: \$3175

Research Project Title: “A Study of the Short and Long Term Effects of Offering an Accelerated algebra Course on Average Seventh Grade Students’ Ability to Perform in Mathematics.”

FALL 2003

PSC-CUNY AWARD Amount: \$4125

Research Project Title: “A Study of the Relationship Between the “Mathematically Promising” Middle School Student’s Performance on the New York State Regents Examination and the Student’s Mathematics Career in High School.”

SPRING 2003

New Faculty Development Program Award for the research project: A Study of the Relationship Between the “Mathematically Promising” Middle School Student’s Performance on the New York State Regents Examination and the Student’s Mathematics Career in High School.” 3 credits release time for the Spring of 2004.

SPRING 2002

Shuster Fellowship for research on mathematically talented students. Awarded \$1200.

FALL 2000

New York Collaborative for Excellence in Teacher Preparation (NYCETP): Awarded \$5375.

Research Topic: Using Technology to Enhance Mathematics Teaching and Learning

VI. **PRESENTATIONS**

American Association of Colleges for Teacher Education (AACTE),

The New York City Mathematics Teacher Coaching Program: A Model of Implementation

Co-Presented with Beverly Smith (City College-CUNY), Annual Conference New Orleans, Louisiana, 2008

Association of Mathematics Teacher Educators (AMTE)

The Lost Variable – Induction of Urban Mathematics Teachers, Co-Presented with Beverly Smith (City College-CUNY), Tulsa, Oklahoma, 2008

National Council of Teachers of Mathematics (NCTM),

CURRICULUM VITAE

Annual Conference, Research Pre Session, NYC Math Teaching Fellows: Alternative Certification Meets Urban Education. *Research Symposium*, Atlanta, Georgia, 2007

American Association of Colleges for Teacher Education (AACTE),
Researching and Examining the Preparation of Alternatively Certified Urban Teachers of Mathematics, New York City, 2007

Lehman College, New York City Mathematics Project Annual Conference, 2006. *The Variable Meanings of an Algebraic Variable.*

Graduate Center, City University of New York,

MetroMath, the PhD Program in Urban Education, and the CUNY Mathematics Education Council, 2005: "The Relationship between the Mathematics Performance of Accelerated Middle School Students on the New York State Regents Examination and their Mathematics Achievement in High School Classes."

Observing Lehman College's Teacher Candidates: Common Trends. Paper presented at the teacher Preparation PI Conference for the NSF, CETP, STEMTP, and ATE Programs in Arlington, Virginia, March 2004.

Partnering to Improve Teacher Quality in Urban Professional Development Schools (PDS). Presented at the 54th Annual Meeting of the American Association of Colleges for Teacher Education (AACTE), in New York City, February 2002.

Promoting the Use of Technology to Enhance the Mathematics Curriculum in a Professional Development School (PDS). Presented at the 82nd Annual Meeting of the Association for Teacher Educators (ATE), Denver, CO, February 2002.

Using Technology to Enhance Mathematics Teaching and Learning: Presented at the National Science Foundation (NSF) for the NYCETP, Arlington, VA, April 2000.

VII. MEMBERSHIP IN PROFESSIONAL SOCIETIES

- National Council of Teachers of mathematics (NCTM)
- Association of Teachers of Mathematics of New York State (ATMNYS)
- New York State Association of Mathematics Supervisors (NYSAMS)
- American Association of Colleges for Teacher Education (AACTE)
- Association for the Advancement of Computers in Education (AACE)

VIII. SYNERGISTIC ACTIVITIES

Lehman College, Department of Middle and High School Education

- Department Acting Chair, Spring 2009
- Department Senator: 2004-2007.
- Associate Chair – 2006-2007.
- Chair of Search Committee for Science Education Position - 2007
- Search Committee for Science Education Position - 2005
- Search Committee for TESOL Position (2004)

Lehman College, Division of Education

- Participated in the design and writing of three NSF proposals: NOYCE scholarship program, MSP Targeted and MSP Starter program: Spring 2008.
- Prepared the NCATE 5-Year Accreditation Review Report for the program of Masters' of Mathematics Education which was conditionally accepted 2006-2007.
- Search Committee Education Leadership (2008)
- Search Committee Education Leadership (2004)
- NCATE Committee Member

City University of New York, Teaching Opportunity Program Scholarship (TOPS): Lehman College Coordinator. This program offers change of career candidates a scholarship to teach in New York City public schools: 2001-present. Member of the Teaching Fellows Work Forum under the direction of the University Dean for Academic Affairs - 2006

New York City Department of Education,

Member of the Chancellor's Mathematics Advisory Panel for the New York City Department of Education 2004 –present. Lesson Lab Consultant for District 10. Led a group of high school teachers to do action research on algebra misconceptions: 2005-2006.

Graduate Center, City University of New York,

CURRICULUM VITAE

MetroMath Researcher and Associate, 2004-present

Brown University and Region 10,

TESOL Consultant: Directed a teacher research group on English Language Learners (ELL) issues: 2004-2006

Lehman College, New York City Mathematics Project,

Consultant, 1999-2003. Supervised and mentored groups of teachers. Continue to collaborate with the Project on a daily basis.

MSPinNYC at City University of New York (CUNY),

Campus Coordinator, supervised summer program at Lehman College, worked with teachers, co-taught high school students in the program, 2006-2007. Participated in the design and implementation of this \$12,000,000 NSF grant.

Mithat Gashi



Curriculum Vitae

Licenses and Certificates

- New York State Permanent School District Administrator (SDA) Certificate
- New York State School Administrator and Supervisor (SAS) Certificate
- New York State Permanent Social Studies Teaching Certificate –Secondary Education

Employment

- **Adjunct Professor, Lehman College, Bronx, NY, '02-present**
 - Teach graduate and undergraduate level courses
 - Provide advice to students engaged in academic research
- **Assistant Principal, New World High School, Bronx, NY, '07- present**
 - Supervise English, ESL, Social Studies, Music, Spanish and Art teachers
 - Lead the Professional Development Committee
 - Supervise the Inquiry Team
 - Instituted and continue to monitor Classroom Action Research
 - Established partnerships with Hostos Community College, Lehman College and Columbia University
 - Arrange for high school students to take college courses
- **Assistant Principal of Social Studies, Christopher Columbus High School, NY, '03-07**
 - Supervised of 37 teachers
 - Conducted ongoing professional development workshops
 - Observed and evaluate all social studies teachers
 - Served as a liaison between the community and the school district
 - Led the curriculum development team
 - Provided recommendations to implement peace/human rights education across the curriculum
- **Director, Middle School 45 Academy, Bronx, NY, '00-'02**
 - In charge of the Annex from the time the school opens until dismissal
 - Communicated with the principal, the staff members of SBST, and custodial staff
 - Addressed parental concerns and the community at large
 - Implemented the "One Parent a Week Strategy" to cultivate a school-community partnership
 - Established goals to achieve higher scores in standardized tests through assessment and analysis
 - Maintained a safety environment for each child
- **Director of Salvadori Mini School. Thomas C. Giordano M.S. 45, Bronx, NY, '99-'02**
 - Assist the principal and the assistant principal in daily tasks and supervise 180 students
 - Maintain safety of school environment
 - Communicate information to staff, principal and the public
 - Maintain excellent relations with students, parents, faculty and administrators
 - Assist students to modify inappropriate behavior and to develop successful interpersonal skills
- **Social Studies Teacher, Thomas C. Giordano M.S. 45, Bronx, NY, '94-'03**
- Teacher of Social Studies, **George Washington High School**, New York City, 98 – 99
- Test Prep Teacher, *Math and Science Institute* at The **Bronx High School of Science**, 2000-2003
- Education Consultant to the Albanian Education Development Project, sponsored by the **Soros Foundation**, 4/'95 - 8/'96
- Assistant Director, Indiana-Albania Project on civics education curriculum development, **Saint Francis University, Fort Wayne, Indiana**
 - assisted in developing K1-12 curricula in the area of civics education for the schools of Albania,

3/'96 - 8/'96

- Editor and columnist of *New Morning*, the student newspaper of **Pace University**, Pleasantville Campus from '91 –'94

Education

- **M.I.A. *Columbia University School of International and Public Affairs***, May 2002
 - **Concentration:** *International Conflict Resolution/Human Rights*
- **M.S. Ed. *Pace University***, New York, New York, January 1996
 - **Major:** *Curriculum and Instruction/School Administration*
 - **Concentration:** *Computer Education*
- **B.A. *Pace University***, Pleasantville, New York, June 1994
 - **Majors:** Political and Social Science.
 - **Minors:** Education and History

Honors

- Pforzheimer Fellow: Received a full scholarship by the Carl and Lily Pforzheimer Fund to pursue a Master of Science degree in Education at Pace University, New York
- Certificate of Recognition by Saint Francis College, Fort Wayne, Indiana
- Finished Master's Degree in Education at Pace University with honors distinction.
- Model United Nations: Attended 9 conferences and received outstanding awards
- Pi Gamma Mu – International Honor Society in Social Science
- Phi Delta Kappa –Professional Fraternity in Education

Leadership Positions

- **Founder and President**, Foundation For Global Education (5/08 – present)
- **Founder and President** – Albanian-American Teachers Committee, an affiliate of the United Federation of Teachers of New York City (10/97 – 10/03)
- **Board Member of Vatra** – The Pan-Albanian Federation of America (7/92 – present)
- **Board Member** – Irish-American Teachers Committee (2/97 – present)
- **Columns Editor**, *New Morning*, student newspaper of Pace University (9/92 – 5/94)
- **Vice President** –International Students Organization at Pace University (9/92 –10/93)
- **Vice President** –Model United Nations (12/92 – 5/93)
- **President** – International Students Organization (11/92 – 3/93)
- **Founder and President** –Albanian Society of Pace University (4/91 – 9/92)

Other Activities

- Member of Transcend, a network of invited scholars- practitioners working for peace and development through action, training, dissemination, and research.
- Organized numerous seminars on Kosova from 1991- present.
- Gave over 20 speeches on Yugoslavia, Albania, and Macedonia.
- Co-Chaired the United Federation of Teachers Kosova Relief Fund.
- Member of the Foreign Policy Association.
- Alpha Phi Delta Italian American Heritage Fraternity.

Publications

- Published over 100 newspaper articles on topics relating to education, ethnic conflicts, peace studies, conflict transformation by peaceful means, and democratic institutions.
- Featured in the *New York Magazine* on January 4th, 1999.

Bio –Mithat Gashi

Mithat Gashi is an Assistant Principal at New World High School in the Bronx. Based on the New York City School Progress Reports, New World High School ranked top 2% among New York City's high schools. The progress report is based on school environment, student progress and student performance data. Mr. Gashi has worked for the New York City Department of Education as a teacher and as an administrator for 15 years. In addition, he has been teaching part time undergraduate and graduate courses on the *social, historical and philosophical foundations of education* and *psychology applied to teaching* at Lehman College's Department of Middle and High School Education since 2003. He served as consultant to the Soros Foundation in promoting civics education to Albania's schools in 1996. . He is a member of numerous international organizations that promote peace and human rights education. He has organized and facilitated many workshops for teachers, journalists, diplomats on human rights education and conflict transformation by peaceful means throughout the United States as well as abroad. He is also a member of Transcend, a network of invited scholars- practitioners working for peace and development through action, training, dissemination, and research. He holds postgraduate degrees from Pace University and Columbia University School of International Affairs. Mithat lives with his wife and their four children in Nanuet, New York. His oldest son will be entering third grade in September at the Pearl River Public School District.

MADELINE GOMEZ

OBJECTIVE

Assist students to realize their academic and career goals.

EMPLOYMENT

Municipal Housing Authority City of Yonkers – Yonkers, NY

04/2009-Present **Housing Assistant I**– Section 8 client case management; schedule appointments, conduct interviews, assist clients in completion, submission and computation of required information and documents. Coordinate and manage clients' housing needs with DSS and other agencies.

City of Yonkers Board of Education – Yonkers, NY

12/1998-Present **Home & Hospital Tutor** – Independent tutor for special needs students.

09/1995-12/1994 **Practicum Counseling Intern** - Direct a first elementary school career exposition

Leake & Watts Family Services – Yonkers, NY

12/2007-03/2008 **Family Preservation Case Worker**– Provide foster aging out of foster care youths case management aftercare services. Monitor youths' progress through connections, team meetings, and weekly supervision. Prepare contact logs, home assessments, and conduct home visits. Maintain communication with families to provide optimal aftercare services.

03/2008-02/2009 **Housing Specialist** – Collaborate with NYC ACS to assist foster youths with NYCHA and Section 8 application process, housing appointments, locate and secure apartments, process housing/furniture subsidy grants. Conduct housing workshops.

All Aboard Tours & Travel – Ramsey, NJ

12/2000-04/2002 **Program Director** – Create early college awareness program for underserved students.

Introduce program objectives to school officials, teachers, counselors, and agencies for their students' participation in college tours and workshops.

Fordham University TRIO Programs – Bronx, NY

03/2000-04/2002 **Academic Talent Search Counselor** – Counsel students with college selection, admissions, and financial aid process. Participate in implementation of the academic-year activities of student recruitment, admissions and retention. Prepare annual program for college visits.

SER of Westchester- White Plains, NY

09/1999-03/2000 **Youth Bureau Program Service Coordinator** – Supervise, monitor and report data for after school tutoring program. Implement social skills curriculum for underserved students.

EDUCATION

Fordham Graduate School of Education –MS Ed. Counseling & Personnel Services, 2000

College of New Rochelle – BA Psychology, 1994

SKILLS

College and Career Counseling ,

Recruitment and Admissions

Computer

Bilingual: English/Spanish

CERTIFICATES & HONORS

NYS & NYC School Counselor 2001

Kappa Dela Pi 2000

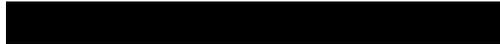
Psi Chi 1993

VOLUNTARY

President of Education Committee for NAACP, Yonkers Chapter

REFERENCES AVAILABLE UPON REQUEST

Genevieve Yarrell-Harris, Ph.D



PROFILE

I am presently working at colleges in New York City as an adjunct professor. My background experiences include regular education counseling and guidance responsibilities as well as the N.Y.C. Board of Education. My company-Enhancing Minds Services, LLC conducts educational and psychological research in the U.S. and abroad, particularly focusing on cultural, diversity and gender issues. Professional experience, knowledge and understanding of academic life and school culture make me a particularly suitable candidate for working at any level with diverse populations.

EDUCATION

- 2003 Doctor of Philosophy, Counseling Psychology – Fordham University, New York, New York
- 1983 Master of Science, Counseling Education – Fordham University, New York, New York

PROFESSIONAL EXPERIENCE

Background includes involvement with adults and youth working within culturally diverse settings as well as multiple challenging populations in agencies, inner city colleges/schools, homes and private practice. Experience includes, but is not limited to, the following: administrative, advisory, consulting and counseling functions, crisis involvement, designing and implementing intervention/prevention programs to enhance academic, emotional and psycho-social performance of student populations, advocacy, leadership, peer mediation and college bound services.

College Level

- 2004-Present Adjunct Instructor, Counseling Psychology Courses – Audit Instructor and Independent Studies, Instructional Support Staff, College of New Rochelle, Rosa Parks Campus – New York City
- 2007- Present Adjunct Professor, Educational Psychology, Lehman College – City (Summers) University of New York

Secondary Level

- 1987-1989 Middle School Teacher – N.Y.C. Board of Education
Adult Level

- 1998-2009 Consultant Instructor – Episcopal Social Services

CERTIFICATION/LICENSE

. Permanent Certification, New York State – Guidance Counselor

COUNSELING, EDUCATIONAL AND PSYCHOLOGICAL RESEARCH SERVICES

- 2003-Present Enhancing Minds Services, LLC (2006-Formal), C.E.O. and President
- 1982-1985 St. Vincent's Outpatient Clinic, Brooklyn, New York
- 1993-1995 The Institute of Applied Human Dynamics, Bronx, New York
- 1989-Present MS 45 Region 1, and N.Y.C. Board of Education, Bronx School

References are available upon request.

LAWRENCE R. SYKES

SUMMARY:

A lawyer and economic development specialist with over 20 years of community-based legal and project management experience. Significant accomplishments in developing partnerships between the public and private sectors, revitalizing commercial and residential areas, work force development and strategic planning. Extensive knowledge of legal issues and key strategies in urban development. Excellent financial acumen, with demonstrated strengths in budget administration, project feasibility, underwriting and in securing public and private funding. A strong negotiator and consensus-builder, with excellent oral and written communication skills. Proven ability to manage complex projects to successful completion.

PROFESSIONAL EXPERIENCE:

Lawrence R Sykes, P.C. Attorneys at Law

1981-Presently

Private Practice

Engaged in the litigation of personal injury, real property, commercial, matrimonial and criminal law matters. Providing counsel and representation to parties in residential and commercial real estate transactions, business enterprises, not-for-profit and community based community development corporations.

Empire State Development Corporation -Brooklyn Bridge Park Development Corporation 2002-2005

Director of Park Economic Development

- Responsible for the development parcels of the planned Brooklyn Bridge Park- a 70 acre waterfront park extending 1.3 miles along the East River from Atlantic Avenue to Jay Street.
- Empire Stores-planned the redevelopment of an historic building for a variety of uses including restaurants, gourmet shops and sports and recreational stores.
- Managed the RFP and selection process for the adaptive reuse of the Cold Storage Warehouse as a hotel and condominium.

City of Yonkers Office of Economic Development

1999 – 2002

Director of Special Projects

- Managed the establishment of a technology center for high-tech and new media firms in both start-up and growth stages. Secured funding of over \$7M in a highly competitive grants market from the U.S. Department of Housing and Urban Development, Economic Development Administration, New York State Power Authority and Empire State Development Corporation.
- Assessed, remediated, and redeveloped vacant industrial sites as manager of a 170-property Brownfield Redevelopment Program. Successfully redeveloped several sites by initiating and promoting productive public and private partnerships.

Lawrence R. Sykes

Page 2

Yonkers Industrial Development Agency

1998-1999

Consultant

- Used solid understanding of state-mandated requirements in providing professional and technical services to a \$50M agency that created over 1200 jobs.
- Administered a \$200 K transportation grant from the Federal Highway Administration that provided bus service to shoppers and employees to Stew Lenaord's, Costco and Home Depot.
- Monitored implementation and performance of programs that expanded business and retained and increased jobs.

County of Westchester

1978-1981

Assistant County Attorney

- Counsel to Community Development Bureau and Office of Manpower Development.
- Drafted vendor contracts and memoranda of understanding between county and municipalities.
- Represented county in employee disciplinary proceedings.

State of New York, Bureau of Consumer Fraud and Protection

1974-1978

Deputy Assistant Attorney General

- Successfully prosecuted individuals and businesses engaged in fraudulent and deceptive business practices.
- Recovered over \$50K in restitution for consumers.

EDUCATION:

J.D. , Case Western Reserve University, Cleveland, OH, 1974.

B.A., Union College, Schenectady, NY, 1971.

Ertuğrul M. Özbudak

Curriculum Vitae

Address

Assistant Professor, Department of Genetics,
[REDACTED]
[REDACTED]
[REDACTED]

Education

Bogazici University Istanbul, Turkey

Bachelor of Science, June 1999. College of Arts & Sciences, Department of Physics.

Special Project: Quantum phase space distribution functions, F-oscillators and nonlinear coherent states.

Massachusetts Institute of Technology Cambridge, MA, USA

Ph.D. March 2004. Department of Physics.

Thesis title: Noise and multistability in gene regulatory networks.

Post-graduate training

Cancer Research UK, Vertebrate Developmental Biology, London, UK

Postdoctoral Research Fellow, August 2004 – February 2007

Marine Biological Laboratory, MA, USA

Embryology Summer Course, June-July, 2005.

Stowers Institute for Medical Research, MO, USA

Senior Research Associate, February 2007 – October 2009

Professional employment

Albert Einstein College of Medicine of Yeshiva University

Assistant Professor, Department of Genetics, November 2009 –

Teaching Experience

Bosphorus University Istanbul, Turkey

Physics 130, senior level lab course. Lab assistant (September 1998 - June 1999).

MIT, Department of Physics Cambridge, MA, USA

Electromagnetism, senior level course. Teaching Assistant (September 1999 - January 2000).

Albert Einstein College of Medicine of Yeshiva University, NY, USA

Graduate Developmental Biology Course: Lecture on 'Vertebrate Axis Segmentation & Differentiation' in 2009 & 2011.

Graduate Molecular Genetics Course: Lectures on 'Genetic Methods' in 2010 & 2011.

Graduate Special Topics in Molecular Genetics Course: Lectures on 'Systems-level analysis of vertebral segmentation' in 2011.

Awards and Honors

- Rank 1st (among more than one million students) at the OYS (university entrance examinations in Turkey) in 1994.
- Dean's list for academic high honors at College of Arts & Sciences, Bosphorus University.
- Outstanding senior at College of Arts & Sciences, Bosphorus University 1999.
- Rank 1st among physics department graduates at Bosphorus University.
- Buvak (Bosphorus university foundation) scholarship (September 1994 - June 1999).
- Tubitak (Turkish science foundation) scholarship (September 1994 - June 1999).
- Merck/MIT computational biology fellowship (June 2000 - June 2002).
- MBL (Marine Biological Laboratory) Fellowship for Embryology Course 2005
- Cancer Research UK, Postdoctoral Fellowship (August 2004- Aug 2005)
- EMBO (European Molecular Biology Organization) Long-term Postdoctoral Fellow Sept 2005-August 2006)
- Marie Curie Postdoctoral Fellowship (September 2006-August 2008).
- Alfred P. Sloan Research Faculty Fellow (September 2011- September 2013).

Other Professional Activities

- Refereeing manuscripts for the following journals: Biophysical Journal, Developmental Biology, Developmental Cell, Developmental Dynamics, Institute of Physics, Integrative Biology, Journal of Theoretical Biology, Mechanisms of Development, Nature, PNAS, PLoS Computational Biology, PLoS One
- Refereeing Grants for: Swiss National Science Foundation.
- Judging at BFMAS K-12 science projects competition at Kansas City, Missouri on January 2008- January 2009.
- Board member of Millennium Education Foundation (for a K12 charter school) September, 2007-August, 2009.

Invited talks

- "Investigation of the vertebral segmentation clock: an interdisciplinary approach" at Colgate

University, NY on the 25th of October, 2011.

- “Loss of a CITED-family transcription coactivator results in atrophy and impaired motility” at Randall Division for Cell and Molecular Biophysics at King's College London, UK on the 13th of April, 2011.
- “Regulatory networks governing somite segmentation” at Cancer Research UK, London, UK on the 8th of April, 2011.
- Talk on “Regulation of vertebrae segmentation & muscle differentiation” at the New York Metropolitan Zebrafish Meeting on the 3rd of August, 2010.
- Seminar on “Interlinked cell-to-cell signaling networks regulate vertebrate axis formation and left right asymmetry” at the Sabanci University Faculty of Engineering and Natural Sciences on the 4th June, 2010
- Seminar on “Global analysis of the regulatory landscape controlling differentiation of muscle precursors” at the Wesleyan University on the 8th of April, 2010.
- Seminar on “Vertebrate Axis Segmentation & Differentiation” at the New York Medical College on the 31st of March, 2010.
- Seminar on “Global analysis of the regulatory landscape controlling differentiation of muscle precursors” at the IMCB, A*STAR in Singapore on the 3rd of July, 2009.
- Seminar on “Global analysis of the regulatory landscape controlling differentiation of muscle precursors” at the Wellcome Trust Sanger Institute on the 28th of April, 2009.
- Talk on “Spatiotemporal compartmentalization of key physiological processes during muscle precursor differentiation” at DARPA Fundamental Laws of Biology (FunBio) Meeting, Duke University on April 2-3, 2009.
- Seminar at the Sloan-Kettering Institute at the Memorial Sloan-Kettering Cancer Center on the 26th of February, 2009.
- Seminar at the Department of Genetics at the Albert Einstein College of Medicine on the 25th of February, 2009.
- Seminar at the Division of Biology at Caltech on the 17th of February, 2009.
- Seminar at the Department of Molecular, Cellular and Developmental Biology at the University of Michigan, Ann Arbor on the 12th of February, 2009.
- Seminar at the Penn Genome Frontiers Institute Research Seminar Series at the University of Pennsylvania on the 4th of February, 2009.
- Seminar at the Department of Molecular Biology at Princeton University on the 2nd of February, 2009.
- “Spatio-temporal Compartmentalization of Key Physiological Processes during Muscle Precursors Differentiation” at the Center for Developmental Genetics and Center for Genomics and Systems Biology at the New York University on the 28th of January, 2009.

- Talk on “Spatiotemporal Profiling of Paraxial Mesoderm Differentiation” at DARPA Fundamental Laws of Biology (FunBio) Meeting, San Francisco on August 19-22, 2008.
- Seminar at Molecular Biology and Genetics Department at Bilkent University on 23rd of July, 2008.
- Talk on “Vertebrate Somitogenesis” in the Summer School in “Embryology and Embryonic Stem Cell Biology” at Timisoara, Romania on 7-21 July, 2008.
- American Physical Society “March Meeting” at New Orleans, Louisiana on March 10–14, 2008.
- Analyzing the Role of Notch Signaling in Vertebrate Somitogenesis at “The Biocomplexity Institute Spring Seminar Series” at UI-Bloomington on 5th of March, 2008.
- Symposium on Mathematical Systems Biology: “Spatial dynamics of Growth and Signaling” at UC-Irvine on February 27-28, 2008.
- Seminar at Nanotechnology and Materials Science Institute at Bilkent University, on September, 2006.

BIBLIOGRAPHY

A. Original Communications in Reviewed Journals:

- **Özbudak EM**, Thattai M, Kurtser I, Grossman AD, van Oudenaarden A. Regulation of noise in the expression of a single gene. *Nature Genetics*, 31(1):69-73, (2002). Faculty of 1000 Biology Evaluation: F1000 Factor **9.0** (Exceptional) (Jun 2002).
- **Özbudak EM**, Thattai M, Lim HN, Shraiman BI, Van Oudenaarden A. Multistability in the lactose utilization network of Escherichia coli. *Nature*, 427(6976):737-740, (2004). Faculty of 1000 Biology Evaluation: F1000 Factor **8.1** (Exceptional) (Jun 2004).
- **Özbudak EM**, Becskei A, van Oudenaarden A. A system of counteracting feedback loops regulates Cdc42p activity during spontaneous cell polarization. *Dev. Cell*. 9(4):565-571, (2005). Faculty of 1000 Biology Evaluation: F1000 Factor **3** (Recommended) (Nov 2005).
- Mettetal JT, Muzzey D, Pedraza JM, **Özbudak EM**, van Oudenaarden A. Predicting stochastic gene expression dynamics in single cells. *Proc Natl Acad Sci USA*, 103(19):7304-9, (2006).
- Giudicelli F, **Özbudak EM**, Lewis J. Setting the Tempo in Development: an Investigation of the Zebrafish Somite Clock Mechanism. *PLoS Biology*, 5(6):e150, (2007).
- **Özbudak EM**, Lewis J. Notch signalling synchronises the zebrafish somite segmentation clock but is not needed to create somite boundaries. *PLoS Genetics*, 4(2):e15, (2008).
- Gomez C, **Özbudak EM**, Wunderlich J, Baumann D, Lewis J, Pourquié O. Control of

segment Number in vertebrate embryos. *Nature*, 454(7202):335-339, (2008). Faculty of 1000 Biology Evaluation: F1000 Factor 4.8 (Must Read) (Jul 2008).

- **Özbudak EM**, Tassy O, Pourquoié O. Spatiotemporal compartmentalization of key physiological processes during muscle precursor differentiation. *Proc Natl Acad Sci USA*, 107(9):4224-9, (2010).

B. Books, Chapters in Books, and Review Articles:

- Lewis J, **Özbudak EM**. Deciphering the somite segmentation clock: Beyond mutants and morphants. *Dev Dyn.*, 236(6):1410-1415, (2007).
- **Özbudak EM**, Pourquoié O. The Vertebrate Segmentation Clock: the Tip of the Iceberg. *Current Opinion in Development and Genetics*, 18(4):317-23, (2008).

C. Abstracts:

- Poster presentation at the 45th Annual Meeting of Biophysical Society in Boston, Massachusetts on 17-21 February, 2001.
- Poster presentation at the 8th International Meeting on Zebrafish Development and Genetics in Wisconsin, Madison on June 2008.
- Abstract presentation at the 9th International Meeting on Zebrafish Development and Genetics in Wisconsin, Madison on June 2010.
- Poster presentation at the 70th Annual Meeting of Society of Developmental Biology in Chicago, 2011.

D. Articles submitted or in preparation

- **Özbudak EM** & Pourquoié O. Integrated cell-to-cell signaling networks regulate vertebrate axis formation and left-right asymmetry (In preparation).
- Hanisch A, Holder M, Choorapoikayil S, Gajewski M, **Özbudak EM***, Lewis J*. The elongation rate of RNA Polymerase II in the zebrafish and its significance in the somite segmentation clock. (* co-corresponding authors). In Revision in *Development*.

Selcuk Eren

Education:

- **Ph.D.** Economics, State University of New York at Stony Brook, December 2006
- **M.A.** Economics, State University of New York at Stony Brook, May 2002
- **B.A.** Economics, Istanbul Bilgi University, Istanbul, Turkey, June 2000

Current Employment:

- **Research Scholar**, Levy Economics Institute of Bard College, Annandale-on-Hudson, NY, November 2008 to present

Past Employment:

- **Visiting Assistant Professor**, Hamilton College, Clinton, NY, July 2006-July 2008
- **Instructor**, State University of New York at Stony Brook, Stony Brook, NY, July 2003-May 2006
- **Teaching Assistant**, State University of New York at Stony Brook, Stony Brook, NY, August 2000 –July 2003

Awards and Grants:

- Ford Foundation Research Grant, “Distribution of Government Expenditures and its Effects on Urban Inequality,” with Ajit Zacharias and Thomas Masterson. January 2011-December 2013.
- Michigan Retirement Research Center, “Effects of Legal and Unauthorized Immigration on the U.S. Social Security System”, with Eva C’arceles-Poveda and Hugo Benítez-Silva. October 2010-September 2011.
- Alfred P. Sloan Foundation Research Grant, “Comparisons of Economic Well-Being in the 1990s and 2000s, Canada, Germany, and the United States,” with Edward N. Wolff, Ajit Zacharias, Thomas Masterson, Andrew Sharpe, Ronald Schettkat and Daniel Wiens, 2008/2010.
- Levitt Research Grant, Hamilton College, “The Causal Relationship of Access to Insurance Coverage and Utilization of Emergency Departments for Asthma Patients”, with Tamar Nobel, Summer 2006.
- Economics Department Award for Outstanding Teaching by a Graduate Student Instructor, 2004/2005.
- Full Graduate Assistantship, Department of Economics, State University of New York at Stony Brook, Fall 2000 to Spring 2006.
- Full Scholarship, Department of Economics, State University of New York at Stony Brook, Fall 2000 to Spring 2006.
- Full Scholarship, Department of Economics, Istanbul Bilgi University, Turkey, Fall 1997 to Spring 2000.

Fields of Interest:

Applied Microeconomics, Labor Economics, Demographic Economics, Health Economics, Applied Econometrics

Dissertation:

- Title: *Essays on Household Migration in the United States*
- Committee: Hugo Benítez-Silva (Chair), Warren C. Sanderson, and Mark R. Montgomery
- Completion Date: December 2006

Research Papers:

- "Living Standards in the United States in a Historical and Comparative Perspective: Some Results from the LIMEW Project." (with Thomas Masterson, Ajit Zacharias, and Edward Wolff). In Daphne Greenwood and Richard Holt (eds.) *A Brighter Future: Improving the Standard of Living Now and for the Next Generation*, M.E. Sharpe, Forthcoming.
- "Cohort Analysis of Economic Well-being in the United States, 1972-2007," (2011). With Ajit Zacharias and Edward N. Wolff.
- "Effects of Legal and Unauthorized Immigration on the U.S. Social Security System," (2011). With Hugo A. Benítez-Silva and Eva Carceles-Poveda. Michigan Retirement Research Center Working Paper Series WP 2011-250.
- "A Comparison of Inequality and Living Standards in Canada and the United States Using an Expanded Measure of Economic Well-Being," (2012). With Andrew Sharpe, Elspeth Hazell, Thomas Masterson, Ajit Zacharias, and Edward Wolff. Levy Economics Institute of Bard College Working Paper No. 703.
- "The Levy Institute Measure of Economic Well-Being, Great Britain, 1995 and 2005," (2011). With Thomas Masterson, Ajit Zacharias, and Edward Wolff. Levy Economics Institute Working Papers Series No. 667.
- "The Levy Institute Measure of Economic Well-Being, France, 1989 and 2000," (2011). With Thomas Masterson, Ajit Zacharias, and Edward Wolff. Levy Economics Institute, Working Paper No. 679.
- "Using the Health and Retirement Study to Analyze Housing Decisions, Housing Values, and Housing Prices" with Hugo Benítez-Silva, Frank Heiland, and Sergi Jiménez-Martin, (2010) *Cityscape: A Journal of Policy Development and Research*.
- "How Well Do Individuals Predict the Selling Prices of Their Homes?" with Hugo Benítez-Silva, Frank Heiland, and Sergi Jiménez-Martin, (2009).
- "Income Expectations and Migration Decisions of Households in the United States," (2008) Manuscript.
- "The Effects of Family Networks on Internal Migration of U.S. Households," (2006) Manuscript.
- "Joint Decisions of Female Labor Force Participation and Family Migration in Turkey," (2002) Manuscript.

Teaching Experience:

- Microeconomics: Fall 2006, Spring 2007, Fall 2007, and Spring 2008 (Hamilton College)
- Macroeconomics: Spring 2008 (Hamilton College)
- Economics of Immigration (Topics in Economics): Spring 2005 (SUNY at Stony Brook), Spring 2007 and Fall 2007 (Hamilton College)
- Health Economics: Spring 2007 and Spring 2008 (Hamilton College)
- Managerial Decision Making: Summer 2003, Summer 2004, Fall 2004 and Falls 2005 (SUNY at Stony Brook)

Conferences and Workshops:

- "Cohort Analysis of Economic Well-being in the United States, 1972-2001"
Eastern Economics Association Annual Conference (EEA), New York City, February 2011
American Economic Association Annual Conference (AEA), Atlanta, January 2010
- "How Well Do Individuals Predict the Selling Prices of Their Homes?"
Econometric Society North American Summer Meeting, Pittsburgh, June 2008
- "The Effects of Family Networks on Internal Migration of U.S. Households"
Southern Economics Association Annual Conference (SEA), New Orleans, November 2007
- "How Well Do Individuals Predict the Selling Prices of Their Homes?"
American Economic Association Annual Conference (AEA), Chicago, January 2007
- "Regional Migration of Households in the United States"
Society of Labor Economists Annual Conference (SOLE), San Francisco, June 2005
Eastern Economics Association Annual Conference (EEA), New York City, February 2005
- "Children's Work and Mother's Work – What is the Connection?" by Deborah S. DeGraff.
Discussant, *Eastern Economics Association Annual Conference (EEA)*, New York City, February 2005

Professional Memberships:

- American Economics Association, Econometrics Society, Eastern Economics Association, Southern Economics Association, Society of Labor Economists



BY-LAWS

ARTICLE I - STRUCTURE

Section 1.1: Structure. Westchester Academy of Science Charter School, Inc. (the “Corporation”) is a non-stock, non-profit corporation organized under the laws of State of New York. The Articles of Incorporation of the Corporation will be filed upon approval of the Corporation’s charter application to the Board of Trustees of the State University of New York.

Section 1.2: Purposes. The Corporation is organized and is to be operated exclusively to carry out charitable and educational purposes, within the meaning of Section 501(c) (3) of the Internal Revenue Code of 1986, as now in effect or as many hereafter be amended (the “Code”), including, but without limitation thereon: (a) to operate a public charter school in Yonkers, New York pursuant to a charter agreement between the Corporation, and the Board of Regents; (b) to exercise all rights and powers conferred by the laws of the State of New York upon non-stock corporations, including, but without limitation thereon, to raise funds, to receive gifts, devises, bequests and contributions, in any form, and use apply, invest, and reinvest the principal and/or income there from or distribute the same for the above purposes; and (c) to engage in any other activity that is incidental to, connected with or in advancement of the foregoing purposes and that is within the definition of charitable and educational for purposes of Section 501 (c)(3) of the Code, provided, the powers of the Corporation shall never be inconsistent with purposes of the Corporation stated above or the Constitution of the United States or the State of New York.

ARTICLE II - OFFICES

Section 2.1: Principal Place of Business. The principal place of business of the Corporation shall be located in Yonkers, New York. The Corporation may have such other offices, either within or without the State of New York, as the Board of Trustees may determine or as affairs of the Corporation may require from time to time.

Section 2.2: Registered Office and Registered Agent. The Corporation shall have and continuously maintain in the State of New York a registered office and a registered agent whose office is the Corporation’s registered office.

ARTICLE III - BOARD OF TRUSTEES

Section 3.1: Powers. The business, affairs and property of the Corporation shall be managed and controlled by the Board of Trustees, and all corporate powers shall be vested in and exercised by the Board, except as otherwise provided by law, the Articles of Incorporation or these Bylaws.

Section 3.2: Performance of Duties. Each trustee shall perform all duties of a Trustee, including duties on a board committee, in good faith and with that degree of diligence, care and skill, including reasonable inquiry, as an ordinary prudent person in a like position would use under similar circumstances.



Section 3.3: Number. The number of Trustees constituting the initial Board of Trustees shall be seven (7). Thereafter the number of Trustees may be increased or decreased from time to time by amendment of these By-laws in accordance with the provisions of Article V. provided that no decrease in the number of Trustees shall have the effect of shortening the term of any incumbent Trustee and provided further that number of Trustees shall never be less than five (5) and shall not exceed nine (11).

Section 3.4: Election and Term of Office. At every other annual meeting, a class of the Trustees shall be elected by a majority vote of the Trustees then in office. The Trustees shall be divided into two classes for the purpose of staggering the terms of office. Each class shall hold office for terms of two (2) years and until their earlier death, resignation or removal. The first class of Trustees shall consist of Trustee positions 1, 2, and 3 and the second class of Trustees shall consist of Trustee positions 4, 5. The initial Trustees in the first class shall serve until the first annual meeting. After each initial classification, the Trustees to replace those whose terms expire shall be elected or appointed at such meeting to office for a full term.

Section 3.5: Removal. Any or all of the Trustees may be removed with cause by a majority vote of entire Board. If a special meeting is called to remove any or all of the Trustees, the notice for such special meeting shall state that it is called for the purpose of removing any or all of the Trustees.

Section 3.6: Resignation. Any Trustee may resign at any time by delivering written notice of his or her resignation to the Administrative Assistant or CEO of the Corporation. Such resignation shall become effective upon receipt thereof by the Administrative Assistant or CEO but the acceptance of such resignation shall not be necessary to make it effective.

Section 3.7: Vacancies. Any newly created Trusteeship and any vacancies on the Board of Trustees, arising at any time and from any cause, may be filled at any meeting of the Board by a majority of the Trustees regardless of their number. Trustees so elected shall serve for the balance of an expired term in the case of a vacancy created because of resignation, removal, or death of a Trustee, or for the term specified by the Board in the case of a vacancy resulting from the increase of the number of Trustees authorized, Any Trustee that shall fail to attend three (3) consecutive meetings without an excuse accepted as satisfactory by the Board shall be deemed to have resigned, and the vacancy shall be filled.

Section 3.8: Meetings. The Board of Trustees and the Corporation are subject to the New York Open Meetings Law, N.Y. Public Officers Law 101, and all meetings of the Board of Trustees shall be held in the month of January in each year, at a date, time and place fixed by the board, for the election of officers and Trustees and for the transaction of such business as may properly come before the meeting. Regular meetings of the Trustees may be held bi-monthly at such time and place as shall from time to time be determined by the Board. Special meetings may be called at any time by the CEO or by any Administrative Assistant or Trustee upon written request of one-fifth of the entire Board. A majority of the Trustees present, whether or not a quorum is present, may adjourn any meeting to another time and place.

Section 3.9: Notice of Meetings. Notice of the time and place of each regular, special or annual meeting of the Board, and, to the extent possible a written agenda stating all matters upon which action is proposed to be taken shall be given to each Trustee by personal delivery, facsimile or



regular mail, postage prepaid, at least 72 hours before the day on which the meeting is to be held; provided however, that notice of special meetings to discuss matters requiring prompt action may be given to him or her by telephone, confirmed in writing by facsimile, electronic mail, personal or overnight delivery, no less than 24 hours before the time at which such meeting is to be held. Notice of a meeting need not be given to any Trustee who submits a signed waiver of notice whether before or after the meeting, or who attends the meeting without protesting prior thereto or at its commencement, the lack of notice to him or her. Pursuant to N.Y. Public Officers Law 104, public notice of the time and place of a meeting scheduled at least one week prior thereto shall be given to the news media and shall be conspicuously posted in one or more designated public locations at least seventy-two hours before such meeting. In addition, if at least a one week notice is not given, then the public notice of the time and place shall be given to the news media and shall be conspicuously posted in one or more designated public locations at a reasonable time prior thereto.

Section 3.10: Executive Session. Notwithstanding the other sections, upon a majority vote of the entire Board of Trustees in an open meeting on a motion which identifies the general area or areas of the subject or subjects to be considered, the Corporation may conduct a meeting that is not open to the public, an executive session, for the following reasons: (a) matters which will imperil public safety if disclosed, (b) any matter which may disclose the identity of a law enforcement agent or informer, (c) information relating to current or future investigation or prosecution of a criminal offense which would imperil effective law enforcement if disclosed, (d) discussions regarding proposed, pending or current litigation, (e) collective negotiations pursuant to article 14 of the New York Civil Service Law, (f) The medical, financial, credit or employment history of a particular person or corporation, or matters leading to the appointment, employment promotion, demotion, discipline, suspension, dismissal or removal of a particular person or corporation, (g) the preparation, grading or administration of examinations, and (h) the proposed acquisition, sale or lease of real property or the proposed acquisition of securities, or sale or lease of real property or the proposed acquisition of securities, or sale or exchange of securities held by such public body, but only when publicity would substantially affect the value thereof. At an executive session, the Board of Trustees shall take no action by formal vote to appropriate public moneys.

Section 3.11: Videoconferencing. If videoconferencing is used to conduct a meeting, the Corporation shall provide an opportunity for the public to attend, listen and observe at any site at which a Trustee participates, and the notice for the meeting shall inform the public that videoconferencing will be used, identify the locations for the meeting, and state that the public has right to attend the meeting at any of the locations. To the extent permitted by Article 7 of the Public Officers Law, Trustees participating by means of videoconferencing may be counted toward achieving a quorum.

Section 3.12: Quorum and Voting. A majority of the entire Board of Trustees shall constitute a quorum for the transaction of business or any specified item of business. Except as otherwise provided by these Bylaws, the vote of majority of the Board of Trustees present at the time of a vote, if quorum is present, at such time shall be act of the Board.

Section 3.13: Minutes. The minutes taken at all open meetings of the Corporation shall consist of a record or summary of all motions, proposals, resolutions and any other matter formally



voted upon and the vote thereon, and shall be available to the public within two weeks from the date of such meeting. The minutes taken at executive sessions shall include any action that is taken by formal vote and provide a record or summary of the final determination of such action, and the date and vote thereon; provided, however, that such summary need not include any matter which is not required to be made public by the New York Freedom of Information Law, N.Y. Public Officers Law 85. The minutes of open meetings shall be available to the public within two weeks from the date of such meeting, and the minutes of executive sessions shall be available to the public within one week from the date of executive session.

Section 3.13: Committees. The Board of Trustees, by resolution adopted by a majority of the entire Board, may designate from among its members an executive committee and other standing committees, each consisting of at least three Trustees, with the exception of the executive committee, which shall consist of at least five Trustees. Proposed standing committees include but are not limited to: Finance committee and the Audit committee. The Board may designate one or more Trustees as alternate member of any committee, who may replace any absent or disqualified member at any meeting of the committee. The CEO shall appoint the chairperson of each committee. Any one or more members of such committee may participate in a meeting of the committee by means of a conference telephone or similar communications equipment by means of which all persons participating in the meeting can hear each other, provided such meeting and notice thereof comply with Article III, Section 3.8, 3.9, and 3.10 and any other requirements under the New York State Open Meeting Law. Committee members shall maintain minutes of each meeting and shall have all the powers delegated by the Board except that no committee shall have the power (a) to change the membership of, or to fill vacancies in, the Board or any committee of the Board, (b) to fix the compensation of Trustees for serving on the Board or any committee of the Board, (c) to amend or repeal these Bylaws or adopt any new Bylaws, (d) to amend or repeal any resolution of the Board which by its terms shall not be so amendable or repealable, or (e) to exercise other powers specifically denied the committee by resolution of the Board of Trustees or by law. Each committee and each member of each committee shall serve at the pleasure of the Board of Trustees.

Section 3.15: Compensation. Persons serving as Trustees or members of a committee shall not receive any salary or compensation for their services as Trustees or committee members; provided, however, that nothing contained herein shall be construed as precluding any Trustee or committee member from receiving compensation in a reasonable amount for personal services rendered (other than services rendered as a Trustee or committee member) that are reasonable and necessary in carrying out the Corporation's purposes as the Board of Trustees may from time to time determine. A Trustee or committee member shall be entitled to reimbursement for reasonable expenses incurred by him or her in carrying out his or her duties as a Trustee.

Section 3.16: Right of Inspection. Every Trustee has right to inspect and copy all books, records and documents of every kind and to inspect the physical properties of the Corporation, provided that such inspection is conducted at a reasonable time and provided that such right of inspection and copying is subject to the obligation to maintain the confidentiality of the reviewed information, in addition to any obligations imposed by any applicable law.



ARTICLE IV - OFFICERS

Section 4.1: Number. The officers of the Corporation shall be a CEO, Academic Supervisor, Administrative Assistant and Business Manager, and such other officers, if any, as the Board of Trustees may from time to time appoint. The same person, with the exception of the offices of CEO and Administrative Assistant, may hold any two or more offices provided that no individual may act in more than one capacity where action of two or more officers is required.

Section 4.2: Election and Term. All officers shall be elected by the Trustees at their annual meeting and shall hold office for the term of one year. Each officer shall continue in office until his or her successor shall have been elected and qualified, or until his or her death, resignation or removal.

Section 4.3: Resignation and Removal. An officer may resign by giving written notice of his or her resignation to the CEO or Administrative Assistant. Any officer may be removed, with or without cause, by a majority vote of the Board of Trustees. A vacancy in any of such remaining offices shall be filled for the unexpired term by a majority vote of the board.

Section 4.4: Employees and Other Agents. The Board of Trustees may from time to time appoint such employees and other agents as it shall deem necessary, each of whom shall hold office during the pleasure of the Board, and shall have such authority, perform such duties and receive such reasonable compensation, if any, as the Board of Trustees may from time to time determine.

Section 4.5: Chief Educational Officer (CEO). The CEO shall be the chief executive officer of the Corporation, shall preside at all meetings of the Board of Trustees, and shall have general charge and supervision of the administration of the affairs and business of the Corporation. He or she shall have the power to sign alone in the name of the Corporation all contracts authorized either generally or specifically by the Board of Trustees and to execute and deliver other documents and instruments. The CEO shall also have such other powers and perform such other duties as the Board of Trustees may from time to time prescribe.

Section 4.6: Academic Supervisor. The Academic Supervisor shall, in the absence or disability of the CEO, perform the duties and exercise the powers of the CEO. The Academic Supervisor may have such powers and perform such duties as may be delegated thereunto by the CEO or prescribed by the Board of Trustees.

Section 4.7: Administrative Assistant. The Administrative Assistant shall be responsible for the maintenance of the accurate record of all the minutes of all meetings of the Board of Trustees and of any committees of which a Administrative Assistant shall not have been appointed by the Board in books to be kept for that purpose; serve or cause to be served all notices of the Corporation; be custodian of the records (other than financial); and perform all duties incident to the office of Administrative Assistant and such other duties as from time to time may be assigned to him or her by the Board. In the event of absence or disability of the Administrative Assistant during such absence or disability.

Section 4.8: Business Manager. The Business Manager shall keep or cause to be kept complete and accurate accounts of receipts and disbursements of the Corporation, and shall deposit all moneys and other valuable effects of the Corporation in the name and to credit of the



Corporation in such banks or depositories as the Board of Trustees may designate. The Business Manager shall keep proper books of accounts and other books showing at all times the amount of the funds and other property of the Corporation, all of which books shall be open at all times to the inspection of the Board of Trustees. The Business Manager shall submit a report of the accounts and financial condition of the Corporation at each annual meeting. He or she shall perform all duties incident to the office of Business Manager, and such other duties as shall from time to time be assigned by the Board. If required by the Board, the Business Manager shall give such security for the faithful performance of his or her duties as the Board may require.

Section 4.9: Compensation. Persons serving as officers shall not receive any salary or compensation for their services; provided, however, that nothing contained herein shall be construed as precluding any officer from receiving compensation in a reasonable and necessary in carrying out the Corporation's purposes as the Board of Trustees may from time to time determine. An officer shall be entitled to reimbursement for reasonable expenses incurred by him or her in carrying out his or her duties as an officer.

ARTICLE V - MISCELLANEOUS

Section 5.1: Checks, Notes and Contracts. The Board of Trustees is authorized to select such depositories as it shall deem proper for the funds of the Corporation. One officer sign all bills, notes, receipts, acceptances, endorsements and checks of the Corporation in an amount up to, and including, \$5,000.00. Two officers shall cosign all bills, notes, receipts, acceptances, endorsements and checks of the Corporation in an amount over \$5,000.00.

Section 5.2: Office. The office of the Corporation shall be located at such place as the Board of Trustees may from time to time determine.

Section 5.3: Indemnification. The Corporation may, to the fullest extent now or hereafter permitted by law, indemnify against judgments, fines, amounts paid in settlement and reasonable expenses, including attorney's fees, any person made, or threatened to be made, a party to any action or proceeding by reason of the fact that he or she, his or her testator or intestate was a Trustee, officer, employee or agent of the Corporation.

Section 5.4: Amendments. These Bylaws may be amended at any meeting of the Board of Trustees by a vote of the majority of the entire Board of Trustees.

Section 5.5: Interpretation of Charter. Whether any provision of these Bylaws is in conflict with the provisions of the Charter, the Provisions of the Charter shall control.

ARTICLE VI - CONFLICTS OF INTEREST

Section 6.1: Purpose. The purpose of the conflicts of interest policy is to protect the Corporation's interest when it is contemplating entering into transaction or arrangement that might benefit the private interest of an officer or Trustee of the Corporation. This policy is intended to supplement but not replace the Code of Ethics of the Corporation and any applicable state laws governing conflicts of interest applicable to nonprofit and charitable corporations.

Section 6.2: Definitions.



Interested Person. Any Trustee, principal officer, or member off a committee with Board-delegated powers, who has a direct or indirect financial interest, as defined below, is an interested person.

Financial Interest. A person has financial interest if the person has directly or indirectly, through business, investment or family—

an ownership or investment interest in any entity with which the Corporation has a transaction or arrangement, or

a compensation arrangement with the Corporation or with any entity or individual with which the Corporation has a transaction or arrangement, or

a potential 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 6.3: Procedures.

Duty to Disclose. In connection with any actual or possible conflicts of interest, an interested person must make a prompt, full and frank disclosure of the existence of his or her financial interest and all relevant and material facts relating thereto to the Board of Trustees and members of committees with Board-delegated powers considering the proposed transaction or arrangement.

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 of Trustees committee meeting while the financial interest is discussed and voted upon. The remaining Board of Trustees or committee members shall decide if a conflict of interest exists.

Procedures for Addressing the Conflict of Interest.

An interested person may make a presentation at the Board of Trustees or committee, but after such presentation, he or she shall leave the meeting during the discussion of, and the vote on, the transaction or arrangement that result in the conflict of interest.

The Chairman of the Board of the committee shall, of appropriate, appoint a disinterested person or committee to investigate alternatives to the proposed transaction or arrangement.

After exercising due diligence, the Board of Trustees or committee 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.

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 of Trustees or committee 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 transaction or arrangement in conformity with such determination.

Violations of the Conflicts of Interest Policy

If the Board of Trustees or a committee has reasonable cause to believe that a member 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.

If, after hearing the response of the member and making such further investigation as may be warranted in the circumstances, the Board of Trustees or committee determines that the member has in fact failed to disclose an actual or possible conflict of interest, it shall take appropriate disciplinary and corrective action.

Section 6.4: Records of Proceedings. The minutes of the Board of Trustees and all committees with Board-delegated powers shall contain—

Names of Person with Financial Interest. The minutes of the persons who discloses or otherwise were found to have 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 of Trustees' or committee's decision as to whether a conflict of interest in fact existed.

Names of persons Present. The names of 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 6.5: Compensation Committees. A voting member of any committee whose jurisdiction includes compensation matters and who receives compensation, directly or indirectly, from the Corporation for services is precluded from voting on matters pertaining to that member's compensation.

Section 6.6: 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—

Receipt. Has received a copy of the conflicts of interest policy.

Read and Understands. Has read and understands the policy.

Agrees to Comply. Has agreed to comply with the policy.

Tax Exemption. Understands that 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 of its tax-exempt purposes.

Section 6.7: 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.

ByLaws is adopted from New York State Charter School Resource Center



Code of Ethics for School Board Members

The NSBA Board endorses the following code for local school board members.

As a member of my local Board of Education I will strive to improve public education, and to that end I will:

- attend all regularly scheduled board meetings insofar as possible, and become informed concerning the issues to be considered at those meetings;
- recognize that I should endeavor to make policy decisions only after full discussion at publicly held board meetings;
- render all decisions based on the available facts and my independent judgment, and refuse to surrender that judgment to individuals or special interest groups;
- encourage the free expression of opinion by all board members, and seek systematic communications between the board and students, staff, and all elements of the community;
- work with other board members to establish effective board policies and to delegate authority for the administration of the schools to the superintendent;
- communicate to other board members and the superintendent expression of public reaction to board policies and school programs;
- inform myself about current educational issues by individual study and through participation in programs providing needed information, such as those sponsored by my state and national school boards association;
- support the employment of those persons best qualified to serve as school staff, and insist on a regular and impartial evaluation of all staff;
- avoid being placed in a position of conflict of interest;
- take no private action that will compromise the board or administration, and respect the confidentiality of information that is privileged under applicable law; and
- remember always that my first and greatest concern must be the educational welfare of the students attending the public schools

Policy History: Approved by the Board April 19, 1979
 Reviewed and Approved by the Board February 2, 1996
 Reviewed and Approved by the Board November 10, 1999





Personnel Policies and Procedures

Policies and procedures presented here only as a matter of information. They may be changed or deleted, or new policies or procedures may be added by WASCS at any time. These are not intended to create or constitute a contract between this organization and its employees or to change the nature of the employment relationship between the organization and its employees, which is at will.

WASCS' staff selection will be based on professional competence, academic preparation, intellectual rigor, emotional maturity, professional attitude, knowledge of instructional practices, and ability to contribute to WASCS' educational goals. Among other factors, WASCS will pay attention to the candidate's academic records, and his/her relevant experience. Staff should be able to provide educational support to the diverse student population in WASCS.

Specifically, teaching staff members must fulfill their responsibilities and work in concert with the other members of the teaching team.

WASCS administration will advertise available jobs and solicit applications from qualified candidates. A search committee from school staff and parents (and, when appropriate, outside experts) will evaluate all applicants and make recommendations from the candidate pool and possibly interview a small subset of candidates.

The school administration will recommend to the WASCS Board one or more candidates for hiring who meet or are eligible to meet the qualifications required by law. The school administration will obtain a criminal history check of all school employees and to obtain proof of citizenship or eligible alien status.

WASCS will adhere to relevant New York laws in its hiring practices. WASCS will hire the individuals who are best qualified for the job without regard to race, sex, religion or handicap unrelated to the job. Based on Section 2854(3) (a-1) of the Educational Law, the Board shall contract with teachers, administrators and other school personnel

WASCS' Board shall approve employment and the initial salary by a majority of votes. The figure for the initial salary will be based on the academic degrees of the employee and on his/her previous professional experience.

Among the employee benefits are Social Security (7.65%), unemployment compensation, and other benefits required by law or regulation. WASCS intends to include individual health care coverage as part of the benefits package for full-time employees.

Employment terms for the teaching, administrative, and support staff of WASCS will be determined by contracts negotiated within the parameters of relevant New York statutes. WASCS faculty and staff will be required to enter into individual term employment agreements resembling those used in business but explicitly stating that all requirements of the Charter Law are made part of the agreement. Teaching staff may be obligated to provide services or in service-days, during the WASCS academic year, or during the entire year depending upon their role in the school. The agreement affirms that any materials created by staff members for use by WASCS, or produced using the staff or resources of the school, are works-for-hire and all intellectual property rights are vested in the school.

The School Director will submit to the board each year a report containing aggregate statistics of the performance of every grade on state-mandated tests and on other major assessments specified by the WASCS curriculum. These data will include statistical comparisons to indicate whether students



collectively are benefiting from the instruction in each grade. After the director's report has been accepted by the board, these data will be summarized in the annual report in the form prescribed by the Commissioner of Education, copies of which will be submitted to the local school board, the Commissioner, and, upon request, to the parents or guardians of WASCS students.

WASCS Board will also include in the annual report a summary of the school finances, the list of staff, student demographics, any important changes in facilities, results of the parents' survey (when available), a brief restatement of the school's mission and goals, and major objectives for the coming year. The latter will be identified by the board after consultation with the teaching staff and with parents. The annual report may also serve as a prospectus and will explain how to request copies of the school charter, curriculum, and application forms.

A recruitment committee will be established by School director in order to design and administer a thorough, standardized, and well-publicized process to recruit qualified applicants. Applicants will be required to submit a cover letter that states their qualifications and their educational philosophy, as well as a résumé and names of three references.

The WASCS recruitment committee as a whole will select from the pool of respondents a list of candidates who meet our minimum requirements. The recruitment committee may also recruit specific individuals who come to their attention and who possess experience or expertise considered especially valuable to the school.

Moreover, director will establish an interview committee. The interview committee will call candidates and arrange for a first interview. The first interview will consist of conversation and question and answer exchanges. General provisions of all contracts and benefits will be provided to the candidates. A second interview will consist of a teaching demonstration. The interview committee will arrange for a group of children to be prepared for and available for the demonstration. The interview committee will provide their top choice to the recruitment committee for approval at a meeting. Upon selecting candidates for **hiring**, the recruitment committee will present their recommendations to the Board of Trustees for approval. The board will offer the approved candidate an employment contract.

A majority vote of the Governing Board shall be required to **terminate** the employment of any WASCS faculty or staff member. Any dismissal is also subject to applicable New York Charter School Law provisions.

Employees who enter WASCS as members of the State Teachers' Retirement System (STRS) or the Public Retirement System (PERS) will continue their participation. They will contribute at the rate established by STRS or PERS. All employees who are not members of STRS must make appropriate contributions to the social security system.

WASCS will make all employer contributions as required by STRS, PERS, and social security. WASCS will also make normal contributions for workers' compensation insurance, unemployment insurance, and all other payroll obligations of an employer.

The nature of the Westchester Academy of Science Charter School will permit **teacher evaluation** to be both informal and formal. Because family/school interaction is central to the mission of our school, informal evaluation of teachers by the director will be ongoing during staff meetings, parent-teacher conferences, and daily interactions among children, teachers, the director, and parents. The degree to which teachers are able to work compatibly with other staff, students, parents, the director,



and school volunteers in the development and implementation of students' goals and in the resolution of conflicts which arise during the academic year will be a central factor in their evaluation.

The Employment Administration

Equal Opportunity Employer

WASCS will employ the best-qualified personnel without regard to race, religion, color, creed, national origin, citizenship, age, sex, marital status, or disability. Moreover, WASCS' will have 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.

Hiring

Once employed by WASCS, all employees are required to complete any and all necessary financial forms and benefit applications as deemed necessary by the director or by his or her designee.

Qualifications for employment as stated by an employee or prospective employee on an employment application or related information may be verified, and falsification of such information may jeopardize an employee's standing with this school or a prospective employee's likelihood of being hired.

Regular Full-Time and Temporary Employment

Employees may be hired as regular full-time employees, and as such will be placed on the school's payroll, will be eligible for all benefits as described in this manual, and will accrue leave as described in this manual.

The school also may hire part-time staff. Part-time staffs are those who are employed for less than 40 hours per work week. Part-time employees are not eligible for benefits or leave accruals as stated in this manual, unless specially arranged and provided for by the director as a condition of employment. Time off work without pay for part-time employees may be granted by the director or his or her designee.

Adjustments to Employee Status

Based on specified reasons, the director may at any time, adjust the salary, benefits (excluding any benefits required by law to be provided), leave accruals, titles, privileges, or other personnel policies for any employee either upwards or downwards, within parameters established by the Board of Trustees. Adjustments to employee status may be based upon, but in no way are restricted to, promotions, demotions, changes in job duties, disciplinary actions, and performance adjustments.

Phasing-Out and Elimination of Positions

It may be necessary to phase-out or eliminate certain positions previously established within the school. An orderly process will be established by the school to guide such phase-out or elimination of positions if necessary. Anyone whose employment with the school is terminated because their position is eliminated or phased-out is entitled to compensation for accrued and unused leave as eligible and described in the chapter of this manual entitled "Time and Attendance."

Unauthorized Absence

The determination of unauthorized absence will be made by the director. An employee who is absent for a period of at least three days without notifying the director will be considered to have resigned without giving two-week required notice, with such resignation effective on the initial date of absence.



As described above, if an employee is absent unauthorized, that employee will forfeit compensation for any unused accrued vacation leave as described in the chapter of this manual entitled “Time And Attendance,” unless an exception is made by the director.

Such an employee will remain eligible for any salary due.

If You Must Leave

Resignation: An employee who wishes to resign is required to give to the director, in writing, a minimum of two weeks notice prior to the desired resignation date, unless an exception is made by the director. Regular full-time employees who resign in accordance with the provisions of this section may be provided with compensation for accrued and unused leave as described in the chapter of this manual entitled “Time And Attendance.” If an employee fails to give a minimum of two weeks notice prior to the desired resignation date, that employee shall forfeit compensation for any unused accrued vacation leave he or she may have, unless an exception is made by the director. Such an employee remains eligible for any salary due.

Termination: The director may recommend the termination of any employee to the Board of Trustees. The authority to terminate an employee is vested with the Board of

Trustees and may include but is in no way limited to a decision based upon a violation of any of the policies, procedures, regulations, or restrictions set forth in this manual.

Terminated regular full-time employees eligible to accrue vacation leave may be provided compensation for accrued vacation leave as described in the chapter of this manual entitled “Time and Attendance.”

Time and Attendance

Work Days and Work Weeks

Unless otherwise provided for or as approved by the director, all employees are required to work a minimum of 8 hours each day, Monday through Friday, and a minimum total of 40 hours each week. Unless otherwise provided for by the director, all employees are expected to work at least from 8:00 a.m. to 5:00 p.m. each work day. Additionally, classroom instructional staffs are expected to work such hours that ensures the timely start of the school day, an orderly process for ending the school day, and sufficient interaction with other instructional staff and administrators to help support the educational mission of the school.

A 45-minute non-working lunch break may be taken by each employee each day, around which the minimum daily work hour requirement must be met. No time used for any personal endeavor within the work day is to be counted towards the daily or weekly minimum work hour requirements. Further, any employee wishing to engage in such personal activities must receive the prior approval of the director or his or her designee.

Pay Periods

Pay periods are two weeks (14 calendar days) in length, and run from Monday through the second Friday. All regular full-time employees are subject to a lag payroll equal to one pay period. Other employees, subject to a determination by the director, also may be subject to the lag payroll.

Benefits

Vacation Leave



Administration Staff: Accrual. Unless otherwise provided for or as approved by the director, Vacation Leave for regular full-time administrative employees – where

“Administrative employees” includes all non-instructional staff – shall be accrued as follows:

Each employee is granted up to ten days of paid Vacation Leave per year, with one day of Vacation Leave accrued at the end of each of the first ten calendar months every year of employment.

No accrual of Vacation Leave will occur for a new employee before that employee has completed five full calendar months of employment, at which time such employee will be granted five days of Vacation Leave, and then will begin the stated pattern of accrual.

Unused vacation leave may be rolled-over from year to year, with a maximum accumulation of twenty days.

Administration Staff: Unless otherwise provided for or as approved by the director,

Vacation Leave is to be used by regular full-time administrative employees in accordance with the following provisions:

Vacation Leave may be used for any purpose of an employee's choosing. Vacation Leave is time off of work with pay.

Unless an exception is made by the director, all employees must request of the director the use of accrued Vacation Leave, and the granting of such leave is conditional upon the approval of the director or his or her designee. Denial of a leave request may consist solely of the fact that school is in session for the time period requested.

Vacation Leave is to be used in increments of one-half work day, except as provided below.

Any employee whom the director has determined to be eligible to accrue “Comp” Time

Leave (see Section VII) may use accrued Vacation Leave in increments of one-half (0.5) hour.

Instructional Staff: Vacation Leave for regular full-time instructional employees – where “instructional employees” includes all classroom teaching staff and aides – shall be provided only when classes are not in session, and is time off work with pay. The director will annually prepare the school session calendar, noting which days instructional staffs are not expected to report.

Holiday Leave

In addition to the eight weeks of Vacation Leave provided as noted, the school shall observe official government holidays, and school will be closed and all staff will not be expected to report to work. This includes the following nine Holidays: Labor Day, New

Year’s Day, Columbus Day, Martin Luther King Day, Veterans Day, Presidents Day,

Thanksgiving, Memorial Day, Independence Day.

Any staff member is free to choose to work any of these Holidays, conditional upon prior approval of the director. Only employees determined to be eligible to accrue “Comp”

Time Leave shall be able to receive any compensation for this extra work, and such compensation shall be in the form of accrued Comp Time Leave.

Weather Days and Other Closures

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 if



necessary. At the discretion of the director, any classroom days lost to closure due to inclement weather or other reasons may be made up by adding an equal number of days to what was scheduled to be the end of the school year.

Personal Leave

Accrual: Unless otherwise provided for or as approved by the director, Personal Leave for regular full-time employees shall be accrued as follows:

Each employee is granted three days of Personal Leave on September 1 of each year to be available for use over the following 12 months.

Employees hired after September 1 in any given year are granted a pro rata portion of the three days of Personal Leave for that 12-month period immediately upon the first day of employment, rounded up to the next highest ½-day increment.

Unused Personal Leave may not be rolled-over from year to year.

Use: Unless otherwise provided for or as approved by the director, Personal Leave is to be used by regular full-time administrative employees in accordance with the following provisions:

Personal Leave may be used for purposes determined by the employee (appointments, errands, etc.) but is not to be used as a substitute for or as a supplement to Vacation

Leave. Personal Leave is time off work with pay.

Unless an exception is made, all administrative employees must request of the director the use of Personal Leave, and the granting of such leave is conditional upon the approval of the director or his or her designee.

Instructional employees shall make every reasonable attempt to use Personal Leave only when the use of such leave would not conflict with classroom instruction time.

Personal Leave is to be used in increments of one-half work day.

Any employee whom the director has determined to be eligible to accrue “Comp” Time

Leave (see Section VII of this chapter) may use accrued Personal Leave in increments of one-half hour.

Sick Leave

Accrual: Unless otherwise provided for or as approved by the director, Sick Leave for regular full-time employees shall be accrued as follows:

Each employee is granted five days of Sick Leave on September 1 of each year.

Employees hired after September 1 in any given year are granted immediately upon the first day of employment a pro rata portion of the five days of sick leave for that school year, rounded up to the next highest ½-day increment.

Unused sick leave defined as a spouse, child, sibling, parent, grandparent, any other relative permanently residing with the employee, or any other person as defined by the director. Notice of absence from work due to illness should be provided to the director or his or her designee by 6:00 a.m. on the day of illness, if possible, or as soon thereafter as is reasonable, allowing reasonably enough time for the director to find a substitute teacher, in the instance of instructional employees, or temporary help, in the instance of administrative staff.



When possible, such as in the event of foreseeable extended illnesses and planned medical procedures, advance notice of the use of Sick Leave should be given to the director or his or her designee.

Notice of total Sick Leave used should be provided to the director or his or her designee upon an employee's return to work. Sick Leave shall be used in increments of one-half work day.

Overtime and Compensatory Time Leave

Exempt Employees: Exempt Employees, as defined by law or other regulation and including all instructional employees, are not eligible to automatically earn compensatory time leave ("Comp" Time Leave) because of working more than the required minimum work day or minimum work week. Although all hours worked should be noted on an employee's time sheet, Exempt Employees will not be paid for such "overtime."

Non-Exempt Employees: Non-Exempt Employees, as defined by law or other regulation, are eligible to earn overtime pay. "Overtime" is defined as any time outside of normal and required business hours when a Non-Exempt Employee works at the express request of his or her supervisor. Non-Exempt Employees may not work overtime unless they receive the express prior approval of the director.

For each half hour of approved overtime worked in a given week, Non-Exempt

Employees will be compensated for any at a rate of time-and-a-half, earning one and onehalf hours of available time off for each hour of approved overtime worked.

Medical Leave of Absence

Employees who have completed at least ninety (90) days of continuous employment with the school are eligible for an unpaid Medical Leave of Absence due to illness, injury, or pregnancy-related disability. Employees may request a Medical Leave of Absence by providing the director or his or her designee with a written notice of their disability, including a doctor's certificate stating the nature of the disability, the date until which the employee will be able to work, and the expected date of return to work.

Medical Leaves of Absence will be granted for a period of up to one month, but may be extended with the approval of the director on a month-to-month basis for a maximum of three months. An employee wishing an extension of a Medical Leave of Absence must submit to the director a written request prior to the beginning of each month with proof of continued disability from an attending health care provider.

The school will continue to provide health insurance coverage for any employee on an authorized Medical Leave of Absence through the first full calendar month from the date that the Leave began. After that period, employees may continue health insurance coverage by making arrangements with the school for payment of the appropriate monthly premium.

Employees on Medical Leaves of Absence should provide the school with at least one week's written notice of their intended return to work. Included in this notice should be a doctor's certification stating the ability to return to work. The school reserves the right to require a medical examination by a physician of the school's choosing prior to an employee's resumption of duties.

The school will make a reasonable effort to return an employee on a Medical Leave of



Absence to the same or similar job as held prior to the Leave upon his or her return to work, subject to staffing needs and school needs that may exist.

An employee's continued absence from work beyond the Leave granted, without other arrangement made with an approved by the director, will be deemed a voluntary resignation from employment.

General Leave With or Without Pay

General Leave with or without pay may be granted at the discretion of the director according to an orderly process established for such purpose.

Director

Leave policies for the director differ from that offered to other employees, subject to a determination by the Board of Trustees and applicable laws.

Jury Duty

Full-time employees who are called to serve on a jury panel will be eligible to receive \$15.00 per day for the first three days of jury duty. Thereafter, for the extent of the jury duty, employees will be granted unpaid leave. Subject to the approval of the director or his or her designee, an employee may request the use of accrued leave of any type instead of or in combination with the leave provisions noted in this section. Any employee called to jury duty should present to the director a copy of his or her jury duty papers as soon as they are received. Leave arrangements may be made as soon as possible thereafter.

Statement of Leave Status

Statements of the status of each employee's accrual and use of leave may be provided periodically to that employee by the director or by his or her designee. Any employee may request of the director a status report on his or her leave use to date, available leave accruals, or similar information, at any time.

Other Leave

The director retains the right to at any time declare a "School Holiday," whereby classes shall be canceled and employees will be granted a day off work with pay without charge to any leave accruals. The declaration of a "School Holiday" shall be communicated by the director to all employees, students, and parents.

Unused Leave Accruals

Unless otherwise provided for or as approved by the director, no payment will be made as compensation for unused Sick or Personal Leave remaining at the time of an employee's resignation or termination, or if an employee is dismissed because he or she holds a position that is phased-out or eliminated. For instructional employees, no payment will be made as compensation for Vacation periods falling after the date of resignation or termination.

Administrative employees who resign, are terminated, or are in positions that have been eliminated or phased-out and are dismissed are eligible to be compensated for a maximum amount of accrued but unused Vacation Leave, as determined by the director.

Medical Insurance

The director or his or her designee will select a medical insurance plan, which may include more than one option of provider or provider networks that the school will provide to each full-time regular employee. Employee co-payment for health care coverage will be required, and will vary depending



upon the level of coverage selected by the employee (individual; individual plus spouse; family; etc.). Employee contributions for health care coverage will be automatically withheld from employee paychecks, in an amount in accordance with a schedule maintained by the director or his or her designee.

Dental Insurance

The director or his or her designee will select a dental insurance plan that the school will provide to each employee. The school will fully cover the costs of an individual or family plan.

Life Insurance

The director or his or her designee will select life insurance and long-term disability insurance policies that the school will provide to each employee, in an amount and of a type determined by the director and in accordance with applicable law.

Vision Care

The director or his or her designee may select or devise a vision care plan that the school will, if developed, provide to each employee, in an amount and of a type determined by the director and in accordance with applicable law.

Workers' Compensation Insurance

Injuries resulting from accidents that occur while performing official duties on behalf of this school are covered by workers' compensation insurance. Any employee who suffers an injury as a result of such an accident must file a report with the director or his or her designee as soon as possible. Such employee is responsible for filing any other necessary forms, applications, or other information as required by applicable government policies.

Disability Insurance

The school carries short-term disability insurance in accordance with New York State law. Such insurance allows payment in the event of certain injuries, illnesses or other disabilities occurring outside of the workplace, including pregnancy. Any employee wishing to claim disability pay must file appropriate reports and forms with the director or his or her designee. Such employee also is responsible for filing any other necessary forms, applications, or other information as required by applicable government policies.

Declination of Insurance Benefits

Any employee who wishes not to accept any of the insurance benefits offered by the school is required to submit such a request in writing to the director or his or her designee.

Retirement

Upon determination by the Board of Trustees, the school may submit an application join the Teachers Retirement System, and if accepted, all teachers, substitute teachers, administrators, guidance counselors, nurse teachers, and teacher assistants shall be eligible for membership in the System. The school will assume all obligations of participating employers as determined by the System, including liabilities for employer payments and record keeping.

Deferred Compensation

The school may, subject to approval by the director and the Board of Trustees, offer a deferred compensation (403(b)) program either just to employees who are not eligible to join the Teachers Retirement System or to all employees. Under such program employees may opt to defer a portion of



their current gross pay, having that portion of pay invested in accordance with applicable federal and state guidelines governing deferred compensation programs and with procedures established by the director.

Employees may join the deferred compensation program only on the first pay day in

September or on the first pay day in March, and the amount of income to be deferred must be the same for each pay period throughout that half school year. Employees may opt out of the program at any time, subject to sufficient notification to the director or his or her designee. In accordance with federal guidelines, employees are subject to a maximum limit per year on deferred compensation. Employees shall take every reasonable precaution to ensure that the per-paycheck amount of income requested to be deferred will not cause such limits to be exceeded in any given year.

Tuition Payments

The school may make payments relating to the continuing education of its employees.

Such payments shall be for tuition costs, professional development expenses, and similar fees.

An employee shall submit a request for tuition or other payments in advance and in writing to the director, and such request shall include a declaration of how such education or training will benefit the school. Payments shall be authorized to be made only upon approval of this request by the director. Payment by the school for such employee education or training can range up to full payment, depending upon factors including but not limited to a determination by the director of how beneficial the requested education will be to the school, relevance to job performance, and the percentage coverage requested by the employee. Total payments for an employee may be subject to an annual limit.

Unemployment Compensation

WASCS contributes to the Unemployment Compensation plan administered by the State of New York.

Director's Benefits

The insurance coverage and benefits package offered to the director may differ from that offered to other employees, subject to a determination by the Board of Trustees, and consistent with applicable state, federal, or other laws.

Reservation of Rights

This school reserves the right to alter the benefits package made available to employees at any time, consistent with all applicable laws. Each employee will be notified of any alteration in the benefits package.

Reimbursements

Travel

Employees are eligible for reimbursement from the school for expenses incurred while in travel status on official business for the school. To be eligible for travel expense reimbursement, travel status must be approved and granted by the director or his or her designee. All requests for travel reimbursement must appear on a form provided by the director or his or her designee for such purpose.

Unless otherwise provided for by the director, all employees traveling on approved business are required to abide by the following guidelines:



Transportation: The most reasonable mode and class of travel -- considering factors such as cost, time efficiency, and convenience -- should be selected by each employee at all times. All such expenses must be listed on a form provided by the director for such purposes.

Lodging: Reasonable charges for lodging while in approved travel status will be paid by the school, subject to the approval of the director. Other reasonable related lodging expenses, such as business telephone call charges, also may be paid by the school. An attempt to acquire the most reasonable rates for appropriate lodging-related expenses should be made by such employees, and all such expenses must be listed on a form provided by the director for such purposes.

Meals: To be eligible for reimbursement for the cost of meals, an employee must be in approved travel status and is subject to any restrictions established by the director.

Employees seeking reimbursement for meal expenses must list on a form provided by the director all reasonable and appropriate expenses.

Mileage

Business Use of Personal Vehicle: Employees are eligible for reimbursement from the school for business use of their personal vehicle while in travel status on official business for the school. To be eligible for travel expense reimbursement, travel status must be approved and granted by the director or his or her designee. Regular commuting time and mileage is not to be reimbursed. Reimbursement for approved and authorized travel shall be at the IRS and/or state rate as determined by the director. All requests for travel reimbursement must be listed on a form provided for such purpose, unless an exception is made by the director.

Personal Use of School Vehicles: Employees are liable for reimbursement to the school for personal use of a vehicle owned, leased, or otherwise provided by the school. Such liability to the school shall reflect the IRS and/or state rate as determined by the director.

Any employee incurring such liabilities is required to reimburse the school in full by the end of the calendar month immediately following the month in which such liabilities were billed to the employee, unless an exception is made by the director. Personal mileage incurred by an employee on a vehicle owned, leased, or otherwise provided by the school must be documented on a form provided for such purpose by the director, unless an exception is made by the director.

Personal Telephone Calls

Employees shall not charge personal long-distance telephone calls to the school, unless an exception is made by the director. Employees are liable for the costs of any personal phone calls he or she may make which are billed to the school.

Other Reimbursements

Employees are eligible for reimbursement from the school for business expenses paid with their personal funds. All such expenses, if anticipated in advance, must be approved by the director or his or her designee. Requested reimbursement for such expenses must be specified in writing to the director or his or her designee. Such request must list each expense, and receipts (or copies of receipts) for each item must be attached to the request.

The final decision on whether to reimburse an employee for any such expenses is vested with the director or his or her designee.

School Credit Cards



Any employee who is authorized to use a school credit card is not allowed to charge personal expenses of any kind on the card, unless an exception is made by the director.

Each employee charging any purchases to the school credit card is required to provide to the director or his or her designee timely accounting of such charges, including all necessary receipts and justification for such expenditures.

Sexual Harassment

School Policy

It is the policy of this school to prohibit sexual harassment from occurring in the workplace or at any other place where a school-sponsored event takes place. The purpose of this policy is not to regulate personal morality, or to encroach on employees' personal lives, but to demonstrate this school's commitment to maintaining a workplace environment that is free of harassment of and by its employees.

It is the responsibility of all management and all employees to assure that this policy is understood, implemented, and adhered to without exception.

Defining Harassment

Unwelcome sexual advances, requests for sexual favors, and other verbal, physical, or visual conduct of a sexual nature constitute harassment when:

Submission to such conduct is made, either explicitly or implicitly, a term or condition of an individual's employment with this school;

Submission to or rejection of such conduct by an employee is used as the basis for an employment decision affecting that employee; or,

Such conduct has the purpose or the effect of unreasonably interfering with an employee's work performance, or of creating an intimidating, hostile, or offensive work environment.

Sexual harassment may include such actions as: repeated offensive or unwelcome sexual flirtations and advances; verbal comments, jokes, or innuendo of a sexual nature; words or gestures of a sexual nature used to describe a person or depict a situation; or the display of sexually suggestive objects or pictures.

Investigation and Remediation

If an employee believes that he or she has experienced sexual harassment, or believes that he or she has witnessed sexual harassment, that employee should immediately notify the director, his or her designee, or any other school official with whom that employee feels comfortable.

All reports of sexual harassment will be promptly investigated by the director, or his or her designee who is not involved in the alleged harassment, and will be kept confidential to the extent possible.

If an investigation confirms that harassment has occurred, the director, as directed by the Board of Trustees, shall take appropriate corrective action which may, upon a determination by the director, include, but not be limited to, an official memorandum in an employee's personnel file, salary adjustment, or the termination of the offending employee.

No employee shall be subject to employment-based retaliation, intimidation, or discipline as a result of making a complaint of sexual harassment. However, disciplinary action up to and including



termination also may be taken against anyone who knowingly makes a false, meritless, or malicious claim of sexual harassment.

Evaluations and Problem-Solving Procedures

Employee Evaluations

Written evaluations of employees may be performed annually, on or about an employee's anniversary date or on or about a fixed annual date, subject to a determination by the director. Evaluations will be conducted by the director or his or her designee, with input from an employee's immediate supervisor, if applicable. These evaluations will be maintained in the personnel file for each employee.

The format of the evaluation will be determined by the director. Such evaluation may include: the date of the evaluation, the time period covered by the evaluation, and an assessment of the employee's work performance during that time period. The employee will be notified of any changes in salary, whether up or down, that are warranted based on this evaluation.

Written evaluations as described above need not be performed for officers of the school upon a determination of the Board.

Problem-Solving Procedures

Any employee wishing to formally complain about a procedure, action, or directive of another employee or supervisor should notify his or her supervisor or the director at the employee's discretion, as soon as possible after such procedure, action, or directive has occurred. The director or his or her designee shall be the investigator and final arbiter of all such grievances.

In the event that the complaint involves a procedure, action, or directive of the director, an employee may file a written complaint with the Chair of the Board of Trustees. In such instances, the Chair of the Board of Trustees or his or her designee will be the investigator and final arbiter of the complaint.

Miscellaneous

Confidentiality

Employees of this school shall not, in any way, release any information about this school, expressly permitted by the director, and in conformity with the requirements of applicable Freedom of Information laws.

No employee shall publish, disclose, or use, or authorize anyone else to publish, disclose, or use, or in any way cause to be published, disclosed, or used, any private or proprietary information which such employee may in any way acquire, learn, develop, or create by reason of employment with this school, unless otherwise provided by the director. Any document or other material containing such information is required to be returned to the director upon an employee's termination or resignation.

Personnel Inquiries

No one in this school other than the Board of Trustees, director, or a designee is authorized to respond either verbally or in writing to personnel inquiries of any type about any employee of this school.

Return of Office Materials

An employee who is terminated or who resigns must return all office keys, identification, security cards and codes, and office materials and supplies in such employee's possession to the director. No information or copies of information, including but in no way limited to files, memos, computer-



stored items, lists, Rolodex items, or other similar information, may be taken by such employee without the express permission of the director.

Ban on Acceptance of Gifts

The director and other school employees are not permitted to accept gifts of any kind of a value exceeding fifty dollars (\$50.00) -- including but not limited to money, goods, food, entertainment, or services -- directly or indirectly from: (a) individuals, schools, or companies serving as vendors or potential vendors for this school; (b) elected officials or their representatives; (c) candidates for public office or their representatives; or (d) political party officials or their representatives. Exceptions may be made by the director, including in instances where such gifts intended for and will be used by the school.

Offers of such gifts in excess of \$50.00, even when refused, must be communicated immediately by the employee receiving such an offer to the director.

Change of Personnel Status

Employees are required to notify as soon as possible the director and any other person designated by the director of any change in name, family status, address, telephone number, or other information affecting personnel data held or used by this school.

Examination of Personnel Files

Any employee may examine his or her personnel file(s) at any time but only in the presence of the director or his or her designee. Such employee may take written notes about the contents of the file, and may add comments for inclusion in the file at any time.

No personnel file is to be removed from the office unless expressly provided for by the director or his or her designee.

Copyrights

Copyrights, payments and/or royalties which occur as a result of a project of any employee or employees of this school remain the property of the school. The director may assign copyrights, royalties, or other payments to the author or authors or project participants.