

## Application Summary

Charter School Name	I Believe I Achieve Academy Charter School
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Media Contact Telephone Number	646-642-5265
District of Location	East Ramapo
Opening Date	August 2017
Proposed Charter Term	7 Years
Proposed Management Company or Partners	None
Projected Enrollment and Grade Span During Charter Term	Year 1: K-2, 150 Students Year 2: K-3, 200 Students Year 3: K-4, 250 Students Year 5: K-5, 300 Students Year 6: K-6, 350 Students Year 7: K-7, 400 Students Year 8: K-8, 450 Students
Projected Maximum Enrollment and Grade Span	K-8, 450 Students
Mission Statement	The mission of I Believe I Achieve Academy Charter School is to provide a rigorous, accelerated, innovative curriculum that provides students with the knowledge and skills needed for success in college, career, and beyond.

**Vision:** The founders of I Believe I Achieve Academy Charter School plan to create a 21<sup>st</sup> century learning environment that focuses on student achievement, character development, and prepares all students for a challenging global society. We expect to create a nurturing climate that will utilize a holistic comprehensive approach to learning. The rigorous academic curriculum will provide a strong foundation in the core areas while providing students with the social supports needed to navigate through challenges that can impact their lives. To develop well rounded human beings, students will partake in various school-based and community-based projects that will allow them to collaborate with others while developing empathy. Embracing a philosophy of partnership where power and responsibility are shared, teachers will build trusting relationships with parents and community members to promote the academic and social development of students. We firmly believe that children supported by their parents will thrive and reach their benchmarks for success. Parents will be highly involved in all facets of their children’s new experiences in order to enhance the

knowledge, skills, and dispositions necessary for post-secondary engagement at the academy.

**Target Population:** I Believe I Achieve Academy Charter School will utilize an interdisciplinary instructional program to educate a diverse student population reflective of the residents of East Ramapo Central School District. We expect a large percentage of our students to be low-income and English Language Learners. Resources and services will be utilized to support the needs of all students to ensure an academic and enriched learning experience.

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# I. Mission, Key Design Elements, Enrollment and Community

## A. Mission Statement and Objectives

We propose to found the I Believe I Achieve Academy Charter School to serve a diverse student population with a broad brush. Problems solved creatively are understood from all viewpoints allowing us to use a collaborative framework to problem solve together. Using a 21<sup>st</sup> century approach to learning, students will develop a set of abilities that will allow them to become innovative, creative and critical thinkers. At risk students are expected to meet high expectations as are any other students. The increased support we give each child is relative to their ability to achieve those same expectations. Our name, I Believe I Achieve captures the essence of how we aim to build strength and purpose in each child resulting in children prepared to meet the challenges that life will ultimately bring.

**Mission Statement:** To provide a rigorous, accelerated innovative curriculum that provides students with the knowledge and skills needed for success in college, careers and beyond.

**Objectives:** Our core principle of instruction is based on our I Believe, I Achieve Academy Tripod. We have a firm belief that our school is designed with one school of thought, The Children's Academy, The Teachers' Academy and the Parents' Academy which are interdependent and created to interact and cooperate with each other's area of focus in mind. The education of a child is not achieved with singularity but through a shared partnership of understanding, communication and commitment to developing each mind.

- a) Provide a 21<sup>st</sup> century instructional climate that prepares each student for the challenging global society.
- b) Provide vast exposure to experiential learning and concepts that will inspire and motivate creative thinking and development in each child.
- c) Offer a nurturing environment that encourages self-esteem, independence, growth and capacity to care for and help others
- d) Create and nurture a strong parent involvement and accountability component that ensures that parents are a continuous proactive component of their child's learning process and academic success.

## B. Key Design Elements

### **a) IBIA Inclusion Model**

We will create a learning environment where all of our students can thrive. Our inclusion model will give students equal access to our curriculum. Our team of Special Education teachers and ESL teachers will work intensely with classroom teachers to ensure that all students' individual learning styles are being met. We will provide physical therapy, occupational therapy, speech, and resource services and ESL services on an as needs basis. Each child will benefit from the best each has to offer each other while developing the character traits desired to build a well-rounded child.

### **b) Children's Academy**

IBIA Children's Academy will be a vibrant learning environment that utilizes a holistic approach to learning. The rigorous academic curriculum will provide a strong foundation in the core areas and stimulate their thought processes to question and analyze. Utilizing a rigorous 21<sup>st</sup> century approach to learning, students will be taught how to identify problems, learn and think proactively and take action as a resolution. To develop well-rounded human beings, students will partake in various school-based and community-based projects that will allow them to collaborate with others while developing empathy and compassion for others. Our students will have access to technology and actually use social media as an educational tool led by instructional staff. Using technology to digitally share content and exchange thoughts and ideas with other students in classrooms miles away will encourage learning and tolerance and acceptance.

### **c) Teachers' Academy**

Setting a standard of high expectations, IBIA teachers will be selected based on their passion for the subject, creativity in the classroom and their devotion to their students. Embracing a philosophy of partnership where power and responsibility are shared, teachers will build trusting, collaborative relationships with parents and community members by recognizing, respecting and addressing family needs, as well as bridging class and cultural differences. In addition to regular professional development, educators will be encouraged to share best practices utilizing a "sharing what we do best" buddy system allowing for increased partnership and communication within the school community. Critical to this is the exchange of knowledge and expertise using innovative teaching and learning methods driven by assessments and data. As relationships are key to effective communication, we plan to create direct lines of support for our teachers by building opportunities for parents to directly support instruction in each classroom. Teachers will be able to utilize the school website as a host to build awareness of classroom projects/activities so that parents can volunteer and support the educational initiatives.

#### **d) Parents' Academy**

We firmly believe that children supported by parents who proactively and consistently communicate with educators, the school community and participate in their child's education will reach their benchmarks for success. Parents will be highly involved in all facets of their children's new experiences in order to enhance their knowledge, skills and dispositions necessary for post-secondary engagement at the academy.

Our parent workshops will be created by education specialists to ensure that parent friendly language and strategies are used to help parents understand the needs of their children and common core curriculum so that they can be proactive in helping children acquire the tools necessary for academic success. We strive for our family environment to be seamless with our school environment.

#### **Rationale for Our Model**

The human brain manages to change with every experience. Each experience positive or negative has an impact. A child's ability to learn can be increased or decreased by these experiences. The brain grows in spurts, particularly in the 24th to 26th week of gestation, and between the ages of one and two, two and four, middle childhood (roughly ages 8 to 9) and adolescence (Semrud-Clikeman & Ellison, 2009). These brain growth spurts are roughly commensurate with Piaget's stages of development. They coincide with periods of fast learning of language and motor skills in the one to four year old child; concrete operations in middle childhood; and formal operations in adolescents.

Continued stimulation during these years in a positive learning environment is critical to effective long-term results. Our goal is to nurture this environment in school and at home with as many exploratory activities and hands-on experiments as possible. Learning must go far beyond rote memorization. Children must be encouraged to investigate, analyze and question even their own thinking in order to consider new ideas. For this to happen at home parents must feel comfortable at also being accountable for their child's learning while expecting the same from the school. Accountability aligned with trust is imperative. With strong and committed communication between all three academies in our schools, parents will develop skills in understanding and supporting instruction. Our I Believe I Academy Tripod demonstrates joint accountability between all these academies, children, parents and teachers.

Diverse learning occurs when students participate in informed discussions, craft a 3 dimensional solar system, serve in mock trials, experience the affect of drawing while wearing a blindfold, volunteering with community causes, field trip observations, listen to music, bake a cake and design and construct websites. Broad menu options expand the mind to discovering new feelings and approaches to understand the art of learning.

Harvard psychologist Howard Gardner argues that intelligence has to do with the capacity for solving problems and the human ability to create in a complex real-life setting. Taking into account the findings of modern brain science and psychology, Gardner put forward his theory of "multiple intelligences." It suggests that humans have *at least* seven different kinds of intelligence, including linguistic intelligence, logical-mathematical intelligence, spatial intelligence, bodily-kinesthetic intelligence, musical intelligence, interpersonal intelligence, and intrapersonal intelligence. As Gardner has been quoted as saying, "It's not how smart you are, but *how* you are smart!"

Classrooms will include centers of learning filled with a range of materials and manipulatives that provoke thought and discovery that will catapult imagination and creativity. From simple ingredients to challenging problems, children will be encouraged by discussion and problem solving individually and in-group formats. Themes will prevail throughout the school promoting investigative learning at every grade level and will be shared throughout the school using learning disciplines appropriate to each grade level. While one class is building a 3 dimensional model of a spacelab, another will be learning about the experiments conducted in a space environment and another will be debating the cost effectiveness of space travel.

Semrud-Clikeman, M. & Ellsion, P.A.T. (2009). *Child Neuropsychology*. New York: Springer.

Howard Gardner, *Frames of Mind: The Theory of Multiple Intelligences* (Basic Books, 1983)

### C. Enrollment, Recruitment and Retention

**Projected Enrollment Schedule**

Grade	Age	2017-2018	2018-2019	2019-2020	2020-2021	2021-2022	2022-2023	2023-2024
K	4-5	48-52	48-52	48-52	48-52	48-52	48-52	48-52
1	5-6	48-52	48-52	48-52	48-52	48-52	48-52	48-52
2	6-7	48-52	48-52	48-52	48-52	48-52	48-52	48-52
3	7-8		48-52	48-52	48-52	48-52	48-52	48-52
4	8-9			48-52	48-52	48-52	48-52	48-52
5	9-10					48-52	48-52	48-52
6	10-11						48-52	48-52
7	11-12							48-52
8	12-13							48-52
TOTALS		150	200	250	300	350	400	450

## Key Factors Contributing to IBIA's Growth Process

### **School Configuration:**

Creating a new school environment is a daunting challenge that requires honest short term and long-term plans that will result in the academic achievement we anticipate for each child up to graduation. Sound decision making aligned with a paced model for success will ensure that I Believe I Achieve Academy students will excel. School configurations and class size always greatly impact student success. Research has proven that children attending schools with the K-8 configuration have higher academic results. Alspaugh (1998) studied 16 school districts and found that students who attended middle schools experienced greater academic achievement loss in the transition to high school than students making the transition from a K-8 school. As noted in *The Principal's Research Review*, Vol. 7, Issue 3, May 2012, results suggest that changing school less frequently, changing schools at an earlier grade, a smaller size of the within-school cohort, and the stability of students' peer cohorts are the most likely explanations for these positive performance differences (Schwartz, Steifel, Rubenstein, & Zabel, 2011, p. 295). Two classes of each grade will allow school staff to cultivate an intimate school community whose environment is built on trust, communication and high expectations for all.

I Believe I Achieve Academy Charter School's configuration will encompass grades K-8. Our initial year will include two (2) classes each of Kindergarten – thru grade 2. Acclimating to a new environment, robust curriculum and full schedule, students will have one year to build their own portfolio of achievement in preparation for state testing the following year. Growth will include the addition of one grade each year, adding two classes each year.

### **Class Size Matters:**

At I Believe I Achieve Academy Charter School, we aim to limit class size to 24-26 students per class allowing for the positive impact of a smaller student teacher ratio. Small class size is crucial to the attention and nurturing that a teacher can provide to her students that will provide qualitative results.

Research has proven that small class size students outperform larger class students on both standardized and curriculum based tests. This was true for white and minority students as well as inner city, suburban and rural schools. (Sandra Feldman on Project Star, 1999). Researchers also reported that the effects of small class sizes in grades K-3 had long-term effects through high school. (Project Star News, 1999)

### **Key Personnel**

See Attachment 8A.

### **Recruitment**

IBIA will engage in outreach efforts and plan informational sessions in the communities within the Rockland County area. As of 2014, more than 75% of the families residing in the East Ramapo Central School District are identified as free or reduced lunch. Declining enrollment in public schools will require an outreach campaign to families in the community at traditional and non-traditional locations in order to raise awareness of the vibrant learning community that we aim to create at IBIA. Families will be able to hear about I Believe I Achieve Academy Charter School through social media, our website and planned informational meetings in feeder organizations such as daycare centers, youth centers and afterschool programs. It is our goal to inform the parents in the community about IBIA, but also allow these sessions to serve as a way of IBIA to use active listening to retrieve information to help craft potential solutions for issues and conflicts that impact the community. IBIA will make materials available in the languages pertinent to the communities presented to and have bilingual interpreters as much as possible in order to support the needs of this diversified community.

### **Enrollment Targets**

IBIA will issue parent friendly applications designed to capture pertinent information as an assessment tool, which can help to determine eligibility. As in all our materials, we will make forms and materials available in multiple languages. Seats to IBIA will be filled through a lottery system. Students not selected during this process and still interested in being placed will be placed on our waiting list in the order they were drawn. Our target audience will be low income families who seek a quality and robust education that offers much exposure to new information and many experiential opportunities often denied to challenged communities. Vacant seats will be filled according to availability. Following actual enrollment, students will receive a full review and screening process in order to properly assess special needs. In addition prior to the start of our first school year, parents and students will attend a full day Seminar/Orientation where children will receive diagnostic testing and parents will learn the scope of IBIA's curriculum and how they can help support their child's academic achievement.

### **Retention Targets**

I Believe I Achieve Academy Charter School's foundation is based on our tripod of academies, Student Academy, Teachers' Academy and Parents' Academy. The 3 groups operate collaboratively through our Tripod meetings to make regular assessments of school issues affecting not just the students but in accord of the school environment, staffing issues, the need for intervention, etc. Through a strong base of trust and collaboration cultivated at the inception of the school and nurtured even further, we believe that a sense of belonging and dedication to our mission and vision in helping children will demonstrate that we are fostering an environment of trust and accountability in the best interests of children. This is keenly important when it comes to our inclusion model. Issues or conflicts that occur are not limited to each singular academy. Every decision in one academy will ultimately impact the other academies. Joint decision-making will always prevail with the solution being the one that is the best for the health and welfare of our students.

Schwartz, A. E., Stiefel, L., Rubenstein, R., & Zabel, J. (2011). The path not taken: How does school organization affect eighth-grade achievement? *Educational Evaluation and Policy Analysis*, 33(3), 293– 317.

Statement of AFT President Sandra Feldman on Project Star Class Size Study, April 29, 1999. [www.aft.org/press/1999/042999.html](http://www.aft.org/press/1999/042999.html)

Project Star News. Benefits of small class size pay off at graduation. April 29, 1999. [www.heros-inc.org/star-press-release.pdf](http://www.heros-inc.org/star-press-release.pdf)

#### **D. Community to Be Served**

As evidenced in the statistics of public schools in East Ramapo and Rockland County, there is a great need for a charter school that offers a robust curriculum with the support needed for high expectations. We propose to found the I Believe I Achieve Academy Charter School to serve a diverse student population reflective of the East Ramapo Central School District. East Ramapo Central School District (ERCSD) has a population of approximately 113,000 people. With a 12.62% population growth from 2005-2009, East Ramapo Central School District is economically, socially, culturally diverse and ranked as the 7<sup>th</sup> largest school district in New York. Of the total population of East Ramapo, approximately 27,000 are school-aged children. However, only 8,500 of that number attend public schools while approximately 18,500 attend private/religious schools. According to the State Education Department, 54% of the district's 8000 public school students during the 2009-2010 school years were African American; 30% were Latino. The majority of these children continue to live below the poverty level with 56% of them receiving free lunch and 11% eligible for reduced lunch, the traditional marker for low income families indicating Title 1 federal guidelines for increased support. In addition, 19% of the school-aged population has Limited English Proficiency and about 28% make up the school-aged population classified with Special Education Needs. We anticipate that our school population will reflect these factors with 12-14% in need of special student services.

As of June 23, 2014, NYSED posted the statewide high school graduation rate for ERCSD as having the lowest graduation rate (67%) as well as the lowest scores on NY State ELA and Math for all of Rockland County school districts. Nine of fourteen public schools in East Ramapo were identified as Schools in Need of Improvement between 2011 and 2012. Declining enrollment in public schools may become a precursor to indicate that parents are choosing to enroll in private schools or to opt for relocation. As many families are not financially capable of exploring private school options, I Believe I Achieve Academy Charter School becomes a uniquely suited option offering private school qualities in a public school setting. It is imperative that students of East Ramapo have access to high quality educational alternatives that will allow them to reach their potential and rise above their life

circumstances and the I Believe I Achieve Academy Charter School is prepared to support the children of these communities.

#### **E. Public Outreach**

We have conducted parent and community information sessions to communicate our mission to our community as well as gather responses or feedback to the vision. We have also participated in various fairs and community activities enumerated below as to get exposure for this school. We are creating a website/blog and are using social media to gain insight as to the feedback from the community. We have reached out to the leadership of existing community organizations in order to develop meaningful partnerships. We aim to cultivate long term relationships with community based organizations that will provide services and opportunities for new experiences and growth for our children as well as much needed practical services for special needs. We have an open door policy and welcome individuals that wish to discuss strategies that will positively impact education while helping us to develop and identify resources to create the nurturing school environment we are striving to create. We will continue to schedule IBIA Academy Charter School forums in order to share news and information about IBIA. It is important for us to listen to parents and community members about how together we can develop a school supported for and by the community that will sustain a school that will provide children with exceptional learning opportunities.

#### **F. Programmatic and Fiscal Impact**

##### **Programmatic Impact**

Presently, there are no existing charter schools in place in East Ramapo School District. IBIA would offer parents an alternative choice that would provide an educational experience driven by high expectations and the support needed to achieve it. While East Ramapo School District possessed the lowest scores and lowest graduation rates on state assessment tests in Rockland County in 2012, there is a great demand for a robust curriculum that will nurture innovative thinkers and inspire creativity. I Believe I Achieve Academy Charter School would be a viable option staffed by passionate teachers and administrators who care about not just progressive academics, but also about building character in each child that will help them become independent and successful adults.

I Believe I Achieve Academy Charter School has the potential to become the school that will empower families seeking change and a transformative education for their

children. Parents avidly seek a qualitative as well as quantitative education for their families.

**Fiscal Impact**

Given that we intend to open with an enrollment of only 150 students, and that we plan to grow to 450 students when at full enrollment, we believe that IBIA Academy will not have a negative impact on the financial viability of the schools in East Ramapo Central School District. As illustrated in the table below, at full capacity we anticipate that funding drawn from the district will be under 2% of the total district budget. Additionally, while IBIA Academy will be located in the East Ramapo Central School District, we have received significant interest from parents in neighboring school districts. The chart below demonstrates the fiscal impact these school districts.

District	School Year	Number of Students	Per Pupil Allocation	Total Allocation to IBIA Academy	Total District Budget	Project Impact
East Ramapo Central School District	2017-2018	150	\$16,555	2,483,250	\$233,720,746	0.60%
	2018-2019	200	\$16,555	3,311,000	\$238,435,635	1.16%
	2019-2020	250	\$16,555	4,138,750	\$243,217,982	1.70%
	2020-2021	300	\$16,555	4,966,500	\$249,385,279	1.65%
	2021-2022	350	\$16,555	5,794,250	\$254,822,468	1.60%

As illustrated in the table above, we anticipate insignificant financial impact on East Ramapo Central School District.

**II. Educational Plan**

**A. Achievement Goals**

In keeping with our mission to prepare our students to become innovative, creative, and critical thinkers for success in college and career, we have established rigorous student achievement goals and will continuously evaluate academic performance against New York State Standards. We will evaluate achievement of our goals using comparative and growth-to-standard metrics based on state assessments.

**Goal 1:** Students at I Believe I Achieve Academy Charter School will possess reading and writing skills at or above grade level.

- **Metric 1:** 90% of all students in grades Kindergarten-2 will demonstrate one year of reading growth as measured by the NWEA Measure of Academic Progress (MAP) assessment.
- **Metric 2:** 75% of students who have attended the school for at least one year will score at Levels 3 or 4 on the New York State English Language Arts (ELA) assessment.
- **Metric 3:** Each year each grade level cohort of students will reduce by one-half the gap between the percentage at Level 3 and 4 on the previous year's ELA assessment and 70 percent at Level 3 and 4 on the current year's state ELA assessment. (Growth)

**Goal 2:** Students at I Believe I Achieve Academy Charter School will possess mathematical skills at or above grade level.

- **Metric 1:** 90% of all students in grades Kindergarten-2 will demonstrate one year of mathematical growth as measured by the NWEA Measure of Academic Progress (MAP) assessment.
- **Metric 2:** 75% of students who have attended the school for at least one year will score at Levels 3 or 4 on the New York State Math assessment.
- **Metric 3:** Each year each grade level cohort of students will reduce by one-half the gap between the percentage at Level 3 and 4 on the previous year's Math assessment and 70 percent at Level 3 and 4 on the current year's state Math assessment. (Growth)

**Goal 3:** Students at I Believe I Achieve Academy Charter School will possess science skills at or above grade-level.

- **Metric 1:** 75% of students in grades 4 and 8 who have attended the school for at least one year will score at Levels 3 or 4 on the New York State Science assessment.

**Goal 4:** Students at I Believe I Achieve Academy Charter School will achieve Adequate Yearly Progress (AYP).

- **Metric 1:** Each year, the school will attain a status of "In Good Standing" under the state's No Child Left Behind (NCLB) accountability system.

**Leading Indicators:** Because New York State does not administer assessments before grade 3, I Believe I Achieve Academy Charter School will use NWEA MAP, a nationally

normed standardized assessment, to evaluate student performance in all grades and gauge progress towards meeting our stated goals.

- **Metric 1:** At the end of each year, the average percentile ranking will be at least 50% in reading and math.
- **Metric 2:** At the end of each year, 75% of students will have achieved their growth target in reading and math based on mean growth in the latest norming study for students who had a starting Rasch Unit (RTI) score in the same 10 point RIT block. (Growth).

## B. School Schedule and Calendar

**Schedule:** Our extended school day maximizes student time on task while providing teachers with ample opportunities for planning and development. An explicit instruction model as a direct approach to teaching will be utilized to ensure that we maximize students’ academic growth. Here is a sample of a typical day’s schedule:

7:30 am	<b>Breakfast:</b> School will serve breakfast.
8:00 am	<b>Literacy:</b> Includes whole group and small differentiated group instruction.
9:30 am	<b>Learning Centers:</b> Rotating, interactive groups where students practice hands-on skills while involved in social interaction.
10:00 am	<b>Math:</b> The math block provides ample time to develop key concepts, incorporate creativity into instruction, the integration of various activities, and to address different learning styles.
11:30 am	<b>Lunch:</b> The school serves a nutritious snack.
12:15 pm	<b>Science:</b> The inquiry-based science curriculum fosters the development and understanding of science content, concepts, skills and attitudes.
1:00 pm	<b>Technology:</b> The utilization of technology tools (computers, digital content, and communication systems) to enhance classroom instruction.
1:45 pm	<b>Snack:</b> Students are served a nutritious snack.
2:00 pm	<b>Special:</b> Art, Music, and Fitness classes.
2:30 pm	<b>Social Studies:</b> The social studies curriculum fosters the development of major ideas, eras, themes, and turning points in history.
3:15 pm	<b>Dismissal:</b> Students dismissed: teachers and teacher assistants plan until 4:15 pm.

Students’ instructional day will commence at 8:00 am and conclude at 3:15 pm, except for Fridays when students are dismissed at 2:30 pm to accommodate staff development and planning. I Believe I Achieve Academy Charter School will seek an external afterschool provider to offer optional enrichment activities. Teachers’ are expected to be at school from 7:30 am to 4:15 pm daily. Teachers will be provided with preparation time and a forty-five minute lunch break daily.

Sample weekly schedules for students and teachers are provided in Attachment 3a.

In addition to the weekly instruction described above, students and parents will attend monthly SPAT (Students and Parents Achieving Together) workshops on Saturdays from 8:00 am-12:00 pm. The first two hours of the program for students will be dedicated to

remediation and enrichment with a focus on literacy and math while parents engaged in various workshops that support family and home learning environments. During the final hour of the program, students and parents will be engaged in various collaborative project-based activities.

**Calendar:** The calendar for 2017-2018 is provided in Attachment 3b. Our extended day school year provides students with 183 days and teachers with 185 days in attendance. In addition, the monthly Saturday program will provide additional 10-half days of instruction. In August, teachers will participate in two-weeks of Summer Institute for team building, professional development, and planning. School will begin the first week day after Labor Day and run through June. In order to maximize students’ time in school, we will only recognize major federal holidays and extended breaks that align with those of the district. For grading purposes, the calendar will be divided into three marking periods.

**C. Curriculum and Instruction:**

Key elements of I Believe I Achieve Academy Charter School’s academic program include rigorous and coherent curricula appropriately aligned to Common Core Learning Standards (CCLS) that is monitored and adapted to meet the needs of all students. Unit and lesson plans will be interdisciplinary and include data driven instruction to address student achievement needs.

**Curriculum Framework**

The core essence of an educational program is the belief that all students are college and career ready in literacy and mathematics no later than the end of high school. We believe it is essential that every child should be exposed to rich life experiences that help them develop into well-rounded human beings. The rigorous academic curriculum at I Believe I Achieve Academy Charter School will provide a strong foundation in the core areas while providing students with the social supports needed to navigate through life challenges. We believe an organized, clear, and sequential curriculum aligned with the NYS CCLS will best serve our students. Utilizing a framework to promote conceptual understanding, including the development of questions to drive inquiry and how to integrate content, practices, the CCLS in curriculum, assessment, and instruction will clearly outline what our students should learn. An outline of the Core Knowledge Sequence for kindergarten and grade 1 is presented below:

**Core Knowledge Sequence**

<b>Kindergarten</b>	<b>1<sup>st</sup> Grade</b>
<b>Language Arts</b> I. Listening and Speaking II. Reading III. Writing	<b>Language Arts</b> I. Listening and Speaking II. Reading III. Writing

<ul style="list-style-type: none"> <li>IV. Language Conventions</li> <li>V. Poetry</li> <li>VI. Fiction</li> <li>VII. Sayings and Phrases</li> </ul> <p><b>Mathematics</b></p> <ul style="list-style-type: none"> <li>I. Patterns and Classification</li> <li>II. Numbers and Number Sense</li> <li>III. Money</li> <li>IV. Computation</li> <li>V. Measurement</li> <li>VI. Geometry</li> </ul> <p><b>Science</b></p> <ul style="list-style-type: none"> <li>I. Plants and Plant Growth</li> <li>II. Animals and Their Needs</li> <li>III. The Human Body</li> <li>IV. Introduction to Magnetism</li> <li>V. Seasons and Weather</li> <li>VI. Taking Care of the Earth</li> <li>VII. Science Biographies</li> </ul> <p><b>Social Studies</b></p> <ul style="list-style-type: none"> <li>I. Geography: Spatial Sense</li> <li>II. An Overview of the Seven Continents</li> <li>III. Native American People: Past and Present</li> <li>IV. Early Exploration and Settlement</li> <li>V. Presidents: Past and Present</li> <li>VI. Symbols and Figures</li> </ul> <p><b>Visual Arts</b></p> <ul style="list-style-type: none"> <li>I. Elements of Art</li> <li>II. Sculpture</li> <li>III. Looking at and talking with Works of Art</li> </ul> <p><b>Music</b></p> <ul style="list-style-type: none"> <li>I. Elements of Music</li> <li>II. Listening and Understanding</li> <li>III. Songs</li> </ul>	<ul style="list-style-type: none"> <li>IV. Language Conventions</li> <li>V. Poetry</li> <li>VI. Fiction</li> <li>VII. Sayings and Phrases</li> </ul> <p><b>Mathematics</b></p> <ul style="list-style-type: none"> <li>I. Patterns and Classification</li> <li>II. Numbers and Number Sense</li> <li>III. Money</li> <li>IV. Computation</li> <li>V. Measurement</li> <li>VI. Geometry</li> </ul> <p><b>Science</b></p> <ul style="list-style-type: none"> <li>I. Living Things and Their Environment</li> <li>II. The Human Body</li> <li>III. Matter</li> <li>IV. Properties of Matter: Measurement</li> <li>V. Introduction to Electricity</li> <li>VI. Astronomy</li> <li>VII. The Earth</li> <li>VIII. Science Biographies</li> </ul> <p><b>Social Studies</b></p> <ul style="list-style-type: none"> <li>I. Geography</li> <li>II. Early World Civilizations</li> <li>III. Modern Civilizations and Culture: Mexico</li> <li>IV. Early People and Civilizations</li> <li>V. Early Exploration and Settlement</li> <li>VI. Colonies to Independence: American Revolution</li> <li>VII. Early Exploration of the American West</li> <li>VIII. Symbols and Figures</li> </ul> <p><b>Visual Arts</b></p> <ul style="list-style-type: none"> <li>I. Art from Long Ago</li> <li>II. Elements of Art</li> <li>III. Kinds of Pictures: Portrait and Still Life</li> </ul> <p><b>Music</b></p> <ul style="list-style-type: none"> <li>I. Elements of Music</li> <li>II. Listening and Understanding</li> <li>III. Songs</li> </ul>
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## Curriculum Development

The Core Knowledge Sequence outlines specifically what to be taught in English Language Arts, Math, Science, Social Studies, Visual Arts, and Music. Our staff will analyze Core Knowledge materials to identify any areas where enhancements are required to ensure alignment with New York State Standards. Based on the core Knowledge Sequence, instructional leaders will develop detailed scope and sequence for each subject on each grade-level that include clear topics and objectives. During the Summer Institute, teachers will use these scope and sequences along with curriculum program resources to develop curriculum maps and unit plans that specify topics, daily objectives, vocabulary, texts, computer-based programs, and diagnostic and summative assessments. Scope and sequences and unit plans will be reviewed and revised yearly based on evaluation of program implementation and student performance.

## Instructional Planning

Grade-level teachers will have common prep periods in addition to congruence planning time built into the schedule for grade-level, core-area, and vertical-team planning. Teachers will submit lesson plans every Thursday for the following week that includes: essential question(s), goal(s) and objective(s), standard(s), specific skill(s), vocabulary, motivational activity, introduction of lesson (activities, strategies, and materials), guided practice, independent practice, assessment, outcomes/artifacts. Constructive feedback will be provided and posted on a shared server so that support staff can coordinate intervention activities with general education classroom instructors. After lessons have been conducted, teachers will reflect on the effectiveness of instructional practices, noting and archiving highlights and recommendations for future use.

## Pedagogy

I Believe I Achieve Academy Charter School subscribes to the principles of active learning. Students will be at the center of the learning process, making him/her a partner in the discovery of information. Students will interact and integrate core area materials by reading, writing, discussing, problem-solving, investigating, reflecting, and engaging in higher-order thinking tasks. Researchers Bonwell and Eison (1991) found active learning leads to better student attitudes and improvements in students' thinking and writing. A variety of active learning techniques will be utilized to support learning such as: Think-Pair-Share, Meeting of the Minds Panel, Cold-Calling, Reciprocal Peer Questioning, and Dialogue Analysis.

## D. Assessment System

I Believe I Achieve Academy Charter School will implement an assessment system that includes the administration of diagnostic, formative, benchmark and summative assessments to ensure rigorous analysis of data and valid and reliable results. Data will be used to inform instructional practices, for program evaluation, and accountability. Our focus is to establish a learning environment that is committed to continuous improvements based on measurable indicators of performance and growth.

A combination of standardized teacher-developed assessment instruments will be used to guide instructional practices on a consistent basis including the Northwest Evaluation Association (NWEA) Measures of Academic Progress (MAP). The MAP uses computer-based adaptive assessments to evaluate individual students' proficiency levels. Student results are generated immediately at the conclusion of administration. Full performance data with detailed information pertaining to specific concepts is available

within 24 hours. Using a backwards design model, teachers will also use state standards and the Core Knowledge Sequence to create high quality assessments with each item purposefully aligned to a specific learning objective.

**Diagnostic Assessments:** Diagnostic assessments used will help determine students' knowledge, skill levels and interests, and to identify signs of special needs as part of our Response to Intervention (RTI) process.

- **Orientation Seminar:** Newly enrolled students and parents will attend a one-day seminar during the summer to acclimate them to the school environment. The seminar will focus on team building, the sharing of school policies and procedures, and the administration of diagnostic, and informal assessments, including the administration of the Home Language Survey as the first step in identifying students eligible for ELL services and Children's Progress Academic Assessment to identify the current literacy and math levels of students.
- **NWEA MAP:** The MAP assessment will be administered three times during the school year (Fall, Winter, & Spring). These assessments will serve as baseline data against which growth will be measured throughout the year.
- **Reading Inventory:** Administration will select an appropriate assessment tool to assess students' reading performance level including Brigance and Degrees of Reading Assessment 2 (DRA2).
- **New York State Identification Test for English Language Learners (NYSITELL):** This assessment will be administered to new students whose home or primary language is other than English, to determine if he or she is entitled to receive ELL services and will determine the level of English language support.

**Formative Assessments:** Teachers will identify formative assessments in their lesson plans and conduct regular checks for understanding during instruction. Students will also be taught how to use formative feedback to maximize their own learning.

- **Questioning Technique:** Teachers will pose higher-order thinking questions (open-ended questions) based on Bloom's Taxonomy to elicit discussions and as a means to create opportunities for students to brainstorm solutions to a problem, and to think outside of the box.
- **Checklists:** Teachers will develop grade-level checklists to identify student mastery of specific skills. NWEA MAP includes ten Skills Checklist Reading tests and twenty-eight Skills /checklist Mathematical tests. These tests extend student assessment beyond the Screening tests and are used to inform instruction relative to the skills of phonological awareness, phonic, number sense, and computation.

- **Observation:** Teachers will be expected to document anecdotal evidence of student learning through interactions during one-on-one conferencing and small group instruction.
- **Rubrics:** With guidance from instructional leaders, teachers will develop grade-level rubrics to evaluate student projects and writing assignments.
- **Computer-based Assessments:** One of the criteria for selecting computer-based content providers is built-in assessments that offer immediate feedback. This allows both students and teachers to determine mastery and pace instruction appropriately. Moreover, parents can monitor students' learning and administrators can evaluate programs and teachers.

**Benchmark Assessments:** Teachers will administer benchmark assessments to measure progress towards goals.

- **Reading Inventory:** Teachers will use quarterly reading inventories to measure student progress in reading levels. Students identified through the RTI process for Tier 2 and 3 interventions may be assessed more frequently.
- **Writing Prompts:** As part of our writing program teachers will develop grade-wide writing prompts and use rubrics to evaluate mastery skills.
- **NWEA MAP:** The MAP uses an equal interval RIT scale, which provides students performance levels regardless of grade level and allows evaluation of growth over time. In addition to baseline assessments at the beginning of the year, MAP tests will be administered quarterly in mathematics and literacy to measure progress towards goals.
- **Benchmark Tests:** In other subjects and based on our curriculum maps and scope and sequences, teachers will create benchmark assessments to evaluate student mastery content in each subject, including familiarity with grade specific literature, poetry, speeches, saying and phrases, historical events, geography, and mathematical and scientific concepts.

**Summative Assessments:** Students will be regularly evaluated on their mastery of skills and knowledge as defined by state standards and the Core Knowledge Sequence.

- **New York State Testing:** Beginning in grade 3 all eligible students will take the state's English Language Arts and Mathematics assessments annually, as well as the state's Science assessments in grade 4. We understand that

the state's testing system is likely to change to reflect implementation of the Common Core Learning Standards and will administer all assessments required by the state.

- **New York State English as a Second Language Test (NYSESLAT):** all limited English proficient students will take this exam annually to determine academic progress and eligibility for services.
- **New York State Alternate Assessment (NYSAA):** Students specified by the Individualized Education Program (IEP) will take an annual datafolio assessment that measures their progress in achieving learning standards through alternate grade-level indicators. Eligibility is determined by the Committee on Special Education (CSE).
- **Unit Tests:** Teachers will use assessments provided with curriculum programs and/or develop their own assessments to determine mastery of unit objectives. Emphasis will be placed on performance-based assessments that require students to demonstrate mastery of skills and content knowledge.
- **NWEA MAP:** At the end of the year, students will take the Spring MAP assessment to evaluate growth over the course of the school year and for comparison of year to year progress.

**Data Collection and Analysis:** The principal and test coordinator will be responsible for overseeing the administration of assessments with most of the implementation delegated to teachers. The school data team will assist with incorporating data into a Hybrid Learning Management System (HLMS). In addition, the NWEA MAP provides a Dynamic Reporting Suite that allows administrators and teachers to examine individual students, classes, and school-wide performance levels. Training will be provided to teachers on administration of the assessment, collection and analysis of data, and the development of an action plan. Teachers will conduct formal data dives monthly and create concrete action plans that will be shared with all staff members.

**Reporting:** The HLMS provides parents with regular online access to their child's performance. In addition, progress reports and reports cards will be provided to parents three times during the school year (December, March, and June) to inform parents of their child's level of proficiency across a number of domains, including content area, skills, and character development. The report card template and grading policy and grade-level benchmarks will be explained to families during Open House at the beginning of the school year so they understand what their child is expected to learn and how they are going to be assessed. Report card conferences will be held three times during the school

year. In addition, the parents of special education students will be informed in writing and in their home language of their child's progress in meeting both their long-term IEP goals and their short-term objectives. IEP progress reports will be distributed to parents concurrent with the distribution of report cards. The school will issue an annual report detailing aggregated student performance, enrollment and retention, financial status and other indicators of organizational health and viability.

## **E. Performance, Promotion, and Graduation Standards**

### **Promotion Standards**

We believe students must demonstrate mastery of skills and knowledge. Students must show sufficient progress towards meeting the Common Core ELA and Math Standards. Promotion decisions are based on an evaluation of state test scores, course grades, report cards, samples of student writing, projects, and assignments. State test scores are not used as the primary factor in making promotion decisions. Our RTI Program is designed to identify and support students with learning and behavior needs. A range of intervention strategies are implemented to assist students based on demonstrated levels of need. For students with promotion in doubt, teachers will employ a protocol to holistically analyze a number of factors, including student performance data from standardized and state tests as well as teacher developed assessments, academic interventions, attendance, behavior, and discipline referrals. Teachers will use the results to generate a recommendation based on the best interests of the student that will be shared with parents. The principal will make the final decision.

### **Exit Standards**

In order to progress to the middle school at I Believe I Achieve Academy Charter School, student will be required to demonstrate mastery of skills, content and character in all subjects at the 5<sup>th</sup> grade level or above. Our sample exit standards below are for the 2<sup>nd</sup> and 5<sup>th</sup> grade in English Language Arts, mathematics, and Science based on the Core Knowledge Sequence, which is aligned to the Common Core Learning Standards. Student mastery of these standards will be evaluated using results from state exams, NWEA, MAP assessments and internal school assessments and grades.

## **F. School Culture and Climate**

Successful schools begin their creation and development with a broad brush. Problems solved creatively are understood from all viewpoints allowing us to use a collaborative framework to problem solve together. I Believe I Achieve Academy Charter School will reflect on ideas from all perspectives to develop the best solution for each student.

Using a 21<sup>st</sup> century approach to learning, students will develop a set of abilities that will allow them to become innovative, creative, compassionate, and critical thinkers.

I Believe I Achieve Academy Charter School will be a vibrant learning environment that will utilize a holistic comprehensive approach to learning. The rigorous academic curriculum will provide a strong foundation in the core areas while providing students with the social supports needed to navigate through challenges that can impact their lives. To develop well rounded human beings, students will partake in various school-based and community-based projects that will allow them to collaborate with others while developing empathy. At I Believe I Achieve Academy Charter School, our educators will be selected based on their passion for teaching, their creativity in the classroom, and their devotion to the student body. Embracing a philosophy of partnership where power and responsibility are shared, teachers will build trusting relationships with parents and community members to promote the academic and social development of students. We firmly believe that children supported by their parents will thrive and reach their benchmarks for success. Parents will be highly involved in all facets of their children's new experiences in order to enhance the knowledge, skills, and dispositions necessary for post-secondary engagement at the academy.

**Building Community:** It is important for students to feel safe and part of a larger community that cares about their well-being. I Believe I Achieve Academy Charter School will take a number of steps to ensure students feel a strong sense of belonging to and responsibility for their community. All students will wear a uniform as a symbol of membership in a unique school. Uniforms have the added benefit of helping parents to simplify preparation in the morning and get their child to school on time. Students will be consistently and warmly welcomed into the building and classrooms by adults. To set a calm tone, music will be playing softly in the background as students eat their breakfasts. Every day will begin with a morning announcement. Students will recite the Pledge of Allegiance and recite the school's mission statement before listening attentively to the daily message. I Believe I Achieve Academy Charter School will also host events throughout the year, such as Holiday Concerts, Honor Roll Assembly Program, Student of the Month Program, Multicultural Celebrations, and End-of Year Promotion Celebrations.

The following practices will be used to build a strong school culture:

- **Routines and Procedures:** School leaders and teachers will develop a system of explicit routines and procedures so that students know what to expect and do at every point of the day. Given the frequent rotation between whole class lessons, small group instruction and independent work on computers, efficient transitions are an important part of the school culture. Transitions will be signaled with visual cues to avoid the disruption of instruction. At the beginning

of the school year, students will participate in fun activities to practice these routines and procedures until they have internalized them.

- **Recognition:** Teachers and staff will develop systems for monitoring and recognizing students, teachers, and staff for their academic and personal achievements. Accomplishments will be occasionally recognized at assemblies, school-wide meetings, and special events. Parents will be invited to partake in all celebrations.
- **Discipline:** One of the primary goals of the Friends of I Believe I Achieve Academy Charter School is to provide an excellent educational program for each student in a school environment free of disruptions that interfere with the educational process. The purpose of our Code of Conduct is to inform all students, parent, staff, and visitors of expectations regarding behavior and conduct. The Code, reviewed and approved by the Board of Trustees, will be based on adapted policies and procedures. Students, parents, staff and visitors have rights as well as responsibilities and it is essential that students and parent fully understand that these rights and responsibilities go hand in hand. Our Code of Conduct will protect the rights of all students by providing a school-wide discipline management plan, specifying the behavior that is expected of all students, describing the broad range of student misconduct and providing appropriate disciplinary consequences/options for the various kinds of misconduct, and outlining student rights. Students, staff, parents and visitors are expected to become familiar with provisions of the Code of Conduct and the rules and regulations adopted and implemented by the school based upon a discipline management system. Students are also expected to abide by the policies set forth in the Code so that everyone has the opportunity to grow and develop as positive members of society.

The New York Dignity Act amended Section 801 of NYS Education Law regarding the instruction of civility, citizenship and character education by expanding the concepts of tolerance, respect for others, and dignity to include: an awareness and sensitivity in relations of people, including but not limited to, different raced, weights, national origins, ethnic groups, religions, religious practices, mental or physical abilities, sexual orientations, gender identification or expression and sexes. The Dignity Act prohibits the harassment and the discrimination of students by students and by school personnel. The Dignity Act applies to behaviors on school property, in school buildings, on the school bus as well as school sponsored events. These regulations are reflected throughout the Code of Conduct.

## **G. Special Student Population and Related Services**

I Believe I Achieve Academy Charter School will strive to create a diverse student population reflective of the residents of the East Ramapo Central School District. In order to achieve, we will conduct a campaign to enroll students eligible for free/reduced lunch, with special needs, and who are English Language Learners. With the history, rapport, and trust built with our students, parents, and community partners, we will use word of mouth and direct referrals from our current students and families (over 120) to help spread the word about our school. We will also conduct door-to-door distribution and direct mailing of our brochures in the different languages represented in the community (primarily Spanish and Haitian Creole) and will host presentations in preschools, daycares, community centers, and community-based organizations that serve non-English speaking populations, advocate for students with disabilities and/or offer support to low-income families. Finally, we will also use our website and social media to present our program and ideas to a wider audience that may not have been reachable via the previous channels.

In order to make sure that we create a learning environment where all of our students can thrive, we will use an inclusion model through which all students will have equal access to our curriculum. Our team of Special Education teachers and ESL teachers will work intensely with classroom teachers to ensure that all individual students' learning needs are being addressed. We will work collaboratively with service providers to ensure students are given related services including, physical therapy, occupational therapy, speech, and resource on a needs basis. We will also develop a series of parent workshops with education specialists to make sure parents understand the needs of their children and that they acquire the tools to meet those needs successfully. To complement the work that is being done during the school day, we will work to make the family environment become an extension of the school environment. Equally important, we will be establishing partnerships with organizations and education specialists with expertise in working with students with disabilities, English Language Learners, and low-income families as a multilayered intervention to help students and families overcome their challenges.

## **III. Organizational and Fiscal Plan**

### **A. Applicant(s)/Founding Group Capacity**

Our founding group possesses a range of experience and skills proven relevant to the founding and start-up of a successful charter school.

The Lead Applicant and primary author, Taren Washington, organized the founding group by leveraging the direct experience of professionals within Westchester

County. The group interacted on a daily basis to develop this application and the supporting structures required to found a great school.

The proposed roles seen below represent our belief in the best candidates for the position, based on direct experience in their current role, the working relationships with others on the team, and ultimately the belief and loyalty to the proposed school’s mission.

However, in each case, the Lead Applicant has not extended any offer to these proposed candidates, and no offer will be extended until a more thorough search has been conducted.

<b>Applicant(s)/Founding Group</b>				
<b>Name</b>	<b>Role in Charter Application Development</b>	<b>Current Employment</b>	<b>Relevant experience/skills and role on founding group</b>	<b>Proposed role(s)</b>
Taren Washington	Lead Applicant	<b>Principal, Yonkers Public Schools</b>		<b>Board Chair</b>
Michael Peterson	Founding Group	<b>Principal Consultant and Founder, Proactive Softworks, LLC</b>	<b>Business Management and Technology Operations</b>	<b>Director of Operations/Technology</b>
Marsha Tom	Founding Group	<b>Executive Director, Kids X-Press, Inc.</b>	<b>Media Contact; School Governance; Education; Non-Profit Management; Youth Management; School Management</b>	<b>Board Member</b>
Taren Washington-Peterson	Founding Group	<b>Teacher, Harlem Village Academies</b>	<b>Education and Accountability</b>	<b>Board Member</b>
Todd Schwartz	Founding Group	<b>Global Chief Operating Officer, Cushman &amp; Wakefield</b>	<b>Law and Compliance</b>	<b>Board Member</b>
Charity Elder	Founding Group	<b>Executive Producer, Yahoo</b>	<b>Management</b>	<b>Board Member</b>
Dena Blount-Roper	Founding Group	<b>Executive Team Leader Human Resources, Target</b>	<b>Management</b>	<b>Board Member</b>
Laura Saggese	Founding Group	<b>Senior Vice President of Client Services, Creative Partners</b>	<b>Marketing/Advertising</b>	<b>Board Member</b>

## **B. Board of Trustees and Governance**

### **Proposed Founding Board of Trustees**

Trustee Name	Voting	Position	Length of Initial Term
Taren Washington	Y	Member	3
Michael Peterson	Y	Member	2
Marsha Tom	Y	Member	3
Taren Washington-Peterson	Y	Member	2
Charity Elder	Y	Member	2
Todd Schwartz	Y	Member	2
Dena Blount-Roper	Y	Member	2
Laura Saggese	Y	Member	2

The capacity of our founding board is demonstrated by 1) extensive and relevant professional experience, 2) community involvement and 3) solid plans and procedures for governing the school.

**Experience:** IBIA Academy is inspired and led by Taren Washington, a renowned New York principal with over 24 years in education who transforms challenges into learning opportunities for children and parents. IBIA Academy strives to take the emphasis of basic learning back to the mainstream of academic success filled with creativity. Research-based teaching methodologies will help our students develop a love of learning as the exceptional and passionate instructional team continues to inspire and motivate imaginative thinking.

Marsha Tom, an experienced Director with over 27 years in the educational and non-profit sector. She has served as Queens Borough Director of Family Engagement in the New York City Department of Education and Executive Director of Big Brothers Big Sisters of Westchester County.

**Community Involvement:** I Believe I Achieve Academy Charter School is designed and created by strong members and residents of the Rockland County community. IBIA Academy will continue to grow its network of supporters and partners devoting their time and energies to develop an effective learning community that will advance the larger community as a whole. Many of our Board Members have extensive knowledge of how to grow and nurture a school that will breed success.

**Governance Practices and Procedures:** Our founding board understands full well the responsibility of governing a public charter school. The board will have a performance contract with the Board of Regents that provides the school with the autonomy to design and operate its programs in exchange for accountability

for results, namely academic performance, organizational viability and fiscal soundness. The board's roles and responsibilities include:

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

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

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

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

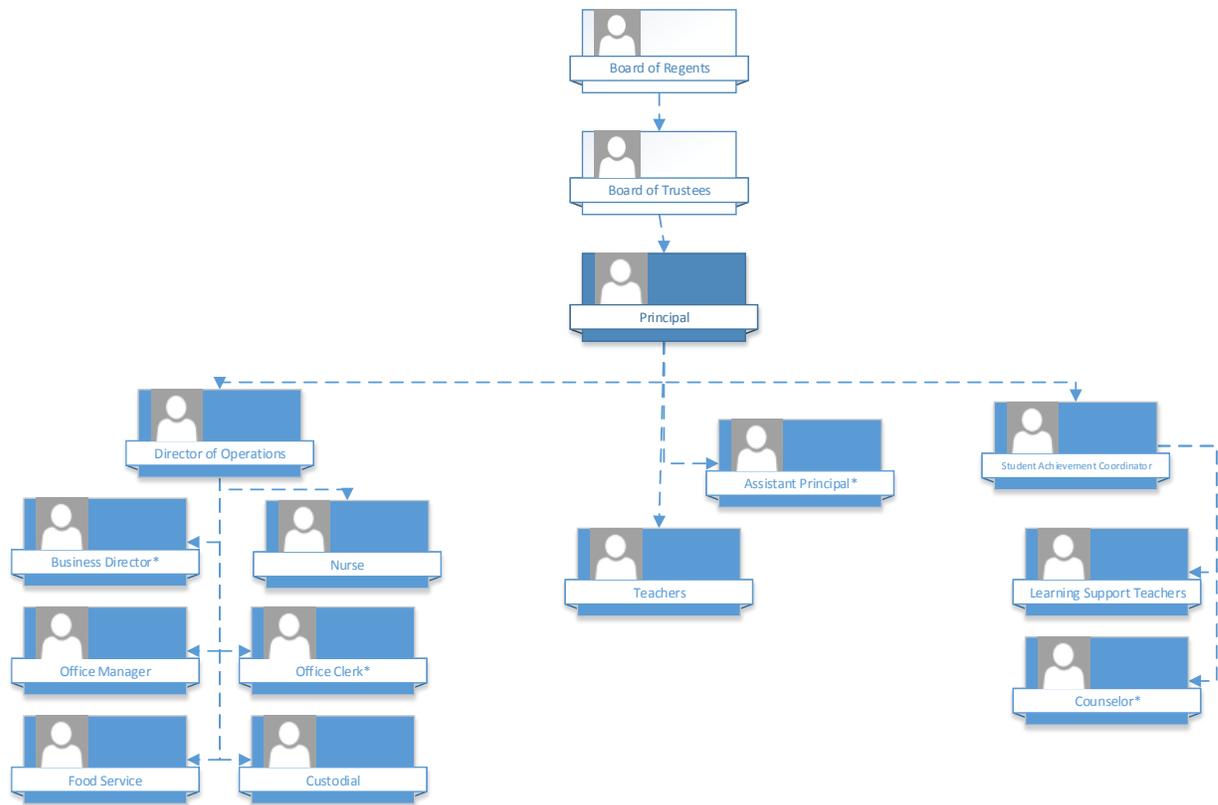
all board and committee meetings, copies of which will be posted on our website and archived in the school office.

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

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

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

### **C. Management and Staffing**



\*Added in subsequent years: Year 2: Office Clerk, Year 3: Assistance Principal, Business Director, Counselor

**Organizational Chart:** Our organizational chart is designed to separate operational duties from academic responsibilities and allow instructional leaders to focus the bulk of their time on supporting instruction. The Board of Trustees hires the Principal, who reports directly to the board and is responsible for day-to-day management of the school. The Principal is the primary instructional leader of the school; in Year 3 an Assistant Principal will be hired and together they will supervise and evaluate teachers. The Student Achievement Coordinator will supervise learning support teachers and any contracted service providers as well as a counselor who will be hired in Year 3. The Student Achievement Coordinator will also provide direct services to students in the early years and transition to primarily administrative work as the number of student with special needs grows. Beginning in the first year the Director of Operations will supervise the office manager, nurse, custodian and food service staff. An office clerk will be hired in Year 2 and a business director in Year 3 to handle financial management, both also reporting to the Director of Operations.

Responsibilities and qualifications for key positions are provided in Attachment 8a. We have not identified a school leader, but intend to initiate a search as soon as the charter is approved. Key qualifications include high expectations for learning and behavior, demonstrated success in raising student achievement with low-income urban students, experience with start-up environments, and skills managing staff in a complex organization. We plan to find our Principal through the KIPP School Leadership Program, which aligns with our mission and school design and will provide our Principal with a network of peers for support and advice.

### Staffing Plan

	Year 1	Year 2	Year 3	Year 4	Year 5
Principal	1	1	1	1	1
Assistant Principal	-	-	1	1	1
Student Achievement Coordinator	1	1	1	1	1
Director of Operations	1	1	1	1	1
Business Director	-	-	1	1	1
Lead Teachers	7	9	13	15	18
Teaching Assistants	7	9	13	15	18
Specialty Teachers	2	3	5	7	9
Learning Support Teachers	1	2	3	4	5
Counselor/Social Worker	-	-	1	1	1
Office Manager	1	1	1	1	1
Office Clerk	-	1	1	1	1
Nurse	.5	.5	1	1	1
Custodial	1	1	1	2	2
Food Services	2	2	3	3	3

### C.1. Charter Management Organization

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

### C.2. Partner Organization

IBIA Academy does not have a partner organization.

## D. Evaluation

**Programmatic Audits:** Programmatic audits will focus on two things: quality of implementation and results. Implementation of technology, software, curriculum programs, interventions and assessments will be monitored by the Principal and Student Achievement Coordinator through planning meetings and direct observation. Teachers will be expected to annotate lessons after they have been taught and that information will be used at the end of the year to evaluate implantation or curriculum and pedagogy. Once we have ascertained that our programs have been implemented with fidelity, analysis of student performance data will be the primary method for evaluating efficacy. We will disaggregate data and look for trends in sub-groups. IBIA Academy will submit an Annual Report to its authorizer detailing its performance and progress towards its accountability goals. We will also seek to participate in inter-visitation with other high performing

“no excuses” schools that result in critical feedback. Finally, we expect to have regular oversight visits by our authorizer and will use any constructive feedback to make necessary changes to the academic program.

**Principal Evaluation:** The board will conduct an annual evaluation of the Principal focused heavily on academic achievement and financial stability, which will be used to determine the Principal’s bonus. At the beginning of the year the board and Principal will establish measurable process and outcome goals for the year. A mid-year review will be conducted at the end of the year a written review will be provided to the Principal and used to determine eligibility for a bonus. The evaluation will be “360” in the sense that input will be sought from the Principal, teachers and staff, families and students, and the board. Data sources will include assessment results, enrollment and attendance, parent satisfaction surveys, grievance records, and budget information and audit results.

**Teacher Evaluation:** Please see the discussion in Section E below on Professional Development and Personnel Policies in Attachment 8a.

**Board Evaluation:** The board will develop a self-evaluation instrument and use it annually to check its performance. Domains will include member attendance and participation, communication with stakeholders, regular review and revision of key policies and procedures, financial oversight, evaluation of school leadership, handling of grievances, and adherence to the mission of the school. The board will use the results of these evaluations to inform the development of strategic goals and action plans. The board will also monitor its composition to maintain adequate skill sets with which to govern the school as well as diversity to ensure a variety of perspectives.

**Family and Student Satisfaction:** IBIA Academy will gauge family and student satisfaction both directly and indirectly. We will administer at least annually surveys to assess their satisfaction in areas such as instruction, school culture, and communication. We will also infer satisfaction based on our enrollment numbers and retention of students from year to year. We believe our attention to parents through regular communication and parent workshops will keep them engaged in the life of the school and their children’s academic progress.

## **E. Professional Development**

Research shows an astonishing lack of return from traditional professional development practices. Limited time to learn and practice new techniques, lack of understanding and support, or a professional environment hostile to collaboration and improvement can undermine professional development that might improve teaching and learning (Jerald). However, recent studies demonstrate that certain kinds of instructional coaching can significantly boost teaching effectiveness and students’ value-added learning gains (Biancarosa, Bryk, and Dexter) and that strong

principal leadership was critical (Matsumura et al). Moreover, time and support for teachers to meet in collaborative teams can increase student achievement if those teams follow a protocol for solving explicit problems (Saunders, Goldenberg, Gallimore).

**Teacher Performance Rubric:** Our staff development program has three main components: explicit training, coaching and mentoring. In order to articulate clear expectations and hold staff accountable, we believe staff development and evaluation should be organized around explicit standards for teaching performance. The Principal in collaboration with staff will create a teacher performance rubric that describes four levels of practice – beginning, developing, proficient, advanced – and addresses the following domains: planning, instructional delivery, assessment, classroom management, school-wide contributions, and professionalism. Similar to the Danielson Framework for Effective Teaching, Marshal Teacher Evaluation Rubric and Marzano Teacher Practice Rubric, the IBIA Academy teacher performance rubric will set clear expectations in areas such as instructional rigor, student engagement and classroom management, and will also address unique school practices, such as active-learning and Paideia pedagogy.

**Training:** Staff development sessions will be designed and coordinated by instructional leadership and may include vendor representatives and consultants. In August all staff will participate in a three week Summer Institute for training and planning. In our first year training topics for instructional staff will include: the school mission and vision; Core Knowledge, curriculum programs and unit and lesson design; active-learning techniques and the Hybrid Learning Management System; school culture, routines, procedures and discipline; assessment and data analysis protocols; Response to Intervention (RTI) program; co-teaching and mentoring; and Paideia seminars. The Student Achievement Coordinator will conduct trainings explaining the referral process for special education, RTI, IEP development and implementation, evaluation and reporting of the student's progress toward meeting IEP goals and objectives, confidentiality of student records, structured English language immersion and discipline of students with disabilities. In the future topics will be differentiated based on assessment of staff needs; new staff will be oriented to the school's program and practices while veteran staff will receive refresher or more advanced trainings.

During the school year students will be released early on Fridays to provide extended time for staff development and planning. The weekly agenda will be determined by school leaders based on ongoing observation of instructional practice, review of student performance data, and staff input. It may be delivered to the whole staff, grade level teams or by department, i.e., learning supports, Assistants or operations staff. We will also encourage teachers to take some ownership of leading staff development. These Friday sessions will also provide important opportunities for collaboration and sharing of effective practices, especially between general education teachers and intervention staff.

So called “prep periods” are not usually maximized in schools; to avoid this we will build teacher schedules that provide regular common planning time for collaborative work. Traditionally teachers work in isolation and receive little pre-service or on the job training in the skill necessary to make collaboration effective. Therefore, IBIA Academy teachers will be trained to use protocols to evaluate student work to norm expectations, review assessment data to inform action plans, and discuss students’ achievement and behavior to develop re-directing strategies. School leaders will facilitate and then observe meetings as teachers become familiar with the protocols.

**Coaching:** According to cognitive scientist who have studied expert performance in a wide variety of fields, high-quality feedback is the key resource for novice performers to become competent and for competent performers to become experts (Sartain et al). Our staffing plan includes a robust operations staff to free up instructional leaders to spend significant time support faculty. Coaching may include review of and feedback on curriculum and lesson plans, modeling instruction, co-teaching, observation of classroom practices, facilitation of collaborative activities, as well as critical feedback. The Principal and Student Achievement Coordinator will visit classrooms and attend grade team meetings, either for quick pop-ins or extended periods. They will also use these opportunities to collect evidence related to each teacher’s professional growth goals and evaluate the implementation of staff development training in practice. Faculty and students will be accustomed to classroom visitors and will not break stride. We also intent to use frequent videotaping of instruction to track progress and help teachers identify strengths and areas of improvement. A constant them of classroom observation will be instructional rigor and student engagement. Feedback may be verbal or written, and will be aligned with the teacher performance rubric. The Principal (and Assistant Principal starting in Year 3) will hold one-to-one meetings with co-teaching teams each week and individually once per month, though we anticipate much more frequent informal interaction. Similarly, the Student Achievement Coordinator will meet regularly with learning support staff. The leadership team will meet regularly to discuss teacher performance and identify any needs for more targeted and intensive coaching.

In addition, we believe teachers possess valuable expertise and will design systems to cultivate peer support and development. For example, using reflection protocols teachers will collaboratively identify specific problems, reflect on their manifestation, and develop strategies to address them. Similarly, teachers will be expected to regularly videotape themselves and, using the teacher performance rubric, evaluate their performance and dissect it with their peers. This non-threatening approach to critical reflection and feedback contributes to a culture of continuous improvement similar to that found in the field of medicine.

**Mentoring:** As part of their job description, Lead Teachers will be responsible for mentoring Teaching Assistants and will receive training to do so. They will be

expected to include Fellows in all planned activities, define clear roles in the classroom, and use a gradual release of responsibility to enhance their skills. They will support the Fellows in achieving their professional growth plan goals and will provide school leaders with feedback regarding their progress, but will not formally evaluate them.

**Teacher Evaluation:** We do not believe evaluation should be based on just one or two formal classroom visits; rather it should encompass cumulative evidence collected over the course of the school year from observation of classroom practice and professional responsibilities, student performance data, self-reflection and peer and parent input. During Summer Institute all staff will develop Professional Growth Plans (PGPs) that include measurable goals for the year based on domains in the teacher performance rubric. School leaders will work with staff to ensure all goals are reasonably ambitious and align with school needs, professional development priorities and mission. Instructional leaders and teachers will collect evidence throughout the year and hold a mid-year and end-of-year conference to evaluate progress towards goals. Teachers will be expected to prepare a self-reflection based on their individual goals and bring supporting evidence, such as assessment results and video of instruction. Teachers with serious performance deficits will be placed on an improvement plan that includes specific objectives, strategies and deadlines for improvement. The end-of-year conference will inform bonuses, decisions about placement the following year, and termination decisions.

**Staff Development Resources:** Our Principal will be the driving force behind staff development and work closely with the Student Achievement Coordinator to ensure adequate resources, including dedicated time in the schedule, trainers with relevant expertise, and technology such as video cameras and data analysis software. Faculty may request funds for external training that is aligned with the school program can be turn-keyed for the benefit of others. For our non-academic staff we will participate during the start-up phase in the Start Right Program at the Charter Center and rely on CSBM to develop our finance and operations staff. Our Principal will be an alumnus/a of the KIPP School Leadership Institute and will likely be part of on-going leadership development offered by KIPP or similar organizations.

## F. Facilities

IBIA Academy is looking for school facilities in Rockland County, which should charter be granted, will be accepting scholars in August 2017. Any such facility must meet the needs of all scholars, and thus will be ADA-Compliant and fully accessible for scholars and visitors with disabilities.

As with the vast majority of charter schools, we expect to occupy a used building. We will be subject to zoning, land use, and building regulations for non-public schools. We are allowed by zoning to occupy a facility in a residential area subject

to certain restrictions. We would like to have an “all-purpose room” that would serve as a gymnasium, cafeteria, and auditorium.

Because of the steep ramp-up of students, to minimize paying for unused space, we seek to rent an incubation space for the first 2 to 3 years. If fund raising development is sufficiently strong and an excellent opportunity exists, we hope to either buy/lease a building and sublease a portion to another entity, most typically another charter school, or vice versa. We expect to spend 15% of our budget on facilities cost. Ideally, we would own a building, but as with most schools, we expect to enter into lease agreements on an annual or bi-annual basis.

Since at this point we have not yet obtained a facility, IBIA Academy will request facility space from the New York State Department of Education, if only for the incubation period.

The New York State Department of Education has previously committed to provide public space for approved charter schools in New York State wherever possible. The provision of such facilities frees up funds that IBIA Academy could redirect toward the instructional needs of our students. Although the facilities cost (leasing) would be zero, we still estimate maintenance costs as \$6.50/square foot. If we were able to receive public space, we would be required to enter into a separately-negotiated use agreement between the school and the Department of Education before commencing use of any such premises. Terms of the use agreement will include, but not be limited to, user fees paid to the Department of Education for the operation, maintenance, and security of the facility.

However, we do not currently expect to obtain free public space, and developed a plan to obtain reasonably priced space in Rockland County, New York.

**Cost Estimates**

Using an estimated assumption of 85 total square feet per enrolled student, IBIA Academy will require 10,000 square feet in our first year. Upon full enrollment, IBIA Academy will need about 30,000 square feet in total. See table below.

The school anticipates enrolling 150 students in its first year, and 200 in its second. The number of floors will depend on the specific building arrangement, but ideally each floor would hold 2 or 3 grades. Average class size will range from approximately 24-26 students in Kindergarten to 18-22 students in fifth grade. The table below summarizes our enrollment and facilities needs. Please note that we will also be building an “all-purpose room” that would serve as a gymnasium, cafeteria, and auditorium. We expect our classrooms to be approximately 700 to 900 square feet. Please note classroom needs as indicated in the chart above.

	Academic		Total	Total	Total	Facilities
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Year	Year	Grades	Enrollment	Classrooms*	Facilities**	Cost(\$)^^^
1	2017-2018	K-2	150		12,750	382,500
2	2018-2019	K-3	200		17,000	510,000
3	2019-2020	K-4	250		21,250	637,500
4	2020-2021	K-5	300		25,500	765,000
5	2021-2022	K-6	350		29,750	892,500
6	2022-2023	K-7	400		34,000	1,020,000
7	2023-2024	K-8^	450		38,250	1,147,500

\* Including 3 non-core classrooms for Science, History and tutoring

\*\* In square feet, assuming 85 square feet per student.

^ Full Enrollment

^^ Assuming \$30 per square foot.

## G. Insurance

Based on the insurance policies obtained by other similar charter schools, here is the approximate coverage we expect to secure:

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

## 1. Health, Food and Transportation Services

### Health Services

**Staffing:** The school will work with the Department of Education and the Department of Health to provide a nurse to maintain students' records and supervise the disbursement of medication and the treatment of students who are ill or injured. The nurse will be responsible for all record keeping and correspondence related to these responsibilities. In the first two years of operation IBIA Academy will have a part-time nurse; when the nurse is not on-site those responsibilities that can be delegated will be assigned to the Director of Operations. Beginning in Year 3 the school will hire a full-time nurse. At least two staff members will be trained in cardiopulmonary resuscitation (CPR) and the use of automated external defibrillator (AED) equipment. Vision and hearing screenings will be coordinated with the Department of Health and Mental Hygiene.

**Health Records:** Cumulative health records will be stored in locked filing cabinets accessible only by authorized staff members. These records will include proof of immunization and authorization for administration of medication. All visits to the nurse, including reason and treatment, will be documented in each child's file. Parents will be expected to provide a least three emergency contacts in the event their child becomes ill or is injured.

**Immunizations:** The school will ensure that all new students adhere to New York State requirements for immunization before they attend. Parents and guardians must provide documentation that their child has received all required doses of vaccines or at least one dose of each of the required vaccines and is waiting to receive the subsequent doses at the appropriate time intervals. Required immunizations include: Diphtheria, Tetanus, Pertussis (DTaP, DTP, Tdap: 3 doses); Polio (IPV, OPV: 3 doses; Measles/Mumps/Rubella (MMR: 2 doses of measles containing vaccine and 1 dose each of mumps and rubella); Hepatitis B (3 doses); Varicella (1 dose). Parents or guardians may waive immunization in accordance with Public Health Law and exemptions to immunizations shall be granted if a licensed physician or nurse practitioner certifies such immunization may be detrimental to the student's health, or if the student's parent or guardian holds genuine and sincere beliefs contrary to such immunizations.

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

other staff to assist self-directed students taking their own oral, topical, and inhalant medication and will provide the training and supervision necessary to perform these tasks in a safe and effective manner.

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

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

## **Food Services**

IBIA Academy is committed to providing students with a healthy food program that provides safe, appetizing, nutritious breakfast, lunch and snacks as stipulated by the USDA guidelines to our students. Specifically, the school will offer a hot/cold breakfast, snack and lunch program to all students, and will participate in the Federal School Breakfast Program and National School Lunch Program, administered by the U.S. Department of Agriculture (USDA). Both programs will offer free or reduced meals to all students that meet eligibility requirements. We will adhere to the Federal Government guidelines regarding eligibility.

IBIA Academy will not itself provide food services in order to maintain our administrative focus on instruction and student achievement. Rather, we intend to contract for food services through an outside provider, with all food service operations and contracts overseen by the Director of Operations. If possible, IBIA Academy plans to participate in the East Ramapo Central School District's food service contract program. If participation in East Ramapo Central School District's contract program is not an option available at our school, we will research viable food vendors and will seek vendor recommendations from area charter schools; our budget reflect funds designated for this possibility. As it is likely our chosen facility will not have the requisite kitchen space, the school anticipates having all meals prepared off-site and delivered on a daily basis. The school will provide an on-site refrigerator for short-term milk storage, a food warmer to ensure appropriate temperature of hot food items, and an eating area/cafeteria for meal consumption.

### **Transportation Services**

IBIA Academy is intending to be located in Rockland County, New York. We expect many of our students to come from the neighborhood and walk to school. We recognize that charter schools are considered non-public schools for the purpose of receiving transportation services under Education §2853(4)(b). IBIA Academy will coordinate with the DOE Office of Pupil Transportation (OPT) to access busing. We anticipate OPT will be able to provide busing to our students who meet eligibility criteria (students in grades K-2 who live outside a ½ mile radius and students in grades 3-5 who live outside a 1 mile radius).

Special education students will receive transportation as mandated in their IEPs; the school will work closely with the CSE to ensure appropriate transportation is required and provided. The families of students who do not qualify for bus service will be responsible for arranging their children's transportation to and from IBIA Academy.

The school's Director of Operations will be responsible for coordinating transportation, including submission or required eligibility forms and identification of bus routes and stops. The Office Manager will contact eligible students' families to inform them of their child's bus number, bus stop, and estimated pick-up and drop-off time. We also intend to hold students accountable for their behavior on their way to and from school; our code of conduct will address transportation and staff will review bus safety rules and conduct bus drills.

## **I. Family and Community Involvement**

### **Family Engagement**

IBIA firmly believes in the role of parents as demonstrated in our founding principle of our Tripod. Our Parent Academy is crucial to our school network not as an observing body, but rather as an interactive participating body of parents that are respected as the child's first teacher. With the importance of this role, is the need to

nurture the parents' capacity to sustain that role when the child goes home everyday. Our parents understand the need for them to be proactive and continue that thought process at home. Learning is not left to the school, but viewed as one of the key players. Communication, trust and cooperation must exist in order for parents to feel welcome in a school. A welcoming environment breeds ownership. Ownership creates accountability and accountability that permeates throughout the school community results in academic success for children. Board meetings will be open and will include a public comment period.

### **Parent Activities**

Parents will be expected to participate in educational workshops, school events and most importantly, a regular dialogue with their children's teachers. Open communication with opportunities for parents to play a key role in supporting instructional events in the classroom through the school website will invite parents to know how they can support what themes are driving their child's learning during any given week. Parents will have regular communication with the teaching staff via email, phone calls and letters home. Parent/Teacher Conferences are not designed to introduce parents to their children's teachers, rather to update and share, as regular communication will have been established since the start of the school year. Materials shared with parents will be translated into the native languages of the school and interpreters made available when possible.

Parents cannot serve as effective teachers at home unless they are familiar with the expectations of each child's course work. Parent workshops will include informative strategies and information in order to help parents understand the common core curriculum and practical applications of what they have learned so that they can help their children. Parent workshops will be aligned with core work so that parents can truly experience what their children do in the classroom.

While parent engagement is key to parents learning about the academic expectations, equally important is IBIA's ability to nurture the family as a unit. It is our goal for families to feel welcome in a school and know that this is a place where their child will thrive; a place that is safe for parents to share their feelings and ask for help; a place that they trust. IBIA will foster this concept through caring and committed staff that will be recognized for their genuine concern. IBIA will be able to help parents with information about services in the community and referrals to proper community based organizations.

I Believe I Achieve Academy Charter School will foster unity through school-wide functions that celebrate diversity and accomplishments. Parents will be invited to participate in hands-on activities side by side their children, learning and growing together through experiential discovery and investigation.

### **Students and Parents Achieving Together (SPAT)**

In addition to the weekly instruction provided, students and parents will attend monthly SPAT (Students Parents and Teachers) workshops on Saturdays from 8:00 am – 12:00 pm. The first two hours of the program for students will be dedicated to remediation and enrichment with a focus on literacy and math while parents engaged in various workshops that support family and home learning environments. During the final hour of the program, students and parents will be engaged in various collaborative project-based activities.

### **Parent Leadership**

Parent leadership and volunteerism plays an important role in helping all parents understand that they are not viewed as a singular fundraising entity. Fundraising supports the brick and mortar of a school. Leadership supports the development and cultivation of a school community driven by high expectations by all and for all. Parents will have access to space to meet, organize and support the instructional agenda of the school. IBIA will make every effort to support the needs of parent leadership to communicate and plan with all parents.

### **Family Center**

It is a goal of I Believe I Achieve Academy Charter School to develop a Family Room to be operated as a parent resource center. The FC will provide access to books, manipulatives that can be borrowed and used at home with students, technology, and educational and vocational classes. Driven by parent volunteers, this Family Center will empower parents to play an active role in how they view parent engagement and parent leadership.

### **Community Involvement**

I Believe I Achieve Academy Charter School is designed and created by strong members and residents of the Rockland County community. IBIA will continue to grow its network of supporters and partners devoting their time and energies to develop an effective learning community that will advance the larger community as a whole. Many of our Board Members have extensive knowledge of how to grow and nurture a school that will breed success.

### **J. Financial Management**

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

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

## Financial Systems

The school intends to contract with CSBM for financial management in the first two years of operation, which has extensive systems for financial management. Moreover, CSBM will professionally develop the school's staff regarding set up and maintenance of systems for accounting, student and staff records, payroll, tracking of student meals, enrollment and attendance, eligibility for free and reduced priced lunch, and special education and ELL services. In Year 3 the school will hire a Finance Director who will take over responsibility for financial management. Below, are key services provided by CSBM during the planning year and once the school is operational:

Planning Year	Operational Years
<p><b>Payroll</b></p> <ul style="list-style-type: none"> <li>• Set up payroll system using ADP</li> <li>• Process payroll per school's pay schedule</li> <li>• Post payroll expenses in accounting system</li> <li>• Complete quarterly payroll reconciliations</li> <li>• Review/distribute W-2s and prepare/distribute 1099s</li> <li>• File payroll related documents</li> </ul> <p><b>Finance/Accounting</b></p> <ul style="list-style-type: none"> <li>• Set up accounting system with QuickBooks Online</li> <li>• Create/recommend edits for the annual/multi-year budgets (including review of 5 year charter application budget)</li> <li>• Create/recommend edits for the chart of accounts</li> <li>• Create/recommend edits for Financial Policies and Procedures (FPP) manual</li> <li>• Coordinate grant reporting and assess whether restrictions are fulfilled</li> <li>• Reconcile monthly bank statements in the accounting system</li> <li>• Close books and manage monthly, quarterly and annual fiscal reporting to all constituents including Charter Authorizer, Board of Trustees and School Leadership Team</li> <li>• Post revenues &amp; expenses and deposits &amp; disbursements</li> <li>• File all financial documentation in CSBM's Binder System</li> </ul> <p><b>Audit Preparation</b></p> <ul style="list-style-type: none"> <li>• Introduce school to potential auditors</li> <li>• Support completion of the 990 by auditors</li> <li>• Provide support with completion of the</li> </ul>	<p><b>Human Resources</b></p> <ul style="list-style-type: none"> <li>• Handle the administration related to HR files</li> <li>• Enroll/withdraw staff members in benefits including insurance and retirement plans</li> </ul> <p><b>Payroll</b></p> <ul style="list-style-type: none"> <li>• Process payroll per school's pay schedule</li> <li>• Post payroll expenses in accounting system</li> <li>• Complete quarterly payroll reconciliations</li> <li>• Review/distribute W-2s and prepare/distribute 1099s</li> <li>• File payroll related documents</li> </ul> <p><b>Finance/Accounting</b></p> <ul style="list-style-type: none"> <li>• Create/recommend edits for budgets</li> <li>• Coordinate grant reporting and assess whether grant restrictions are fulfilled</li> <li>• Reconcile monthly bank statements</li> <li>• Close books and manage fiscal reporting to all constituents including Charter Authorizer, Board and School Leadership Team</li> <li>• Present financial reports to Finance Committee and/or Board of Trustees</li> <li>• Post revenues &amp; expenses and process deposits and disbursements</li> <li>• File all financial documentation in Binder System</li> </ul> <p><b>Audit Preparation</b></p> <ul style="list-style-type: none"> <li>• Support completion of the 990 by the auditors</li> <li>• Prepare for on-site testing by auditors</li> <li>• Close books for the fiscal year</li> <li>• Prepare all requested schedules/analyses and work with auditors until completion</li> <li>• Review/recommend edits for draft financial statements and draft management letter</li> </ul>

Initial Statement of Financial Controls	<ul style="list-style-type: none"> <li>Participate in meeting with Finance Committee of Board of Trustees and auditors</li> </ul>
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**Financial Controls:** The board will adopt detailed financial policies and procedures to guide school staff and protect school resources. The Principal and two members of the Board of Trustees will be authorized check signers. Two signatures will be required for any transactions greater than \$5,000. Approval of the Board Chair is required to open a bank account. Clear procedures will be established to ensure:

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

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

**K. Budget and Cash Flow**

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

<b>Pre-Opening</b>	<p><b>Revenue:</b> We anticipate revenues based on some fundraising and the first year of CSP funding. Our founders have considerable experience with philanthropy in the charter sector and we believe our fundraising targets are reasonable.</p> <p><b>Expenditures:</b> Expenditures will primarily include bringing on the Principal and Director of Operations for about six months, and then other administrators as the school gets closer to Summer Institute. We also have set aside funds to set up operational and financial systems and conduct staff and student recruitment.</p> <p><b>Cash Flow:</b> We anticipate a positive cash flow balance for each month of the Pre-Opening period. Should the CSP grant arrive later than anticipated, we will consider deferring compensation.</p>
<b>Year 1 Budget</b>	<b>Revenue:</b> 84% of revenue is from per-pupil funding for general and special education

	<p>students; we do not expect to receive IDEA funding until Year 2. We have conservatively estimated 12% of our students with disabilities and 80% eligible for free or reduced price lunch, though in reality these could be under-estimates. We also anticipate receiving the second of three CSP installments and to raise \$100,000 in Year 1 .</p> <p><b>Expenditures:</b> The bulk of expenditures is salary, and while we have budgeted for every staff member to receive a full bonus, this is an unlikely scenario. 30% of salary is administration; 68% instructional staff. Personnel costs, including taxes and benefits, accounts for 62% of total expenditures, with another 7% devoted to contracted services. School operations are 13% and facility operations are 17% of our costs. Our active-learning program is based on other schools that use Education Elements Hybrid Learning Management System and captured in line 108 (teaching supplies and materials), line 103 (computer support services), and line 114 (technology).</p> <p><b>Cash Flow:</b> Most start-up companies are incurred early in the year, while salaries are distributed across the year with bonuses budgeted for the end of the year. Based on other schools' experiences, we anticipate receiving DYCD funds in the spring. We project a positive cash balance in all but one month of the first year of operation. Given our conservative estimates, we believe we will be able to cover the month as well or, if necessary, will secure a short-term bridge loan.</p>
<b>5 Year Budget</b>	<p><b>Revenue:</b> We expect to receive IDEA funds beginning in Year 2 and conservatively assume 12% eligibility. Title I funding will increase commensurate with enrollment. CSP is anticipated in the planning year, Year 1 and Year 2. We also assume textbook funds will continue at the current rates.</p> <p>Expenditures: Salaries increase 3% per year, though in reality that may vary depending on economic conditions. An Office Clerk is hired in Year 2, and an Assistant Principal and Counselor are hired in Year 3. A Finance Director is also hired in Year 3, replacing contracted services for financial management. Administration is 17% of salary costs and overall personnel is 77% of total expenditures in Year 5. Facility costs are 18% of total expenditures at the end of charter term. \$25,000 is set aside in each of the first three years to establish an escrow account for dissolution.</p>

Should our assumptions and estimates prove wrong, contingencies include reducing or eliminating bonuses, reducing the number of Teaching Assistants, and/or securing a bridge loan until we reach a more sustainable enrollment size.

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

1. Underserved Student Populations Priority: Our school will be located in Rockland County (Spring Valley, NY), which is disproportionately low-income and English Language Learners. Our admissions policy gives preference to low-income students and our recruitment plan is designed to meet enrollment and retention targets for at-risk students.
2. Authorizer Program Design Priority: IBIA Academy is specifically designed to meet the learning needs and raise the achievement of ELLs and students with disabilities. In addition to an extended day and school year, our innovative active-learning model combined with co-teaching provides an extraordinary level of individualized instruction.

**L. Pre-Opening Plan**

BOT=Board of Trustees; PR=Principal; DOO=Director of Operations; SAC=Student Achievement Coordinator;

Domain	Action	Start Date	End Date	Responsibility
Governance	Ratify bylaws and code of ethics	Jul 2016	Jul 2016	BOT

Governance	Appoint board officers	Jul 2016	Jul 2016	BOT
Facility	Conduct facility negotiations and execute lease	Jul 2016	Dec 2016	BOT
Facility	Renovation: identify needs, secure contractor, establish timeline, complete punch list	Aug 2016	May 2017	BOT, PR, DOO
Governance	Recruit Head of School	Aug 2016	Oct 2016	BOT
Operations	Obtain 501c3 status	Aug 2016	Jan 2017	BOT
Finance	Approve fiscal policies and procedures	Sep 2016	Oct 2016	BOT
Finance	Contract with CSBM to establish payroll and other financial systems	Jan 2017	Jun 2017	BOT, PR
Staffing	Recruit Director of Operations	Jan 2017	Feb 2017	PR
Recruitment	Recruit Students: develop and disseminate materials, host open-houses, door-to-door marketing	Jan 2017	April 2017	PR
Recruitment	Hold lottery: secure system with preferences	Apr 2017	April 2017	PR, DOO
Operations	Obtain student records: obtain permission form parents, contact previous schools, etc.	Apr 2017	Jul 2017	DOO, SAC
Staffing	Recruit school staff: draft job descriptions, post positions, interview candidates, check references	Feb 2017	Jun 2017	PR, DOO, SAC
Staffing	Hire school staff: salary negotiations and offer letters	Mar 2017	Jun 2017	PR, DOO
Academic	Research and secure online content providers	Mar 2017	Jun 2017	PR
Academic	Research and secure curriculum resources	Mar 2017	Jun 2017	PR
Academic	Research and secure standardized assessments	Mar 2017	Jun 2017	PR, SAC
Technology	RFP for technology infrastructure	Mar 2017	Jun 2017	DOO
Finance	Approve budget for FY17-18	Apr 2017	Apr 2017	BOT
Operations	Secure food services: coordinate vendor evaluation of kitchen capacity, solicit proposals, select vendor	Apr 2017	May 2017	DOO
Operations	Secure transportation: contact DOE OPT, coordinate bus routes and stops, inform parents of options	Apr 2017	Jul 2017	DOO
HR	Finalize staff handbook and personnel policies	Apr 2017	Jun 2017	BOT, DOO

Operations	Develop and distribute student handbook	May 2017	June 2017	PR, DOO
Technology	Install technology infrastructure	May 2017	Jul 2017	DOO
HR	Complete fingerprinting and background checks	May 2017	Jul 2017	DOO
Academic	Prepare school calendar and distribute to families	May 2017	May 2017	PR, DOO
Technology	Install Hybrid Learning Management System	Jun 2017	Jul 2017	DOO
Facility	Obtain Certificate of Occupancy	Jun 2017	Jun 2017	DOO
Recruitment	Conduct open houses for admitted students	Jun 2017	Jun 2017	PR, DOO
Academic	Contract with Related Service Providers	Jun 2017	Aug 2017	SAC
Academic	Conduct home visits	Jun 2017	Aug 2017	PR, SAC
Operations	Secure insurance policies	Jun 2017	Jul 2017	DOO
Finance	Complete Initial Statement of Financial Controls	Jul 2017	Jul 2017	PR, SAC
HR	Complete staff fingerprints and background checks	Jul 2017	Jul 2017	DOO
Operations	Secure IEPs and student records	Jul 2017	Aug 2017	DOO, SAC
Operations	Create a draft SAVE plan and submit it to SED	Jul 2017	Aug 2017	DOO
Operations	Purchase AEDs and train staff	Jul 2017	Aug 2017	DOO
PD	Conduct Summer Institute	Aug 2017	Aug 2017	PR, SAC
PD	Develop staff growth plans	Aug 2017	Aug 2017	PR
Academic	Create lesson plans for first weeks of school	Aug 2017	Aug 2017	PR

## M. Dissolution Plan

The school will work closely with appropriate representative of the East Ramapo Central School District to develop and implement a dissolution plan that will govern the process of transferring students and student records, including Individualized Education Programs (IEPs), student health and immunization records, and attendance records, and report cards. Prior to dissolution and to support them in making decisions regarding selection of educational programs for their children, including East Ramapo Central School district schools, charter schools and nonpublic schools.

The Board will designate one trustee and one school employee to oversee the closing of the school from an operational and financial perspective. After an employee termination date is established, the school will notify all employees of termination of employment and/or contracts, and notify benefit providers of

pending termination of all employees. Employees will be notified of eligibility for New York State Unemployment Insurance pursuant to any regulations of the New York State Department of Labor. The dissolution plan will provide that all property, which the school has leased, borrowed, or contracted for use will be returned. The return of such property will conform with contractual prearrangement, where applicable, or will be done with reasonable promptness. The school will accumulate a reserve fund of \$75,000 by setting aside \$25,000 each year for the first three years of operation to cover debts in the case of the school's dissolution. In the event of dissolution of assets in excess of those necessary to meet liabilities, all remaining assets of the school shall be transferred to another charter school within the East Ramapo Central School District as designated by the Board.

## CERTIFICATION AND ASSURANCES STATEMENT

Proposed Charter School Name: I Believe I Achieve Academy Charter School

Proposed School Location (District): East Ramapo, Rockland County

Name of Existing Education Corporation (for replication)

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I hereby certify that the applicant 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 applicant 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 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.”

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

- An assurance that the charter school will annually provide the Secretary of the U.S. Department of Education and the State Education Department such information as may be required to determine if the charter school is making

satisfactory progress toward achieving the objectives described in this application;

- 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; 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.<sup>15</sup>

I, **Dr. Taren L. Washington** hereby certify that the information submitted in this Full Application to establish **I Believe I Achieve Academy Charter School** is true to the best of my knowledge and belief, realizing that any misrepresentation could result in disqualification from the application process or revocation after issuance of the charter.

Signature of Proposed BOT Chair/Existing Education Corporation BOT Chair:

*Dr. Taren L. Washington*

Date: October 5, 2015

## Attachment 1 – Admissions Policies and Procedures

All students who reside in the state of New York are eligible to attend the I Believe I Achieve Academy (IBIA Academy) Charter School. The school shall be open to any child who is eligible under the laws of New York State for admission to public school, and the school shall ensure compliance with all applicable anti-discrimination laws governing public schools. There are no financial or academic requirements for admission to IBIA Academy; admission of students shall not be limited on the basis of intellectual ability, measures of achievement or aptitude, athletic ability, disability, ethnicity, race, creed, gender, national origin, religion, ancestry, gender, sexual orientation, or for any other basis that would be unlawful for a public school. Children will be admitted to kindergarten who have reached the age of five by December 31 of the year in which they apply. In order to maintain school culture, the school intends to admit new students into kindergarten through 2<sup>nd</sup> grade each year as space permits.

IBIA Academy will engage in extensive efforts to inform families in the Lower Hudson Valley communities about the new school. We will knock on doors and recruit families in supermarkets, community centers, local retail establishments, apartment complexes and public housing. We will reach out to local schools, community-based organizations, businesses and religious organizations to raise awareness in the community. We will conduct open houses at the school; disseminate materials and host information sessions at day care centers, Head Start programs, public and private elementary schools, afterschool programs, and youth centers. Parental outreach and recruitment activities will be conducted in multiple languages. Our marketing will highlight our services for students with disabilities and English language learners and the ways our blended-learning model individualizes education for all students.

To apply to IBIA Academy, it is only necessary that the school receive a completed application for the child. Applications must be submitted by April 1<sup>st</sup> by families of students interested in attending school. Applications must be hand delivered, mailed or e-mailed, and received no later than the admission period deadline listed on the form. The school will provide via e-mail and/or return postcard confirmation of applications received by the deadline.

The IBIA Academy application seeks only information necessary to admit new students and is not considered a pre-registration form. Our application form will be designed in accordance with the State Education Department guidelines. The school will adapt the uniform application from within the following allowable parameters: print the application form with the school's letterhead and/or logo; brand the application form by including the school's mission statement and explanatory information about the school, and request additional information. All data elements that may be required to be submitted by the applicant will be marked with asterisk and the form will include the following notation: *"\* The items marked with an*

*asterisk (\*) are the only items that may be required in order to apply to this charter school. Any items not marked by an (\*) are optional.”*

The following statement will also be included in the application form:

*Non-Discrimination Statement: A charter school shall not discriminate against or limit the admission of any student on any unlawful basis, including on the basis of ethnicity, national origin, gender, disability, intellectual ability, measures of achievement or aptitude, athletic ability, race, creed, gender, national origin, religion or ancestry. A school may not require any action by a student or family (such as an admissions test, interview, essay, attendance at an information session, etc.) in order for an applicant to either receive or submit an application for admission to that school. However, IBIA Academy provides an academic program specifically designed for to meet the needs of low-income students. These preferences have been approved by the school's authorizer and are permissible.*

The application will request information about student's eligibility for free- and reduced-price lunch, but will not require that information.

IBIA Academy will use the following preferences to enroll new students:

- Siblings of students enrolled in the school will have an absolute preference.
- Students residing within the district of location will receive an absolute preference, i.e., will be drawn before students living outside the district.
- Low-income students will receive a weighted preference; they will be entered twice (2x) in the lottery to increase their likelihood of being selected. Families that choose not to note their eligibility for this preference will not be weighted in the lottery.
- When a student in the lottery with sibling(s) in the lottery is drawn, that student's sibling(s) will be added next to the list.

If the number of applicants exceeds the school's capacity, a random selection lottery process will be conducted on or about April 15, but no earlier than April 1. The lottery will be conducted by the Principal, a board member and a third adult who has no affiliation with the school. The actual process will be open to the public. After checking the birth dates to make sure that the application is the appropriate age for the entering grade, the child's name will be entered into the lottery. The following will also be noted for each child entered into the lottery:

- If there are siblings applying, each child's entry into the lottery will indicate that there is a sibling also applying
- The place of residence will be noted so that preference can be given to students living in the Lower Hudson Valley.

- The student's eligibility for free or reduced price lunch will be noted so that preference can be given for low-income students.

The lottery will follow these steps for each grade:

1. Siblings of students already enrolled in the school will be drawn.
2. Students who reside within the Lower Hudson Valley region will be drawn.
3. Students who reside outside the Lower Hudson Valley region will be drawn.

Once the number of students equal to the number of available seats has been drawn, the remaining applicants will be drawn and placed on the waitlist in the order in which they are drawn. After all names have been chosen, the parents will be notified by letter. For those students who are accepted, the letter will include a list of forms that need to be provided, specifically an original birth certificate, social security card, immunization records and proof of address, and an appointment time to meet with school administrator to turn over the forms. Parents/guardians will be expected to document residence at the time of registration following our lottery; acceptable documentation will include a lease and/or utility bill.

For children not selected, the letter will indicate their numbers on the wait list, and will describe the steps that will take place if a space becomes available. That wait list will be maintained for the entire year. If a student withdraws, the next applicant on the wait list in that grade will be called and offered the space. Student withdrawal will be permitted upon the written request of the parent or legal guardian and proof of enrollment in another school. Following the written request of the admitting school, student records will be transferred. If a student does not return in September, the school will telephone and send the family a certified letter to determine the child's status. When a space opens, the waiting list will then be activated to admit the next child on the same grade level. For applications received after the April 1 deadline, those students will be added to the waitlist in the order they are submitted. The wait list will expire annually at the lottery drawing for the next school year.

After the first year, students returning to the school, will be considered to be enrolled in each successive year through the completion of 8<sup>th</sup> grade. Each year, school personnel will meet with families of all parents and guardians of currently enrolled students to discuss enrollment plans for the following school year. Parents or guardians must then submit to the school a letter of intent confirming their desire to enroll their child(ren) in the school for the following year.



Taren Washington  
[REDACTED]  
[REDACTED]

September 16, 2015

Dear Mrs. Washington,

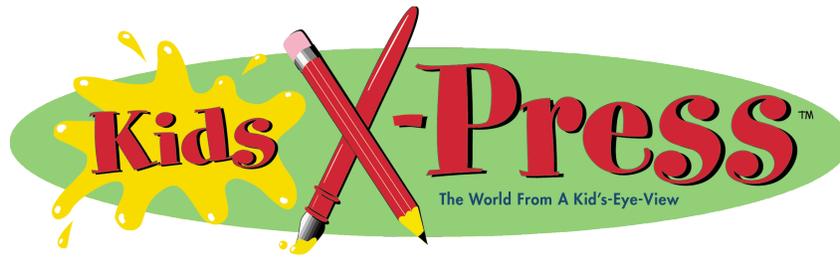
I have truly enjoyed working with your students at Scholastic Academy. I feel that the work that we did with especially the 7<sup>th</sup> graders will have a great impact in terms of them understanding the music industry and the positive and negative affects it can have if not taught with a positive business mind. I think that they learned a great deal about writing music and how it impacts our lives.

I would feel great if you continued to work with me and please include me in your plans for starting a charter school. This world needs more dedicated educators like you. I am happy to provide services in-kind as I understand that your budgets won't be able to include programs such as mine until situated. I am happy to support kids and further network with you.

Sincerely,

*Alex Gyesei*

Alex Gyesei  
Producer/DJ STATIC



Taren Washington  
[REDACTED]

May 7, 2015

Dear Ms. Washington,

I would consider it an honor to provide technical assistance to the I Believe I Achieve Academy Charter School upon your opening. Education has always been a priority in ensuring that children are offered opportunities to grow and thrive. I believe that Kids X-Press can play a role in networking with you and providing support with literacy activities and magazine development, which will certainly help your students, feel the value of their voice. There is no feeling like children valued upon seeing their work published.

I look forward to hearing more about the I Believe I Achieve Academy Charter School and know that your leadership will greatly influence the success of your mission.

Sincerely,

*Marsha Tom*

Marsha Tom  
Executive Director  
Kids X-Press, Inc.



# NY Wild



Taren Washington  
[REDACTED]

September 21, 2015

Dear Ms Washington,

I am excited that you are working to open a charter school and help even more kids. I think that adding a science component with the work that I do with animals using the common core curriculum would be great. I think that the work we have done together would be great in your new school as well. Kids don't realize how much learning takes place when working and handling animals.

I respect the work that you do with children and I look forward to working with you again. Your experience as a principal will be so important when you open a new school. I am excited to work with you again.

Sincerely,

**Erik Zeidler**

Erik Zeidler  
President

PLEASE VISIT OUR WEBSITE AT [WWW.NY-WILD.COM](http://WWW.NY-WILD.COM) TO LEARN MORE ABOUT THE WORK WE DO

**Attachment 3a – Sample Daily Schedules**

**IBIA Academy Charter School – Sample Student Schedule**

<b>TIME</b>	<b>MONDAY</b>	<b>TUESDAY</b>	<b>WEDNESDAY</b>	<b>THURSDAY</b>	<b>FRIDAY</b>
<b>7:30-8:00</b>	Breakfast	Breakfast	Breakfast	Breakfast	Breakfast
<b>8:00-9:30</b>	Literacy	Literacy	Literacy	Literacy	Literacy
<b>9:30-10:00</b>	Learning Centers				
<b>10:00-11:30</b>	Math	Math	Math	Math	Math
<b>11:30-12:15</b>	LUNCH	LUNCH	LUNCH	LUNCH	LUNCH
<b>12:15-1:00</b>	Science	Science	Science	Science	Science
<b>1:00-1:45</b>	Technology	Technology	Technology	Technology	Technology
<b>1:45-2:00</b>	Snack	Snack	Snack	Snack	Snack
<b>2:00-2:30</b>	Fitness	Art	Fitness	Music	Fitness
<b>2:30-3:15</b>	Social Studies	Social Studies	Social Studies	Social Studies	Early Dismissal

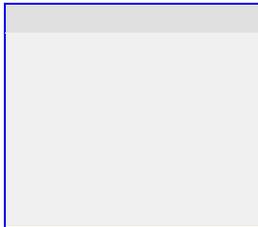
### IBIA Academy Charter School – Sample Teacher Schedule

<b>TIME</b>	<b>MONDAY</b>	<b>TUESDAY</b>	<b>WEDNESDAY</b>	<b>THURSDAY</b>	<b>FRIDAY</b>
<b>7:30-8:00</b>	Breakfast	Breakfast	Breakfast	Breakfast	Breakfast
<b>8:00-9:30</b>	Literacy	Literacy	Literacy	Literacy	Literacy
<b>9:30-10:00</b>	Learning Centers				
<b>10:00-11:30</b>	Math	Math	Math	Math	Math
<b>11:30-12:15</b>	LUNCH	LUNCH	LUNCH	LUNCH	LUNCH
<b>12:15-1:00</b>	Science	Science	Science	Science	Science
<b>1:00-1:45</b>	Technology	Technology	Technology	Technology	Technology
<b>1:45-2:00</b>	Snack	Snack	Snack	Snack	Snack
<b>2:00-2:30</b>	Fitness	Art	Fitness	Music	Fitness
<b>2:30-3:15</b>	Social Studies	Social Studies	Social Studies	Social Studies	Professional Development
<b>3:15-4:15</b>	Planning	Planning	Planning	Planning	Professional Development

## Attachment 3b – First Year Calendar

### IBIA Academy Charter School

Proposed 2017-2018 School Calendar (183 Full Days of Instruction + 10 Saturday Half Days)



August						
Su	Mo	Tu	We	Th	Fr	Sa
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30	31		

September						
Su	Mo	Tu	We	Th	Fr	Sa
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30

October						
Su	Mo	Tu	We	Th	Fr	Sa
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30	31				

November						
Su	Mo	Tu	We	Th	Fr	Sa
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30		

December						
Su	Mo	Tu	We	Th	Fr	Sa
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30
31						

#### Events and Holidays

##### August:

14<sup>th</sup> – 25<sup>th</sup> Staff Summer Institute

##### September:

5<sup>th</sup> School Opens –Full Day of Instruction

##### October:

9<sup>th</sup> - School Closed for Columbus Day

20<sup>th</sup> – School Closed for Students/PD for Staff

28<sup>th</sup> – SPAT Workshop

##### November:

11<sup>th</sup> – School Closed for Veterans Day

18<sup>th</sup> – SPAT Workshop

22<sup>nd</sup> -24<sup>th</sup> – School Closed for Thanksgiving

##### December:

8<sup>th</sup> - School Closed for Students/PD for Staff

16<sup>th</sup> – SPAT Workshop

25<sup>th</sup> – 29<sup>th</sup> – School Closed for the Holiday

##### January:

2<sup>nd</sup> School Reopens

13<sup>th</sup> SPAT Workshop

##### February:

2<sup>nd</sup> – School Closed for Students/PD for Staff

19<sup>th</sup> – 23 – School Closed for Winter Break

##### March:

17<sup>th</sup> – SPAT Workshop

26<sup>th</sup> -30 – School Closed for Spring Break

##### April

21<sup>st</sup> SPAT Meeting

##### May

4<sup>th</sup> – School Closed for Students/PD for Staff

28<sup>th</sup> – School Closed for Memorial Day

##### June

16<sup>th</sup> – SPAT Meeting

22<sup>nd</sup> – Last Day of School for All Students

26<sup>th</sup> Last Day of School for Teachers

## Attachment 4 – Student Discipline Policy

### I Believe I Achieve Academy Charter School Code of Conduct

#### Why have a Code of Conduct?

The purpose of the Code of Conduct is to set clear expectations for behavior and conduct in a safe, healthy, orderly and civil school environment that will promote good decision making on school property. This productive environment will support an excellent educational program and school atmosphere. The Code of Conduct protects the rights of all students by:

- Providing a school-wide discipline management plan
- Specifying the behavior that is expected of all students
- Describing the broad range of student misconduct and providing appropriate disciplinary consequences/options for the various kinds of misconduct
- Outlining student rights

#### What are the students' responsibilities?

All students are expected to conduct themselves in an appropriate manner with regard to the safety and respect of others. As a student, you have the responsibility to:

- Work to the best of their ability and strive towards excellence
- Contribute to maintaining a safe and orderly school environment
- Become familiar with all policies and rules dealing with student conduct
- Attend school every day; arrive on time prepared to learn
- Respond to directions from administrators, teachers and school staff in a respectful and positive manner
- Control anger
- Ask questions when something is not understood
- Seek help and advice to solve situations that may lead to disciplinary action
- Dress appropriately for school and school activities
- Accept responsibility for your actions.
- Maintain high standards of conduct, sportsmanship and demeanor when participating in a school sponsored event or activity as a representative of the school
- Be respectful of all staff and students both in person and through the use of technology
- Report to school officials, any information that prevents any type of danger or injury to oneself or others

#### What types of student behaviors are not allowed under the Code of Conduct?

All students are expected to conduct themselves in an appropriate manner. The best discipline is self-discipline. Students must learn to assume responsibility for their own behavior as well as the consequences that come from breaking any of the rules. There are four (4) levels of student conduct.

Level I - students who engage in conduct that is insubordinate, such as failure to follow school rules or reasonable directions of school personnel. This includes tardiness, cutting and verbal rudeness.

Level II - students who are engaged in conduct that is disorderly and disruptive. This includes actions that interfere with the education of other students or the ability of a teacher to teach, using profane language or gestures, disrespecting the property of others, and leaving the school grounds.

Level III – students who are engaged in conduct that endangers the morals, health and welfare of students and staff. This includes any action that disrupts the normal operation of the school, bullying in person or through technology, verbal threatening, threatening physical harm to others, and being repeatedly disruptive in class/school.

Level IV – students who engage in conduct that is violent and dangerous. This includes assaulting a student or staff member, possessing a weapon, possessing or selling drugs, or destructing school property. In addition, if students are using any electronic devices (cell phone, iPad, etc.) inappropriately in school or at school activities, these devices will be taken and the appropriate penalty will be given to that individual student.

### **What is the dress code for students?**

All students are expected to dress appropriately for school and school functions and give proper attention to personal cleanliness, grooming and appearance. Inappropriate dress and appearance can be distracting; therefore, school personnel may take appropriate action. Students have the responsibility to wear,

- The school's uniform daily. :
- Pants must be worn at one's waist.
- No bare midriffs. •
- Footwear at all times. Shoes that can be a hazard are not allowed. •
- No Hats (except for medical or religious purposes) in school. •
- No jewelry that can be used as a weapon.

Students and parents have the primary responsibility for ensuring that students are dressed in a manner consistent with the dress code. Students wearing inappropriate articles of clothing will be asked to remove or change into something more appropriate. If a student refuses to do so he/she will be subject to discipline. Students wearing inappropriate articles of clothing will be asked to remove or change into something more appropriate. If a student refuses to do so he/she will be subject to discipline.

### **School Uniform Policy**

The school has a school uniform policy that must be followed at all times, unless permission is granted by administration.

### **Dignity For All Students Act**

New York State's Dignity for All Students Act (The Dignity Act) provides public elementary and secondary school students with a safe and supportive environment free from discrimination, intimidation, taunting, harassment, and bullying on school property, a school bus and/or at a school function. Friends of I Believe I Achieve Academy Charter School provide a climate where students can learn and focus, rather than fear being discriminated against (bullying) either verbally or physically. Everyone must be sensitive to everyone's differences, no matter what those differences are. If a student harasses or bullies another student, these behaviors will not be tolerated and will be disciplined according to the Code of Conduct. Remember: All throughout the Code of Conduct it is stressed that students should make good and practical decisions so they do not face consequences.

### **When can a teacher remove a student from the classroom?**

When all other reasonable methods fail to restore order in the classroom the Code of Conduct and New York State law allows teachers to remove persistently disruptive students from the classroom. The goal is to ensure all students have the ability to remain focused on teaching and learning. A student may be removed from the classroom when he/she substantially disrupts the educational process or substantially interferes with the teacher's authority over the class or demonstrates a persistent unwillingness to comply with the teacher's instructions or repeatedly violates the teacher's classroom behavior rules. The student can be removed for that period or, if the student is with the teacher all day, up to two classes 1½ hours or as directed by the school administration.

### **What are the consequences for violating the Code of Conduct?**

The rules in the Code of Conduct focus on safety and respect for others. Students who violate the rules including the school uniform will face disciplinary action which can include:

- Oral or written warnings to student and his/her parents.
- Removal from the classroom
- In-school suspension or detention
- Short-term suspension from school (five days or less)
- Long-term suspension from school (more than 5 days)
- Suspension of computer and Internet privileges
- Removal from the regular school program

**What role do students play in enforcing the Code of Conduct?**

Students play an important role in maintaining safety and order in school and enforcing the Code of Conduct. The school is a place of learning and students' help is needed to keep a safe and productive environment. Students are expected to report any violations of the Code of Conduct to a teacher, administrator, or any school staff. This includes anything seen on the school bus or at a school function. Students are expected to:

- Conduct themselves in a manner that does not interfere with the rights of others
- Abide by the expectations, guidelines, rules and regulations established by the schools
- Come to school prepared to learn and attend school every day

**Who should students or parents ask if they have questions about the Code of Conduct?**

School administrators or teachers may answer questions. The Board of Trustees knows that the majority of the I Believe I Achieve Academy Charter School students conduct themselves in a respectful, civil manner and that our students are committed to maintaining the safety and order of our schools. That commitment is the key to the success of the Code of Conduct and to the success of every student.

I Believe I Achieve Academy Charter School Board of Trustees sets and enforces high standards of conduct for every stakeholder at the school. The Code of Conduct describes the responsible behaviors expected of students, parents, staff and visitors of Yonkers Public Schools. Everyone has rights as well as responsibilities, and it is important that students and parents fully understand that these rights and responsibilities go hand in hand. By following these expectations, we ensure that all students can receive the quality education they deserve without disruptions. This guide provides a summary of some important information for students from the Code of Conduct. The complete Code of Conduct is distributed annually to all students and staff at the beginning of the school year.

**Dr. Taren L. Washington, Ph. D**

98 Hempstead Road, New Hempstead, NY 10977 Email: [REDACTED]

**ELEMENTARY/MIDDLE SCHOOL PRINCIPAL**  
**Scholastic Academy for Academic Excellence**  
**Dedicated to Students' Educational Well-Being and Academic Excellence**

An innovative, forward thinking educator with a track record for success in building a collaborative instructional learning environment through strategic planning, curriculum and program development, effective faculty interaction and communication. Experienced in meeting the needs of at-risk students and creating a stimulating and challenging learning environment, conducive to the highest level of achievement. Additional strengths include:

- Strong Leadership/Mentoring Skills
- Excellent Organizational Skills
- Budget Development/ Management
- Curriculum Planning & Implementation
- Divers/Minority Community Relations
- District/State Assessment Coordination

**HIGHLIGHTED ACCOMPLISHMENTS**

- Created student data disaggregation procedures to assess students' strengths and weaknesses, and determine areas needing improvement.
- Increased student attendance rate by 20%.
- Awarded the following grants: Magnet Grant, Emergent Bi-lingual Grant, Reading First Grant, and Twenty-first Century Grant.
- Created a 21<sup>st</sup> Century Science Laboratory with hands-on instruction
- Created a 21<sup>st</sup> Century Technology Computer Center
- Served on the following School District/Community Boards: Parent Advisory Committee, Administrative Leadership Board, School Facilities Management Board, Big Brothers Big Sisters, Health and Wellness Board, Shared Decision Making Team, Professional Development Team, and the Science and Engineering Design Team.

**PROFESSIONAL EXPERIENCE**

**Scholastic Academy for Academic Excellence, Yonkers, NY**

2000-Present

**Principal**

Provide daily leadership and supervision for students and staff members. Develop and organize activities to address students' and teachers' needs. Manage school's budget to ensure school and district goals are met.

- Developed a master schedule to guarantee maximum instruction time for teachers and students.
- Increased parent involvement through planning various school programs and parent workshops.
- Initiated and supervised school-based leadership groups to promote self-awareness, build self-esteem and recognize leadership abilities.
- Implemented school-wide summative and formative assessments to evaluate students' academic progress.
- Instituted a "Family Room" to encourage greater school and community partnerships.
- Utilized site-based management principles to build a cohesive learning environment.
- Formed partnerships with Manhattanville College, Mercy College, City University of New York, and Sarah Lawrence College to provide opportunities for continued progress and learning.

- Organized Professional Learning Communities to strengthen collaboration and maintain a continual learning atmosphere.
- Developed strategies for vertical alignment for improving math, reading, and writing skills.
- Developed professional relationships with local news media and the Yonkers School District's communications department, issuing press releases to assure positive and recurring coverage of school news.
- Generated a significant amount of community support through fundraising and contribution efforts.
- Initiated a comprehensive school-based mentoring program to support the academic, social and emotional needs of at-risk students and parents.

**Roosevelt High School, Yonkers, NY**

1999-2000

**Assistant Principal**

Developed small learning groups of staff members focused around continuous improvement with an emphasis on higher order thinking skills and literacy.

- Directly supervised 45 staff members in the areas of Math, Science and Technology.
- Provided guidance and support to students in the areas of scheduling, graduation requirements, college preparation and personal conflicts.

**Purchase College, Purchase, NY**

1999-2001

**Adjunct Instructor – STEP Program**

Provided students with hands-on science, mathematics and technology opportunities through real-world investigations that focus on responsible environmental stewardship.

- Instructed High School students in the areas of Science and Math in preparation for college course work.
- Developed field projects to build critical thinking and logical skills.
- Integrated test-taking strategies into instructional program in preparation for the PSAT and SAT assessments.

**School 17, Yonkers, NY**

1994-1999

**Teacher**

Implemented lesson plans and provided instruction in all subjects including, math, science, reading, social studies, and writing. Generated progress reports and report cards, and conducted parent-teacher conferences.

- Provided hands-on and manipulative instruction to students through class projects and field activities.
- Facilitated technical assistance to the Academy's Assistant Principal in the implementation of grade curriculums, supervision of academy affairs and mediation of student conflicts.

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**EDUCATION**

**Ph. D.: Educational Leadership**

Concordia College, Chicago, IL

**Masters of Education: Educational Supervision and Administration**

The City College of New York, New York, NY

**Masters of Science: Science Education**

The City College of New York, New York, NY

**Masters of Science: Elementary Education**

Lehman College, Bronx, NY

**Bachelors of Science: Accounting/Business Management**  
Mercy College, Dobbs Ferry, NY

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**PROFESSIONAL AFFELICATIONS**

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American Association of School Administrators  
National Association of Elementary School Principals  
Association for Supervision and Curriculum Development  
National Education Association

## SCHOOL TRUSTEE BACKGROUND INFORMATION

<b>Name (include preferred honorific)</b>	Taren Washington
<b>Daytime Telephone</b>	
<b>Home Mailing Address</b>	
<b>Personal Email/Fax</b>	
<b>Business Address</b>	
<b>Business E-Mail/Fax</b>	
<b>Charter School Name</b>	I Believe I Achieve Academy Charter School
<b>Charter School Address</b>	98 Hempstead Road New Hempstead, NY 10977
<b>To which charter school board position and/or office are you asking to be appointed (e.g., parent representative, vice-president, Finance subcommittee, etc.)?</b>	President

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

As an educator in a public school setting for over twenty-five years, I have had numerous opportunities to research and learn about innovative approaches that are being utilized in a Charter School setting to enhance the learning of our youth. It is my visions to work as a board member to help guide and ensure that I Believe I Achieve Academy's vision come to fruition.

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

I wish to serve because I have a genuine commitment to those struggling as a result of poverty and/or adverse social situations, and I believe a quality education is among the most effective

means to overcome such barriers. Moreover, I want to use my experience as an educator to help lead and create a strong new school that will provide opportunities for all children in the East Ramapo School District.

5. 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. (Include description here):

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

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

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

7. Please indicate if you currently have any criminal charge(s) pending against you in state or federal court in any jurisdiction.  
 This does not apply to me.  Yes.

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

### **Conflict of Interest**

8. Please indicate whether you, your spouse, or other family member knows any of the other prospective or current board members.  
 I / we do not know any such persons.  Yes.

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

I know Michael Peterson. Michael Peterson is my son-in-law.

9. Please indicate whether you, your spouse, or other family member knows any person who is a prospective or current charter school employee.  
 I / we do not know any such persons.  Yes.

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

10. Please indicate whether you, your spouse, or other family member is an employee of the Department of Education. (Employees of the Department of Education are not prohibited from participating on charter school boards of trustees, unless their work responsibilities present a direct conflict of interest)

I / we do not know any such persons. (Please skip to Question 11)  
 Yes. (Please answer questions 10a – 10c)

a) Please indicate your position and division at the Department of Education:

\_\_\_\_\_

b) If the charter school is co-located with a Department of Education district school, are you an employee of the co-located district school?

No.  Yes:

c) Do you have any decision making power in the district where the charter school resides? (Examples include, but are not limited to superintendent, CEC member/officer, community board member, borough enrollment office employee, etc.)

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 procedures laid out in the charter school's Conflict of Interest Policy would guide my actions. If there is good cause to believe a member of the board has failed to disclose actual or possible conflicts of interest, I would inform that member of the basis for my belief and afford him/her an opportunity to explain the alleged failure to disclose. If, after hearing the member's response and after making further investigation as warranted by the circumstances, the governing board determines the member has failed to disclose an actual or possible conflict of interest, we would take appropriate disciplinary and correct action.

### **Educational Philosophy**

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

The mission of the I Believe I Achieve Academy Chapter School is to provide a rigorous, accelerated, innovative curriculum that provides students with the knowledge and skills needed for success in college and careers.

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

Successful schools begin their creation and development with a broad brush. Problems solved creatively are understood from all viewpoints allowing us to use a collaborative framework to problem solve together. The I Believe I Achieve Academy will reflect on ideas from all perspectives to develop the best solution for each student. Using a 21<sup>st</sup> century approach to learning, students will develop a set of abilities that will allow them to become innovative, creative and critical thinkers.

IBIA Academy will be a vibrant learning environment that will utilize a holistic comprehensive approach to learning. The rigorous academic curriculum will provide a strong foundation in the core areas while providing students with the social supports needed to navigate through challenges that can impact their lives. To develop well rounded human beings, students will partake in various school-based and community-based projects that will allow them to collaborate with others while developing empathy.

At IBIA Academy, our educators will be selected based on their passion for teaching, their creativity in the classroom, and their devotion to the student body. Embracing a philosophy of partnership where power and responsibility are shared, teachers will build trusting relationships with parents and community members to promote the academic and social development of students. We firmly believe that children supported by their parents will thrive and reach their benchmarks for success. Parents will be highly involved in all facets of their children's new experiences in order to enhance the knowledge, skills, and dispositions necessary for post-secondary engagement at the academy.

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 great charter school will provide every student with a strong academic and character-building education, will comply with all government and other regulations, and will be fiscally sound. The board of the charter school must:

- Monitor effective implementation of key design elements
- Monitor and report on progress towards meeting accountability goals
- Facilitate communication with the school leader and authorizer
- Evaluate the performance of the school leader

- Evaluate school policies and procedures and revise to ensure achievement of mission and accountability goals
- Review budget to determine optimum allocation of resources.

**Other**

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

The Board will have all the powers and duties permitted by law to oversee the business, property, and affairs of the charter school; will maintain sole fiduciary responsibility and will exercise hiring and firing authority of the school leader. Board members have a responsibility to solicit input from, and opinions of, the parents and students, and the faculty and staff, regarding issues of significance and to weigh the input and opinions carefully before taking action.

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

I have read the Charter School documents.

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

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

**STATEMENT OF ASSURANCE**

I, Taren L. Wasington 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 2<sup>nd</sup> Degree, a Class A Misdemeanor.

**Signature**

*Taren L. Washington*

10/4/2015

**Date**

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# Display Transcript

 This is NOT an official transcript. Courses which are in progress may also be included on this transcript.

[Transfer Credit](#)   [Institution Credit](#)   [Transcript Totals](#)   [Courses in Progress](#)

## Transcript Data

### STUDENT INFORMATION

**Name :** Taren L. Washington

**Birth Date:** NOV 24

### Curriculum Information

#### Current Program

**Program:** PHD - School Leadership

**College:** Graduate & Innovative  
Programs

**Major:** School Leadership

\*\*\*Transcript type:NO is NOT Official \*\*\*

### TRANSFER CREDIT ACCEPTED BY INSTITUTION [-Top-](#)

Sp91- CUNY-City College Of New York  
Sp00:

Subject Course	Title	Grade	Credit Hours	Quality Points	R
TRAN 0001	EDE703 School & Community	A-	3.000		11.01
TRAN 0001	EDUC7300G Curric Dev SPv1	B	3.000		9.00



Subject	Course	Campus	Level	Title	Grade	Credit Hours	Quality Points	Start and End Dates	R CEU	Contact Hours
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EDL	7210	Off Campus	GR	Policy Analysis	C	3.000	6.00			
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	Attempt Hours	Passed Hours	Earned Hours	GPA Hours	Quality Points	GPA
<b>Current Term:</b>	3.000	3.000	3.000	3.000	6.00	2.00
<b>Cumulative:</b>	6.000	6.000	6.000	6.000	18.00	3.00

Unofficial Transcript

Term: Fall 2009

Subject	Course	Campus	Level	Title	Grade	Credit Hours	Quality Points	Start and End Dates	R CEU	Contact Hours
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EDL	6310	Off Campus	GR	School/Parent/Comm. Relations	A	3.000	12.00			
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EDL	7120	Off Campus	GR	Research Based Decision Making	A-	3.000	11.01			
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	Attempt Hours	Passed Hours	Earned Hours	GPA Hours	Quality Points	GPA
<b>Current Term:</b>	6.000	6.000	6.000	6.000	23.01	3.83
<b>Cumulative:</b>	12.000	12.000	12.000	12.000	41.01	3.41

Unofficial Transcript

Term: Spring 2010

Subject	Course	Campus	Level	Title	Grade	Credit Hours	Quality Points	Start and End Dates	R CEU	Contact Hours
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EDL	6110	Off Campus	GR	Quantitative Analysis	A	3.000	12.00			
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<b>Attempt Hours</b>	<b>Passed Hours</b>	<b>Earned Hours</b>	<b>GPA Hours</b>	<b>Quality Points</b>	<b>GPA</b>
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<b>Current Term:</b>	3.000	3.000	3.000	3.000	12.00	4.00
<b>Cumulative:</b>	15.000	15.000	15.000	15.000	53.01	3.53

Unofficial Transcript

Term: Summer 2010

<b>Subject</b>	<b>Course</b>	<b>Campus</b>	<b>Level</b>	<b>Title</b>	<b>Grade</b>	<b>Credit Hours</b>	<b>Quality Points</b>	<b>Start and End Dates</b>	<b>R CEU</b>	<b>Contact Hours</b>
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EDL	6115	Off Campus	GR	Qualitative Analysis	B	3.000	9.00			
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<b>Attempt Hours</b>	<b>Passed Hours</b>	<b>Earned Hours</b>	<b>GPA Hours</b>	<b>Quality Points</b>	<b>GPA</b>
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<b>Current Term:</b>	3.000	3.000	3.000	3.000	9.00	3.00
<b>Cumulative:</b>	18.000	18.000	18.000	18.000	62.01	3.44

Unofficial Transcript

Term: Fall 2010

<b>Subject</b>	<b>Course</b>	<b>Campus</b>	<b>Level</b>	<b>Title</b>	<b>Grade</b>	<b>Credit Hours</b>	<b>Quality Points</b>	<b>Start and End Dates</b>	<b>R CEU</b>	<b>Contact Hours</b>
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EDL	7500	Off Campus	GR	Mixed Methods Research	A	3.000	12.00			
EDL	7510	Off Campus	GR	Advanced Topics in Statistics	A-	3.000	11.01			

<b>Attempt Hours</b>	<b>Passed Hours</b>	<b>Earned Hours</b>	<b>GPA Hours</b>	<b>Quality Points</b>	<b>GPA</b>
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<b>Current Term:</b>	6.000	6.000	6.000	6.000	23.01	3.83
<b>Cumulative:</b>	24.000	24.000	24.000	24.000	85.02	3.54

Unofficial Transcript

Term: Spring 2011

Subject	Course	Campus	Level	Title	Grade	Credit Hours	Quality Points	Start and End Dates	R CEU	Contact Hours
FPR	7900	Off Campus	GR	Research Design	A	4.000	16.00			
					<b>Attempt Hours</b>	<b>Passed Hours</b>	<b>Earned Hours</b>	<b>GPA Hours</b>	<b>Quality Points</b>	<b>GPA</b>
<b>Current Term:</b>					4.000	4.000	4.000	4.000	16.00	4.00
<b>Cumulative:</b>					28.000	28.000	28.000	28.000	101.02	3.60

Unofficial Transcript

Term: Summer 2011

Subject	Course	Campus	Level	Title	Grade	Credit Hours	Quality Points	Start and End Dates	R CEU	Contact Hours
COMP	7990	Off Campus	GR	Comprehensive Examination	P	3.000	0.00			
					<b>Attempt Hours</b>	<b>Passed Hours</b>	<b>Earned Hours</b>	<b>GPA Hours</b>	<b>Quality Points</b>	<b>GPA</b>
<b>Current Term:</b>					3.000	3.000	3.000	0.000	0.00	0.00
<b>Cumulative:</b>					31.000	31.000	31.000	28.000	101.02	3.60

Unofficial Transcript

Term: Fall 2011

Subject	Course	Campus	Level	Title	Grade	Credit Hours	Quality Points	Start and End Dates	R CEU	Contact Hours
DISS	7990	Off	GR	Dissertation	P	3.000	0.00		I	

## Campus

	<b>Attempt Hours</b>	<b>Passed Hours</b>	<b>Earned Hours</b>	<b>GPA Hours</b>	<b>Quality Points</b>	<b>GPA</b>
<b>Current Term:</b>	3.000	3.000	3.000	0.000	0.00	0.00
<b>Cumulative:</b>	34.000	34.000	34.000	28.000	101.02	3.60

Unofficial Transcript

Term: Spring 2012

<b>Subject</b>	<b>Course</b>	<b>Campus</b>	<b>Level</b>	<b>Title</b>	<b>Grade</b>	<b>Credit Hours</b>	<b>Quality Points</b>	<b>Start and End Dates</b>	<b>R</b>	<b>CEU</b>	<b>Contact Hours</b>
DISS	7990	Off Campus	GR	Dissertation	P	3.000	0.00		I		

	<b>Attempt Hours</b>	<b>Passed Hours</b>	<b>Earned Hours</b>	<b>GPA Hours</b>	<b>Quality Points</b>	<b>GPA</b>
<b>Current Term:</b>	3.000	3.000	3.000	0.000	0.00	0.00
<b>Cumulative:</b>	37.000	37.000	37.000	28.000	101.02	3.60

Unofficial Transcript

Term: Summer 2012

<b>Subject</b>	<b>Course</b>	<b>Campus</b>	<b>Level</b>	<b>Title</b>	<b>Grade</b>	<b>Credit Hours</b>	<b>Quality Points</b>	<b>Start and End Dates</b>	<b>R</b>	<b>CEU</b>	<b>Contact Hours</b>
DISS	7991	Off Campus	GR	Dissertation Supervision	P	0.000	0.00		I		

	<b>Attempt Hours</b>	<b>Passed Hours</b>	<b>Earned Hours</b>	<b>GPA Hours</b>	<b>Quality Points</b>	<b>GPA</b>
<b>Current Term:</b>	0.000	0.000	0.000	0.000	0.00	0.00
<b>Cumulative:</b>	37.000	37.000	37.000	28.000	101.02	3.60

Unofficial Transcript

## Term: Fall 2012

Subject	Course	Campus	Level	Title	Grade	Credit Hours	Quality Points	Start and End Dates	R	CEU	Contact Hours
DISS	7991	Off Campus	GR	Dissertation Supervision	P	0.000	0.00		I		
						<b>Attempt Hours</b>	<b>Passed Hours</b>	<b>Earned Hours</b>	<b>GPA Hours</b>	<b>Quality Points</b>	<b>GPA</b>
<b>Current Term:</b>						0.000	0.000	0.000	0.000	0.00	0.00
<b>Cumulative:</b>						37.000	37.000	37.000	28.000	101.02	3.60

Unofficial Transcript

## Term: Spring 2013

Subject	Course	Campus	Level	Title	Grade	Credit Hours	Quality Points	Start and End Dates	R	CEU	Contact Hours
DISS	7991	Off Campus	GR	Dissertation Supervision	P	0.000	0.00		I		
						<b>Attempt Hours</b>	<b>Passed Hours</b>	<b>Earned Hours</b>	<b>GPA Hours</b>	<b>Quality Points</b>	<b>GPA</b>
<b>Current Term:</b>						0.000	0.000	0.000	0.000	0.00	0.00
<b>Cumulative:</b>						37.000	37.000	37.000	28.000	101.02	3.60

Unofficial Transcript

## Term: Summer 2013

Subject	Course	Campus	Level	Title	Grade	Credit Hours	Quality Points	Start and End Dates	R	CEU	Contact Hours
DISS	8001	Off Campus	GR	Dissertation Supervision	P	0.000	0.00		I		

<b>Attempt Hours</b>	<b>Passed Hours</b>	<b>Earned Hours</b>	<b>GPA Hours</b>	<b>Quality Points</b>	<b>GPA Points</b>
----------------------	---------------------	---------------------	------------------	-----------------------	-------------------

<b>Current Term:</b>	0.000	0.000	0.000	0.000	0.00	0.00
<b>Cumulative:</b>	37.000	37.000	37.000	28.000	101.02	3.60

Unofficial Transcript

Term: Fall 2013

<b>Subject</b>	<b>Course</b>	<b>Campus</b>	<b>Level</b>	<b>Title</b>	<b>Grade</b>	<b>Credit Hours</b>	<b>Quality Points</b>	<b>Start and End Dates</b>	<b>R</b>	<b>CEU</b>	<b>Contact Hours</b>
DISS	8001	Off Campus	GR	Dissertation Supervision	P	0.000	0.00		I		

<b>Attempt Hours</b>	<b>Passed Hours</b>	<b>Earned Hours</b>	<b>GPA Hours</b>	<b>Quality Points</b>	<b>GPA Points</b>
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<b>Current Term:</b>	0.000	0.000	0.000	0.000	0.00	0.00
<b>Cumulative:</b>	37.000	37.000	37.000	28.000	101.02	3.60

Unofficial Transcript

Term: Spring 2014

<b>Subject</b>	<b>Course</b>	<b>Campus</b>	<b>Level</b>	<b>Title</b>	<b>Grade</b>	<b>Credit Hours</b>	<b>Quality Points</b>	<b>Start and End Dates</b>	<b>R</b>	<b>CEU</b>	<b>Contact Hours</b>
DISS	8001	Off Campus	GR	Dissertation Supervision	P	0.000	0.00		I		

<b>Attempt Hours</b>	<b>Passed Hours</b>	<b>Earned Hours</b>	<b>GPA Hours</b>	<b>Quality Points</b>	<b>GPA Points</b>
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<b>Current Term:</b>	0.000	0.000	0.000	0.000	0.00	0.00
<b>Cumulative:</b>	37.000	37.000	37.000	28.000	101.02	3.60

Unofficial Transcript

Term: Summer 2014

Subject	Course	Campus	Level	Title	Grade	Credit Hours	Quality Points	Start and End Dates	R	CEU	Contact Hours
DISS	8001	Off Campus	GR	Dissertation Supervision	P	0.000	0.00				I
					<b>Attempt Hours</b>	<b>Passed Hours</b>	<b>Earned Hours</b>	<b>GPA</b>	<b>Quality Points</b>	<b>GPA</b>	
<b>Current Term:</b>					0.000	0.000	0.000	0.000	0.00		0.00
<b>Cumulative:</b>					37.000	37.000	37.000	28.000	101.02		3.60

Unofficial Transcript

Term: Fall 2014

Subject	Course	Campus	Level	Title	Grade	Credit Hours	Quality Points	Start and End Dates	R	CEU	Contact Hours
DISS	8001	Off Campus	GR	Dissertation Supervision	P	0.000	0.00				I
					<b>Attempt Hours</b>	<b>Passed Hours</b>	<b>Earned Hours</b>	<b>GPA</b>	<b>Quality Points</b>	<b>GPA</b>	
<b>Current Term:</b>					0.000	0.000	0.000	0.000	0.00		0.00
<b>Cumulative:</b>					37.000	37.000	37.000	28.000	101.02		3.60

Unofficial Transcript

Term: Spring 2015

Subject	Course	Campus	Level	Title	Grade	Credit Hours	Quality Points	Start and End Dates	R	CEU	Contact Hours
DISS	8001	Off Campus	GR	Dissertation Supervision	P	0.000	0.00				I
					<b>Attempt Hours</b>	<b>Passed Hours</b>	<b>Earned Hours</b>	<b>GPA</b>	<b>Quality Points</b>	<b>GPA</b>	

	Hours	Hours	Hours	Hours	Points	
<b>Current Term:</b>	0.000	0.000	0.000	0.000	0.00	0.00
<b>Cumulative:</b>	37.000	37.000	37.000	28.000	101.02	3.60

Unofficial Transcript

Term: Summer 2015

Subject	Course	Campus	Level	Title	Grade	Credit Hours	Quality Points	Start and End Dates	R CEU	Contact Hours
DISS	8001	River Forest	GR	Dissertation Supervision	P	0.000	0.00		I	

	Attempt Hours	Passed Hours	Earned Hours	GPA Hours	Quality Points	GPA
<b>Current Term:</b>	0.000	0.000	0.000	0.000	0.00	0.00
<b>Cumulative:</b>	37.000	37.000	37.000	28.000	101.02	3.60

Unofficial Transcript

**TRANSCRIPT TOTALS (GRADUATE) -Top-**

	Attempt Hours	Passed Hours	Earned Hours	GPA Hours	Quality Points	GPA
<b>Total Institution:</b>	37.000	37.000	37.000	28.000	101.02	3.60
<b>Total Transfer:</b>	27.000	27.000	27.000	27.000	92.01	3.40
<b>Overall:</b>	64.000	64.000	64.000	55.000	193.03	3.50

Unofficial Transcript

**COURSES IN PROGRESS -Top-**

Term: Fall 2015

Subject	Course	Campus	Level	Title	Credit Hours	Start and End Dates
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DISS	8001	Off Campus	GR	Dissertation Supervision	0.000
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[ Overall Financial Aid Status | Financial Aid Eligibility Menu ]

**RELEASE: 8.7.1**

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# MARSHA TOM

- 
- VOLUNTEER MANAGEMENT • ORGANIZATIONAL STRATEGY • PROGRAM DEVELOPMENT •
  - DONOR ACQUISITION/CULTIVATION •
- 

## EXECUTIVE SUMMARY

A highly experienced management and logistics executive specializing in volunteer operations. A proven ability for leading diverse teams to measurable levels of achievement. Skilled in identifying, developing and evaluating required methods for meeting brand expectations and success.

- Publisher of an award winning children's magazine
- A regional Executive Director of a 4 star and Top Ten non-profit organization
- Key member on development/marketing committees for fundraising purposes
- Key member of NYC Chancellor's Steering Committee which restructured the Office of Family Engagement and Advocacy division (50M+) for the NYC Dept of Education
- Supervise staff of 300+ responsible for increased volunteerism and successful fund-raising activities
- NYC Chancellor of Education representative to 275,000+ families
- Developed an accountability system to be used by 1000+ Parent Coordinators to evaluate the satisfaction of educational services provided to 1M+ families
- Fiscal oversight of federal funds (2M+) allocated to parent engagement
- Organized and executed the annual leadership training to 2,000+ parent volunteers
- Designed innovative programs impacting on enhancing instruction and increased performance and sustainability
- Manager of a (1.5 M+)M grants awarded for improving the socio-economic circumstances of at-risk youth and their families in underserved communities

## PROFESSIONAL EXPERIENCE

**Kids X-Press, Inc.** , White Plains, New York, Executive Director

2015 – Present

*"Kids X-Press, Inc. is a 501(c)3 organization whose mission is to promote learning, literacy and leadership. We encourage children of all abilities from all ethnic, social and economic backgrounds to express themselves and we provide them a forum through which they can communicate to the public the world from a kid's eyeview". Publishing approximately 200,000 magazines a year, we have touched over a million readers since our inception.*

- Increase readership and revenue by developing new partnerships and expanding our donor base
- Oversight on creative growth of educational programming
- Build awareness by infusing new marketing and cultivation events within the community
- Design and implement strategic planning on social media development
- Review and organize publication of quarterly magazines driven to promote self-esteem of children
- Coordinate and network with other non-profits to drive interest and promote community awareness
- Build relationships within the broader community to secure recognition as a platform as a community resource
- Plan and create with board members/committees to develop strategic planning measures for growth

## Marsha Tom

**Big Brothers Big Sisters of Westchester County**, White Plains, New York      Executive Director      2010 – 2015  
One of the oldest and largest internationally recognized youth mentoring programs

- Maximize the financial strength of the agency and the brand by leveraging new funding sources
- Develop vision and strategies that position the organization for growth and increased revenue
- Maintain the quality standards/policies/practices of the national Big Brothers Big Sisters of America model
- Ensure programmatic excellence through a system of coordination, assessment and corrective action
- Build strong long term relationships with individuals/foundations/funders resulting in new sponsors/donors
- Build customer loyalty by maintaining an organizational culture that meets sponsor/donor needs
- Redesigned instructional curriculum with innovative strategies and concepts to motivate creativity and excitement in learning through mentoring
- Expanded public relations of the brand resulting in increased media exposure highlighting the mission and vision of BBBS
- Recruit, develop and sustain prospective volunteers to serve as Advisory Council members to network, lead and contribute to the success and growth of BBBS
- Design and present staff development to cultivate leadership, performance and improved administrative/time management skills
- Empower staff to lead programs with efficiency by migrating decision-making authority at the lowest level

## **New York City Department of Education**, New York

Queens Borough Director      2006 – 2008  
Queens Borough office served 7 school districts encompassing 315 schools, 275,000+ students and families

Regional Director      2003 – 2006  
Region 3 served 4 school districts encompassing 150 schools, 136,000+ students and families

- Led, trained and mentored all Queens County staff members (300+) in the implementation of administrative initiatives and the development and facilitation of workshops/training
- Provided consultative services and professional development to superintendents, principals and school administrators streamlining implementation of practices/protocols aligning them with laws and regulations
- Ensured quality assurance and compliance with Title I Federal funding guidelines for parent initiatives through training of Superintendents, school administrators and parents
- Supported schools by developing and delivering professional development targeting specific needs
- Orchestrated and executed borough wide events which served thousands of families throughout Queens
- Sustained daily efficiency of the SIEBEL system network ( New York City's 311 reporting system) to evaluate, assign and monitor all school related concerns
- Designed and developed instructional materials utilized as standardized accountability tools throughout the NYC Dept of Ed
- Crafted a network of resources with CBOs resulting in \$285,000+ additional revenue and services annually
- Mentored an elite staff of 40+ resulting in mastery of presentation and workshop development skills to be turn keyed to staff/volunteers throughout all 5 NYC boroughs
- Established the Queens Family Center which allowed culturally diverse families to network, receive professional development, access resources while partnering with CBOs

**Marsha Tom**

### **EDUCATION/CERTIFICATION/AWARDS**

**College of New Rochelle**, 1999, B.A., Psychology, summa cum laude

**School of Visual Arts**, NY, 1981 – 1983

**NYS Office of Alcoholism and Substance Abuse**, New York State Credentialed Substance Abuse Counselor

**United Parents Associations of New York City**, 'Parent Empowerment Award'

**NYS Sen. Pedro Espada, Jr.**, 'NYC Council Citation for Excellence' in Parent and Community Involvement

**NYC Board of Education, NYC School Boards**, 'Distinguished Educator Award'

**NYSABE**, 'New York State Association of Bilingual Educators Parents' Choice Award'

**City Council Member Jose Rivera**, 'Outstanding Community Service Award'

### **PROFESSIONAL TRAINING/MEMBERSHIPS**

**Big Brothers Big Sisters of America**, CEO Standards and Policies

**BBBSA**, AIM Data Reporting System (National)

**SEIBEL**, Customer Relationship Management (New York City's government and information reporting system)

**American Red Cross**, CPR/Life Saving

**The Quest National Center**, 'Skills for Adolescence'

**NYC Public School Training Institute**, 'Ethics in Our Profession'

**Educators for Social Responsibility**, 'Resolving Conflict Creatively'

**Narcotics and Drug Research Institute**, 'Talking About HIV with Children', 'AIDS Care', 'Critical State of ATOD'

**Mt Vernon-Yonkers Elks Lodge**, Member

### **INVITED PRESENTATIONS**

Phi Theta Kappa Induction Ceremony, CUNY, Keynote Speaker

'How to Keep Your Board Smiling', Westchester Association of Volunteer Administrators

NYS Intergenerational Network Conference, Moderator

'How to Engage High Level Volunteers', Westchester Association of Volunteer Administrators

'Women Empowered in Leadership', NYC Dept of Education, Borough of Queens

'Execution and Empowerment of Title I Federal Funding', Queens Borough President's Parent Conference

## SCHOOL TRUSTEE BACKGROUND INFORMATION

<b>Name (include preferred honorific)</b>	Marsha Tom
<b>Daytime Telephone</b>	
<b>Home Mailing Address</b>	
<b>Personal Email/Fax</b>	
<b>Business Address</b>	
<b>Business E-Mail/Fax</b>	
<b>Charter School Name</b>	I Believe I Achieve Academy Charter School
<b>Charter School Address</b>	98 Hempstead Road New Hempstead, NY 10977
<b>To which charter school board position and/or office are you asking to be appointed (e.g., parent representative, vice-president, Finance subcommittee, etc.)?</b>	

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

Dr. Taren Washington and I know each other professionally and have worked together on several school projects.

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

Most of my career has been devoted to education. I was at one time an art teacher in the parochial school system. I also served at the NYC Dept of Ed for 23 years, 17 of them in the South Bronx. This greatly impacted my desire to create a positive learning environment not just for children, but for the entire family unit. I have learned that by nurturing the entire family, children will have a better trajectory for success and fulfillment in life. Education needs to address the whole family and not just academics, but character development as well. By expanding experiential learning and opportunities, our school will be on the right track.

5. 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):

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

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

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

7. Please indicate if you currently have any criminal charge(s) pending against you in state or federal court in any jurisdiction.  
 This does not apply to me.  Yes.

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

**Conflict of Interest**

8. Please indicate whether you, your spouse, or other family member knows any of the other prospective or current board members.  
 I / we do not know any such persons.  Yes.

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

I know Dr. Taren Washington professionally.

9. Please indicate whether you, your spouse, or other family member knows any person who is a prospective or current charter school employee.  
 I / we do not know any such persons.  Yes.

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

10. Please indicate whether you, your spouse, or other family member is an employee of the Department of Education. (Employees of the Department of Education are not prohibited from

participating on charter school boards of trustees, unless their work responsibilities present a direct conflict of interest)

I / we do not know any such persons. (Please skip to Question 11)

Yes. (Please answer questions 10a – 10c)

a) Please indicate your position and division at the Department of Education:

\_\_\_\_\_

b) If the charter school is co-located with a Department of Education district school, are you an employee of the co-located district school?

No.  Yes:

c) Do you have any decision making power in the district where the charter school resides? (Examples include, but are not limited to superintendent, CEC member/officer, community board member, borough enrollment office employee, etc.)

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 procedures laid out in the charter school's Conflict of Interest Policy would guide my actions. If there is good cause to believe a member of the board has failed to disclose actual or possible conflicts of interest, I would inform that member of the basis for my belief and afford him/her an opportunity to explain the alleged failure to disclose. If, after hearing the member's response and after making further investigation as warranted by the circumstances, the governing board determines the member has failed to disclose an actual or possible conflict of interest, we would take appropriate disciplinary and correct action.

### **Educational Philosophy**

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

The mission of the I Believe I Achieve Academy Charter School is to provide a rigorous, accelerated, innovative curriculum that provides students with the knowledge and skills needed for success in college, careers and beyond.

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

Successful schools begin their creation and development with a broad brush. Problems solved creatively are understood from all viewpoints allowing us to use a collaborative

framework to problem solve together. The I Believe I Achieve Academy will reflect on ideas from all perspectives to develop the best solution for each student. Using a 21<sup>st</sup> century approach to learning, students will develop a set of abilities that will allow them to become innovative, creative and critical thinkers.

IBIA Academy will be a vibrant learning environment that will utilize a holistic comprehensive approach to learning. The rigorous academic curriculum will provide a strong foundation in the core areas while providing students with the social supports needed to navigate through challenges that can impact their lives. To develop well rounded human beings, students will partake in various school-based and community-based projects that will allow them to collaborate with others while developing empathy.

At IBIA Academy, our educators will be selected based on their passion for teaching, their creativity in the classroom, and their devotion to the student body. Embracing a philosophy of partnership where power and responsibility are shared, teachers will build trusting relationships with parents and community members to promote the academic and social development of students. We firmly believe that children supported by their parents will thrive and reach their benchmarks for success. Parents will be highly involved in all facets of their children's new experiences in order to enhance the knowledge, skills, and dispositions necessary for post-secondary engagement at the academy.

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 great charter school will provide every student with a strong academic and character-building education, will comply with all government and other regulations, and will be fiscally sound. The board of the charter school must:

- Monitor effective implementation of key design elements
- Monitor and report on progress towards meeting accountability goals
- Use assessments and data appropriately to support instruction to ensure children are learning and not just testing well.
- Facilitate communication with the school leader and authorizer
- Evaluate the performance of the school leader
- Evaluate school policies and procedures and revise to ensure achievement of mission and accountability goals
- Review budget to determine optimum allocation of resources.

**Other**

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

The Board will have all the powers and duties permitted by law to oversee the business, property, and affairs of the charter school; will maintain sole fiduciary responsibility and will exercise hiring and firing authority of the school leader. Board members have a responsibility to solicit input from, and opinions of, the parents and students, and the faculty and staff, regarding issues of significance and to weigh the input and opinions carefully before taking action.

In addition, it is the responsibility of each member of the board to network and bring additional resources and funding to the school in support of not just sustainability, but growth.

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

I have read the Charter School documents.

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

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

**STATEMENT OF ASSURANCE**

I, Michael A. Peterson 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 2<sup>nd</sup> Degree, a Class A Misdemeanor.

*Marsha Tom*

Signature

10/4/2015

Date

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# The College of New Rochelle

Date: 09/29/2015

Record of: Marsha Tom

Current Name: XXXXXXXXXX

29 Castle Place

New Rochelle NY 10805-2339

(914) 654-5213

CNR ID: 0100624918

Campus: DC-37 REGULAR

SCHOOL OF NEW RESOURCES  
 Degree: Bachelor of Arts  
 Status: Matriculated

Started: Fall 1995  
 Graduated: 01/31/1999  
 Matric Date: 09/01/1995

Course Code	Course Description	Credits Attempt	Credits Earned	Grade	R Sup
Fall 78 Tfr/Sup					
7858	SCHOOL OF VISUAL ARTS			**	T
AH-119A	WORLD ART	2.00	2.00	T	
M--125A	MEDIA COM	3.00	3.00	T	
				<b>Semester</b>	<b>GPA: 0.000</b>
				<b>Cumulative</b>	<b>GPA: 0.000</b>
Spr 79 Tfr/Sup					
7858	SCHOOL OF VISUAL ARTS			**	T
AH-119A	WORLD ART	2.00	2.00	T	
F--102Z	PAINT AND COLOR	4.00	4.00	T	
M--125A	MEDIA COM	3.00	3.00	T	
P--105Z	BASIC PHOTO	2.00	2.00	T	
				<b>Semester</b>	<b>GPA: 0.000</b>
				<b>Cumulative</b>	<b>GPA: 0.000</b>
Fall 79 Tfr/Sup					
7858	SCHOOL OF VISUAL ARTS			**	T
AH-232A	HIST GRAPHIC DE	3.00	3.00	T	
H--212A	WORLD HOSTORY	3.00	3.00	T	
M--210Z	BASIC GRAPH DES	3.00	3.00	T	
M--211Z	BASIC ADVERTISI	3.00	3.00	T	
				<b>Semester</b>	<b>GPA: 0.000</b>
				<b>Cumulative</b>	<b>GPA: 0.000</b>
Spr 80 Tfr/Sup					
7858	SCHOOL OF VISUAL ARTS			**	T
M--210Z	BASIC GRAPH DES	3.00	3.00	T	
M--211Z	BASIC ADVERT	3.00	3.00	T	
M--359Z	ADV STUDIO SKIL	3.00	3.00	T	
				<b>Semester</b>	<b>GPA: 0.000</b>
				<b>Cumulative</b>	<b>GPA: 0.000</b>
Fall 80 Tfr/Sup					
7858	SCHOOL OF VISUAL ARTS			**	T
M--351Z	COM GRAPH DES	4.00	4.00	T	
				<b>Semester</b>	<b>GPA: 0.000</b>
				<b>Cumulative</b>	<b>GPA: 0.000</b>

Course Code	Course Description	Credits Attempt	Credits Earned	Grade	R Sup
Spr 81 Tfr/Sup					
7858	SCHOOL OF VISUAL ARTS			**	T
AH-265A	FILM HISTORY	3.00	3.00	T	
HE-104A	INTRO TO LIT	3.00	3.00	T	
HE-334A	CONTEMP LIT II	3.00	3.00	T	
PS-102Z	BASIC PHOTO II	2.00	2.00	T	
				<b>Semester</b>	<b>GPA: 0.000</b>
				<b>Cumulative</b>	<b>GPA: 0.000</b>
Sum 81 Tfr/Sup					
7858	SCHOOL OF VISUAL ARTS			**	T
F--103Z	DRAWING	3.00	3.00	T	
				<b>Semester</b>	<b>GPA: 0.000</b>
				<b>Cumulative</b>	<b>GPA: 0.000</b>
Fall 81 Tfr/Sup					
7858	SCHOOL OF VISUAL ARTS			**	T
HL-324A	LATIN AMER FICT	3.00	3.00	T	
				<b>Semester</b>	<b>GPA: 0.000</b>
				<b>Cumulative</b>	<b>GPA: 0.000</b>
Spr 86 Tfr/Sup					
2088	COLL OF MT. ST. VINCENT			**	T
72-201A	INTRO TO SOCIOL	3.00	3.00	T	
				<b>Semester</b>	<b>GPA: 0.000</b>
				<b>Cumulative</b>	<b>GPA: 0.000</b>
Fall 1995					
ENGL15A TEB	TRANSLAT EXPER INTO ESSAY	6.00	6.00	A+	
LAS100A TEA	EXPER LEARNING & IDENTITY	6.00	6.00	B	
				<b>Semester</b>	<b>GPA: 3.650</b>
				<b>Cumulative</b>	<b>GPA: 3.650</b>

\* Continued On Next Page \*

Registrar

A Transcript is official only when it bears the seal of the College and the signature of the Registrar.

HOLD UP TO LIGHT TO SEE "VERIFY FIRST" WATERMARKED INTO THE PAPER

THE WORD "COPY" APPEARS WHEN PHOTOCOPIED

## The College of New Rochelle

Date: 09/29/2015

Record of: Marsha Tom

Current Name: [REDACTED]

29 Castle Place

New Rochelle NY 10805-2339

(914) 654-5213

CNR ID: 0100624918

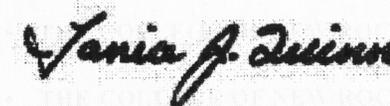
Campus: DC-37 REGULAR

SCHOOL OF NEW RESOURCES  
 Degree: Bachelor of Arts  
 Status: Matriculated

Started: Fall 1995  
 Graduated: 01/31/1999  
 Matric Date: 09/01/1995

Course Code	Course Description	Credits Attempt	Credits Earned	Grade	R Sup
Spring 1997					
ENG428A TEB	MODES OF ANALYSIS	6.00	6.00	A-	**
		Semester	6.00	6.00	GPA: 3.700
		Cumulative	79.00	79.00	GPA: 3.666
SSI 1997					
HUM100A TEA	AMERICAN EXPERIENCE	6.00	6.00	A+	**
		Semester	6.00	6.00	GPA: 4.300
		Cumulative	85.00	85.00	GPA: 3.825
Fall 1997					
PSY120A TEA	INTRO. TO PSYCHOLOGY	6.00	6.00	A+	**
PSY403A TEA	THEORY & TECH COUNSELING	6.00	6.00	A+	**
		Semester	12.00	12.00	GPA: 4.300
		Cumulative	97.00	97.00	GPA: 3.983
Spring 1998					
BSC100A TEA	HUMAN BODY	3.00	3.00	A	**
PSY100A TEA	HUMAN BODY	3.00	3.00	A	**
PSY738A TEA	FORENSIC PSYCHOLOGY	6.00	6.00	A	**
		Semester	12.00	12.00	GPA: 4.000
		Cumulative	109.00	109.00	GPA: 3.987
SSI 1998					
LAS600A TEB	DESIGNING THE FUTURE	2.00	2.00	A+	**
PSY456A TEA	CHILD PSYCHOLOGY	6.00	6.00	A	**
		Semester	8.00	8.00	GPA: 4.075
		Cumulative	117.00	117.00	GPA: 4.000
Fall 1998					
CSC115A TEA	INTRO TO COMPUTER PROGRAM	4.00	4.00	A+	**
MAT115A TEA	INTRO TO COMPUTER PROGRAM	2.00	2.00	A+	**
PSY800A TEA	WAYS OF KNOWING: PSYCH	6.00	6.00	A	**
		Semester	12.00	12.00	GPA: 4.150
		Cumulative	129.00	129.00	GPA: 4.026

\*\*\* End of Transcript \*\*\*



Registrar

A Transcript is official only when it bears the seal of the College and the signature of the Registrar.

# MICHAEL A. PETERSON



## WORK EXPERIENCE

### PROACTIVE SOFTWARES, LLC. New York, NY

2009 - Present

#### *Principal/Founder*

Michael Peterson is the strategic leader and founder of Proactive Softworks, LLC. With more than 20 years of experience in the software industry, Michael's areas of expertise is in custom software development and integration projects focusing in System Integration, Identity Lifecycle Management (ILM), e-Business, Enterprise Infrastructure and Business Intelligence.

### SECURE IDENTITY SOLUTIONS, INC. Columbia, MD

2007 - Present

#### *Principal Consultant/Chief Information Officer*

Mr. Peterson serves as the corporate Chief Information Officer. Duties include leading technology direction and strategy, managing design and implementation of internal technology initiatives, and ensuring IT alignment with the organization's business priorities and goals. In addition, Mr. Peterson serves as a Principal Consultant for architecting and integrating Identity Lifecycle Management (ILM) and Identity & Access Management (IAM) solutions for corporate and government entities. Duties include engineering management, providing software and workflow development support, IAM product evaluation, integration and documentation/knowledge share.

### UNIVERSITY OF PHOENIX. Phoenix, AZ

2010 - Present

#### *Faculty/Instructor*

Mr. Peterson facilitates a Business Information Systems course at University of Phoenix. This course provides an overview of Business Information Systems, including a broad foundation for both technical and non-technical professionals. Special emphasis is placed on how information is used by different types of businesses across different industries. Duties include student orientation and support, facilitation and grading. Mr. Peterson has experience with online and traditional course delivery.

### SPRINT NEXTEL, New York, NY

2004 – 2007

#### *Education Segment Manager – Public Sector / National Solutions Manager – Diversity Sales*

Mr. Peterson was responsible for strategy, programs and partnership for the K-12 and Higher Education vertical nationally. In addition, Mr. Peterson served as the National Solutions Manager for Diversity Sales. Responsibilities included partnering with strategic local, regional and national minority organizations to increase Sprint Nextel brand awareness, acceptance and adoption; evaluated, recruited, developed and managed Sprint diverse dealers and strategic partners that focus on partnering to sell to Public Sector vertical (State & Local Government, Federal Government, Utilities, Healthcare and Education); identified and support contract vehicles that required minority participation, and selected from Sprint diverse dealer pool to help meet and exceed those requirements.

**THE NEW TEACHER PROJECT, New York, NY**

**2001 – 2004**

***Chief Technology Officer***

As Chief Technology Officer for The New Teacher Project, Mr. Peterson led technology direction and strategy, managed design and implementation of internal technology projects, ensured IT alignment with the organization's business priorities. In addition, Mr. Peterson managed software development, internal and external infrastructure, datacenter operations, and technology vendor relationships.

**HITACHI-ISC (formerly Virtuallogic, Inc.), Bethesda, MD**

**2000 – 2001**

***Technical Director – eBusiness Solutions***

Mr. Peterson served as the Technical Director of e-Business Solutions at Hitachi Innovative Solutions Corporation. He was responsible for the technical aspects of Document, Content and Workflow Management engagements.

**MITCHELL SYSTEMS CORPORATION, Washington, DC**

**1997 – 2000**

***Chief Scientist / Principal Information Engineer***

As Chief Scientist and Principal Information Engineer for Mitchell System Corporation, Mr. Peterson managed a team responsible for designing and developing proprietary technologies and new product innovations. In addition, Mr. Peterson led research and negotiations into viable technologies and intellectual property for commercial and Federal government entities.

**TRW (formerly BDM INTERNATIONAL), Falls Church, VA**

**1994 – 1997**

***Senior Software Engineer***

Mr. Peterson served as a Senior Software Engineer for BDM International, Inc. (TRW). Mr. Peterson recommended design specifications, assisted development team on designs, provided system testing on completed components/ modules and created documentation and provided ongoing support on systems designed and developed.

**MITCHELL SYSTEMS CORPORATION, Arlington, VA**

**1990 – 1994**

***System Analyst***

Mr. Peterson served as a System Analyst for Mitchell Systems Corporation responsible for analyzing business requirements and translating those requirements into functional design specifications. In addition, Mr. Peterson prepared detailed system requirements and specifications and participated in the development of system solution design for existing and new functionality.

**EDUCATION**

*Averett College, Danville, Virginia*

Degree: Masters of Business Administration

Major: *Management*

Date: May 1997

*James Madison University, Harrisonburg, Virginia*

Degree: Bachelors of Business Administration

Major: *Computer Information Systems*

Date: May 1990

## SCHOOL TRUSTEE BACKGROUND INFORMATION

<b>Name (include preferred honorific)</b>	Michael Peterson
<b>Daytime Telephone</b>	[REDACTED]
<b>Home Mailing Address</b>	
<b>Personal Email/Fax</b>	
<b>Business Address</b>	
<b>Business E-Mail/Fax</b>	
<b>Charter School Name</b>	I Believe I Achieve Academy Charter School
<b>Charter School Address</b>	98 Hempstead Road New Hempstead, NY 10977
<b>To which charter school board position and/or office are you asking to be appointed (e.g., parent representative, vice-president, Finance subcommittee, etc.)?</b>	Vice-President

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

I was made aware of the school and opportunity to serve by Taren Washington.

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

I wish to serve because I have a genuine commitment to those struggling as a result of poverty and/or adverse social situations, and I believe a quality education is among the most effective means to overcome such barriers. Moreover, I want to use my experience as a technologist and leader to help create a strong new school option for underserved children in the Hudson Valley Region.

5. 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):

Martin Luther King Multi-purpose Center in Spring Valley, New York (resigned in 2010).  
Love BDD Foundation, Inc. in Harrisonburg, VA (Vice-President of Operations).

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

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

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

7. Please indicate if you currently have any criminal charge(s) pending against you in state or federal court in any jurisdiction.  
 This does not apply to me.  Yes.

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

**Conflict of Interest**

8. Please indicate whether you, your spouse, or other family member knows any of the other prospective or current board members.  
 I / we do not know any such persons.  Yes.

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

I know Taren Washington. Taren Washington is my mother-in-law.

9. Please indicate whether you, your spouse, or other family member knows any person who is a prospective or current charter school employee.  
 I / we do not know any such persons.  Yes.

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

10. Please indicate whether you, your spouse, or other family member is an employee of the Department of Education. (Employees of the Department of Education are not prohibited from participating on charter school boards of trustees, unless their work responsibilities present a direct conflict of interest)

I / we do not know any such persons. (Please skip to Question 11)  
 Yes. (Please answer questions 10a – 10c)

a) Please indicate your position and division at the Department of Education:

\_\_\_\_\_

b) If the charter school is co-located with a Department of Education district school, are you an employee of the co-located district school?

No.  Yes:

c) Do you have any decision making power in the district where the charter school resides? (Examples include, but are not limited to superintendent, CEC member/officer, community board member, borough enrollment office employee, etc.)

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 procedures laid out in the charter school's Conflict of Interest Policy would guide my actions. If there is good cause to believe a member of the board has failed to disclose actual or possible conflicts of interest, I would inform that member of the basis for my belief and afford him/her an opportunity to explain the alleged failure to disclose. If, after hearing the member's response and after making further investigation as warranted by the circumstances, the governing board determines the member has failed to disclose an actual or possible conflict of interest, we would take appropriate disciplinary and correct action.

### **Educational Philosophy**

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

The mission of the I Believe I Achieve Academy Chapter School is to provide a rigorous, accelerated, innovative curriculum that provides students with the knowledge and skills needed for success in college and careers.

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

Successful schools begin their creation and development with a broad brush. Problems solved creatively are understood from all viewpoints allowing us to use a collaborative framework to problem solve together. The I Believe I Achieve Academy will reflect on ideas from all perspectives to develop the best solution for each student. Using a 21<sup>st</sup> century approach to learning, students will develop a set of abilities that will allow them to become innovative, creative and critical thinkers.

IBIA Academy will be a vibrant learning environment that will utilize a holistic comprehensive approach to learning. The rigorous academic curriculum will provide a strong foundation in the core areas while providing students with the social supports needed to navigate through challenges that can impact their lives. To develop well rounded human beings, students will partake in various school-based and community-based projects that will allow them to collaborate with others while developing empathy.

At IBIA Academy, our educators will be selected based on their passion for teaching, their creativity in the classroom, and their devotion to the student body. Embracing a philosophy of partnership where power and responsibility are shared, teachers will build trusting relationships with parents and community members to promote the academic and social development of students. We firmly believe that children supported by their parents will thrive and reach their benchmarks for success. Parents will be highly involved in all facets of their children's new experiences in order to enhance the knowledge, skills, and dispositions necessary for post-secondary engagement at the academy.

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 great charter school will provide every student with a strong academic and character-building education, will comply with all government and other regulations, and will be fiscally sound. The board of the charter school must:

- Monitor effective implementation of key design elements
- Monitor and report on progress towards meeting accountability goals
- Facilitate communication with the school leader and authorizer
- Evaluate the performance of the school leader

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

**STATEMENT OF ASSURANCE**

I, Michael A. Peterson 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 2<sup>nd</sup> Degree, a Class A Misdemeanor.

Michael A. Peterson

**Signature**

10/3/2015

**Date**

---



**Objective** To obtain an executive position in student affairs that embraces student learning, staff development, and diversity initiatives.

**Professional Experience**

**Educator/Teacher/** *New York Department of Education (Charter)* NY,NY 9/12- present

- *Develop and Implement a 4 year science curriculum in 2 years*
- *Organize and administer real world applications through field trips and exploration*
- *Embark in highly engaging professional development that resulted in immediate implication of vast ideas and student growth*
- *Partnered with mentors such as Kelly Gallagher, Donna Santman, and Ron Berger to develop project based curriculum incorporating reinforced writing skills*
- *Major focus on Chemistry, Earth Science, Life Science, and Astronomy*

**Educator/Teacher/** *New York Department of Education* NY,NY 9/11- present

- *Lead teacher for Attendance Mayor Initiative/ Urban Assembly liaison for Civic targeted students at Camp Ramapo*
- *Coordinated and lead instructional meetings, community service and academic based trips, and parental contact involvement for 6 grade house as the "House leader"*
- *Developed instructional core standard based curriculum for science department with key target in literacy connection*
- *Implemented sexual education instruction targeted for 6<sup>th</sup> grade*
- *Instructed and implemented grade 6 Science lessons*
- *Collaborated on NYC Mayor initiative Attendance Program*
- *Partnership with Urban Advantage Science Program*
- *House Leader of 6 Grade team: Organizing and conducting academic, volunteering, and social skill building for the entire 6 grade*
- *Co- leader of Science department: Maintaining curriculum to NY State core standards*
- *Yearbook Chief and Editor/Constructed and Executed Middle School wide yearbook*

**Executive IT Consultant/** *Proactive Softworks, LLC* NY, NY 07/ 08- present

- *Manages partner operations, alliances and procurement, ensuring smooth delivery of services and products to our customers*
- *Use solutions to corporate and public-sector customers with special expertise in select markets, including education, government, utility and healthcare*
- *Use technology including software, hardware and services - to help customers resolve their most complicated IT needs*
- *Integrate expertise from across the company to deliver custom solutions that enable clients to accelerate growth, streamline operations and create new levels of customer value*

- \* Implemented and Completed successful International Baccalaureate (IB) curriculum and Exhibition
- \* Implemented and Completed successful Paideia magnet program and exhibitions
- \* Created imaginative and hands on lessons for grade 1-6 curriculum including interactive smartboard and technology components.
- \* Prepared students for all NY State exams.
- \*Designed and implemented lesson plans for all 6 grade math classes: probability and statistics, geometry, and math concepts.
- \*Restructured classroom policy to reflect my classroom management style of consensus- building.
- \*Motivated students to enjoy all subject areas by inviting speakers to class who spoke about the relevance of various subject areas and topics to their careers.
- \*Utilized spreadsheet software to record grades.
- \*Well-developed research and curriculum planning skills
- \*Background in technology supported curriculum
- \*Experience working with multi-cultural instruction
- \*Successful experience in providing emotional support to students
- \*Extensive practical hands-on experience working with parents
- \*Motivated and enthusiastic about developing positive relationships with students
- \*Organized and implemented an after school Math and ELA targeting program to provide extra academic mathematical and language arts intervention services for students.
- \*Organized and implemented an after school Math Academy Enrichment program to provide and enrichment in the mathematical academics for gifted students.
- \*Developed, organized, and executed the implementation of the Middle School Yearbook.
- \*Developed and implemented team projects with the faculty and students.
- \* Developed International Baccalaureate Mathematic Units for Middle School curriculum.

- \*Responsible for Asian Region while assisting on Africa, South Asia, and Eastern Europe
  - \*organizing contracts and insurance policies for sponsored events
  - \*appointing staffers of various descents

- \*Provide cost-effective delivery of event and street level marketing opportunities for corporate clients (Western Union, Colgate Palmolive)
- \*Responsible for developing operational marketing programs and overlays campaigns for our clients' target markets, both at a national and regional level, selecting the optimal events and street marketing effort available
- \*Responsible for defining, managing and evolving the onsite activities and developing a core set of event marketing capabilities and programs for new products and services
- \*Develops and implements event/field marketing program in close cooperation with client marketing team
- \*Responsible for managing event participation, defining and executing booth activities
- \*Selects and implements co-marketing opportunities with strategic partners
- \*Drives optimal allocation of event marketing budget, managing on target out-of-pocket expenses
- \*Responsible for managing the operational infrastructure (e.g., web, staff training and communications)
- \*Strong project management skills
- \*Excellent presentation as well as interpersonal skills

### **Education**

Masters of Science in Education (NY State Certified in Childhood Education)

*CUNY Lehman* *Bronx, NY* Aug. '09

**Bachelor of Liberal arts and Science (Psychology)**

*SUNY Purchase* *Purchase, NY* Jan. '06

### **Awards**

\* Kappa Delta Pi International Educational Honors Society

### **References**

Brian Curtis, Principal

Casimir Pulaski Elementary School:

150 Kings Cross

Scarsdale, NY 10583

(914) 376-8575

Lucia Nuriddin, Assistant Principal

Scholastic Academy:

77 Park Hill

Yonkers, NY 10701  
(914) 376-8420

Micheal Anthony Peterson

Proactive Softworks, LLC:

56 East 126<sup>th</sup> street uit 3.

New York, NY 10035  
(917) 299- 0084

## SCHOOL TRUSTEE BACKGROUND INFORMATION

<b>Name (include preferred honorific)</b>	Taren Peterson
<b>Daytime Telephone</b>	[REDACTED]
<b>Home Mailing Address</b>	
<b>Personal Email/Fax</b>	
<b>Business Address</b>	
<b>Business E-Mail/Fax</b>	
<b>Charter School Name</b>	I Believe I Achieve Academy Charter School
<b>Charter School Address</b>	98 Hempstead Road New Hempstead, NY 10977
<b>To which charter school board position and/or office are you asking to be appointed (e.g., parent representative, vice-president, Finance subcommittee, etc.)?</b>	Board Member

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

I was made aware of the school and opportunity to serve by Taren Washington.

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

I wish to serve on this board because I have an ethical and moral commitment to the betterment of children of the future. I have experience and insight from my years teaching in the urban community that can have a positive influence in the successful outreach and academic sourcing to the children.

5. 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):
6. Please indicate whether or not you have ever been convicted of a misdemeanor and/or felony in state or federal court in any jurisdiction.  
 This does not apply to me.  Yes.

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

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

7. Please indicate if you currently have any criminal charge(s) pending against you in state or federal court in any jurisdiction.  
 This does not apply to me.  Yes.

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

**Conflict of Interest**

8. Please indicate whether you, your spouse, or other family member knows any of the other prospective or current board members.  
 I / we do not know any such persons.  Yes.

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

I know Taren Washington. Taren Washington is my mother.

9. Please indicate whether you, your spouse, or other family member knows any person who is a prospective or current charter school employee.  
 I / we do not know any such persons.  Yes.

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

I am a current charter school employee.

10. Please indicate whether you, your spouse, or other family member is an employee of the Department of Education. (Employees of the Department of Education are not prohibited from participating on charter school boards of trustees, unless their work responsibilities present a direct conflict of interest)

I / we do not know any such persons. (Please skip to Question 11)

Yes. (Please answer questions 10a – 10c)

a) Please indicate your position and division at the Department of Education:

\_\_\_\_\_

b) If the charter school is co-located with a Department of Education district school, are you an employee of the co-located district school?

No.  Yes:

c) Do you have any decision making power in the district where the charter school resides? (Examples include, but are not limited to superintendent, CEC member/officer, community board member, borough enrollment office employee, etc.)

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.

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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 procedures laid out in the charter school's Conflict of Interest Policy would guide my actions. If there is good cause to believe a member of the board has failed to disclose actual or possible conflicts of interest, I would inform that member of the basis for my belief and afford him/her an opportunity to explain the alleged failure to disclose. If, after hearing the member's response and after making further investigation as warranted by the circumstances, the governing board determines the member has failed to disclose an actual or possible conflict of interest, we would take appropriate disciplinary and correct action.

### **Educational Philosophy**

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

The mission of the I Believe I Achieve Academy Chapter School is to provide a rigorous, accelerated, innovative curriculum that provides students with the knowledge and skills needed for success in college and careers.

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

Successful schools begin their creation and development with a broad brush. Problems solved creatively are understood from all viewpoints allowing us to use a collaborative framework to problem solve together. The I Believe I Achieve Academy will reflect on ideas from all perspectives to develop the best solution for each student. Using a 21<sup>st</sup> century approach to learning, students will develop a set of abilities that will allow them to become innovative, creative and critical thinkers.

IBIA Academy will be a vibrant learning environment that will utilize a holistic comprehensive approach to learning. The rigorous academic curriculum will provide a strong foundation in the core areas while providing students with the social supports needed to navigate through challenges that can impact their lives. To develop well rounded human beings, students will partake in various school-based and community-based projects that will allow them to collaborate with others while developing empathy.

At IBIA Academy, our educators will be selected based on their passion for teaching, their creativity in the classroom, and their devotion to the student body. Embracing a philosophy of partnership where power and responsibility are shared, teachers will build trusting relationships with parents and community members to promote the academic and social development of students. We firmly believe that children supported by their parents will thrive and reach their benchmarks for success. Parents will be highly involved in all facets of their children's new experiences in order to enhance the knowledge, skills, and dispositions necessary for post-secondary engagement at the academy.

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 great charter school will provide every student with a strong academic and character-building education, will comply with all government and other regulations, and will be fiscally sound. The board of the charter school must:

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

**Other**

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

The Board will have all the powers and duties permitted by law to oversee the business, property, and affairs of the charter school; will maintain sole fiduciary responsibility and will exercise hiring and firing authority of the school leader. Board members have a responsibility to solicit input from, and opinions of, the parents and students, and the faculty and staff, regarding issues of significance and to weigh the input and opinions carefully before taking action.

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

I have read the Charter School documents.

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

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

**STATEMENT OF ASSURANCE**

I, Taren J. Peterson 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 2<sup>nd</sup> Degree, a Class A Misdemeanor.

Taren J. Peterson

**Signature**

10/4/2015

**Date**

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NEW YORK STATE EDUCATION DEPARTMENT  
CHARTER SCHOOL OFFICE

**NEW APPLICANT AND PROSPECTIVE  
SCHOOL TRUSTEE BACKGROUND INFORMATION SHEET  
(For New School Applications Only)**

**Applicant Group Members (“AG”):** The term Applicant Group is newly applied to include those individuals formerly identified as *lead applicants* and those participating in the planning of the application to establish the proposed charter school; those who will comprise the initial board of trustees; and those who will become school employees—anyone who is involved in the development of the Letter of Intent and the Full Application. All members, including prospective board members, must provide the background information where indicated for Applicant Group Members.

**Prospective BOT Members (“BOT”):** Service 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. To properly evaluate proposed board members, please provide full and complete background information where indicated for proposed board members.

Note: Additionally, members of the Applicant Group are required to undergo a criminal background check via a fingerprint scan arranged by and at the expense of the State Education Department.

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**Background Information—Proposed Board of Trustees Only**

1. 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.

2. 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).

3. 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 yes, please provide an explanation.

4. What board position(s) and/or offices(s) will you hold? (e.g., member, parent representative, vice-president, Finance committee, etc.):

Board Member

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

To support the Mission of providing each child with a quality 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):

**Conflict of Interest - Proposed Board of Trustees Only**

7. Please indicate whether you, your spouse, or other family member knows any of the other prospective 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:

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

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

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

9. 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, plans to contract or do business with, the proposed charter school, including but not limited to, the lease of real or personal property to the proposed 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:

10. 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.

Yes.

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.

11. 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.

Yes.

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

I / we have no such interest.

12. 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 will be conducted.

Yes.

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

I / we do not anticipate conducting any such business.

13. 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

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

*I would report any such activities to the governing authority.*

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 the previous items 16-23, you may so indicate.

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

Yes.

### Educational Philosophy -Proposed Board of Trustees Only

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

*Philosophy is to achieve lasting achievements in the student's overall academic performance, meeting the needs of the individuality*

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

*Alternative education, publically funded, governed by a organization under a contract designed to meet the accountability standards designed in the*

18. 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.

*Show an unwavering belief in the charter school's mission and core values, establish a understanding of where the school is and where it wants to be in the future, focus on results with a partnership with school leadership. Board member must be active in strategic planning, finance management and ensuring all programs are evaluated frequently*

**STATEMENT OF ASSURANCE—PROPOSED TRUSTEES ONLY**

I, Dena Blount-Roper (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 2<sup>nd</sup> Degree, a Class A Misdemeanor.



Signature

10-1-2015

Date

NEW YORK STATE EDUCATION DEPARTMENT  
CHARTER SCHOOL OFFICE

NEW APPLICANT AND PROSPECTIVE  
SCHOOL TRUSTEE BACKGROUND INFORMATION SHEET  
(For New School Applications Only)

**Applicant Group Members ("AG"):** The term Applicant Group is newly applied to include those individuals formerly identified as *lead applicants* and those participating in the planning of the application to establish the proposed charter school; those who will comprise the initial board of trustees; and those who will become school employees—anyone who is involved in the development of the Letter of Intent and the Full Application. All members, including prospective board members, must provide the background information where indicated for Applicant Group Members.

**Prospective BOT Members ("BOT"):** Service 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. To properly evaluate proposed board members, please provide full and complete background information where indicated for proposed board members.

Note: Additionally, members of the Applicant Group are required to undergo a criminal background check via a fingerprint scan arranged by and at the expense of the State Education Department.

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Charity Elder

**Background Information—Proposed Board of Trustees Only**

1. 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.

2. 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).

3. 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 yes, please provide an explanation.

4. What board position(s) and/or offices(s) will you hold? (e.g., member, parent representative, vice-president, Finance committee, etc.):

***I will hold the office of board member.***

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

***I want to serve on the board because I believe in the mission of I Believe, I Achieve Academy Charter School and I fully support the vision of how the school plans to not only uniquely educate children, but also support and uplift their parents, thereby holistically investing in all areas of the child's life.***

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

This does not apply to me.  Yes. (Include description here): ]

***I have served on the board of Big Brothers Big Sisters of Families Services of Westchester since 2013.***

**Conflict of Interest - Proposed Board of Trustees Only**

7. Please indicate whether you, your spouse, or other family member knows any of the other prospective 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 met a few of the prospective board members at a professional function, however, I do not know any of them well.***

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

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

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

***I have met the proposed principal of the school.***

9. 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, plans to contract or do business with, the proposed charter school, including but not limited to, the lease of real or personal property to the proposed 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:

10. 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.

Yes.

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.

11. 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

- Yes.
- Not applicable because the School will not contract with a management company or charter management organization.
- I / we have no such interest.

12. 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 will be conducted.

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

13. 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

14. 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 the situation to the attention of the authorities.***

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 the previous items 16-23, you may so indicate.

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

#### **Educational Philosophy -Proposed Board of Trustees Only**

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

***The mission of I Believe, I Achieve Academy is centered on three essential components: teachers, parents and children. The idea is that the school won't be able to operate appropriately if all three components are not addressed and served because they are all needed to help children learn effectively.***

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

***I Believe, I Achieve Academy's educational program will offer experiential, hands on learning which is extremely key to helping children grasp new concepts and retain information.***

18. 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 key characteristic of a successful charter school is to not only support a child, but to help their parents and their entire family as well.***

**STATEMENT OF ASSURANCE—PROPOSED TRUSTEES ONLY**

I, Charity Christina Elder (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 2<sup>nd</sup> Degree, a Class A Misdemeanor.

Charity Christina Elder                      10/11/2015  
Signature    Date

NEW YORK STATE EDUCATION DEPARTMENT  
CHARTER SCHOOL OFFICE

**NEW APPLICANT AND PROSPECTIVE  
SCHOOL TRUSTEE BACKGROUND INFORMATION SHEET  
(For New School Applications Only)**

**Applicant Group Members (“AG”):** The term Applicant Group is newly applied to include those individuals formerly identified as *lead applicants* and those participating in the planning of the application to establish the proposed charter school; those who will comprise the initial board of trustees; and those who will become school employees—anyone who is involved in the development of the Letter of Intent and the Full Application. All members, including prospective board members, must provide the background information where indicated for Applicant Group Members.

**Prospective BOT Members (“BOT”):** Service 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. To properly evaluate proposed board members, please provide full and complete background information where indicated for proposed board members.

Note: Additionally, members of the Applicant Group are required to undergo a criminal background check via a fingerprint scan arranged by and at the expense of the State Education Department.

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### Background Information—Proposed Board of Trustees Only

1. 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.

2. 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).

3. 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 yes, please provide an explanation.

4. What board position(s) and/or offices(s) will you hold? (e.g., member, parent representative, vice-president, Finance committee, etc.):

Member

5. Please explain why you wish to serve on the board. To foster education and support the leadership.

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):

Currently serve on the Arc of Westchester as a foundation member and as Co-Chair on the Arc of A LIFE Fundraising Campaign.

### Conflict of Interest - Proposed Board of Trustees Only

7. Please indicate whether you, your spouse, or other family member knows any of the other prospective 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:

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

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

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

*Professional relationship with Taven Washington + Marsha Tom - Both involved with education program in Yonkers*

9. 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, plans to contract or do business with, the proposed charter school, including but not limited to, the lease of real or personal property to the proposed 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:

10. 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.

Yes.

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.

11. 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.

Yes.

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

I / we have no such interest.

12. 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 will be conducted.

Yes.

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

I / we do not anticipate conducting any such business.

13. 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

14. 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 address the issue/ Conflict with the Chairman of the BOARD.*

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 the previous items 16-23, you may so indicate.

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

Yes.

### Educational Philosophy -Proposed Board of Trustees Only

16. Please explain your understanding of the charter school's mission and/or philosophy. *To inspire and educate our children and prepare them to be leaders*

17. Please explain your understanding of the educational program of the charter school. *An integrated approach to education including not only the students but parents as well, teachers will be held to high standards,*

18. 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.

*Passion, Funding and strong leadership skills plus experience. I have witnessed first hand Taren Washington + Marsha Toms dedication to education and ~~children~~ impact outcomes ~~for~~ in a positive way for both the child*

STATEMENT OF ASSURANCE—PROPOSED TRUSTEES ONLY

I, Laura Sagse (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 2<sup>nd</sup> Degree, a Class A Misdemeanor.

Laura Sagse  
Signature

9/29/2015  
Date

NEW YORK STATE EDUCATION DEPARTMENT  
CHARTER SCHOOL OFFICE

**NEW APPLICANT AND PROSPECTIVE  
SCHOOL TRUSTEE BACKGROUND INFORMATION SHEET  
(For New School Applications Only)**

**Applicant Group Members (“AG”):** The term Applicant Group is newly applied to include those individuals formerly identified as *lead applicants* and those participating in the planning of the application to establish the proposed charter school; those who will comprise the initial board of trustees; and those who will become school employees—anyone who is involved in the development of the Letter of Intent and the Full Application. All members, including prospective board members, must provide the background information where indicated for Applicant Group Members.

**Prospective BOT Members (“BOT”):** Service 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. To properly evaluate proposed board members, please provide full and complete background information where indicated for proposed board members.

Note: Additionally, members of the Applicant Group are required to undergo a criminal background check via a fingerprint scan arranged by and at the expense of the State Education Department.

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## Background Information—Proposed Board of Trustees Only

1. 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.

2. 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).

3. 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 yes, please provide an explanation.

4. What board position(s) and/or offices(s) will you hold? (e.g., member, parent representative, vice-president, Finance committee, etc.):

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5. Please explain why you wish to serve on the board. I have worked with Marsha Tom through Big Brothers Big Sisters and want to support her vision for progressive education through the establishment of a charter school.

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

This does not apply to me.  Yes. (Include description here):

I was the Director of Pocantico Hills Day Camp in Pocantico Hills, NY from 1995-1997. I am a licensed attorney in the State of New York.

## Conflict of Interest - Proposed Board of Trustees Only

7. Please indicate whether you, your spouse, or other family member knows any of the other prospective 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:

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

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

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

9. 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, plans to contract or do business with, the proposed charter school, including but not limited to, the lease of real or personal property to the proposed 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:

10. 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.

Yes.

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.

11. 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.

Yes.

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

I / we have no such interest.

12. 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 will be conducted.

Yes.

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

I / we do not anticipate conducting any such business.

13. 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

14. 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 attention of local law enforcement.

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 the previous items 16-23, you may so indicate.

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

Yes.

### **Educational Philosophy -Proposed Board of Trustees Only**

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

I believe that the idea of teachers, students and parents working to achieve the goals together is so important. The process "Tripod" is so fundamentally important to children's success. It's so simple, that it's hard to believe.

17. Please explain your understanding of the educational program of the charter school. It's my understanding that every avenue that can be explored will be to give each child the opportunity to have as much exposure to new information and experiences as possible. Hands on- work, back to basics learning while giving all children, especially in underserved communities a chance to thrive and grow like everyone else is so important.

18. 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. Commitment and an open mind. At first the school will need first sustain itself and then grow. High expectations can only happen with a committed and patient team. Money, lots of money used efficiently and productively focused on children.

**STATEMENT OF ASSURANCE—PROPOSED TRUSTEES ONLY**

I, TODD A. SCHWARTZ (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 2<sup>nd</sup> Degree, a Class A Misdemeanor.



10/1/15

Signature

Date

## Attachment 5b – By-Laws

### BYLAWS

### OF

### I BELIEVE I ACHIEVE ACADEMY CHARTER SCHOOL

### A New York Education Corporation

#### **Article I. Name**

The name of this corporation is I Believe I Achieve Academy Charter School (hereinafter “the Corporation”).

#### **Article II. Purpose**

The Corporation has been organized as set forth in the Articles of Incorporation. The Corporation will take no action that is inconsistent with the Articles of Incorporation or these Bylaws.

#### **Article III. Office**

The Corporation’s principal office shall be located at 98 Hempstead Road, New Hempstead, NY 10977. The Board (as defined in Section 5.1 below) may change the location of the Corporation’s principal office.

#### **Article IV. Board of Directors**

Section 4.1: Powers. Subject to any limitations in the Articles of Incorporation, all powers and activities of the Corporation shall be exercised and managed by the Board of Directors of the Corporation (the “Board”). Directors shall have no power as individual directors and shall act only as members of the Board.

Section 4.2: Number of Directors. The authorized number of directors shall be not less than five, with the exact number of authorized directors to be fixed by the Board from time to time.

Section 4.3: Term of Office. Each director shall be elected for a term of 3 years and shall hold office until a successor has been elected and qualified. Notwithstanding the foregoing, in the first 3 years of its existence, at least 2 Board members shall serve a 1-year term, and at least 2 Board members shall serve a 2-year term. New Board members may be elected at any time to fill vacancies. If a Board member is elected at a time other than the annual meeting, his or her 3-year term shall be calculated starting from the date of the most recent annual meeting.

Section 4.4: Resignation. A director may resign at any time by giving written notice to the Chair of the Board or the Secretary. Any resignation shall take effect upon receipt of notice or at any later time specified in that notice. Unless otherwise specified in the notice of resignation, affirmative acceptance of the resignation shall not be necessary to make it effective. If the resignation specifies a later effective date, a successor may be elected prior to such effective date to take office when the resignation becomes effective.

Section 4.5: Removal. A director may be removed from office at any time by a vote of a majority of the directors then in office, in a manner consistent with the laws of New York.

Section 4.6: Vacancies. A vacancy in the Board shall be deemed to exist in the event that the actual number of directors is less than the authorized number for any reason. The Board may declare vacant the office of any director who has been declared of unsound mind by a final order of court or has been convicted of a felony. Vacancies on the Board may be filled by approval of the Board of Directors or, if the number of directors then in office is less than a quorum, by (1) unanimous written consent of the directors then in office, (2) a vote of a majority of the directors then in office at a meeting called in accordance with Sections 6.3 and 6.4, or (3) a sole remaining director. In addition, as provided by the Articles of Incorporation, the Member may fill any vacancy created by the Member exercising its removal right set out in the Articles of Incorporation. Each director elected or appointed to fill a vacancy, whether by the Board or by the Member, shall hold office for the unexpired portion of the term, or until his or her death, resignation, or removal from office.

Section 4.7: Compensation of Directors. Directors shall not receive any compensation for their services as directors or for any other goods or services. Directors shall not accept gifts in excess of \$75 dollars from any individual or entity in any way related to the school operated by the corporation. The Board may authorize the advance or reimbursement to a director of actual reasonable expenses incurred in carrying out his or her duties as a director.

Section 4.8: Standing Committees. The Board may create standing committees of no less than 3 directors, elected by the Board, to focus on particular aspects of the operation of the Corporation. These committees may include a finance committee to focus on accounting for revenues and expenditures, an audit committee to ensure a proper audit of the Corporation's finances on an annual basis, and a compensation committee to focus on the salaries and benefits received by employees to ensure competitiveness, reasonability, and fairness. If the number of directors exceeds 5, the Board may elect an executive committee of 5 directors.

Section 4.9: Advisory Committees. The Board may create one or more Advisory Committees, each consisting of two or more directors, non-directors or a combination of directors and non-directors. Appointments to any Advisory Committee shall be by approval of the Board of Directors. Advisory Committees

may not exercise the authority of the Board to make decision on behalf of the Corporation. Advisory Committees shall be restricted to making recommendations to the Board or Board Committees and implementing Board or Board Committee decisions and policies under the supervision and control of the Board or Board Committee.

Section 4.10: Advisory Board. The Board may create an advisory board, consisting of persons who are not officers of the Corporation or members of the Board of Directors, to serve at the pleasure of the Board and to report its findings and recommendations, and to carry on such activities (as requested by the Board) on subjects of interest to the Board in which the members of such advisory board requires Board approval. Any such advisory board, to the extent provided in the resolution of the Board of Directors, shall act only in an advisory capacity to the Board of Directors, shall have no legal authority to act for the Corporation and shall be clearly titled and held out as the “advisory board.”

#### **Article V. Meetings**

Section 5.1: Annual Meetings. An annual meeting of the Board shall be held each year on a date to be specified by the Board and will coincide with one of the regular meetings.

Section 5.2: Regular Meetings. When the Corporation holds a charter for the operation of a public school and such school is operating, serving enrolled students and receiving public funds for such operation, regular meetings of the Board shall be held each month at the school.

Section 5.3: Quorum and Voting. A majority of the total number of authorized directors shall constitute a quorum for the transaction of business. The vote of a majority of the directors present at a meeting at which a quorum is present shall be the act of the Board. Except as otherwise provided in these Bylaws or in the Articles of Incorporation of this Corporation, or by law, no business shall be considered by the Board at any meeting at which a quorum is not present, and the only motion which the Chair of the Board shall entertain at such meeting is a motion to adjourn. The directors present at a duly called and held meeting at which a quorum is initially present may continue to do business notwithstanding the loss of a quorum at the meeting due to a withdrawal of directors from the meeting, provided that any action thereafter taken must be approved by at least a majority of the required quorum for such meeting or such greater percentage as may be required by law, or the Articles of Incorporation or these Bylaws.

Section 5.4: Video Participation in Meetings. Directors may participate in a meeting through use of video screen communication. Participation in a meeting through use of video screen communication constitutes presence in person at that meeting so long as all members participating in the meeting are able to see and hear one another.

## **Article VI – Certain Matters**

Section 6.1: Board-Approved Policies. The Board may adopt additional governance and management policies as it deems appropriate.

Section 6.2: Executive Compensation Review. The Board (or a Board Committee) shall review any compensation packages (including all benefits) of the Principal and the 2 other highest paid employees. The Board shall approve such compensation only after determining that the compensation is just and reasonable. This review and approval shall occur annually, as well as when such officer is hired, when the term of employment of such officer is renewed or extended, and when the compensation of such officer is modified, unless the modification applies to a substantially all of the employees of the Corporation.

## **Article VII - Officers**

Section 7.1: Officers. The officers of the Corporation shall be a Chair of the Board, a Secretary, and a Treasurer. The Chair of the Board must be a director. The Corporation may also have other officers as may be determined by the Board. One person may hold two or more offices, except that neither the Secretary nor the Treasurer may serve concurrently as the Chair of the Board.

Section 7.2: Election and Term. The officers of the Corporation shall be elected by the Board at an annual meeting and shall serve at the pleasure of the Board.

Section 7.3: Chair of the Board. The Chair of the Board shall, if present, preside at all meetings of the Board, and shall exercise and perform such other powers and duties as may be prescribed by these Bylaws or the Board.

Section 7.4: Secretary. The Secretary shall keep or cause to be kept a full and complete record of the proceedings of the Board and its committees, shall give or cause to be given notice of all Board meetings as required by law or these Bylaws, and in general shall exercise and perform such other powers and duties as may be prescribed by these Bylaws or the Board.

Section 7.5: Treasurer. The Treasurer shall be the chief financial officer of the Corporation. The Treasurer shall keep and maintain, or cause to be kept and maintained, adequate and correct books and records of account. The Treasurer shall send or cause to be given to the directors such financial statements and reports as are required to be given by law, and as may be prescribed by these Bylaws or the Board. The books of account shall be open to inspection by any director upon request at all reasonable times. The Treasurer shall deposit, or cause to be deposited, all money and other valuables in the name and to the credit of the Corporation with such depositories as designated by the Board, shall disburse or cause to be disbursed the Corporation's funds as ordered by the Board, shall render to the Board, upon request, an account of the Treasurer's transactions as Treasurer and of the financial condition of the Corporation, and shall exercise and perform such other powers and duties as may be prescribed by these Bylaws or the Board.

Section 7.6: Resignation. An officer may resign at any time by giving written notice to the Corporation. Any resignation shall take effect upon receipt of notice or at any later time specified in that notice. Unless otherwise specified in the notice of resignation, affirmative acceptance of the resignation shall not be necessary to make it effective. Any resignation is without prejudice to the contract or other rights, if any, of the Corporation in respect of the officer.

Section 7.7: Removal. Officers may be removed from office by the Board, consistent with the voting procedures in the Bylaws.

Section 7.8: Vacancies. A vacancy in any office for any reason shall be filled by the Board.

### **Article VIII - Indemnification**

Section 8.1: Definitions. For purposes of this Article, "Agent" means any person who is or was a director, officer, employee or other agent of the Corporation, or is or was serving at the request of the Corporation as a director, officer, employee or other agent of another foreign or domestic corporation, partnership, joint venture, trust or other enterprise; "Proceeding" means any threatened, pending or completed action or proceeding, whether civil, criminal, administrative or investigative; and "Expenses" includes, without limitation, attorneys' fees and any expenses incurred in establishing a right to indemnification under Section 8.2 of this Article.

Section 8.2: Right to Indemnity. The Corporation may, to the fullest extent permitted by law, indemnify any person who was or is a party or threatened to be made a party to any Proceeding by reason of the fact that such person is or was an Agent of the Corporation, against Expenses, judgments, fines, settlements and other amounts actually and reasonably incurred in connection with the Proceeding.

Section 8.3: Approval of Indemnity. On written request to the Board by any Agent seeking indemnification, to the extent that the Agent has been successful on the merits, the Board shall promptly authorize indemnification in accordance with law. Otherwise, the Board shall promptly determine, by a majority vote of a quorum consisting of directors who are not parties to the Proceeding, whether, in the specific case, the Agent has met the applicable standard of conduct stated, and, if so, may authorize indemnification to the extent permitted thereby.

Section 8.4: Advancing Expenses. The Board may authorize the advance of Expenses incurred by or on behalf of an Agent of the Corporation in defending any Proceeding before the final disposition of such Proceeding, if the Board finds that:

- a) The requested advances are reasonable in amount under the circumstances;
- and

- b) before any advance is made, the Agent submits a written undertaking satisfactory to the Board, in its sole discretion, to repay the advance unless it is ultimately determined that the Agent is entitled to indemnification for the Expenses under this Article.

#### Section 8.5: Insurance

The Board shall have the power to purchase and maintain insurance on behalf of any Agent against any liability asserted against or incurred by the Agent in such capacity or arising out of the Agent's status as such, whether or not the Corporation would have the power to indemnify the Agent against such liability under this Article.

### **Article IV – Fiscal Year and Reporting Obligations**

#### Section 9.1: Fiscal Year

The fiscal year of the Corporation shall begin on July 1 and end on June 30

### **Article X – Gifts, Grants, Contracts, Investments**

#### Section 10.1: Gifts

The Board may accept on behalf of the Corporation any contribution, gift, bequest or devise for the general purposes or for any specific purpose of the Corporation. The Corporation shall retain complete control and discretion over the use of all contributions it receives.

#### Section 10.2: Grants

The Board shall exercise itself, or delegate, subject to its supervision, control over grants, contributions, and other financial assistance provided by the Corporation, including, without limitation, fiscal sponsorship relationships.

#### Section 10.3: Contracts

The Board may authorize any officer(s) or agent(s), in the name of and on behalf of the Corporation, to enter into any contract or execute any instrument. Any such authority may be general or confined to specific instances, or otherwise limited. Consistent with actions by the Board, the Chair of the Board is authorized to execute such instruments on behalf of the Corporation.

#### Section 10.4: Payment of Money

Unless otherwise determined by the Board, all checks, drafts or other orders for payment of money out of the funds of the Corporation and all notes or other evidences of indebtedness of the Corporation may be signed on behalf of the Corporation by the Treasurer.

#### Section 10.5: Deposits

The funds of the Corporation not otherwise employed, including any amounts in any reserve fund, shall be deposited from time to time to the order of the Corporation in such banks, trust companies or other depositories as the Board may select.

#### Section 10.6: Investments

In investing, reinvestment, purchasing, acquiring, exchanging, selling and managing the Corporation's public or charitable programs, the Board shall avoid speculation, looking instead to the permanent disposition of the funds, considering the probable income, as well as the probable safety of the Corporation's capital. No investment violates this Section where it conforms to provisions authorizing the investment contained in an instrument or agreement pursuant to which the assets were contributed to the Corporation.

### **Article XI – Conflicts of Interest**

#### Section 11.1: Purpose

The purpose of the conflicts of interest policy is to protect the Corporation's interest when it is contemplating entering into a transaction or arrangement that might benefit the private interest of an officer or Director of the Corporation. This policy is intended to supplement but not replace any applicable state laws governing conflicts of interest applicable to nonprofit and charitable corporations.

#### Section 11.2: Definitions

##### a) Interested Person

Any Director, principal officer, or member of a committee with Board-delegated powers who has a direct or indirect financial interest, as defined below, is an interested person.

##### b) Financial Interest

A person has a financial interest if the person has, directly or indirectly, through business, investment or family:

- I. an ownership or investment interest in any entity with which the Corporation has a transaction or arrangement, or
- II. a compensation arrangement with the Corporation or with any entity or individual with which the Corporation has a transaction or arrangement, or
- III. 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 11.3: Procedures

a) Duty to Disclose

In connection with any actual or possible conflicts of interest, an interested person must disclose the existence of his or her financial interest and all material facts relating thereto to the Board of Directors.

b) Determining Whether a Conflict of Interest Exists

After disclosure of the financial interest and all material facts relating thereto, and after any discussion thereof, the interested person shall leave the Board of Directors' meeting while the financial interest is discussed and voted upon. The remaining Board of Directors shall decide if a conflict of interest exists.

c) Procedures for Addressing the Conflict of Interest

- I. An interested person may make a presentation at the Board of Directors, but after such presentation, he or she shall leave the meeting during the discussion of, and the vote on, the transaction or arrangement that results in the conflict of interest.
- II. The Board shall, if appropriate, appoint a disinterested person or committee to investigate alternatives to the proposed transaction or arrangement.
- III. After exercising due diligence, the Board of Directors 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.
- IV. 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 Directors shall determine by a majority vote of the disinterested Directors whether the transaction or arrangement is in the Corporation's best interest and for its own benefit and whether the transaction is fair and reasonable to the Corporation and shall make its decision as to whether to enter into the transaction or arrangement in conformity with such determination.

d) Violations of the Conflicts of Interest Policy

- I. If the Board of Directors 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.
- II. If, after hearing the response of the member and making such further investigation as may be warranted in the circumstances, the Board of Directors determine that the member has in fact failed to disclose and actual or possible conflict of interest, it shall take appropriate disciplinary and corrective action.

Section 11.4: Records of Proceedings

The minutes of the Board of Directors and all committees with Board-delegated powers shall contain:

a) Names of Persons with Financial Interest

The names of the persons who disclosed or otherwise were found to have a financial interest in connection with an actual or possible conflict, the nature of the financial interest, any action taken to determine whether a conflict of interest was present, and the Board of Directors' decision as to whether a conflict of interest in fact existed.

#### b) Names of Persons Present

The names of the persons who were present for discussions and votes relating to the transaction or arrangement, the content of the discussion, including any alternatives to the proposed transaction or arrangement, and a record of any votes taken in connection therewith.

#### Section 11.5: Annual Statements

Each Director, 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 that policy
  - Agree to Comply
- . Has agreed to comply with policy

- Tax Exemption

Understands that the Corporation is a charitable organization and that, in order to maintain its federal tax exemption, it must engage primarily in activities which accomplish one or more of its tax-exempt purposes.

#### Section 11.6: Periodic Reviews

To ensure that the Corporation operates in a manner consistent with its charitable purposes and that it does not engage in activities that could jeopardize its status as an organization exempt from federal income tax, the Corporation may conduct periodic reviews.

#### Article XII – Other Provisions

##### Section 12.1: Rights of Inspection

Every director shall have the right at any reasonable time to inspect and copy all books, records and documents, and to inspect the physical properties of the Corporation.

#### Section 12.2: Electronic Transmissions

Unless otherwise provided in these Bylaws, and subject to any guidelines and procedures that the Board may adopt from time to time, the terms “written” and “in writing” as used in these Bylaws include any form of recorded message in the English language capable of comprehension by ordinary visual means, and may include electronic transmissions, such as facsimile or email, provided (i) for electronic transmissions from the Corporation, the Corporation has obtained an unrevoked written consent from the recipient to use of such means of communication; (ii) for electronic transmissions to the Corporation, the Corporation has in effect reasonable measures to verify that the sender is the individual purporting to have sent such transmission; and (iii) the transmission creates a record that can be retained, retrieved, and rendered into clearly legible tangible form.

### **Article XIII - Amendments**

#### Section 13.1: Amendment of Bylaws

Except as otherwise provided by law, these Bylaws may be amended or repealed and new bylaws may be adopted by approval of the Board.

\*\*\*\*\*

CERTIFICATE OF SECRETARY

I, \_\_\_\_\_, hereby certify:

That I am duly elected and acting Secretary of I Believe I Achieve Academy Charter School, and that the foregoing Bylaws constitute Bylaws of I Believe I Achieve Academy Charter School, as duly adopted at the meetings of the Board held on \_\_\_\_\_.

IN WITNESS WHEREOF, I have hereunder subscribed my name this \_\_\_\_ day of \_\_\_\_\_, 2015.

\_\_\_\_\_  
\_\_\_\_\_, Secretary

## Attachment 5c – Code of Ethics

The Board of Trustees is committed to avoiding any situation in which the existence of conflicting interests of any employee may call into question the integrity of the management or operation of the school district. Adherence to a code of ethics promotes public confidence in the schools and furthers the attainment of district goals. The Board also recognizes its obligation to adopt a code of ethics setting forth the standards of conduct required of all employees under the provisions of the General Municipal Law [§806(1)(a) GML]. Therefore, every employee of the district, whether paid or unpaid, shall adhere to the following standards of conduct. Statutory Conflicts of Interest It is a conflict of interest for an employee to benefit personally from contracts made in their official capacity.

- **“Contract”** is defined broadly to include any claim or demand against the district or account or agreement with the district, whether expressed or implied which exceeds the sum of \$750.00 in any fiscal year. [§800(2) GML]
- An **“interest”** is defined as a direct or indirect benefit that runs to the employee as a result of a contract with the district. [§800(3) GML]

No employee shall have an **“interest”** (i.e., receive a direct or indirect benefit as the result of a contract with the district) in:

1. a firm, partnership or association in which he/she is a member or employee;
2. a corporation in which he/she is an officer, director or employee;
3. a corporation in which he/she, directly or indirectly, owns or controls 5% or more of the stock;
4. a contract between the district and his/her spouse, minor child or dependents, except for an employment contract between the school district, spouse, minor child or dependent of a Board member authorized by §800(3) of the General Municipal Law or §3016 of the Education Law.

No chief school officer, treasurer or his/her deputy or employee shall have an interest in a bank or other financial institution that is used by the district he/she serves, unless otherwise exempted by exception under law (see 9120-E for a list of such exceptions). [§801(2) GML] 9120

### Disclosure Requirements

All employees must publicly disclose the nature and extent of any non-exempted interest they or their spouse have, will have or later acquire in any actual or proposed contract, purchase agreement, lease agreement or other agreement involving the school district (including oral agreements), even if it is not a prohibited interest under applicable law. Such disclosure must be in writing and made part of the official record of

the school district. Disclosure is not required in the case of an interest that is exempted under section 802 of the General Municipal Law (see 2160-E); however, board members and officers are encouraged to voluntarily make such disclosure. [§803 GML, as amended by Ch. 499, Laws of 2005]

### **Other Prohibited Activities**

No employee shall:

- Use or attempt to use his/her official position to secure unwarranted privileges or exemptions for such employee or officer or others; [§§800(2);(806(1)(a) GML]
- By his/her conduct give reasonable basis for the impression that any person can improperly influence him/her or unduly enjoy special favor in the performance of official duties, or that he/she is affected by the kinship, rank, position or influence of any party or person. [§800(2) GML]

No employee shall hire, supervise, evaluate, promote, review or discipline any other employee who is a member of the same family. In the event that marriage, promotion, or reorganization results in a situation not in compliance with this policy, reassignment or transfer will be effected, in accordance with the applicable provisions of any collective bargaining agreement, to correct the situation.

No employee shall negotiate or execute any contract on behalf of the district for the purchase, sale or lease of real or personal property, services of any nature, nor for insurance without first having determined the common price for such property, services or insurance, or requesting bids from all potential providers of such property, services or insurance.

No employee shall allow any matter, concern or interest, personal, financial or otherwise, to influence or interfere with the performance of his or her duties. Should such a matter, concern or interest arise, the employee shall bring the matter to the attention of his or her supervisor or the Board to seek ways to reduce or eliminate the influence or interference.

No employee shall engage in, solicit, negotiate for or promise to accept private employment when that employment or service creates a conflict with or impairs the proper discharge of his or her official duties. [§806 (1)(a) GML] 9120 No employee shall, after the termination of service/employment with the district, appear before the Board in relation to any action, proceeding, or application in which he/she personally participated during the period of his/her service or employment or that was under his/her active consideration. [§806 (1)(a) GML]

### **Confidentiality Requirements**

No employee shall disclose confidential information acquired by them in the course of their official duties or use such information to further their personal interests. [§805-a(1)(b)] In addition, employees may not disclose the following matters discussed in executive session or as contained in Board informational materials issued by the Superintendent:

1. matters which will imperil the public safety if disclosed;
2. any matter which may disclose the identity of a law enforcement agent or informer;
3. information relating to current or future investigation or prosecution of a criminal offense;
4. discussions regarding proposed, pending or current litigation;
5. collective negotiations under the Taylor Law;
6. 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;
7. the preparation, grading or administration of examinations;
8. the proposed acquisition, sale, or lease of real property or securities, but only when publicity would substantially affect the value thereof;
9. student records pursuant to the Family Educational Rights and Privacy Act (FERPA);
10. matters subject to the attorney-client privilege.

### **Limitation on Gifts**

No employee shall, directly or indirectly, solicit any gift or accept or receive any gift having a value of \$75.00 or more under circumstances in which it could reasonably be inferred that the gift was intended to influence him/her, or could reasonably be expected to influence him/her in the performance of his/her official duties or was intended as a reward for any official action on his/her part. If an employee receives any gift having a value of \$75.00 or more, such gift shall be returned. [§805-a GML; Op. Atty. Gen. (inf) 99-16]

### **Voiding of Contracts**

Contracts willfully entered into in violation of Article 18 of the General Municipal Law are deemed void. 9120

### **Penalties**

In addition to any penalty contained in any other provision of law, any person who shall knowingly and intentionally violate any of the provisions of the Board's code of ethics may be subject to disciplinary action, including reprimand, fine, suspension or termination of employment, in accordance with due process of law, if applicable, for violating this policy.

### **Distribution, Posting and Filing Requirements**

The Superintendent of Schools shall distribute to every employee of the district a copy of this code of ethics. [§806(2) GML]

This code of ethics shall be filed in the State Comptroller's Office annually. [§806(3) GML]

In accordance with §807 of the General Municipal Law, the Superintendent must ensure that a copy of Article 18, General Municipal Law is posted in each public building in a conspicuous place.

Ref: General Municipal Law §§800; 801; 802; 805; 806-808 Education Law §§306; 1709; 2103; 2553; 2554; 2559; 3016 Public Officers Law §30(1)(h) Appeal of Kelly, 45 EDR Dec. No. 15253 (2005) Application of Nett & Raby 45 EDR Dec. No. 14314 (2005) Appeal of Taber, 42 EDR 251 (2003) Appeal of Gill, 42 EDR 89 (2002) Matter of Grinnell, 37 EDR 504 (1998) Appeal of Vivlemoe, 33 EDR 174 (1993) Matter of Cox, 27 EDR 353 (1988) Matter of Granirer, 26 EDR 393 (1987) Op. of Atty. Gen., [Inf.] 99-16 Op. State Comptroller, 91-26 Adoption date: November 15, 2006 9120-E

#### **EXCEPTIONS TO CONFLICT OF INTEREST**

Employees will not be deemed to have a conflict of interest in any of the exceptions listed in §802 of the General Municipal Law, including:

1. Contracts with membership corporations or other voluntary not-for-profit corporations or associations (e.g., Taylor Law collectively negotiated agreements, contract with a not-for-profit health services organization). [§802(1)(f) GML] [Note: No Board member is prohibited from voting on collectively negotiated agreements which are applicable to his/her spouse or child];
2. Appointment of a teacher who is a relative or spouse of a Board member, is permitted upon a two-thirds supermajority vote, without limiting any Board member's right to vote. [§3016 Education Law]
3. The employment of a Board member as school physician is permitted upon a two-thirds vote of the Board. [§802(1)(i) GML]
4. Contracts entered into by the district with a person who is subsequently elected or appointed to the Board, a school district office or employment remain valid, except the contract may not thereafter be renewed. [§802(1)(h) GML]
5. A contract with a corporation of which the interest of the Board member or officer is, by reason of stockholding, less than 5% of the outstanding shares. [§802(2)(a) GML]
6. Contracts between the district and a Board member or officer in which the total amount does not exceed \$750 in any fiscal year. [§802(2)(e) GML]
7. Where application of the conflict of interest rules would necessitate the engagement of a bank or trust company outside of the municipality or school district, the Board may designate a bank or trust company in which the Board president, treasurer or deputy

treasurer has an interest in such entity. The designation shall be as a depository, paying agent or registration agent for the investment of funds. [§802(1)(a) GML]

8. A contract with a person, firm, corporation or association in which a municipal officer or employee has an interest prohibited solely by reason of employment as an officer or employee of such other entity, if their compensation will not be directly affected as a result of the contract with the municipality or school district and duties do not directly involve the procurement, preparation or performance of any part of the contract.

[Appeal of Vivlemoe, 33 EDR 174 (1993)]

9. The designation of a newspaper, including an official newspaper, for the publication of notices, resolutions or other proceeding where publication is otherwise required or authorized by law. [§802(1)(c) GML]

10. The purchase of real property or any interest therein when approved upon a petition to the State Supreme Court by the board of education. [§802(1)(d) GML] 9120-E

11. Acquisition of real property or an interest in real property through eminent domain proceedings. [§802(1)(f) GML]

12. Sale of bonds and notes pursuant to section 60.10 of the Local Finance Law.  
[§802(1)(g) GML]

## **Attachment 6a – CMO Information**

IBIA Academy Charter School does not intend on contracting with a charter school management organization in the near future.



**Appendix 6b – If applicable: Proposed Management Contract with CMO**

IBIA Academy Charter School does not intend on contracting with a charter management organization in the near future.

**Attachment 7 – Partnership Information (not applicable)**

Not applicable

## Attachment 8a – Hiring and Personnel Policies and Procedures

**Equal Opportunity Employer:** It is the policy of I Believe I Achieve Academy Charter School to seek and employ the most qualified personnel without regard to sex, race, religion, color, creed, national origin, citizenship, sexual orientation, veteran status age, marital status, or disability. It is further this organization's policy to ensure equal opportunity for the advancement of staff members and equal treatment in the areas of upgrading, training, promotion, transfer, layoff, and termination.

I Believe I Achieve Academy Charter School will comply with the American with Disabilities Act (ADA) of 1990, and welcomes applications from people with disabilities. The school does not discriminate against qualified, disabled individuals solely for reasons of their disability. Consistent with this policy, I Believe I Achieve Academy Charter School is committed to:

- Recruit, hire and promote on the basis of an individual's qualifications and competence for the job
- Make the necessary, reasonable accommodations to enable a qualified person with a disability to perform the essential functions of a job
- Protect the disabled individual's right to privacy and confidentiality to the extent possible; and
- Full compliance with all requirements of applicable law, including those relating to employee benefits.

**Qualifications:** I Believe I Achieve Academy Charter School will conduct national searches for the best teachers and staff. Lead teachers will be expected to be certified, though the school may employ up to five staff members, or no more than 30% of its teaching staff, whichever is less, who are not certified. Teaching Fellows must either be certified or in the process of obtaining certification (e.g., Teach For America or NYC Teaching Fellows). Below are the responsibilities and qualifications for key personnel:

## Key Staff Responsibilities and Qualifications

### Principal

#### Responsibilities:

- Provide leadership and direction to all school staff members
- Hire, evaluate and terminate staff members.
- Implement the school program with fidelity to the charter
- Implement all school policies and procedures as directed by the Board of Trustees
- Ensure the proper use of student data to drive and improve instruction
- Facilitate and encourage parent involvement
- Make formal reports to the Board of Trustees, State Education Department and others
- Establish a strong school culture and provide a safe learning environment
- Ensure proper budgeting and financial oversight
- Provide guidance and support to teachers to improve instruction and raise student achievement
- Evaluate school programs and recommend policy changes and resource allocation
- Respond to grievances by parents and staff
- Handle serious discipline issues, including suspensions and expulsions
- Conduct long-term strategic planning

#### Qualifications:

- Commitment to I Believe I Achieve Academy Charter School's mission, goals, culture and virtues
- Demonstrated success in raising urban student achievement
- High expectations for themselves, staff and students
- Teaching and leadership experience, especially in an urban setting
- Commitment to an active learning model and use of data
- Experience hiring, managing and evaluating employees
- High level of organization and resourcefulness necessary for start-up environment
- Exemplary communication skills and sophisticated analytical analysis
- Strong recommendations from prior employers, colleagues and employees Bachelor's degree
- Successfully co-founding and/or serving in a leadership position in a private or charter school (preferred)
- Fluent in Spanish (preferred)
- Experience with elementary grades, Core Knowledge, and/or classical liberal arts education (preferred)

### Assistant Principal (Starting Year 3)

- Support Principal in instructional leadership duties
- Serve as school leader in absence of Principal
- Provide staff development training
- Regularly observe teachers and provide critical feedback to improve instruction
- Evaluate teachers and make recommendations for placement and retention
- Facilitate development of curriculum, instruction and assessment
- Support school culture and handle minor discipline issues
- Communicate with parents

#### Qualifications:

- Demonstrated success in raising student achievement
- Experience with instructional leadership as a teacher or administrator
- Ability to work effectively as part of a team
- Commitment to an active learning model and use of data
- Bachelor's degree
- Fluent in Spanish (preferred)
- Experience with elementary grades, Core Knowledge, and Parent Outreach

### Director of Operations

#### Responsibilities:

- Oversee all day-to-day operational activities of the school in collaboration with Principal
- Manage a team of back office personnel, including Office Manager and Business Director
- Manage major academic-related systems and activities, including student recruitment and enrollment lottery, student information systems.
- Coordinate HR functions including procurement and building maintenance, renovations and upgrades
- Coordinate food services and transportation
- Plan logistics for school-wide events for students, staff and families
- Manage all volunteers, including sourcing, selection, and assigning of

#### Qualifications:

- Bachelor's degree
- Teaching or education program experience ideal
- At least 3 years relevant professional work experience, ideally in a charter school or other K- 12 education organization
- At least 1 year direct experience successfully managing and developing staff
- Demonstrated success providing superior customer service.
- Strong interpersonal skills and track record of collaborating with diverse stakeholders
- Strong communication, writing, and presentation skills
- Organized planner and project manager with proven ability to multi-task, take initiative, prioritize effectively, and deliver for multiple

<p>duties</p> <ul style="list-style-type: none"> <li>• Coordinate communications with parents and the community</li> <li>• Monitor technology needs</li> </ul>	<p>stakeholders on deliverables and deadlines.</p> <ul style="list-style-type: none"> <li>• Relentless determination to do whatever it takes to help our students succeed</li> <li>• Proactive and creative problem-solver</li> </ul>
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<b>Business Director (Starting Year 3)</b>	
<p><b>Responsibilities:</b></p> <ul style="list-style-type: none"> <li>• Prepare annual budget and support the annual auditing process, working closely with the Principal</li> <li>• Manage the day-to-day finances to ensure overall financial health of the school</li> <li>• Conduct accurate and timely billing to ensure adequate cash flow</li> <li>• Manage payroll and benefits</li> <li>• Ensure school-wide compliance with health and safety laws, teacher certification, city and state education mandates, and all federal and state workplace regulations.</li> <li>• Manage student data collection and information updates</li> <li>• Maintain inventory of all assets in the school building, including computers, equipment, furniture, uniforms, etc.</li> <li>• Provide regular reporting of financial status to school leadership and the Board</li> </ul>	<p><b>Qualifications:</b></p> <ul style="list-style-type: none"> <li>• Bachelor's degree</li> <li>• At least five years in an administrative or management role</li> <li>• Quantitative skills and experience with accounting, budgets, and financial management.</li> <li>• Thrives in entrepreneurial start-up environment and working conditions; can work within an ambiguous, fast-moving environment while also driving toward clarity and solutions</li> <li>• Self-starter and demonstrated resourcefulness</li> <li>• History of getting results</li> <li>• Highly organized, detail-oriented</li> <li>• Strategic and critical thinker</li> <li>• Values input and feedback</li> <li>• Team-player capable of working both collaboratively and independently</li> <li>• Flexible and strong ability to multi-task</li> <li>• Excellent interpersonal and communication skills, ability to interact with various stakeholders from parents, students, vendors, teachers, etc.</li> </ul>

<b>Student Achievement Coordinator</b>	
<p><b>Responsibilities:</b></p> <ul style="list-style-type: none"> <li>• Manage the school's RTI process</li> <li>• Coordinate all meetings and activities with the Committee on Special Education (CSE);</li> <li>• Provide information to and obtain information from CSEs as needed throughout the year</li> <li>• Determine if entering students have IEPs</li> <li>• Ensure that all services are provided in accordance with each student's IEP in the context of the charter school setting</li> <li>• Coordinate all external service providers</li> <li>• Ensure that all compliance and reporting requirements are satisfied</li> <li>• Train instructional staff on effective methods for educating at-risk students</li> <li>• Inform staff of all FERPA requirements as they relate to student record privacy</li> </ul>	<p><b>Qualifications:</b></p> <ul style="list-style-type: none"> <li>• Special Education certification</li> <li>• Demonstrated success raising the achievement level of at-risk students</li> <li>• Experience supervising and evaluating intervention staff</li> <li>• Commitment to data-driven instruction</li> <li>• Knowledgeable about best practices in special education and urban K-8 education</li> <li>• Knowledgeable about CSE and IEP referral process and ELL programs</li> <li>• Excellent interpersonal and communication skills with experience in presentations, process facilitation, problem solving and relationship building</li> <li>• Demonstrated respect and concern for children and their parents and a passion for education</li> </ul>

<b>Lead Teachers</b>	
<p><b>Responsibilities:</b></p> <ul style="list-style-type: none"> <li>• Prepare joyful, rigorous and engaging lessons for classes of up to 30 students</li> <li>• Regularly assess student learning against measurable benchmarks</li> <li>• Use student performance data to organize student learning on computers and with adults</li> <li>• Mentor and provide critical feedback to Teaching Assistants</li> <li>• Contribute to the professional community by identifying needs</li> </ul>	<p><b>Qualifications:</b></p> <ul style="list-style-type: none"> <li>• High expectations for learning and behavior</li> <li>• Demonstrated success raising student achievement</li> <li>• Experience integrating digital resources into teaching and learning</li> <li>• Strong classroom management skills</li> <li>• Commitment to an active learning environment</li> <li>• A positive attitude about high expectations</li> <li>• Reflective and open to feedback with the desire to continuously</li> </ul>

<p>and developing solutions</p> <ul style="list-style-type: none"> <li>• Demonstrate the school's virtues and integrate character education into instruction</li> </ul>	<p>improve</p> <ul style="list-style-type: none"> <li>• A team player who is not deterred by a fast-paced, constantly changing environment</li> <li>• Eagerness to go above and beyond the requirements of the job to innovate and improve the organization</li> <li>• Certification in appropriate field(s)</li> </ul>
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<b>Teaching Assistants</b>	
<p><b>Responsibilities:</b></p> <ul style="list-style-type: none"> <li>• Support the learning and achievement of students</li> <li>• Collaborate with lead teachers to teach small groups</li> <li>• Gain experience leading an entire class of students</li> <li>• Use technology to enhance individualized learning for students</li> <li>• Manage class transitions and supervise lunch and recess.</li> <li>• Actively participate in lesson planning and staff development activities</li> <li>• Model the school's virtues and support character development</li> </ul>	<p><b>Qualifications:</b></p> <ul style="list-style-type: none"> <li>• Possess or be in the process of acquiring certification</li> <li>• Proven record of achievement as evidenced by academic and professional accomplishments</li> <li>• Ability to manage behavior in a classroom of up to 30 students</li> <li>• Ability to accept and implement critical feedback received for real-time improvement.</li> <li>• Ability to handle the intensity required to work in a high-performing charter school and remain organized, punctual and reliable under pressure</li> <li>• Constant desire to improve one's practice.</li> </ul>

<b>Leading Support Teachers</b>	
<p><b>Responsibilities:</b> In addition to those of Lead Teacher:</p> <ul style="list-style-type: none"> <li>• Support the learning and achievement of students with disabilities, English language learners and other struggling students</li> <li>• Use data to identify students in need of remediation or enrichment</li> <li>• Plan instruction with general</li> </ul>	<p><b>Qualifications:</b> In addition to those of Lead Teacher:</p> <ul style="list-style-type: none"> <li>• Certification in special education and/or ESL</li> <li>• Demonstrated success raising achievement of students with special needs</li> <li>• Ability to collaborate with other teachers to ensure alignment of instruction and services</li> <li>• Strong communication skills with</li> </ul>

<p>education teachers to ensure alignment</p> <ul style="list-style-type: none"> <li>• Participate in all meetings related to referral, placement and treatment of students</li> <li>• Maintain complete history/record of treatments and services related to students' special needs</li> </ul>	<p>parents</p>
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<b>Office Manager</b>	
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<p><b>Responsibilities:</b></p> <ul style="list-style-type: none"> <li>• Warmly greet all visitors to the school and direct them to the appropriate place or person;</li> <li>• Serve as primary contact for all school communication via phone;</li> <li>• Maintain records in accordance with legal requirements and audit guidelines</li> <li>• Ensure confidentiality and security of office space, files, and all information pertaining to students, parents, staff, and community</li> <li>• Type, translate, and distribute school correspondence</li> <li>• Maintain and ensure the accuracy of students' daily attendance, as well as medical, tardy, and early leave logs;</li> <li>• Update data in student information system</li> <li>• Assist in ordering and receiving materials</li> <li>• Provide administrative support including scheduling meetings and conference calls, maintaining calendars, arranging travel and managing correspondence</li> </ul>	<p><b>Qualifications:</b></p> <ul style="list-style-type: none"> <li>• AA preferred;</li> <li>• Minimum of 1 Year of school experience required;</li> <li>• Oral and written proficiency in Spanish strongly preferred;</li> <li>• Proficiency with the Microsoft Office Suite;</li> <li>• Experience in proper Office Procedures including filing, answering the telephone professionally, photocopying, greeting all visitors cordially, and handling information with confidentiality;</li> <li>• Excellent communication skills, both oral and written;</li> <li>• Strong organizational and interpersonal skills;</li> <li>• Ability to manage the ambiguity and multiple priorities inherent in an entrepreneurial environment;</li> <li>• Relentless results orientation;</li> <li>• Detail oriented team player</li> <li>• Demonstrates initiative and a desire to learn</li> </ul>
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<ul style="list-style-type: none"> <li>• Check and summarize all voice messages and respond to general inquiries</li> <li>• Sort and route mail</li> <li>• Manage inventory and order office supplies</li> <li>• Update school calendar</li> </ul>	
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<b>Counselor/social Worker (Starting Year 3)</b>	
<p><b>Responsibilities:</b></p> <ul style="list-style-type: none"> <li>• Provide counseling services as mandated by students' IEPs</li> <li>• Provide counseling services to other students</li> <li>• Support and train teachers in handling social and emotional issues</li> <li>• Support the development of the school culture</li> <li>• Participate in required RTI and special education meetings</li> <li>• Maintain private records</li> <li>• Communicate with parents</li> <li>• Connect families to external mental health and social service resources</li> </ul>	<p><b>Qualifications:</b></p> <ul style="list-style-type: none"> <li>• Certification as counselor or social worker in accordance with NYS law</li> <li>• A bachelor's degree or higher in mastery of field</li> <li>• Commitment to the mission of the school</li> <li>• At least two years of successful experience working with students of various ethnic backgrounds</li> <li>• Strong interpersonal and communication skills</li> <li>• Demonstrated capacity to work collaboratively with a professional team</li> <li>• Skills for outreach to families and the local community</li> <li>• Ability to access resources available to the community</li> <li>• Ability to run small groups and work one-on-one with students</li> <li>• Preferably bilingual</li> </ul>

**Hiring Process:** While the school principal has final authority to hire staff members, he or she may delegate conduct of the hiring process to other administrators or committees. All job applicants must fill out completely and sign an application for employment. In addition, all job applicants must:

- Provide an up-to-date resume
- Supply proof of teaching certification and qualification pursuant to No Child Left Behind (NCLB) (such as college matriculation, copies of school transcripts); and

- Be interviewed by the Principal or his or her delegate.

As part of the interview process, prospective teachers will be observed teaching a demonstration lesson either at I Believe I Achieve Academy Charter School, their current school, or another school. The hiring process will include the following additional mandatory steps:

- At least two references checked, credentials verified, qualifications confirmed;
- Documentation of employment eligibility, i.e., proof of identity and legal authority to work in the United States;
- Fingerprinting and a criminal background check and clearance; and
- The candidate's signature on an offer letter confirming the offered position.

Refusal to comply with any of the above requirements or the falsification of information, or the inability to provide proof of legal authority to work in the U.S. will result in the individual not being hired or the job offer being rescinded.

**Full-Time and Part-Time Employment:** Employees shall receive annual letters of employment that state the terms of their employment. Employees may be hired as regular full-time employees, and as such will be eligible for all benefits provided by the school. The organization also may hire part-time staff. Part-time staff is those who are employed for less than 40 hours per work week. Part-time employees are not eligible for benefits. Time off work without pay for part-time employees may be granted by the Principal or his or her designee. I Believe I Achieve Academy Charter School will verify that all of our employees are authorized for employment in the United States. All employees will complete an I-9 form.

**Fingerprinting and Criminal Background Check:** I Believe I Achieve Academy Charter School faculty (including substitute teachers), staff (including temporary staff) and consultants working in the school must pass a fingerprint and criminal background check as a condition of employment. Consultants who are either independent contractors or agents of a company who have unsupervised access to students and whose work involves spending time in the school also must be fingerprinted and have a criminal background check. Classroom volunteers who have a consistent, regular presence in the school and who work with children in an unsupervised capacity must undergo fingerprinting and criminal background checks. It is not the policy of I Believe I Achieve Academy Charter School to require fingerprinting and background checks on parent classroom volunteers for general community activities with children, as they do not have consistent, regular, unsupervised access to students. No employee may start working until clearance is received.

**Drug-Free Workplace:** All employees are required to notify the Principal within five days of any criminal conviction if it occurred either in or out of the workplace. Employees will

be notified that the unlawful manufacture, distribution, possession or uses of controlled substances are prohibited in the workplace.

**Smoking:** All facilities of I Believe I Achieve Academy Charter School will be smoke-free.

**Performance Evaluation:** Performance evaluations are an essential component of staff development. They are conducted for all staff and provide an opportunity to discuss plans for professional growth and development. At the beginning of each year staff will develop in consultation with their supervisor Professional Growth Plans (PGPs) that include measurable goals for the year and inform subsequent evaluation. The Principal is responsible for employees' performance evaluations. Each year each staff member will undergo a thorough summative performance review with the Principal or his or her delegate. At this time the employee will receive formal feedback on his or her performance. The performance evaluation will consider evidence gathered throughout the school year, including achievement of PGP goals, formal and informal observations of planning and instruction, parent survey results and feedback, student performance data, and attendance and punctuality. A performance evaluation consists of a written review and assessment of job performance followed by an in-depth discussion. The written performance evaluation and any written comments become part of the staff member's personal file. Teacher evaluations will be used to determine retention and placement. The school may use the following mechanisms to inform teachers and other staff if their performance is below expectations: oral and written warnings, improvement plans and suspension. Employees may also be terminated for misconduct and/or poor job performance (see termination section below). All teachers will receive ongoing staff development through trainings, coaching and mentoring. Teachers who demonstrate a deficiency in any aspect of their responsibilities will receive additional assistance. If the deficiency continues, the teacher will be dismissed. The Principal is directly responsible to the Board of Trustees. In the event of failure in the performance of his/her duties, he/she will be dismissed. Evaluations are among the factors considered in determining salary increases. Other factors include, but are not limited to, competitive data, the financial resources of I Believe I Achieve Academy Charter School and the general state of the economy.

**Termination:** Each employee will be employed on an "at will" basis. The Board of Trustees has the authority to terminate an employee with or without cause, unless such termination would violate applicable law. Offenses, which can result in immediate dismissal, include, but are not limited to:

1. Possession, use, sale, purchase, or distribution on school property, or reporting to work under the influence, of a drug and/or alcohol.
2. Falsifying or altering records.
3. Theft of school property.
4. Sabotaging or willfully damaging school equipment or the property of other employees.

5. Insubordination involving, but not limited to, defaming, assaulting, or threatening to assault a supervisor, and refusing to carry out the order of a supervisor.
6. Fighting or provoking a fight on school premises.
7. Absence for three days without notice, in which event the employee will be deemed to have quit voluntarily.
8. Working for another employer while on leave without consent of the school.
9. Carrying concealed weapons on school property or during any school-sponsored event.
10. Treating a student in a cruel or inappropriate way.
11. Failure to perform professional duties.
12. Poor job performance.
13. Undermining the Code of ethics at I Believe I Achieve Academy Charter School.

**Final Pay:** Employees who leave the service of I Believe I Achieve Academy Charter School for any reason shall be entitled to all pay that may be due them, with the following qualifications:

1. Employees will be advised of their rights under the Consolidated Omnibus Budget Reconciliation Act of 1986 (COBRA) to continue health care coverage for themselves and their dependents at group rates at their own expense for up to 18 months.
2. An employee who is terminated or who resigns must return all office keys, identification, security cards and codes, any borrowed school property, including personal laptop and office materials and supplies, in such employee's possession to the Principal. Failure to return I Believe I Achieve Academy Charter School's items will result in delay in payment of final pay until all of I Believe I Achieve Academy Charter School's property is returned.
3. No information or copies of information, including but in no way limited to files, memos, computer-stored items, lists, or other similar information, may be taken by such employee without the express permission of the Principal.
4. The final date of employment is the final date on which the employee serves his or her duties at I Believe I Achieve Academy Charter School. It shall never be construed as the date upon which the employee receives his or her final pay.

**Severance Pay:** Employees shall not be entitled to severance pay.

**Exit Interviews:** All employees are strongly encouraged to participate in an exit interview before leaving I Believe I Achieve Academy Charter School.

**Faculty Responsibilities:** The first day of school for the 2017-18 academic year is August 14, 2017 and the last day for teachers is June 26, 2018. Teachers are expected to attend the Summer Institute from August 14 to August 25. Faculty should expect to be at school from 7:30 a.m. until 4:15 p.m. Faculty members are required to be present at all classes or other scheduled responsibilities. When not in the classroom or performing scheduled duties, faculty members are expected to be at school to attend all school

meetings and assemblies, and to be available to students. I Believe I Achieve Academy Charter School phone is answered from 7:15 a.m. until 5:00 p.m. on regular school days. The office is open from 7:30 a.m. to 5:00 p.m. on normal school days. Summer office hours are from 9:00 a.m. to 3 p.m.

**Leave and Absences:** I Believe I Achieve Academy Charter School does not distinguish between Personal Leave, Bereavement Leave or Sick Leave. All staff members must request of the Principal the use of leave, giving advance notice whenever possible, and all instructional staff should make every reasonable attempt to use leave so as to disrupt classroom instructional time as little as possible. All employees should use their best judgment in determining what constitutes “reasonable” leave taking. As a general guideline, the school shall consider three days in the case of bereavement, five days for illness, and three personal days annually “reasonable.” Additional days may be considered reasonable with sufficient explanation to the Principal. All absences and lateness must be reported directly to the Director of Operations or his/her designee by telephone by 6:30 a.m. In addition, all teachers in co-teaching classrooms are expected to call their classroom colleagues and report their absence. Leaving messages with another co-worker is not acceptable. The Director of Operations will retain substitutes as necessary. If a co-teacher or assistant teacher is absent a substitute will not be called; instead the remaining teacher is expected to adapt his/her plans to reflect the absence of his/her colleague. Teachers are expected to keep up-to-date lesson plans on file, which can be referred to in case of an absence. When an absence is planned faculty members should communicate, in writing, to the Principal and Director of Operations, the day(s) he/she will be absent. If a faculty member knows that he or she will be absent far enough in advance, it is the faculty member’s responsibility to make every effort to see that classes and other obligations are covered by another faculty member. In-class and homework assignments should be carefully communicated to the class and to the substitute teacher and the Director of Operations should be informed of the arrangements that have been made. Faculty must call the Director of Operations each day they are absent unless the staff member is on an approved leave of absence. Failure to call in daily may result in disciplinary action, up to and including termination. Employees who are absent for three (3) or more days and have not contacted the Director of Operations will be considered to have abandoned their employment, and school records will reflect that the individual voluntarily terminated his or her employment with I Believe I Achieve Academy Charter School. Faculty with excessive absenteeism and/or tardiness cannot perform their jobs effectively and disrupt the operation of the school. Therefore, excessive absenteeism or lateness may be cause for disciplinary action up to and including termination. Failure to notify the Director of Operations before the start of school or failure to call his/her designee will be considered an unexcused absence and will be subject to disciplinary action up to and including termination. Teachers who must be absent for reasons other than illness must communicate, in writing, and arrange for their absence in advance with the Director of Operations and Principal.

**Handling Emergencies:** All staff members are urged to familiarize themselves with the building facilities and the location of fire-fighting equipment; they are also encouraged to take the Red Cross training for first aid and child CPR offered periodically at the school. In emergency situations staff shall use their best judgment in following these procedures. If anyone needs immediate medical attention, use the school phone to call the main office and request whoever answers to contact 911. If the person has stopped breathing, tell the office to send someone trained in CPR to the classroom immediately. Be prepared to provide the following information:

- Your location and name;
- Child/person's name and age; and
- The child/person's condition and what if anything happened to cause the condition

Do not allow the person/student to be left unattended by an adult. The person who answers the office phone will contact 911, the nurse and the Principal. The staff member also will designate a staff person to wait outside the facility for the ambulance and emergency officials to arrive at the school entrance and escort them to the classroom. The Office Manager will stay in the office in case the EMS needs to contact the school and make sure a copy of the Emergency Contact Form and Before Providing Care Form are given to the appropriate medical emergency staff and the attending faculty member. The Office Manager also will notify the student's family as soon as possible. Their contact information can be found on the Emergency Contact Form.

**Reporting Responsibilities:** As school personnel staff members are MANDATED to report SUSPECTED child abuse or neglect. We need not be certain that a child is being abused; we need only to suspect abuse or neglect in order to report it. The following examples of "Red Flags" should be reported to the counselor immediately:

- A child who talks about wanting to hurt or kill him or herself.
- Any injury, mark or bruise that looks concerning and for which there is no viable explanation. Note: only one adult should ask the child how the injury occurred. Avoid excessive questioning. If you prefer, you may ask the social worker to do the questioning.
- A child who complains that he/she cannot sit down because they have been spanked.
- Inappropriate sexualized behavior, either acting out or knowledge that is not age appropriate.
- A child who expresses fear or concern about going home, or about someone in his / her home or about something happening at home.

If you suspect that a child is being abused or maltreated you should contact the social worker or Principal in person as well as provide them with written documentation by using the Confidential Report of an Allegation of Child Abuse. Once this is completed it is every teacher's responsibility to report the suspicion to Child Protective Services (CPS) with consultation of the Principal or the Social Worker. Do not let a child that you suspect may be a victim of abuse leave school at the end of the day without first talking

to the social worker or Principal. In addition, all employees are REQUIRED to report any allegations of child abuse in an educational setting to the Principal. The term educational setting means the building and grounds of any school as well as vehicles used to transport students to and from school, field trips and extracurricular activities as well as the sites where those activities take place. The Principal should be notified of any such concerns and complete a Confidential Report of an Allegation of Child Abuse in an Educational Setting.

**Confidentiality Policy:** School employees are required to preserve the confidentiality of any and all records containing personally identifiable information of students. Student records are confidential by virtue of the Family Educational Rights and Privacy Act (FERPA), the Individuals with Disabilities in Education Act (IDEA), state privacy laws and other laws and regulations. School employees may not disclose personally identifiable information about school students unless they have been given clearance by the Principal and are certain that law permits the disclosure. All student records maintained in the central school office as well as in individual teacher's classrooms must be secured at all times. Only those employees with a legitimate need for access to a student's records may access such records absent written parental permission. Therefore, absent a special reason, only faculty members who provide instruction or other services to a student should have access to his/her records. In addition, school employees who have access to social security numbers of school personnel are required to preserve the confidentiality of such information and only disclose the information for legitimate or necessary business purposes.

**School Calendar and Holidays:** Each year the school will establish a school calendar that complies with the New York State Education Law relating to compulsory attendance. I Believe I Achieve Academy Charter School have discretion with regard to the dates of attendance. Unless exempted by the Principal or Director of Operation, all staff is expected to be in attendance on all days indicated by the school calendar, including Summer Institute. The school calendar should be consulted for dates on which the School is closed.

**Weather Days and Other Closings:** The School may be closed due to inclement weather or other situations. An orderly process for notification of public media outlets and, if practical, parents shall be developed and implemented when necessary. The school will be closed on any regular school day when the East Ramapo School District cancels school due to inclement weather. At the discretion of the Principal, any classroom days lost to closure due to inclement weather or other reasons may be made up by adding an equal number of days to what was scheduled to be the end of the school year.

**Military Leave:** Members of the United States Army, Navy, Air Force, Marine, Coast Guard, National Guard, Reserves or Public Health Service will be granted an unpaid leave of absence for military service, training or related obligations in accordance with the Unified Services Employment and Re-employment Act of 1995 (USERRA).



**Attachment 8b – Resume for Proposed School Leader (not applicable)**

Not Applicable, the proposed leader has not been identified.





## **Appendix 10: Replication Strategic/Business Growth Plan**

Not applicable: IBIA Academy is a new independent charter school and does not have a replication strategic/business growth plan.