

COLLEGIATE ACADEMY FOR MATHEMATICS AND PERSONAL AWARENESS

APPLICATION SUMMARY

Charter School Name	Collegiate Academy for Mathematics and Personal Awareness (CAMPA)
Applicant Name(s)	(1) Viola Abbott and (2) Daryl Rock
Applicant(s) Email Address	violaabbott@yahoo.com ; [REDACTED]
Applicant(s) Contact Telephone Number	(1) 718-451-1922 [REDACTED]
Media Contact Name	Viola Abbott
Media Contact Email Address	violaabbott@yahoo.com
Media Contact Telephone Number	718-451-1922
District of Location	CSD 19; East New York
Opening Date	Fall 2014
Proposed Charter Term	2014-2019
Proposed Management Company or Partners	N/A
Projected Enrollment and Grade Span During Charter Term	455 students; 5 th – 8 th grades
Projected Maximum Enrollment and Grade Span	455 students; 5 th – 8 th grades
Mission Statement	The Collegiate Academy for Mathematics and Personal Awareness (CAMPA) will ensure that our students achieve academic success and engage in practices that lead to self-confidence and physical and mental health. Our students will not only leave CAMPA with a command of the skills necessary to perform at a high level in high school and college, but will also develop the social tools required to thrive in our ever-changing global society.

Unique Focus Aligned to Mission: With seven life-long public school educators and leaders on board, CAMPA’s founding team has a unique depth of expertise in and commitment to urban public education. The team has been deliberate in its planning, having spent two years designing the education program and discussing CAMPA with the community. **The two unique areas of focus are a result of this planning: High school level mathematics in middle school and personal awareness and wellness.**

- Research shows that the mathematics course content in high school, *more than any other subject*, proves the most accurate predictor of college success. A student who takes a Calculus course in high school is eight times more likely to graduate from college than a student who completed Algebra I, furthermore, every step up the math ladder (Algebra I, Geometry, Trigonometry, Algebra 2, Pre-Calculus, and Calculus), increases the likelihood of earning a Bachelor’s degree by roughly 50%.
- The focus on wellness was borne out of conversations with the CSD 19 community about community areas of need. The community health profile for East New York and New Lots indicate that adults in these communities have an increased risk of heart disease, obesity and diabetes.

COLLEGIATE ACADEMY FOR MATHEMATICS AND PERSONAL AWARENESS

These are our core principles.

Design Elements of the Educational Program:

More instructional time: CAMPA's calendar and daily schedule will provide for the equivalent of 200 instructional days per year, 20 more than the state minimum. Additionally, students will have an extended day with fifth and sixth grade students receiving 90 minutes more per day of instruction than at a typical New York City public school and seventh and eighth grade students receiving 135 instructional minutes more.

Peer tutoring by high school students: 11th and 12th grade students from partner high schools will serve as peer tutors and mentors to CAMPA students. The peer tutors will have completed the Math Regents, having demonstrated exemplary work, and serve as academic role models.

Co-planning instruction and co-teaching with high school in mind: CAMPA fifth grade classroom teachers and 6-eighth grade ELA and math teachers will partner with a content area specialist.

Social and emotional learning (SEL) to support student achievement: CAMPA will use Morningside Center's social and emotional programs such as the 4Rs Program which integrates literacy and SEL, conflict resolution and peer mediation programs.

Partnering with the Community: CAMPA seeks to partner with students, parents and the community on its wellness programming.

Community to Be Served: CAMPA seeks to serve the East New York, Community School District 19 (CSD 19) community. Many of the founders of CAMPA have deep roots in the East New York community, having lived there, worshipped there and served as teachers, administrators and leaders in its schools and in those of nearby sections of Brooklyn. We know this community, its challenges, and the potential of its children. We embrace their diversity, including those whose native language is not English, and those with disabilities.

Curriculum: In order to increase teacher engagement in the school's academic decision-making, teachers and leadership will annually engage in a rigorous in-house curriculum development process. Though we will bring in additional resources to support curriculum development, it is vital that the process be educator-driven from within CAMPA, rather than simply involve the adoption of off the-shelf programs.

Instruction: CAMPA will use a combination of Direct Instruction, project based learning and tutoring to help students achieve their highest potential.

Leadership: CAMPA will rely on a strong centralized leader overseeing all aspects of the organization as Principal, supported by an Assistant Principal, Achievement Coordinator, Coordinator of Student and Community Affairs and Finance and HR Director.

CERTIFICATION AND ASSURANCES STATEMENT

Proposed Charter School Name Collegiate Academy for Mathematics and Personal Awareness
 Proposed School Location (District) 1982-84 Linden Blvd Brooklyn NY (Dist 19)

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

I hereby certify that the information submitted in this application is true to the best of my knowledge and belief; and further I understand that, if awarded a charter, the proposed school shall be open to all students on a space available basis, and shall not discriminate or limit the admission of any student on any unlawful basis, including on the basis of ethnicity, race, creed, national origin or ancestry, gender, sexual orientation, disability, intellectual ability, measures of achievement or aptitude, athletic ability, age, religion, proficiency in the English language or a foreign language, or academic achievement. I understand that the Charter Schools Act allows, to the extent consistent with Federal law, “the establishment of a single-sex charter school or a charter school designed to provide expanded learning opportunities for students at-risk of academic failure or students with disabilities and English language learners.”⁶

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

- An assurance that the charter school will annually provide the Secretary of the U.S. Department of Education and the State Education Department such information as may be required to determine if the charter school is making satisfactory progress toward achieving the objectives described in this application ⁷
- 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;⁸ 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.⁹

Signature of Applicants:	<i>Viola Q. Abbott</i>	<i>Daryl Rock</i>
Date:	<i>3-13-13</i>	<i>3-13-13</i>
Print/Type Name:	<i>Viola Q. Abbott</i>	<i>Daryl Rock</i>

⁶ N.Y. Education Law § 2854(2)(a)
⁷ ESEA § 5203(b)(3)(J)
⁸ ESEA § 5203(b)(3)(K)
⁹ ESEA § 5203(b)(3)(N)

**Collegiate Academy for Mathematics and Personal Awareness Charter School
 Proposal to NYSED to Establish a Charter School
 March 15, 2013**

Table of Contents

I.	Mission, Key Design Elements, Enrollment and Community.....	1
I.A.	Mission Statement and Objectives.....	1
I.B.	Key Design Elements.....	1
I.C.	Enrollment, Recruitment and Retention.....	5
I.D.	Community to be Served.....	8
I.E.	Public Outreach.....	9
I.F.	Programmatic and Fiscal Impact.....	11
II.	Educational Plan.....	11
II.A.	Achievement Goals.....	11
II.B.	School Schedule and Calendar.....	12
II.C.	Curriculum and Instruction.....	15
II.D.	Assessment System.....	19
II.E.	Performance, Promotion and Graduation Standards.....	22
II.F.	School Culture/Climate.....	23
II.G.	Special Student Populations and Related Services.....	26
III.	Organizational and Fiscal Plan.....	31
III.A.	Applicants/Founding Group Capacity.....	31
III.B.	Board of Trustees.....	33
III.C.	Management and Staffing.....	36
III.D.	Evaluation.....	40
III.E.	Professional Development.....	43
III.F.	Facilities.....	46
III.G.	Insurance.....	46
III.H.	Health, Food and Transportation Services.....	46
III.I.	Family and Community Engagement.....	47
III.J.	Financial Management.....	48
III.K.	Budget and Cash Flow.....	51
III.L.	Pre-Opening Plan.....	52
III.M.	Dissolution Plan.....	56

Attachments

Attachment 1	Admissions Policy and Procedures.....	59
Attachment 2	Samples of Community Outreach.....	62
Attachment 3a	Sample Daily Schedules.....	74
Attachment 3b	First Year Calendar.....	78
Attachment 4	Student Discipline Policy.....	79
Attachment 5a	Charter School Trustee Background Information (including resume).....	N/A
Attachment 5b	By-Laws.....	85
Attachment 5c	Code of Ethics.....	93
Attachment 8a	Hiring and Personnel Policies and Procedures.....	96
Attachment 9	Budget and Cash Flow Template.....	N/A

I. Mission, Key Design Elements, Enrollment and Community

I.A. Mission Statement and Objectives

The School's Mission is as follows:

The Collegiate Academy for Mathematics and Personal Awareness Charter School (CAMP A) will ensure that our students achieve academic success and engage in practices that lead to self-confidence and physical and mental health. Our students will not only leave CAMP A with a command of the skills necessary to perform at a high level in high school and college, but will also develop the social tools required to thrive in our ever-changing global society.

In carrying out its mission, Collegiate Academy for Mathematics and Personal Awareness Charter School (CAMP A or "the School") will attend to the following objectives:

- The School will improve student learning and achievement, be a significant educational benefit to its students, increase student learning opportunities for all students, and materially further the purposes of the New York Charter Schools Act;
- The School will meet or exceed enrollment and retention targets for students with disabilities (SWD), students who are English Language Learners (ELLs), and students who are eligible to participate in the federal free reduced-price lunch program (FRL);
- The School will provide students the opportunity to take high school level mathematics courses, such as Algebra. Research indicates that allowing them to take higher level mathematics courses in high school statistically raises their chances of attending college;¹
- The School will provide students with the opportunity to learn about and engage in personal awareness that can positively impact their physical well-being and put them on a path to a healthy life;
- The School will operate in an educationally and fiscally sound manner; and
- The School will meet all requirements set forth in the New York Charter Schools Act as well as all other applicable laws, rules, regulations.

I.B. Key Design Elements

Unique Focus Aligned to Mission: With seven life-long public school educators and leaders on the board, CAMP A's founding team has a unique depth of expertise in and commitment to urban public education. The team has been deliberate in its planning, having spent two years designing the education program and discussing CAMP A with the community. The two unique areas of focus are a result of this planning:

1. *High School Level Mathematics in Middle School*

A study by the College Board, "Changing the Odds," indicates that the two predictors for school success are mastery of Algebra and Geometry in high school and aspirations of attending college formed by the eighth grade. The mathematics course content in high school, *more than any other subject*, proves the most accurate predictor of college success. A student who takes a Calculus course in high school is eight times more likely to graduate from college than a student who completed Algebra I, furthermore, every step up the math ladder (Algebra I, Geometry, Trigonometry, Algebra

¹ Advanced mathematics as a precursor to college is core to the belief of CAMP A and further discussed in Sections I.B., II.A., II.B., II.C.

2, Pre-Calculus, and Calculus), increases the likelihood of earning a Bachelor's degree by roughly 50%.² This research and their experience teaching and leading mathematics at the school and district level led Trustees Abbott and Rock to develop the New York City Math Regents Pilot Program (MRPP) for the Department of Education. Following countless conversations concerning mathematics achievement levels within urban communities, they determined that students within a supportive environment could excel at higher level mathematics in middle school. They concluded that students can be set on a course to complete high school Algebra in middle school if they have strong teachers with high expectations, a rigorous curriculum that fosters a love of mathematics, peer tutoring and other necessary support networks. These are the core principles of the MRPP and will also be the core principles of CAMPA.

Trustee Bennett, the former Director of Middle School Initiatives for NYC Department of Education, was charged with revamping 51 of the city's lowest performing middle schools. Armed with a \$5,000,000 budget, she began implementing recommendations by the Middle School Task Force, chaired by Dr. Pedro Noguera and designating professional development programs for teachers, which supported the MRPP. "Of the 400 middle schools in the city, many of them already have Regents level classes for their strongest academic students. The Department of Education funds the Math Regents Pilot Program (MRPP) because it targets students who would not traditionally be on the Regents track, those students who are academically in the middle, but are willing to try something very rigorous. We wanted to show a model where no matter what type of student you are, if we provide the support, it would be possible for you to be successful," Bennett says.³

Rock and Abbott implemented the program at four middle schools. Rock hosted the program at Benjamin Banneker Academy in Fort Greene, Brooklyn where he served as Principal. The unique program aspects of the MRPP included:

- Middle and high school teachers collaborating with the goal of increasing rigor and content knowledge at the middle school level through exposure to high school level mathematics. Specifically, middle school teachers observed high school math teacher lessons delivered to middle school students during the MRPP Saturday program, discussed their observations with the high school teachers and then made adjustments to their upcoming week's lesson plans to increase the rigor and content they saw modeled. Abbott observed that this collaboration proved effective, "I've seen (teachers) grow in conversations around mathematics. Middle school teachers are much clearer on the content and the rigor that they need to teach and they needed to see that rigor from the high school teachers."⁴
- Peer tutoring from high school students to middle school students that provided academic support and exposure to high school through high school role models who passed the Math Regents. Rock observed that the peer tutoring develops student confidence and prepares them for high school level work. "When middle school students pass the Math Regents exam, they know they can be successful in high school mathematics because they passed

² Adelman, C. The Toolbox Revisited. Paths to Degree Completion from High School Through College. Washington, DC.: US Department of Education, 2006.

³ Fingel, M.. Educating our Children- One Program at a Time. New York, NY.

⁴ Ibid.

Algebra in the eighth grade. They are then prepared to tackle Geometry, Trigonometry and Calculus over the remainder of their high school career.”⁵

The year-long Saturday academy program culminated in 94%, or 37 of the 40 eighth grade Level 1 mathematics student participants, passing the Algebra Regents. A comprehensive review of mathematics data from The Trends in International Mathematics and Science Study and the Community School District 19 (CSD 19) mathematics data for elementary and middle schools indicates that there is a great need for a developmental, yet rigorous, mathematics programming at the middle school level. CAMPA will replicate and expand upon the core components of MRPP in its school design. It is the founding team’s passion for the effectiveness of the MRPP design that has driven them to found CAMPA.

2. *Personal Awareness and Wellness*

Core to CAMPA’s mission to address middle school aged student development, CAMPA will use the research-based Social Emotional Learning (SEL) programs developed by Morningside Center to address personal awareness, in particular the Reading, Writing, Respect & Resolution (4Rs Program), the Resolving Conflict Creatively Program (RCCP) and Peer Mediation. A study conducted by NYU in New York City public schools found that the 4Rs Program and the RCCP had a significant positive effect on children’s behavior, their social emotional competency, and the classroom climate for learning; it also improved the academic performance of at-risk students.⁶

The focus on wellness was borne out of conversations with the CSD 19 community about community areas of need. The community health profile for East New York and New Lots indicate that adults in these communities have an increased risk of heart disease, obesity and diabetes. Heart disease hospitalizations are well above the city average, nearly 1 in 3 adults is obese and 16% have diabetes. Research further supports that well-nourished children have higher test scores, better school attendance and fewer classroom behavior problems and in future years, have healthier and more productive lives in the workplace. A 2001 analysis conducted by the California Department of Education shows a significant relationship between academic achievement and the physical fitness of public school students. In the study, reading and mathematics scores were matched with fitness scores of 353,000 fifth graders, 322,000 seventh graders, and 279,000 9th graders. Higher achievement was associated with higher levels of fitness at each of the three grade levels measured. The CAMPA wellness program will consist of physical education, nutrition, and community health and will be paired with CAMPA’s SEL programs to develop the whole child.

Sufficiency of the Educational Program: CAMPA’s founding group, which includes local teachers and community members, seeks to establish an educational program that is designed to implement many of the purposes and objectives set forth in §2850(2) of the Education Law, to fulfill a rigorous mission, and to improve student learning and achievement for all of the students it serves (See *I.A* for more information about the mission and objectives of the School).

Design Elements of the Educational Program

CAMPA recognizes that students will arrive at CAMPA with a diversity of preparation for CAMPA’s rigorous mission and programs. The design elements that follow were each selected for

⁵ Ibid.

⁶ <http://www.morningsidecenter.org/4rs-research-study>.

their mission alignment to CAMPA's two unique areas of focus and proven effectiveness serving a diverse population of students in similar high-need communities, including those with disabilities, those from low income households, and non-native speakers of English.

More instructional time: CAMPA's calendar and daily schedule will provide for the equivalent of 200 instructional days per year, 20 more than the state minimum. Additionally, students will have an extended day with fifth and sixth grade students receiving 90 minutes more per day of instruction than at a typical New York City public school and seventh and eighth grade students receiving 135 instructional minutes more. 60 minutes within the daily schedule is dedicated to enrichment- the focus of which will be determined on an individual student basis. Students will either receive targeted intervention for areas of need or pursue additional enrichment.

All incoming fifth grade students will attend a 20 day Summer Bridge program to prepare them for CAMPA's rigorous middle school program. Students who are struggling academically, particularly those who meet the promotion in doubt criteria described in *II.E.*, will be required to attend a 20 day Summer Academy before advancing to grades 6-8. See *II.B.* for more details on the school schedule.

Peer tutoring by high school students: 11th and 12th grade students from partner high schools will serve as peer tutors and mentors to CAMPA students. The peer tutors will have completed the Math Regents, having demonstrated exemplary work, and serve as academic role models. Providing middle school students with high school peer tutors also provides them a mentor who can provide insight and preparation for the high school experience. As Bennett explained from experience with the MMRP, "We included the high school tutors because we needed role models who looked very similar to our middle school kids. This is more than just academics. I needed these kids to develop self-confidence. I needed them to develop a vision that it's ok to be smart." Peer tutoring will not only contribute to student's achievement but reinforce student engagement in school and, most critically, contribute to CAMPA's personal awareness mission by building self-esteem and confidence in middle school students that they can master high school level coursework in middle school and be successful in high school.

Co-planning instruction and co-teaching with high school in mind: CAMPA fifth grade classroom teachers and sixth-eighth grade ELA and math teachers will partner with a content area specialist. The goal is twofold. First, with a high school certified content area specialist co-teacher, the team will remain focused on preparing students for high school level content and rigor through common planning and specialist classroom modeling. Secondly, the co-teaching model facilitates a greater level of differentiated instruction and small group instruction in a class of heterogeneous learners, particularly in a school community where we expect to serve a large percentage of at-risk students. It accomplishes this by allowing the co-teachers to work together in a variety of forms⁷:

- One teach, one assist (or, "drift"), where one teacher assumes teaching responsibilities, and the other teacher provides individual support as needed
- Station teaching, where various learning stations are created, and the co-teachers provide individual support at the different stations
- Parallel teaching, where teachers teach the same or similar content in different classroom groupings

⁷ <http://www.accessmylibrary.com/article-1G1-165913483/co-teaching-inclusive-classrooms.html>.

- Alternative teaching, where one teacher may take a smaller group of students to a different location for a limited period of time for specialized instruction
- Team teaching (or interactive teaching), where both co-teachers share teaching responsibilities equally and are equally involved in leading instructional activities

SEL to Support Student Achievement: CAMPA will use the 4Rs Program, RCCP and Peer Mediation programs from the Morningside Center. The 4Rs Program integrates literacy and SEL and is further described in *I.C.*

Partnering with the Community: CAMPA seeks to partner with students, parents and the community on its wellness programming. Leveraging the strong community relationships of its board members, CAMPA is in conversations with the Live Light Live Right program at Brookdale University Hospital and the Brownsville Recreation Center about partnering on wellness initiatives.

Organizational Structure and Capacity: CAMPA’s organizational structure is designed to maximize support for teachers. The Principal will report to the Board and will oversee the school as a whole. The School will employ a robust operations team that will allow the instructional leadership to focus entirely on instruction, including observing and coaching teachers, developing curriculum, and planning professional development. CAMPA’s Board of experienced educators, including members with charter school, human resource, finance and legal expertise, is uniquely qualified to govern a high performing charter middle school.

I.C. Enrollment, Recruitment and Retention

CAMPA seeks to serve the East New York, CSD 19 community and to attract students from that community as well as others who believe in our mission and goals to enroll in and remain at the School. Students living in this community are overwhelmingly from low income, black and Latino families. We embrace their diversity, including those whose native language is not English, and those with disabilities.

Projected Grades and Enrollment:

Grade	Ages	2014-15	2015-16	2016-17	2017-18	2019-20
5	10-11	125	125	125	125	125
6	11-12		116	116	116	116
7	12-13			110	110	110
8	13-14				104	104
Total		125	241	351	455	455

Enrollment Size Rationale: Having 125 students in Grade 5 will allow CAMPA to offer five sections in fifth grade. The classroom teacher will teach all core subjects and the students will not transition for instruction. Understanding that many students will arrive at CAMPA below grade level, this structure will allow for additional support at the final elementary grade. Beginning in sixth grade, there will be four sections on a grade and instruction will be departmentalized. CAMPA will grow a grade each year and reach full scale in 2017-18 with 455 students in fifth-eighth grades.

Assessment of Interest and Support in CAMPA: The CAMPA founding team has spent two years preparing for this application and, in the last year alone, has met with many community groups

about the proposed school. For a full description of how CAMPA has assessed family and community support within CSD 19, please see *II.E*. Evidence that community support and interest is sufficient to reach the enrollment targets is presented in the form of 102 signatures by parents of middle school aged students and letters of support in *Attachment 2*.

Recruitment & Enrollment: To recruit students from within our community and more broadly, we will:

- Hold information sessions, conduct school visits, and make announcements at meetings of the Community Board and Community Education Council (CEC 19). Outreach sessions will be publicized using flyers, advertisements, social media, and contact with community organizations. (See *I.E*).
- Continue to cultivate relationships with on-the-ground Community Based Organizations (CBOs) that serve students who would be eligible to attend CAMPA, or their parents.
- Conduct outreach at local community centers, Catholic schools in the district (meeting with parents and school leaders), and cultivate relationships with charter and non-charter elementary schools in Brooklyn as a possible school of choice for graduates.
- Continue to secure evidence of parental support through signatures.

For school years after the first, families will be encouraged to visit CAMPA, talk to instructional, executive and other staff, visit classes and meet currently enrolled students.

The Board of Regent's established enrollment targets for a school of CAMPA's enrollment and offering grades 5-8 in CSD 19 is 14.2 %for special education and 91.5% for free and reduced lunch.⁸ To recruit students from low income families, we will distribute flyers at public housing complexes, shelters, free local health care providers and food banks.

To recruit students with disabilities, English Language Learners and students eligible for the free and reduced lunch program, CAMPA will continue to meet with NYCHA housing communities in East New York, the Community Education Council of CSD 19, the Brownsville Recreation Center, and the Dr. Betty Shabazz Health Center, present to parents of the Beacon program, and continue to work with Superintendent Joyce Stallings-Harte to communicate our commitment to the community and to serving a population representative of the East New York community. All of the organizations just mentioned serve a comparable, if not higher, percentage of free or reduced price lunch eligible students and families than the district average.

Specifically, to recruit students with disabilities at a rate comparable to the number enrolled in CSD 19 schools, CAMPA will

- Implement in its recruitment efforts strategies to attract and interest special needs students and their families. To date, these efforts have included meetings with tenant's associations, community-based organizations, local public education leaders and community health centers that serve a comparable special education population.
- Continue to meet with local elected officials to provide information and raise awareness, hold public meetings at local recreation centers, hold open-house sessions in the community

⁸ Source: NYSED Proposed Charter School Enrollment and Retention Target Calculator, <http://www.p12.nysed.gov/psc/enrollment-retention-targets.html>.

geared towards parents and families of special education students, continue outreach to community based organizations and tenants associations by conducting neighborhood walks and letter campaigns, and distribute materials that describe CAMPA's special education program printed in English and Spanish, the primary languages spoken in the community.

The Board of Regent's established enrollment targets for a school of CAMPA's enrollment and offering grades 5-8 in CSD 19 is 12.9 % for ELL students.⁹ To recruit ELL students at a rate comparable to or greater than the number enrolled in CSD 19 schools:

- All recruitment and application materials will be printed in both English and Spanish;
- CAMPA will advertise in local newspapers, including non-English newspapers;
- CAMPA will reach out to the Citywide Council on English Language Learners (CCELL) to share ideas and resources for recruitment;
- We will cultivate relationships with organizations that serve recent immigrants;
- CAMPA relationships with community-based organizations and tenant associations will continue to inform our multi-lingual outreach efforts, the translation of materials and identification of individuals who work with or provide services to families whose children are classified as ELL students;
- CAMPA staff will conduct outreach to ELL coordinators and teachers of CSD 19 elementary schools; and
- The school will make available to parents and families of ELL students all marketing and outreach materials in the family's native language.

Retention: To support and retain our students, CAMPA will provide necessary and qualified staff and a systematic, explicit instructional program that is organized, inclusive, differentiated and comprehensive.

CAMPA will evaluate each student's performance in academic and content areas to measure the student's progress in core subjects and provide academic interventions and modifications to the instructional program to ensure all students are achieving and progressing. CAMPA will use the Morningside Center Program for Teaching Social Responsibility. The 4Rs is a curriculum developed by Morningside Center aimed at developing students' social, emotional and academic skills and building a caring classroom community. The program requires intensive classroom instruction and provides professional development to support teachers in consistently teaching SEL curricula. Additionally, to promote student retention, the school will monitor attendance to ensure students are engaged in the academics and educational supports offered by CAMPA. The School will have a Counselor on staff (with a second Counselor added in Year 3) who can assist students.

Application, admissions and enrollment process: The proposed application, admissions and enrollment process, including the lottery, is described in *Attachment 1*.

⁹ Source: NYSED Proposed Charter School Enrollment and Retention Target Calculator, <http://www.p12.nysed.gov/psc/enrollment-retention-targets.html>.

I.D. Community to be Served

CAMPA seeks to serve CSD 19 located in East New York, Brooklyn. Many of the founders of CAMPA have deep roots in the East New York community, having lived there, worshipped there and served as teachers, administrators and leaders in its schools and in those of nearby sections of Brooklyn. We know this community, its challenges, and the potential of its children.

The community is comprised of a mostly low-income population including residents of the 19 Tower Boulevard public housing project and the Linden Houses, with more than 3,000 residents. East New York is 93% black and Latino and is a high need community, with 89% of students eligible for free or reduced price lunch and 13% Limited English Proficient. CSD 19 is a District In Need of Improvement (Year 8) for English Language Arts and a District In Need of Improvement (Year 1) for Mathematics under NCLB.¹⁰ Further, of those graduating high school, the 2012 report by the Annenberg Institute for School Reform found that only 12% of students are graduating high school ready for college, ranking among the lowest college readiness rates in New York City.¹¹ Having deep ties to the East New York and New Lots communities, and as evidenced by the community outreach conducted to date to the NYCHA houses located in East New York and local community centers, CAMPA seeks to serve a population representative of the high need community in CSD 19.

In an effort to engage the East New York community in conversations about the proposed CAMPA charter school, the founding group members visited a number of varied public, private, religious and secular organizations and had both formal as well as informal sessions with groups and individuals over the past two years. Our intent was to share information about the proposed school and to listen with an open mind to the needs and wants of the stakeholders. Anecdotal evidence gathered indicates that the East New York community is eager to embrace alternative educational opportunities for children; in particular at the junior and high schools levels. Parents and community residents were aware that schools in East New York are not meeting the needs of all students in the community and were welcoming of an alternative school at the middle school level. The community was also aware that the mathematical achievement of students in CSD 19 schools is poor and seemed delighted about a middle school option with a focus on mathematics.

During these meetings, we heard from the community their concerns about student health and wellness in East New York. Indeed, the community health profile for East New York and New Lots indicate that adults in these communities have an increased risk of heart disease, obesity and diabetes. Heart disease hospitalizations are well above the city average, nearly 1 in 3 adults is obese and 16% have diabetes. As a direct response, CAMPA broadened its personal awareness focus to have a specific wellness component and will seek to work closely with the community on student health and wellness.

For evidence of community support for CAMPA, including a full listing of meetings held within community, please see *Attachment 2*.

¹⁰ <https://reportcards.nysed.gov/files/2010-11/AOR-2011-331900010000.pdf>.

¹¹ <http://annenberginstitute.org/sites/default/files/Demography%20is%20Destiny.pdf>.

In short, the educational needs of the children living in this community are great and the founders of CAMPA care passionately about creating a strong option for families living there as well as others who seek out our unique program. The academic program that CAMPA will provide is not available in any of the schools in CSD 19. In particular, our intensive focus on rigorous mathematics instruction and on personal wellness will be a unique option for families.

I.E. Public Outreach

CAMPA has been engaged in a thorough and meaningful process of community outreach to inform the CSD 19 and East New York community about the school and to secure the public's input and comments regarding the educational and programmatic needs of students and our design to meet those needs. We have been very active in reaching out to key community groups, public officials, district school leaders and many residents to raise awareness, seek support and partnerships. Please see *III.I.* for a detailed account of these efforts, as well as *I.C.* In addition, we created a Facebook page through which we can receive comments from the public. To date, CAMPA has received 102 signatures from prospective parents and community residents in support of the proposed school.

In all of its outreach efforts, CAMPA not only informed the community about the school but provided our email and phone numbers, as well as information about and an invitation to a community meeting with stakeholders. CAMPA has consistently provided information about the intended location, the target student population, the grades to be served, and a description of the educational program offered. See *Attachment 2* for sample notification letters, flyers distributed and support letters for community organizations. As requested, our efforts to date have included the following:

- Presentations at open public meetings, including those of Community Education Council 19, and the 75th Precinct Community Council;
- Engagement of elected officials at the City Council, State Assembly, State Senate and Congressional levels;
- Engagement of local education officials, including Joyce Stallings-Harte, the Superintendent of CSD 19, and Principals of local public and parochial schools;
- Outreach to local CBOs and religious organizations including Pink Houses neighborhood housing group, Cypress Hills Houses neighborhood housing complex, Brownsville Recreation Center, Brookdale University Hospital, the Bethlehem Baptist Church and Brooklyn Community Planning Board #5;
- Grassroots outreach, including distributing flyers at public spaces and public housing developments within the district;
- Outreach to education leaders outside with expertise in the public or charter school world, including school leaders, charter school trustees, school founders, or those with other areas of expertise; and
- Holding a public meeting with community stakeholders at a recreation center within the district, for which there was sufficient public notice.

At all public presentations, CAMPA representatives explicitly invited public comment and feedback. All CAMPA materials included the school's Facebook page and email address.

The applicant group considered community feedback in its school design. In particular, during meetings with Brookdale Hospital, the Brownsville Recreation Center, High School for Public Service and BK Farmyards, we received feedback from the community about their concerns about student health and obesity. In response to this feedback, CAMPA developed a wellness theme for our school and we will seek to partner with students, families and the community on this initiative. We continue to receive input through face to face meetings and through our Facebook page. We are already engaged in building relationships with the organizations described above, and will continue to cultivate relationships with them after the application is submitted. Please see *III.I*, for a detailed account of these efforts to date.

If CAMPA is authorized, its representatives will reach out to every DOE elementary school in the district, as well as to parochial middle schools. We will utilize our network of contacts in East New York and elsewhere to reach out further to service providers such as foster care agencies, organizations servicing immigrants, and faith-based organizations. We will continue our grassroots work of flyer-ing at libraries, parks, major subway stations, public housing complexes, and local businesses.

A short list of constituencies we met with in advance of this submission includes:

- Public Officials
 - Representatives for State Senator John Sampson
 - Representatives for Congressman Hakeem Jeffries, see letter of support from Congressman Jeffries in *Attachment 2*
- Community Education Leaders
 - I.A. Superintendent of CSD 19, Joyce Stallings-Harte
 - CSD 19 Community Education Council
- Faith Based Organizations
 - Bethlehem Baptist Church
- Health Organizations
 - Brookdale Hospital: Community Affairs Department
 - Community Health Network, Dr. Betty Shabazz Health Center: 999 Blake Avenue, Brooklyn 11208
- Community Based Organizations
 - Brownsville Recreation Center: 1555 Linden Boulevard, Brooklyn, NY 11212
 - Beacon Program Parent Meeting: IS 218 370 Fountain Avenue
 - Community Planning Board 5
 - Police Athletic League
- New York City Housing Authority (NYCHA)
 - NYCHA Pennsylvania-Wortman Houses: 875 Pennsylvania Ave
 - NYCHA- Pink Houses
 - NYCHA -Cypress Hills Houses

F. Programmatic and Fiscal Impact

CAMPA will open with 125 students and will reach a maximum of 455 by the end of our fifth year, which is still only .014 percent of total enrollment in CSD 19 (26,106 students). We do not believe CAMPA will have a negative impact on any of the surrounding schools in CSD 19. Moreover, none of the 33 elementary or middle schools, public or non-public, in CSD 19 offers an academic program remotely similar to the CAMPA model, and so we would not be directly competing with any existing CSD 19 school. There are no other public or non-public middle schools in CSD 19 with a joint focus on mathematics and student wellness. CAMPA's wellness focus was developed in response to meeting with the community and their suggestions for improving public education options in CSD 19.

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

Calendar Year	Charter Year	CAMPA estimated budget	NYCDOE estimated budget	Percent Impact
2014-15	1	\$ 1,623,240	\$ 19,700,000,000	0.008%
2015-16	2	\$ 3,232,953	\$ 19,700,000,000	0.016%
2016-17	3	\$ 4,720,923	\$ 19,700,000,000	0.024%
2017-18	4	\$ 6,127,731	\$ 19,700,000,000	0.031%
2018-19	5	\$ 6,127,731	\$ 19,700,000,000	0.031%

In our fifth year, with 455 students, our anticipated per-pupil revenue will be \$6,127,731 equaling .031 percent of the NYCDOE \$19,700,000,000 dollar operating budget.¹²

With respect to non-public schools, CAMPA is not anticipated to have a great financial effect on these institutions as CAMPA expects that many of its students will come from low-income families that would not have had the means to pay for high tuition private schools. There are only 2 parochial middle schools in the district, and CAMPA's impact is expected to be minimal.¹³

II. Educational Plan

II.A. Achievement Goals

Beginning in 5th grade and with a focus on mathematics and health and wellness, CAMPA's overarching goal **is to bring students, who are likely to come from diverse levels of academic achievement up to their grade level as soon as possible.** In upper middle school, CAMPA will focus on rigorous academic preparation that will prepare students to perform at a high level in high school, college, and careers.

Absolute, Comparative and Growth Academic Goals:

1. Each year, 75 percent of all tested students who are enrolled in at least their second year will perform at or above Level 3 on the New York State ELA and Math exams.

¹² CSD specific budget not available, CAMPA used the NYC DOE operating budget for this analysis.

<http://schools.nyc.gov/AboutUs/funding/overview/default.htm>.

¹³ <http://mybqcatholicschool.com/wp-content/uploads/2011/08/Map.pdf>.

2. Each year, the percent of all tested students who are enrolled in at least their second year and performing at or above Level 3 on the New York State ELA and Math exams will be greater than that of students in the same tested grades in the local school district.
3. Each year, all grade-level cohorts of students will reduce by one-half the gap between the percent at or above Level 3 on the previous year's New York State ELA and Math exams and 75 percent at or above Level 3 on the current year's state English language arts exam. If a grade-level cohort exceeds 75 percent at or above Level 3 in the previous year, the cohort is expected to show a positive gain in the current year.
4. 75 percent of CAMPA eighth grade students will score a Level 3 or 4 on the New York State Science Exams.
5. In 7th and 8th grade, 90 percent of students will annually be promoted to the next grade after passing all courses.
6. 75 percent of CAMPA eighth grade students will take and pass the Algebra I Regents exam.
7. 75 percent of CAMPA middle-school English Language Learner students who have been continuously enrolled for two or more years will score proficient or better on the NYSESLAT exam and no longer be designated as English Language Learners by the time they are promoted to the ninth grade.

School-wide Goals:

1. CAMPA will receive an "A" or "B" on its NYC DOE Citywide Progress Report.
2. Under the state's NCLB accountability system, the school's Accountability Status will be "Good Standing" each year.
3. CAMPA will annually meet state and federal accountability goals under applicable laws.
4. 80 percent of CAMPA 5th and 6th parents/families will keep a food diary to record the number of calories, sodium and carbohydrates found in their diet in order to promote healthy foods.
5. 80 percent of CAMPA parents/families will participate in a fall and spring family night of physical fitness.

II.B. School Schedule and Calendar

Attachment 3a provides sample weekly student and teacher schedules and *Attachment 3b* provides a proposed first year calendar. The information below provides information about the content, rationales and design of the instructional elements referenced on the sample schedules and calendar. The Key Design Elements described in *I.B.* all impact the CAMPA schedule and delivery of instruction. Specifically:

More Instructional time: CAMPA anticipates serving a diversity of students in its incoming 5th grade class, from those that are on grade to those that may be multiple years behind. The school's calendar and daily schedule will implement a program of extended learning time that provides for the equivalent of 200 instructional days per year, 20 more than the state minimum. Students will attend 191 of full school days and 18 days of Saturday school, which is equivalent to 9 full school days. Additionally, each week, CAMPA 5th and 6th grade students will receive 90 more instructional minutes than at a typical New York City public school and seventh and eighth grade students will receive 135 more instructional minutes. Additionally, all incoming 5th grade students will attend a 20 day Summer Bridge program to prepare them for CAMPA's rigorous middle school program. Students who are struggling academically, particularly those who meet the promotion in doubt

criteria described in *II.E.*, will be required to attend a 20 day summer school program before advancing to grades 6-8.

The following chart provides the amount of **daily and weekly minutes devoted to core and enrichment instruction for all students**:

Course	5th -6th Grade Student Weekly Schedule	7th-8th Grade Student Weekly Schedule
ELA/Literature	420 minutes	450 minutes
Mathematics	420 minutes	450 minutes
Science	180 minutes	300 minutes
Social Studies	180 minutes	300 minutes
Health/Wellness	180 minutes	45 minutes
Physical Education	120 minutes	90 minutes
Music	90 minutes	
Art	180 minutes	
Spanish		135 minutes
Technology		90 minutes
Enrichment	240 minutes	240 minutes
Enrichment: Saturday Academy	90 minutes weekly average	90 minutes weekly average ¹⁴

Students and teachers arrive at 7:45 am. Students have breakfast from 7:45- 8:15 am, which is supervised by school aides and the operations staff. 8:15-8:30 am is student homeroom time used as advisory when the Morningside Center’s SEL will be delivered by the 5th grade classroom teacher or the 6th – 8th grade ELA teacher. 7:45-8:15 am is prep time for all other teachers.

Student and Teacher grouping for instruction: CAMPA 5th grade classroom teachers and 6th – 8th grade ELA and math teachers will co-teach with a content area specialist. The schedules demonstrate how in ELA instruction, each classroom of students will receive increased instructional support with the classroom or ELA teacher delivering instruction with an ELA Specialist. Likewise, the schedules permit mathematics class to be co-led by the classroom or math teacher and Math Specialist.

The co-teaching model facilitates a greater level of differentiated instruction and small group instruction in a class of heterogeneous learners, particularly in a school community where we expect to serve a large percentage of at-risk students. It accomplishes this by allowing the co-teachers to work together in a variety of forms¹⁵:

- One teach, one assist (or, "drift"), where one teacher assumes teaching responsibilities, and the other teacher provides individual support as needed;
- Station teaching, where various learning stations are created, and the co-teachers provide individual support at the different stations;

¹⁴ Saturday Academy is twice a month. Each Saturday session is 180 minutes of instruction for students, hence, 90 minutes as a weekly average.

¹⁵ <http://www.accessmylibrary.com/article-1G1-165913483/co-teaching-inclusive-classrooms.html>.

- Parallel teaching, where teachers teach the same or similar content in different classroom groupings;
- Alternative teaching, where one teacher may take a smaller group of students to a different location for a limited period of time for specialized instruction;
- Team teaching (or interactive teaching), where both co-teachers share teaching responsibilities equally and are equally involved in leading instructional activities.

CAMPA's teacher schedules provide for dedicated Coaching periods when the class is divided for small group instruction in ELA or mathematics.

Daily Enrichment Period and Saturday Academy: All students, whether academically struggling or those who are at grade level in all subjects will be eligible for enrichment programming and will receive more attention via a daily enrichment period and twice a month Saturday Academy dedicated to enrichment. The instruction will provide students the opportunity to receive additional individual or small group instruction from their core subject teachers or peer tutors that is customized to student needs. This daily enrichment block and Saturday Academy will provide on average 330 minutes a week for CAMPA to provide supplemental instruction and support students with a wide range of needs.

Specifically, core instruction ends for students at 3:15 pm for 5th and 6th grade students and at 3:45 pm for 7th and 8th grade students at which time all students' transition to one hour of enrichment Monday through Thursday. As part of our plan to build the bridge to high expectations, we are requiring *all* students to participate in academic intervention. Students who are behind will receive additional assistance; students who are on or above grade level are advanced. Students will be placed in small groups with ratios of 1:1, 3:1, 5:1 and 10:1 utilizing teachers and peer tutors to deliver instruction.

Saturday Academy occurs the 1st and 2nd Saturdays of each month (in months in which the 1st or 2nd Saturday is part of a holiday weekend or a holiday itself, Saturday Academy will be held on the subsequent Saturday). Saturday Academy, like the daily enrichment period, is mandatory for all students regardless of achievement level. Saturday Academy will run from 10 a.m.-1 p.m. Saturday Academy provides another opportunity for students to engage in tutoring sessions to overcome academic deficits, address current academic challenges, or continue on an accelerated pace.

It is expected that the following teachers will provide instruction during the enrichment periods and Saturday Academy: all 5th grade classroom teachers and ELA and Math specialists, 6th – 8th grade ELA, Math, Science and Social Studies teachers and ELA and Math specialists, including ELL and Special Education teachers. This subset of the teaching staff is required to specifically support (1) all students in meeting the school's performance standards in the core subjects including accelerating the learning of students who can be advanced in the curriculum and (2) all special populations of students (i.e. ELLs, struggling students and SWDs). Out of recognition that these teachers have greater instructional loads during the day, these teachers will have no responsibility for lunch/recess duty in order to allow them more equitable opportunities for preparation and planning times in their daily and weekly schedules.

During Saturday Academy, peer tutors will co-teach with CAMPA teachers. They will plan for these lessons during weekly meetings with teachers of the students they support.

The initial focus of the partnership with high school will be to employ peer tutors with demonstrated content area expertise in ELA and mathematics to partner with 5th grade students who will enter CAMPA with a diversity of experience and skill level. As CAMPA expands into the upper middle school years and the partnership deepens, the School will also employ peer tutors with a variety of areas of academic expertise to partner with CAMPA students for intervention in their most challenging course or enrichment in their favorite subject.

Teacher Schedules, Planning Time and Professional Development: The co-teaching model for ELA and mathematics as described in *I.B.* is core to the CAMPA program. The Math Specialist, licensed for high school mathematics, will co-plan and co-teach with the classroom teachers in fifth grade and with the math teachers in grades 6-8 to model the high school mathematics rigor and depth of content. There will be a daily common planning time for all math and ELA teachers on a grade level to meet with each other and the content area specialist. This is reflected in the fifth grade Math Specialist Schedule. For the five sections of 5th grade, the Math Specialist will co-teach mathematics for classes A, B and C daily and then co-teach mathematics for classes D and E in the afternoon. The ELA Specialist will have a similar schedule. The impact of this schedule on 5th grade classroom teachers and 6th-8th grade ELA and Math teachers is that they receive 60-90 minutes of professional development while teaching *daily* and 60 minutes of common planning time with the Specialist and their grade level ELA or math teacher peers *daily*.

On Fridays, students do not have the enrichment period and are dismissed an hour earlier. Teachers use this weekly hour for professional development. They are an additional 3 full days during the school year when school is not in session that is dedicated to teacher professional development.

Summer Bridge PD: For one week prior to the beginning of the Summer Bridge, teachers have professional development. The PD focus of this time is detailed in *III.E.*

Summer Institute: For two weeks prior to the beginning of the school year, teachers have professional development. The PD focus of this time is detailed in *III.E.*

Peer Tutor Professional Development: Teachers and the peer tutors spend 1-2 pm after every Saturday Academy analyzing the effectiveness of the peer tutoring program and providing professional development to the peer tutors. Peer tutors also meet during the week with teachers during teacher prep time at least 60 minutes a week.

II.C. Curriculum and Instruction

Every day, twenty million diverse, rapidly changing 10 to 15 years-olds enrolled in the nations' middle schools are making critical and complex life choices. They are forming the attitudes, values and habits of mind that will largely direct their behavior as adults. They deserve schools that fully support them during this key phase of life. At CAMPA, we recognize that contemporary society presents significantly different challenges from those that educators faced just a few decades ago. We are looking to promote successful middle school students who will be lifelong learners, and healthy, ethical, democratic citizens. To achieve this, we will set high expectation and hold students to a high academic standard. Furthermore, our middle school children will be competent, self-sufficient and optimistic about their future.

CAMPA also has to consider that hormonal shifts trigger physical transformations such as increases in weight and height, abrupt bone and muscle growth and changes to voice, hair and complexion in the adolescent. Personal awareness will be part of CAMPA's objectives to address these changes in students. We take the responsibility for the healthy development and education of our students very seriously.

Instruction: "This We Believe: Successful School for Young Adolescents" published by the National Middle School Association emphasizes that it is vitally important to recognize the areas of development – intellectual, physical, social emotional, and moral. It also states that it is equally important to recognize that cognitive growth occurs gradually and irregularly in many middle students. Therefore, there must be ongoing, concrete, experiential learning, in order to develop intellectually. CAMPA will use a combination of Direct Instruction, project-based learning and tutoring to help students achieve their highest potential.

Direct Instruction: CAMPA recognizes that many incoming students will enter the school with deficits in foundational content knowledge. Using Direct Instruction, teachers clearly articulate concepts so that students can feel successful during application and practice. CAMPA teachers will facilitate student constructivism through higher order questioning techniques in Bloom's Taxonomy. Students will think critically and build conceptual understanding by connecting previous knowledge to new material. Direct Instruction has proven effective with ELL students.

Project-based learning is interdisciplinary and the responsibility of learning is released from the teacher and gradually given to the student as the student becomes an 'expert' on his or her researched topic. The end result of a given project, or student work, demonstrates a 'transfer of knowledge.' Projects will be chosen based upon big ideas and themes to facilitate in depth research on a social studies topic.

Tutoring: CAMPA has dedicated on average 330 minutes per week to enrichment. These periods will be used for individual instruction or small group instruction delivered by CAMPA core subject teachers, ELL and Special Education teachers and peer tutors.

Advisory: 5th grade classroom teachers and ELA teachers in grades 6 through 8 will deliver the social emotional curriculum from Morningside Center during daily homeroom and will be trained by Morningside to infuse ELA instruction with SEL.

Curriculum: CAMPA does not intend to adopt a pre-made curricular program. In order to increase teacher engagement in the school's academic decision-making, teachers and leadership will annually engage in a rigorous in-house curriculum development process. Though we will bring in additional resources to support curriculum development, it is vital that the process be educator-driven from within CAMPA, rather than simply involve the adoption of off the-shelf programs.

Like many successful schools, CAMPA will leverage Wiggins and McTighe's influential *Understanding by Design* concept for curricular design. Research has shown that authentic pedagogy and higher-order thinking and deep-knowledge approaches have significantly more impact on student performance. Conceptually, Wiggins and McTighe advocate that curriculum planning should begin with the end – that is, educators should start with the guiding questions/big ideas that they

seek for their students and then work backwards to design units of study – that will build up to the desired outcomes. Those units – grouped thematically to stress recurring skills and concepts, are then translated into a series of daily learning objectives.

CAMPA will retain curriculum consultants to prepare the core maps for each subject area. Then, during the two week summer teacher training each year, instructors will be supported in translating grade-level Common Core State Standards (CCSS)/ New York State Standards (NYSS) into a set of thematic units grouped around the enduring understandings that are most important for our students.

Facilitated by the Principal and Achievement Director and supported by subject-area expert consultants as needed, each teacher will start with the relevant CCSS and NYSS standards for his or her grade and subject and map out a sequence of units that address those standards. In later years, the training period will be used to revise and enhance curriculum maps.

ELA: CAMPA’s ELA learning objectives will be aligned to CCSS and NYSS and focus on reading, writing, speaking, listening and grammar concepts across the content areas to ensure that students increase comprehension, build new knowledge about a variety of subjects and think critically about historical and current events, and technical and scientific issues. CAMPA will use a balanced literacy approach because it integrates various modalities for literacy instruction. In 5th grade, MacMillan/McGraw-Hill Language Arts Series, a balanced approach to grammar and writing, will be used as a resource to support instruction. In grades 6-8 Literature Common Core Bundle from Glencoe/McGraw-Hill, a series that connects literature through single-focus meaningful questions and ideas, will be used as a resource in teaching the curriculum.

Mathematics: Part of CAMPA’s mission is to instill a lifelong passion for mathematics in our students that is carried out in high school and college. CAMPA will achieve this objective with a rigorous core mathematics program that fosters the college readiness skills of forming conjectures and drawing real-world connections to content, and begins skill building in preparation for students’ study of Algebra. Students will hone problem-solving skills independently, as well as through collaboration and discussion of mathematical concepts—skills stressed in the National Council of Teachers of Mathematics (NCTM) standards. We will use Connected Math and My Math as resources in teaching the curriculum.

Science: Project-based learning will be applied in grades 5 -8. Students will have the opportunity to select topics of interest to investigate, and work collaboratively to develop projects. This method will support rigorous and engaging instruction. We will consider using the following two resources for teaching science: FOSS and STEM; both approaches provide project-based learning. In the first year for the 5th grade we will use Harcourt, New York City Science textbook, which is supported by the New York City Science Core Curriculum as a resource for instruction. Since most publishers are in the process of developing textbooks for the science alignment to the CCSS, a decision for selecting a book for middle school grades 6-8 is pending. Integrated literacy will be used to enrich the learning process, including articles, internet, audio, video, digital literacy, nonfiction and realistic fiction. Students will be expected to read for information, use academic vocabulary, summarize and evaluate and write informative essays to demonstrate the ability to integrate information from multiple sources.

Social Studies: Project-based learning, is an approach designed to engage students in investigations of their choosing. CAMPA has chosen the approach because it is interdisciplinary and the responsibility of learning is released from the teacher and gradually given to the student. The Social Studies themes of history, geography, economics, civics, citizenship and government, which are woven into the fiber of each region studied, will be evident in each project. We expect students to be able to debate, form opinions, present facts in a sequential logical manner (verbally and in writing with the use of technology), cite sources, evaluate facts, participate in conversations, think and write critically. Students will read varied texts, documents, DBQ's, trade books and articles on the themes to assist in formulating understanding of the big ideas. Achieve 3000, an online differentiated instruction program, will assist students in maximizing their knowledge base in social studies topics. As a resource, teachers will use Pearson Publishers which is aligned with the ELA CCSS.

Social and Emotional Learning: Morningside Center will provide professional development to support teachers in consistently teaching SEL. In particular, CAMPA will use a comprehensive SEL curriculum comprised of the following:

- **4Rs Program:** Integrating SEL and ELA and by highlighting universal themes of conflict, feelings, relationships, and community, the 4Rs curriculum adds meaning and depth to literacy instruction. Since reading and writing are excellent tools for exploring conflict, feelings, and problem-solving, the 4Rs approach enriches conflict resolution instruction as well.
- **Resolving Conflict Creatively Program (RCCP):** Through the RCCP, teachers receive training and coaching on student conflict resolution and supported in providing regular instruction for their students based on K-12 curricula.
- **Peer Mediation:** Selected students learn basic SEL skills and master a step-by-step mediation process. They then serve their schools by mediating disputes among their peers, working in teams of two, with adult support. This program has proven effective in reducing suspensions and other disciplinary problems.

Summer Bridge: The required summer program for incoming fifth graders will focus primarily on SEL. Teachers will be trained on how to work with students to develop SEL goals thereby forming a partnership with students from the outset. The purpose is for students to understand that their teachers are invested in their development and they have an adult in the school that is rooting for their personal success. Guiding questions for student goal development include the following:

- What are your strengths as student?
- What do you expect from your teachers?
- What do your teachers need to do help you become successful?
- What is one skill in reading you would like to improve?
- What is one skill in math you would like to improve?
- What is one personal trait, characteristic, or habit that you would like to change?
- What do you need to do to make that change?
- How is it that I can assist you in achieving that?

Teachers and students will work in partnership with parents on monitoring student goals over the Summer Bridge program and throughout the school year. SEL will also be developed through students' relationships with peer tutors.

Wellness: A variety of research studies have shown a strong link between nutrition and learning. When children eat a well-balanced diet, meeting their nutritional needs, they are better able to learn. Well-nourished children have higher test scores, better school attendance and fewer classroom behavior problems. CAMPA will use Gym and Health periods as well as lunch period to teach students about nutrition, exercise and healthy habits. In Year 1, CAMPA will work closely with the Office of School Foods to create a student meal plan that is well-rounded and nutritious. In future years, CAMPA may consider using an outside school food vendor to enrich school lunch and offer students broader exposure to vegetables, grains and international cuisines.

Health programming will include the following:

- View and analyze the movie *Supersize Me* (What effect does fast food have on our bodies?)
- Research calories, sodium, and carbohydrates found in foods in the local neighborhood fast food restaurants
- Develop a food diary with parents/family
- Organize and participate in School Health Fairs
- Create and develop a personal fitness program

CAMPA seeks to partner with students, parents and the community on its wellness programming. Leveraging the strong community relationships of its board members, CAMPA is in conversations with the Live Light Live Right program at Brookdale University Hospital, and the Brownsville Recreation Center about partnering on wellness initiatives. Future plans for Wellness programming include exploring other programs such as President’s Fitness Program, creating a garden, creating a fitness center, partnering with community centers that offer wellness programming. An essential component of personal awareness, the Morningside Center programming will be incorporated into the Wellness Program.

II.D. Assessment System

In order to achieve our mission and objectives, CAMPA will adapt the data-driven instruction assessments used by other high-performing schools. Our students’ performance will be assessed frequently and the data gathered will be used to focus resources in the areas in which students are struggling in order to help their achievement improve as quickly as possible.

Assessment at CAMPA is core to our calendar and drives the use of weekly professional development and lesson planning for mastery and re-teaching. Assessment will take a number of forms as we measure whether all of our students are on track to master state standards and to be ready to succeed in high schools and college. The school will use diagnostic, formative, interim and summative assessments to measure each student’s progress towards meeting our annual learning objectives. Assessments to be administered include:

Name of Assessment	Type	Frequency	Purpose/Use of Assessment
Exit tickets	formative	Daily, at the end of each class	Informs whether each student mastered the daily learning objective and lesson planning for following day
Fountas & Pinnell Benchmark	diagnostic	Upon entry, winter, spring	Informs student’s baseline reading level and provides diagnostic data about how to move

Assessment System			student's reading levels in upper elementary
Successmaker: Pearson's online, adaptive mathematics assessment	formative	Ongoing with data reviewed monthly	Informs instruction through program-generated reports on student progress, what concepts have been mastered and which remain challenges
Achieve3000: online, differentiated non-fiction literacy assessment	formative	Ongoing with data reviewed monthly	Informs instruction through program-generated reports on student progress, what concepts have been mastered and which remain challenges
Externally provided NYS practice test	formative	2-3 times a year	Informs whether students are mastering state standards and on track to pass state assessments
Interim unit assessments	summative	3-4 times a year for each course	Informs whether students are mastering their course content and are on track to pass their courses
End of unit assessments	summative	3-4 times a year for each course	Informs whether students have mastered their course content and are passing their courses
NWEA: ELA and Mathematics assessment	Norm-referenced	Upon enrollment and spring	Informs student achievement and progress compared to national cohort
NYS exams: ELA, Mathematics and Science	summative	Once a year ELA, Mathematics, Science in eighth grade	Informs whether students have mastered state standards, school is meeting its achievement goals and improvement action planning

In addition to the school-wide annual assessment cycle described above, we are committed to administering the LAB-R test in the fall to all entering students whose Home Language Survey indicates they are possibly ELL students. We will also administer the NYSESLAT test annually for our students who are ELLs to measure whether they are making the necessary progress towards English proficiency. Finally, for those students who's IEP designates that they participate in the New York State Alternate Assessment, CAMPA will fully comply with all administration requirements.

Assessment Selection: Assessments were either selected for their proven effectiveness or will be developed by CAMPA to align to the school's curriculum and instructional program.

Members of the founding team have had positive experiences with Successmaker and Achieve3000 and both assessments were selected because they have been proven by research to be effective. In particular, a report issued in 2011 by education research group Gatti Evaluation found that students learning with SuccessMaker made remarkable improvements in their mathematics scores. In particular, 5th and 7th grade SuccessMaker students scored more than 20 percentiles higher than their non-SuccessMaker peers. Additionally, 3rd, 5th, and 7th grade ELL students outperformed their ELL

classmates not learning with SuccessMaker by 40, 18, and 23 percentiles respectively.¹⁶ Similarly, Achieve3000's New York City 2009-10 Lexile Study demonstrated that students using Achieve3000, including students reading two or more years below grade level and SWD, made at least one and a half times the expected growth norms. CAMPA will evaluate the effectiveness of these products annually.

At the time of writing the founding team has selected NWEA as its norm referenced assessment. CAMPA will continue to monitor this assessment and its alignment to CCSS and will make adjustments prior to the school opening as necessary.

CAMPA will contract with an interim assessment and scoring vendor for New York State and common core aligned practice tests. Vendors in consideration include Achievement Network, EdVistas and Rally Education.

CAMPA will develop daily exit tickets and interim and end of unit assessments that align to the school's curricula and common core aligned rubrics developed by New York State. The assessments will take a variety of different forms, including written exams, group projects, oral and visual presentations, laboratory reports, among other performance tasks. These assessments will be aligned with both NYSS and CCSS and will allow the school leaders and teachers to identify and address gaps in student learning.

Administering Assessments, Using Data: The processes of administering the above assessments, analyzing assessment information and developing action plans for students will be managed within the school by the Principal in the first year and the Achievement Director in future years. The Principal and Achievement Director will be responsible for ensuring assessments are administered and scored with validity and will prepare analyses of student data for review by the school leaders and teachers. Friday afternoons are reserved for all-school professional development each week (See *III.E.*) A key recurring feature of these weekly meetings will be time for all staff to review data from interim assessments and coursework grades. These data reviews, facilitated by the Principal or Achievement Director will serve to identify concepts for re-teaching and to identify standards where a teacher may need to try a different approach. In addition, these data reviews will identify standards at the student-level that should become a priority for academic intervention. The Principal and Achievement Director will coach teachers on how to use the data being generated by exit tickets, SuccessMaker, Achieve3000, Fountas & Pinnell, NYS practice tests and interim and end of unit assessments to increase student achievement in their courses. Additionally, CAMPA teachers will use assessments to revise pacing, differentiate lessons, remediate skills or content, group students, select students for interventions, assess professional growth and progress, and communicate with students, parents, and families.

The Principal and Assistant Principal will use assessments to design, review, and revise curriculum, evaluate teachers and instructional methods, and make decisions about PD and assess its efficacy (see *III.D.* and *III.E.*). Assessment data will also be used to inform decisions about student promotion and determine school progress towards student achievement goals.

¹⁶ <http://www.prweb.com/releases/2011/02/prweb5103224.htm>.

The School will use assessment data to identify and provide support to students at-risk of failure. Students whose coursework grades indicate they are not on track to meet CAMPA's annual learning objectives will receive additional support during the daily enrichment block at the end of the school day and twice monthly Saturday Academy. Parent-teacher conferences will be held to inform parents of the possibility their student may not be promoted and of the additional support available. If student achievement data at the conclusion of the school year indicates that students have not met the annual learning objectives for their grade level, students will attend summer school and complete a performance assessment before being promoted to the next grade.

Parents and students will be made aware of student achievement data through a variety of mechanisms. Most frequently, the school will prepare weekly newsletters. Teachers will also call home frequently (once per week on average) to inform parents of both positive and negative developments. More formally, four times per year students will receive a Report Card with course grades for each class. All parents will be required to attend a parent-teacher conference after the first Report Card is issued. For subsequent Report Cards, any parent whose student who is on track to fail a course will meet with the teacher. At those conferences, teachers will discuss the student's data and indicate areas of improvement and school and parent strategies for providing support.

The Board of Trustees will receive regular reports on student achievement data at each monthly Board meeting. Data presented will include baseline data, interim and end of unit assessment data, NYS practice test data and NYS standardized test data. The data will be presented against charter goals. The Board will review assessment results throughout the year as they are generated and will also take a holistic look at the school's achievement data prior to the beginning of the following school year as a way of evaluating the Principal and setting strategic priorities for the school.

II.E. Performance, Promotion and Graduation Standards

CAMPA is committed to preparing all of our students for high school and college success. In fitting with our mission, educational program and assessment system, as well as, more specifically, with our achievement goals, all students will be expected to be at least on grade level by the time they leave middle school. For that reason, in order to pass the 8th grade, students will need to meet annual promotion standards for the 6th, seventh and eighth grades and score at least at Level 3 on the eighth grade New York State ELA and Math exams.

CAMPA promotion criteria include student attendance and assessment data. Students failing to meet any of the grade level or school expectations as defined by the criteria in the chart below are noted as Promotion in Doubt during the winter at which time families are notified in writing of possible retention.

Minimum Promotion Criteria

Grade Level	Attendance	Assessments
5	90%	<ul style="list-style-type: none">• Interim and end-of-unit assessments. Minimum 70% average across the school year. Student may not fail more than two classes for the year.• NYS assessments in ELA and Math- Level 2 minimum
6	90%	<ul style="list-style-type: none">• Interim and end-of-unit assessments. Minimum 70% average across the school year. Student may not fail more than two classes for the year.• NYS assessments in ELA and Math- Level 2 minimum
7	90%	<ul style="list-style-type: none">• Interim and end-of-unit assessments. Minimum 70% average across the school year. Student may not fail more than two classes for the year.• NYS assessments in ELA and Math- Level 2 minimum
8	90%	<ul style="list-style-type: none">• Interim and end-of-unit assessments. Minimum 70% average across the school year. Student may not fail more than two classes for the year.• NYS assessments in ELA and Math- Level 3 minimum

Consistent with our mission and approach, we believe that a school should hold high expectations for students and at the same time provide multiple supports and opportunities for them to meet these expectations. Students who are at-risk academically will receive constant attention during the daily and Saturday Academy dedicated to academic intervention and enrichment within the CAMPA school schedule, including frequent communication with their families. Students who remain Promotion in Doubt will be required to attend the 4 week summer school program. A portfolio assessment will be administered after the summer school program to determine whether the student should be advanced to the next grade.

II.F. School Culture/Climate

CAMPA’s educational program will be grounded in a safe and orderly school climate. The School’s Board, leadership and staff are committed to establishing a positive school culture and will collaboratively solve problems and continually share best practices across the organization in order to maintain it. Teachers are an essential voice in the curriculum and instructional decision-making process, as well as in the development of their personal professional development plans. CAMPA’s proposed school model will provide multiple student supports to achieve its mission. Most notably, CAMPA students will experience two teachers in mathematics and ELA classes, an average of 330 minutes of enrichment programming each week that is customized to student needs and has a teacher to student teacher ratio of 1:1, 1:5 or 1:10, and peer tutoring by high school student who, having passed the Regents, serves as academic role models and prepares CAMPA students for high

school. CAMPA can fulfill its mission only if classrooms are safe and teaching is uninterrupted, and the tenets set forth below will provide the basis for the school's classroom management policies.

CAMPA Core Beliefs

- Students will thrive if exposed to a “Enrichment Mind Set” defined as “fostering intellectual curiosity, emotional engagement and social bonding. An enriched learning environment offers challenging complex curriculum and instruction, provides the lowest-performing students with the most highly qualified teachers, minimizes stressors, boots participation in physical activity and the arts, ensures the students get good nutrition and provides students with support they need to reach high expectations. Whether or not students choose to go to college, enrichment programs prepare them to succeed in life.”¹⁷ All CAMPA teachers will embrace the Mind Set;
- Mathematics sets students on course for high achievement in high school and college and is a lens through which broader lessons can be understood;
- An understanding of and commitment to physical wellness will foster good health and help achievement in all areas of life, including academic achievement in school; and
- Critical thinking, considering different points of view, and incorporating them into a unique individual perspective are basic skills for living.

Student Discipline: CAMPA will maintain a safe and orderly environment by incorporating respect, integrity and honesty into its educational program. Teachers will strive to encourage all students to develop a sense of self-control and respect for themselves and others. Infractions will be dealt with gently but firmly, in accordance with the CAMPA Student Discipline Code, a copy of which is included as *Attachment 4*. The Student Discipline Code sets forth the strategies the school will employ to ensure a safe and orderly school climate that supports the achievement of its educational goals, both for the general student population and for students with disabilities.

School staff will review the school discipline policy in the one week of professional development before the Summer Bridge program. They will also receive training from Morningside Center on social emotional programming, in particular, the 4Rs Program, RCCP and Peer Mediation programs. These programs are focused on fostering caring, responsible behavior, including: building community, understanding and handling feelings, problem-solving, dealing well with diversity and cooperation. They have been demonstrated to be effective with students' social emotional competency, behavior, attendance, academic performance and classroom climate. During these trainings, teachers will create an action plan for establishing school culture and environment during the first days and weeks of the Summer Bridge program. Morningside Center will return during Summer Institute for staff, after the Summer Bridge is complete and before the school year begins, to review the effectiveness of the Summer Bridge action plans and plan for the beginning of the school year.

CAMPA leadership and its Board will regularly review attendance and suspension data alongside anecdotal data gathered from teachers, parents and students to evaluate the effectiveness of the discipline policy and make amendments as necessary.

¹⁷ Jensen, E. (2009) *Teaching With Poverty In Mind: What Being Poor Does to Kids' Brains and What Schools Can Do about It* (Association for Supervision and Curriculum Development) p.34.

Family Involvement and Communication: In addition ensuring a safe and orderly school environment, CAMPA will encourage family involvement and communication to foster student learning. In this work, we will build on the following principles:

Each student at CAMPA has:

- a RIGHT to work in a safe and positive learning environment;
- a RIGHT to receive high quality instruction that is responsive to student needs;
- a RIGHT to expect courtesy and respect from all members of the CAMPA community; and
- a RIGHT to have his/her personal property respected.

Each student has the RESPONSIBILITY to:

- follow school and classroom rules;
- be prepared for class;
- work hard at all assigned tasks;
- be respectful of others in language and behavior;
- respect the rights of others to teach and learn;
- solve differences in a peaceful manner;
- leave toys, candy and other items which may distract from the learning environment at home;
- play and work in a safe manner that does not put other students or staff at risk of injury; and
- contribute to the school community in a positive, responsible manner.

Each parent has the RESPONSIBILITY to:

- ensure that their children come to school each day, on time;
- ensure that students come to school rested and ready to learn;
- ensure that their child is aware of their responsibilities at school; and
- work with school staff when their child is not fulfilling his/her school responsibilities.

The respectful atmosphere that these principles foster will be the basis for all of our interactions with the families of our students, who are the core of our school community. CAMPA will communicate consistently with families about all aspects of the School's program and share information about events, student performance and other important considerations through multiple media. These will include materials sent home with students, the School's website, and parent information sessions. Parents will be welcome at and encouraged to attend meetings of the CAMPA Board of Trustees and invited to share their views in the public comment period of those meetings. See *III.I* for additional information.

Gauging Satisfaction with School Climate: CAMPA will actively seek input on the strength of its climate from all stakeholders, including students, teachers and parents. School leaders and Board members will encourage such feedback at all times. In addition teacher and parent input will be directly solicited as part of the annual parent, teacher and student survey instituted by the New York City Department of Education. The School will carefully review and consider the feedback from these surveys and make appropriate adjustments.

Dignity for All Students Act: CAMPA and its Board of Trustees are committed to providing a safe and productive learning environment within the charter school. In accordance with New York State’s “Dignity for All Students Act” (“DASA”) the School is committed to promptly addressing incidents of harassment and/or discrimination of students that impede students’ ability to learn. This includes bullying, taunting or intimidation in all their myriad forms.

No student shall be subjected to harassment by employees or students on school property or at a school function. Nor shall any student be subjected to discrimination based on the student’s actual or perceived race, color, weight, national origin, ethnic group, religion, religious practice, disability, sexual orientation, gender, or sex, by school employees or students on school property or at a school function.

In addition, CAMPA reserves the right to discipline students, consistent with its Code of Conduct, who engage in harassment of students off school property under circumstances where such off-campus conduct 1) affects the educative process; 2) actually endangers the health and safety of CAMPA students within the educational system; or 3) is reasonably believed to pose a danger to the health and safety of CAMPA students within the educational system. This includes written and/or verbal harassment which materially and substantially disrupts the work and discipline of the school and/or which school officials reasonably forecast as being likely to materially and substantially disrupt the work and discipline of the school. A complete description of DASA policies can be found in CAMPA’s *Student Discipline Code*, a copy of which is included as *Attachment 4*.

II.G. Special Student Populations and Related Services

CAMPA is committed to recruiting, enrolling and retaining students with disabilities, English Language Learners, and free and reduced-price lunch students in numbers comparable to populations in CSD 19. CAMPA will offer an inclusive environment and offer opportunities for all students to thrive.

Students With Disabilities: Consistent with applicable law, CAMPA will work with Local Education Agency (LEA) school districts to ensure that all SWD who qualify under the Individuals with Disabilities Education Act (IDEA) will receive a free appropriate public education (FAPE); are appropriately evaluated; are provided with an IEP; and have access to appropriate procedures and mechanisms, along with their parents, to resolve any disputes or disagreements related to the school’s or school district’s provision of FAPE.

Participation in General Education Classroom: Research overwhelmingly demonstrates the benefits for all students of inclusive education. CAMPA will provide special education students with a FAPE by educating them in the least restrictive environment appropriate for their needs. To the maximum extent appropriate, SWD will be educated in regular classrooms. Special classes, separate schooling, or other removal of SWD from the regular educational environment, as appropriate, will occur only if the nature or severity of the disability is such that education in regular classes with the use of supplementary aids and services cannot be achieved satisfactorily. Parents of SWD will be informed of how their children are progressing on annual IEP goals and in the general curriculum at least as frequently as parents of all CAMPA students. SWD also, as appropriate, will have equal opportunity to participate in and receive credit for nonacademic and extracurricular programs, services, and

activities with students in the regular education program. SWD will receive the same notices concerning school-sponsored programs, activities, and services as other students.

Testing Accommodations: In keeping with applicable law, CAMPA will work in conjunction with the local CSE to determine how children with disabilities will participate in assessments, what accommodations will be used, and how individual students will be assessed if it is determined that they are unable to participate in the regular assessment program. CAMPA will provide all testing accommodations and assessment requirements mandated by a student's IEP. Additionally, CAMPA will conduct necessary diagnostic testing and evaluation to secure appropriate testing accommodations for standardized tests.

Process and Procedures for Specialized Instruction Consistent with IEP: In addition to core content teachers, CAMPA will hire sufficient special education teachers to provide the instruction required by students' IEPs. Special education staff and service providers will give support to classroom teachers, work in the general education classrooms with special education students individually and in small groups, and provide resource room or self-contained services as needed. Special education staff will ensure that teachers are knowledgeable about the needs of SWD, are informed about their responsibilities for particular students, and receive the support they may require to implement each student's IEP. All teachers of SWD will be provided access to a copy of the student's IEP and corresponding information. In addition, teachers will be informed of confidentiality guidelines governing appropriate storage and sharing of all student IEPs. CAMPA will ensure that the special education programs and services will be provided directly to the student during school hours. CAMPA intends to provide the following services that may be required by a student's IEP: Resource Room, Special Education Teacher Support Services (SETSS), Collaborative Team Teaching (CTT), or Self-Contained instruction.

Over the course of the school year, CAMPA will evaluate each student's progress. Working with the CSE, CAMPA will seek to transition the student to a less restrictive model. In the event a student's disability proves so severe as to preclude transition to an inclusive environment, CAMPA will work with the family and the CSE to find other ways meet the mandates of the IEP.

CAMPA will have full-time counselors for those students whose IEP mandates counseling. CAMPA will outsource related services such as speech language pathology and audiologist services; psychological services; physical and occupational therapy; early rehabilitation counseling; orientation and mobility services; and diagnostic and/or evaluative medical services. Special education students will receive their adapted curriculum work and specialized therapies (such as speech-language or occupational therapy) in a setting that is in accordance with their IEPs. If CAMPA is unable to provide services in accordance with the student's IEP, it will rely on the school district of the student's residence to provide services.

Staffing: CAMPA will hire appropriately certified special education staff, and may contract with certified or licensed individuals and/or organizations to provide services, under the supervision of the Principal. CAMPA will employ one full-time SPED Instructor in its first two years (who will also perform the duties of SPED Coordinator), and will hire a SPED Coordinator in Year 3. These employees will be paid using state and federal SPED funding. The district will pay for services it provides. Special education staff will be responsible for managing IEP record-keeping, ensuring compliance with all IEP requirements and regulations, managing the review and referral process,

ensuring provision of services as mandated on student IEPs, progress monitoring, and submitting annually all required reports in compliance with 34 CFR §300.750. The Principal will also help to oversee this process. CAMPA's staffing plan for special education is based on enrollment targets provided by New York State. Should CAMPA enroll significantly more SWD than are expected, CAMPA will adjust its staffing plans accordingly, potentially hiring additional certified special education Instructors and/or Coordinators. CAMPA will provide class coverage to allow primary classroom teachers to attend CSE meetings as necessary. As required by the IDEA, the student's regular education teacher will be involved in the development and implementation of a student's IEP, provided the student is, or may be, participating in the regular education environment. CAMPA will ensure that the teacher is knowledgeable about the student's needs and helps implement any modifications or accommodations as determined by the local CSE. Special education students and their parents will be involved with the development of decisions regarding the IEP when appropriate.

Professional Development: Supplementary to school-wide PD at CAMPA, teachers will receive ongoing consultation and instructional support from the Special Education Instructor, Coordinator, Principal, Board members, or other experts on relevant special education topics and interventions. The purpose of this is to inform teachers of current laws governing special education, ensure compliance with all relevant special education requirements, and increase the range of implemented supports in the classroom to maximize access to the general education curriculum for SWD. Appropriate school personnel will attend training and technical assistance seminars regarding the education and servicing of special education students, including those sponsored by the State Education Department.

IEP Record Keeping: CAMPA will abide by the applicable provisions of IDEA and the Family Educational Rights Privacy Act in order to ensure that data regarding SWD is retained and kept confidential, including having procedures for maintaining files in a secure and locked location with limited access (if electronic copies are kept, the files will be password-protected). CAMPA will provide all teachers who teach SWD with access to that student's IEP, and will provide teachers with sufficient time to review IEPs, but will ensure that privacy controls are strictly enforced.

Compliance with Applicable Laws, Rules and Regulations: Special education programs and services at CAMPA will be provided in accordance with applicable federal law and regulations including the IDEA, Section 504 of the Rehabilitation Act of 1973 (Section 504), and Title II of the Americans with Disabilities Act of 1990 (ADA). CAMPA will keep accurate and up-to-date information about its special education students. In accordance with 34 CFR §300.750, the School will submit an annual report to the State Education Department detailing the number of SWD it serves, the nature of each student's disability, and each student's educational placement and setting. Regarding reports that are the responsibility of the district of residence, the school will make any necessary data available to the district in a timely fashion. CAMPA also will comply with 8 NYCRR §119.3, as amended, which details requirements for the "Charter School Report Card" and includes information relating to SWD. In compliance with 34 CFR §300.750, the school will submit annually the following reports by the dates noted:

Reporting

PD-1C – Count of SWD -- December 1

PD-4C – Students in School-Based Program and Separate Settings -- February 1

PD-5C – Students Exiting Special Education -- February 1
PD-6 – Special Education Personnel -- Mid-July
PD-8 – SWD Suspended for Disciplinary Reasons -- Mid-July

English Language Learners: CAMPA shall serve all ELLs by providing supportive instruction so that they achieve proficiency in English and thrive educationally. CAMPA shall comply with all applicable laws, rules and regulations including Title VI of the federal Civil Rights Act of 1964 (as amended) and the Federal Equal Educational Opportunities Act of 1974. CAMPA ensures that ELL students will not be excluded from curricular and extracurricular activities based on an inability to speak and understand the language of instruction. Parents whose English proficiency is limited will receive notices and information from the school in their native language to encourage participation.

Identification, Assessment and Support of ELLs: If English is the only language spoken in the home as indicated on the Home Language Survey, the screening process need not continue. If the home language is one other than English or the student's native language is one other than English, then appropriate school staff will interview the student and the parent/guardian in English, or when necessary in their native language. If the student speaks a language other than English or speaks little or no English, then CAMPA will administer the Language Assessment Battery-Revised (LAB-R). A student who scores below the designated proficiency level is eligible for ELL services. In the case of new entrants to the New York State public school system, assessment will be performed prior to the school year, if possible, but no later than December 1 of the school year of entry, or within 15 days of transfer of a pupil into a New York State public school should the entry take place after December 1 of the school year. After placement into ELL services, student achievement or progress in the English language is measured annually with the NYS English as a Second Language Achievement Test (NYSESLAT). The scores on the NYSESLAT indicate the proficiency level the student has achieved each year, and whether or not the student's level of English proficiency is high enough to exit ELL services.

The Principal will provide overall coordination of the ELL program. He or she may use additional instruments (such as performance in school, records from the student's middle school, and performance on standardized tests) to determine whether to provisionally classify the student as an ELL student. In addition to identifying students during the pre-enrollment period, teachers will also be responsible for observing all students in order to detect limited English proficiency. Any student suspected of having limited English proficiency will be tested to determine if and what level of services are necessary. CAMPA will take all precautions that ELLs will not be misplaced or tracked inappropriately in other classes (including those programs or classes designed to serve SWD). The normal process of language acquisition and cultural adjustment must not be confused with learning or cognitive processing disabilities. When a referral is made, therefore, a native language evaluation will be conducted to eliminate the possibility that the perceived need is related to the primary language or cultural background of the student. Conversely, students who have a genuine special education need that is not attributable to normal language acquisition or cultural adjustment will not be denied special education services. A thorough evaluation with multiple criteria in both English and in the child's native language will assist in making reasonable, informed decisions regarding the true need for placement in special education. In creating IEPs for ELLs, attention will be given to three primary issues affecting student success: the identified disability, the acquisition of English skills, and the cultural background of the child.

Instructional Support: To help ELL students achieve the same high standards as the rest of the students at CAMPA, the school will use a modified English-immersion program, with supplemental support when needed. While all ELL students will participate in the school's regular classes, some may need extra support. CAMPA will provide all needed staff and appropriate curricular materials to enable ELL students to achieve proficiency in English. These will be of the same quality as those materials and facilities available to English proficient students. The school will adapt their materials to meet the specific needs of ELL students as necessary and efforts will be made to give ELL students access to native language resources (e.g., native language libraries), or to parents with materials in their native language.

Setting: Except for Sheltered English Instruction as deemed appropriate by the Principal and the ELL Specialist, all ELL students will participate in the same classrooms and access the same curriculum as all other students. ELL students will not be excluded from any curricular or extracurricular activities due to language barriers.

Qualifications of those Providing the Services: CAMPA will engage an ELL Teacher on a part time basis in the first two years of its operation, and will hire a full-time, certified ELL Specialist in Year 3. CAMPA will include training on instruction of ELLs as a standard part of the annual PD plan. The program will enhance staff appreciation for the ELLs' native language and culture; provide information on the techniques, methods, and strategies appropriate for instructional and support services for ELLs; and introduce techniques to improve communication with parents of ELLs. PD will also address the needs of ELLs by emphasizing differentiation and ongoing assessment of work.

Advanced or Gifted Students: Students may be deemed advanced or gifted based on their performance on state exams or by consistently mastering standards at an advanced level in class. Students who are advanced in mathematics may receive periodic pull-out or small-group instruction with one of CAMPA's teachers at an accelerated pace, although they will still receive instruction on standards covered in core mathematics classes. Additionally, all students receive on average of 330 minutes of enrichment instruction each week that is tailored to individual student needs. For advanced or gifted students, this time will be used to provide accelerated instruction by a CAMPA teacher or peer tutor.

Ancillary Support Services: As discussed above, CAMPA will employ a full-time Counselor who will provide counseling services to students who have mandated counseling as part of their IEPs. However, this Counselor will also be able to provide at-risk counseling to students who are referred by staff, or who self-refer. CAMPA's staffing plan calls for a School Counselor in Year 1, and an additional counselor by Year 3. CAMPA will also employ a Coordinator of Student and Community Affairs, who will bolster the support services available at the School, with an emphasis on social/emotional support, conflict resolution, and peer counseling.

Evaluation of Programs for All Special Populations: CAMPA's Achievement Goals specifically include the success of at-risk populations. CAMPA will engage in a consistent process for the evaluation of its programs and services for all students, including those programs and services specifically for its special populations. CAMPA's accountability system allows the school to pinpoint student performance towards each learning goal, disaggregate the data for specific subgroups, and make adjustments and revisit goals accordingly. For SWD and ELLs, CAMPA will use this information to determine student progress against not only IEP goals or level of English language

acquisition but against CAMPA’s overall accountability goals. The SPED Coordinator will provide a report to the Principal on the progress of SWD.

Similarly, the ELL Teacher will provide a report to the Principal at the end of each school year on the progress of ELLs. CAMPA will also evaluate the progress of ELLs through data from the NYSESLAT; from teacher observations; from student performance on exams, standardized tests, and on standards-referenced learning goals; and from observations of ELL participation in school events, parent-teacher conferences, and other aspects of the school community. If sufficient success is not demonstrated in these areas, and if ELL students are not shedding their ELL status, CAMPA will make modifications to the ELL program as needed.

III. Organizational and Fiscal Plan

III.A. Applicants/Founding Group Capacity

Name	Current Employment	Relevant Experience/Skills and Dole on Founding Group	Proposed Role(s) if any
Viola Abbott	Consultant, New York City Department of Education, Leadership Program	Co-founder and co-lead applicant; East NY community member with 30+ years experience as a NYCDOE teacher, math coordinator, principal and superintendent in Brooklyn. Taught at Bank Street and Columbia University Principal Academy	Trustee
Daryl Rock	Educational Consultant	Co-founder and co-lead applicant; 25 years experience as a NYCDOE and NYC charter school teacher, principal and superintendent; former Superintendent of Harlem Children Zone Promise Academy Charter Schools	Trustee
Deborah Knight	Principal Mentor, New York City Department of Education	Co-founder; 35+ years experience as teacher, math coordinator, reading teacher, AP and Principal. Founding principal of a new school in Bedford Stuyvesant	Trustee
Jeannie Lopez, Esq.	Deputy Bureau Chief for the Brooklyn District Attorney’s Office	Co-founder; Attorney / legal expertise. Graduated from Brooklyn Law School	Trustee
Julia McDonald	Human Resources professional, Bank of New York	Co-founder; Human resources expertise. A lifelong East NY community member with 35 years human resources experience for Bank of NY	Trustee

Joan Ramsey	Professor of Education, Mercy College	Co-founder; 30+ years experience as a NYCDOE teacher, principal and professional developer.	Trustee
JoAnne Challenger	Senior Consultant, ENSYNC Diversified Management Services	Co-founder; 30+ years experience as a NYCDOE teacher and principal. Assistant Professor at Mercy College. Community volunteer.	Trustee
Larry Hughes	Certified Financial Planner, American Portfolios Financial Services	Co-founder; Financial and business expertise. Certified Financial Planner with 15 years experience on Wall Street and with American Portfolios Financial Services, Inc.	Trustee
Lori Bennett	Education Consultant	Co-founder; 35+ years experience as a NYCDOE teacher, math coordinator, principal and middle school superintendent. Founding principal of a new school and former NYCDOE Director of Middle School Initiatives	Trustee
Michele Weekes	Community Volunteer	Co-founder; Lifelong BedStuy resident with 35 years experience as a NYCDOE teacher, assistant principal and principal. Spent 15 years as principal of the elementary school she attended	Trustee
Nordia Messam	Student	Co-founder; Senior at Brooklyn Technical High School in the Media Communications major studying filmmaking and animation	Founder
Rana Khan	Vice President, Policy and New Schools, Newark Charter Schools Fund	Co-founder; charter school expert: Currently V.P., Newark Charter Schools Fund; former Chief of Staff/Director of Space Planning, NYC School Construction Authority, charter authorizer with NYC DOE	Trustee

Applicant/Founding Group Origin and Process: Many of the founding group members have been engaged in educating New York City public school children for decades, as well as serving as principals and superintendents within the New York City public school system. They bring with them knowledge of what they believe to be the most effective techniques from that system as well as innovative educational practices that they are committed to implementing. They are also personally familiar with the challenges faced by students and families in CSD 19.

For approximately two years, Abbott and Rock have been leading the founding team through the development of a high quality, rigorous middle school design intended to meet the needs of students

and families in East New York, a neighborhood in which many of them live, worship or have taught and to which all are committed. (See *I.D.*). In order to ensure that CAMPA has all of the necessary expertise needed to effectively launch and run a consistently effective school, they brought on additional founding members such as Hughes, Lopez, McDonald and Khan, who bring business, financial, legal and charter school expertise. All but Ms. Messam intend to serve as trustees once the school is approved to open.

Each of the founding members has been engaged in the process of developing the school design and the charter application. Working together with consultants from Tugboat Education Services, and drawing on an extraordinary body of educational knowledge and experience within their group, sections of the application were allocated to individual founding group members and teams of members for initial development. Group members then shared their work with the full group and the ideas were further developed and fashioned into an overall educational plan with aligned assessments, professional development practices, financial considerations and all other relevant factors. The founding group met regularly – at least monthly – in the year leading up to the submission of the application. Working with Tugboat, all of the founders had a hand in drafting the final application, particularly Abbott and Rock, the co-applicants.

III.B. Board of Trustees

Proposed Board of Trustees

NAME	VOTING?	POSITION ON BOARD (Officer positions will be established at first board meeting)	RELEVANT EXPERIENCE/SKILLS & ROLE IN FOUNDING GROUP	LENGTH OF INITIAL TERM
Viola Abbott	Yes	Trustee	Expertise in instruction, school administration, math, teacher training	2 years (renewable)
Daryl Rock	Yes	Trustee	Expertise in instruction, school leadership, charter schools	2 years (renewable)
Deborah Knight	Yes	Trustee	Expertise in school administration, reading and math instruction, school start up	2 years (renewable)
Jeannie Lopez, Esq.	Yes	Trustee	Legal expertise	2 years (renewable)
Julia McDonald	Yes	Trustee	Expertise in Human Resources and personnel; Community resident	2 years (renewable)
Joan Ramsey	Yes	Trustee	Expertise in instruction, school administration and professional development	2 years (renewable)
JoAnne Challenger	Yes	Trustee	Expertise in instruction, school leadership, school	2 years (renewable)

			start up. Community volunteer	
Larry Hughes	Yes	Trustee	Financial and business Expertise	2 years (renewable)
Lori Bennett	Yes	Trustee	Expertise in middle schools, school start up, math instruction, school administration	2 years (renewable)
Michele Weekes	Yes	Trustee	Expertise in instruction, school administration, math instruction	2 years (renewable)
Rana Khan	Yes	Trustee	Expertise in charter schools, new school development, school facilities	2 years (renewable)

Per the CAMPA by-laws in *Attachment 5(B)*, the Board will be composed of a minimum of five and a maximum of fifteen members. The By-Laws provide more detail regarding the information requested by the Regents on the Method of Appointment or Election of Trustees, the Procedure for Conducting Board Meetings, and the Procedure for Providing Public Notice of Monthly Meetings to be held at the Charter School.

Administrative Relationship between Trustees and the Board of Regents: CAMPA understands the charter agreement is between CAMPA’s Board of Trustees and the Board of Regents. All decisions will be guided by the approved charter agreement. The Trustees must seek approval prior to making a decision contrary to any provision in the charter. CAMPA expects to receive in each year of the charter term, and at periodic intervals in subsequent charter terms, inspection visits conducted by NYSED staff and external consultants if contracted. CAMPA will submit to the Board of Regents an annual report detailing the academic and fiscal performance of CAMPA. This includes but is not limited to: (1) information related to student academic performance; (2) a description of CAMPA’s progress in achieving its Accountability Plan Goals; (3) a certified financial statement and CAMPA’s most recent independent audit report; and (4) a demonstration of CAMPA’s success in meeting enrollment targets of special populations. CAMPA’s Board and leadership will ensure that all reports and data required by the authorizer will be delivered accurately and in a timely manner.

Roles and Responsibilities of the Board and Its Officers: The Board of Trustees is the school’s oversight and policy-making body. The Board may delegate certain responsibilities and duties to the school’s Principal or other staff directly related to the school’s daily operation, under the following conditions: (a) that the school will operate with oversight from the Board; and (b) that the Board is ultimately responsible and accountable for the actions of any person to whom responsibility has been delegated, and for any and all obligations, programs and policies of the school. A complete discussion of the organizational structure of the school is provided in *III.C*. Board responsibilities include setting the budget, determining annual priorities, formulating major policy, overseeing CAMPA’s compliance with relevant laws and regulations, and raising funds to support CAMPA’s growth. Specifically, among the Board’s responsibilities are:

- Ensuring that CAMPA implements its programs in a manner consistent with the mission, goals, terms and conditions of its charter, including all applicable state and federal laws and regulations;
- Operating at all times in compliance with CAMPA’s Code of Ethics and overseeing the implementation of all policies governing the operation of the school;
- Overseeing implementation of the educational program to ensure the charter school operates in an educationally sound manner including approving and ensuring that CAMPA progresses toward and fulfills its goals and objectives set forth in the charter and Accountability Plan;
- Hiring the Principal and evaluating his or her performance annually;
- Overseeing the evaluation of the staff by the Principal or his or her designee;
- Approving CAMPA’s annual budget, review regular financial updates, and ensure that the school operates in a fiscally sound manner, including adequate internal financial controls;
- Providing support to the school with additional fundraising, marketing and other services;
- Advocating on behalf of the school by establishing partnerships with institutions of higher learning, government organizations, community-based organizations and corporate entities; and
- Hearing and making determinations regarding complaints submitted to the Board in a timely manner pursuant to CAMPA’s complaints process (see *Attachment 5B*).

The Board will use data to help improve the quality of its decision-making. Student assessment and achievement data will be collected, managed and stored in a secure data warehouse that provides online access to data and presents it in comprehensive and understandable reports. The Board will require CAMPA’s management to prepare reports and/or make Board presentations on a regular basis regarding a variety of data, including ongoing assessment results, state test results, attendance/disciplinary information and relevant personnel-related data.

The Officer positions on the Board are Chair, Vice Chair, Secretary, and Treasurer (see By-Laws for full position descriptions). Much of the Board’s work will be conducted in Committee. Initially, the Board will have four standing committees, each consisting of at least three members, except for the Executive Committee, which shall have at least five members. Per the By-Laws, the Board may establish ad hoc committees as needed, i.e. Wellness Committee; Facilities Committee. The standing committees are:

- *The Executive Committee*, chaired by the Board Chair, will facilitate effective decision-making by the board. Comprised of a subset of board members—i.e. the Chair and officers—the Executive Committee is responsible for meeting as needed to make decisions as delegated by the Board and serving as a communication link with other board members.

- *The Finance Committee*, chaired by the Treasurer, coordinates the board’s financial oversight responsibilities. The Finance Committee is responsible for developing annual budgets in conjunction with the short- and long-term plans of CAMPA. The budget is then reviewed periodically by the Finance Committee to be updated with current information. After the budget is developed, it must be presented to the Board of Trustees for review and vote. Additional responsibilities include oversight of the school’s auditing, facilities and financial management initiatives. The Finance committee is chaired by the Treasurer with involvement of the Principal and contracted accountant.

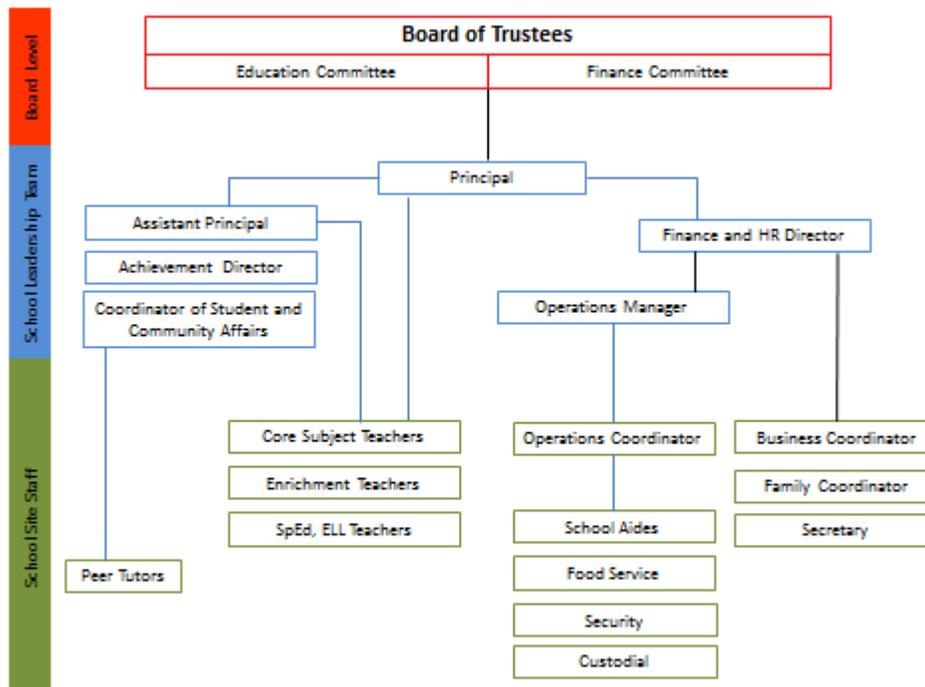
- *The Education Committee* works to ensure the school is meeting its accountability goals related to student achievement, helps ensure the academic quality and credibility of the school as an academic institution and supports the Principal in the maintenance, promotion and improvement of the academic standards set forth in the charter. The primary responsibilities of the Education Committee include: a) advising the board on the core values and activities of scholarship that define the School’s core activities of teaching and learning; b) recommending to the board the adoption of academic policies consistent with the School’s vision, mission and strategic plan; c) adopting procedures of board-approved academic policies; d) protecting and enhancing the quality of the School’s academic programs at all levels; e) advising the board on the academic aspects of the overall strategic direction of the School; and f) working in conjunction with the Principal to monitor and advance the quality of all academic activities.

Parent and Staff Involvement in School Governance: A seat on the Board will be reserved for a parent once CAMPA is in operation.

Board Recruitment, Nominating and Development: The Board is aware of the need to continually recruit new members. The Board will create a Board Development Committee to engage in prospecting, contacting, recruiting, orienting, supporting, training, and evaluating Board members. The Board Recruitment, Nominating and Development Committee will ensure that the Board constitution reflects and strengthens its relationship with the community served by the school.

III.C. Management and Staffing

Organization Chart:



Description of Organizational Structure: CAMPA believes that the best way to support instructional excellence is to define clear staff responsibilities and reporting structures, empowering

each individual to fulfill his or her duties. Roles and lines of authority are clear, so each staff member will have a clear understanding of his or her responsibilities. CAMPA will rely on a strong centralized leader overseeing all aspects of the organization as Principal, supported by an Assistant Principal, Achievement Coordinator and a Coordinator of Student and Community Affairs. The instructional staff includes a range of classroom and specialized teachers and, on the operations side, the Finance and HR Director leads the operations staff. Additional information about the organizational structure and lead administrative positions can be found in the chart below and in *Attachment 8A*.

The **Principal** reports to the Board, is the instructional leader of the School, and is responsible for its overall management. The Principal is the CEO; serving as both the chief administrator and the public face of the school. The Principal ensures that the educational program is meeting the goals of the charter by coordinating the educational programs, professional development, curriculum design analysis of data, and staff accountability. He or she is responsible for managing all relationships with the community, parents, the authorizer, and for all operations, fundraising and development. The Principal directly manages the Assistant Principal, the Coordinator of Student and Community Affairs and the Achievement Director. All other staff ultimately report up to the Principal. The Principal will have the authority to hire and fire all staff.

The **Assistant Principal** works to ensure the implementation of curriculum and all aspects of instructional program. The Assistant Principals leads staff and teachers in the professional development, especially in the areas of student and school culture and assists teachers in implementing effective instructional practices and monitoring student achievement on an ongoing basis. Along with other members of the leadership team, the Assistant Principals sets the tone for school culture and ensure the schools core values are imbedded in daily practice. He or she also ensures all classrooms are adhering to expectations of behavior management. Serving as the second teacher evaluator in the school, the teachers also report to the Assistant Principal. The Assistant Principal reports to the Principal.

The **Achievement Director** administers all assessments and leads data analysis. He or she leads staff and teachers in the professional development and on-going improvement of an academic program tailored to the needs of the school's students based on formative assessment data and leads teachers in analyzing and using extensive data to drive their daily instruction. The Achievement Director also focuses on the development and management of accountability programs to ensure instructional excellence and academic achievement, including managing teacher evaluations and teacher development, and aids teachers in implementing effective instructional practices and monitoring student achievement on an ongoing basis. The Achievement Director reports to the Principal.

The **Coordinator of Student and Community Affairs** supports the School's vision of and program for personal awareness, coordinates its community outreach efforts. His or her responsibilities include implementing the School-wide SEL program, aligning the school-wide discipline plan with SEL principles, supporting the advisory program, conducting conflict resolution sessions, leading the peer mediation and tutoring programs, administering the social calendar and serving as a liaison for the community based programs and parental involvement program. The Coordinator of Student and Community Affairs reports to the Principal.

The **Finance and HR Director** manages all non-instructional functions of the school including but not limited to operations, student systems, finance, staff recruitment and benefits, student recruitment and technology. Located in a private facility, he or she is responsible for overseeing custodial, security, food service and nursing services staff and vendors. The Finance and HR Director supervises all non-instructional staff. The Finance and HR Director reports to the Principal.

Staffing Plan: The table below provides the staffing plan over the first charter term. Job descriptions and qualifications for all staff positions can be found in *Attachment 8a*.

Staffing					
Title	2014-15	2015-16	2016-17	2017-18	2018-19
Leadership/Management					
Principal	1	1	1	1	1
Assistant Principal			1	1	1
Coordinator of Student and Community Affairs	1	1	2	2	2
Achievement Director		1	1	1	1
Teachers					
Elementary Teachers	5				
ELA Teacher		1	2	3	3
Math Teacher		1	2	3	3
Science Teacher		1	2	3	3
Social Studies Teacher		1	2	3	3
Reading Specialist	1	2	2	3	3
Math Specialist	2	3	3	4	4
PE/ Health Teacher	1	2	2.5	3	3
Art Teacher	0.5	1	1	1	1
Music Teacher	0.5	1	1	1	1
Spanish Teacher			0.5	1	1
Technology Teacher			0.5	1	1
SPED Teacher/Intervention	1	1	2	2	2
SPED Coordinator		1	1	1	1
ELL Teacher	0.25	0.5	1	1	1
Counselor	1	1	2	2	2
Operations					
Finance and HR Director		1	1	1	1

Operations Manager	1	1	1	1	1
Operations Coordinator			1	1	1
Business Coordinator				1	1
Family Coordinator	1	1	1	1	1
Secretary		1	1	1	1
School Aide	1	3	6	8	8

CAMPA’s staffing structure over five years is aligned with the educational and operational model that is delineated in this charter application. The above staffing chart includes the necessary administrative and instructional staff contemplated in the operational and academic program for general education students, SWD, FRPL students and ELLs. It takes into consideration the needs of CAMPA’s projected student enrollment and growth plan and the fiscal impact thereof. Staffing for these populations is based on projected enrollments supplied by guidance from New York State Enrollment Targets calculator. Each staff member is accounted for in the budget (see *Attachment 9*).

Hiring and Personnel Policies: For more information on CAMPA’s hiring and personnel policies see *Attachment 8A*.

Substitutes: In all years, CAMPA has enough full-time staff that it will plan to cover teacher absences with internal instructional staff. Teachers or administrators will provide coverage if a teacher is absent or needs to attend external PD or IEP conferences (see *II.G*).

School Leadership: CAMPA’s school leader will be the Principal. The school leadership team includes the Principal, Assistant Principal, Achievement Director, Coordinator of Student and Family Affairs, Finance and HR Director and Operations Manager. See *Attachment 8(B)*.

Recruitment of Effective Teachers: CAMPA will establish a diverse applicant pool by recruiting through a variety of means. CAMPA will place listings in newspapers and with online career sits (such as *idealist.org*), reach out to alumni and career services offices of graduate programs, network with professional associations and attend hiring and teacher recruitment fairs. We will also utilize the personal networks of CAMPA staff and Board members. Many of the founders of CAMPA are lifelong educators and educational leaders with close ties to schools, graduate programs, such as Bank Street and Columbia University’s Teacher College, and other resources that can yield strong teacher candidates. CAMPA will promote diversity in its applicant pool by advertising positions in targeted media, such as ethnic or non-English newspapers, networking with local community organizations that serve culturally diverse populations, and participating in minority recruitment events. CAMPA will comply with all federal, state and local laws and requirements regarding the hiring of staff, and will not discriminate in hiring, employment, contracting or retention for reasons of race, sex, age, religion, disability, sexual orientation or other reasons prohibited by local, state or federal law. CAMPA will recruit teachers who are excited to work in a high-performing urban high school where a premium is put on instruction. The Finance and HR Director will ensure that CAMPA’s instructional staff remains highly qualified and will work with teachers that may require assistance such as seeking NYSED reciprocity if they are certified in another state.

Retention of Effective Teachers: CAMPA is committed to retaining successful teachers and keeping them in the classroom where their instructional talents can be maximized. CAMPA has built several mechanisms for retention of high-quality teachers into its school design.

Pathways for career advancement: CAMPA is committed to developing leadership from within while still finding ways to keep strong teachers in the classroom. CAMPA will require minimal administrative responsibilities from teachers, but it will also provide for additional leadership opportunities for those teachers who have a track record of instructional excellence as determined by student assessment data. They will be motivated to remain in the classroom, but will also have the opportunity to grow, lead, and advance professionally.

Respect for teacher time and planning: CAMPA's school day and calendar respect and protect teacher planning and professional time. Teachers have two periods per day of planning time. For ELA and math teachers, one of these daily planning periods is a grade level subject co-planning time with the specialist. Additionally, school-wide professional development takes place each Friday, when students are released early. The calendar includes a one week staff training prior to the Summer Bridge program and a two week Summer Institute for staff orientation and planning period before school starts. The calendar also includes three dedicated professional days during the year when students will not be in the building.

Fair Compensation: CAMPA's budget reflects an average starting teacher salary of \$63,000. This is nearly 12% higher than the DOE salary for a sixth year teacher with a Master's Degree.¹⁸ CAMPA anticipates that this starting salary will allow it to be a competitive candidate for the services of experienced, educated teachers who wish to teach in New York City as well as compensate teachers for working longer school days and a longer school year. Core subject area teachers, ELL and Special Education teachers will be required to provide instruction during the enrichment period during the school day on Monday-Thursday and during Saturday Academy. They will be paid an hourly rate for these additional responsibilities and will be relieved of student breakfast, lunch and recess duties. Additionally, teachers who choose to work in the Summer Bridge or summer school will be compensated at their monthly rate. Core subject, ELL and Sped teachers can earn \$8,000-14,000 beyond their salary for additional instruction. CAMPA will offer a standard 4% raise each year for all teachers. Additionally, CAMPA will match up to 4% of an employee's contribution to their retirement plan for employees who have been with CAMPA for more than one year. Please see *Attachment 9*.

Use of Student Assessment Data to Drive Key Decisions Aimed at Recruitment, Retention, Evaluation and Support of Staff and Leadership: CAMPA's program will focus on using student academic data to drive instruction and on empowering teachers to do so. For further information on how student data will drive key decisions related to staff and leadership, see *III.D*.

III.D. Evaluation

Programmatic Audit: CAMPA will submit to NYSED an Annual Report by August 1 each year, which will include the state-mandated School Report Card as well as a report on the School's

¹⁸ <http://schools.nyc.gov/NR/ronlyres/72DE1FF1-EDFC-40D7-9D61831014B39D1E/0/TeacherSalarySchedule20083.pdf>.

progress towards meeting its charter goals. CAMPA expects to undergo programmatic audits related to any federal categorical grants and competitive federal, state or local grants it receives, including but not limited to Title I Funds and CSP grant funds.

Evaluation of the Academic Program: CAMPA will use Jupiter SIS, a comprehensive student information system, to collect and house all data including student enrollment, attendance, student demographic, assessment data and curriculum. Teachers will receive training from leadership on gathering, analyzing and using data to drive instruction to meet the needs of all students. This process is supported by an annual assessment calendar, the School's formative and summative assessments, and reports generated from Jupiter SIS. CAMPA will implement a formalized process for objectively analyzing data that allows student progress to be measured over time and achievement to be compared across groups. Teachers will use customized reports available from the data system that are in the form of item analyses, longitudinal student data, graphical representations of data at a point in time against CAMPA charter goals and/or mastery of state standards, and student growth across assessment administrations. The annual professional development calendar will complement the assessment calendar. During weekly grade level meetings with the Principal and Achievement Director beginning in Year 2, teachers will receive training on analyzing and interpreting data about student performance to group students, select appropriate materials and differentiate instruction to target student needs. In this way, teachers and leadership will partner to continuously evaluate and strengthen the academic program.

Additionally, CAMPA will collect formative feedback on the curriculum through conversations and PD with teachers.

The Education Committee will regularly monitor the school's academic progress through use of an accountability system that is data rich and allows for collaborative decision making and diligent and regular monitoring. At the heart of the accountability system is a dashboard that leadership will provide to the Board in advance of each Board meeting which the Board uses to evaluate School progress towards meeting academic, operational and financial goals. The dashboard will be presented in advance of Board meetings to allow leadership and the Board to have conversations about what the School is doing, what is working well or needs to be improved, and why.

CAMPA will also gauge the level of school-wide rigor through feedback from external stakeholders, such as the authorizer, educators from successful district and charter schools, and consultants.

Evaluation of Teaching: CAMPA will use Charlotte Danielson's *Framework for Teaching* to evaluate and track the professional development goals and progress for teachers. The Framework is aligned to CAMPA's mission and is used by the NYC DOE for teacher evaluation. The Framework will be used for individual teacher coaching, identifying individual and school-wide professional development needs and teacher evaluation. (See *III.E.*) Through CAMPA's co-teaching model, fifth grade classroom teachers, ELA and math teachers receive frequent, non-evaluative coaching during common planning and co-teaching. Additionally, the Principal and Achievement Director in Year 2 will conduct informal observations of all teachers. This formative data will be used to guide improvement of teachers' instructional and planning practices leading up to two formal evaluations by the Principal each school year. Each formal observation will entail 1) a pre-observation conference in which the teacher discusses his or her growth goals and how it will be demonstrated

within the formal observation, 2) a formal classroom observation, 3) a post-observation reflection and self-assessment by the teacher, 4) the Principal's summative evaluation, and 5) a post-observation conference in which the Principal and teacher discuss evaluation scores and next steps.

Individual student-level and class-level assessment data from Jupiter SIS will be utilized to evaluate teacher performance. The Principal, with support from the Achievement Director, will utilize the data to celebrate student performance and encourage the sharing of best practices for effective teachers and take swift action to mobilize instructional coaching support for teachers in which data indicates lack of sufficient student growth. In the event that student data indicates regression of learning in an individual teacher's class, despite the above supports, the Principal will immediately place the teacher on an improvement plan and notify the teacher that next steps may include a recommendation for termination. Ultimately, teachers' annual renewal of their position will largely be based on performance on the two formal evaluations and student New York state exam results.

School Leader and Other Administrator Evaluation: With a Board skilled at using the NYC DOE's Principal evaluation tool, the Principal Performance Review, the Board will customize this tool for use in evaluating CAMPA's Principal. The Board will work with the Principal to set annual goals and will then review these goals at the end of each year along with the key instructional benchmarks, progress towards achievement goals, operational benchmarks, staff and parent satisfaction surveys and other criteria that measure the overall health of the school as part of the annual evaluation. Should the goals of the Principal and school's not be realized, the Education Committee of the Board will establish an action plan with the Principal to include mentoring, increased monitoring, leadership consultants, and a timeline for improvement. The Executive Committee of the Board will be apprised of progress or the lack thereof.

The Coordinator of Student and Community Affairs (and Achievement Director in Year 2 and Assistant Principal in Year 3) will create a professional growth plan in collaboration with the Principal to be regularly reviewed. During the school's start-up period, the Principal will work with the Board and, if necessary, outside consultants to design evaluation processes and tools that utilize data-driven measures and clear rubrics to assess the performance of all non-instructional staff.

Operational and Fiscal Health: The Board is committed to ensuring that it holds itself and the administration accountable for the operational and fiscal health and viability of the organization, including sound budgeting practices. The Board's work to develop a budget will begin each January. The Principal, Operations Manager and the contracted accountant (or Finance and HR Director beginning Year 2) will prepare the annual operating and capital budgets, cash flow projections, and profit and loss statements after working together to identify and prioritize needs. The group will prioritize needs based on how they will support student achievement and fiscal and operational efficiency. The draft budgets will be reviewed and revised by the Board Finance Committee. The Finance Committee will present the budget to the full Board of Trustees for approval by May or June.

The adopted budget totals will be overseen by the Operations Manager in Year 1 and Finance and HR Director beginning in Year 2 and will be used to prepare budget information to actual reports. The contracted accountant/ Finance and HR Director will be responsible for preparing monthly budget presentations, including updated annual budget information, monthly budget information, monthly actual against budget, and projected year end against budgeted year end. The Principal and

contracted accountant will review these presentations with the Board Treasurer prior to each Board meeting. All material deviations will be documented and explained by the Principal. Any expected deviations in a budget category of more than \$5,000 and +/-10% of the budget amount will be considered material. A discussion will be held regarding any material items by the Finance Committee regarding that particular budget category. If necessary the Finance Committee will bring the deviation to the Board's attention to discuss any impact that deviation may have on the school's cash flow and financial position. *III.J.* provides details on the process for independent fiscal audits—an annual part of the process to verify the school's fiscal soundness.

Board Evaluation: CAMPA's success will be directly correlated to the capacity and effectiveness of its Board of Trustees. As the body ultimately responsible for the success of the school's academic program, its organizational viability and its compliance with all applicable laws, the Board will undergo an annual evaluation that assesses its effectiveness at overseeing the school's operation and providing strategic guidance to the Principal. Each board member will annually complete a survey that will include both a self-assessment and respond to clear questions related to the functioning of the board, the functioning of the charter school, clarity of roles and responsibilities, shared mission and vision, contributions, engagement and processes. This information will be analyzed annually by the Board Nominating Committee (see *III.B.*) to inform Board development and training and to ensure that the Board has the requisite knowledge and skills to be responsible stewards of the charter school. The Nominating Committee will present the results of the survey at the Board's annual retreat.

Family and Student Satisfaction: CAMPA will formally gauge parent, teacher, and student satisfaction through the use of the DOE's Learning Environment Survey. CAMPA will also gauge student satisfaction through conversations with parents during parent teacher conferences. All parents will receive the survey during the third trimester of the school year. The results of the survey will be tabulated and made public in the CAMPA Progress Report which we will make available on our website. Additionally, results of the survey will be published in our Annual Report to the NYSED. Since the DOE Learning Environment Survey does not provide class or grade level data and is only available at the end of the school year, the Coordinator of Family and Community Affairs, who will be responsible for organizing family engagement, will develop parent and student surveys to be completed mid-year so the school receives more timely input. The data will be used to inform any changes to the school's operations, if necessary. Finally, during informal settings, such as evening family events, CAMPA staff can gather additional formative data points on family and student satisfaction.

III. E. Professional Development

CAMPA believes that teacher quality and effectiveness is the key to high student achievement. As such, the School will invest heavily in developing high-performing, effective teachers. Teachers at CAMPA will benefit from a vast array of professional development resources, including trainings, tools for improvement, and opportunities for collaboration and communication.

Professional development at CAMPA will be continuous and will be directly tied to instructional outcomes. Classroom observations and interim assessment data will form the basis of regular evaluations that will indicate areas of strength to leverage and areas in need of improvement. Professional development plans at CAMPA will vary for each teacher based on his or her career

goals, areas of strength and the needs of the whole school. CAMPA will use Charlotte Danielson's *Framework for Teaching* to for individual teacher coaching and identifying individual and school-wide professional development needs. Whole-school professional development will focus on aspects that require the focus of the entire school community, particularly around the area of school culture and developing consistently applied high expectations. Teacher professional development will happen in multiple settings:

Training prior to the school year

Prior to Summer Bridge Program: The focus of the Summer Bridge program is introduce students to the CAMPA mission, to form partnerships with students and families, set student goals and to build culture and community. (See *II.C*) The SEL programs from Morningside Center are at the core of CAMPA's culture. As such, teachers will receive intensive professional development from Morningside Center and the Coordinator for Student and Community Affairs prior to the Summer Bridge program. Student discipline policies will reviewed. Students will also be introduced to the routines and expectations of school at CAMPA during the Summer Bridge program and will receive three hours of daily instruction in ELA and mathematics. To prepare, teachers will review diagnostic and baseline assessments to be administered during the program and will begin lesson planning for the first two weeks of the Summer Bridge under the guidance of the Achievement Director and Coordinator for Student and Community Affairs.

Summer Institute: CAMPA instructional staff will return for two weeks of professional development prior to the start of the school year. Summer Institute will be used to introduce to new staff and remind returning staff of the School's mission, personnel and student policies, curriculum, instructional methods and assessments. The first week of Summer Institute will be dedicated to the culture and systems that support CAMPA. In particular, in the first year, teachers will receive training on using CAMPA technology including smart boards, SuccessMaker, Achieve3000 and Jupiter SIS. Morningside Center will return to provide further training on the SEL programs informed by challenges presented during the Summer Bridge program. Training for the faculty will be provided by the Special Education Teacher on special education services including identification of struggling students, assessment of struggling students, academic interventions, and progress monitoring. CAMPA teachers will also receive training in meeting the needs of English Language Learners and best practices for instructing ELL students.

As discussed in *II.C*, the second week of the Summer Institute will be dedicated to curriculum development. Curriculum consultants will have prepared the core maps for each subject area. Facilitated by the Principal and Achievement Director and supported by subject-area expert consultants as needed, teachers will collaborate by subject and grade level and map out a sequence of units that address the relevant CCSS and NYSS standards. In later years, the training period will be used to revise and enhance curriculum maps. There are three days during the school year.

Teacher Training During the School Year

Weekly professional development time on Fridays: The plan for schoolwide weekly professional development will take many different forms including lesson planning to align to the CCS and NYSS, reviewing assessment data to inform re-teaching or upcoming instruction, faculty conference or the social emotional programming. The Principal, Coordinator of Student and Community Affairs and Achievement Director will share best practices to meet the needs of all teachers, including novice teachers, teachers new to the school, veteran teachers, and teachers of all subjects.

CAMPA is committed to student achievement for all learners and will set growth targets that are unique, reasonable and rigorous for each child, and are based on baseline assessment data. Student growth targets will drive conversations between teachers and leadership about collective and individual teacher PD needs and instructional strategies used to engage students to meet or exceed their learning goals. CAMPA teachers will also receive ongoing training from the Special Education Teacher and the SPED Coordinator (Year 2). Teachers will review students' IEPs and discuss student data and progress. The SPED Coordinator will observe in classrooms, model instruction, and provide resources for general education teachers. In addition, the Counselor will conduct ongoing training about social/emotional issues, including compliance with DASA (see *II.F.*). CAMPA teachers will also receive ongoing training from the ELL Teacher in meeting the needs of English Language Learners and best practices for instructing ELL students.

Co-teaching in ELA and mathematics: CAMPA 5th grade classroom teachers and 6th-8th grade ELA and math teachers will partner with a content area specialist. Co-planning and co-teaching ELA and mathematics with a high school certified content area specialist will provide daily professional development for teachers during co-planning time on how to increase rigor and content while lesson planning and will provide 60-90 minutes of daily professional development in the form of classroom modeling.

Individual professional development: Based on formal and informal observations, student data and using the Danielson *Framework for Teaching*, teachers will work with the Principal to develop unique goals for personal improvement. Based on these goals, teacher may receive additional targeted support from the Principal, Achievement Director, Coordinator of Students and Family Affairs or ELA or math specialist. Understanding that teacher professional development needs or interests will extend beyond the supports offered by CAMPA, teachers will be encouraged to partake in enrichment opportunities such as courses, trainings and conferences that will continually reinvigorate their joy and passion for teaching. Specific examples include conferences offered by the New York City Charter Center or courses provided by Bank Street, where many of the founders have a professional relationship. When possible, teachers will be encouraged to visit successful schools, particularly those which may help CAMPA deepen its work towards its mission.

Retention of Teachers: CAMPA will compensate teachers for all time worked. For example, only the core subject teachers, ELL and Special Education teachers will participate in the daily enrichment period and Saturday Academy and they will be paid an hourly rate for this work. However, research shows that a blend of financial and non-financial incentives leads to high teacher retention. CAMPA will develop a culture of celebration and recognition around the hard work that it does. Staff-appreciation initiatives throughout the course of year may include: school-hosted breakfasts and lunches, gift certificates to local venues and shout-outs during faculty meetings.

Professional Development Evaluation: CAMPA will systematically use student performance data and teacher feedback to inform school leaders of areas of weakness in planning and instruction. CAMPA will use unit and Interim Assessment and end of unit assessments, practice NYS assessment data and NYS test data to determine if student gains have been made and the efficacy of the PD program. When student assessment results improve notably after focused PD sessions, PD will be considered effective. Ineffective aspects of the PD system will be improved upon or eliminated.

Peer Tutor Professional Development and Training: Peer tutors training will be coordinated by the Coordinator of Student and Family Affairs and led by the Coordinator of Student and Family Affairs and teachers. Training will begin during the Summer Bridge program and will last for two weeks. Training will include: establishing relationships with students, keeping track of student progress, serving as role models for students and developing lesson plans. During the school year, peer tutors will meet with teachers for approximately 60 minutes during teacher preps to plan for their Monday-Thursday and Saturday lessons enrichment lessons and review student progress. From 1-2 pm after Saturday Academy, teachers and the Coordinator of Student and Family Affairs will provide feedback to peer tutors on their lessons and co-plan for the upcoming week.

III.F. Facilities

CAMPA will be located at 1962-84 Linden Boulevard, in the East New York neighborhood of Brooklyn. It will house its program in 3 modular classroom buildings owned by the Bethlehem Baptist Church (the Church). These classroom buildings are configured for school use and are currently unoccupied. The Church has committed to lease the space to CAMPA at a favorable rate – approximately 12% -- 15% of per pupil revenue. See the letter from the Church contained in *Attachment 2*. The classroom space will be sufficient to house CAMPA's entire program once it grows to scale. Each of the modular units contains approximately 9,000 square feet and includes 10 classrooms, office space and bathrooms. In its first year, CAMPA will utilize one modular and will expand to all three modules by Year 3. The modular, in particular the modular that will be used in Year 1, requires mostly restoration in order to be in the condition CAMPA seeks. CAMPA will seek multiple bids for this project before selecting a vendor to complete the work.

III .G. Insurance

The School has arranged for an insurance quote dated 3/7/13 from Austin and Company, a firm that provides insurance coverage for many New York charter schools. The information provided below is drawn from that insurance quote and addresses the types and amounts of all of the School's insurance needs, including liability, property loss and personal injury of students. The limits align to CAMPA's payroll and budget for Year 1 and include \$300,000 of property, \$500,000 of business interruption, \$250,000 in crime, \$1,000,000 in automobile liability, \$3,000,000 in general liability, \$1,000,000 in Directors and Officers, \$5,000,000 in umbrella, \$1,133,000 in workers compensation, \$25,00 in student accident and \$1,000,000 in catastrophic student accident insurance.

III.H. Health, Food and Transportation Services

Health Services: CAMPA will comply with all health service requirements applicable to other public schools, including immunization requirements (in accordance with state regulations) and screenings. The School will provide on-site health care services similar to other public schools. CAMPA will contract with an outside nursing service to supervise the administration of medication, treat students who are ill or injured, maintain student health records and train faculty in first aid and AED use. The nurse will be responsible for the record keeping and correspondence related to these duties. The Principal and Finance and HR Director will oversee the nursing provider.

Food Service: In its first year of operation, CAMPA anticipates contracting with the New York City Department of Education's Office of School Food to provide daily breakfast and lunch to all our students and snack to our seventh and eighth grade students who remain in school until 5 pm. The

school will work with the Office of School Foods to ensure all needed equipment required to keep prepared foods warm and milk cold is available. Food will be prepared offsite in Year 1 and CAMPA will prepare the facility for onsite prepared meals in future years. All meals served will be in accordance with USDA nutritional requirements for a healthy school lunch. CAMPA will participate in the National School Lunch Program in order to provide free or reduced-price breakfasts and lunches to our students who qualify based on family income. Students will be permitted to bring lunch from home. We will work closely with the Office of School Food to ensure that varied, robust and nutritious options are available each day. As a way to expand on its mission, CAMPA may consider contracting with outside vendors in future years that may offer attractive and nutritious options that expose our students to new foods and cuisines

Transportation: CAMPA Charter School students will receive transportation services for which they are eligible under Education Law § 3635. The school's leadership will work with the New York City Department of Education's Office of Pupil Transportation (OPT) to obtain the same transportation arrangements for its children that the district provides to all other children of nonpublic school students. If a student is not eligible for such transportation, due to proximity from the school site, the parent will be responsible for providing transportation. The parents will notify the district of request for transportation prior to the April 1st deadline. In New York City, public school students' eligibility for Metro Card and yellow-bus transportation is determined by proximity from the school site and the age of the student. OPT determines what transportation options are available to each student and CAMPA will respond accordingly.

The School will coordinate with OPT to request the maximum 180 days of transportation services for our students. There are some days when the DOE is closed and no bus service is available and other days when DOE is closed but alternate day bus service is available (for example, for some schools that choose to close or open on certain religious holidays). Variations in CAMPA's calendar (that differ from the DOE calendar) are accommodated through this alternate day bus service option. For days when CAMPA is in session and the DOE is not, CAMPA will provide metrocards to students. This is included in *Attachment 9*.

III.I. Family and Community Engagement

Parental and Family Engagement: CAMPA believes meaningful, targeted, and sincere parent engagement will increase parent involvement in the school and will employ numerous means to engage parents. The School will be a learning community in which parents and families are integral parts.

The School's founders have solicited the input of potential CAMPA parents from the beginning of the School design process (see section below).

Once the School has opened its doors, it will hold regular family-focused workshops and events. All workshops will be centered around student learning and will allow for parent interaction. All workshops will be facilitated by the Principal, Board member, CAMPA staff member, or parent. In addition to such programs, CAMPA will also hold regular breakfasts, lunches or coffees with the Principal and other school leaders. These will be informal opportunities for parents to meet the school leaders, ask questions, and provide feedback for purposes of planning, implementation, and

program design. CAMPA will evaluate its effectiveness in incorporating parent feedback through its scores on the DOE's parent satisfaction survey, which is part of the school's overall evaluation.

In particular, CAMPA will engage families around the wellness component of its mission and programming. See *II.A.* for two CAMPA charter goals around family engagement and wellness.

Parents will be informed about and welcomed to attend the monthly meetings of the School's Board of Trustees, and a seat will be reserved on the Board for a parent member in order to ensure that the voice of the parent community is incorporated into all decision-making.

Community Involvement in Planning, Implementation and Design: Throughout the planning and application phase, CAMPA has reached out to community parents and specifically requested their input, using that feedback to inform the application. CAMPA has found warm welcome in CSD 19, both from individual parents and from CBOs that represent parents, youth and families. (See letters of support at *Attachment 2*) The School's founders have spoken with community groups and parents both formally, at meetings held for that purpose, as well as informally while handing out flyers or doing grassroots outreach. The School's founders have sought and received signatures from many parents who support the school and would consider enrolling their children there. More specifically, the CAMPA founders have so far met with District 19 Superintendent Joyce Stallings-Harte and with the following groups:

- Pink Houses (neighborhood housing complex)
- Cypress Hills Houses (neighborhood housing complex)
- Community Education Council #19 (presented at numerous meetings)
- 75th Precinct Community Council Meeting
- Bethlehem Baptist Church (presented at numerous meetings)
- Brooklyn Community Planning Board #5
- Brownsville Recreation Center
- Brookdale University Hospital

CAMPA intends to continually engage these organizations and other community organizations through the start-up, opening and operation of the school, particularly in the area of wellness. For example, Brookdale University Hospital is interested in bringing its wellness program "Live Light, Live Right" onsite to CAMPA's students. The Brownsville Recreation Center has offered to partner with us, and to make its pool available to CAMPA.

Parents and the community will be a critical part of CAMPA's plans to implement its school design. Upon opening, CAMPA will support the creation and ongoing administration of a voluntary parent organization (PO), which will advise and support the school. CAMPA will make meeting space available at the school for the PO to conduct its business. The School will also support and encourage communication between the PO and the school's overall parent community, individual parents, the Board, the Principal, instructional staff and the public.

III.J. Financial Management

The Principal will have oversight responsibilities for the financial management of the school and thus will be responsible for the protection of the school's financial records with oversight from the Board Finance Committee. The Principal will be supported in implementing all financial matters by the Operations Manager and a contracted accountant. In Year 2, a Finance and HR Director will be brought on in place of the contracted accountant. For purposes of clarity, the remainder of this section will reference the Finance and HR Director, since it will become the permanent model in Year 2 and beyond. The Finance and HR Director, with oversight from the Principal, will prepare the financial statements in accordance with Generally Accepted Accounting Principles (GAAP). Such financial statements would be prepared for each fiscal year and would include a statement of financial position, a statement of activities, a statement of cash flows, a schedule of functional expenses, and notes to the financial statements.

Independent Audit: The Board will be responsible for hiring an independent auditor to perform an annual audit of the financial statements prepared by the management. The Board Finance Committee will have the ultimate responsibility to oversee the audit process. The audit will be performed by the independent auditor in accordance with the Generally Accepted Auditing Standards (GAAS).

Upon completion of the audit, the Finance Committee will meet with the independent auditor to discuss the report and any findings. A corrective action plan will be discussed and implemented by the Finance Committee to correct any findings by the independent auditor. A copy of the audit report and the auditor's Management Letter will be provided to the full Board and NYSED by the November 1 deadline.

Accounting Procedures and Fiscal Controls: CAMPA is committed to developing and maintaining fiscal policies and procedures that ensure sound internal controls, fiscal responsibility and accountability in accordance with Generally Accepted Accounting Principles (GAAP), and adherence to the Financial Accounting Standards Board (FASB) rules and regulations. The following explains the Internal Control System, which will be composed of two basic elements: (1) the control environment and (2) the control procedures.

1. The Control Environment: The control environment reflects the importance CAMPA places on internal controls as part of its day-to-day activities. Factors that influence the control environment include management and Board philosophy, organizational structure, ways of assigning authority and responsibility, methods of management and control, and personnel policies and practices. CAMPA's Board will review the fiscal reports as a part of its board meetings; the board will also ensure that the organization's structure allows for sufficient checks and balances.

2. The Control Procedures: Control procedures will be set up to strengthen CAMPA's internal control structure and thus safeguard the school's assets. They are divided into the following:

- a) Segregation of Duties: No one person would control all key aspects of a transaction or event, and the functions performed by one person may be checked by the functions performed by the other. In general, the transaction approval function, the accounting/reconciliation function and the asset custody function would be separated among employees Principal, Finance and HR Director and Operations Manager whenever possible. When these functions are not or cannot be separated, then a detailed supervisory

review of related activities should be undertaken by the Finance Committee as a compensatory control.

- b) **Restricted Access:** Physical access to valuable and movable assets will be restricted to authorized personnel (Principal, Finance and HR Director and Operations Manager). Systems access to make changes in accounting records will be restricted to authorized personnel (Board Treasurer and Finance and HR Director) with changes and explanation for changes documented as a safeguard.
- c) **Document Control:** To ensure that all documents are captured by the accounting system, all documents will be pre-numbered and the sequence for documents must be accounted for.
- d) **Processing Controls:** Various processing controls will be designed to catch errors before they are posted to the general ledger. Common processing controls that CAMPA expects to implement are the following: source document matching; clerical accuracy of documents; and general ledger account code checking.
- e) **Reconciliation Controls:** Various reconciliation controls will be designed to catch errors after transactions have been posted to the general ledger. Such controls include reconciling selected general ledger control accounts to subsidiary ledgers. All bank statements will be reviewed by the Board Treasurer.
- f) **Fraud Prevention:** The school will seek to include measures such as Positive Pay in its banking relationship to deter check fraud. All purchase orders and checks over \$5,000 will require approval by the Finance Committee.
- g) **Cash Handling Controls:** All cash receipts will be handled exclusively by the Operations Manager. On a periodic basis, the Finance and HR Director will perform unannounced review of the cash. Such review will involve reconciling cash on hand and the expected balance calculated using the opening cash balance and accounting for the receipts and disbursements of cash. Such review will be performed at least on a bi-monthly basis. The Board Treasurer will develop fiscal policies and procedures with support from the Finance and HR Director. CAMPA will adopt the fiscal policies and procedures and implement the above-mentioned control structures. The independent auditor will be engaged to form an opinion about the proposed internal controls policies and procedures. Adjustments will be made to the policies and procedures based on any weaknesses identified by the auditor. Fiscal policies and procedures will be ratified by the CAMPA's board and adopted by the school no later than January 2014 (see *III.L.*).

Student Records: CAMPA will have trained personnel on staff who are responsible for managing the student information. The Operations Manager, with oversight from the Finance and HR Director and support from the Operations staff, will be responsible for tracking enrollment and attendance, maintaining school lunch program records, including student eligibility and other data to ensure accurate billing and reimbursements. The Operations Manager will work closely with the Finance and HR Director, who will serve as the School's Title I Coordinator, to ensure all data relevant to Title I services is collected and maintained to ensure accuracy in program reporting and reimbursement. CAMPA will have a robust student information system through Jupiter that will be utilized by the Operations Manager to store, analyze and produce needed reports on all relevant student data. The Operations Manager will be responsible for the protection of student records under the supervision of the Finance and HR Director.

With regard to the special education program and IEPs, until the Special Education Teacher or

Special Education Coordinator is hired the Principal will be responsible for maintaining and securing all records, as well as submitting all required reporting on SWD and services provided to the SWD in accordance with their IEPs to appropriate agencies. The Finance and HR Director will be responsible for necessary reporting for special education reimbursement through the DOE invoicing portal. CAMPA understands its obligations to comply with FERPA and will follow all appropriate procedures to comply fully with the New York State Freedom of Information law (Article 6 of the New York Public Officers Law).

III.K. Budget and Cash Flow

The financial plans presented for CAMPA are sound and outlined below.

With regards to other expenses in the pre-opening period, CAMPA will use Charter School Planning grant funds in the amount of \$215,000 to pay for the expenses that CAMPA will incur during this period including a Principal beginning January 1, Family Coordinator beginning April 1. The non-personnel expenses will include consultants to begin the curriculum core maps, facilities restoration to prepare the former school space for CAMPA, legal and student and staff recruitment related expenses. CAMPA's cash flow in the pre-opening period will be solvent.

Throughout the duration of the charter, as far as public funding, the revenue assumptions are conservative. This model does not count on investment income or general donations from the public.

Budget Revenue assumptions:

- The primary source of revenue is from school district per pupil revenue payments following each student attending the charter school (enrollment calculated at 123 paid students in year 1), remains at \$13,527 for year 1 of the charter and will increase by 0% each year following.
- For special education school district per pupil revenue payments, we assumed that 14% of total student enrollment would qualify to receive special education revenue, consistent with the NYSED enrolment calculator, 7% of which would receive special education services 20-60% of the day. For year 1, we assumed the rate would remain \$10,390 (current NYC DOE rate for 2012-2013) and that this rate will increase by 0% each year following.
- We assume IDEA will be received at \$1200 per pupil for all special education students (approximate rate for 2012-2013) and that this rate will increase by 0% each year following.
- For year 1, we assume the rest of the Charter Schools Planning grant will be received for \$285,000.
- For year 1, we assume that we will receive New York City Department of Education (NYCDOE) charter school start-up and first year funding administered by the New York City Department of Youth and Community Development (DYCD) at first year rate of \$87,754. Each eligible school receives a lump sum of \$51,000 and a Per Pupil allocation of \$391 (for elementary students).
- CAMPA assumes 91% of student enrollment would qualify for Title 1 funding, consistent with the NYSED enrollment calculator, at a rate of \$500 per student per year. We kept this rate flat through all five years of our budget.

- Text Book funding was based on the current In kind FAMIS allocation based on 2012-13 rates of \$87 per pupil for NYSTL, NYSSL, NYSLIB. We kept this rate flat throughout all 5 years of the budget.

Budget Expenditure Assumptions:

- Staff: Personnel salaries are competitive, higher than the DOE scale with the starting CAMPA teacher salary at \$63,000. The positions align to the staffing chart core subject, ELL and SpEd teachers provide more instruction and are paid an hourly rate of \$35 for enrichment instruction Monday-Thursday and Saturday Academy. Peer tutors are paid \$7/hour for enrichment instruction Monday-Thursday and Saturday Academy. This includes an hour of paid peer tutor professional development after Saturday Academy for core subject, ELL and SpEd teachers and peer tutors. Salary increases are set at a standard increase of 4% per year. It is assumed that 25% of peer tutors will require a metrocard to travel to Saturday Academy.
- Payroll Taxes are set at 10% and Fringe/Employee Benefits is set at 8.5% for other employee benefits. The school will establish a retirement account and match up to 4% of staff contributions and budgeted for 75% of staff to take advantage of this benefit.
- Facilities: In Year 1, CAMPA assume that will pay rent equal to 13% of per pupil revenues for our facility as we will have to incur expenses to prepare the facility. To budget conservatively, In Years 2-5, CAMPA assumes we will pay rent equal to 15% of per pupil revenues, which is the highest possible amount according to the facility agreement letter in *Attachment 2*. Facilities related staffing services such as nurse, food service, custodial and security will be provided by vendors.
- Escrow, Reserves, Contingency: CAMPA’s budget established the \$75,000 escrow account required over three years and in Year 4 and 5 begins to set aside reserves/contingency funds to plan for board initiatives.

In each of the five operational years beyond the start-up period, the CAMPA budgets reflect very conservative assumptions. All revenue projections remain flat while most expenses—including personnel costs, which are by far the largest expense—increase. The budget is aligned with our charter application. We have incorporated all possible costs contemplated by our educational, fiscal and operational program. In the Year 1 budget, all revenues and expenses have been allocated to each of the main categories and subcategories using general assumptions based on the expected student demographic and the expected percentage of time that administrators, instructional and non-instructional staff would devote to these areas. In certain instances, CAMPA assumed that for school operation costs that would benefit all students a certain percentage was allocated to general education and special education students. Once the school is established and accounting systems developed, there will be formal systems and procedures to track the allocation of expenditures into these categories and subcategories. At that point CAMPA will have the background based on operational experience to prepare budgets that reflect these programmatic allocations.

III.L. Pre-Opening Plan

Activity	Start Date	Projected Completion Date	Person(s) Responsible	Notes
<i>Management</i>				

File for 501(c)(3) status for school and state tax exemptions status	Submission ready upon approval of charter	See Notes	Principal, Board, Pro-Bono Legal counsel	CAMPA is aware that the IRS may take 12-15 months to review and approve the application for tax-exemption and award 501(c)(3) status. As needed, CAMPA will develop relationships with existing 501(c)(3) organizations to receive private contributions on CAMPA's behalf.
Identify additional areas of need for Board and recruit Board members	Ongoing	Ongoing	Principal, Board	
Elect Board officers, ratify By-Laws, establish committees and membership	At first Board meeting	At first Board meeting	Board	The first Board meeting will take place within one month of authorization.
Officially Hire Principal	January 2014	January 2014	Board	Principal will begin full-time on January 1, 2014.
Officially Hire Family Coordinator	March 2014	April 2014	Principal	Family Coordinator will begin full time on March 1- April 1, 2015.
Further develop, refine, and adopt by Board action, school's policies including but not limited to Fiscal, Discipline, Personnel, Grievance, Whistleblower, Medications Administration Plan, Health Services Plan, Tech Plan, School Safety Plan, FERPA, FOIL, Open Meetings Law, Code of Ethics, and distribute to relevant stakeholders and publicize on school's	Upon charter approval	August 2014	Board, Principal, Operations Manager	Legal counsel and other professional consultants as appropriate will vet all these policies. Policies may be adopted at different times.

website				
<i>Financial</i>				
Research and apply for competitive public funding and private grant opportunities; solicit private donations.	January 2014	Ongoing	Board	CAMPA's budget for pre-opening and Year 1 assumes no fundraising.
Apply for Consolidated Title I funds	July 2014	August 2014	Principal, Operations Manager	
Develop and approve final first year budget based on known revenue streams and expenses. Make hiring adjustments as needed.	April 2014	June 2014	Principal, Board	
<i>Operations</i>				
Develop and finalize employee benefit package	January 2014	March 2014	Board, Principal	
Contract with website developer	January 2014	March 2014	Principal, Board Treasurer	Website will be up and running by end of March.
Establish all relevant financial systems, payroll, billing, other disbursements as per internal controls policy	January 2014	March 2014	Board Treasurer, outside contractor	
Establish checking account with financial institution	Upon approval of charter	January 2014	Board Treasurer or Executive Director	
Recruit and hire all administrative, support, and instructional staff for first year of operations	January 2014	June 2014	Principal	CAMPA will have signed hiring letters with all required administrative, support, and instructional staff by July 1, 2014. All necessary background checks and fingerprinting will be completed and certifications, where required, will be confirmed.
Student/family outreach and marketing	January 2014	April 2014	Principal, Family Coordinator	

Conduct student lottery, generate acceptance list and waitlist	April 2014	April 2014	Principal, Family Coordinator	
Send out acceptance packages to students/families, continue to enroll students or take names off waitlist as necessary. Paperwork contains student registration form, emergency contact form, Home Language Survey, FRPL form, Student Release form for test data, Media Release Forms, Medical Forms, Records Release Form from previous schools, School Calendar, Discipline Policy, and other necessary paperwork.	April 2014	Ongoing	Principal, Family Coordinator	This will start with completion of lottery and continuing through the school year as families decline acceptance or withdraw their child from school.
Request and secure student records from sending schools, including IEPs where appropriate	April 2014	Ongoing	Principal, Family Coordinator	This will be ongoing, as students may be accepted off the waitlist.
Secure facility	Upon charter approval	March 2014	Principal, Board	CAMPA will complete lease negotiations for private facility and arrange for renovations.
Arrange for school nurse	Jan 2014	June 2014	Principal	
Research and contract for Student Information System	January 2014	June 2014	Principal	
Arrange accounts for phone and internet connectivity	July 2014	July 2014	Operations Manager	
Purchase and accept delivery of all necessary furniture, equipment, and technology necessary for school operations	January 2014	July 2014	Principal, Family Coordinator, Operations Manager	Acceptance of delivery will depend on when CAMPA staff is allowed access to facility.
Ensure that appropriate food and beverage storage	February 2014	July 2014	Principal, Family	

is available at the school			Coordinator, Operations Manager	
Ensure that the school will have the proper number of defibrillators	July 2014	August 2014	Operations Manager	
Arrange for AED/CPR training of staff	July 2014	August 2014	Operations Manager	
Communicate with NYCDOE on transportation	March 2014	August 2014	Principal, Operations Manager	
Create class rosters and disseminate to teachers, students and families	July 2014	August 2014	Principal, Operations Manager	
<i>Education</i>				
Planning for first year academic program, development of assessment protocol and curriculum	January 2014	July 2014	Principal, Board, content area consultants	
Participate in trainings, visit high-performing schools	January 2014	June 2014	Principal, Board	
Develop agenda and engage appropriate consultants or guests for Summer Bridge PD, Summer Institute PD and develop PD for first year	March 2014	July 2014	Principal, Board	
Develop relationships with high schools for peer tutors	March 2014	July 2014	Principal	
Conduct home visits	April 2014	November 2014	Principal, Family Coordinator, Teacher	Home visits for ELLs will be completed by the first day of instruction.
Create diagnostic assessment materials and plan Summer Bridge Program	May 2014	June 2014	Principal	
Finalize Special Education policies and procedures, including record keeping process, pre-referral and referral process	July 2014	August 2014	Principal, SPED Teacher	

III.M. Dissolution Plan

In the event of closure or dissolution of CAMPA, the Board shall delegate to the Principal and school leadership team the responsibility to manage the dissolution process in accordance with Education Law § 2851(2)(t). This process shall include notification to parents of children enrolled in CAMPA. Additionally, a list of students attending CAMPA will be sent to the local district (CSD 19) where CAMPA is located. CAMPA shall transfer student records to the school district in which it is located, and the parents of the enrolled students shall be notified of the transfer of records. The remaining assets of CAMPA, after satisfaction of outstanding debts pursuant to Education Law § 220, shall be transferred to another charter school within the school district where CAMPA is located or, if no such charter schools exist, directly to the NYCDOE. CAMPA has ensured in its budget plan that it will segregate a fund of \$75,000 to be used in the event of the dissolution of the charter. The School has allocated \$25,000 per year for the first three years to maintain this fund, and will escrow the funds if directed by NYSED. These escrowed funds would be used to pay for legal and audit expenses that would be associated with the dissolution.

The dissolution process will begin with a meeting of the leadership team of CAMPA that will include at least the Board Chair, the Principal, the Assistant Principal, the Finance and HR Director, the Coordinator of Student and Community Affairs and its legal counsel. The purpose of this meeting is to review and confirm a dissolution plan and timeline. Upon approval of the plan and timeline, the Principal, the Assistant Principal, Finance and HR Director, Coordinator of Student and Community Affairs and the Board Chair will meet with representatives from NYSED to review and discuss the dissolution plan and timeline. The school board and staff will implement the final dissolution plan until the school is ready for application to the Board of Regents or State Supreme Court for final dissolution of the CAMPA education corporation. The School assures that it will follow any additional procedures required by NYSED to ensure an orderly closure and dissolution process, including compliance with the applicable requirements of Education Law §§ 219 and 220 and any Closing Procedures specified by NYSED.

Days 1-5: (1) CAMPA will deliver a current student list to the NYCDOE; (2) The Principal will conduct a meeting with NYCDOE to discuss openings and availability for students being displaced by the closure or dissolution; (3) The contracted accountant and a CAMPA Board representative will conduct a meeting with its auditors to begin a process of identifying assets required for transfer; (4) The Principal will notify all staff and parents in writing of the closure of the school and the ensuing placement process; (5) The Principal will meet with the students and parents to discuss the school's closing and the ensuing placement process; (6) The Principal will schedule and advertise a school-day meeting with students and an evening meeting with parents and others to discuss CAMPA's closing and the transfer of students to other public schools; (7) CAMPA will schedule a series of information sessions for families and students about the possible schools available and identify the assistance that will be provided during the transfer process; (8) CAMPA's website will be recognized as a primary source of information about the school's closing, the dissolution process and the placement of students in other public schools; and (9) CAMPA's pupil personnel staff will schedule a placement meeting with each enrolled student/parent to discuss his/her placement.

Days 5-15: (1) The Coordinator of Student and Community Affairs will prepare a written report for the Principal confirming the scheduling of placement meetings for each student/parent; (2) The Coordinator of Student and Community Affairs will commence student placement meetings; (3) The Principal will provide written notice to appropriate NYCDOE Departments such as transportation and food services of the closure to ensure adequate time for modifications to existing practices and

procedures; and (4) The Principal will notify, in writing, those school principals in schools likely to receive transfers from CAMPA of the closure and provide contact information for school personnel handling transfers.

Days 15-30: (1) The Coordinator of Student and Community Affairs will continue with student placement meetings; (2) A list of students and their known preferences for relocation will be prepared by the pupil personnel staff and sent to the Principal; (3) CAMPA will transfer student records to the NYCDOE upon completion of the placement meeting between the Coordinator of Student and Community Affairs and individual students; (4) Parents of the enrolled students will be informed of the transfer of their students' records to the NYCDOE and provided a copy of those records; and (5) CAMPA will conduct a final meeting with the NYCDOE to ensure that each student has been properly enrolled in a local public school or has confirmed their enrollment in a non-public school.

Transfer of Assets: The Finance and HR Director will be responsible for developing a plan that will direct a smooth and efficient transfer of assets process. The Finance and HR Director will maintain an up-to-date inventory of the assets of the school. S/he, with the assistance of the Board Finance Committee, will attend to the payment of all of CAMPA's outstanding debts. Once all debts are satisfied, a distribution of assets process will be initiated that complies with a prescribed plan that has been developed by the Finance and HR Director. This plan will eventually detail what assets will be dispersed to which school(s), when, how and by whom. This plan will be presented to the Board's Executive Committee for review and approval prior to its implementation.

Attachment 1 - Admissions Policy and Procedures

Collegiate Academy for Mathematics and Personal Awareness Charter School (CAMPA) shall not discriminate against any student based on race, ethnicity, national origin, gender, sexual orientation, disability, religion, or on any other basis that would be unlawful for a public school. CAMPA shall be open to any child who is eligible under the laws of New York State for admission to a public school, and the school shall ensure compliance with all applicable anti-discrimination laws governing public schools, including Title VI of the Civil Rights Act and § 2854(2) of the New York Education Law, governing admission to a charter school. New students will be admitted each year without regard to prior measures of achievement or aptitude, athletic ability, or any above-mentioned basis that would be unlawful for a public school. In its first year of operation, CAMPA will accept applications for admission to 5th grade of which approximately 125 will be accepted. CAMPA will add one grade each year, until it reaches 8th grade. In subsequent years, CAMPA will accept 125 new 5th grade students. It will not backfill to account for any attrition in other grades.

Factoring in anticipated attrition, CAMPA expects reach capacity of approximately 455 students by its fifth year of operation. (See enrollment chart in *I.C.*) Should the school experience higher attrition than anticipated, CAMPA may enroll additional students to the extent supported by the school's maximum capacity.

Application Process, Publicity, and Outreach: Each year CAMPA will hold tours and information sessions to inform the families of prospective students and community members about its program. Information sessions may be held at the school itself, at local elementary schools, or at local organizations that serve elementary school-aged children and/or their parents. CAMPA will schedule information sessions beginning during the autumn prior to the first day of the subject school year and will hold as many of them throughout the autumn, winter and spring as the Board considers appropriate to meet CAMPA's target enrollment. While CAMPA will give first preference to students in CSD 19, CAMPA will also conduct outreach in neighboring school districts. CAMPA will also implement these measures with consideration to parents of children with special needs and ELLs. Outreach sessions for students will be publicized using flyers, signage at the school and contact with community organizations. For school years after the first, families will be encouraged to visit the school, talk to instructional, executive and other staff, visit classes and meet currently enrolled students.

CAMPA will undertake all measures to recruit student applicants and will provide translation services, if necessary, for all promotional materials and any person-to-person interaction requiring an English translation. Given the proposed location of CAMPA and the surrounding demographics, the application will be available in English and Spanish, as well as other languages if the demographics of the neighborhood change. For any parent that requests assistance in completing the application, multi-lingual staff may assist. If translation services are required and multi-lingual staff is unavailable, we will hire translators during the admission period.

Families interested in enrolling a child at CAMPA will be required to submit an application. Applications will be made available at parent information sessions and for pick up at the school and on CAMPA's website and may be made available by other means, provided application availability will be non-discriminatory. There will be no fee for making an application nor will there be any tuition charged for attending the school beyond fees permitted to be charged by public schools. During or before each January of the upcoming academic year, CAMPA will advertise open

registration. Families, if they choose to, may meet with staff and review the expectations of CAMPA.

Public Admissions Lottery: In the event that the number of applicants to CAMPA exceeds capacity, a random selection lottery will be conducted. This lottery will be held between April 2 and April 15 and all applications received on or before April 1 will be entered into the drawing. Letters announcing the date and location of the lottery will be mailed to all applicant families in both English and Spanish. The date of the lottery will also be listed on the student application. Consistent with state law, preference in the lottery will be given to students residing within District 19. In subsequent years, returning students will be assured a place in the School and siblings of enrolled students will receive an admissions preference as well. After a name is drawn from the lottery it will be posted immediately to the school's lottery board. Following the lottery, letters will be mailed to inform parents/guardians of acceptance or of their number on the waiting list. Parent/guardians of accepted students will be asked to return a postcard stating that they accept their placement.

A waiting list will be maintained of applications that were not selected from the lottery as well as applications submitted throughout the school year. These applications will be placed on the waiting list by the date and time the application is received behind applications placed on the waitlist from the lottery. When space becomes available at the school, applications will be pulled from the waiting list in order and calls made to parents offering admission. The waiting list is subject to the same preferences as the lottery. Parents will be required to accept placement within 48 hours of the phone call or their space will be forfeited. This waiting list will be the only official, legal document identifying the names of grade eligible students with applications to CAMPA pending acceptance for the subsequent school year, or when vacancies arise, based upon the order of random selection from the lottery following a recruitment period. The waiting list shall expire annually at the lottery drawing following the next year's enrollment period. However, CAMPA may send an application or other information directly to families who have previously applied.

Enrollment: All admitted students will receive a CAMPA enrollment packet within three weeks of the admission lottery. CAMPA will encourage parents/guardians and students to sit with a school staff member to review the required enrollment papers. Parents whose first language is not English may be provided with a translator upon request. CAMPA will expect all enrollment packets to be returned to the Finance and Human Resources Director¹ within four weeks of notification of admission. Students who fail to return completed enrollment packets to the Finance and Human Resources Director within four weeks of admission will forfeit their place in the school and CAMPA will replace the seat in accordance with the appropriate wait-list procedures. All students admitted or waitlisted as provided above will be required to submit completed enrollment forms and information by the date specified in the notice of admission or wait listing to convert admission to enrollment. An admitted student will be subject to the forfeiture of his/her right to enroll or remain on the waiting list if such submission is incomplete. A student who withdraws or is removed from admission or enrollment will not be entitled to reinstatement of a prior situation, but withdrawal or removal will not affect such student's right to re-apply for a later school year, subject to CAMPA's Admissions Policy and the procedures thereunder, or to be placed on the waitlist in the same manner as a late application. CAMPA may request that families confirm the enrollment of children enrolled in the school for the upcoming academic year from time to time (whether a new enrollment or the enrollment of a student promoted from an earlier grade at CAMPA) in order to promote and

¹ In Year 1, in advance of the opening of the School, the admissions process will be directed by the Principal.

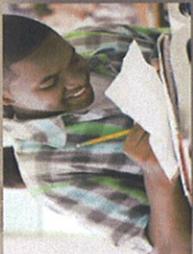
ensure contemplated enrollment in each grade at the school. The intentional provision of untruthful information at application, admission or enrollment will entitle CAMPA to permanently exclude the child from the school, even if the student was admitted, enrolled, or permitted to attend.

Student transfer and/or withdrawal procedures: CAMPA will be a public school of choice, both for application and withdrawal. At any time, a parent or guardian may wish to transfer their child to a different school. A parent or guardian wishing to withdraw his/her child from CAMPA will be asked to complete a request for student withdrawal form. CAMPA personnel will offer to meet with the family and discuss their reasons for withdrawing from CAMPA, as well as to seek solutions to any problems that arise from these discussions. Upon request from the new school, CAMPA will ensure the timely transfer of any necessary school records to the student's new school. CAMPA will not impose any arbitrary requirements for application beyond completion of the one page CAMPA application. Practices such as requiring parents or guardians to attend an open house, submit to an interview or tour of the school will not be a condition for accepting an application.

CAMP A OUTREACH chart

Category	Outreach Organization	Contact	Email Telephone	Date	Background
Public Official	State Senator John Sampson	Brandon Bloomfield Regional Director for Senator	718 649 7653 BLOOM@NY SENATE.GOV	26-Feb-13	Shared CAMP A goals, brochure, Frequently Asked Questions (FAQ's) and requested a letter of support from senator
	City Council Barron	F. Turner	fturner@council.nyc.gov	17-Mar-12	Requested to meet with City Council Barron
	Congressman Hakiem Jeffries	Frieda Menos Director of Constituent Services for Congressman	718 237 2211 Frieda.Menos@mail.house.gov	27-Feb-13	Shared CAMP A goals, brochure, frequently asked questions and requested a letter of support from congressman
Education	Community Education Council (CEC)	Doreen Black President of CEC	718 240 2743 renac802gmail.com	3-Apr-12	Presented CAMP A goals to executive board members of CEC
	Community District 19	Joyce Stallings-Harte Superintendent, IA	718 240 2700 jstalli@schools.nyc.gov	11-Dec-12	Presented CAMP A goals and requested input
	New York State Education Department	Jamal Young Regional Associate	Jyoung3@MAIL.NYS ED.gov	27-Oct-11	Sort information on proposal process
Faith Based Organization	Bethlehem Baptist Church	Pastor Larry Camp, Board of Trustees and members	718-257-8300 bbchouseofpraise@yahoo	25-Jan-13	Founding members presented CAMP A goals, elicited suggestions and invited church to CAMP A's informational session
Health Organizations	Dr. Betty Shabazz Health Center	Daryl Johnson	718 277 8303 dmjohnson@chnnyc.org	3-Dec-12	Requested information about adolescent health

	Brookdale University Hospital	Phoebe Layne Director of Community and Government Affairs	718 240 5716 playne@Brookdale.edu	22-Jan-13	Shared information Inquired about Fit for Life program and School partnership
Community Based Organizations	Brownsville Recreation Center	Jerry Childs Center Manager	718 485 4633 Gerald.Childs@parks.nyc.gov	12-Feb-13	Informational session Open to the public
	Community Planning #5	Nathan Bradley Chair of Community Planning Board	718 498 5711 BK05@cb.nyc.gov	28-Mar-12	Presented CAMPA goals and distributed FAQ's
	PAL (Police Athletic League) Beacon, IS 218	Landon Dais Assistant Director	718 277 1928	22-Mar-12	Presented overview of CAMPA, distributed FAQ's and elicited input
New York City Housing Authority	Pink Houses	Ms. Codwell President of Tenants' Assoc.	N/A	13-Apr-12	Shared information and FAQ's
	Pennsylvania-Wortman Houses	Ms Nicole Carter, President of Tenants' Assoc.	N/A	26-Mar-12	Shared information and FAQ's



Program Expectations

Math Program goals are to:

- Excel in Algebra prior to 9th grade
- Apply math skills in REAL WORLD situations
- Expose students to mathematics and health careers
- Develop a hard work ethic
- Master developmental math skills
- Attend two periods of math daily
- Provide tutors and mentors for all students
- Offer technology assisted instruction

Personal Awareness goals are to:

- Develop and enhance social skills
- Manage emotions
- Enhance conflict resolution skills
- Promote healthy eating habits
- Encourage regular exercise for all students and families
- Enhance ethical values
- Involve family members in wellness activities



Dear Prospective Students and Parents,

CAMPA Charter is the vision of educators who have expertise and success in supervising schools and districts. We are familiar with the academic and social needs of both elementary and secondary students and will develop our students into caring academic successful adolescents.

The CAMPA Charter School welcomes all who are searching for a safe and nurturing environment where schooling is a "serious matter".

We firmly believe in our motto: "Hard work generates unlimited options".

CAMPA Charter Founding Members



THE CAMPA CHARTER SCHOOL COMPACT

THE SCHOOL WILL:

- Ensure premises are safe at all times
- Demonstrate high expectations for the entire school community
- Assist in pushing students to their limits academically
- Value the uniqueness of each student and family member
- Exercise tolerance
- Provide family members with current information about students and school programs
- Monitor the progress of students and report to a family member
- Provide periodic assessments in the core curriculum to monitor progress
- Assign authentic assignments
- Provide ongoing professional development activities to enhance staff's skills



THE PARENTS WILL:

- Send his/her child to school daily, on time and in uniform with appropriate supplies and completed assignments
- Communicate periodically with his/her child's teacher and daily with the child regarding schoolwork
- Join and support parent activities
- Monitor class assignments and homework
- Ensure his/her child receives adequate sleep

THE STUDENTS WILL:

- Come to school daily on time and in uniform
- Be prepared with supplies and completed assignments daily
- Request assistance with studies when needed
- Participate in service projects
- Demonstrate respect toward peers and all adults on and around the school community
- Value the uniqueness of each student and adult
- Abide by all school rules and behave in a manner which will ensure a safe environment
- Work hard on every task
- Exercise tolerance





Summer Institute

Students will:

- attend a 4-week session during July to acquaint students with school expectations and the physical space.
- During the summer, each student and family member will participate in a personal interview with the school's principal and classroom teachers
- be assessed in Mathematics and ELA
- engage in workshops in social and emotional learning
- participate in activities to foster a school community



Teachers will:

- attend 4 weeks of professional development and curriculum planning during July and August
- participate with the principal in the interview process with prospective students and families
- review student assessments
- engage in workshops in social and emotional learning



CAMPA Charter School

Grades 5-8

Anticipated School Hours:

Monday-Thursday 7:45-4:15

Friday 7:45 to 3:00

Saturday Academies



1962 -84 Linden Blvd.

Brooklyn, New York 11207

Please see our website for more information
www.CampaCharter.org



Proposed

Collegiate Academy of

Mathematics

and

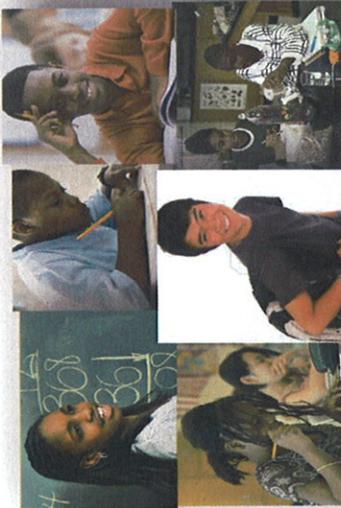
Personal Awareness

Charter School

(CAMPA Charter)

Opening September

2014



Our Motto is:
"Hard work
generates
unlimited
options!"

Congress of the United States
House of Representatives
Washington, DC 20515-3208

March 13, 2013

Dr. John B. King, Jr.
Commissioner of Education
New York State Department of Education
89 Washington Avenue
Albany, NY 11234

Dear Dr. King:

I write to express my support of the proposal for the Collegiate Academy of Mathematics and Personal Awareness Charter School, which plans to open for the 2014-2015 school year in the 8th Congressional District I represent. The founders believe that our children must excel in mathematics in order to compete in today's economy and this school promises to provide the children of Brooklyn the chance to succeed in this manner.

It is important to note that the school will be housed in a private space and will not occupy seats from local middle schools in District 19. Therefore it will provide the parents of the district with enhanced options in selecting a school for their children.

The founding members of the proposed charter school have an impressive professional and academic background that will serve the children of the East New York community.

Accordingly, I urge you to give full and fair consideration to Collegiate Academy of Mathematics and Personal Awareness Charter School proposal. Please do not hesitate to contact my Brooklyn office with any additional questions.

Regards,



Hakeem Jeffries
Member of Congress

The Founders
Of
CAMPA
Collegiate Academy for Mathematics and Personal Awareness
www.campacharter.org

February 18, 2013

Phoebe Layne, Director
Community and Government Affairs
Brookdale University Hospital and Medical Center
1 Brookdale Plaza
Brooklyn, New York 11212

Dear Ms. Layne,

Thank you for taking time from your busy schedule to meet with us regarding the proposed Campa Charter School on January 22, 2013. We appreciated your willingness to share information and to listen to our involvement on the development of the CAMPA Charter.

As discussed, the focus of the CAMPA School will be on mathematics and health, two major areas with a need for improvement in the community. During our meeting you shared with us services that would be appropriate for our school population. Therefore, we would very much appreciate a letter from Brookdale agreeing to provide the following support for the CAMPA charter school: the *Live Light, Live Right* program; professional development to our staff members; and, training to our parents regarding healthy life styles.

As per your request regarding a partnership, the charter authorizers at the State Education Department (SED) do not have a legal definition for "school partnerships"; however, a Memorandum of Understanding, or a letter of commitment regarding a description of your support would be sufficient. We would like to include in our proposal documentation of collaboration from all of our community institutions. Therefore, please inform us of what your Board will accept from us, as an agreement between Brookdale and CAMPA, given the fact that there is no legal definition of a partnership.

We would appreciate a letter of support from Brookdale to submit with our proposal by the end of February. I can be reached by email: jrams2001@aol.com or telephone (718-452-0118) if further clarification is needed.

Thanking you in advance for your support.

Sincerely,

Joan Ramsey
CAMPA Founding Member

From: jrams2001 [<mailto:jrams2001@aol.com>]
Sent: Wed 12/5/2012 1:33 PM
To: Stallings-Harte Joyce (01M034)
Subject: Meeting date request

Dear Superintendent Joyce Stalling-Harte,

We, the founding members of the proposed charter school CAMPA (Collegiate Academy for Mathematics and Personal Awareness) are requesting a meeting with you at your earliest convenience to inform you of the plans of our proposed school. Currently, we are in the process of apprising the community of our intentions and eliciting their ideas in the design of the curriculum.

At this point we are in the process of submitting our letter of intent and proposal to SED for the opening of CAMPA in September 2014. During the spring of 2012, we met with the former superintendent in a closed session and we are eager to share our plans with you.

It is our hope to open a middle school (grades 5-8) with the intention of expanding to grade 12 in the near future. The academic focus of the school will be Mathematics with an infusion of health and wellness experiences. Please be advised that we have identified space in District 19 in a former private school and will not require space in a District 19 public facility.

It would be appreciated if you give us two possible dates in early December when you will be available to meet with us. Let me take this opportunity to wish you and your family well during this holiday season.

Thanking you in advance for your consideration.

Joan Ramsey
jrams2001@aol.com
718 452-0118

Dr. John B. King Jr.
Commissioner of Education
President of the University of the State of New York
New York State Department of Education
89 Washington Avenue
Albany, New York 12234

Dear Commissioner King,

It is with great pleasure that I write this letter of support for the proposed Collegiate Academy of Mathematics and Personal Awareness Charter School (CAMP A). The founders have developed a program that addresses the academic, social and physical needs of our children. As educators themselves, they know what it takes to run a successful school program that is not only academically enriching but also emotionally nurturing. They have been both on the frontlines and in the trenches in the world of academia.

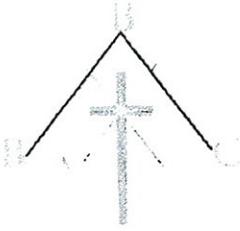
In my career as an educator, I have had the privilege of working with most of the founders of CAMP A. I know that they demand excellence. I have no doubt that the students and staff of CAMP A are in for a challenging and rewarding experience. I am certain that the students of CAMP A will be well prepared to become creative thinkers that will contribute to this complex world

I hope that you will support the funding of the CAMP A charter school for the 2014 school year.

Sincerely,



Pamela Mondé



Bethlehem Baptist Church
1962-84 Linden Boulevard
Brooklyn, NY 11207
(718) 257-8300
Rev. Larry W. Camp, Pastor

Elvin Soanes
Chairman, Deacon Ministry

Keadra Wilkes
Chairlady, Deaconess Ministry

Flora Gist
Chairperson, Trustee Ministry

Patricia Walker-Tulloch
Sabrina Foskey-Credle
Church Clerks

Ollie McPherson
Director, Christian Education

Jacqueline Toney
Superintendent of Sunday School

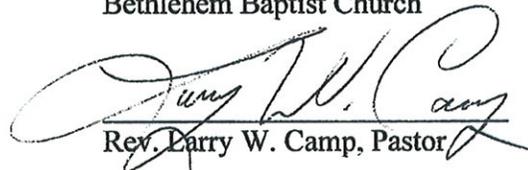
February 27, 2013

Dear Campa Charter School,

The Campa Charter School (CCS) will lease the property, 1962-84 Linden Boulevard, from Bethlehem Baptist Church. The facility contains three building modules approximately 9000 square feet each building. Bethlehem Baptist Church and CCS have begun negotiations for the use of the school buildings. CCS had an initial discussion concerning the approximate lease price. They claim that in order to be a fiscally sound school the lease payment should be approximately 12-15% of the schools gross budget. The facility after some renovations will be available for the 2014-2015 school year.

Sincerely,

Bethlehem Baptist Church


Rev. Larry W. Camp, Pastor


Flora Gist, Trustee Chairperson

"The House of Bread, The Church of Praise, The Temple of Worship"
"Building Great Minds for a Greater Witness"

Bethlehem Baptist Church
1962-84 Linden Blvd.
Rev. Larry W. Camp, Pastor
Church Conference Meeting

January 29, 2013
7:30 PM

Agenda

- Worship and Praise
 - Scripture
 - Prayer
 - Reading of the Minutes
 - Opening Statement
 - Financial Report Trustees
 - Charter School Report
 - Vision Report
 - Closing Statement
 - Motion to Adjourn
 - Closing Prayer
- Church Clerk
Sabrina Foskey Credle
Pastor Camp
Trustee Flora Gist
Sister Viola Abbott
Pastor Camp
Trustee Flora Gist
Pastor Camp

Information

Notes:



Bethlehem Baptist Church
1962-84 Linden Boulevard
Brooklyn, NY 11207
(718) 257-8300
Rev. Larry W. Camp, Pastor

February 21, 2012

Elvin Soanes
Chairman, Deacon Ministry

Keadra Wilkes
Chairlady, Deaconess Ministry

Flora Gist
Chairperson, Trustee Ministry

Sabrina Foskey-Credle
Niger Camp
Church Clerks

Ollie McPherson
Director, Christian Education

Jacqueline Toney
Superintendent of Sunday School

Agenda

Introduction of Planning Team

**Overview of Proposed Charter School
Collegiate Academy for Mathematics and Performing Arts**

Questions and Answers

"The House of Bread, The Church of Praise, The Temple of Worship"

Building Great Minds for a Greater Witness

Attachment 3a - Sample Daily Schedules

Sample Weekly **Fifth or Sixth Grade Student** Schedule

Time	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday (First Two Saturdays October-June)
7:45-8:15	Breakfast	Breakfast	Breakfast	Breakfast	Breakfast	
8:15-8:30	Homeroom	Homeroom	Homeroom	Homeroom	Homeroom	
8:30-9:30	Math	Math	Math	Math	Math	
9:30-10:30	ELA	ELA	ELA	ELA	ELA	Enrichment (10:00-1:00)
10:30-11:30	Social Studies	Literature	Social Studies	Literature	Social Studies	
11:30-12:15	Lunch/Recess	Lunch/Recess	Lunch/Recess	Lunch/Recess	Lunch/Recess	
12:15-1:15	Art	Art	Art	Music	Music	
1:15-2:15	Science	Math	Science	Math	Science	
2:15-3:15	Gym	Gym	Health	Health	Health	
3:15-4:15	Enrichment	Enrichment	Enrichment	Enrichment	Dismissal (3:15)	
4:15	Dismissal	Dismissal	Dismissal	Dismissal		

Sample Weekly **Fifth Grade Math Teacher** Schedule

Time	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday (First Two Saturdays October-June)
7:45-8:15	Breakfast	Breakfast	Breakfast	Breakfast	Breakfast	
8:15-8:30	Planning Prep	Planning Prep	Planning Prep	Planning Prep	Planning Prep	
8:30-9:30	Math A	Math A	Math A	Math A	Math A	
9:30-10:30	Prep	Prep	Prep	Prep	Prep	Enrichment (10:00-1:00) Peer tutor PD (1:00-2:00)
10:30-11:30	Math B	Math B	Math B	Math B	Math B	
11:30-12:15	Lunch/Recess	Lunch/Recess	Lunch/Recess	Lunch/Recess	Lunch/Recess	
12:15-1:15	Math C	Math C	Math C	Math C	Math D	
1:15-2:15	Math D Coaching	Math E1	Math D Coaching	Math E1	Math D Coaching	
2:15-3:15	Math E Coaching	Math D1	Math E Coaching	Math D1	Math E coaching	
3:15-4:15	Enrichment	Enrichment	Enrichment	Enrichment	PD	
4:15	Dismissal	Dismissal	Dismissal	Dismissal		

Sample Weekly **Seventh or Eighth Grade Student** Schedule

	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday (First Two Saturdays October-June)
7:45-8:15	Breakfast	Breakfast	Breakfast	Breakfast	Breakfast	
8:15-8:30	Homeroom	Homeroom	Homeroom	Homeroom	Homeroom	
8:30-10:00	ELA	ELA	ELA	ELA	ELA	
10:00-11:30	Math	Math	Math	Math	Math	Enrichment (10:00-1:00)
11:30-12:30	Science	Science Lab	Science	Science Lab	Science	
12:30-1:15	Lunch/Recess	Lunch/Recess	Lunch/Recess	Lunch/Recess	Lunch/Recess	
1:15-2:00	Music	Music	Spanish	Spanish	Spanish	
2:00-3:00	Social Studies					
3:00-3:45	Gym	Gym	Technology	Technology	Health	
4:00-5:00	Enrichment	Enrichment	Enrichment	Enrichment	Dismissal (3:45)	
5:00	Dismissal	Dismissal	Dismissal	Dismissal		

Sample Weekly **Eighth Grade ELA Teacher** Schedule

	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday (First Two Saturdays October-June)
7:45-8:15	Breakfast	Breakfast	Breakfast	Breakfast	Breakfast	
8:15-8:30	Homeroom	Homeroom	Homeroom	Homeroom	Homeroom	
8:30-10:00	ELA A					
10-11:30	ELA B	Enrichment (10:00-1:00) Peer tutor PD (1:00-2:00)				
11:30-12:30	Prep	Prep	Prep	Prep	Prep	
12:30-1:15	Lunch/Recess	Lunch/Recess	Lunch/Recess	Lunch/Recess	Lunch/Recess	
1:15-2:00	ELA C					
2:00-3:00	Planning	Planning	Planning	Planning	Planning	
3:00-3:45	ELA D					
4:00-5:00	Enrichment	Enrichment	Enrichment	Enrichment	PD	
5:00	Dismissal	Dismissal	Dismissal	Dismissal		

CAMPA Charter School Calendar (2014-15)*

Month	Holidays	Staff: PD Days	Students: Days School is in Session	Students: Days in Summer Bridge	Students: Saturday Academy Half Days
Summer Bridge In-Service for Staff					
June 30-July 4	July 4: Independence Day	4			
Summer Bridge Program					
July 7-August 1				20	
Summer Institute for Staff					
August 11-22		10			
School Year Program					
August 2014			5		
September 2014	September 1: Labor Day September 25-26: Rosh Hashanah		19		
October 2014	October 13: Columbus Day		22		2
November 2014	November 4: Election Day (staff development) November 27-28: Thanksgiving	1	17		2
December 2014	December 24-December 31: Winter Break		17		2
January 2015	January 1: New Year's Day January 5: Staff Development Day January 19: Martin Luther King Jr. Day	1	19		2
February 2015	February 16-20: mid-Winter break		15		2
March 2015			21		2
April 2015	April 3-10, Spring Break		16		2
May 2015	May 25: Memorial Day		20		2
June 2015	June 4 th Staff Development	1	19		2
Total Days in Teacher PD/ Student School Year Program/ Summer Bridge/ Saturday Academy		17	191	20	18 half days, equivalent to 9 instructional days

**Note: This schedule is subject to change based on the release of the NYCDOE School Calendar for 2014-15 to be able to align holidays more closely with that calendar, as necessary.*

Attachment 4 - Student Discipline Code

This is the code that the Collegiate Academy of Mathematics and Personal Awareness Charter School (the “School” or “CAMPA”) will follow.

Overview: CAMPA is committed to establishing and maintain an environment that is orderly, safe and conducive to learning. Student disciplinary offenses are those actions or inactions that violate the School’s Discipline Code (the Code). Administrators, teachers and other staff will implement this Code in an evenhanded, equitable manner. The School will periodically assess the sufficiency and effectiveness of the Code by reviewing the number of incidents handled, consequences rendered, and the impact of the Code on the School’s culture, and will revise it accordingly.

A disciplinary offense may occur while the student is: at school and/or on school grounds; participating in a school-sponsored activity; walking to or from school or a school-sponsored event; walking to or from, waiting for, or riding on school-provided transportation; or walking to or from, waiting for, or riding on public transportation to and from school or a school-sponsored activity. School-related disciplinary offenses may also include misconduct outside the school that reasonably could affect the school.

The following list of actionable offenses is not exhaustive but provides examples of violations of the Code. The list may be modified from time to time and/or supplemented by teachers through rules for classes and other school events. School staff will be educated about, and trained to implement, the Code.

List of Certain Actionable Offenses:

DISRUPTING THE SCHOOL ENVIRONMENT: These offenses may result in suspension and/or other consequences, depending on the circumstances.

Arriving Late to School or Class
Cutting School, Class, Detention, or Mandatory School Events
Misbehaving on School-Provided Transportation
Blocking Access to any Part of the School Building
Violating the Dress Code
Preventing Teaching
Arriving to Class Unprepared
Cheating, Plagiarism, and Copying Other's Work
Failing to Submit a Required Signature, Forger
Lying to a Staff Member, Being Disrespectful toward a Staff Member
Being Disrespectful toward a Student
Possession of Inappropriate Property
Gambling
Misbehaving Inside or Outside of Class
Sexting
Violating the Civil Rights of Others
Engaging in Harassing Behavior

Abusive or Profane Language or Treatment

ASSAULT, BATTERY, BODILY HARM, INAPPROPRIATE TOUCHING, AND/OR THREATS:

These offenses may result in suspension and/or expulsion or other disciplinary consequences, depending on the circumstances

Causing Bodily Harm

Committing Assault or Assault and Battery

Physical Contact

Play Fighting and Threatening

Setting off a False Alarm or Making a Threat.

Engaging in Sexual Activity or Inappropriate Touching

Engaging in intimidating, or bullying behavior, including cyber-bullying

***POSSESSION OR USE OF FIREARMS, WEAPONS, AND/OR DANGEROUS OBJECT;
POSSESSION, USE, OR DISTRIBUTION OF CONTROLLED SUBSTANCES, ALCOHOL, AND
TOBACCO; THEFT OR VANDALISM***

These offenses may result in suspension and/or expulsion or other disciplinary consequences, depending on the circumstances

Possession or Use of a Firearm or Mock Firearm

Using or Possessing a Weapon or Dangerous Object

Arson

Using or Possessing Drugs or Alcohol

Selling or Transferring Drugs, Alcohol, or Tobacco Products

Using, Possessing, Selling or Transferring Tobacco Products

Theft, Loss, or Destruction of Personal or School property

Mistreatment or Inappropriate Use of Technology or School Property

REPEATED VIOLATIONS TO THE CODE OF CONDUCT AND/OR FAILURE TO COMPLY WITH SCHOOL-IMPOSED CONSEQUENCES: Students must comply with school-imposed consequences. This offense may result in suspension and/or expulsion or other disciplinary consequences, depending on the circumstances.

Student Disciplinary Actions

In-School Disciplinary Measures: In-school disciplinary actions, including detention or loss of school privileges may be imposed by the Principal, or any staff member; provided in-school suspension and suspension of transportation may only be imposed by the Principal or the Board. In the event of the imposition of in-school disciplinary action, the staff member addresses the conduct (including describing the infraction(s) and hearing the student's version of events) and assigns an appropriate in-school disciplinary consequence.

Short and Long-Term Suspension and Expulsion: The School shall follow due process procedures consistent with *Goss v. Lopez*, 419 U.S. 565 (1975) relating to suspensions and expulsions. The Principal or designee may impose a short term suspension (less than 10 days); only the Principal may impose a long-term suspension (more than 10 days).

If a student commits an offense that calls for a suspension or possible expulsion, the following steps are taken:

- If necessary, the student is immediately removed from class and/or school.
- The student is informed of the charges against him or her.
- Upon determining that a student's action warrants a possible suspension, the Principal shall verbally inform the student that he or she is being suspended and is being considered for a short or long-term suspension (or expulsion if applicable) and state the reasons for such actions.
- The parent/guardian is notified in writing by CAMPA. Written notice shall be provided by personal delivery or express mail delivery to the student's last known address. Where possible, notification also shall be provided by telephone if the School has been provided with a contact telephone number for the parent(s) or guardian(s). Such notice shall provide a description of the incident or incidents which resulted in the suspension and shall indicate that a formal hearing will be held on the matter which may result in a long-term suspension (or expulsion). The notification provided shall be in the dominant language used by the parent(s) or guardian(s) if it is known to be other than English.
- For short term suspensions: The school will schedule a meeting with a parent or guardian in order to discuss the infractions and may reduce the penalty based upon mutual understanding resulting from the meeting.
- For long term suspensions and/or expulsions: The notice will state that at the formal hearing, the student shall have the right to be represented by counsel, present and question witnesses, and present evidence.
- The school sets a hearing date. The student and/or his/her parent/guardian are notified in writing of the:
 - charges and a description of the circumstances that gave rise to the hearing
 - date, time and place of a hearing
 - notice of the right at the hearing to:
 - be represented by legal counsel (at the student's/parent's own expense)
 - present evidence and question witnesses
- A designee of the Principal, such as a Board member or senior staff member, shall serve as Hearing Officer and preside over the hearing. The Hearing Officer shall, within four school days of the hearing, issue a written decision to the student, the parent/guardian, and the school's Board. The decision of the Hearing Officer may be appealed to the School's Board or a committee of the Board. That determination shall be final.
- CAMPA will provide alternative instruction to the extent provided by law to students who are suspended as soon as practicable.

Gun-Free Schools Act

CAMPA will follow the Gun Free Schools Act which requires the expulsion from School for a period of not less than one year of a student who is determined to have brought a firearm to the School, or to have possessed a firearm at school. CAMPA will follow the New York definition of weapon as defined in New York Education Law §3214(3)(d).

Students With Disabilities

General: In addition to the discipline procedures applicable to all students, the following procedures are applicable to students with disabilities. The School shall comply with sections 300.530-300.536 of the Code of Federal Regulations and the following procedures, except that in the event that the following procedures are inconsistent with federal law and regulations, such federal law and regulations shall govern.

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

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

Provision of Services During Removal: Those students removed for a period of fewer than ten days will receive all classroom assignments and a schedule to complete such assignments during the time of their suspension. The School also shall provide additional alternative instruction within the ten days and by appropriate means to assist the student.

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

During any removal for drug or weapon offenses pursuant to 34 CFR §300.530(g) services will be provided to the extent necessary to enable the child to appropriately progress in the general curriculum and in achieving the goals of his or her IEP. These service determinations will be made by the CSE of the student's district of residence. The School will, in consultation with the CSE, place students in interim alternative educational settings as appropriate per 34 CFR §300.520(g).

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

Due Process: If discipline which would constitute a change in placement is contemplated for any student with an IEP, the following steps shall be taken: (1) not later than the date on

which the decision to take such action is made, the parents of the student with a disability shall be notified by the School of that decision and provided the procedural safeguards notice described in 34 CFR §300.504; and (2) the CSE of the student's district of residence and other qualified personnel shall meet and review the relationship between the child's disability and the behavior subject to the disciplinary action (subject to CSE's availability).

If, upon review, it is determined that the child's behavior was not a manifestation of his or her disability, then the child may be disciplined in the same manner as a child without a disability, except as provided in 34 CFR §300.530(d), which relates to the provision of services to students with disabilities during periods of removal. Parents may request a hearing to challenge the manifestation determination. Except as provided below, the child will remain in his or her current educational placement pending the determination of the hearing.

Child Find: CAMPA will comply with the federal Child Find requirements (34 CFR §300.111), which require schools to have in place a process for identifying, locating and evaluating students with disabilities.

Dignity for All Students Act (DASA)

CAMPA and its Board of Trustees is committed to providing a safe and productive learning environment within the charter school. In accordance with New York State's "Dignity for All Students Act" ("DASA") the School is committed to promptly addressing incidents of harassment and/or discrimination of students that impede students' ability to learn. This includes bullying, taunting or intimidation in all their myriad forms.

Students' Rights: No student shall be subjected to harassment by employees or students on school property or at a school function. Nor shall any student be subjected to discrimination based on the student's actual or perceived race, color, weight, national origin, ethnic group, religion, religious practice, disability, sexual orientation, gender, or sex, by school employees or students on school property or at a school function.

In addition, the Charter School reserves the right to discipline students, consistent with our Code of Conduct, who engage in harassment of students off school property under circumstances where such off-campus conduct 1) affects the educative process; 2) actually endangers the health and safety of Charter School students within the educational system; or 3) is reasonably believed to pose a danger to the health and safety of Charter School students within the educational system.

Dignity Act Coordinator (DAC): The Principal designates a staff member each school year the Dignity Act Coordinator (DAC). The DAC is trained to handle human relations in the areas of race, color, weight, national origin, ethnic group, religion, religious practice, disability, sexual orientation, gender and sex. The DAC will be accessible to students and other employees for consultation and advice.

Reporting and Investigating: Personnel at all levels are responsible for reporting harassment of which they have been made aware to their immediate supervisor. Any student who believes that s/he is being subjected to harassment, as well as any other person who has knowledge

of or witnesses any possible occurrence of harassment, shall report the harassment to any staff member or to the Principal. Proper investigation, monitoring and follow-up shall be made.

Material incidents of discrimination and harassment on school grounds or at a school function will be reported to the State Education Department as required by law.

No Retaliation: The Board and CAMPA prohibit any retaliatory behavior directed against complainants, victims, witnesses, and/or any other individuals who participate in the investigation of allegations of harassment. All complainants and those who participate in the investigation of a complaint in conformity with state law and Charter School policies, who have acted reasonably and in good faith, have the right to be free from retaliation of any kind.

School Trustee Background Information
--

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

Name: Viola Q. Abbott

Charter School Name: Collegiate Academy for Mathematics and Personal Awareness

Charter School Address: 1962-84 Linden Blvd. Brooklyn, New York

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

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

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

Background

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

5. Please explain why you wish to serve on the board. There is a great need in New York City to offer parents options to choose successful middle schools for their children. CAMPA will afford this option. We will provide a safe environment and expose all children to a developmental rigorous curriculum. Our motto is "Hard work generates unlimited options!"
6. Please indicate whether you have previously served or are currently serving on a board of a school district, a non-public school or any not-for-profit corporation (to the extent not otherwise indicated in your response to Item 1, above). In addition, please describe any other experience, knowledge or skills you feel is relevant to service on the charter school board. This does not apply to me. Yes. (Include description here):
7. Please indicate whether or not you have ever been convicted of a misdemeanor and/or felony in state or federal court in any jurisdiction.
 This does not apply to me. Yes.
If the answer to this question is yes, please provide the following details regarding your conviction(s): (1) the name of the criminal offense(s); (2) whether the criminal offense(s) was a misdemeanor or felony; (3) the facts and circumstances surrounding your conviction(s); (4) the date(s) of your conviction(s); and (5) the date(s) of disposition(s).
- Your response to question seven may also include any relevant written information that you wish to be considered in support of your application, including, but not limited to: certificates of conviction; any parole and/or probation documentation; any certificates, including any certificate of relief from disabilities; any proof of counseling and/or rehabilitation; any documentation attesting to your good conduct or your good character; and any letters of support from friends, family, co-workers, employers, etc.
8. Please indicate if you currently have any criminal charge(s) pending against you in state or federal court in any jurisdiction.
 This does not apply to me. Yes.
If the answer to this question is yes, please provide an explanation.

Conflict of Interest

9. Please indicate whether you, your spouse, or other family member knows any of the other prospective or current board members.
 I / we do not know any such persons. Yes.
If your answer is yes, please indicate the precise nature of your relationship here:
Some of the board members are my colleagues.

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

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

16. Please indicate the potential ethical or legal conflicts of interests (if any) that would, or are likely to, exist should you be approved for service on the charter school's board.
 None Yes
17. Please explain how you would handle a situation in which you believe one or more members of the charter school's board are involved in working for their own benefit, or the benefit of their friends and family.

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

Educational Philosophy

18. Please explain your understanding of the charter school's mission and/or philosophy.
The Collegiate Academy for Mathematics and Personal Awareness (CAMPA) will work tirelessly to insure that our students will be in a serious, nurturing environment that will foster academic success and promote character development. Our students will not only leave CAMPA with a command of the skills necessary to perform at a high level in high school and college, but will also develop the social tools required to thrive in our ever-changing society.
19. Please explain your understanding of the educational program of the charter school.
The Collegiate Academy for Mathematics and Personal Awareness (CAMPA) will insure that all of our students achieve at high levels through rigorous instruction with a focus on mathematics. Our students will take a minimum of two mathematics periods per day. They will be required to master the fundamental math skills and be able to apply them to real world situations before moving on to algebra.
At CAMPA, our health/wellness program will be designed to help students focus on their personal awareness. The program will consist of physical education, nutrition and community health. In the first year, the fifth graders will concentrate on personal awareness through exercise and nutrition.

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 the educational program and the progress being made by students, monitor and report on progress towards meeting accountability goals, ensure adequate resources, manage resources effectively, select and review the performance of the school leader, recruit and orient new board members and assess board performance, and ensure achievement of mission.

Other

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

The CAMPA Charter Board will have the authority permitted by law to manage the business affairs and property of the CAMPA Charter School. The board will maintain the fiduciary responsibility and exercise the hiring and firing authority of the principal. The CAMPA Charter Board member will solicit input from and opinions of, the school community regarding issues of significance and to evaluate solicited information carefully prior to making decisions.

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

I affirm VA (initial)

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

The CAMPA team is a diverse group of exemplary educators and community members with experience in NYC public and charter schools offering expertise in curriculum, professional development and community outreach. In addition, our financial advisor and attorney will assist the board with fiduciary and legal matters. Our nurse practitioner will support CAMPA with the health and wellness program.

VIOLA O. ABBOTT

EDUCATION

- Bank Street College, Masters of Education
- Brooklyn College, Advanced Certification-Supervision and Administration
- Long Island University, Masters of Science (concentration in math and teaching the gifted)
- Virginia Union University, Bachelor of Art, Education

PROFESSIONAL HISTORY

- NEW YORK CITY DEPARTMENT OF EDUCATION**
- 1972-1985** District 13- Elementary, Middle School, Alternative High School
Teacher
- 1985-1988** Middle School 113
Mathematics Teacher Coordinator
- Designed, implemented and supervised one of the successful mini subschools in District 13.
 - Taught sequential mathematics to grades seven and eight.
- 1988-1991** Middle School 113
Assistant Principal
- Supervised seventh and eighth grades Math and Science Departments
 - Assisted principal in formulating, establishing, and implementing school/ district policies
-
- 1991-2000** Public School 11
Principal
- Supervised and organized an effective school that focused on teaching and learning. Performance data of students on city-wide and state tests reached a Level 3 during the 1999-2000 school year
- 2000-2003** Community School District 13
Assistant Superintendent/ Director of Mathematics
- Responsible for coordinating and implementing the district mathematics program for grades K-12. Mathematic scores increased over two year period.
 - Supervised and provided Professional Development in mathematics for Principals, Assistant Principals, and Staff Developers
 - Supported and mentored Principals in instructional and organizational leadership
- 2003-2005** Community School District 13
Local Instructional Superintendent for Region 8/ Community Superintendent District 13
- Responsible for enhancing performance and instructional results in schools located in Region 8
 - Supported schools in setting programmatic goals and student achievement targets consistent with schools' needs and Department of Education goals

- Coordinated network-wide professional learning opportunities through use of learning walks, institutes/ study groups to help principals improve instructional and leadership practices
- Supported and ensured that schools effectively disaggregated and used student data to support the development of instructional and professional learning plans and strategies by systematically assessing progress of schools in reaching improvement targets
- Coordinated/ Assured that professional development was offered in schools in Region 8
- Interviewed and selected Principals to fill vacancies and removed poor performers. Supported and advised principals on developing and deploying school staff to achieve school goals
- Attended community activities, including: parent meetings, consultative meetings, faculty meetings and other community events
- Coordinated, organized, and supervised summer school activities for Region 8 during the 2003-2004 sessions
- Collaborated with parent coordinators, parent groups and community organizations in deepening understanding of best instructional practices.

2005-2006 Bank Street College of Education, Leadership Program
Advisor for Middle Schools in Region 3

- Coordinated, supported, and mentored principals in developing and using the Collaborative Inquiry process to improve schools' professional learning communities and student achievement

2007-2009 Teachers College- Columbia University, Principals Academy
Coach

- Responsible for supporting all aspects of the internship including: the development of the Memorandum of Agreement, supporting the quality of the field experience, conducting site visits, establishing a system of communication where interns share experiences, discuss concerns, develop solutions, and providing ongoing professional leadership development

2009-2011 Bank Street College, Math Leadership Program
Adjunct Professor

- Advised, coached, and mentored mathematics teachers from Maryland to California

Lorriane Monroe Leadership Institute
Consultant

- Mentored principals and assistant principals in instructional and organizational leadership

2007- New York City Department of Education, Leadership Program
Consultant

- Moderator/Evaluator for Principals Candidate Pool

PROFESSIONAL ACTIVITIES

Math Institute

Professional Design Institute

Internship for Principals' Institute

PROFESSIONAL ACTIVITIES (cont.)

Grow Network-	Dr. David Coleman
Common Core Standards-	Dr. David Coleman
COMER Training-	James Comer Institute

AWARDS

1999	Supervisor of the Year- New York City Department of Education
2000	Effective School for Level 3 Performance- Public School 11
2001	District 13 Appreciation Award
2004	Cambridge Who's Who Award
2005	CSA- Supervisors and Administrators Award

School Trustee Background Information
--

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

Name: Lori Bennett

Charter School Name: Collegiate Academy for Mathematics and Personal Awareness Charter School

Charter School Address: _____

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

__Member_____

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

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

Background

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

I am a founding member.

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

Many of our middle school students are not succeeding/learning in their present school environment. CAMPA will offer an alternative school setting. I wish to sit on the CAMPA board to insure that the school is a successful educational institution and that we meet the needs of ALL of the students.

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

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

This does not apply to me. Yes.

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

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

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

This does not apply to me. Yes.

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

Conflict of Interest

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

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

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

Co-founders

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

charter school, i.e., is partnered with the charter school. To the extent you have provided this information in response to items 9-12, you may so indicate. 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.

Procedures indicated in the charter's *Conflict of Interest Policy*, would guide my actions. If it is my contention that a board member is in conflict with the said policy, I would inform the member and afford him an opportunity to explain the alleged failure to divulge alleged conflict. If the explanation does not satisfy the inquiry, I would notify the governing board members in an effort for the board to review and to take appropriate disciplinary and/or corrective action.

Educational Philosophy

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

The Mission of the Collegiate Academy for Mathematics and Personal Awareness (CAMPA) will work tirelessly to insure that our students will be in a serious, nurturing environment that will foster academic success and promote character development. Our students will not only leave CAMPA with a command of the skills necessary to perform at a high level in high school and college, but will also develop the social tools required to thrive in our ever-changing global society.

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

The Collegiate Academy for Mathematics and Personal Awareness (CAMPA) will insure that all of our students achieve at high levels through rigorous instruction with a focus on mathematics. Our students will take a minimum of two mathematics periods per day. Students will be required to master fundamental math skills and be able to apply the skills to Real World situations before moving onto algebra.

At CAMPA, our health/wellness program will be designed to help students focus upon physical and social/ emotional awareness. The program will consist of physical education, nutrition and community health. During the first year, 5th graders will concentrate on personal awareness through exercise and nutrition.

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; comply with all government and other regulations and be fiscally sound. The BOARD of the charter school must: select and review the performance of the school leader, insure adequate resources, manage resources effectively, recruit and orient new board members and assess board performance, monitor and report on progress towards meeting accountability goals.

Other

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

The CAMPA Charter Board will have the authority permitted by law to manage the business affairs and property of the CAMPA Charter School. The Board will maintain the fiduciary responsibility and exercise the hiring and firing authority of the principal. The CAMPA Charter Board will solicit input from and opinions of, the school community regarding issues of significance and to evaluate solicited information carefully prior to making decisions.

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

I affirm: LB

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

The CAMPA team is a diverse group of exemplary educators and community

members with experience in NYC public and charter schools offering expertise in curriculum, professional development and community outreach. In addition, our financial advisor and attorney will assist the board with fiduciary and legal matters.

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

STATEMENT OF ASSURANCE

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



3/10/13

Signature

Date

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

Business Telephone: _____

Business Address: _____

E-Mail Address: _____

Home Telephone: _____

Home Address: _____

EDUCATIONAL ADMINISTRATOR: Seeking a challenging position where my extensive experience and education may be utilized to foster an environment where students achieve high academic standards.

SUMMARY OF QUALIFICATIONS

- *Extensive experience in administration ... school redesign/ school based management ... whole school reform ... team building/group dynamics ... staff development ... training ... workshops ... performance evaluation ... labor relations ... committees ... parental involvement ... middle level education ... program and curriculum development ... policies and procedures ... zero-based budgets ... "America's Choice School Design" ... Accelerated School Design... regulatory compliance ... student achievement ... technology (instructional/administrative applications)...*
- *Interact effectively with professionals of all disciplines; strong analytical skills; work well under pressure.*

ADMINISTRATIVE/SUPERVISORY EXPERIENCE

New York City Department of Education

2008-2012

Senior Achievement and Technology Integration Facilitator

- Plan and manage delivery of a large-scale teacher outreach professional development effort to help teachers use technology and tools available to them (ARIS, Progress Reports, Quality Reviews, Periodic Assessments, Inquiry Team Process) to foster student and adult learning.
- Plan and manage delivery of professional development to one or more Network(s) of approximately 25 schools.
- Work with Network leadership teams to develop principals' and educators' capacity to interpret and use data to inform instructional decisions and increase student achievement.
- Provide leadership and support to school-based Inquiry Teams, supporting their efforts to analyze student data, research innovative solutions for increasing student achievement (including technology-based solutions), setting improvement goals, and monitoring and evaluating results.
- Support Network principals in developing comprehensive school improvement plans, including strategic plans for integrating technology and data into curriculum, instruction, and organizational management.
- Provide PD and onsite coaching to school tech liaisons to help them better support teachers in using technology-based data reporting and analytical tools.
- Facilitate access to the entire portfolio of accountability and achievement resources, escalating issues and requests for service from DAAR program teams, including technology integration, ARIS, Progress Reports, Quality Reviews, and Periodic Assessments.
- Work as a team with all other Senior Technology Integration and Achievement Facilitators to advise the Chancellor and Department's senior leadership on establishing and maintaining a culture in all schools focused on student learning and achievement, leadership development, school empowerment, and across-the-board accountability for improved outcomes of all students.
- Participate in conducting Quality Reviews.

New York City Department of Education

2007-2008

Director of Middle School Initiatives, Division of Teaching and Learning

- Led the MS 51 Middle School Initiative designed to support our 51 lowest performing schools.
- Designed middle school professional development and improvement strategies.
- Supported middle schools to ensure rigorous academic programs in math, science, ELA, social studies, physical education, health, library services, and instructional technology.
- Convened middle school working/advisory group to receive input, discuss ideas, and share progress regarding middle school improvement.

New York City Department of Education

2004 – 2007

Local Instructional Superintendent, Region 8

- Supervised a network of ten Middle School Principals.
- Managed budgetary compliance.
- Provided direction and supervision of schools' instructional programs.
- Conducted monthly Principal Network Meetings to strengthen teaching and learning initiatives.
- Prepared detailed written summaries of schools' strengths and challenges providing feedback to principals.
- Aligned all instruction throughout the network to New York City and State standards.
- Assessed carefully the pedagogical details of the comprehensive educational plan (CEP) in every school, helping principals set key objectives for learning and measurable benchmarks.
- Supported efforts to involve parents and community in all aspects of school programs and initiatives.

National Center on Education and the Economy, New York, NY

2001 to 2003

Cluster Leader/Leadership Specialist, Northeast Region (New York City and New York State)

- Provided technical support for schools implementing the "America's Choice School Design."
- Coached principals at each school in all aspects of the program, training and evaluating staff, serving as liaison between the schools and the NCEE, monitoring progress, and conducting quality reviews at each school, twice a year, to ensure compliance with all program standards.
- Attended and facilitated professional development training sessions.
- Supervised the implementation of standards-based comprehensive reform model; provided technical assistance to middle school principals & the leadership team, and delivered professional development focused on leadership.

Newark Public Schools

1998 to 2001

Principal, Gladys Hillman-Jones Model Middle School

- Responsibilities encompassed all phases of daily administration for school with a combined enrollment of 450 students, both regular and special education, in grades 6 through 8.
- Duties included educational leadership, program and curriculum development, planning and facilitating conferences (staff, team and group), administering budgets, allocating costs and resources, expense control, preparing fiscal reports, facilities management, ongoing program evaluation and enhancement, crisis intervention, problem solving, disciplinary action, and ensuring compliance with all regulatory standards.
- Developed and implemented programs which utilized school, district and community resources to enhance school curriculum, and foster involvement of parents and the community in the educational process.
- Directly supervised a staff of 45 pedagogues and 32 non-instructional employees, with responsibility for participating in the interview process, making hiring recommendations, orientation, training both new and existing teachers, delegating class assignments based on staff abilities, assisting staff to set and meet performance standards, motivation, classroom observations, evaluations, and labor relations.
- Established and created a model middle school which served as a demonstration site for local and regional schools, showcasing best practices for educating middle level adolescents; selected and ordered all educational materials, developed policies & procedures, designed and instructional program, and created a positive school culture focused on achieving the highest educational standards.
- Successfully piloted a zero-based budget program and school educational plan.

New York City Department of Education, CSD Five

1997 to 1998

Coordinator of Middle Level Initiatives**New York City Department of Education, Office of Early Childhood & Elementary Education**

1997 to 1998

Coordinator/Supervisor, Partners in Reading Program**New York City Department of Education, Div. of Instructional Support, Chancellor's District**

1996 to 1997

Instructional Specialist**New York City Department of Education, Div. of Instructional Support**

1994 to 1995

Instructional Specialist**New York City Department of Education, Div. of Instructional Support, Office of the Chancellor**

1992 to 1994

Facilitator, School Based Management/Shared Decision Making

New York City Department of Education **1990 to 1992**
Staff Developer, David Ruggles JHS 258

TEACHING EXPERIENCE

David Ruggles JHS 258 1990 to 1992
English Teacher

Ronald Edmonds Learning Center 1988 to 1990
English/Journalism Teacher

Jackie Robinson Intermediate School 320 1979 to 1988
English Teacher/Curriculum Coordinator

Vanguard Urban Improvement Center 1980 to 1985
Classroom Teacher, Adult Literacy Programs

EDUCATIONAL BACKGROUND

Long Island University
Master of Science in Education, 1987

Brooklyn College of the City University of New York
Advanced Certificate in Educational Administration and Supervision, 1989

Bachelor of Arts in Education, 1977

CERTIFICATION/LICENSURE

Supervision:

School Administrator, State of New Jersey, 1998
School District Administrator, State of New York, 1989
School Administrator & Supervisor, State of New York, 1989

Educational Administrator:

Curriculum Development & Coordination Levels I-IV, New York City Department of Education, 1993
Instructional Specialist Levels I-IV, New York City Board of Education, 1993
Staff Development & Training Levels I-IV, 1992

Principal/Assistant Principal:

Principal DES/JHS, New York City Department of Education, 1992
Principal, State of New Jersey, 1998
Assistant Principal DES/JHS/IS, New York City Department of Education, 1992

Teaching:

Day Elementary School/Common Branches, New York City Board of Education, 1983
Nursery/Kindergarten-8, State of New York, 1979

- Excellent References Available Upon Request

School Trustee Background Information
--

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

Name: JoAnne E. Challenger

Charter School Name: Collegiate Academy of Mathematics and Personal Awareness Charter School

Charter School Address: 1962-84 Linden Blvd. Brooklyn, New York 11207

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

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

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

Background

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

Founder Viola Abbott, a former colleague, asked me to join her in the charter school endeavor.

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

I am committed to providing a service to the Brooklyn community. It is my contention that I have educational and administrative expertise to share in the development of a 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 have served on the Board of Trustees of the Bridge Street Child Development Head Start Center for over 18 years. I bring years of experience of a board member's fiduciary and policy responsibilities to the organization. It was also our responsibility as board members to hire the most qualified and effective person to oversee the day to day operation of the Head Start program. I contend that my past experiences will benefit the development of CAMPA Charter.

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

This does not apply to me. Yes.

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

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

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

This does not apply to me. Yes.

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

Conflict of Interest

9. Please indicate whether you, your spouse, or other family member knows any of the other prospective or current board members.
 I / we do not know any such persons. X Yes.
If your answer is yes, please indicate the precise nature of your relationship here: My daughter knows most of the board members since they were close colleagues of mine for over 25 years.
10. Please indicate whether you, your spouse, or other family member knows any person who is a prospective or current charter school employee.
X I / we do not know any such persons. Yes.
If yes, please indicate the precise nature of your relationship here:
11. Please indicate if you, your spouse, or other family member or any corporation, business or other entity in which you, your spouse or other family member serve as an employee, officer, or director or own a controlling interest in, contracts or does business with, or plans to contract or do business with, the charter school, including but not limited to, the lease of real or personal property to the charter school.
X No. Yes.
If yes, please describe the nature of the contract or business and, if applicable, the relationship of the person to the corporation, business or entity involved:
12. If the charter school is partnered with an educational service provider (a management company, whether for-profit or not-for-profit), please indicate whether you, your spouse, or any family member knows any employees, officers, owners, directors or agents of that provider. If your answer is in the affirmative, please describe any such relationship.
X Not applicable because the School does not/will not contract with a management company or charter management organization.
 I / we do not know any such persons. Yes.
13. If the charter school is partnered with an educational service provider, please indicate whether you, your spouse or other family member has a direct or indirect ownership, employment, contractual or management interest in the provider. For any interest indicated, please provide a detailed description.
X Not applicable because the School does not/will not contract with a management company or charter management organization.
 I / we have no such interest. Yes.
14. If the charter school is partnered with an educational services provider,

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

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

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

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

16. Please indicate the potential ethical or legal conflicts of interests (if any) that would, or are likely to, exist should you be approved for service on the charter school's board.
X None Yes

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

Procedures indicated in the charter's *Conflict of Interest Policy*, would guide my actions. If it is my contention that a board member is in conflict with the said policy, I would inform the member and afford him an opportunity to explain the alleged failure to divulge alleged conflict. If the explanation does not satisfy the inquiry, I would notify the governing board members in an effort for the board to review and to take appropriate disciplinary and/or corrective action.

Educational Philosophy

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

The Mission of the Collegiate Academy for Mathematics and Personal Awareness (CAMPA) will work tirelessly to insure that our students will be in a serious, nurturing environment that will foster academic success and promote character development. Our students will not only leave CAMPA with a command of the skills necessary to perform at a high level in high school and college, but will also develop the social tools required to thrive in our ever-changing global society.

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

The Collegiate Academy for Mathematics and Personal Awareness (CAMPA) will insure that all of our students achieve at high levels through rigorous instruction with a focus on mathematics. Our students will take a minimum of two mathematics periods per day. Students will be required to master fundamental math skills and be able to apply the skills to Real World situations before moving onto algebra.

At CAMPA, our health/wellness program will be designed to help students focus upon physical and social/ emotional awareness. The program will consist of physical education, nutrition and community health. During the first year, 5th graders will concentrate on personal awareness through exercise and nutrition.

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; comply with all government and other regulations and be fiscally sound. The BOARD of the charter school must: select and review the performance of the school leader, insure adequate resources, manage resources effectively, recruit and orient new board members and assess board performance, monitor and report on progress towards meeting accountability goals.

Other

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

The CAMPA Charter Board will have the authority permitted by law to manage the business affairs and property of the CAMPA Charter School. The Board will maintain the fiduciary responsibility and exercise the hiring and firing authority of the principal. The CAMPA Charter Board will solicit input from and opinions of, the school community regarding issues of significance and to evaluate solicited information carefully prior to making decisions.

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

I affirm ja (initial).

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

The CAMPA team is a diverse group of exemplary educators and community members with experience in NYC public and charter schools offering expertise in curriculum, professional development and community outreach. In addition, our financial advisor and attorney will assist the board with fiduciary and legal matters.

JoAnne Challenger



EDUCATIONAL ADMINISTRATOR

QUALIFICATIONS

- Demonstrated ability to establish a climate that promotes academic achievement, improves student attendance and fosters positive change
- Strong advocate for teacher professional development through ongoing school-based and off-site learning experiences
- Proven commitment to guiding and facilitating teacher leadership and team work
- Record of success in implementing opportunities for increased parent involvement as partners in the educational process
- Demonstrated skills in fiscal oversight and organizational management
- Excellent communication, supervisory and performance appraisal abilities
- Significant Central DOE and Community District level experience

PROFESSIONAL HISTORY

Senior Consultant

- ENSYNC Diversified Management Services, Inc., September 2012 to Present

Adjunct Professor, Mercy College January 2009 to 2013

- Lecturer: Master of Science of Education Program

Consultant, September 2008 to Present

- New York City Department of Education, Office of Appeals and Reviews

NEW YORK CITY DEPARTMENT OF EDUCATION, Brooklyn, NY

Principal, PS 361, District 22 (August 1998 to August 2008)

- Created a shared vision and mission of academic excellence focused on the development of the whole child for a Pre-K – Grade 2 school
- Fostered a motivational teaching culture that nurtured a love for learning
- Directed and supervised all instructional programs
- Managed the operational and instructional budgets
- Instituted activities to promote and encourage greater parent involvement
- Hired, supervised and evaluated pedagogical and non-pedagogical employees
- Facilitated professional development activities to improve teacher effectiveness
- Empowered teachers to take leadership roles within the school
- Served as a Mentor Principal in the NYC Leadership Academy
- Initiated partnerships with Teachers College and art organizations
- Expanded arts programming for all grades
- Supervised extended day programs

JoAnne Challenger, page 2

Assistant Principal, PS 119 District 22 (August 1993 to August 1998)

- Developed and executed strategies for achieving school goals under the leadership of the Principal
- Planned, coordinated and led Professional Development programs for teachers in grades Pre-K – Grade 5
- Initiated school wide programs in writing and the arts
- Supervised extended day programs

Educational Administrator, DOE (August 1985 to August 1993)

- Facilitated the implementation of the Comprehensive School Improvement Plan for designated NYC Elementary, Intermediate and High Schools

Teacher (September 1970 to August 1985)

- Elementary Schools in Districts 13 and 18
-

EDUCATION

BROOKLYN COLLEGE, Brooklyn, NY

- Advanced Certification, Supervision and Administration

ST. JOHN'S UNIVERSITY, Queens, NY

- Master of Science, Early Childhood Education

NORTH CAROLINA CENTRAL UNIVERSITY, Durham, NC

- Bachelor of Science, Sociology

AFFILIATIONS

Association of Supervision, Curriculum and Development

New York City Elementary School Principals Association

Alpha Kappa Alpha Sorority, Incorporated

Former Sponsoring Board Member, Bridge Street Child Development Head Start Program

Brownstoner's of Bedford Stuyvesant, Inc., Volunteer

AWARDS

Nellie Quander Outstanding Pearl Award: Alpha Kappa Alpha Sorority, Inc. N.A.R., 2013

High Performing / Gap Closing School Recognition: N.Y. State Education Department, 2006

Distinguished Education Award: Councilman Stewart, 2005

Appreciation Award for Outstanding Contributions to the H.E.L.P. Program, 2005

Excellent Service and Nurturing of Youth Award, 2003

School Trustee Background Information

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

Name: Larry Hughes

Charter School Name: The Collegiate Academy for Mathematics and Personal Awareness (CAMPA)

Charter School Address: 1962-84 Linden Blvd., Brooklyn, New York 11207

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

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

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

Background

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

I was asked to join the by my friend and client, Deborah Knight.

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

I was very fortunate to attend good schools that helped me to do well in my formative years. Serving on the board will allow me to give back to the school community, especially middle school students.

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

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

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

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

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

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

Conflict of Interest

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

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

If your answer is yes, please indicate the precise nature of your relationship here: **friend and client**

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

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 circumstances, the governing board determines the member has failed to disclose an actual or possible conflict of interest, we would take appropriate disciplinary and corrective action.

Educational Philosophy

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

The Collegiate Academy for Mathematics and Personal Awareness (CAMPA) will work tirelessly to insure that our students will be in a serious, nurturing environment that will foster academic success and promote character development. Our students will not only leave CAMPA with command of the skills necessary to perform at a high level in high school and college, but will develop the social tools required to thrive in our ever-changing global society.

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

The Collegiate Academy for Mathematics and Personal Awareness (CAMPA) will insure that all of our students achieve at high levels through rigorous instruction with a focus on mathematics. Our students will take a minimum of two mathematics period per day. They will be required to master fundamental math skills and be able to apply them to real world situations before moving on to algebra.

At CAMPA, our health/wellness program will be designed to help students focus on their personal awareness. The program will consist of physical education, nutrition and community health. In the first year, the 5th graders will concentrate on personal awareness through exercise and nutrition.

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 the educational program and the progress being made by students, monitor and report on progress toward meeting accountability goals, ensure adequate resources, manage resources effectively, select and review the performance of the school leader, recruit and orient new board members and assess board performance.

Other

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

The CAMPA Charter Board will have the authority permitted by law to manage the business affairs and property of the CAMPA Charter School. The Board will maintain the fiduciary responsibility and exercise the hiring and firing authority of the principal. The CAMPA Charter Board members will solicit input from and opinions of, the school community regarding issues of significance and to evaluate solicited information carefully prior to making decisions.

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

I affirm 

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

The CAMPA team is diverse group of exemplary educators and community members with experience in NYC public and charter schools offering expertise in curriculum, professional development and community outreach. In addition, our financial advisor and attorney will assist the Board with fiduciary and legal matters. Our nurse practitioner will support CAMPA with the health and personal awareness program.

Larry Hughes, CFP®

American Portfolios Financial Services, Inc.

2007 to Present

Certified Financial Planner

- Assisting over 100 clients with their financial goals and needs to maintain and improve their current lifestyle.
- Develop savings and investment plans, retirement strategies, and wealth transfer strategies for individuals as well as qualified plans and succession planning for small business.

MetLife Financial

2004 to 2007

Director of Variable Insurance Products

- Responsible for the promotion of variable insurance products to the MetLife Independent Sales force of at least 2500 financial representatives.
- Developed quarterly marketing plans to promote variable insurance products
- Worked with various insurance carriers to coordinate educational meetings and seminars for the financial representatives to attend.
- Assisted financial representatives with recommending appropriate variable insurance product for their client.
- Provided due diligence on annuity products
- Assisted compliance, annuity processing, licensing, and commission departments with various annuity projects.

Nathan & Lewis Securities/MetLife

1997 to 2004

Director of Annuities (2000 to 2004)

Senior Marketing Associate (1997 to 2000)

- Assisted financial representatives with evaluating client needs, recommending appropriate annuity products and providing marketing strategies to utilize various annuity products.
- Generated sales growth with annuities and increased revenue from 50% to 110% of plan.
- Conducted workshops at top producer meetings.
- Provided due diligence on annuity products before selling agreements were executed and determined which annuity products would be marketed through the firm.
- Participated at various insurance carrier wholesaler meetings and on conference calls to provide an update on the marketing initiatives of the firm.

Smith Barney

1994 to 1997

Sales Desk Supervisor (1996 to 1997)

Insurance and Annuity Sales Liaison (1994 to 1996)

- Supervised seven annuity sales desk representatives.
- Sales desk liaison for 28 insurance companies and 40 mutual fund companies.
- Average phone volume of 130 incoming calls daily.
- Assisted top regional sales director with marketing annuity products.
- Recommended annuity products to financial consultants.
- Supplied insurance and annuity marketing material to financial consultants.
- Trained new sales desk representatives on insurance and annuity products.

Education

State University of New York at Stony Brook

B.S. in Applied Mathematics and Statistics/ Economics in May 1992

Licenses

Certified Financial Planner, Series 24, 7, 6, 63, & New York State License for Life, Accident and Health

School Trustee Background Information
--

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

Name: Rana Khan

Charter School Name: Collegiate Academy for Mathematics & Personal Awareness (CAMPA)

Charter School Address: East New York; CSD 19

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

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

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

Background

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

I was introduced to Ms. Viola Abbott through my former boss at the NYC Department of Education, Mr. Thomas Taratko, who worked with Ms.

Abbott before she retired. In talking and forming our relationship, it came up that Ms. Abbott was working with former colleagues to put together a charter application to start up a new charter school in East New York.

I recently left the NYC DOE and as I was checking in on the status of the school with a former colleague it was brought to my attention that Ms. Abbott and the founding members were still seeking board members. I eagerly inquired if I could possibly join the board since there was no longer any conflict of interest, as I was no longer working at the NYC DOE.

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

I wish to serve on the board because I truly believe in the mission and vision for this school; in addition, I believe in the need for a middle school in the East New York/New Lots section of Brooklyn. I truly believe the founding members of this board are some of the most passionate educators I've met in my career and more than qualified to plan and operate a school that will provide students from the East New York/New Lots area of Brooklyn a comprehensive education along with a school environment that will have a positive impact on the rest of their lives.

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

I currently serve on the Great Oaks Charter School board in Newark, NJ. I have served on that board for a year and a half as the Facilities Chair. In addition, when I was working at the NYC DOE I was the Director of Operations for the Charter School Office, overseeing operational policy and financing for 125+ charter schools in NYC.

I am currently employed by the Newark Charter School Fund. I serve as the Vice President for Policy and New Schools. I think my current work with charter schools and my work for the past four years has built some foundation to assist in governing a school that will provide a quality education for the students of the East New York community.

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

This does not apply to me. Yes.

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

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

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

This does not apply to me. Yes.

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

Conflict of Interest

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

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

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

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

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

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

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

No. Yes.

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

12. If the charter school is partnered with an educational service provider (a

management company, whether for-profit or not-for-profit), please indicate whether you, your spouse, or any family member knows any employees, officers, owners, directors or agents of that provider. If your answer is in the affirmative, please describe any such relationship.

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

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

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

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

I / we have no such interest. Yes.

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

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

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

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

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

None Yes

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

I believe in transparency and to the degree possible, I think if any one member or members of the board are involved in working for their own benefit, or the benefit of their friends or family, I would raise it with the board member directly; and if it were to persist I would inform the

other board members, as well as, our authorizer of the conflict of interest the individual was involved in and document it.

Educational Philosophy

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

CAMPA's mission is to provide a strong academic school environment with a focus on physical and mental awareness for all of its students. The mission is to provide a holistic culture for all students at the school to produce citizens that will thrive in an ever-changing global society.

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

CAMPA's educational program has a large focus on high school level mathematics for middle school aged students along with a strong focus on personal awareness and wellness. The school will provide both an extended day and year using a combination of direct instruction, project based learning, and include peer tutoring by high school students along with a component on social and emotional learning (SEL) through the 4R's program.

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

I think one of the most important characteristics of a successful charter school is to not only educate their students well and make them productive, ambitious students and citizens, but to emulate the same. The school needs to keep learning and growing as the world around it changes constantly so that it is always providing a quality education and environment for the students and the broader school community. I think CAMPA will need to ensure that not only are the teachers getting the professional development they need, but the leadership, is as well. In addition, I think the school will need to partner with the community because the curriculum and academic components do call for a focus on personal awareness and wellness and the community will, no doubt, have a large influence on that.

Other

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

The role of a public charter school board member is to serve as part of the larger board that addresses major instructional and operational matters including but not limited to: setting the school's general policies and overall academic policies; approving and monitoring the annual budget and financial procedures; fund-raising; hiring and evaluating the school's principal; approving personnel policies and monitoring their implementation by the principal; assuring that the charter school fulfills its charter contract; and, strategic planning.

I think a critical component to serving as part of a charter school board is also to get the charter school to a point where the school can essentially sustain itself without too much board (micro)management. The board should govern the school not manage the school.

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

I have.

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

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

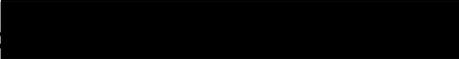
STATEMENT OF ASSURANCE

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

Rana Khan
Signature

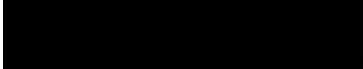
3/12/2013
Date

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

Business Telephone: 

Business Address: 

E-Mail Address: 

Home Telephone: 

Home Address: 

EDUCATION

The New School [REDACTED] and Urban Policy, New York, NY
Master of Science in Organizational Change Management, May 2009

Rutgers University, Rutgers College, New Brunswick, NJ
Bachelor of Arts in Psychology and Communication, January 2004

EXPERIENCE

Vice President, February 2013-Present
Newark Charter School Fund

- *Establishing strategic partnerships with key staff at Newark Public Schools and the NJ Department of Education to stay informed of policies that impact on Newark's charters, especially those that impact the application process and facilities use*
- *Drafting policy papers that address key issues that effect charter schools*
- *Understanding the political landscape, advising charter school applicants through the application process, and liaising, when necessary, with district and state education offices on behalf of the startup team*
- *Assisting charter school startup teams in developing charter school applications*
- *Serving as the key lead at NCSF to support the new charter school leaders that are selected as NCSF Founders in Residence*
- *Leveraging NCSF resources to support school leaders in recruiting and training staff, securing school facilities, and preparing for day-to-day school operations*
- *Recruiting and cultivating local community leaders to serve as Board members of emerging independent charter schools*
- *Building cohorts among startup teams to share knowledge, experience and successful practices*
- *Coordinating grants applications and awards to startup schools*

Chief of Staff/ Director of Space Planning – Citywide Support, January 2011-February 2013
New York City School Construction Authority

- *Manage and use data from several sources (School Construction Authority, Division of Portfolio Planning, the Division of School Facilities and the Office of Space Planning) to inform decision making around city space planning*
- *Manage all capital project request reports related to Capital Planning*
- *Perform building surveys to support capital planning and restructuring efforts*
- *Plan, direct and coordinate policies and processes to support the NY State Charter School Act to ensure compliance*
- *Review project proposals or plans to determine time frames, funding limitations, procedures for accomplishing the project, staffing requirements, and allotment of available resources to various phases of project*
- *Confer with project staff to outline work plans and assign duties, responsibilities, and scope of authority for new and ongoing facilities*
- *Direct and coordinate activities of project personnel to ensure each project progresses on schedule and within prescribed budget*
- *Review status reports prepared by project personnel and modify schedules or plans as required*
- *Attend meetings for Executive Director of Space Planning Office as needed*

Director of Operations, May 2009 – December 2011
New York City's Department of Education, Charter Schools Office

- *Facilitated charter schools' access to Department of Education facilities for incubation or long term occupancy*
- *Supported charter schools looking to acquire private space by way of introduction to various realty groups in NYC working on commercial real estate, including the Civic Builders and various City agencies*

- Worked extensively with DOE In-House Counsel and NYC Corporate Counsel to create processes and protocols as they related to the changing NY State Charter Act, DOE regulations and State policies and mandates
- Implemented the DOE governance/consensus policy providing strategic coaching for charter leaders and operational directors in all co-located DOE facilities in consensus decision making and modeled dispute resolution
- Assisted in the opening of quality public charter school options in NYC while simultaneously working to close charter schools that were failing
- Monitored transparent and timely disbursements of payments to each charter school, based on an accurate account of the number of students enrolled
- Lead to identify complex and systemic needs of charter schools and arranged for the provision of services to meet those needs
- Devised additional ways for charter schools to take full advantage of the resources of the NYC Department of Education consistent with the preservation of charter schools' autonomy (integration of charter schools into the DOE Intranet; providing access to dashboard of systems and applications used by the larger DOE)
- Troubleshot operational problems as they arose at individual schools
- Identified early warning signs of financial and operational problems at individual schools
- Assisted the accountability staff of the Charter School Office in assessing the operational and financial viability of individual charter schools

Integrated Service Center Officer, July 2007 – May 2009

New York City's Department of Education, Brooklyn Integrated Service Center

- Served as the 'point of contact' for school principals
- Oversaw approximately 40-80 schools (North Brooklyn)
- Provided research support and hands-on assistance to principal-designated school staff in the areas of Other Than Personal Services (OTPS) transaction processing and Galaxy actions, including researching, organizing and analyzing data as well as scheduling and modifying allocations
- Guided and demonstrated to school staff the most productive use of Department of Education web-based information in order to streamline and expedite operational activities
- Assisted schools with the input of Galaxy and FAMIS transactions
- Served as a research resource on the ISC team in providing support to schools for appropriately funding the identified needs of the schools
- Collaborated with other ISC staff, including Facilities, Food Service, Human Resources, Technology and Transportation staff, as well as LSO staff to solve with a high level of customer satisfaction, the operations and business problems impacting a school
- Provided training, research, technical support, and hands-on assistance to schools
- Conducted school visits and joint review sessions to ensure the provision of core curriculum and materials
- Facilitated team meetings and worked with team members to make sure schools' needs were met in a timely manner

Regional Network Specialist, September 2006-June 2007

New York City's Department of Education, Regional Operation Center E

- Served as main liaison and senior support to a network of schools aligned with the Local Instructional Superintendent(s) within the Region
- Point of contact for Principals within assigned networks
- Identified critical financial needs of schools and proposed creative and appropriate solutions
- Ensured that the basic educational needs and mandated services were fully and appropriately funded
- Monitored and assisted Principals and schools in the use of existing resources to fund priority needs
- Worked with both the Local Instructional Superintendent(s) and the network(s) of schools to ensure that Galaxy Tables of Organization aligned with Regional and network priorities and Comprehensive Education Plan (CEP) goals and objectives
- Facilitated systems transactions and processing to ensure timely scheduling of allocated funds

- Guided Principals, school staff and School Leadership Teams (SLTs) in the monitoring, review, modification and utilization of available resources
- Interfaced with ROC-based and central school-support staff – Technology, Facilities, Transportation, Food Services, Financial Operations - to resolve issues/needs as communicated by the Principal and school liaison
- Reviewed Vacancies in Galaxy and prepared excessing and vacancy reports based upon Galaxy information
- Made school visits, as necessary, scheduled or requested
- Provided training and support to enhance school-based autonomy
- Enhanced procurement operations and procedures to better service schools and administrative functions
- Knowledge of Galaxy, ATS, FAMIS PORTAL and EIS

Research Assistant, June 2006-August 2006

New York City's Department of Education, Regional Operation Center E

- Worked collaboratively with the Contracts Analyst, Contracts Assistant to ensure SOPM compliance for 140 schools
- Skillfully researched proper documentation for accurate payment of school and regional learning center invoices
- Meticulously processed vouchers for payment
- Reviewed/monitored/entered data certifying delivery of goods and services rendered for professional development
- Provided support to customer service teams

Program Director/Administrative Assistant, June 2002-June 2006

Center for Advanced Biotechnology and Medicine, UMDNJ-RWJMS

(Started working for laboratory while completing undergraduate studies)

- Business manager for research laboratory
- Managed Lab Personnel and assist in recruitment
- Managed major laboratory events (symposia, meetings, etc.)
- Assisted in preparing and editing major grants for funding [including but not limited to NIH-RO1 and DOD RFPs]
- Liaison between laboratory and other departments internally, at other universities, and various scientific institutions
- Created and maintained Lab database for tissue blocks and mouse husbandry, in addition to Lab Protocol Guide
- Assisted and managed in setting up laboratory to move into a new research facility

Retail Salesperson, June-August 2001

Photo Professor, Leonia, NJ

- Worked towards increasing sales
- Handled store when supervisor was unavailable
- Opened and closed store when needed

Tutor, Summers June 1997-August 1999

Excel Learning Program, Jersey City, NJ

- Worked one-on-one with an autistic child (Summer 1999)
- Led 10-20 children with their daily school work
- Assisted supervisor with planning weekly curriculum

ACTIVITIES

Great Oaks Charter School, Newark, NJ

Board Member/Facilities Committee Chair, 2011-present

The New School University, New York, NY

Change Forum, Member, 2006-2009

Rutgers University, New Brunswick, NJ

Association of Indians at Rutgers (A.I.R.), *President*, 1999-2002

Allocations Committee, RCGA, *Public Relations Chair*, 2001-2002

Convers|asian, *Public Relations Chair*, 2001-2002

Rutgers University Community Cares (RUCC), *Team Rutgers Coordinator for the March of Dimes*, 2000-2002

Scarlet Key, *Tour Guide*, 2000-2003

New Student Orientation (NSO), *Red Shirt*, 2000-2001

**ADDITIONAL
SKILLS**

Proficient in Microsoft Excel, Word, PowerPoint and the Internet

Familiar with Mac Operating Systems Versions 9 and 10 and PCs, Photoshop, PageMaker, and Adobe

Acrobat Reader; in the process of learning AutoCad

REFERENCES

Upon request.

School Trustee Background Information

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

Name: **Deborah Knight**

Charter School Name: **The Collegiate Academy for Mathematics and Personal Awareness (CAMPA)**

Charter School Address: **1962-84 Linden Blvd., Brooklyn, New York 11207**

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

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

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

Background

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

I was asked to join the board by a friend and colleague, Viola Abbott.

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

If you want to make changes for the better, you have to be in a position where you can make the changes. I feel being on the board will give me the opportunity to make sure the school has a good teaching staff, positive role models and a safe environment for ALL students to succeed.

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

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

This does not apply to me. Yes.

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

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

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

This does not apply to me. Yes.

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

Conflict of Interest

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

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

If your answer is yes, please indicate the precise nature of your relationship here: **friends and colleagues**

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

charter school, i.e., is partnered with the charter school. To the extent you have provided this information in response to items 9-12, you may so indicate. 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 circumstances, the governing board determines the member has failed to disclose an actual or possible conflict of interest, we would take appropriate disciplinary and corrective action.

Educational Philosophy

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

The Collegiate Academy for Mathematics and Personal Awareness (CAMPA) will work tirelessly to insure that our students will be in a serious, nurturing environment that will foster academic success and promote character development. Our students will not only leave CAMPA with command of the skills necessary to perform at a high level in high school and college, but will develop the social tools required to thrive in our ever-changing global society.

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

The Collegiate Academy for Mathematics and Personal Awareness (CAMPA) will insure that all of our students achieve at high levels through rigorous instruction with a focus on mathematics. Our students will take a minimum of two mathematics period per day. They will be required to master fundamental math skills and be able to apply them to real world situations before moving on to algebra.

At CAMPA, our health/wellness program will be designed to help students focus on their personal awareness. The program will consist of physical education, nutrition and community health. In the first year, the 5th graders will concentrate on personal awareness through exercise and nutrition.

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.

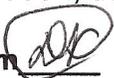
A great charter school will provide every student with a strong academic and character building education, will comply with all government and other regulations, and will be fiscally sound. The BOARD of the charter school must: monitor the educational program and the progress being made by students, monitor and report on progress toward meeting accountability goals, ensure adequate resources, manage resources effectively, select and review the performance of the school leader, recruit and orient new board members and assess board performance.

Other

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

The CAMPA Charter Board will have the authority permitted by law to manage the business affairs and property of the CAMPA Charter School. The Board will maintain the fiduciary responsibility and exercise the hiring and firing authority of the principal. The CAMPA Charter Board members will solicit input from and opinions of, the school community regarding issues of significance and to evaluate solicited information carefully prior to making decisions.

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

I affirm 

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

The CAMPA team is diverse group of exemplary educators and community members with experience in NYC public and charter schools offering expertise in curriculum, professional development and community outreach. In addition, our financial advisor and attorney will assist the Board with fiduciary and legal matters. Our nurse practitioner will support CAMPA with the health and personal awareness program.

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

STATEMENT OF ASSURANCE

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

Deborah Knight March 4, 2013
Signature Date

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

Business Telephone: _____

Business Address: _____

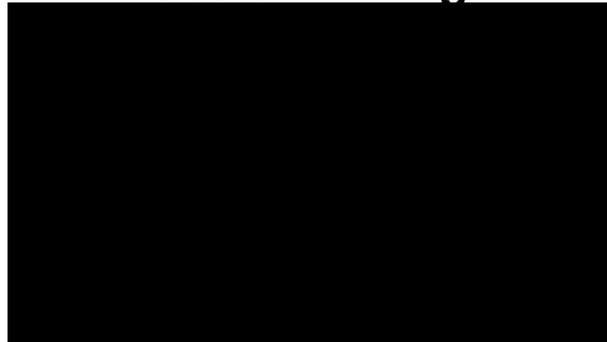
E-Mail Address: [REDACTED]

Home Telephone: [REDACTED]

Home Address: [REDACTED]

PRESENTATION OF QUALIFICATIONS

Deborah I. Knight



SUMMARY OF QUALIFICATIONS

- *Extensive experience in administration....school based management.... staff development...training....workshops...performance evaluation...labor relations...committees...parental involvement...curriculum development...Interact effectively with professionals of all disciplines; strong analytical skills; work well under pressure.*

PROFESSIONAL BACKGROUND AND EXPERIENCE
ADMINISTRATIVE/SUPERVISORY EXPERIENCE

Public School 44
432 Monroe Street
Brooklyn, New York 11221

September 1991-August 31, 2005

Principal

- Responsibilities encompasses all phases of daily administration for school with an enrollment of 760-1000 students for grades Pre-K-6
- Duties included educational leadership program and curriculum development, planning and facilitating conferences (staff, team and group), administering budgets, allocating resources, expense control, preparing fiscal reports, on-going program evaluation and enhancement, crisis intervention, problem solving, and ensuring compliance with all regulatory standards.
- Developed and implemented programs which utilized school, region and community resources to enhance school curriculum, and conducted programs to foster parent and community involvement in the educational process.
- Directly supervised a staff of 50 pedagogues and 35 non-instructional employees, with responsibility for participating in the interview process, making hiring recommendations, orientation, training assistant principals, delegating class assignments based on staff abilities, assisting staff to set and meet performance standards, motivation classroom observations, evaluations and labor relations.
- Conducted classroom observations, evaluations and labor relations meetings.

Public School 44
432 Monroe Street
Brooklyn, New York 11221

September 1985 – June 1991

Assistant Principal

- Direct supervisor for grade 3 and 4, including large group management in morning, lunch and dismissal times. Conducted staff training and assisted teachers in devising successful teaching strategies including performing demonstration lessons, preparing exemplary plans and constructing subject area examinations on these grades.

Public School 93

September 1984 – June 1985

Interim Acting Assistant Principal

PROFESSIONAL DEVELOPMENT/TRAINING EXPERIENCE

Department of Education Leadership Academy 2003 – 2005

Principal Mentor

New York City Department of Education 2007- Present

- Responsible for Interviewing & Rating Candidates for the Principal's Pool. Entering the Pool allows the candidate to be eligible for interviews at the school level.

-

Teachers College, SPA (Summer Principals Academy) 2006 - 2010

- Responsible for providing support and on-going training to interns in their preparation for the principalship and mentoring one new principal already placed in an elementary school.

New York City Department of Education/District 13 2002-2003

- Responsible for creating leadership academy to meet the specific needs of new principals in terms of instructional programs, professional development, and management

New York City Department of Education March 1990 – June 1992

- Staff training for new teachers for Department of Education

New York City Department of Education July 1985-September 1985

- Contributing writer for the 3rd grade social studies curriculum. "Communities Around the World."

Deborah I. Knight – Resume

TEACHING EXPERIENCE

Public School 20 <u>Reading Teacher</u>	1982-1984
Public School 54 <u>Math Resource Teacher</u>	1982-1983
Public School 54 <u>Classroom Teacher</u> Various elementary school grades	1968-1980

EDUCATIONAL BACKGROUND

- Brooklyn College – of the City University
Advanced Certificate in Educational Administration and Supervision, 1986
- Hunter College of the City University of New York
Master of Science in Education, 1975
- City College of the City University
Bachelor of Arts Psychology, 1968

CERTIFICATION/LICENSURE

- School District Administrator
- Principal/Assistant Principal
Principal, Elementary, New York Department of Education
Assistant Principal, DES/JHS Teaching

TEACHING

- Reading
- Day Elementary School/Common Branches
New York Department of Education

AFFILIATIONS

- Association for Supervision and Curriculum Development
- Brooklyn Reading Council
- International Reading Council

AWARDS AND HONORS

- ✓ Leadership from Mayor Rudy Guiliani 1995
- ✓ Supervisor of the Year 1995
- ✓ Patrick Francis Daly Memorial Award 1999
- ✓ Noel Pointer Foundation Virtuoso Award 2001

School Trustee Background Information

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

Name: Jeannie Lopez

Charter School Name: Collegiate Academy of Mathematics and Personal Awareness Charter School

Charter School Address: 1962-84 Linden Blvd. Brooklyn, New York 11207

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

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

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

Background

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

success. I believe that this charter school will foster a successful academic environment.

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. X No. I have never served on a board. I am an attorney and I believe my legal knowledge can assist with any legal or fiduciary matters that may arise.

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.

X This does not apply to me. Yes.

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

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

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

X NO. This does not apply to me. No I do not. Yes.

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

Conflict of Interest

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

I / we do not know any such persons. X Yes I know Joanne Challenger another prospective board member.

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

X I do not know any such persons. Yes.

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

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

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

X None Yes

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

Procedures indicated in the charter's *Conflict of Interest Policy*, would guide my actions. If it is my contention that a board member is in conflict with the said policy, I would inform the member and afford him an opportunity to explain the alleged failure to divulge alleged conflict. If the explanation does not satisfy the inquiry, I would notify the governing board members in an effort for the board to review and to take appropriate disciplinary and/or corrective action.

Educational Philosophy

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

The Mission of the Collegiate Academy for Mathematics and Personal Awareness (CAMPA) will work tirelessly to insure that our students will be in a serious, nurturing environment that will foster academic success and promote character development. Our students will not only leave CAMPA with a command of the skills necessary to perform at a high level in high school and college, but will also develop the social tools required to thrive in our ever-changing global society.

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

The Collegiate Academy for Mathematics and Personal Awareness (CAMPA) will insure that all of our students achieve at high levels through rigorous instruction with a focus on mathematics. Our students will take a minimum of two mathematics periods per day. Students will be required to master fundamental math skills and be able to apply the skills to Real World situations before moving onto algebra.

At CAMPA, our health/wellness program will be designed to help students focus upon physical and social/ emotional awareness. The program will consist of physical education, nutrition and community health. During the first year, 5th graders will concentrate on personal awareness through exercise and nutrition.

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; comply with all government and other regulations and be fiscally sound. The BOARD of the charter school must: select and review the performance of the school leader, insure adequate resources, manage resources effectively, recruit and orient new board members and assess board performance, monitor and report on progress towards meeting accountability goals.

Other

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

The CAMPA Charter Board will have the authority permitted by law to manage the business affairs and property of the CAMPA Charter School. The Board will maintain the fiduciary responsibility and exercise the hiring and firing authority of the principal. The CAMPA Charter Board will solicit input from and opinions of, the school community regarding issues of significance and to evaluate solicited information carefully prior to making decisions.

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

I affirm G.J.L. (initial)

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

The CAMPA team is a diverse group of exemplary educators and community members with experience in NYC public and charter schools offering expertise in curriculum, professional development and community outreach. In addition, our financial advisor and attorney will assist the board with fiduciary and legal matters.

Board Member.

STATEMENT OF ASSURANCE

Grace Jeannie Lopez

EXPERIENCE

OFFICE OF THE DISTRICT ATTORNEY, KINGS COUNTY, Brooklyn, New York

Deputy Bureau Chief, Assistant District Attorney

August 1999 – Present

Litigation Experience

Prosecute felony and misdemeanor cases in Supreme Court and Criminal Court. Lead counsel on numerous hearings and trials resulting in criminal convictions. Research, write and argue pre-trial and post-trial motions on a wide range of procedural, constitutional and evidentiary issues requiring extensive analysis of New York's Criminal Procedure, Penal, and Vehicle and Traffic Laws. Conduct interviews and prepare police, civilian, medical and other expert witnesses for hearings and trial. Work directly with judges, adversaries and other court personnel toward the successful negotiation of pleas. Effectively disposed of over 300 misdemeanor and felony cases. Presented over 200 cases to Grand Juries resulting in indictments. Supervise and train assistants and paralegals in the drafting of accusatory instruments, trial preparation and trial.

Investigative Experience

Work in conjunction with the New York City Police Department on homicides, high publicity offenses, sexual assaults and other violent felonies to determine the viability of prospective prosecutions and the appropriate charges to be filed. Enhance criminal prosecutions by responding directly to police precincts 24 hours a day to evaluate and supervise police procedures, conduct interviews of witnesses, and conduct videotaped interrogation of defendants and suspects.

BROOKLYN LAW SCHOOL PROSECUTOR'S CLINIC, BROOKLYN, New York

Clinical Intern

January 1999 – May 1999

Assisted in the prosecution of criminal cases in Kings County Criminal Court. Conduct interviews and prepare witnesses for criminal trials. Researched and drafted memoranda of law on a wide variety of criminal legal issues.

LICENSES AND EDUCATION

Admitted to practice law in the State of New York, 2001

Admitted to practice law in the Southern and Eastern Districts of New York, 2006

BROOKLYN LAW SCHOOL, Brooklyn, New York

Juris Doctor, May 1999

Honors: Dean's Honor List, 1999

State University of New York at Albany, Albany, New York

Bachelor of Arts, Political Science, May 1995

Honors: Dean's List, 1991-1995

Phi Sigma Alpha, National Political Science Honor Society

School Trustee Background Information

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

Name: Julia E. McDonald

Charter School Name: Collegiate Academy for Mathematics and Personal Awareness Charter School (CAMPA)

Charter School Address: 1962-84 Linden Boulevard Brooklyn, NY 11207

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

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

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

Background

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

I was made aware of the school and the opportunity to serve on the board by Viola Abbott.

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

Having grown up in the area, I know the struggles of the families and the students that will be serviced through our school. I believe CAMPA will supply a quality education for the students and I am ready to serve as a member of the board to help meet the needs of the students will plan to reach.

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

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

This does not apply to me. Yes.

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

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

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

This does not apply to me. Yes.

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

Conflict of Interest

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

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

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

Viola Abbott and I have worked together on many outreach programs in the East New York Community.

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

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

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

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

No. Yes.

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

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

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

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

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

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

I / we have no such interest. Yes.

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

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

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

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

Procedures indicated in the charter's Conflict of Interest Policy, would guide my actions. If it is my contention that a board member is in conflict with said policy, I would inform the member and afford him an opportunity to explain the alleged failure to divulge alleged conflict. If the explanation does not satisfy the inquiry, I would notify the governing board members in an effort for the board to review and take appropriate disciplinary and / or corrective action.

Educational Philosophy

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

The mission of the Collegiate Academy for Mathematics and Personal Awareness (CAMPA) is to work tirelessly to insure that our students will be in a serious, nurturing environment that will foster academic success and promote character development. Our students will not only leave CAMPA with a command of the skills necessary to perform at a high level in high school and college, but will also develop the social tools required to thrive in our ever-changing global society.

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

The Collegiate Academy for Mathematics and Personal Awareness (CAMPA) will insure that all of our students achieve at high levels through rigorous instruction with a focus on mathematics. Our students will take a

minimum of two mathematics periods per day. Students will be required to master fundamental math skills and be able to apply the skills to Real World situations before moving on to algebra.

At CAMPA, our health/ wellness program will be designed to help students focus upon physical and social/ emotional awareness. The program will consist of physical education, nutrition and community health. During the first year, 5th graders will concentrate on personal awareness through exercise and nutrition.

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; comply with all government and other regulations and be fiscally sound. The Board of the Charter school must: select and review the performance of the school leader, insure adequate resources, manage resources effectively, recruit and orient new board members and assess board performance, monitor and report on progress towards meeting accountability goals.

Other

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

The CAMPA Charter Board will have the authority permitted by law to manage the business affairs and property of the CAMPA Charter School. The Board will maintain the fiduciary responsibility and exercise the hiring and firing authority of the principal. The CAMPA Charter Board will solicit input from and opinions of, the school community regarding issues of significance and to evaluate solicited information carefully prior to making decisions.

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

I affirm.

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

The CAMPA team is a diverse group of exemplary educators and community members with experience in New York City public and charter

schools offering expertise in curriculum, professional development and community outreach. In addition, our financial advisor and attorney will assist the board with fiduciary and legal matters.

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

STATEMENT OF ASSURANCE

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



Signature Date: March 1, 2013

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

Business Telephone: _____

Business Address: _____

E-Mail Address 

Home Telephone: 

Home Address 

EDUCATION

Pace University: New York, New York 1977 – 1979
AAS Degree – General Business

Thomas Jefferson High School: Brooklyn, New York 1959 – 1961
Academic Diploma

WORK EXPERIENCE

Bank of New York Company Inc. 2004 – 2006
Brooklyn, New York

Consultant

- Organized movement of department to new location in Brooklyn.
- Served as a liaison between departments and operating units in the resolution of day-to-day administrative and operational matters.
- Provided administrative support for various departments/divisions.
- Hired and trained current Assistant Vice-President for Personnel.

Bank of New York Company Inc. 1968 – 2004
New York, New York

Assistant Vice President –Personnel

- Supervised a staff of six including 2 Co-op employees from High School.
- Provided administrative services for all active and former employees.
- Developed organization systems for employee personnel files.
- Prepared verification of employment letters.
- Responsible for hiring temporary employees for all departments.
- Supervised the processing of all Temp Agency billing with Accounting Department.
- Input all new hire information into payroll system in a timely matter.
- Handled employee holiday club with branch banking department.
- Assisted legal department with documentation from employee files.
- Represented the bank in court proceedings to verify employee records.
- Acted in the capacity of Public Notary for the Personnel Department.
- Supervised the outside agency contracted to process the unemployment claims of terminated bank employees.

EDUCATION

Pace University: New York, New York 1977 – 1979
AAS Degree – General Business

Thomas Jefferson High School: Brooklyn, New York 1959 – 1961
Academic Diploma

WORK EXPERIENCE

Bank of New York Company Inc. 2004 – 2006
Brooklyn, New York

Consultant

- Organized movement of department to new location in Brooklyn.
- Served as a liaison between departments and operating units in the resolution of day-to-day administrative and operational matters.
- Provided administrative support for various departments/divisions.
- Hired and trained current Assistant Vice-President for Personnel.

Bank of New York Company Inc. 1968 – 2004
New York, New York

Assistant Vice President –Personnel

- Supervised a staff of six including 2 Co-op employees from High School.
- Provided administrative services for all active and former employees.
- Developed organization systems for employee personnel files.
- Prepared verification of employment letters.
- Responsible for hiring temporary employees for all departments.
- Supervised the processing of all Temp Agency billing with Accounting Department.
- Input all new hire information into payroll system in a timely matter.
- Handled employee holiday club with branch banking department.
- Assisted legal department with documentation from employee files.
- Represented the bank in court proceedings to verify employee records.
- Acted in the capacity of Public Notary for the Personnel Department.
- Supervised the outside agency contracted to process the unemployment claims of terminated bank employees.

School Trustee Background Information
--

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

Name: Joan Ramsey

Charter School Name: Collegiate Academy of Mathematics and Personal Awareness Charter School

Charter School Address: 1962-84 Linden Blvd. Brooklyn, New York 11207

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

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

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

Background

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

5. Please explain why you wish to serve on the board.
I volunteered to be a part of the team because we share the belief that children of all backgrounds can learn to meet their highest potential. It is my desire to participate on the board to enhance that philosophy.
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.
X This does not apply to me. Yes. (Include description here):
7. Please indicate whether or not you have ever been convicted of a misdemeanor and/or felony in state or federal court in any jurisdiction.
X This does not apply to me. Yes.
If the answer to this question is yes, please provide the following details regarding your conviction(s): (1) the name of the criminal offense(s); (2) whether the criminal offense(s) was a misdemeanor or felony; (3) the facts and circumstances surrounding your conviction(s); (4) the date(s) of your conviction(s); and (5) the date(s) of disposition(s).
- Your response to question seven may also include any relevant written information that you wish to be considered in support of your application, including, but not limited to: certificates of conviction; any parole and/or probation documentation; any certificates, including any certificate of relief from disabilities; any proof of counseling and/or rehabilitation; any documentation attesting to your good conduct or your good character; and any letters of support from friends, family, co-workers, employers, etc.
8. Please indicate if you currently have any criminal charge(s) pending against you in state or federal court in any jurisdiction.
X This does not apply to me. Yes.
If the answer to this question is yes, please provide an explanation.

Conflict of Interest

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

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

would, or are likely to, exist should you be approved for service on the charter school's board.

X None Yes

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

Procedures indicated in the charter's *Conflict of Interest Policy*, would guide my actions. If it is my contention that a board member is in conflict with the said policy, I would inform the member and afford him an opportunity to explain the alleged failure to divulge alleged conflict. If the explanation does not satisfy the inquiry, I would notify the governing board members in an effort for the board to review and to take appropriate disciplinary and/or corrective action.

Educational Philosophy

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

The Mission of the Collegiate Academy for Mathematics and Personal Awareness (CAMP A) will work tirelessly to insure that our students will be in a serious, nurturing environment that will foster academic success and promote character development. Our students will not only leave CAMP A with a command of the skills necessary to perform at a high level in high school and college, but will also develop the social tools required to thrive in our ever-changing global society.

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

The Collegiate Academy for Mathematics and Personal Awareness (CAMP A) will insure that all of our students achieve at high levels through rigorous instruction with a focus on mathematics. Our students will take a minimum of two mathematics periods per day. Students will be required to master fundamental math skills and be able to apply the skills to Real World situations before moving onto algebra.

At CAMP A, our health/wellness program will be designed to help students focus upon physical and social/ emotional awareness. The program will consist of physical education, nutrition and community health. During the first year, 5th graders will concentrate on personal awareness through exercise and nutrition.

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.

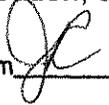
A great Charter school will provide every student with a strong academic and character-building education; comply with all government and other regulations and be fiscally sound. The BOARD of the charter school must: select and review the performance of the school leader, insure adequate resources, manage resources effectively, recruit and orient new board members and assess board performance, monitor and report on progress towards meeting accountability goals.

Other

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

The CAMPA Charter Board will have the authority permitted by law to manage the business affairs and property of the CAMPA Charter School. The Board will maintain the fiduciary responsibility and exercise the hiring and firing authority of the principal. The CAMPA Charter Board will solicit input from and opinions of, the school community regarding issues of significance and to evaluate solicited information carefully prior to making decisions.

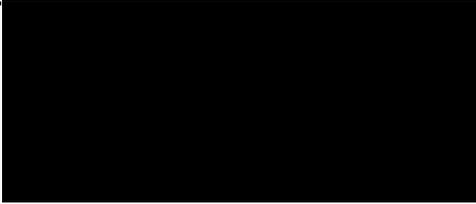
22. Please affirm that you have read and understand the charter school application, the charter school board's by-laws and all proposed policies.

I affirm  (initial).

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

The CAMPA team is a diverse group of exemplary educators and community members with experience in NYC public and charter schools offering expertise in curriculum, professional development and community outreach. In addition, our financial advisor and attorney will assist the board with fiduciary and legal matters.

JOAN RAMSEY



SCHOOL ADMINISTRATOR – EDUCATOR – MENTOR – PROGRAM EVALUATOR

Highlight of Qualifications:

- Proven results in increasing student achievement
- Ability to support the instructional needs of all learners including Special Education, Gifted and English Language Learners
- Implementation and evaluation of policies and procedures related to the operation of the school
- Technological skills
- Analyzing data and student work to plan and develop curriculum and instruction
- Ability to work effectively as a team leader and member
- Planning for differentiated instruction

PROFESSIONAL EXPERIENCE

Mercy College, Dobbs Ferry,

Visiting Assistant Professor/Mentor, NY Individualized Certification Plan for Teachers (ICPT) Master of Science Program (9/07-present)

- Develops individualized educational plan leading to certification
- Provides one-one-one instruction
- Determines performance based on portfolio assessment

Associate Consultant

Macmillan/McGraw-Hill

- Planned and provided in-service training

New York City Department of Education, Brooklyn, NY (9/72-8/06)

Principal, P.S. 245, District 22, Region 6 (8/03-8/06)

- Supervised testing
- Developed school direction consistent with long and short term needs and goals
- Created a supportive learning environment for students such including academic and enrichment activities

- Supervised the planning and day-to-day functions of an elementary school with a multi-cultural population of students, teachers, paraprofessionals and administrative personnel
- Managed financial resources
- Supervised, planned, evaluated and provided feedback for professional development
- Promoted a positive working relationship with the parents and community
- Facilitated school-wide professional development
- Interviewed and hired certified teachers and non-pedagogy for positions in the school

Assistant Principal, P.S. 181, District 17, Region 6 (8/97-8/03)

- Executed the mission of the school under the principal's leadership
- Provided professional development sessions for NYC Teaching Fellows
- Coordinated and chaired the Curriculum and Instruction committee
- Coached teachers in instructional strategies in their classrooms
- Supervised the parent volunteer program, *Parents as Leaders*

Education Administrator, C.S.D. 16 (1/93-6/97)

- District coordinator of the Federally Funded parent and child program, "Even Start"
- Implemented and evaluated the family literacy program
- Attained an increase in parent participation in the education of their students

Staff Developer, C.S.D. 19 (9/89-1/9)

- Provided professional development for teachers, paraprofessionals and family assistants

Comprehensive School Improvement and Planning Facilitator, D.O.E. (9/86-7/88)

- Facilitated the implementation of the Comprehensive School Plan

Teacher, NYC Department of Education, Brooklyn, NY (9/72-6/86)

- Grades 1-6, C.S.D. 13, Region 8

EDUCATION AND CERTIFICATION

Permanent New York State Certification – S.D.A

Brooklyn College, Brooklyn, NY- Adv. Certification, Supervision and Administration

Queens College, Flushing, NY- Master of Elementary Education

Cheyney University, Cheyney, PA- Bachelor of Science, Elementary Education

License

Principal, Assistant Principal, Education Administrator – New York City

Affiliations

Association of Supervision and Curriculum & Development

International Reading Association

Professional Development

Principles of Learning

Kaplan
Teachers College Reading and Writing Project
Renzulli Triad Model
Talents Unlimited

Writing/Publications

- Co-authored and implemented, “Rhythm & Reading,” a literacy program designed to motivate slow learners and improve reading
- Talents Unlimited, Curriculum Guide

References

Gloria Buckery	Former Regional Superintendent/Region 6	718-968-6100
Viola Abbott	Former Superintendent of Region 8	718-451-1922
Elisa Brown	Principal PS 249, District 17, Region 6	718-282-8828

School Trustee Background Information
--

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

Name:Daryl Rock

Charter School Name: Collegiate Academy for Mathematics and Personal Awareness

Charter School Address: 1962-84 Linden Blvd Brooklyn N Y

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

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

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

Background

1. Please provide your educational and employment history. You may do so by attaching a résumé. x Resume Attached
2. Please affirm that you are or will be at least eighteen years old at the time of your appointment/election to the board. x I affirm.
3. Please affirm that you have read Article 56 of the New York State Education Law, and understand the relationship between a charter school and the authorized chartering entity as defined in that statute. x I affirm.
4. Please indicate how you became aware of the charter school and the opportunity to serve as a member of its board. My former colleague Viola Abbott and I began discussing it two years ago.
5. Please explain why you wish to serve on the board. I wanted to do what I could to help the children in the East New York community. I am a lifelong educator and I felt my background could help provide the students what they need to be successful in 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. x This does not apply to me. Yes. (Include description here):

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

x This does not apply to me. Yes.

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

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

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

x This does not apply to me. Yes.

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

Conflict of Interest

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

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

If your answer is yes, please indicate the precise nature of your relationship here: Some are former colleagues of mine at the DOE.

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

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

If yes, please indicate the precise nature of your relationship here: Some of the board members were colleagues of mine

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

would, or are likely to, exist should you be approved for service on the charter school's board.

x None Yes

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

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

Educational Philosophy

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

The Collegiate Academy for Mathematics and Personal Awareness (CAMPA) will work tirelessly to insure that our students will be in a serious, nurturing environment that will foster academic success and promote character development. Our students will not only leave CAMPA with a command of the skills necessary to perform at a high level in high school and college, but will also develop the social tools required to thrive in our ever-changing society.

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

The Collegiate Academy for Mathematics and Personal Awareness (CAMPA) will insure that all of our students achieve at high levels through rigorous instruction with a focus on mathematics. Our students will take a minimum of two mathematics periods per day. They will be required to master the fundamental math skills and be able to apply them to real world situations before moving on to algebra.

At CAMPA, our health/wellness program will be designed to help students focus on their personal awareness. The program will consist of physical education, nutrition and community health. In the first year, the fifth graders will concentrate on personal awareness through exercise and nutrition.

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 the educational program and the progress being made by students, monitor and report on progress towards meeting accountability goals, ensure adequate resources, manage resources effectively, select and review the performance of the school leader, recruit and orient new board members and assess board performance, and ensure achievement of mission.

Other

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

The CAMPA Charter Board will have the authority permitted by law to manage the business affairs and property of the CAMPA Charter School. The board will maintain the fiduciary responsibility and exercise the hiring and firing authority of the principal. The CAMPA Charter Board member will solicit input from and opinions of, the school community regarding issues of significance and to evaluate solicited information carefully prior to making decisions.

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

Yes

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

The CAMPA team is a diverse group of exemplary educators and community members with experience in NYC public and charter schools offering expertise in curriculum, professional development and community outreach. In addition, our financial advisor and attorney will assist the board with fiduciary and legal matters. Our nurse practitioner will support CAMPA with the health and wellness program.

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

STATEMENT OF ASSURANCE

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

 3/12/13
Signature Date

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

Business Telephone: 

Business Address: 

E-Mail Address: 

Home Telephone: 

Home Address:
Same as above

Daryl Rock
CURRICULUM VITAE

ADDRESS



EDUCATION

1999-2008: Doctorate in Mathematics Education, New York University, New York, NY.
Dissertation Title: *An exploration of math education for immigrant Caribbean students*. Degree conferred September 2008.

1991-1993: Master of Science in Educational Administration & Supervision, City College, New York, NY

1982-1983: Master of Science in Mathematics Education, Long Island University, Brooklyn, NY

1972-1976: Bachelor of Arts in Biology – University of Hartford, West Hartford, CT

CERTIFICATIONS

1999: High School Principal License, New York City

1998: Secondary School Principal Certificate, New York State

1996: Secondary School Math Assistant Principal Certificate, New York State

PROFESSIONAL EXPERIENCE

2012: Adjunct Professor, Mathematics Education /Hunter College

2010-Present: Educational Consultant, New Jersey, Milwaukee, and New York City schools

2008-2010: Superintendent, Harlem Children's Zone Promise Academy Charter Schools

1999-2008: Principal, Benjamin Banneker High School, Brooklyn, NY

1998-1999: Assistant Principal Mathematics, James Madison High School, Brooklyn, NY

1985-1998: Mathematics Teacher/ Dean/Basketball Coach, Brooklyn Tech High School
Brooklyn, NY

1998: Mathematics Adjunct Instructor/Lecturer, New York University

1985-1997: Mathematics Adjunct Instructor/Lecturer, Borough of Manhattan Community

1984-1996: Mathematics Adjunct Instructor/Lecturer, Medgar Evers College

1988-1989: Mathematics Adjunct Instructor /Lecturer, New York City Technical College

1988-1990: Mathematics Adjunct Instructor/Lecturer, College of New Rochelle

HONORS

2008: Outstanding Educators Award/ 55th Assembly District Brooklyn New York

2006: Outstanding Leadership Award/ Protestant Board of Guardians

2005: Fulbright Scholar (was part of a select group of exemplary US Principals who traveled to Brazil during the summer of 2005 to study their schools. In addition, served as a host for exemplary Brazilian Principals in 2006).

2004: Patrick Francis Daly Award/ Yale University

2003: Community Education Award/ Brooklyn Plaza Medical Corp

2003: A Voice for Children Award/ Children and Family Organization

PUBLICATIONS

Rock, D. (2005). *How were the practices of freedom schools in the south used as a model for success at Benjamin Banneker Academy for Community Development?* Council of Supervisors and Administrators online publications.

PAPER AND CONFERENCE PRESENTATIONS

Rock, D. (2007). Creating a successful algebra regents program. Presentation made at the Adelaide Sanford Institute Conference September 2007, Medgar Evers College Brooklyn New York.

PROFESSIONAL AFFILIATIONS AND SERVICE*Professional Affiliations:*

American Association of School Administrators
National Association of Black School Educators
National Council of Teachers of Mathematics

Service:

Coordinated the math component of the NYC Middle School Initiative
Mentored Principals in the NYC DOE Aspiring Principals Program
Served as a mentor in Teachers College Principals Academy

SPECIALIZED SKILLS

Academic Policies & Programs, Budget Development, Curriculum Planning & Development, Community Involvement, Standardized Testing, Staff Development, Student Recruitment, Regents Exams Planning, Classroom Observations, Teacher Mentoring, After School Program Development, Course Design, School Security & Safety, Student Discipline

School Trustee Background Information
--

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

Name: Michele Weekes

Charter School Name: Collegiate Academy for Mathematics and Personal Awareness (CAMPA)

Charter School Address: 1962-84 Linden Boulevard, Brooklyn, NY 11207

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

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

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

Background

1. Please provide your educational and employment history. You may do so by attaching a résumé. X Resume Attached
2. Please affirm that you are or will be at least eighteen years old at the time of your appointment/election to the board. X I affirm.
3. Please affirm that you have read Article 56 of the New York State Education Law, and understand the relationship between a charter school and the authorized chartering entity as defined in that statute. X I affirm.
4. Please indicate how you became aware of the charter school and the opportunity to serve as a member of its board. **I am one of the founding members of this proposed charter school to open in 2014.**

5. Please explain why you wish to serve on the board. **Many of our middle school children are not succeeding/learning in their present school environment. CAMPA will offer an alternative school setting. I wish to sit on the board to insure that CAMPA is a successful educational institution and that the individual needs of ALL of the students are met. I am committed to CAMPA's school motto----"Hard work generates unlimited options!"**
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 presently sit on the Board of the Brooklyn Dreams Charter School and on their education committee. I bring to the Board 36 years of educational experience.**
7. Please indicate whether or not you have ever been convicted of a misdemeanor and/or felony in state or federal court in any jurisdiction.
 X This does not apply to me. Yes.
If the answer to this question is yes, please provide the following details regarding your conviction(s): (1) the name of the criminal offense(s); (2) whether the criminal offense(s) was a misdemeanor or felony; (3) the facts and circumstances surrounding your conviction(s); (4) the date(s) of your conviction(s); and (5) the date(s) of disposition(s).

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

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

Conflict of Interest

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

If your answer is yes, please indicate the precise nature of your relationship here: **I know all of the other prospective board members. We have been colleagues over the years. My husband knows some of them.**

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

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

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

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

X No. Yes.

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

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

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

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

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

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

I / we have no such interest. Yes.

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

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

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

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

Educational Philosophy

18. Please explain your understanding of the charter school's mission and/or philosophy. **The Collegiate Academy for Mathematics and Personal Awareness (CAMPA) will work tirelessly to insure that our students will be in a serious, nurturing environment that will foster academic success and promote character development. Our students will not only leave CAMPA with a command of the skills necessary to perform at a high level in high school and college, but will also develop the social tools required to thrive in our ever-changing global society.**
19. Please explain your understanding of the educational program of the charter school. **The Collegiate Academy for Mathematics and Personal Awareness (CAMPA) will insure that all of our students achieve at high levels through rigorous instruction with a focus on mathematics. Our students will take a minimum of two mathematics periods per day. Students will be required to master fundamental math skills and be able to apply the skills to Real World situations before moving on to**

algebra.

At CAMPA, our health/wellness program will be designed to help students focus on their personal awareness. The program will consist of physical education, nutrition and community health. During the first year, the 5th graders will concentrate on personal awareness through exercise and nutrition.

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; comply with all government and other regulations and be fiscally sound. The BOARD of the charter school must: monitor the educational program, monitor student progress, monitor and report on progress towards meeting accountability goals, insure adequate resources, manage resources effectively, select and review the performance of the school leader, and recruit and orient new board members and assess board performance.**

Other

21. Please explain your understanding of the appropriate role of a public charter school board member. **A public charter school board member will have the authority permitted by law to manage the business affairs and property of the charter school. The Board will maintain the fiduciary responsibility and exercise the hiring and firing authority of the principal. A charter school board member will solicit input from and opinions of, the school community regarding issues of significance and evaluate solicited information carefully prior to making decisions.**
22. Please affirm that you have read and understand the charter school application, the charter school board's by-laws and all proposed policies.

I affirm M. J.

23. Please provide any other information that you feel is pertinent to the Department's review. **The CAMPA team is a diverse group of exemplary educators and community members with experience in NYC public and charter schools offering expertise in curriculum, professional development and community outreach. In addition, our financial advisor and attorney will assist the board with fiduciary and legal matters. The health practitioner will support CAMPA with our health and personal awareness program.**

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

STATEMENT OF ASSURANCE

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

Michele Weekes

3/5/2013

Signature

Date

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

Business Telephone: none

Business Address: none

E-Mail Address:

Home Telephone:

Home Address:

PRESENTATION OF QUALIFICATIONS

Michele L. Morais-Weekes



Extensive experience in Administration . . . school based management . . . staff development . . . workshops . . . performance evaluation . . . labor relations . . . coaching of staff. . . curriculum development . . . parent involvement

PROFESSIONAL BACKGROUND AND EXPERIENCE ADMINISTRATIVE / SUPERVISORY EXPERIENCE

**Education Leadership Program
Summer Principals Academy
Teachers College, Columbia University
525 West 120th Street, Box 67
New York, New York 10027**

May 2007 – May 2010

Internship Coach

- Developed the leadership potential of the intern, through developmental feedback, modeling, and the transfer of my own knowledge, skills and habits of mind.
- Met with the supervising principal and the intern to establish a progressive program of leadership experiences.
- Provided a memo subsequent to each visit describing the performance of the intern during the internship experience, and the value added or learning that occurred in the judgment of the coach.
- Provided the SPA Internship Director with additional written or verbal feedback on the progress of the internship as needed or requested.
- Attended coaching conferences.

**Public School 93
31 New York Avenue
Brooklyn, New York 11216**

September 1995 – August 31 2005

Principal

- Responsibilities encompass all phases of daily administration for a school with an enrollment of 500 – 700 students for grades Pre-K – 6.
- Duties included educational leadership program and curriculum development, planning and facilitating conferences (staff, team, and group), administering budgets, allocating resources, preparing fiscal reports, on-going program evaluation and enhancement, crisis intervention, problem solving, and ensuring compliance with all regulatory standards.
- Developed and implemented programs which utilized school, region, and community resources to enhance school curriculum, and conducted programs to foster parent and community involvement in the educational process.
- Directly supervised a staff of 37 pedagogues and 22 non-instructional employees, with responsibility for participating in the interview process, making hiring recommendations, orientation, training assistant principals, delegating class assignments based on staff abilities, assisting staff to set and meet performance standards, motivation classroom observations, evaluations and labor relations
- Conducted classroom observations, evaluations, and labor relations meetings

Public School 93
31 New York Avenue
Brooklyn, New York 11216

September 1990 – June 1995

Assistant Principal

- Direct Supervisor for grades 4, 5, and 6 including large group management in morning, lunch, and dismissal times. Conducted staff training and assisted teachers in devising successful teaching strategies including performing demonstration lessons, preparing exemplary plans and constructing subject area examinations on these grades

Public School 93
31 New York Avenue
Brooklyn, New York 11216

April 1988 – June 1990

Interim Acting Assistant Principal

Community School District 13
355 Park Place
Brooklyn, New York, 11238

September 1985 – April 1988

Co-Director JHS Programs

- Developed curriculum and implementation calendars for Junior High School English Language Arts and Social Studies Programs planned and facilitated conferences, allocated resources, evaluated programs, prepared midyear and final exams, supervised the articulation process between elementary and junior high schools, and ensured compliance with all regulatory standards

Public School 305
344 Monroe Street
Brooklyn, New York, 11216

September 1984 – June 1985

Interim Acting Assistant Principal

- Direct Supervisor for grades 3 and 4 including large group management in morning, lunch, and dismissal times. Supervised the Chapter I Reading Program and mathematics Programs. Conducted numerous workshops for staff and parents and acted as School Testing Coordinator

PROFESSIONAL DEVELOPMENT ACTIVITIES

Mentor

2000 - 2005

- Responsible for providing support and on-going training to three teachers in preparation for their supervisory positions
- Responsible for providing support and on-going training to student teachers from Medgar Evers College in preparation for their teaching positions

New York City Department of Education

July 1985 – September 1985

- Contributing writer for the 3rd grade social studies curriculum, "Communities Around the World."

TEACHING EXPERIENCE

Public School 54K

September 1976 – June 1984

- Title I Coordinator [Reading, Mathematics, and English as a Second Language]
- Title I Reading Specialist
- Classroom Teacher – Grades 5 & 6

Public School 307K

September 1975 – June 1976

Classroom Teacher

- Grade 5 Teacher

Public School 54K

September 1969 – 1975

Classroom Teacher

- Grade 5 Teacher

EDUCATIONAL BACKGROUND

- Brooklyn College of the City University
Advanced Certificate in Educational Administration and Supervisor, 1985
Masters of Science in Elementary Education – Reading, 1976
- State University College at Oswego
Bachelor of Arts in Elementary Education, 1969

CERTIFICATION / LICENSE

- School / District Administrator
- Principal / Assistant Principal
Principal, Elementary, New York City Department of Education
Assistant Principal, DES / JHS
- Teacher of Reading - New York State Education Department
- Teacher – Day Elementary School / Common Branches
New York City Department of Education

AFFILIATIONS

- Trustee/Board Member—Brooklyn Dreams Charter School—Nov. 2011--Present
- Brooklyn Reading Council
- International Reading Council
- Association for Supervision and Curriculum Development

HONORS / AWARDS

- Awards received from District 13, Staff, and Parents

Attachment 5b - By-Laws

Collegiate Academy for Mathematics and Personal Awareness (CAMP) Charter School By-Laws

ARTICLE I

THE CORPORATION

Section 1.1. Name and Formation. Collegiate Academy for Mathematics and Personal Awareness Charter School (the "Corporation") is a non-stock, non-profit corporation organized under the laws of the State of New York.

Section 1.2. Purposes. The Corporation is organized and is to be operated exclusively to carry out charitable and educational purposes within the meaning of Section 501(c)(3) of the Internal Revenue Code of 1986, as now in effect or as may hereafter be amended (the "Code"), including, without limitation:

(a) to operate a public charter school in the City and State of New York (the "School") pursuant to a charter agreement therefore;

(b) to exercise all rights and powers conferred by the laws of the State of New York upon non-stock corporations, including, but without limitation thereon, to raise funds, to receive gifts, devises, bequests and contributions, in any form, and to use, apply, invest, and reinvest the principal and/or income there from or distribute the same for the above purposes; and

(c) to engage in any other activity that is connected with or in advancement of the foregoing purposes and that is within the definition of charitable and educational for purposes of Section 501(c)(3) of the Code; provided, the powers of the Corporation shall never be inconsistent with the purposes of the Corporation stated above of the Constitution of the United States or the State of New York.

ARTICLE II

OFFICES

Section 2.1. Principal Place of Business. The principal place of business of the Corporation shall be located in the City and State of New York. The Corporation may have such other offices, either within or without the State of New York, as the Board of Trustees may determine or as the affairs of the Corporation may require from time to time.

Section 2.2. Registered Office and Registered Agent. The Corporation shall have and continuously maintain in the State of New York a registered office and a registered agent whose office is the Corporation's registered office

ARTICLE III

BOARD OF TRUSTEES

Section 3.1. Powers. The business, affairs and property of the Corporation shall be managed and controlled by the Board of Trustees, and all corporate powers shall be vested in and exercised by the Board, except as otherwise provided by law, the charter filed to create the Corporation, or these By-Laws.

Section 3.2. Duties. The duties of the Board of Trustees shall be as follows:

- a) to govern and oversee the School for the purpose of achieving its Mission;
- b) to take actions necessary to cause the School corporation to satisfy its obligations under the New York State Charter Schools Act and other applicable laws;
- c) to hire, fire, oversee, evaluate, guide and support the Principal and other members of the School staff;
- d) to financially manage the School, including: budget development and monitoring, establishing fiscal controls, and causing audits of the School's books and records to be made as required by law and otherwise prudent;
- e) to develop, approve, implement, and monitor achievement of the School's accountability plan as required by law;
- f) to set, implement and enforce, or delegate the implementation and enforcement of, School policies in respect of –
 - i) admissions,
 - ii) curriculum, teaching and learning,
 - iii) employment and other personnel matters,
 - iv) student discipline,
 - v) Special Education,
 - vi) English language education for English language learners,
 - vii) the Code of Ethics and policies governing self-dealing of Trustees, Officers and employees,
 - viii) dress code,
 - ix) transportation,
 - x) student food services,
 - xi) student health services,
 - xii) communication with students' families,
 - xiii) communication with governmental and regulatory agencies,
 - xiv) public relations and outreach, and
 - xv) hearing complaints as required by §2855(4) of the New York charter schools act (the enforcement of which shall not be delegated, notwithstanding the foregoing).

Section 3.3. Performance of Duties. Each Trustee shall perform all duties of a Trustee, including duties on a Board committee, in good faith and with the degree of diligence, care and skill, including reasonable inquiry, an ordinary prudent person in a like position would use under similar circumstances.

Section 3.4. Number. The number of Trustees constituting the initial Board of Trustees shall be twelve (12). The number of Trustees may be changed from time to time by amendment of these By-Laws in compliance with applicable laws, but the School's Board will have a minimum of five members and a maximum of fifteen members.

Section 3.5. Term. Each Trustee shall hold office for a term of two (2) years or until earlier death, resignation or removal. Terms are renewable. No more than 40% of the persons serving as Trustees at any one time may be officers, directors or employees of a single organization. No more than 49% of the persons serving as Trustees at any one time may be interested persons. An “interested person” is: (1) any person currently being compensated by the Corporation for services rendered to it within the previous 12 months, whether as a full-time or part-time employee, independent contractor or otherwise; or (2) any sibling, ancestor, descendant, spouse, sister-in-law, brother-in-law, daughter-in-law, son-in-law, mother-in-law or father-in-law of any such person.

Section 3.6. Removal. Any Trustee may be removed for cause by a majority vote of the entire Board, but not less than the entire Board, excluding the Trustee who is the subject of the removal action, provided, that at least one week’s previous notice of the proposed action have been given to the accused and to each trustee.

Section 3.7. Resignation. Any Trustee may resign at any time by delivering written notice of his or her resignation to the Corporation. At the election of the Corporation made by Board action, the resignation of a Trustee shall be effective upon such notice or upon a later date which is prior to the date of resignation specified in the notice, notwithstanding a resigning Trustee’s specification of a different date in his notice. Acceptance of a resignation shall not be necessary to make it effective.

Section 3.8. Vacancies. Any newly created Trusteeships and any vacancies on the Board of Trustees, arising at any time and from any cause, may be filled at any meeting of the Board by a majority of the Trustees regardless of their number. In accordance with the General Municipal Law, no vacancies will be filled with a person who has an interest in a for-profit contract, unless one or more of the exemptions listed in General Municipal Law 802 are applicable. Trustees so elected shall serve for the balance of the unexpired term in the case of a vacancy created because of the resignation, removal, or death of a Trustee, or in the case of any other vacancy for the term. To the extent required by law, any Trustee that shall fail to attend three (3) consecutive regular meetings without an excuse accepted as satisfactory by the Board may, at the Board's election, shall be deemed to have resigned, and the vacancy shall be filled.

Section 3.9. Meetings. Meetings of the Board of Trustees shall be subject to requirements of the New York State Open Meetings Law, as applicable and as amended from time to time. Regular meetings of the Trustees will be held at the school facility once it has been identified and the school has take occupancy of it. Until that time, meetings may be held at such time and place as shall from time to time be determined by the Board, but not fewer than the number of times per year required by applicable laws and regulations. The School will hold a meeting of the Board once per calendar month on dates determined by the Board. Special meetings may be called at any time by two or more Trustees together. A majority of the Trustees present, whether or not a quorum is present, may adjourn any meeting to another time and place.

Section 3.10. Notice of Meetings. Notice of the time and place of each regular, special or annual meeting of the Board, and, to the extent reasonably possible a written agenda stating all matters upon which action is proposed to be taken, shall be given to each Trustee by the Board Chairperson by personal delivery, facsimile, or regular mail, postage prepaid, at least 72 hours before the day on which the meeting is to be held; provided however, that notice of a special meeting shall be given by receipted personal or overnight delivery no fewer than seven (7) days prior to the special meeting date. Trustees calling for a special meeting shall specify in reasonable detail matter(s) to be

considered at the special meeting. Notice of a meeting need not be given to any Trustee who submits a signed waiver of notice before or after the meeting or who attends the meeting without protesting prior thereto or at its commencement the lack of notice to him or her. Public notice of meetings shall be given as required by Article 7 of the Public Officers Law. Specifically, the School will post notices in the following media outlets; The New York Times, The Daily News, and The New York Post. The School will also post notices in the main office of the School, as well as on the school's website. Trustees calling for a special meeting shall be responsible for giving all required public notices of the special meeting.

Section 3.11. Executive Session. Upon a majority vote of the entire Board of Trustees on a motion which identifies generally the subject to be considered, the Board may meet in executive session in compliance with Section 105 of the New York State Open Meeting Law, as amended from time to time.

Section 3.12. Videoconferencing and Telephone Conferencing. Individuals may participate in a meeting of the Board of Trustees via videoconferencing, consistent with the New York State Open Meetings Law, as amended from time to time. Public notice of a meeting at which a Trustee intends to participate by videoconference shall identify the videoconference locations for the meeting and state that the public has the right to attend the meeting at a videoconference location. Other Trustees may participate by telephone conference, but shall not be counted for quorum purposes and shall not vote.

Section 3.13. Quorum and Voting. A majority of the Board of Trustees shall constitute a quorum for the transaction of business or of any specified item of business. Except as otherwise provided by these By-Laws, the vote of a majority of the Board of Trustees constituting the quorum thereof shall be an act of the Board, except that a vote of three-quarters of the Trustees eligible to vote, if a quorum shall be constituted, shall be required to amend these By-Laws.

Section 3.14. Minutes. Minutes taken at all open meetings of the Corporation shall consist of a record or summary of all motions, proposals, resolutions, and any other matter formally voted upon and the vote thereon. Minutes taken at executive sessions shall include any action that is taken by formal vote and provide a record or summary of the final determination of such action, and the date and vote thereon; provided, however, that such summary need not include any matter which is not required to be made public by the New York State Freedom of Information Law. The minutes of meetings and executive sessions shall be available to the public as required by the New York State Open Meetings Law.

Section 3.15. Committees. The Board of Trustees may designate from among its members committees from time to time comprised of a number of committee members as required by applicable law; provided, the Board shall at all times maintain an Executive Committee, a Finance Committee, and an Education Committee and a Compliance Committee. All standing committees will have a minimum of three (3) members, except the Executive Committee which will have a minimum of five (5) members. The Board may designate one or more Trustees as alternate members of any committee, who may replace absent or disqualified members at any meeting of the committee. A committee shall appoint its chairperson by action of a majority thereof. Any one or more members of a committee may participate in a meeting of the committee by means of a conference telephone or similar communications equipment by means of which all persons participating in the meeting can hear each other, provided such meeting and notice thereof comply

with applicable requirements of the New York State Open Meetings Law. From time to time a committee may empanel one or more standing or other subcommittees. Committee members shall maintain minutes of each committee meeting and shall file copies of the minutes with the corporate records in compliance with applicable laws. A committee shall have all the powers delegated by the Board except that no committee shall have the power (a) to change the membership of, or to fill vacancies in, the Board or any committee of the Board, (b) to fix the compensation of Trustees for serving on the Board or any committee of the Board, (c) to amend or repeal these By-Laws or adopt any new By-Laws, (d) to amend or repeal any resolution of the Board which by its terms shall not be so amendable to repealable, or (e) to exercise other powers specifically denied the committee by resolution of the Board of Trustees or by law. Each committee and each member of each committee shall serve at the pleasure of the Board of Trustees. A majority of a committee shall constitute a quorum for the transaction of business. Except as otherwise provided by these By- Laws, the vote of a majority of a committee constituting the quorum thereof shall be an act of the committee.

Section 3.16. Compensation. Persons serving as Trustees or members of a committee shall not receive any salary or compensation for their services as Trustees or committee members. A Trustee or committee member shall be entitled to reimbursement for reasonable expenses incurred by him or her in carrying out his or her duties as such.

Section 3.17. Right of Inspection. Subject to restrictions imposed by applicable law on access to or the use or dissemination thereof, every Trustee shall have the right to inspect and copy at his expense all books, records and documents of the Corporation and to inspect the physical properties of the Corporation; provided such inspection is conducted at reasonable times upon not less than 10 days' prior written request to the Corporation.

ARTICLE IV

OFFICERS

Section 4.1. Number. The "Officers" of the Corporation shall be a Chair, Vice Chair, Secretary and Treasurer, and such other Officers, if any, as the Board of Trustees may from time to time elect. The same person may hold any two or more offices; provided, no individual may act in more than one capacity where action of two or more Officers is required; and further provided the Secretary may not be the same person as the Chair.

Section 4.2. Election and Term. All Officers shall be elected by the Trustees from among them and shall hold office for the term of one year or such shorter term as decided by Board action. Each officer shall continue in office until the expiration of his term or his or her death, resignation or removal in accordance with Section 4.3 of these By-Laws.

Section 4.3. Resignation or Removal. Any Officer may be removed, with or without cause, by a majority vote of the entire Board excluding the Trustee who is the subject of the removal action. Any Officer may resign at any time by delivering written notice of his or her resignation to the Corporation. At the election of the Corporation made by Board action, the resignation of a Trustee shall be effective upon such notice or upon a later date prior to the date of resignation specified in the notice, notwithstanding the specification of a later date in the notice. Acceptance of a resignation shall not be necessary to make it effective. A vacancy in an office shall be filled for the unexpired term by Board action.

Section 4.4. Employees and Other Agents. The Board of Trustees may from time to time hire such employees and appoint such agents on such terms as it deems appropriate from time to time.

Section 4.5. Chair. The Chair shall have the power to sign alone in the name of the Corporation all contracts authorized by the Board of Trustees and to execute and deliver other documents and instruments. The Chair also shall be the Chairperson of the Board of Trustees and shall preside at Board meetings in such capacity. The Chair shall also have such other powers and perform such other duties as the Board of Trustees may from time to time prescribe.

Section 4.6. Vice Chair. The Vice Chair shall, in the absence or disability of the Chair, perform the duties and exercise the powers of the Chair. The Vice Chair shall also have such other powers and perform such other duties as the Board of Trustees may from time to time prescribe.

Section 4.7. Secretary. The Secretary shall be responsible for the maintenance of an accurate record of all the minutes of all meetings of the Board of Trustees; be responsible to serve or cause to be served all notices of the Corporation and be custodian of the Corporation's records (other than financial records). The Secretary shall also have such other powers and perform such other duties as the Board of Trustees may from time to time prescribe.

Section 4.8. Treasurer. The Treasurer shall be responsible for the oversight of all financial matters within the Corporation and the maintenance of accurate financial records of the Corporation and shall be the custodian of the Corporation's financial records. The Treasurer shall also have such other powers and perform such other duties as the Board of Trustees may from time to time prescribe.

Section 4.9. Compensation. Persons serving as Officers shall not receive any salary or compensation for their services as Officers. An Officer shall be entitled to reimbursement for reasonable expenses incurred by him or her in carrying out his or her duties as such.

ARTICLE V

SELF-DEALING TRANSACTIONS

Section 5.1. Purpose. The purpose of the procedures prescribed in this Article V is to protect the Corporation's best interests when entering into a transaction or arrangement that also might benefit the private interest of a Trustee, Officer or employee of the Corporation or a blood or marital relation of a Trustee, Officer or employee.

Section 5.2. Board's Authority. The Board shall not authorize corporate action, and no committee shall recommend corporate action, except in accordance with procedures set forth in this Article V.

Section 5.3. Procedures.

(a) Duty to Inquire. In its consideration of any action the Board and all committees shall first conduct appropriate inquiry to determine whether the action involves a Self Dealing Transaction, including determining the nature, scope and details thereof. "Self-Dealing Transaction" means any transaction having the School as one party and one or more of the following among the proposed other parties thereto:

- (i) Trustees, Officers or employees of the School, or blood or marital relations of any of them,
- (ii) an entity in which a Trustee, Officer or employee of the Corporation, or blood or marital relation of any of them, holds an ownership or investment interest,
- (iii) an entity which employs or otherwise compensates a Trustee, Officer or employee of the School, or employs or compensates a blood or marital relation of any of them, and/or
- (iv) any entity which has as a member of its board of directors or trustees a Trustee, Officer or employee of the School, or a blood or marital relation of any of them.

A Trustee involved in an actual or potential Self-Dealing Transaction is referred to herein as an "Involved Trustee." Involved Trustees, and Officers and employees, related to a possible Self-Dealing Transaction being evaluated shall not participate in the inquiry into or the determination of whether the transaction is a Self-Dealing Transaction, but may present to the Board regarding the nature and extent of his or her relationship to the matter being considered.

(b) Determining Whether a Self-Dealing Transaction Exists. After inquiry in accordance with subparagraph (a) immediately above, the Board shall take action as to whether the transaction is a Self-Dealing Transaction; provided, an Involved Trustee shall not participate in the deliberation of or vote the issue of whether a transaction is a Self-Dealing Transaction.

(c) Action on a Self-Dealing Transaction. If the Board determines a transaction being considered is a Self-Dealing Transaction, the Board will exercise due diligence to determine whether the Corporation can arrange an alternative transaction more favorable to the School with reasonable efforts. An Involved Trustee shall not participate in this determination. As part of its due diligence, the Board may involve or engage one or more disinterested people to investigate alternative transactions. If the Board decides not to proceed with an alternative transaction, the Board shall determine whether it is in the Corporation's best interests and is fair and reasonable to the Corporation to authorize the Self-Dealing Transaction; provided, an Involved Trustee shall not participate in the deliberation of or vote upon the authorization of a Self-Dealing Transaction.

(d) Violations. If the Board has reasonable cause to believe that a Trustee, Officer or employee has violated the School's Trustee, Officer and Employee Code of Ethics, it shall conduct further investigation as the Board deems warranted, shall inform the Trustee, Officer or employee of the basis for such belief, and afford him or her an opportunity to explain the alleged failure to disclose. If the Board determines that a violation of the Code of Ethics has been committed, the Board shall take appropriate disciplinary and/or corrective action. A Trustee who is the subject of an investigation or possible disciplinary or corrective action under this subparagraph

(d) shall not participate in the deliberation of or vote on such determination or disciplinary or corrective action.

(e) The Procedures prescribed in subparagraphs (a), (b) and (c) immediately above shall apply to actions of committees of the Board in the same manner and to the same extent as prescribed for Board actions.

Section 5.4. Records of Proceedings. The minutes of the Board of Trustees and all committees with Board-delegated powers shall contain the names of the persons and entities involved in transactions which are or may be Self-Dealing Transactions, findings of the Board in respect of the scope and nature of those person's and entities' involvement, actions taken in accordance with this Article, the names of the persons present for or who participated in discussions thereof and a summary of the content of such discussions, and a record of votes taken in connection therewith, including the names of those present for and who participated in voting and their respective votes.

ARTICLE VI

MISCELLANEOUS

Section 6.1. Interpretation of Charter. In the event of a conflict between these By-Laws and the Charter, the provisions of the Charter shall control.

Section 6.2. Effectiveness of Non-Public Notices. Non-public notices given under these By-Laws shall be deemed effective only upon verified receipt or refusal.

[END OF DOCUMENT]

Attachment 5c - Code of Ethics

CODE OF ETHICS FOR COLLEGIATE ACADEMY FOR MATHEMATICS AND PERSONAL AWARENESS CHARTER SCHOOL TRUSTEES, OFFICERS AND EMPLOYEES

The undersigned Trustee, Officer or employee of the Collegiate Academy for Mathematics and Personal Awareness Charter School (the “School” or the “School Corporation”) shall comply with this code of ethics (the “Code of Ethics”) of the School, as set forth below, during the entirety of his/her tenure on the Board or employment with the School:

Provision 1. Trustees, Officers and employees of the School Corporation will conduct or direct the affairs of the School and exercise their powers and responsibilities subject to the limitations of New York State Education Law, General Municipal Law and Not-For-Profit Corporation Law, and the School’s charter and the Bylaws of the School Corporation, as applicable.

Provision 2. No Trustee, Officer or employee of the School Corporation shall engage in a “Self-Dealing Transaction,” except as approved by the Board in accordance with procedures set forth in Article V of the By-Laws of the School Corporation.

A Trustee who is or may be a party to a Self-Dealing Transaction is referred to herein as an “Involved Trustee.”

Provision 3. In respect of any transaction under consideration by the School or to which the School is already a party, a Trustee, Officer or employee of the School Corporation shall have the obligation to make a “Self-Dealing Disclosure” as defined below, if he or she:

- (i) is or proposes to be, or has a blood or marital relation who is or proposes to be a party to the transaction in conflict of official duties,
- (ii) holds an ownership or investment interest in, or whose blood or marital relation holds an interest in, an entity which is a party to the transaction in conflict of official duties,
- (iii) is employed by or is otherwise compensated by, or whose blood or marital relation is employed or compensated by, an entity which is a party to the transaction in conflict with official duties, and/or
- (iv) is, or whose blood or marital relation is a director, trustee or corporate officer of an entity who is a party to the transaction in conflict with official duties.

A “Self-Dealing Disclosure” is the prompt, full and frank public, written disclosure to to his or her immediate supervisor (if applicable) and to the Board of his or her interest (or interest of his or her blood or marital relation), giving rise to the Self-Dealing Disclosure obligation. It is the obligation of every Trustee, Officer and employee to inform himself of matters which may be under consideration by the Board by timely reviewing publicly available information and making appropriate inquiry of the Board, Principal or Finance and HR Director. Disclosure required under this shall include all relevant and material facts known to the Trustee, Officer and employee about the contract or transaction, and shall be set forth in the minutes of the Board.

Provision 4. In addition to the above Provisions of this Code of Ethics, Trustees, Officers and employees of the School Corporation shall avoid at all times engaging in activities that would appear

to be unduly influenced by persons who have a special interest in matters under consideration by the Board or relating to the School. Specifically, no trustee, officer or employee shall:

- Directly or indirectly, solicit any gift, or accept or receive any gift having a value of seventy-five dollars or more, whether in the form of money, service, loan, travel, entertainment, hospitality, thing or promise, or in any other form, under circumstances in which it could reasonably be inferred that the gift was intended to influence him, or could reasonably be expected to influence him, in the performance of his official duties or was intended as a reward for any official action on his part;
- Disclose confidential information acquired by him in the course of his official duties or use such information to further his personal interests;
- Receive, or enter into any agreement, express or implied, for compensation for services to be rendered in relation to any matter before the School or the Board of which he is an officer, member or employee or of any School or Board Committee or entity over which he has jurisdiction or to which he has the power to appoint any member, officer or employee; or
- Receive, or enter into any agreement, express or implied, for compensation for services to be rendered in relation to any matter before any School or Board Committee or entity, whereby his compensation is to be dependent or contingent upon any action by such agency with respect to such matter, provided that this paragraph shall not prohibit the fixing at any time of fees based upon the reasonable value of the services rendered.

Provision 5. A Trustee, Officer or employee cannot have an interest in any for-profit contract with the school. Trustees, Officers or employees who have contracts with not-for-profit entities, such as charter management organizations, partners, and found organizations must disclose these contracts but they are not prohibited.

Provision 6. As a requirement of section 803 of the General Municipal Law, any Trustee Officer or employee who has, will have, or later acquires an interest in—or whose spouse has, will have, or later acquires an interest in—any actual or proposed contract, purchase agreement, lease agreement or other agreement, including oral agreements, with the School Corporation of which he or she is an officer or employee, shall publicly disclose the nature and extent of such interest in writing to his or her immediate supervisor and to the governing body thereof as soon as he or she has knowledge of such actual or prospective interest. Such written disclosure shall be made part of and set forth in the minutes of such body.

Provision 7. A Trustee, Officer or employee who violates this Code of Ethics will be subject to corrective or disciplinary action including removal in respect thereof.

Provision 8. Trustees, Officers and employees cannot hold investments in conflict with official duties with the exception of holdings where when less than five per centum of the outstanding stock of the corporation is owned or controlled directly or indirectly by such Trustee, Officer or employee.

Provision 9. Trustees, Officers and employees shall not have private or future employment in conflict with official duties as shall be determined by the board upon disclosure prior to such employment or upon hire.

Provision 10. Trustees, Officers and employees of Collegiate Academy for Mathematics and Personal Awareness Charter School will be required to sign a statement acknowledging receipt of and agreeing to comply with the Board, Officer and Employee Code of Ethics.

Signature

Name of Trustee, Officer or Employee

Date signed

Attachment 8A - Hiring and Personnel Policies and Procedures

All employees of Collegiate Academy for Mathematics and Personal Awareness Charter School (“CAMPA” or the “School”) will be expected to adhere to the policies below. Each employee, upon hire, will be given a copy of the personnel handbook and it will be reviewed. All employees will be expected to sign an Employment Acknowledgement Form and this form will be kept in their employee file. The personnel handbook will be reviewed and updated as needed with approval from the Board of Trustees. CAMPA reserves the rights to modify, revoke, suspend or change, any or all such plans, policies or procedures, in whole or in part, at any time, with or without notice. The resolution of any questions, interpretations or applications of the policies will be the sole prerogative of CAMPA and its management. This handbook is not an employment contract and does not create legally enforceable obligations for the schools or the Board of Trustees.

See Section *III.C*, Management and Staffing, for more information about the School’s plans for staffing.

Equal Opportunity Employment

It will be the policy of the School to provide equal employment opportunity to all qualified employees and applicants without regard to race, color, religion, sex, sexual orientation, gender identity and expression, national origin, ethnicity, age, disability, marital status, military service status, or any other protected classification. This policy will apply to all aspects of the employment experience, including recruitment, hiring, compensation, promotion, transfer, disciplinary action, layoff, return from layoff, CAMPA-sponsored training, and social and recreational programs. Any and all such employment decisions will be made in a non-discriminatory manner.

CAMPA will comply with the Americans with Disabilities Act and all applicable state and local laws prohibiting discrimination in employment against qualified individuals with disabilities. CAMPA will also provide reasonable accommodation for such individuals in accordance with these laws. It is CAMPA’s policy to:

- ensure that qualified individuals with disabilities are treated in a nondiscriminatory manner in the pre-employment process and that employees with disabilities are treated in a nondiscriminatory manner in all terms, conditions, and privileges of employment;
- administer medical examinations to employees when justified by business necessity;
- keep all medical-related information confidential and retain it in separate files;
- provide reasonable accommodation to applicants and employees with disabilities, except where it would create an undue hardship for CAMPA; and
- notify individuals with disabilities that the school provides reasonable accommodation to qualified individuals with disabilities by including this policy in the personnel handbook and by posting the Equal Employment Opportunity Commission’s poster on discrimination throughout school premises.

A qualified individual with a disability may request a reasonable accommodation by communicating this request to the Principal either orally or in writing. Upon receiving the request, the Principal or his or her designee will meet with the employee to identify the precise limitations resulting from the disability and the potential accommodation that CAMPA might make. CAMPA reserves the right to request additional medical documentation.

The Principal will make the final decision regarding any accommodation.

Hiring Procedure

The School strongly believes that the quality of the professional staff determines the quality of education offered in the school. It will therefore be the responsibility of the Principal to locate and recruit the best qualified candidates to meet the school's educational needs.

All positions at the School will be posted publically and will include a job description with a job description and minimum requirements. All postings will include the following wording:

As an equal opportunity employer, Collegiate Academy for Mathematics and Personal Awareness Charter School hires without consideration to race, religion, creed, color, national origin, age, gender, sexual orientation, marital status, veteran status or disability.

All applicant's resumes and cover letters will be reviewed to ensure that they meet minimum requirements and experience. All candidates will be asked to provide references which will be checked and will be required to provide FBI clearances upon hire.

Hiring of Teachers

CAMPA's teacher hiring process will include the following phases:

- *Submission of Resume and Cover letter*
All prospective employees will submit their resume and a cover letter specifically tailored to the available position they are applying for at CAMPA.
- *Interviewing*
CAMPA's interview process is designed to help the Principal or his or her designee determine whether a candidate: a) possesses the necessary skills to be a productive member of the School's staff; and b) will fit into CAMPA's unique culture and environment. CAMPA will utilize an interview protocol that includes a list of interview questions and a rubric containing objective criteria. The Principal or a designee may elect to pre-screen candidates with a telephone interview to discover whether the candidate has the knowledge and experience required and to ascertain whether the candidate agrees with and can work in a manner consistent with CAMPA's instructional philosophy and culture.
- *Writing Sample*
Candidates who are invited to continue in the process after the interview will be asked to complete a writing sample. The writing sample includes questions related to the candidate's instructional philosophy, experience and receptiveness to feedback that will be used by the School to create a more complete picture of whether the candidate is a good fit for CAMPA.
- *Demonstration Lesson*
Candidates who are invited to continue in the process will be asked to conduct a demonstration lesson. Depending on the grade level or position of consideration, the

candidate may be asked to conduct multiple demonstration lessons. Time will be reserved between lessons for the candidate to debrief with School leadership and receive feedback.

- *Checking References*
CAMPAs policy of calling references provided by the employee that include at a minimum speaking to a former employer.
- *Offering Employment*
CAMPAs will offer employment through a hire offer memo and a phone call. CAMPAs job offer letter will include at least the following: a) job title or position offered; b) salary offered; and c) a restatement that the employment will be at-will.
- *Fingerprinting*
Before employees can begin working, they must clear the NYSED fingerprint screening process. OSPRA form 101, 102 and/or 104 must be submitted to NYSED for each new employee.

CAMPAs reserves the right to amend, extend or truncate this process as circumstances require.

Teacher Qualifications

Teacher selection shall be based on strong academic preparation, professional competence, intellectual rigor, emotional maturity, enthusiastic professional attitude, knowledge of instructional practices, and ability to contribute to the furtherance of CAMPAs educational goals. Attention will be paid, among other factors, to the candidate's academic records and to his/her previous relevant experience. Successful candidates for teaching positions must demonstrate that they are willing and able support the educational and developmental needs of a diverse student population. CAMPAs teaching staff members must fulfill their individual responsibilities and work in concert with the other members of the teaching team. Successful candidates will demonstrate a commitment to continuous improvement and learning through professional development.

CAMPAs will make efforts to attract key personnel who contribute to the diverse skill-set necessary to thrive in a charter school setting. We anticipate hiring a diverse team of educators, from a wide range of teaching experiences, to serve a diverse population of students. Teachers should have at least two to four years of experience designing and teaching an integrated curriculum, differentiating instruction for children who have multiple learning styles and who have achieved a Master's Degree in Education. Additionally, candidates should have a proven track-record of high achievement in the classroom and commitment to accountability and exhibit a belief in and alignment with the School's core beliefs and educational philosophy.

Recruiting effective teachers that align with CAMPAs mission

CAMPAs will seek to establish a broad applicant pool for all available and vacant positions. CAMPAs will diligently seek its employees through a variety of means, including advertisements in newspapers and educational journals, relationships with colleges and graduate schools of education, recruitment fairs, and job posting services. CAMPAs will attempt to promote diversity in its applicant pool by advertising positions in targeted media (e.g. minority newspapers), networking with minority organizations and participating in minority recruitment events.

In particular, teachers will be recruited through one or more of a variety of methods, including job postings in New York City and national media, participation in teacher fairs and similar events, job postings and communication with education schools/departments and alumni associations at

colleges and universities; job postings on idealist.org or other appropriate websites, and networking and communication with the New York Charter School Center and the Northeast Charter Schools Association and similar organizations.

Below is a job description for teachers:

Teacher Job Description

Specific Responsibilities

- Executes the mission of CAMPA including high academic achievement, integration of the five learning disciplines, the application of critical thinking skills and ethical standards to learning, and living and problem solving through individual teaching and learning practices.
- Believes that every child can and will achieve high academic standards and provides consistent support to our students no matter how challenging the individual situation may be. Consistently reflects on self, as well as instructional practices, to achieve these academic goals.
- Plans student learning and individual achievements based on long and short-term goals, and program objectives.
- Selects and uses effective instructional methods and learning materials.
- Establishes a cooperative relationship with all assigned students.
- Manages the classroom in a positive manner and keeps students on task.
- Attends, participates, and facilitates team meetings and professional development opportunities, as well as common planning times.
- Communicates and collaborates with peers, sharing student work, methodologies, and strategies as well as coordinating lesson topics with other teachers in order to create a coherent curricular design to achieve the overall purposes of the CAMPA school program.
- Prepares, administers, and reviews all required student assessments.
- Meets regular and predictable attendance requirements.
- Performs other duties, as deemed appropriate, by the Principal.

Qualifications

- Master's degree required
- Minimum of two years teaching experience in an urban public school or charter school setting
- Proven track-record of high achievement in the classroom and commitment to accountability
- Belief in and alignment with Collegiate Academy for Mathematics and Personal Awareness Charter School's core beliefs and educational philosophy
- Valid New York State Certification is helpful but not required

Hiring of School Administrators and Other School Employees

The School strongly believes that the quality of the professional staff determines the quality of education offered in the school. It will therefore be the responsibility of the Principal to locate and recruit the best qualified candidates to meet the School's educational needs.

CAMPA's administrator and staff hiring process will include the following phases:

- *Submission of Resume and Cover letter*
All prospective employees will submit their resume and a cover letter specifically tailored to the available position they are applying for at CAMPA.

- *Interviewing*
CAMPAs interview process is designed to help the Principal or his or her designee determine whether a candidate: a) possesses the necessary skills to be a productive member of the School’s staff; and b) will fit into CAMPAs unique culture and environment. CAMPAs will utilize an interview protocol that includes a list of interview questions and a rubric containing objective criteria. The Principal or a designee may elect to pre-screen candidates with a telephone interview to discover whether the candidate has the knowledge and experience required and to ascertain whether the candidate agrees with and can work in a manner consistent with CAMPAs instructional philosophy and culture.
- *Checking References*
CAMPAs has a policy of calling references provided by the employee that include at a minimum speaking to a former employer.
- *Offering Employment*
CAMPAs will offer employment through a higher offer memo and a phone call. CAMPAs job offer letter will include at least the following: a) job title or position offered; b) salary offered; and c) a restatement that the employment will be at-will.
- *Fingerprinting*
Before employees can begin working, they must clear the NYSED fingerprint screening process. OSPRA form 101, 102 and/or 104 must be submitted to NYSED for each new employee.

CAMPAs reserves the right to amend, extend or truncate this process as circumstances require.

Staff and Administrator Qualifications

Selection shall be based on strong academic preparation, professional competence, intellectual rigor, emotional maturity, enthusiastic professional attitude, knowledge of instructional practices, and ability to contribute to the furtherance of CAMPAs educational and administrative goals. Attention will be paid, among other factors, to the candidate’s academic records and to his/her previous relevant experience. Successful candidates will also demonstrate a commitment to continuous improvement and learning through professional development.

CAMPAs will make efforts to attract key personnel who contribute to the diverse skill-set necessary to thrive in a charter school setting. We anticipate hiring a diverse staff, from a wide range of experiences, to serve a diverse population of students. Depending on the role, qualifications will vary.

Recruiting effective staff that align with CAMPAs mission

CAMPAs will seek to establish a broad applicant pool for all available and vacant positions. CAMPAs will diligently seek its employees through a variety of means, including advertisements in newspapers and educational journals, relationships with colleges and graduate schools, and job posting services. CAMPAs will attempt to promote diversity in its applicant pool by advertising positions in targeted media (e.g. minority newspapers), networking with minority organizations and participating in minority recruitment events.

In particular, staff will be recruited through one or more of a variety of methods, including job postings in New York City and national media, job postings and communication with education schools/departments and alumni associations at colleges and universities; job postings on

idealist.org or other appropriate websites, and networking and communication with the New York Charter School Center and the Northeast Charter Schools Association and similar organizations.

Below are job descriptions for the senior administrative positions – Principal, Assistant Principal, Coordinator of Student and Community Affairs, Achievement Director and Finance And HR Director:

Principal Job Description

The Principal of the School will be the day to day onsite leader and will ensure that the mission of CAMPA is being met. The Principal reports to the Board of Trustees of the School.

Responsibilities

Instructional Management:

- Works to ensure the implementation of curriculum and all aspects of instructional program, especially in the area of common core curriculum
- Leads staff and teachers in the professional development and on-going improvement of an academic program tailored to the needs of the school's students based on formative assessment data
- Lead teachers in analyzing and using extensive data to drive their daily instruction
- Development and management of accountability programs to ensure instructional excellence and academic achievement, including managing teacher evaluations and teacher development
- Aid teachers in implementing effective instructional practices and monitoring student achievement on an ongoing basis

Culture Leader:

- Along with other members of the leadership team, sets the tone for school culture and ensure the schools core values are imbedded in daily practice
- Executes the mission including high academic achievement, integration of core disciplines, the application of critical thinking skills and ethical standards to learning, and living and problem solving through individual teaching and learning practices
- Believes that every child can and will achieve high academic standards and provides consistent support to our students no matter how challenging the individual situation may be. Consistently reflects on self, as well as instructional practices, to achieve these academic goals

Human Resources and Administrative:

- Formally trains, supervises and evaluates teachers
- Works with staff to create professional development plans
- Fosters collegiality and collaborative decision making among staff
- As a member of the leadership team makes staffing decisions

Qualifications

- Master degree in education or school administration, or related degree
- A minimum of 6-10 years of progressively more responsible experience in teaching , related education specialty, supervision or administration; or equivalent education and experience especially in the areas of charter schools and urban education

- Excellent communicator able to articulate the vision and strategic mission of the school and work collaboratively with teachers
- Demonstrated school leadership experience including experience with common core implementation, analyzing and using data to drive instruction, using technology in the classroom
- Demonstrated dynamic, positive leadership qualities and personal characteristics necessary to build trust and effective working relationships with faculty, parents, and students
- Experience that involves working to create a positive school culture as well as clear, effective communication with teachers and staff

Assistant Principal Job Description

Responsibilities

Instructional Management:

- Works to ensure the implementation of curriculum and all aspects of instructional program
- Leads staff and teachers in the professional development, especially in the areas of student and school culture
- Aid teachers in implementing effective instructional practices and monitoring student achievement on an ongoing basis

Culture Leader:

- Along with other members of the leadership team, sets the tone for school culture and ensure the schools core values are imbedded in daily practice
- Ensures all classrooms are adhering to expectations of behavior management.
- Executes the mission including high academic achievement, integration of core disciplines, the application of critical thinking skills and ethical standards to learning, and living and problem solving through individual teaching and learning practices
- Believes that every child can and will achieve high academic standards and provides consistent support to our students no matter how challenging the individual situation may be. Consistently reflects on self, as well as instructional practices, to achieve these academic goals

Human Resources and Administrative:

- Coordinates all instructional purchasing
- Manages the student report card process quarterly including ensuring teachers are meeting internal deadlines
- Works with principal to create staff professional development plans
- Fosters collegiality and collaborative decision making among staff

Qualifications

- Master degree in education or school administration, or related degree
- A minimum of 6-8 years of progressively more responsible experience in teaching , related education specialty, supervision or administration; or equivalent education and experience especially in the areas of charter schools and urban education
- Excellent organizational skills and ability to manage multiple projects
- Excellent communicator able to articulate the vision and strategic mission of the school and work collaboratively with teachers

- Extensive school leadership experience including experience with analyzing and using data to drive instruction and using technology in the classroom
- Demonstrated dynamic, positive leadership qualities and personal characteristics necessary to build trust and effective working relationships with faculty, parents, and students
- Experience that involves working to create a positive school culture as well as clear, effective communication with teachers and staff

Achievement Director Job Description

Responsibilities

- Administers all assessments and leads data analysis
- Leads staff and teachers in the professional development and on-going improvement of an academic program tailored to the needs of the school's students based on formative assessment data
- Lead teachers in analyzing and using extensive data to drive their daily instruction
- Development and management of accountability programs to ensure instructional excellence and academic achievement, including managing teacher evaluations and teacher development
- Aid teachers in implementing effective instructional practices and monitoring student achievement on an ongoing basis

Qualifications

- Master's degree required
- Minimum of four years teaching experience in an urban public school or charter school setting
- Proven track-record of high achievement in the classroom and commitment to accountability
- Proven track-record of success in coaching teachers and using data to drive instruction
- Strong organization and data analysis skills
- Belief in and alignment with Collegiate Academy for Mathematics and Personal Awareness Charter School's core beliefs and educational philosophy
- Valid New York State Certification is helpful but not required

Coordinator of Student and Community Affairs Job Description

Responsibilities:

- Support the School's vision of and implement its program for personal awareness
- Implement school-wide social emotional learning program
- Align school-wide discipline plan with social emotional learning principles
- Support advisory program
- Conduct conflict resolution sessions
- Train students to be peer mediators
- Collaborate with staff to create social calendar
- Liaison for Community Based Programs
- Organize parent involvement program
- Manage the peer tutor program

Qualifications

- Master's degree required
- Minimum of four years teaching experience in an urban public school or charter school setting
- Excellent organizational skills and ability to manage multiple projects
- Excellent communicator able to articulate the vision and strategic mission of the school and work collaboratively with teachers
- Demonstrated dynamic, positive leadership qualities and personal characteristics necessary to build trust and effective working relationships with faculty, parents, and students and community stakeholders
- Experience that involves working to create a positive school culture as well as clear, effective communication with teachers and staff

Director of Finance and Human Resources Job Description

The Director of Finance and Human Resources works under the direction of the Principal as a non-instructional leader at CAMPA. The Director of Finance and Human Resources is responsible for the financial, operational, human resources, and compliance functions of CAMPA.

Specific Responsibilities

Financial Responsibilities:

- Keeps accurate and up-to-date books
- Effectively and efficiently manages purchasing for materials needed at the school
- Ensures the timely payment of all invoices
- Posts revenues, bank deposits, expenses, check disbursement in accounting system and hard files
- Tracks days off for payroll purposes and schedules temporary staffing and substitute teachers as needed
- Responsible for submitting invoices and processing drawdowns for categorical grant and city funding
- Manages vendor relations and 1099 requirements
- Responsible for oversight of assets with regards to financial reporting and management
- Manages annual financial audit, tax filings and 990 filing

Human Resources:

- Maintains all personnel records in accordance with all city, state, and federal mandates
- Maintains health insurance records and plans for all staff, including the retirement plan
- Works with teachers to attain and maintain proper certification and documentation
- Manages the recruiting process
- Manages all consultants and consultant contracts

Compliance:

- Meets all city, state, and federal reporting requirements in a timely and accurate manner
- Responsible for completing grant application and submitting timely financial and programmatic grant reports and drawdown request