

**APPLICATION SUMMARY**

<b>Charter School Name</b>	Rosalyn Yalow Academy Charter School
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<b>Media Contact Telephone Number</b>	(718) 796-9895
<b>District of Location</b>	District 10
<b>Opening Date</b>	September 2014
<b>Proposed Charter Term</b>	5 Years
<b>Proposed Management Company or Partners</b>	None
<b>Projected Enrollment and Grade Span During Charter Term</b>	Year 1: K – 1, 202 students Year 2: K – 2, 249 students Year 3: K – 3, 374 students Year 4: K – 4, 457 students Year 5; K – 5, 537 students
<b>Projected Maximum Enrollment and Grade Span</b>	K – 8, 810 students
<b>Mission Statement</b>	The Rosalyn Yalow Academy will eliminate the learning achievement gap for economically disadvantaged urban children—including special needs students and English language learners—by utilizing classical education, expanded team teaching, and integrated extracurricular activity to educate the whole child and graduate students at or above grade level in literacy and math.

**Summary of the Rosalyn Yalow Academy.** In addition to academic subjects, the Rosalyn Yalow Academy would foster a collaborative learning environment, using arts, music, and disciplined activities such as chess and fencing to engage the children and their families in the education process. The school will use a longer school day, 8 a.m.-6 p.m., and integrate academic teaching with arts, music, chess, and fencing throughout the day (no after-school programs). Yalow Academy will be data-driven, using the NWEA and STEP assessment programs to guide teachers, administrators, and Board members in making professional development decisions. In addition to classroom teachers, there will be a Response to Intervention team, initially staffed with four special education and English language learning teachers reporting to the director of assessment.

Students will be taught to read using scientifically validated approaches as outlined by the National Reading Panel—strategies stressing phonics and phonemic awareness, as

implemented by successful charter schools, including U Chicago's Urban Education Institute charter schools.

The curriculum will be aligned with the new Common Core standards being implemented in 2014 in New York State. Except as described immediately below, Yalow will use the Core Knowledge curriculum developed by Dr. E.D. Hirsch, Jr., designed to give students, beginning in kindergarten, the type of basic knowledge one needs as the basis of a sound and comprehensive education.

Students will be taught mathematics using the well-regarded Singapore Math program, based on the methods used in Singapore (with the highest 4th grade and second highest 8th grade TIMSS math scores in the world) and now being implemented in the successful Scarsdale school system.

Science will be inquiry-based. The American Museum of Natural history has agreed to partner with the Yalow Academy to help identify high-quality, inquiry-based materials to be used to form the foundation of the school's science curriculum. These science instructional materials will follow and go beyond the requirements of the new Common Core State Standards in ELA and math as well as the soon to be released Next Generation Science Standards.

Riverdale Mental Health Association (RMHA) has agreed to partner with the school to develop a holistic model for delivering education to all of the students. In particular, the school will address the special needs of students with disabilities, limited English proficiency, and economic disadvantage (the last being 85% of District 10 students), reducing impediments to improved academic performance. The Yalow model will begin with regular classroom observation by LCSW- licensed clinical social workers, assessment and screening, an expedited referral process to District 10 CSE to secure treatment, and in-school treatment whenever possible. Yalow will run a weekly evening family support group, replicating RMHA's successful evening program for families.

Other partners will include the Bronx Arts Ensemble (BAE) and the Kasparov Chess Foundation (KCF). The BAE runs art and music programs in 65 Bronx public and one charter school, and is committed to enriching the lives of students through performance programs and curriculum-related arts projects. Working with Michael Khodarkovsky, president of the KCF, the Yalow Academy would incorporate the highly successful 2-day per week chess program implemented for the Harlem Children Zone (HCZ) schools in 2004-05. The program has been successfully used by the Promise Academy I and II charter schools under the HCZ umbrella in its K to 3 curriculum, and Yalow will follow that model. The goal: teaching students the commitment, discipline, and training required to succeed, and encouraging these ideals for general academic and lifetime personal achievement.

Fencing is an activity that is equal parts physical activity and mental agility. The charter school would establish a 5-day fencing program staffed by a US Olympic coach with accomplished fencers to ensure students developing their bodies as well as their minds. The mental aspect of fencing is critical to success. New York City remains the center of United States fencing, with an abundance of talented Olympic hopefuls and college fencers who will be recruited to teach Yalow students.

**CERTIFICATION AND ASSURANCES STATEMENT**

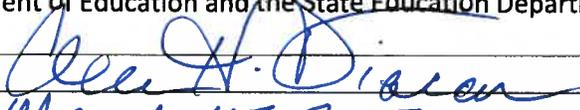
Proposed Charter School Name Rosalyn Yalow Academy Charter School  
Proposed School Location (District) School District 10

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."<sup>1</sup>

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 <sup>2</sup>
- 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;<sup>3</sup> and,
- That the charter school will provide such other information and assurances as the Secretary of the U.S. Department of Education and the State Education Department may require.<sup>4</sup>

Signature of Applicants:	
Date:	March 15, 2013
Print/Type Name:	Alec H. Diacon

<sup>1</sup> N.Y. Education Law § 2854(2)(a)

<sup>2</sup> ESEA §5203(b)(3)(1)

<sup>3</sup> ESEA §5203(b)(3)(K)

<sup>4</sup> ESEA §5203(b)(3)(N)

**Rosalyn Yalow Academy  
Charter School**

**Application  
to the**

**New York State  
Education Department**

**Submitted by: Alec H. Diacou  
March 15, 2013**

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(not applicable) ..... N/A**

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

### A. Mission Statement and Objectives

The Rosalyn Yalow Academy Charter School will be K-8th grade school in District 10 of the Bronx, honoring Nobel laureate and former District 10 resident Rosalyn S. Yalow (1921-2011).<sup>5</sup>

**Mission Statement.** The Rosalyn Yalow Academy will eliminate the learning achievement gap for economically disadvantaged urban children—including special needs students and English language learners—by utilizing classical education, expanded team teaching, and integrated extracurricular activity to educate the whole child and graduate students at or above grade level in literacy and math.

**Objectives.** At Yalow Academy we intend to provide a rigorous classical education, emphasizing literacy, using the Core Knowledge Language Arts (CKLA) program (assessed through the STEP program) and Singapore math (assessed through NWEA), and providing exciting extracurricular activities that address the whole child. The extended school day will run from 8 a.m. to 6 p.m., with homework focused on daily reading, with parental engagement actively encouraged.

To supplement our educational program, we plan to collaborate with a network of supportive New York City organizations and institutions, including: the Riverdale Mental Health Association for assessment and treatment of at-risk children, the American Museum of Natural History for augmenting our science curriculum, the Bronx Arts Ensemble for arts and music education, the Kasparov Chess Foundation for chess instruction, and prominent international coaches for fencing instruction. We believe that this support network, which may be expanded over time, will dramatically improve educational outcomes while controlling cost. To measure progress and provide regular feedback to our instructors, we will be a data-driven school.

We want to teach our children that regardless of any adverse circumstances they experience, they can be successful academically, artistically, and athletically, in mentally competitive disciplines. Encouraged early, they will be eager to learn. We'll emphasize the key elements of hard work and concentration while also making the school a refuge from the sometimes chaotic environment outside. We want our students to be well prepared to succeed in high school and college. We will offer a curriculum to inspire interest in learning, and we'll continually assess our students' progress. This program requires highly qualified and motivated teachers, who will benefit from targeted and ongoing professional development courses arranged by the Academy.

In support of our vision, we will consistently advocate high ideals, high standards, and high expectations, driven by data and supported by best practices.

The Yalow Academy will:

- o enable financially disadvantaged students to achieve grade-level proficiency in the core

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<sup>5</sup> Dr. Yalow was a nuclear physicist and the second woman to win the Nobel Prize in Medicine (1977). She was a lifelong resident of the Bronx, raising two children in District 10, where at the Bronx VA hospital she crafted her Nobel award-winning research in radioimmunoassay, a method initially used to measure insulin in the blood and then expanded to cover many substances of biologic interest.

subjects by 3<sup>rd</sup> grade and achieve above-grade level by the time they leave Yalow Academy after 8<sup>th</sup> grade.

- provide targeted socio-emotional support to all students to help them develop foundation skills for life.
- emphasize literacy to improve educational outcomes across the spectrum.
- be a data-driven school, using the highly regarded STEP literacy and NWEA MAP math evaluation systems to regularly inform teachers and the school's Board of Trustees about the students' and the school's progress.
- provide Bronx parents with a strong beginning path for their children to succeed in high school and attend college.

**Furthering the Purpose of Education Law.** We intend to meet all six objectives of the New York State Charter School Law:

- Our primary goal is to raise student achievement to a level that puts our students on the trajectory to college. In addition to measuring student performance against proficiency standards on state tests, the Academy will set its own high standards for academic achievement and character development and use an internal assessment system to measure progress and attainment.
- Our teaching team model, using licensed clinical social workers in the early classes, will expand the learning opportunities for students-at-risk of academic failure in District 10, a geographic area covering one third of the Bronx. Our success will be measured by the achievement of our low-income students across ethnic groups, English language learners (ELLs), and students with disabilities, many of whom would otherwise have attended failing schools.
- Yalow Academy will model our innovative teaching and learning methods to assist targeted socio-emotional students and family support programs, supported by the Riverdale Mental Health Association. This new approach allows teachers to focus on the individual needs of students and provide targeted small-group instruction and counseling as needed. Combining arts, music, chess, and fencing with a classical education using CKLA and Singapore math is unique for New York City public schools.
- Our investments in professional development, covering core subjects and assessment methodologies, will provide new professional opportunities for teachers and staff to plan and deliver instruction, use formative assessment data to improve practice, and foster collaboration and growth.
- Arts, music, chess, and fencing taught by the leading professionals, will provide our parents and students with opportunities generally available only to wealthy districts and private schools.
- We will be a data-driven school. In exchange for a high degree of autonomy in the design and implementation of our school program, we expect to be held accountable

for measurable student achievement results at the highest levels. Moreover, we expect that the regular measurement and assessment of our students will inform the ongoing efforts of the teaching teams.

## B. Key Design Elements

The Yalow Academy Charter School has the following notable key design elements:

- 1) **Extended School Day.** The Yalow Academy will operate a 10-hour school day, from 8 a.m. until 6 p.m. five days a week. Integrated into this schedule will be an expanded co-curricular program of arts, music, chess, and fencing for physical education. Staggered teaching schedules will help to keep expenses in check and secure high-quality specialty instructors during off-peak hours (e.g., arts, music, chess, and fencing instruction throughout the extended school day). Many of our students will be financially disadvantaged, special education students or English language learners who will enter kindergarten 1.5 years behind their peers. By operating for an extended day, we give our students the extra time to catch up academically.
- 2) **Qualified Staff Focused on At Risk Students.** District 10 students are economically disadvantaged with 82% of its students eligible for free or reduced-price lunch; more than 20 % are in need of English language support; and 22% are estimated to require special education. To support students with these demographics, the Yalow School will provide licensed clinical social workers in each of the initial seven classes and all subsequent K-2 classes. The school will also retain two Special Education teachers and two English language teachers in its first year of operation, adding more as the school grows.
- 3) **Quality Curriculum and Pedagogy.** The Yalow School is committed to taking full advantage of the recently introduced New York common core state standards by utilizing recently developed cutting-edge curriculum. The Academy plans initially to adopt the E.D. Hirsch Core Knowledge Language Arts program for K-2, and the Singapore math program for K-5. It expects to continue with the CKLA beyond grade 2 as the materials are developed and adopted. Otherwise it will look to existing Core Knowledge Sequence. In conjunction with the American Museum of Natural History, the school will pursue inquiry-based science. Finally, the school will seek to utilize the developmental benefits of regular arts and music instruction as well as chess and fencing.
- 4) **High Quality Collaboration Partners.** To supplement its academic offerings and instructional staff, the Yalow Academy has entered into relationships with high-quality local institutions with expertise and educational offerings not otherwise available to the school at any reasonable cost in-house. These include a partnership with the American Museum of Natural History for inquiry-based science; the Bronx Arts Ensemble, which has provided arts, music, and dance programs to 65 schools in the Bronx. The Kasparov Chess Foundation, an international promoter of chess in schools, has agreed to provide instruction at Yalow, and a U.S. Olympic fencing team

- coach as agreed to provide instruction to the Yalow students. In addition, Riverdale Mental Health Association will provide support to Yalow through its community outreach, recruiting licensed clinical social workers as teachers for K-2 classes, early identification of special-education students as well as consultation on their needs, and management of weekly family support centers. Yalow will seek out additional potential partners that can provide cost-effective programs or services to benefit its students and teachers.
- 5) **Meticulous Data-driven School.** Continuous student assessment is critical to inform differentiated instruction and to evaluate teaching methods, teachers, and ultimately the performance of the school. Yalow will utilize the STEP system for literacy and NWEA MAP system for math to provide frequent assessment of its students.
  - 6) **Robust Response to Intervention.** The Academy will rigorously address the needs of special education and English language learner students by adding licensed clinical social workers into the K-2 Teaching Teams, and adding special education and ELL teachers to the staff. In this way the Academy will be able to identify at-risk children and provide appropriate intervention within the framework of the larger Yalow educational programs. Among the initial senior staff, Yalow will hire a director of assessment who will be the point person in coordinating the implementation of individualized education programs as promptly as possible. Riverdale Mental Health Association has undertaken to help the school recruit students with special needs from District 10 programs, so that the school can identify problems much earlier than would normally be the case.
  - 7) **Strong School Culture.** Yalow Academy believes that building character (high ideals, high standards, and high expectations) is a function of school culture as well as good teachers. In this regard it will have a school uniform policy, and insist on courteous behavior, hard work, and no excuses from its faculty and students. The school will engrain a culture of family engagement through nightly reading and college-bound themes. At Yalow students will learn that everyone can be successful at something.
  - 8) **Low Student/Teacher Ratio.** Teacher impact on quality education is paramount. And lower student/teacher ratios have been shown to increase student achievement in earlier grades and allow for more personalized attention for every student. The Yalow Academy model maintains student / teacher ratios below 12:1 for its first five years of operation. By limiting administrative staff partly through the use of outside consultants and focusing resources into instructional salaries, we are able to begin with 18 teachers for the first 202 students.
  - 9) **Team Teaching.** Yalow will utilize a team teaching model that links an experienced teacher with either a licensed certified social worker in K – 2 or a teaching fellow in the later grades. This two-person team, in conjunction with the schools special education and English language teachers should improve early identification of special needs kids and provide greater capacity for differentiated individual instruction. As Yalow Academy grows, teachers will be expected to hold multi-subject credentials.

- 10) **Comprehensive Professional Development.** To bring out the best of teachers, especially in a period of dramatic academic shift with the introduction of the CKLA program, the instructional faculty will benefit from comprehensive professional development. Yalow plans for 20-25 days of professional development (including a Summer Teacher Workshop); bi-weekly planning meetings for teaching staff; Individual teacher support to implement core lesson plans; and frequent curriculum development to fully utilize the American Museum of Natural History.
- 11) **Family Involvement.** At the Yalow Academy, family involvement is critical to the educational experience. Together with the Riverdale Mental Health Association, the school will sponsor a weekly family support center (replicating its successful existing program), which offer services to parents who often feel isolated and overwhelmed trying to deal with their children’s difficulties. To initiate the family-school relationship, Yalow teachers will visit every new student home at the start of the school year. In order to achieve our extremely high expectations, it is crucial that families motivate their students to do reading homework, come to school alert and prepared, and follow the values we promote at the Yalow Academy. Riverdale Mental Health will run its weekly Family Support Center to further stimulate family involvement. Finally, we expect the many special arts, music, chess, fencing and science events during the school year will attract family involvement.

### **Rationale for Our Model**

Based on these foundation principles and inspired by the effective practices of some of the nation’s best “no excuses” charter schools, Yalow Academy will start with kindergarten and 1<sup>st</sup> grade, then grow a grade level each year until we serve students in a K-8 school. The Board of Trustees will select an executive director who demonstrates an understanding of the under served community and its students and provide him or her with the authority and resources to implement our vision, build a team of mission-driven professionals, and manage school operations and budget. The executive director will then be held accountable by the Board for results.

At the core of our classical education model is the importance of what students learn and the way content knowledge affects the rest of their life. A reading of the research literature from cognitive science shows that:

Knowledge does much more than just help students hone their thinking skills; it actually makes learning easier. Not only is knowledge cumulative, but it grows exponentially. Those with a rich base of factual knowledge find it easier to learn more—the rich get richer. In addition, factual knowledge enhances cognitive processes like problem solving and reasoning. The richer the knowledge base, the more smoothly and effectively these cognitive processes—the very ones that teachers target—operate. So, the more knowledge students accumulate, the smarter they become. (Willingham, 2009)

At-risk students — often disproportionately urban, low-income, and minority — tend to acquire far less knowledge than advantaged students, leaving them ill-prepared for higher education and gainful employment. For example, researchers have noted an enormous gap in children’s exposure to words; one widely cited study estimates that by the age of four the children of

professional families have been exposed to almost 45 million words compared to only 13 million for children whose families receive welfare (Hart & Risley, 1995). In addition, low-income children have a slower rate of vocabulary growth, which will ultimately have a cumulative effect on their ability to succeed. To address these inequities, our model is based on what research suggests about the learning process:

1. Students are motivated when they are working toward personally meaningful goals whose attainment requires activity at a continuously optimal level of difficulty. This is known as the Zone of Proximal Development (Vygotsky, 1978). To learn effectively, students must be provided with tasks that engage at a level of difficulty that is challenging but within reach.
2. Most classrooms contain students with a range of skills and interests, yet traditional instruction typically focuses on only one performance level, usually some where in the middle, and such mid-level instruction is unable to adjust to the needs of other students who then become either confused or bored, and consequently lose motivation to learn (Levine, 2003).
3. Brain research indicates the need for a differentiated approach where the learning environment is safe and non-threatening and students are appropriately challenged and able to make meaning of ideas and skills (Tomlinson & Kalbfleisch, 1998).

Based on these findings, we conclude that students need more time in school, a structured and supportive environment, a deep, rich knowledge base, and personalized learning opportunities. At the Yalow Academy we will endorse and implement the teachings of James J. Heckman, professor of economics at the University of Chicago and a Nobel Laureate in economics. He is the leading researcher in the empirical benefits of early childhood education, and a champion of investing in disadvantaged young children. At the December 2011 White House conference on “Race to the Top,” he proposed three key lessons: “develop the whole child,” “inequalities open up early in life,” and “early intervention is far more effective than later remediation.” We intend to follow these lessons, providing our young students with foundation skills for life. And that is why we are starting with kindergarten.

In the sections that follow we will describe our classical curriculum, and evidence to support its use with the students we intend to serve.

**Waivers.** We do not anticipate requiring any waivers of any federal statutory or regulatory provisions or any state or local rules to successfully operate the proposed school.

### C. Enrollment, Recruitment, and Retention

Projected Enrollment Table						
Grades	Ages	2014-2015	2015-2016	2016-2017	2017-2018	2018-19
K	4-5	112	51	90	90	90
1 <sup>st</sup>	5-6	90	110	90	88	88
2 <sup>nd</sup>	6-7		88	108	88	88
3 <sup>rd</sup>	7-8			86	105	86
4 <sup>th</sup>	8-9				85	103
5 <sup>th</sup>	9-10					83
<b>Ungraded</b>						
<b>Totals</b>		202	249	374	457	537

**Enrollment Plan.** Student enrollment will be determined by lottery among all applicants of District 10. We will place articles in local newspapers, inform the community at Community Board meetings (6, 7, and 8), present English and Spanish flyers at day-care centers, and churches, and contact community affairs representatives of the local elected officials (city council, state assembly, and state senate). In addition, the RMHA is actively marketing Yalow Academy among directors of community centers, Head Start, Early Head Start, and day-care centers it is working with to encourage families of at-risk children, including autistic children with Asperger’s Syndrome, to apply.

We will back-fill students to maintain desired class sizes through 2<sup>nd</sup> grade. As a new school, we feel confident bringing students who may be behind grade up to grade level if we can catch them early.

Based on discussions with District 10 officials, 23 believe that 3% attrition is perhaps too high. To be conservative, we are budgeting 95% student enrollment. Beginning with the 3<sup>rd</sup> grade, we use 2% student attrition, and do not invite additional students to refill places that arise from attrition.

At Yalow Academy we will seek to develop a culture of family participation. A Yalow Academy teacher makes a home visit to every newly enrolled student. These home visits ensure that a positive relationship is created between the families and Yalow Academy teachers. Every parent or guardian of a student will sign a letter committing to these Yalow Academy values. Once the relationship between teachers and families is established through home visits, the Yalow Academy staff will continue the personal flow of information with each family throughout the year.

**Growth Plan.** Our enrollment plan balances the following premises:

- Students who obtain a solid literacy and math foundation are much more likely to succeed in their future academic and professional careers. Therefore, we plan to open an elementary school in order to reach students as early as possible and put them on the trajectory to high school and college.

- Given the challenges of creating a new school with an innovative academic program, we believe it prudent to devote our resources to opening with just kindergarten and 1<sup>st</sup> grade and then add one grade each year, reaching 5<sup>th</sup> grade in year 5.
- We are using a Teacher Teaming model, consisting of a master teacher and licensed clinical social worker for K-2, two teachers for K-8. In addition, we are hiring a separate specialized Response to Intervention team with four specialists in the 1<sup>st</sup> year increasing to 8 in the 5<sup>th</sup> year of operation. Although we anticipate class sizes of 30-32, our current projections maintain a total student to teacher ratio of 12:1 throughout the first five years of operation.
- Having a robust instructional team on board from day one is costly but essential to establishing innovative programs and building a strong professional staff culture. We intend to maximize student enrollment in the start-up years to support our school staffing model, including a director of assessment and establish Family Support Center run by RMHA, as well as the cost of intensive professional development staffed with outside consultants consisting during one month of Summer Teacher Workshop, and another month of development throughout the year.
- We endorse labor's right to organize but believe the choice should be left to teachers once they are hired and have experienced the school's professional environment and working conditions. Thus, we have limited enrollment to under 250 students in the first two years of operation. More important, this limited enrollment allows the staff to intensely focus on the first group of students while the school is developing its culture and refining its teaching methods. We will enroll only two kindergarten classes in year 2 but increase to 3 kindergarten classes each year thereafter when school operations are stable.
- We wish to serve as many students as possible but recognize that a strong and stable school culture is critical to the success of the academic program. We believe that three classes per grade allow us to maintain a close-knit school community. We intend to admit new replacement students to fill empty seats up through 2<sup>nd</sup> grade, when we can most effectively integrate new students with minimal disruption to school culture.

**Demand for Charter Schools in District 10.** There is strong evidence of high demand for charter schools in the Bronx. From the lotteries conducted in 2012, the NYC Charter School Center estimates that there were approximately 1,900 applicants for 515 seats at the 5 charter schools in District 10. Conversations with CSD 10 office and the Community Education Council for CSD 10 confirmed that there are not enough kindergarten and 1<sup>st</sup>-grade seats to meet the demand in district schools, and students are being moved from one building one year to another building the next, as they wait for new school space to become available.

**Recruitment and Enrollment Process.** Yalow Academy is engaged in extensive efforts to inform families in Bronx District 10 communities about the new school, and we will continue

to do so. We will recruit families in supermarkets, bodegas, community centers, local retail establishments, apartment complexes, and public housing. We will reach out to community-based organizations, local businesses, and religious organizations to raise awareness in the community. We will disseminate written materials and host information sessions at day care centers, Head Start programs, public and private elementary schools, after school programs, and youth centers. Parental outreach and recruitment activities will be conducted in multiple languages.

Parents must indicate their desire to enroll their child in this school of choice by submitting an application. Applications will be as simple as possible, only requesting information necessary to ascertain eligibility and preference criteria, and will be available in multiple languages. We will enroll a new kindergarten class each year and fill empty seats up through the 2<sup>nd</sup> grade. If more students apply than the school has seats, a random lottery will be held to select students. Preference will be given to low-income students, students with special needs, English language learners, and to students who live within CSD 10. With the exception of siblings, priority in the lottery will be given to certain students, as more completely explained in Attachment 1. Students not selected through the lottery will be placed on a waitlist in the order in which they are drawn, and offered seats in the school if any become available.

**Enrollment and Retention Targets.** We will conduct a thorough recruitment process that demonstrates to parents our commitment to serving students with disabilities, English language learners, and low-income students. Our information materials will describe our special education and ELL programs as well as our approach to individualizing instruction so that all students can succeed. To ensure that our program is accessible to low-income students, our admissions policy will include a preference for students eligible for free and reduced-price meals. Once admitted, all students will be screened to identify special needs and our robust Response to Intervention (RTI) process will ensure that all struggling students are quickly provided targeted support. We will have a full-time director of assessment, certified special education teachers, and a coordinated program for English language learners. State enrollment targets for District 10 will be used as minimum guidelines in our enrollment preferences. Based on our recruitment strategies and academic program design, we believe the school should meet both its enrollment and retention targets. We will monitor our enrollment data carefully and consider changing our outreach and marketing strategy and/or incorporating additional preferences in our admissions policy if necessary.

**Evidence of Community Support.** Yalow Academy has secured community support from a range of sources. For example, letters of support from New York City Council members, New York State assemblymen, and president pro-tem of the State Senate can be found in Attachment 2. We have reached out to elected officials, local community boards, and both the District 10 Superintendent and the Community Education Council. Finally, Dr. Donna Friedman of RMHA has been actively reaching out to several large Head Start and Early Head Start programs in Highbridge and Kingsbridge Heights, 85% of whose families speak Spanish at home and many of whose children have IEPs. The leaders of these programs have expressed interest in finding a school that can continue services to children and families

currently receiving help. The Kingsbridge Heights Head Start program has submitted a letter of support on behalf of its pre-school children and their non-English speaking families, many of whose children currently benefit from “child find” services. District 10 parents have expressed interest in enrolling their students in our school because of its focus on high expectations, teaching character, and developing future leaders for their communities.

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

**Geographic Description.** District 10, covering about one third of the Bronx in New York City, is a densely populated community with a large percentage of students that can be defined as “at risk” by almost any measure. The southern boundary of the district begins about one-quarter mile north of the Cross Bronx Expressway (roughly 179<sup>th</sup> street) and the northern boundary is at the Yonkers and Mount Vernon City borders. On the east, the district is bordered by the Bronx River Parkway; the Harlem and Hudson Rivers define its western border.

**Target Student Population.** Of the 55,610 K-12 students enrolled in District 10 public schools, approximately 67% are Hispanic, 19% are black, 8% are Asian, 6% are white, and 1% are Native American. Of the students, 78% receive free lunch, 6% reduced-price lunch, and 22% are limited English proficient. Of K-8 students in District 10, 22.4% are classified with disabilities. Of the K-12 students, 15.5% have IEPs, and another 1,204 students are sent to District 75 schools for students with more extreme behavioral or other disabilities.

At the elementary/middle school-level, only the white, Asian, and Native American student groups made yearly progress on the 2010-11 state report card in English Language Arts, representing 14% of the total district student body.

Yalow Academy will structure its lottery to provide preferences for students who are free-lunch eligible, are English language learners, or have existing IEPs. We intend to provide a rigorous education to all students, including those students who may have special educational needs, those who come from households where English is not spoken, and those who are economically disadvantaged. We are collaborating with the Riverdale Mental Health Association to make sure all students receive the quality education to which they are entitled, and we have developed a unique school model to accomplish these several objectives.

District 10 was chosen for the Yalow Academy because the founders and Board members have strong ties to the community and are very familiar with the diminished state of educational outcomes in District 10 schools. One of the founders, Alec Diacou, resides in District 10, and runs the non-profit organization Yes The Bronx, Inc., dedicated to rebranding the Bronx and changing national perceptions regarding the cycle of poverty in many Bronx communities. The two other founders, Robert Brewster, and Dr. Donna Dimitri Friedman run the 50-year-old non-profit mental health service provider, Riverdale Mental Health Association, and provide family services and specialized support treatment to pre-schoolers and elementary school students in Head Start and nursery and elementary schools throughout the district; see first-hand the imperative of finding schools to keep children engaged in education. Shirley Saunders, a proposed Board member, is the City Clerk for Bronx County, and a lifelong Bronx resident; and worked in District 10 for more than 10 years. Another proposed board member is Ben Yalow,

raised in District 10 public schools by his mother Dr. Rosalyn S. Yalow, who conducted her Nobel Prize-winning medical research 50 years ago at the VA Hospital in District 10. Collectively, we have deep community roots and want to see district educational outcomes turn around for the next generation of children.

We chose to locate the Yalow Academy in District 10 because of the poor educational outcomes for the vast majority of students, especially those who are economically-disadvantaged, have special education disabilities, and members of minority groups, and we want to improve educational outcomes for these children. Direct conversations by the founders and members of the Board of Trustees with parents, community leaders, and economic stakeholders over the past 18 months have affirmed the needs and vision for the Yalow Academy.

**CSD 10 Educational Outcomes.** The New York State District Report Card paints a grim assessment of the results for lower school students in District 10. In English Language Arts, 59.7% of students test below grade level (level 3) in the fourth grade—the grade in which test results are best—while 74.6% test below grade level by the time they reach the eighth grade. The math results are not much better and show that 46.6% of students test below grade level in the fifth grade—the grade in which test results are best—while 52.2% test below grade level by the time they reach the eighth grade.

**Percent Below grade-level proficiency standard (1 or 2) on 2010-11 State Tests**

Grade	English Language Arts			Mathematics		
	All Students	Limited English Proficient	Special Education	All Students	Limited English Proficient	Special Education
Grade 3	62%	55%	83%	54%	47%	72%
Grade 5	65%	90%	88%	47%	70%	70%
Grade 8	75%	98%	94%	57%	76%	84%

## E. Public Outreach

**Community Outreach.** The founders of Yalow Academy have conducted extensive outreach to inform Bronx communities and solicit input. Public outreach to the residents of District 10 began in August 2011 with a press release announcing efforts to open a new charter school in the northwest Bronx. A number of articles have appeared periodically in the *Riverdale Press* and the *Riverdale Review* highlighting these efforts. These articles led to many inquiries from community residents, members of Bronx Community Boards 7 and 8, and local elected officials.

In January 2011, Mr. Diacou met with the education committees of Community Boards 7 and 8—representing about 90% of District 10. Community Board 7 members recognized the need for a new grade school and suggested a number of potential sites. Both community boards have expressed their intent to assist with community outreach once the proposed charter is awarded. Meeting notices and Minutes are attached in Attachment 2. On January 29, 2013, Mr. Diacou updated Board 8 and was scheduled at Board 7 on February 14, 2013, but that education meeting was canceled. They have not met since December, but Mr. Diacou reaffirmed the support from CB7.

Mr. Diacou has met with and conducted outreach to almost 20 community organizations and stakeholders to date. Mr. Diacou has also reached out to 9 elected officials and the community district Superintendent and CEC to keep them abreast of our proposal. Based on our meetings with community stakeholders, our proposal has generated enthusiastic support and evidence of the need for new school options for parents (see Attachment 2 for Letters of Support and Outreach).

With the assistance of Riverdale Mental Health Association, we will organize additional public meetings at Head Start programs in the next few months. Outreach will be multilingual to ensure that all voices will be represented.

Meetings To Date	Meetings with Leaders	Outreach to
Riverdale Press	Assemblyman Jeff Dinowitz	Archdiocese of New York
Riverdale Review	Assemblyman Nelson Castro	Allen Hospital/NY Presbyterian
Riverdale Mental Health Association	Bronx Borough President Ruben Diaz Jr.	Horace Mann School
Van Cortlandt Jewish Center	Councilman Fernando Cabrera	
Ivine Galarza District Manager	Councilman Ydanis Rodriguez	
Community Board 6	Congressman Eliot Engel	
Bronx Community Board 7- Education Committee	Senator Adriano Espaillat	
Bronx Community Board 8- Education Committee	Senator Jeff Klein, President Pro Tem, NYS Senate	
Kingsbridge Heights Community Center	Senator Gustavo Rivera	
	Education Liaison Bronx Borough President- Monica Major	
	Chief of Staff, Bronx Borough President- Paul Del Ducca	

**Evidence of Ongoing Community Input and Responses.** Outreach is an ongoing process, and will continue to be. On Monday, March 4, Mr. Diacou, Mr. Carr (proposed Board chair), and Dr. Donna Friedman, Deputy Director of RMHA, member of the Applicant Group, appeared on television discussing Yalow Academy’s services for families of special needs students and English language learners, and inviting families to contact them by telephone or email. The 10-minute interview took place on BronxNet television’s “OPEN” program, with host Bob Lee, a prominent television and radio (WBLS) host and been broadcast several times each day throughout the following week. It is also available for viewing on the Internet at:

<http://blip.tv/bronxnet/rosalyn-academy-charter-school-on-open-6544455>, or RMHA’s website, RMHA.org.

Robert Brewster and Dr. Donna Friedman, the directors of the Riverdale Mental Health Association, have begun outreach to many of the Head Start, Early Head Start, and nursery programs in underserved Bronx neighborhoods to which they provide child services for children under the age of 5, as well as older children and their families. Support for an education program that also continues the child support services offered by RMHA is overwhelming. This discovered support is the reason we chose our teaching team model, using a licensed clinical social worker, plus a teacher, in classrooms. Feedback from early childhood program directors and parents is why we are replicating RMHA’s Family Service Center within the Yalow Academy

one evening each week. A letter of support from the Kingsbridge Heights Community Center Head Start program is included in Attachment 2.

**Using Feedback to Shape Application.** Recently, Mr. Diacou spoke with District 10 schools superintendent. She indicated that there is an alarming spike in cases of district children at varying levels of the autism spectrum, including Asperger’s Syndrome. She noted that the district doesn’t have anyone to diagnose these higher order conditions, and she wanted to know whether Yalow Academy would be prepared to accept children with these type of needs. We would be. We are modifying our model, and Robert Brewster and Dr. Donna Friedman are investigating options for diagnosis. The District 10 CEC president, Marvin Shelton, supports our early education model and is reviewing space availability at District 10 elementary schools being relocated to new spaces next year, freeing up incubation space for the Yalow Academy students. Many of these spaces would not be co-locations with other schools.

After receiving detailed numbers from the District 10 department of education about students with IEPs, we are investigating ways to add a speech therapist to our RTI team to better accommodate the almost 11% of CSD 10 students with speech impairment needs.

District 10 families are represented by many elected officials. Senator Adriano Espaillat, Senator Jeff Klein, Assemblyman Nelson Castro, Assemblyman Jeffrey Dinowitz, Council Member Fernando Cabrera, and Council Member Ydanis Rodriguez have offered the assistance of their offices for community outreach, along with letters of support (included in Attachment 2). As a result of their input, we changed our curriculum materials from the Core Knowledge Sequence to CKLA, because of the dramatic improvement in documented educational outcomes for English language learners in kindergarten. In addition, we have refined our lottery priorities for economically disadvantaged and special needs students based on feedback from the community.

Community input to date has informed the development of the education and organizational plans in our proposal, including the needs for:

- Small teacher-to-student ratios
- Outreach to and supports for special needs students and English language learners
- On staff speech therapist
- Testing for Asperger’s Syndrome
- Connection to the Latino and immigrant community
- Strong academic leader with community ties
- Partnerships with local organizations that provide family services
- Strong academic content and high expectations for all children
- Strong extra-curricular activities
- No co-location in traditional public school

Feedback to date has been reflected in our education and organizational plans. Moreover, the founders of the Yalow Academy will continue to reach out to the community to continue to raise awareness and solicit feedback on the Yalow Academy option in order to ensure that as

many voices as possible will be represented in crafting a school that maximizes its positive impact on the community.

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

**Programmatic Impact.** We believe that Yalow Academy will not have a negative programmatic impact on the 42 elementary schools in District 10. Our school will open with approximately 200 students, and our anticipated full enrollment of 537 in 2017 would constitute only about 1% of District 10 enrollment. Marvin Shelton, District 10 CEC indicated there is an acute shortage of kindergarten classes in District 10, and students are being moved around to find enough space for entering students. Our entering kindergarten class of 112 represents 2.6% of all kindergarten students, while our 1<sup>st</sup> grade class of 84 students represents only 1.9% of 1<sup>st</sup> graders. Two parochial elementary schools in District 10 are scheduled to close at the end of the 2013-14 academic year. Many of the families affected will be looking for alternative schools for their children. We believe the Yalow Academy, with its high ideals, high standards, high academic expectations, and its focus on the developing the whole child, will be an attractive choice for these families. From the lotteries conducted in 2012, the NYC Charter School Center estimates there were approximately 1,900 applicants for 515 seats at the 5 charter schools in District 10, and we do not believe the introduction of another charter elementary school in District 10 will have an adverse effect on charter school enrollment.

Yalow Academy has the potential to positively impact local schools by modeling innovative programs and sharing effective practices. As we intend to work with the same types of students as attend those other schools in the area, our success will hopefully draw other educators to learn from our methods and explore opportunities to collaborate in areas such as professional development, parent involvement, and extra-curricular activities, including organization of chess and fencing competitions among schools. We think there is a valuable opportunity for collaboration on best practices to integrate the new Common Core into District 10.

**Fiscal Impact.** As a proportion of the overall New York City education budget, the Yalow Academy financial impact is *de minimus*. New York City's Department of Education budget for fiscal year 2012-13 was \$24.4 billion. In Year 1 we expect to enroll 202 students—only 0.35% of District 10 student enrollment—while the resulting student revenue of less than \$3.4 million represents only 0.01% of the citywide school budget. Projected Year 5 enrollment of 537 students—1% of District 10 student enrollment—results in student revenue of less than \$8.3 million, representing only 0.029% of the citywide school budget.

## II. EDUCATIONAL PLAN

### A. Achievement Goals

In keeping with our mission to prepare our students for excellence in high school, college and beyond, we have set rigorous student achievement goals and will meticulously evaluate academic performance against New York State Standards. We will evaluate achievement of our goals using absolute, comparative, and growth-to-standard metrics based on state assessments.

**Goal 1:** Yalow Academy students will possess reading and writing skills at or above grade level.

- **Metric 1:** 75% of students who have attended the school for at least one year will score at Levels 3 or 4 on the New York State ELA exam. (Absolute)
- **Metric 2:** Yalow Academy students will outperform the local school district by 10 percentage points, as measured by the percentage at Levels 3 and 4 in the same grades on the state ELA exam. (Comparative)
- **Metric 3:** Each year each grade-level cohort of students will reduce by one half the gap between the percentage at Level 3 and 4 on the previous year's state ELA exam and 75 percent at Level 3 and 4 on the current year's state ELA exam. (Growth)

**Goal 2:** Yalow Academy students will possess mathematics skills at or above grade level.

- **Metric 1:** 75% of students who have attended the school for at least one year will score at Levels 3 or 4 on the New York State mathematics exam. (Absolute)
- **Metric 2:** Yalow Academy students will outperform the local school district by 10 percentage points, as measured by the percentage at Levels 3 and 4 in the same grades on the state mathematics exam. (Comparative)
- **Metric 3:** Each year each grade-level cohort of students will reduce by one half the gap between the percentage at Level 3 and 4 on the previous year's state mathematics exam and 75 percent at Level 3 and 4 on the current year's state mathematics exam. (Growth)

**Goal 3:** Yalow Academy students will possess science skills at or above grade level.

- **Metric 1:** 75% of students who have attended the school for at least one year will score at Levels 3 or 4 on the New York State 4<sup>th</sup> grade science exam. (Absolute)
- **Metric 2:** Yalow Academy students will outperform the local school district by 10 percentage points, as measured by the percentage at Levels 3 and 4 on the state 4<sup>th</sup> grade science exam. (Comparative)

**Goal 4:** Yalow Academy will achieve adequate yearly progress.

- **Metric 1:** Each year the school will attain a status of “In Good Standing” under the state’s NCLB accountability system. (Absolute)

**Leading Indicators.** Because the state does not administer assessments before 3<sup>rd</sup> grade, Yalow Academy will use the NWEA MAP, a nationally normed standardized exam, to evaluate student performance in all grades and gauge progress toward meeting our stated goals.

- **Metric 1:** At the end of each year the average percentile ranking will be at least 50% in reading and math. (Comparative)
- **Metric 2:** At the end of each year 100% of students will have achieved their growth target in reading and math based on mean growth in the latest norming study for students who had a starting RIT score in the same 10 point RIT block. (Growth)

## B. School Schedule and Calendar

**Schedule:** Our extended school day maximizes the students’ academic time and provides teachers with ample opportunities for planning and development. See Attachment 3a for a typical day for teachers and students.

For students the school day runs from 8:00 a.m. to 6:00 p.m. We will work to offer teachers staggered schedules, with either late starts or early departures. Recognizing the large amount of time we expect our teachers to be interacting with students each day, they will have up to three daily 55-minute prep periods, including lunch.

Given the importance of literacy as a foundation for learning in all subjects, Yalow Academy will devote significant time to literacy and humanities as well as daily math and science instruction. The table below presents the number of minutes per week dedicated to each subject.

Subject Area	Minutes per week
Mathematics (including science)	825
Language Arts (including social studies)	825
Supervised play/nap time	275
Fencing	275
Chess	110
Art	110

After its third year of operation, the Yalow Academy will investigate the prospect of extending student attendance to Saturday for additional remediation and enrichments, with a focus on literacy and mathematics.

**Calendar.** The calendar for 2014-15 is provided in Attachment 3b. Our extended school year provides students with 191 full days of instruction, two weeks more than the traditional district school. In July-August teachers will participate in four weeks of a Summer Teacher Workshop for staff development and planning; the school year for students will begin the Tuesday after Labor Day and run through June. In order to maximize student time in school, we will only recognize holidays and extended breaks that align with those of the district.

**Attachments.** A Sample Weekly Student Schedule for kindergarten and Sample Weekly Teacher Schedule are included as Attachment 3a. The proposed First Year Calendar for Yalow Academy is included as Attachment 3b.

### **C. Curriculum and Instruction**

The goal of the Rosalyn Yalow Academy charter school is to instill in its students the incentive for excellence, to learn, and learn more, to strive for the goal of college.

Starting with kindergarten, we will offer a curriculum to inspire interest in learning, and we will educate parents about this curriculum, encouraging home support, and continually assess the progress of our students. Such a program requires highly qualified and motivated teachers, who will be offered extensive and targeted professional development courses in each of our core subjects and assessment tools to evaluate those subjects.

#### **Language Arts Program**

Students will be taught to read using scientifically validated approaches as outlined by the National Reading Panel in April 2000—strategies stressing phonics and phonemic awareness, as implemented by successful charter schools, including the Icahn charter schools and University of Chicago’s Urban Education Institute charter schools. “For the first time, we now have guidance based on evidence from sound scientific research on how best to teach children to read,” said Duane Alexander, M.D., Director of the National Institute of Child Health and Human Development (NICHD), which supports research in reading and learning. “The panel’s rigorous scientific review identifies the most effective strategies for teaching reading.” The panel determined that effective reading instruction includes teaching children to break apart and manipulate the sounds in words (phonemic awareness), teaching them that these sounds are represented by letters of the alphabet can then be blended to form words (phonics), having them practice what they’ve learned by reading aloud with guidance and feedback (guided oral reading), and applying reading comprehension strategies to guide and improve that reading comprehension.

Yalow Academy’s language arts program will be perfectly aligned with the new Common Core standards being implemented in 2014 throughout New York State’s public schools. The NYS Education Department press release of April 3, 2012 stated that the “Core Knowledge Foundation was awarded the pre-kindergarten through grade 2 curriculum contract in English language Arts (ELA) and Literacy and will be responsible for building Common core aligned curriculum materials and associated professional development as well as professional development.” Yalow Academy will use the Core Knowledge Language Arts (CKLA) program for K-2, developed by Core Knowledge Foundation. Beginning in 3rd grade, we will begin using the Core Knowledge Sequence, also from the Foundation. Based on the work of Dr. E.D. Hirsch, Jr., each is designed to give students, beginning in kindergarten, the type of basic knowledge needed as the basis of a sound and comprehensive education. In 2014, when the Yalow Academy opens, the CKLA program will extend to 3rd grade. We will use a team teaching model in which master teachers will be assisted by licensed social workers/teaching fellows.

Core Knowledge is a sequential curriculum, and it outlines the content every child should learn in language arts and literature, history and geography, mathematics, science, music, and the visual arts throughout grade school.

The CKLA program is precisely aligned with the 2013 New York State ELA Curriculum for Grades Pre-K-2, and includes two strands of instruction: The Skills Strand is meant to build students' decoding skills; the Listening and Learning Strand is meant to build students' language comprehension ability by exposing them to vocabulary, concepts, and ideas through frequent reading aloud. It is important for students to understand that both strands are crucial for reading comprehension in later grades. Teachers may feel that the decoding skills taught in the Skills Strand are more important to teach in the early grades, and certainly this is the area where teachers can expect to have the most immediate impact. But it is important that language comprehension ability is taught using content—social studies, science, art. This is the reason the very successful Icahn Charter Schools, use the Core Knowledge Sequence. For example, Icahn schools use the content taught in social studies, art and music (among others), for language art bloc instruction and writing. Yalow Academy will follow a similar class schedule and sequence dividing content and language instruction (Appendix 3a). It takes many years to build up enough vocabulary and general knowledge to understand a wide range of printed materials. The building of background knowledge needs to begin in kindergarten (if not before) and continue throughout the elementary and middle school years.

If students aren't building their language comprehension ability in the early grades, their reading scores are likely to begin to fall off in grades 4 and later. This event has been called the "fourth-grade slump," and it occurs because what is tested on reading tests changes over time. As students go up in their grades, test questions focus less on rudimentary decoding skills and more on comprehension—and comprehension depends on having sufficient vocabulary, background knowledge, and cultural literacy to understand the words being decoded. Thus, the importance of language comprehension ability increases with time. A weakness in this area may not show upon tests in the early grades, but it will show up in the later ones.

Both CKLA and the Core Knowledge Sequence will be supplemented with additional math and science curricula.

### **Mathematics**

Starting in kindergarten, students will be taught mathematics using the well-regarded Singapore math program, based on the methods used in Singapore and now being used in the successful Scarsdale school system, among others in this country and abroad. In the most recent international ranking of the Trends in International Mathematics and Science Study (TIMSS), the 2011 study, the Singapore students achieved the highest 4th-grade and second highest 8th-grade scores. The USA came in 11th and 9th, respectively, among the lowest of all industrialized countries. The success of the Singapore students and their dramatic ability to outscore the U.S. students have been noted from the first study in 1995. The TIMSS study now involves 63 participating nations. It is conducted every 4 years and ranks 4th and 8th graders. Singapore, Korea, and Taiwan have consistently led these rankings.

The main design principles in the New York State Common Core Learning Standards (CCLS) for Mathematics standards are focus, coherence, and rigor. These principles require that, at each grade level, students and teachers focus their time and energy on fewer topics, in order to form deeper understandings, gain greater skill and fluency, and more robustly apply what is learned. Singapore math focuses on visualizing mathematical concepts, concentrating on fewer topics than customary in U.S. math books, and treating knowledge as a cumulative process, avoiding repetition, and align with NYS CCLS. Problem-solving abilities are emphasized, using pictorial models. The Singapore math textbooks start with kindergarten and are written for every grade. We will follow this model.

Furthermore, math topics outlined in the Core Knowledge Sequence are aligned with Singapore math. The methodology of Singapore math balances computational fluency with conceptual understanding, as advocated in CKLA's practices guide.

### **Science**

Science will be inquiry-based. The American Museum of Natural History (AMNH) has agreed to partner with Yalow Academy to help identify high-quality, inquiry-based materials to be used to form the school's science curriculum. These science instructional materials will follow and go beyond the requirements of the new Common Core State Standards in ELA and math as well as the soon to be released Next Generation Science Standards (NGSS).

Together with the AMNH, we are reviewing three inquiry-based elementary science programs to augment the Core Knowledge—Sequence BSCS Science Tracks: Connecting Science and Literacy (K-5 elementary science program), FOSS Elementary Science program, and the Science, Technology and Children (STC) elementary science program. Presently, the BSCS program appears the strongest, given the strong links between science and literacy. We won't be able to make a final decision until the NGSS are finalized, and we see how those standards align with the modules provided by the three developers.

We want our students to develop a lifelong love of science, which we believe begins when children are young and intensely curious about the world around them. To that end, an important component of our science and social studies curriculum will be regular visits to the American Museum of Natural History to instill deeper connections with science and social studies themes. The museum contains myriad subjects to be used in conjunction with language arts writing, and we will align visits with our language arts instruction. AMNH trips are another important opportunity for parents to get involved with their children's development into inquiry-based scientists and lifelong learners. The AMNH is one of our nation's greatest learning resources, and we intend to make it a central part of the lives of our students and their families to spur inquiry and learning.

Teachers will be given professional development training from the Gottesman Center for Science Teaching and Learning to assist them in developing lesson plans for the regular class visits to AMNH. AMNH exhibits will be used as teaching resources, which we will align with the new NY State Science and Social Studies Standards.

## **Arts, Music, Chess, Fencing**

A primary goal of the Rosalyn Yalow Academy is to develop the whole child. To this end, we will foster a collaborative learning environment, using art, music, and the disciplined activities of chess and fencing to engage the children and their families in the education process. These will not simply be optional after-school programs. The school will use a longer school day, 8 a.m.-6 p.m., and integrate academic teaching with arts, chess, and fencing throughout the day.

The Bronx Arts Ensemble (BAE) is partnering with the Yalow Academy to provide all students with specialized weekly instruction in traditional and non-traditional arts education. The BAE runs arts and music programs in 65 Bronx public schools and one charter school, and it will teach music—using recorders—to our kindergarteners, visual arts to our 1<sup>st</sup> graders, and, dance to our 2<sup>nd</sup> graders. In later grades, performance art will be introduced. We will begin with two weekly arts classes. Yalow Academy is committed to enriching the lives of students through performance programs and curriculum-related arts projects.

Yalow Academy has a partnership with the Kasparov Chess Foundation (KCF) to teach our students the intellectually disciplined art of chess. Working with Michael Khodarkovsky, president of the KCF, the Yalow Academy would incorporate the highly successful 2-day per week chess program started in 2004-5 for the Harlem Children Zone (HCZ) schools. The program has been successfully used by the Promise Academy I and II charter schools under the HCZ umbrella in its K to 3 curriculum, and Yalow will follow that model. The goal: teaching students the commitment, discipline, and expertise required to succeed, and encouraging these ideals for general academic and lifetime personal achievement. As Khodarkovsky says in his letter of endorsement, “scientific studies show that playing chess, much like learning to play a musical instrument, improves children’s cognitive and comprehensive skills, improves aptitudes in math and science, allows youngsters of all ages to have better self-esteem, and improves the rates of children staying in school.”

We will use fencing to instruct children in physical education, nutrition, and building character. Fencing is an activity that is equal parts physical activity and mental agility. Fencing has recently been instituted at Democracy Prep in Harlem, New York for students with a similar economic profile. We will establish a 5-day fencing program starting in kindergarten, staffed with accomplished fencers. The mental aspect of fencing is critical to success, and it will hone children’s ability to focus in school. New York City remains the center of United States fencing, with an abundance of talented Olympic hopefuls and college fencers who will be recruited to teach our students.

## **Instructional Practices**

The Core Knowledge Language Arts program has two strands of instruction: The Skills Strand is meant to build students’ decoding skills, and the Listening and Learning Strand, meant to build students’ language comprehension ability by exposing them to vocabulary, concepts, and ideas through frequent reading aloud.

All texts in guided reading groups must be at a student’s instructional reading level (typically measured by letters and numbers (difficulty level). Yalow Academy will maintain a book room containing mass amounts of these leveled texts (multiple copies of titles). The teachers then

"check these books out" and use them for small-group reading instruction. Several publishers offer guided reading libraries, but we will encourage our teaching staff to choose books from different publishers in multiple genres.

The National Reading Panel also concluded that the research literature provides solid evidence that phonics instruction produces significant benefits for children from kindergarten through 6th grade and for children having difficulties learning to read. The greatest improvements in reading were seen from systematic phonics instruction. This type of phonics instruction consists of teaching a planned sequence of phonics elements, rather than highlighting elements as they happen to appear in a text. Here again, the evidence was so strong that the panel concluded that systematic phonics instruction is appropriate for routine classroom instruction.

For children with learning disabilities and children who are low achievers, systematic phonics instruction, combined with synthetic phonics, instruction produced the greatest gains. Not only does this emphasis on phonics help disadvantaged students learn to read, but it also improved the ability of good readers to spell, critical to the complex language of English.

#### **D. Assessment System**

**Mission Alignment with Assessment.** The sole goal in Yalow Academy's choice of assessment tools is to inform the Board of Trustees and school leadership whether we are eliminating the learning achievement gap for economically disadvantaged urban children and graduating students at or above grade level in literacy and math.

Yalow Academy will be data-driven, using the elective NWEA and STEP interim assessment programs to guide teachers, administrators, and Board members in making professional development decisions about teachers and monitoring student academic achievement. In addition to a master teacher and licensed social worker in each classroom, we will have a separate Response to Intervention team reporting to the director of assessment, initially staffed with four special education and English Language learning teachers who will assess classes at the beginning of the school year to identify children who need extra help and then provide that help. The teachers themselves can also refer students throughout the year for help. We will employ "assessment walls" for our Data Analysis professional development days, which will take place Fridays.

To develop our curriculum, we start by backwards mapping of New York State standards to identify the main objectives in language arts, math, science, and social studies. We then focus on those objectives and develop lesson plans within each subject.

Yalow Academy will implement a robust assessment system that includes the administration of diagnostic, formative, benchmark, and summative assessments; protocols to ensure rigorous analysis of data and valid and reliable results; and procedures for using results to inform instructional planning. The principal and director of assessment will be responsible for coordinating the administration of assessments, with most of the implementation delegated to teachers.

## Reliable Measures of Student Outcomes

**STEP Language Arts Assessment System.** We will use the University of Chicago Urban Education Institute’s STEP language arts assessment system for literacy tracking. STEP is diagnostic and informative, and assessment data is input into a tablet computer and is available right away to inform teachers.

At the beginning of each academic year and at least every eight weeks thereafter, students will be assessed to establish individual student literacy baselines and evaluate classroom progress toward our goal of raising student achievement in excess of one year each grade.

The STEP Assessment program provides a comprehensive analysis for the literacy components—in 13 steps—of learning how to read. These are formative evaluations organized around a set of leveled books. STEPS 1-3 correlate with pre-kindergarten, 4-6 with kindergarten, 7-9 with 1<sup>st</sup> grade, 10-12 with 2<sup>nd</sup> grade, and STEP 13 is 3<sup>rd</sup> grade reading. STEP looks across the spectrum of developmental reading, helping teachers identify the specific skills individual students need, regardless of their grade level. For example, STEP assessments may indicate a second grader needs phonics instruction typically taught to our kindergarteners. The goal is to form a consistent definition of critical thinking for K-2 students—a common teaching standard. With teacher coaching, STEP aligns the expectations of teachers within the same grade and vertically between grades. Immediately following interim student assessment testing, a STEP trainer sits down with teachers by grade level. Together, they review what students got wrong and try to determine which strategies students were attempting to use when they failed the next higher-level exam. STEP assessments are predictive of where students are on the reading spectrum. Teachers need to be able to move students through three steps a year, regardless of what level an individual student is at upon entering the grade.

STEP assessment better informs teachers’ daily lesson planning than any other assessment program. Alternative assessment systems don’t pinpoint for teachers why students aren’t performing well. STEP measures students’ reading strengths and challenges in vocabulary, comprehension, fluency, phonics, and phonemic awareness. STEP complements our CKLA program, tracking results. Part of our language arts program involves small group reading instruction for guided reading. STEP data help teachers plan for this differentiated, small group instruction within the classroom. The STEP books are used for reading assessment only; other books will be available for group and independent reading. Data tracking will be available for teachers and administrators on tablet computers for quick reference. STEP enables teaching teams to use differentiated instruction during the literacy bloc and to group students for targeted individual instruction within the classroom.

The principal and director of assessment are able to view STEP assessment results by classroom to assess Yalow Academy teachers—pinpointing weaknesses in teaching—and offer coaching or additional professional development. The professional development received by teachers in STEP empowers these teachers to eventually become Yalow Academy teaching coaches as our Academy grows. Many successful charter schools and charter management organizations, including KIPP and Uncommon Schools, are switching to STEP Assessment for this reason. Uncommon Schools Newark, composed of nine North Star Academy schools, is a very successful charter school group working with financially disadvantaged urban students in Newark, NJ.

Using STEP, it has seen dramatic gains in student achievement, who have reached 90+% proficiency on state assessments in almost every category and grade level. North Star opened with kindergarten teachers who have now progressed to become principals at other Uncommon Schools campuses.

Yalow Academy plans on providing teachers and administrators with 12-16 days of STEP professional development coaching annually during our first two years (summer and winter). In our third year, we expect our first class of teachers to have become fully proficient literacy teaching coaches, reducing the number of days of outside STEP coaching to six.

**Northwest Evaluation Association (NWEA).** In addition to STEP assessment, we will use the NWEA Measures of Academic Progress (MAP), primarily for mathematics. The MAP uses computer-based adaptive assessments to evaluate individual students' proficiency levels. Students' scores are generated immediately, and full-performance data, with detailed information about specific concepts, is available within 24 hours. Using backward-design techniques, teachers will also use state standards and the Core Knowledge Sequence to create high-quality classroom assessments aligned with learning objectives.

At the beginning of each year teachers will administer the MAP in literacy and mathematics. The MAP for primary grades includes screening assessments that measure the foundational skills of letter and number understanding. NWEA MAP provides a Dynamic Reporting Suite that allows administrators and teachers to examine individual students, classes, and school-wide performance. Explicit training will be provided to teachers on how to properly administer assessments, collect data, analyze results, and develop action plans. The teacher teams for each grade will be expected to conduct formal "data-dives" immediately following our 3 to 8 week testing cycle to focus on class-wide or individual student trouble spots, and plan remediation.

NWEA MAP was selected because of its rigorous design: The 2011 NWEA RIT Scale Norms Study provide growth and status norms based on grade-level samples of at least 20,000 students per grade. These samples were randomly drawn from a test records pool of 5.1 million students, from over 13,000 schools and more than 2,700 school districts in 50 states. As with STEP, professionals will work closely with teachers identifying where to differentiate instruction within the classroom and raise individual student achievement.

Both the STEP and NWEA assessment systems using assessment data to improve academic outcomes were selected based on their validity and reliability, and they will be used to:

- Identify topics that students have not mastered and will need to be retaught
- Identify struggling students who need remediation or advanced students who need enrichment
- Identify performance by class to determine the efficacy of individual teachers
- Evaluate overall program elements, such as the curriculum and professional development.

Teachers will develop grade-wide checklists to identify student mastery of specific skills. STEP uses a 13-step rubric to determine reading skills. Our goal with literacy is to raise its students over one year beyond grade level per year. NWEA MAP includes Skills Checklist Reading tests

and Skills Checklist Mathematics tests. These tests can be used to inform instruction relative to the skills of phonic awareness, number sense, and computation.

STEP assessment will be conducted every 3-8 weeks, NWEA assessment at least every 8 weeks. In addition to STEP and NWEA, we will use a combination of standardized and teacher-developed assessment instruments.

**Home Visit.** Even before students enter Yalow Academy, we will engage in assessment. Each summer teaching teams will visit the homes of newly-enrolled students to get to know the family, share school policies and procedures, and conduct informal diagnostic assessments. Using a protocol, they will evaluate topics such as alphabet knowledge, auditory and visual discrimination, counting and computation, and fine motor skills. They will also administer the Home Language Identification Survey (HLIS) as the first step in identifying students eligible for ELL services.

Once in school, students will be continually assessed by their teachers, including:

**Diagnostic Assessments.** As part of the RTI process we will use diagnostic assessments to determine our incoming students' knowledge, skill levels, and interests. These assessments also identify signs of special needs.

**Formative Assessments.** Teachers will use interim assessments provided with curriculum programs and conduct regular checks for understanding during instruction to determine mastery of unit objectives. Assessments should require students to demonstrate mastery of skills and content knowledge.

**Observation.** Teachers will be expected to document anecdotal evidence of student learning, especially through interactions during one-on-one conferencing and small-group instruction. The licensed social worker in each class will also be keyed to observation, particularly as to students' problems. These assessments will be entered during the Data Analysis Professional Development meetings, which will take place every 2 weeks.

**Writing assessments.** As part of our emphasis on writing, teachers will develop grade-wide writing assignments and set common standards to assess mastery, even at early grades.

### **New York State Required Assessments**

**Language Assessment Battery-Revised (LAB-R).** Students who score at the beginning, intermediate, or advanced levels are deemed limited English proficient and eligible for ESL services. The LAB-R will be administered to incoming students following teacher home visits and completion of the Home Language Identification Survey (HLIS) for those students who speak little or no English when interviewed.

**New York State English as a Second Language Achievement Test (NYSESLAT).** All limited-English-proficient students will take this exam annually to determine academic progress and eligibility for ELL services.

**New York State Testing.** Beginning in 3<sup>rd</sup> grade all eligible students will take the state's English language arts and mathematics exams annually, as well as the state's science exam in 4<sup>th</sup> grade. We will administer all assessments required by the state.

**New York State Alternate Assessment (NYSAA).** Students certified for an Individualized Education Program (IEP) will take this annual datafolio assessment, which measures their progress in achieving learning standards. Eligibility is determined by the Committee on Special Education (CSE).

**Use of Results.** As a data-driven school, we at Yalow Academy will expect teachers, school leaders, and the Board to use assessments in the following manner:

- Teachers
  - Benchmark students early by assessing their mastery of specific standards.
  - Identify concrete skill deficits.
  - Create lesson plans that will remedy deficits and accelerate learning.
  - Organize and rearrange flexible small-group instruction to meet students' needs.
  - Facilitate communication between teachers and parents.
  - Monitor progress of struggling students in the Response to Intervention (RTI) process and revise intervention plans.
  - Enhance collaboration among teachers.
- School Leaders
  - Evaluate and hold accountable teachers and other staff.
  - Evaluate and improve programs, e.g., curriculum, professional development, and assessment.
  - Facilitate communication among teachers, the RTI team, administrators, and parents.
  - Monitor the RTI process and ensure that students are placed in appropriate interventions.
  - Engage the families to help their children excel in school
  - Enable the RTI Team to identify students for referral to CSE for evaluation, change of IEP, or decertification.
  - Monitor efficacy of services and interventions for English language learners and students with disabilities.
  - Identify school and teacher needs and guide implementation of staff programs.
  - Inform the Board of Trustees about progress toward objectives and student outcomes.
- Board of Trustees
  - Evaluate the performance of the school leader.
  - Monitor effective implementation of key design elements.
  - Review and approve the Academy's budget to determine optimum allocation of resources.
  - Evaluate school policies and procedures and revise to ensure achievement of mission and accountability goals.

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

**Rubrics.** With guidance from instructional leaders, teachers will develop grade-wide rubrics to evaluate student work, especially writing.

- **Benchmark Assessments.** Teachers will administer benchmark assessments to measure progress toward goals. Teachers will create benchmark assessments to evaluate student mastery of content in each subject, including familiarity with grade-specific language, historical events, geography, and mathematical and scientific concepts.
- **Summative Assessments.** Students will be regularly evaluated on their mastery of skills and knowledge as defined by state standards, the Core Knowledge Language Arts sequence for K-2, and the Core Knowledge Sequence, thereafter.
  - **STEP Assessments.** At the end of each school year, teachers will evaluate classroom progress toward our goal of raising student literacy achievement in excess of one year each grade.
  - **NWEA MAP.** At the end of the year students will take the MAP tests to evaluate growth in math and literacy over the course of the school year.

**Data Analysis Professional Development: Assessment Wall.** Friday afternoons every two weeks Yalow Academy teachers will participate in data analysis apropos their students. They will produce classroom assessment walls. The assessment wall is a school-based process highlighting the review of each student’s academic growth while charting grade-level strengths and weaknesses as well as school wide learning trends. It is a quick method for generating visual information that triggers grade level and school-wide conversations of curriculum and instruction.

The “assessment wall” is an actual post-it board, one for each classroom, which the teachers attach a post-it for each student, color-coded by grade. The primary purpose of creating grade-level assessment walls is to use data to track the success of each student in the school and track group grade-level performance. The grade is divided into thirds for the three STEP levels for each grade. If a kindergartener is reading above or below grade level, his or her post-it would be placed at the higher or lower grade level on the teacher’s assessment board. The assessment wall process provides a vehicle for year long and year-to-year grade level monitoring of student progress.

The critical component of the assessment wall is the act of moving the student post-it notes. The achievement data become tangible for teachers as they physically move students through the graded STEPs, becoming visually aware of academic disparities within the classroom. Additional information on the post-it notes (LAB-R, ethnicity, gender, classroom

observations of the social worker, etc.) will help clarify other disparities occurring within the classroom. At the end of each school year, the information will be put into digital form for the next-grade teacher to access at the start of the next school year.

**Data Analysis Professional Development: Data Analysis Form (“DAF”).** After posting his/her students on the assessment wall, the teacher works on a Data Analysis Form, tracking students who have challenges with certain material and setting goals and modifying instruction for them in the following four to eight weeks. In sum, Yalow Academy is committed to regularly tracking the performance of its students and, thus, its teachers also.

**Reporting.** Report card conferences will be held two times per year with parents/guardians. In addition, the parents of special education students will be kept informed in writing and in their home language of their child’s progress in meeting both their long-term Individual Education Program (IEP) goals and their short-term objectives. IEP progress reports will be distributed to parents concurrent with the distribution of report cards. In addition, the school will issue an annual report detailing aggregate student performance, enrollment and retention, financial status, and other indicators of organizational health and viability.

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

**Promotion Standards:** We believe students must demonstrate mastery of skills and knowledge rather than merely attend school and show effort. State standards and the Core Knowledge Sequence provide the framework for determining what a student should learn in each grade, which will inform promotion and retention decisions. We believe that a rigid formula does not make sense for deciding promotion from one grade to the next. Our intervention programs allow team teachers to personalize learning in a given subject. When additional support becomes necessary, the RIT team targets strategies to get the children on track, and include parents in the process. Everyone, including parents, will know that a student is at-risk of not achieving grade level proficiency by the end of the school year and what steps will be taken to prevent failure. For students whose promotion remains in doubt, teachers will employ a protocol to weigh a number of factors, including student achievement levels on state tests, school-wide STEP and NWEA MAP assessments, as well as teacher-developed assessments measuring progress over the course of the year; grades, academic interventions, attendance, and behavior all matter. Teachers will use the results to generate a recommendation based on the best interests of the student, and that will be shared with parents. The principal will make the final decision.

STEP assessment for literacy will tell you whether a student is on track or above or below. Yalow Academy will determine whether we are going to hold a student back for being a certain level below grade level. For instance, the principal may say that if a child is more than one year below grade, according to his or her STEP level, promotion would be denied. STEP generally expects to see a minimum of three STEP levels of growth over the course of the year. The benchmarks are: STEP 3 for Kindergarten, 6 for 1st grade, 9 for 2nd, and 12 for 3rd.

**Exit Standards.** In order to complete elementary school at Yalow Academy and move on to middle school, a student must demonstrate mastery of skills, content, and character in all subjects at the 5<sup>th</sup>-grade level or above.

Our exit standards will be based on the NY-Common Core Learning Standards. Student mastery of these standards will be evaluated using results from state exams, STEP and NWEA assessments and grades. To view samples of the CCLS 5th grade requirement visit <http://engageny.org/sites/default/files/resource/attachments/nysp12cclsela.pdf>

## F. School Culture and Climate

The success of our academic program depends on the creation and maintenance of a strong school culture for students, staff, and parents. We believe that school culture should be respectful, structured, and above all completely in service to helping the school achieve its mission. This requires clarity, consistency, and action. Based on other successful “no excuses” charter schools, such as KIPP and Uncommon Schools, and through a handful of specific virtues and the practices, and rewards that reinforce them, we will establish a vibrant learning environment built on character.

Key points of a No Excuses culture include:

- High behavioral and academic expectations for all students.
- A strict behavioral and disciplinary code that leaves little room for ambiguity or inconsistency.
- More time on academics.
- A strong focus on building and teaching school culture.
- Policies to hire and motivate great teachers.

**Discipline.** By establishing and teaching clear expectations for behavior, the school can then implement an effective discipline system for misbehavior, the sole purpose of which is to redirect students to productive learning and develop habits necessary for future success. Not only must consequences be clear and consistent, but also there must be meaningful follow-through. A code of conduct (see Attachment 4) will be disseminated to all families as part of the Family Handbook; it will be printed in multiple languages, and parents will be expected to sign for it to demonstrate that they have received and read it. The code will spell out consequences for infractions based on their severity and frequency.

Regardless of the type of infractions, all consequences will include opportunities for reflection and reconciliation to maintain connections with learning and the school community. The school will create time and tools to support and document reflection, e.g., verbal reflection protocols for younger students or incident reflection forms that require older students to write what happened, what rules and virtues were violated, and what alternative actions could have been taken. Reconciliation will include apologies and/or action related to the harm done. Students who are suspended will be provided with alternative instruction.

**Due Process.** The Yalow Academy Code of Conduct describes in detail the steps that will be taken to discipline students as well as students’ and parents’ rights in this process. Students will

be told of all charges against them and asked for their side of the story. The principal or other school official shall consider this explanation prior to taking disciplinary action. For some minor infractions parents may be merely notified and/or a conference requested to assist in resolving the situation. For more serious issues that involve removal of the student from participation in the school, parents will always be notified and have opportunities to discuss and appeal the disciplinary action. In cases where the student has committed a crime or violation of local, state, or federal law, law enforcement authorities will be notified.

**Short-Term Suspension.** The principal may suspend any student for up to ten school days for serious cause. The school staff involved shall make reasonable efforts to verify facts and statements prior to recommending suspension.

**Long-Term Suspension.** The principal may suspend a student for over ten days for serious cause after the student has been found guilty at a formal hearing. The principal or a delegate will preside over the hearing and all members of the staff who were involved in witnessing the alleged discipline violation are required to participate.

**Expulsion.** If the principal decides that an infraction warrants expulsion, a hearing as described above will be held. Based on that hearing, the principal will make a recommendation to the Board of Trustees, which will make the final decision. That decision may be appealed to the Board.

**Students with Disabilities.** The Yalow Academy disciplinary policy (See Attachment 4) for students with disabilities is in accordance with the Individuals with Disabilities Education Act (IDEA) and school staff will work closely with the Committee on Special Education (CSE) to ensure all students are treated justly. Any time the behavior of a student with a disability requires a disciplinary action, an assessment will be made to ensure the discipline does not constitute a disciplinary change in placement, and that the student is not suspended or removed for behaviors related to the student's disability. 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. That said, a student whose Individualized Education Program (IEP) includes a Behavior Intervention Plan (BIP) will be disciplined in accordance with the BIP. If the BIP does not appear to be effective or if there is a concern for the health and safety of the student or others, the matter will be immediately referred to the CSE for consideration of a change in the guidelines. Parents may request a hearing to challenge the manifestation determination and the child will remain in his or her current educational placement pending the determination of the hearing. While students with disabilities are suspended, the school will provide alternative instruction, so that the student is given full opportunity to complete assignments and master the curriculum.

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

## G. Special Student Populations and Related Services

**Implementation: Programs and Services for Special Student Populations.** Yalow Academy will give admissions preference to low-income, special-needs children, and English language learners. Riverdale Mental Health Association (RMHA) is collaborating with Yalow Academy to develop a holistic model for delivering education to all of the students addressing the special needs of students with disabilities, limited English proficiency, and economic disadvantage (the last describing 85% of District 10 students), reducing impediments to improved academic performance. Our model will begin with regular classroom observation by Teacher-social workers, assessment and screening, an expedited referral process to District 10 CSE to secure treatment, and in-school treatment whenever possible. Yalow will run a weekly Wednesday evening Family Support Center, replicating RMHA's successful evening Family Support Center. Parents/children can attend, having given the school advance notice.

Yalow Academy's mission is to help all students reach grade-level proficiency in all subjects on all state tests. We employ a variety of general-education modification strategies to make this goal reachable, including: low student-teacher ratio, extended day (8 a.m.-6 p.m.), a licensed clinical social worker as part of every K-2 teaching team, differentiated instructional groups, and daily individualization/intervention with specially trained teachers from the RTI team. When appropriate, supplemental curriculum materials will be utilized.

We want ELL and IEP students to receive most required IEP services within the classroom. Teaching teams collaborate in every aspect of class instruction, and IEP will become another part of classroom instruction. In addition, either direct or indirect special education teacher support services (SETSS) will be provided to individual students or small groups within or outside the classroom. Related services such as speech, occupational therapy, physical therapy, or counseling will be provided onsite.

We will identify students at-risk of achieving below basic proficiency through classroom observation, finding those who are operating at least one year below grade level in reading, writing, math, and oral language as measured through baseline and interim assessments. We intend to isolate specific challenges for each at-risk student and individualize instruction, with the objective of that student becoming not just a proficient student, but an advanced achiever on state tests.

We will identify high-achieving students — those scoring at least one grade level above on standardized tests or internal metrics for reading, writing, math, and oral language — using the interim assessment currently planned. Advanced students will receive individualization in many of the same ways that at-risk students will, including small-group work done in classrooms, and focused lessons based on needs.

Based on data obtained from District 10, 4.2% of its students are English language learners, and 22% limited English proficient. Yalow Academy has been actively soliciting non-English-speaking families through our connections with community Head Start and Universal Pre-K programs. One in particular, the Kingsbridge Heights Community Center, services 80 families of Mexican and Dominican descent in whose homes Spanish is the only language spoken. The

center's letter of support is included in Attachment 2. Our staffing and budget models assume that we will enroll 22% ELLs, and we will staff accordingly.

Yalow Academy will use the State Education Department's process for identifying English language learners (ELLs). Before the school year begins, teaching teams will make home visits for each newly enrolled child and use this opportunity to administer the Home Language Information Survey, which will also be administered to any student enrolling during the school year. If this screening process reveals that the home language is other than English or the student's native language is other than English, appropriate school staff will conduct an informal interview. If the student speaks a language other than English and also speaks little or no English, the school will administer the Language Assessment Battery-Revised (LAB-R) to determine eligibility for services.

Yalow Academy will run a full-inclusion program for our ELL students. Given our choice of curriculum, our teaching team model, and separate ELL instructors from our RIT team, we can service ELL students in our general education classes. We have chosen the CKLA-NY K-2 books and related teacher manuals because of the NYC pilot program's success moving ELL students to English proficiency after one year. CKLA includes an assessment and remediation guide for teachers at each grade level, providing more targeted instruction for ELL students. In addition, CKLA provides repetition in the skills strand to accommodate struggling students and provides flexibility for teachers to give students additional attention, as necessary. CKLA supplement materials use shorter version of stories so ELL kids do not have to struggle, and also include an assessment remediation guide. From the first day of school, ELL students will be immersed in English, with the support they need to learn the language and develop the grammatical framework and vocabulary needed to begin developing as readers and writers.

Yalow Academy will follow all applicable laws in serving its ELL students as they pertain to annual notification to parents, student identification, placement, program options, ELL and core content instruction, teacher qualifications and training, reclassification to fluent English proficient status, monitoring and evaluating program effectiveness, and standardized testing requirements.

As supervisor of the RTI team, the director of assessment will be responsible for implementation of programs for ELL students, including record maintenance, timely screening for services, and the annual NY State English as a second language achievement test (NYSESLAT) to determine ongoing eligibility.

It is our intention to use structured English language immersion to help ELL students achieve proficiency in the English language as quickly as possible. Classroom teachers use the classroom resources to expand the ELLs' comprehension of English. Increasingly, the classroom and its students take over the primary work of developing conversational language. From day one, two ELL instructors from the RTI team will be dispatched to individual classrooms to work with the teaching team to help students needing more intensive work.

**Child Find Process and Ancillary Support: Riverdale Mental Health Association Collaboration.** RMHA will assist Yalow Academy with identifying and hiring licensed clinical social workers in each K-2 classroom and with providing other special education services. Yalow Academy will

engage in a continuous and proactive effort to identify students with special needs and meet all requirements under IDEA and Article 25 of the state's 1992 Public Health Law creating the State Early Intervention Program. RMHA's Family Support Center directs a program for children birth to age five.

Since 2007 RMHA has been engaged in Child Find services, and it also operates satellite clinics at three schools in the Northwest Bronx—PS/MS 20, MS 80, and the Marie Curie High School for Medicine, Nursing and Allied Health Professions. Students are seen at the school clinics with parent consent and parent involvement, usually after referral by school personnel. Services include evaluation, individual, group/family therapy, and medication if needed. On-site service can be helpful for children and families who are, for whatever reason, unable to make the trip to another location for treatment. Through experience, RMHA has found there are unique clinical advantages to providing services to children and adolescents in their schools. Clinicians in the schools are able to see the students in their natural environment and gain a much better understanding of their strengths and difficulties than they do in an off-site office. They can easily consult with teachers and other school staff and provide crisis intervention when needed.

Many of the District 10 children RMHA currently works with have behavior and attention problems at school; many are depressed; some are oppositional and aggressive; many have histories of multiple trauma. For the children, these in-school clinics become safe havens—a place to go to “chill” and be heard. The Wednesday evening Family Support Center program that we will implement at Yalow Academy will offer service to parents who often feel isolated and overwhelmed trying to deal with their children's difficulties.

Upon receipt of the referral, the director of assessment will consult with RMHA and either contact the referral teacher or parent and request additional information in order to process the referral in a timely manner or notify parents of the developed Individual Assessment Plan (IAP). The delivery of the completed plan to the parents will occur within two weeks of the referral. Parents will be provided a copy of the Parent Procedural Rights with the signed assessment plan.

**Response to Intervention (RTI) Process.** The RTI program at Yalow Academy is designed to catch students with learning problems in the first few weeks of the school year, before serious failure occurs, and design interventions to put them back on track to academic success. A referral for special education and related services initiates the assessment process and will be documented. The RTI process provides many intervention options linked to specific learning needs and will follow these steps:

- Using STEP, estimate the literacy skill gap between the student and his or her grade-level peers.
- Determine the likely reason(s) for the student's below-grade performance.
- Select a research-based intervention likely to improve academic functioning.
- Provide ongoing monitoring of academic progress to evaluate the impact of the intervention and try alternatives, if necessary.

- If the student fails to respond to multiple well-implemented interventions, refer him/her to CSE for evaluation.

Our RTI team is coordinated by the director of assessment. Teachers will be trained during the professional development Summer Teacher Workshop to identify problems with new students and monitor progress during the school year, including the skills and knowledge necessary to effectively include students with disabilities in their classrooms.

The director of assessment will be responsible for coordinating follow-up meetings and evaluation with RMHA, and lead data-driven discussions using all available information, including standardized test results, assessment results from STEP and NWEA testing data, behavior and discipline observations of teachers and clinical social workers, student records, and parent input. The result will be the creation of an intervention plan. An information sheet describing ways to access services will be available for parents in the school's office.

Our RTI model will utilize a three-tier approach:

**Tier 1—High-Quality Classroom Instruction.** Our teachers will be trained in and expected to use differentiated instructional strategies, materials, and assessments within their classroom. Our teaching teams model—master teacher and clinical social worker—provides frequent opportunities for differentiated support within the classroom.

**Tier 2—Targeted Interventions.** For students who struggle in the general education, teachers may add an ever-widening array of programs to meet individual student needs. This model allows teachers to provide alternative pedagogy, guided practice, and appropriate pacing for each child. Teaching teams permit additional support to small groups and individual students. In addition, we will have certified special education and English language learning intervention teachers on staff who can provide both one-on-one and small-group targeted interventions. Finally, our weekly on-site Family Support Center evening will provide group therapy and behavior modification strategies.

**Tier 3—Intensive Interventions.** Remediation of severe problems requiring intensive and sustained intervention. In grades K-1, Tier 3 students may require intensive one-on-one reading programs, such as Wilson Foundations for phonic instruction.

The RTI process will operate on a six- to eight-week cycle for revising existing students' intervention plans. Ongoing assessment is key to a successful RTI program. Our collaboration with RMHA and in-house staff of 9 clinical social workers is unique, and it will swiftly inform the overall process of monitoring student achievement and providing personalized instruction.

**Identification of Students Needing IEP.** Our three-tiered RTI process is designed to identify whether general education techniques and supports are sufficient or if a student might require special education services (Individualized Education Program, or IEP). Having exhausted all three tiers, the director of assessment will convene a meeting with the student's classroom teacher, RTI team special education teacher, and the RMHA executive director to review past attempts at meeting the student's needs and determine whether to recommend the student to the District 10 Committee on Special Education (CSE) for evaluation.

Once children are identified as needing services, classroom teachers and RTI team will meet with families to obtain consent for identification services; in some cases, an outside psychologist may be brought in for evaluation of higher-order special education services; packages will be prepared for the CSE administrator; and an attorney may be selected to join the team advocating for the family. In all instances, we will work closely with the CSE to provide all necessary information to support its evaluation and IEP development processes. The director of assessment is responsible for developing an effective working relationship with CSE staff and educating them about our program for at-risk students. The classroom teacher and the special ed teacher will participate in CSE meetings.

**Pre-existing IEPs and Periodic Reviews.** After our enrollment lottery is held in the spring (or if a student enrolls during the school year), school staff will immediately request student records to identify incoming students with disabilities. They will obtain and evaluate IEPs to determine whether Yalow Academy is able to provide the services mandated in the IEP and work with parents and the CSE to modify IEPs, following classroom observation. If the Academy cannot provide the placement specified by the IEP and the parent provides consent, the CSE will secure the student placement in a district school that provides the required services.

Yalow Academy will conform to all applicable laws and regulations regarding the regular review of IEPs. If the director of assessment, RTI staff, and our RMHA consultants determine that a student's IEP may no longer be appropriate to the child's needs, they may recommend that the CSE conduct a re-evaluation to adapt the IEP or declassify the student.

The director of assessment is the primary liaison to the CSE and responsible for maintaining all student records, including IEPs, in locked filing cabinets in the administrative office and keeping an access log prior to releasing them to staff. All records are confidential. At the beginning of the year IEPs will be provided to teachers along with a description of the disability, goals (or short-term instructional objectives and benchmarks for students who meet the eligibility criteria to take New York State Alternate Assessment), and required services. Special education staff will meet with teaching teams to go over the IEPs and goals for the students.

**ELL and IEP Evaluations.** School leaders will regularly evaluate the efficacy of our programs. Yalow Academy will consult with RMHA on the effectiveness of our RTI model and the performance of licensed clinical social workers in the classrooms. Parents will also be surveyed to determine their perspective on the IEP services.

### III. ORGANIZATIONAL AND FISCAL PLAN

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

The founding group represents a diverse set of experiences and skills and is fully capable of launching and overseeing a high-quality charter school.

Name – Employment	Relevant Experience and Expertise	Proposed Role
Alec H. Diacou	Project finance specialist and financial advisor for state and local governments. Bronx non-profit organizer addressing economic development, senior services, and childhood obesity epidemic. Restoration of historic Bronx homes. Economist, and parent of 3 sons graduated from NYC public schools.	Executive director
Robert M. Brewster – Executive Director, Riverdale Mental Health Association	Executive Director of RMHA. Master’s in Social Work. Licensed clinician in private practice. Former school teacher. Father of four, the oldest of whom is a teacher of Special Education in the New York City public schools.	Family Service Center advisor
Dr. Donna Demetri Friedman – Director Principal Investigator, Riverdale Mental Health Association	Deputy Executive Director of RMHA, Adjunct Associate Professor at NYU and Researcher at Columbia Presbyterian, NY State Psychiatric Institute. Ph.D. in Social Work as well as a Master’s in Psychology. Supervisor, administrator, clinician, and program director. Mother of 14-year-old in 8th grade.	Response to Intervention Team Advisor for special needs children
John W. Carr – Retired Partner, Simpson Thacher & Bartlett	Corporate lawyer, practiced at Simpson Thacher & Bartlett over 25 years, focused on mergers & acquisitions, private equity, and capital markets. Non-profit board service on All Souls School, Rensselaer Polytechnic Institute, NYC Outward Bound Center, Apollo Theater Foundation. Governance: Advised government and non-profit boards on significant transactions. Father of two girls.	Board Chair
Dr. Sandra Hayes- Professor of Mathematics at CC-CUNY	Professor of Mathematics at City College and a Visiting Scholar at the Graduate Center of the City University of New York. Researcher and teacher at universities in Germany and France for over 20 years. A delegate to the United Nations Sessions of the Commission on the Status of Women in 2007 and 2008. Very interested in implementing the Singapore math program.	Board Vice Chair
Michael Rosen - President, Univ. of Chicago Booth Alumni Club of NY	Finance and technology executive. President of the Chicago Booth Alumni Club of New York. Expertise supporting education non-profits. Father of two children.	Board Treasurer
Shirley Saunders – Deputy City Clerk for Borough of the Bronx	Deputy City Clerk, City of New York, Bronx City Hall. Former senior staff assistant to congressman Eliot Engel. Expertise in navigating Bronx politics. Mother of three children educated in the New York public schools.	Board Secretary
William Scribner - musician and Founder of Bronx Arts Ensemble	Founder of arts and music programs in 65 public schools in the Bronx. Proven fundraiser as director of Bronx Arts Ensemble. Bronx community organizer.	Board Member

Name – Employment	Relevant Experience and Expertise	Proposed Role
Benjamin Yalow – Comptroller, Chicon 7 Conference	Son of Rosalyn Yalow, who has worked at educational institutions for 25 years, first at Columbia University and then at City University, primarily within their computer technology areas. A graduate of PS 7, JHS 141, and the Bronx High School of Science.	Board Member

## B. Board of Trustees and Governance

### Proposed Founding Board of Trustees

Trustee Name	Voting	Position on the Board (subject to elections at initial Board meeting)	Length of Initial Term
John W. Carr	Y	Chair (proposed)	3 years
Dr. Sandra Hayes	Y	Vice chair (proposed)	3 years
Michael Rosen	Y	Treasurer (proposed)	2 years
Shirley Saunders	Y	Secretary (proposed)	2 years
William Scribner	Y	Member	1 year
Benjamin Yalow	Y	Member	1 year

According to CSBM, one of the largest charter school services management companies in the country, most charter schools fail for financial reasons; not academics performance. Yalow Academy is being organized by a sophisticated founding group and proposed Board of Trustees with academic and special education experience, as well as expertise in finance, real estate and board governance. Trustee background information is included in Attachment 5a.

**Governance Practices and Procedures.** The Board of Trustees will be responsible for ensuring that the school is operating in compliance with its charter and all applicable federal and state laws as well as overseeing the school’s performance in achieving its mission of educating K through 8th grade children. The trustees’ major responsibilities will include setting strategic goals for the school, hiring, overseeing, and evaluating the executive director and principal, approving the annual budget, responding to parent complaints, and maintaining ultimate responsibility and accountability for the school to the Board of Regents as the chartering entity. The Board is entrusted with ensuring the duties and responsibilities to be set forth in the charter agreement with the Board of Regents to be performed by the school, including:

- the development and refinement of the school’s long-term strategy and goals consistent with the application.
- the implementation of the educational programs proposed in this application so that its students may meet or exceed the performance standards set forth in this application and performance standards adopted by the Board of Regents.

- the implementation of student assessment requirements applicable to other public schools and supplemented with other assessment tools consistent with those set forth in this application or required by the Board of Regents.
- obtaining adequate resources for the implementation of the school's program.
- recruiting, hiring, and evaluating the executive director and principal and, as appropriate, other senior staff members.
- abide by the Code of Ethics of the school and applicable law, including standards with respect to conflicts of interest regarding matters brought before the Board of Trustees.
- final authority and responsibility for policy and operational decisions of the school, although day-to-day decision-making authority shall be delegated to the officers and employees of the Charter School.

The Board of Trustees understands and acknowledges that the Board of Regents is authorized to oversee the school's operations in all respects, including the right to visit and inspect the school and its records. The Trustees understand that such oversight will be further developed in an Oversight Plan to be prepared by Yalow's Board of Trustees with the State Education Department, including opening procedures, monitoring plans, performance framework and enrollment and retention targets, and closing procedures, the compliance with which the Board of Trustees will have ultimate responsibility.

The qualifications to serve on the Board of Trustees will include:

- commitment to the mission and design of the school.
- commitment to the academic achievement for the school's students, regardless of initial English language deficiency, special education needs, or scarce family economic resources.
- demonstrated understanding of Board duties.
- willingness to attend Board and committee meetings and perform Board work.
- experience and expertise in a relevant field, such as education, business, management, finance/accounting, law, government, personnel, marketing/public relations, fundraising, and/or community relations or organizing.
- the capacity to examine performance data, financial documents, and management reports and make informed decisions in the best interest of the school.
- at least 18 years of age.

The Board will have no fewer than five and no more than 15 members at any time. The Board will hold monthly public meetings throughout the school year at the school. Board meetings will be conducted in accordance with the school's bylaws. Board meeting agendas will be developed by the chair in consultation with the executive director and will include a written or oral report by the senior staff and a financial report. Parents will be welcome to attend Board meetings, which will provide the opportunity for public comment and an opportunity to directly address the Board with any concern. The school's bylaws contained in Attachment 5b provide more detail regarding the procedure for conducting Board meetings, public notice of charter school Board meetings, and the method of appointment or election of trustees. Minutes of

Board meetings will be taken and posted on the school's website and copies maintained at the school office.

Officers of the Board will have the following general responsibilities:

- The Chair (president) of the Board, when present will preside at Board meetings and will have such other powers as the Board may prescribe.
- The Vice-Chair (vice-president) will act in the place of the Chair if the Chair is absent or unable to fulfill his or her duties and when so acting will have all the Chair's powers and be subject to the same restrictions. The Vice-Chair will have such other powers as the Board may prescribe.
- The Treasurer will act as custodian of school funds and will provide the appropriate segregation of duties to create strict internal fiscal control policies. The Treasurer will inform the Board of the school's ongoing fiscal condition. The Treasurer will have any other duties the Board may prescribe.
- The Secretary will be responsible for keeping the minutes of the school Board meeting, maintaining records of Board membership and decisions, interpreting the bylaws in the case of a dispute, and any other duties the Board may prescribe.

The Board will have three standing committees: Executive, Finance, and Academic. The Chair may create ad hoc committees to handle emergent issues such as facilities or fundraising for the school. The Treasurer will chair the Finance Committee, but the chairs of other committees will be appointed by the Board Chair and may rotate among the members. At appropriate intervals, the chairs of Board committees will report on committee activity to the Board at large.

- The Executive Committee, chaired by the Board Chair, will facilitate effective decision-making by the Board. Comprising a subset of Board members—the officers—the Executive Committee is responsible for: a) planning Board meeting agendas; and b) serving as a communication link with other Board members. The Committee will engage in prospecting, contacting, recruiting, orienting, supporting, training, and evaluating Board members. Once identified, prospective Board members will be presented by the EC to the full Board for its consideration and approval. The Committee will ensure that Board composition reflects and strengthens its relationship with the community served by the school.
- 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 senior staff, which reflect the short- and long-term plans of the school for ultimate review and approval of the entire Board of Trustees. The ongoing operations of the school will be periodically reviewed against the budget by the Finance Committee for potential adjustments in operations or the budget. Additional responsibilities include oversight of the school's auditing, facilities, and financial management activities. The Finance Committee will be supported by the executive director and other appropriate staff and consultants.

- The Academic Committee will be responsible for ensuring that the school is meeting its accountability goals related to student achievement, helping to ensure the academic quality and credibility of the school as an academic institution, and supporting the executive director in the maintenance, promotion, and improvement of the school's academic standards. The primary responsibilities of the Academic Committee include: advising the Board on the school's core activities of teaching and learning; recommending to the Board the adoption of academic policies consistent with the school's mission and strategic plan; adopting procedures to effect Board-approved academic policies; building and enhancing the quality of the school's academic programs at all levels; advising the Board on the academic aspects of the performance of the school; and working in conjunction with the executive director to monitor and advance the quality of all academic activities.

The initial Board of Trustees will serve staggered initial terms of one, two, and three years as set forth in the table above.

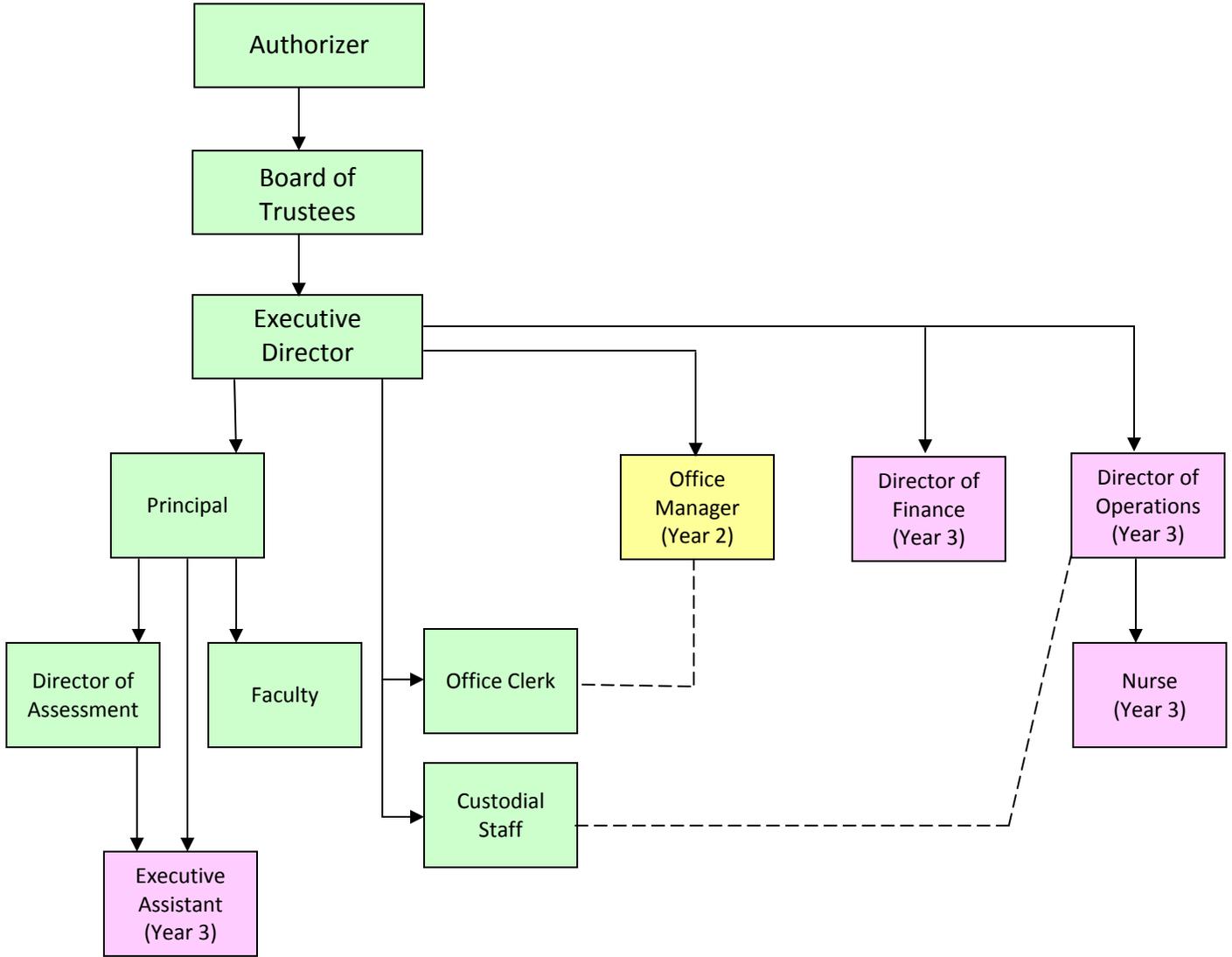
**Relationship with Senior Staff.** The Board will delegate authority for the day-to-day operations of the school to the executive director, who will oversee all operations of the school and report directly to the Board. The Board will establish measurable annual performance goals, conduct mid-year and end-of-year evaluations of the executive director, and ultimately hold him or her accountable. The Board will clearly communicate its reporting requirements to the executive director, including content, format, and frequency of data. The senior staff will be required to present computer data (from a dashboard) at each Board meeting, relevant to enrollment, attendance, school finances, compliance, and student performance.

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

**Recruitment, Orientation and Training.** The Board will not have any representative or *ex-officio* positions that need to be filled once the charter is approved. As needed, the Board will recruit and vote on the appointment of new members who demonstrate adequate qualifications and commitment. Annually the Board will vote on the re-election of Board members who are continuing to serve after their current term has expired. All new trustees will receive orientation materials, including a copy of the charter and bylaws, Board member job description and committee descriptions, previous Board meeting minutes, and major policies of the school, including this charter application. The Board will undertake ongoing governance training to ensure that all members have a common vision of the Board's roles, responsibilities, and best practices.

### C. Management and Staffing

#### Staff Organization Chart



Color Coding  
Year 1 - Light Green  
Year 2 - Light Yellow  
Year 3 - Light Pink

## **Executive Director**

The day-to-day business management of the proposed charter school would initially be handled by Mr. Alec Diacou, as Executive Director, under the direction of the Board of Trustees. A principal, along with any directors of finance and operations, would report to the Executive Director. The Executive Director is the administrative and policy leader of the school, responsible for maintaining the high ideals and goals set out by the Board of Trustees and in the State Education Department charter for the Yalow Academy. The Executive Director sets the vision for the school, ensures the school is properly staffed and funded to achieve academic goals, and keeps the Board of Trustees fully informed of school progress on student assessment and school operations, including areas in need of improvement. In addition, the Executive Director is the public face of the school responsible for outreach to community organizations and recruitment to ensure that the school is receiving applications from families with special needs children and households where English is not spoken at home, at least proportionate with CSD 10. The Executive Director manages the principal and the administrative staff. Together with the principal, the Executive Director will ensure staff receive outside professional development training, and will manage the school's contracts with outside consultants. Qualifications are described in Attachment 8b.

## **Principal**

The principal is the instructional leader of the school, responsible for increasing teacher effectiveness and leadership, and for maintaining all student assessments. Teachers, including teacher social workers, and a director of assessment will be hired by and report to the principal. The principal coaches classroom teaching teams, conducts observation cycles, assists with modeling lessons, and schedules outside professional development consultants to ensure teaching teams receive the requisite amounts of skills training in curriculum and assessment tools. Qualification are described in Attachment 8a.

## **Teachers**

Each year, teachers, including teacher social workers, will be evaluated based on their ability to accomplish significant student achievement gains (more than one year's progress). In addition, teachers must show a strong ability to work with and mentor their peers in order to be prepared for promotion to master teacher or assistant principal. Job requirements for teachers, including teacher social workers include:

- Demonstrated mastery of classroom skills, including classroom management, planning, assessment, and instructional practice
- hold a teaching certification
- a bachelor's degree
- demonstrate the potential to make significant gains in the subject they will teach
- Language arts teachers should have strong backgrounds in reading and phonics, not balanced literacy, as used in most NYC schools
- teacher-social workers must be licensed clinical social workers (LCSW), although they will not be required to hold a teaching license

Job responsibilities of teachers and teacher-social workers include:

- A full day of teaching, primarily within the academic area in which they focus their teaming;
- Mentoring and instructional advice for their peers to help them develop the skills needed to progress as teachers.
- Active participation and mastery in Yalow Academy-sponsored professional development training

Upon initial hire, teachers will receive base salary commensurate with that of public school teachers in the district, plus up to an additional 10 to 15% merit bonus provided they continue at the school for at least an additional year. A component of teacher pay and the criteria for considering teacher advancement will include the following:

- Achievement of significant gains for students directly instructed;
- Parent and principal satisfaction with their teaching;
- Peer and principal satisfaction with their mentoring and instructional leadership.

Teacher-social workers and teaching fellows may be promoted to master teacher. Master teachers may graduate to assistant principal or assistant director of assessment positions as the school grows. Interim positions may include serving as Summer Workshop instructors, learning specialist in CKLA, Singapore math, or inquiry-based science coordinator.

In order for teaching to be a viable career, there has to be a career path that recognizes a teacher's ability to make gains with increased pay and responsibilities. The principal will focus on developing our teachers' abilities and managing our academic program. Yalow Academy will have a full-time director of assessment responsible for monitoring all student assessment data by student and classroom. Teachers will be promoted based on their classroom success and leadership. The principal will focus on developing teachers' abilities and managing our academic program. The director of assessment will also coordinate the RTI team. Both of these leadership positions provide added support for students and families, drive robust professional support for teachers, and provide an attractive career path for teachers. In the third year an executive assistant to the principal and director of assessment will be hired for supporting both, freeing up for those leaders more time for teacher coaching and development. With this pathway available, we believe we will be able to attract teaching candidates Yalow Academy. Because of the critical importance of rewarding talented and dedicated teachers, Yalow Academy will spend over 75% of its salary budget on compensation for classroom instructional staff, not including professional development.

<b>Instructional Staff</b>					
Spec. Ed Teachers	2	2	4	5	6
ELL Teachers	2	3	3	4	4
Intervention team sub-total	4	5	7	9	10
Master Teachers	7	9	13	16	19
Teacher-Social Worker	7	9	9	9	9
Teaching Fellows	0	0	4	7	10
Sub-Total	18	23	33	41	48
<b>Administration &amp; Support Staff</b>					
Executive Director	1	1	1	1	1
Principal	1	1	1	1	1
Director of Assessment	1	1	1	1	1
Exec. Asst. to Princ. & Assessment	0	0	1	1	1
Director of Finance	0	0	1	1	1
Director of Operations	0	0	1	1	1
Office Manager	0	1	1	1	1
Office Clerk	1	1	1	1	1
Custodian	1	1	2	2	2
Nurse	0	0	1	1	1
Sub-total	5	6	11	11	11
<b>Total Yalow Personnel</b>	23	29	44	52	59

### **C.1. Charter Management Organization**

Not applicable, as Yalow Academy will not engage a charter management organization.

### **C.2. Partner Organization**

Not applicable, as Yalow Academy does not have a partner organization.

## **D. Evaluation**

**Programmatic Audits.** Programmatic audits will focus on two issues—the quality of implementation and results. Using planning meetings and direct observation, the executive director, principal, and directors of assessment and operation will monitor and report on implementation of technology, software, curriculum programs, interventions, and assessments. During the Summer Teacher Workshops teachers will be trained to critique their lessons and keep that commentary on file. This information will be used to evaluate their implementation of curriculum and pedagogy at the end of the year. During the Summer Teacher Workshops we

will consult with professional development coaches to ascertain whether our CKLA and Singapore math programs have been implemented with fidelity. Next, analysis of student performance data will be the primary method for evaluating effectiveness of our education programs. We will use STEP and NWEA data analysis techniques to look for trends in sub-groups. These interim data measures will be used to determine progress toward meeting Yalow Academy's student performance objectives on NYS tests, beginning in 3<sup>rd</sup> grade.

**Annual Reports.** Yalow Academy will submit an Annual Report to the State Education Department detailing its performance and progress towards its accountability goals. And, we expect to have regular oversight visits by our authorizer and will use any constructive feedback to make necessary changes to the academic program.

### **Leader and Teacher Effectiveness System**

**Executive Director Evaluation.** The Board will conduct an annual evaluation of the executive director. Academic achievement and financial stability will be used to determine the executive director's bonus. At the beginning of the school year the Board and executive director will establish measurable process and outcome goals for the year. A mid-year review will be conducted, and at the end of the year a written review will be provided and used to determine eligibility for a bonus. Evaluation will cover results of student performance, enrollment and attendance, parent satisfaction surveys, grievance records, and budgeting and audit results. Input will be sought from the executive director, principal, teachers and staff, families and students, and the Board.

**Board Evaluation.** The Board will develop a self-evaluation instrument and use it annually to check its performance, reviewing member attendance and participation, regular review and revision of key policies and procedures, financial oversight, evaluation of school leadership, handling of grievances, and adherence to the mission of the school. The Board will use the results of these evaluations to inform the development of strategic goals and action plans. The Board will also monitor its composition to maintain diversity of skills and perspectives to govern the school.

**Teacher Performance Rubric.** Our staff development program has three main components—explicit training, coaching and mentoring. In order to express clear expectations and hold staff accountable, we believe staff development and evaluation should be organized around explicit standards for teaching performance. The principal, in collaboration with staff, will create a teacher performance rubric with five levels of practice—ineffective, developing, proficient, effective, and highly effective—and addresses the following issues—planning, instructional delivery, assessment, classroom management, school-wide engagement, and professionalism. The Yalow Academy teacher performance rubric will set clear expectations in instructional rigor and classroom management. Equally important, evaluation will cover unique school attributes: teaching team collaboration, development of inquiry-based science pedagogy, and using student assessment data to guide classroom instruction. As more fully described in Assessment, Section I. D., student progress toward objectives will have the greatest weight in evaluation, equally 50% of teacher evaluations.

**Family and Student Satisfaction.** We will administer at least annually surveys to assess Parent and Student satisfaction in areas such as instruction, school culture, and communication. We will also infer satisfaction based on our enrollment numbers and retention of students from year to year. We believe our attention to parents through regular communication, parent workshops, the Family Support Center, and AMNH class trips, chess and fencing tournaments, and dance and music recitals will keep them engaged in the life of the school and, their children's academic progress.

## **E. Professional Development**

During our first two years, all Yalow Academy teaching teams (master teacher, licensed clinical social worker), plus administrators, will receive between 20 and 25 days of professional development training during our Summer Teacher Workshop and 16 full-day sessions during the school year. Outside professionals in the Core Knowledge language Arts (CKLA) and Singapore math, as well as STEP assessment system in literacy and NWEA, primarily in math and science, will engage the teachers. Teachers will also familiarize themselves with science topics to be addressed at the AMNH for each grade. Combined with the bi-weekly Wednesday afternoon professional development hours, the new team teaching teams will receive about 9 weeks of professional development for each of the first two years. The training in reading, math and science will lessen as teachers become proficient in the new teaching methods, but the principal and director of assessment will frequently check teachers' records of student achievement to see that steady progress is being made.

### **Learning Best Occurs When Teachers Are Highly Motivated**

Yalow Academy is constructed to combat the enormous turnover among new teachers that plagues our public schools. It is estimated that 50% of new teachers leave the profession within five years (Ingersoll, 2001). We believe that teachers need a career path that rewards their success both with more responsibility and significantly greater compensation. Yalow Academy will create a career ladder for teachers that recognizes student performance as a primary factor in advancement. Teachers could become professional trainers at the Summer Teacher Workshop and during the year, heads of grades, assessment professionals, assistant principal, or principal.

**Providers for Yalow Academy.** Yalow Academy will bring in outside professional development organizations and higher education institutions to conduct in-depth professional development in literacy, math, and science, as well as data assessment. Currently, these organizations include the Core Knowledge Foundation (for language arts), the University of Chicago Urban Education Institute (for literacy assessment), Northwest Evaluation Association (for math and science assessment), professional coaches in Singapore math, and educators at the American Museum of Natural History for Teacher Professional Development days (science, social studies, writing).

**Summer Teacher Workshop.** Professional development will begin in late July, with 20 days on school culture, classroom management, planning (daily lesson plans, unit planning, and year-long planning), home visits, instructional techniques, and the use of data assessment to inform instruction. We want to build a foundation for the school, establish trust among staff, and align

grade level goals for the year. A sample professional development calendar is in Attachment 3b. Summer Teacher Workshop is an opportunity for the principal to manage teacher expectations about Yalow Academy's data-driven culture.

Outside professionals will train administrators and staff in assessing student achievement and progress. Teachers need time to acclimate to the content-rich CKLA, Singapore math, and inquiry-based science curriculum, all of which define Yalow Academy. Plus teachers and staff need to align instructional objectives for the year. Trainers from the Core Knowledge Foundation along with Singapore math coaches will walk teachers through the curriculum and best practices for instruction.

Grade by grade mapping is built for the 1<sup>st</sup> year. Each topic gets a cross curricular map is already done. First PD for teachers should be in July; teachers need to acclimate to the content rich curriculum and school vision. All teachers and Administrators will receive 3 consecutive days of professional development about getting started with the CKLA sequence. As the school grows, and budget constraints ease, we will send teaches to attend Core Knowledge regional conferences for specialized training.

Content knowledge is the most important factor in teaching math or science. Professional development is directed toward improving the content knowledge of teachers. According to Bill Jackson, who trained Scarsdale teachers in Singapore math methodology, the biggest training challenge is that many teachers are afraid of math. We will provide pedagogical content knowledge for teachers, who will receive at least two days training in August. Study guides in Singapore math are available.

In addition, teachers will take field trips to the American Museum of Natural History to familiarize themselves with the AMNH's vast exhibition halls and avail themselves of the Gottesman Center for Science Teaching and Learning's teacher resources and expertise in order to plan their bi-weekly museum trips and align these visits to classroom instruction materials. The AMNH has teacher Professional Development days on separate subjects for teachers to attend.

STEP assessment professional development begins with a 4-day session in July. After teaching teams have time to absorb STEP information, a STEP specialist will review final training. The goal is a consistent definition of critical thinking for K-2 teachers—a common teaching standard—and alignment of expectations among teachers. STEP helps teachers get in line with “the” definition of reading and comprehension in order to move through the 13 steps to reading. STEP is a predictive assessment system, and training teaches our teaching teams how to assign instruction during language bloc of the day.

During Summer Teacher Workshop, teaching teams and administrators will also receive two days of professional development in administering NWEA MAP student assessments in math and science.

The director of assessment will conduct trainings explaining the referral process for special education, RTI, IEP development and implementation, evaluation and reporting of the student's progress toward meeting IEP goals and objectives, confidentiality of student records, structured English language immersion and discipline of students with disabilities. In subsequent years,

new staff will be oriented to the school's program and practices while veteran staff will receive refresher or more advanced trainings.

**Yearly Professional Development.** Yalow Academy's commitment to teacher professional development is further shown through the amount of time set aside throughout the year for teacher development. There are 11 to 15 days set aside that are solely focused on professional development.

The director of assessment is also responsible for planning ongoing professional development and student assessment on a weekly basis. Every other Friday shall be a minimum day, allowing the staff to come together for 3 hours of professional development and/or collaboration. Topics include data input and reflection, outreach missives to families, improving management strategies, or collaboration and sharing of effective practices.

Twice during the year we will have CKLA trainers come to the school for grade-level teaching team consultations, work on curriculum planning, and classroom observations.

After the Summer Teacher Workshop there will be one more day of Singapore math in October/November for evaluation of student results. Important to the program's success is a concept developed by Japanese teachers, called "lesson study." Fridays, teachers will hold meeting groups to plan lessons. The following week, other math teachers observe the lesson answered by students, plus provide detailed critiques of the lesson and understanding. Every primary school does this, including those in Scarsdale. Singapore math becomes a teacher led professional learning community.

When schools choose STEP they get a trainer who meets with the principal to determine assessment frequency. Immediately following STEP student assessment days, a trainer will help teachers identify the specific literacy components students need to work on. The first assessment review training will take place the second week after the opening of school so teaching teams can benchmark incoming students and design lesson plans. After the assessment, the STEP trainer sits down with teachers by grade. Analyses of what students got wrong and strategies the students tried to use when they failed the next higher-level exam are examined.

Similarly, a MAP assessment trainer will be brought in to help teaching teams and administrators interpret math and science.

**Data Analysis Professional Development.** Another key component of professional development at Yalow Academy is data analysis. At Yalow Academy, interim assessments are created every 6 to 8 weeks. Following these assessments, an outside trainer STEP or NWEA will be brought in to help with analysis of the interim assessment data. Teachers, the director of assessment and the principal at Yalow Academy have a full day of professional development. Teachers would be taught to review student assessment data, using their STEP and NWEA tablet dashboard assessment data, together with class-wide Assessment Walls, and the Data Analysis Form.

Our goal is to provide a unified "view" into each student's academic performance, and track progress based on New York State Standards:

- Identify a student’s specific learning challenge early, by assessing the student’s mastery of predefined goals
- Quickly identify the underlying skills deficits that are preventing mastery
- Facilitate communications and updates among teachers, RIT staff, on the student’s progress to revise individual learning plans
- Provide more data-rich ways to evaluate and improve teacher effectiveness

**Coaching.** Our staffing plan builds a robust operations staff to free up the principal and director of assessment to spend time coaching teaching teams. Coaching may include review of and feed back on curriculum and lesson plans, modeling instruction, observation of team teaching practices, and critical feedback, particularly about data assessment being used to inform instruction within the classroom. The principal and director of assessment will visit classrooms and attend grade team meetings. They will also use these opportunities to collect evidence related to each teacher’s professional growth goals and evaluate the implementation of staff development training into practice. We also intend to use frequent videotaping of instruction to track progress and help teachers identify strengths and areas for improvement. Feedback may be verbal or written, and will be aligned with the teacher performance rubric.

**Mentoring.** As part of their job description, master teachers will be responsible for mentoring their teaching team cohorts, both the licensed clinical social workers and teaching fellows, and they will receive professional training to do so. They will be expected to include teaching team cohorts in all planning activities, define clear roles in the classroom, and use a gradual release of responsibility to enhance their skills. They will support teaching team cohorts in achieving their professional growth plan goals and will provide school leaders with feedback regarding their progress.

## F. Facilities

**Proposed school location.** There are a number of suitable buildings to house the Yalow Academy in District 10. At our January 5, 2011, meeting with Community Board 7’s Education Committee, they suggested we locate the school in the abandoned public library on Fordham Road, now being used for health department record shredding. Based on preliminary discussions with the head of facilities for the Catholic Archdiocese of New York, there are several schools facing potential closure that would also be suitable, including Holy Spirit, Our Lady of Angels, Our Lady of Mercy, and St. Jerome, all located in District 10. We have also begun discussions with the Van Cortlandt Jewish Center about leasing two floors of its building, containing six classrooms and a lunchroom, those floors leased by the Department of Education for special education programs until the summer of 2012. In addition, there are several large developments under construction, which may have suitable space to house our school once a charter is awarded, including one at 179<sup>th</sup> and Jerome Avenue and another being developed on the site of the previous Stella D’Oro cookie bakery. In addition, the District 10 CEC indicated numerous District elementary schools will be moving from temporary facilities which will open those buildings for Yalow Academy incubation space during start-up. The School Construction Authority completed a building on Webster Avenue, freeing up classroom space.

## G. Insurance

Based on proposals from insurance agents familiar with New York charter schools, we currently expect to obtain the following types of insurance coverage, assuming the school operates in rented space:

- Property: \$250,000 in coverage, including school furnishings, equipment, computer hardware and software, and leased space
- Crime:
  - \$100,000 employee dishonesty, forgery, or alteration
  - \$1 million fraud by senior management
  - \$100,000 computer fraud
  - \$25,000-\$50,000 monies and securities (inside or outside)
- Auto: for hired and non-owned liability: \$1 million
- General Liability:
  - \$3 million aggregate
  - \$1 million for each occurrence
  - \$1 million for personal & advertising injury
  - \$1 million fire damage liability
  - \$10,000 medical expense
  - \$1 million employee benefit liability
  - \$1 million sexual abuse & molestation liability
  - \$1 million professional liability
- D&O and Employment Practices Liability (including educators' legal liability): \$1 million
- Umbrella Liability: \$5 million aggregate
- Workers' Compensation: statutory limits
- New York Statutory Disability: \$170 max per week
- Student Accident:
  - \$1 million catastrophic coverage
  - \$25,000 accident medical and/or dental expense
  - \$10,000 accidental death & dismemberment

The school will arrange with an insurance broker during the pre-operational year to obtain multiple quotes for the above coverage and select the most reasonable based primarily on coverage and cost. Yallow plans to obtain Directors and Officers (D & O) coverage for our Board of Trustees and staff as soon as possible during the pre-opening year. The school's budget assumes an annual cost of approximately \$25,000 for insurance premiums.

## H. Health, Food, and Transportation Services

### Health Services

**Staffing.** The school will work with the Department of Education and the Department of Health to provide a nurse to maintain students' records and supervise the disbursement of medication and the treatment of students who are ill or injured. The nurse will be responsible

for all record keeping and correspondence related to these responsibilities. In the first two years of operation Yalow Academy will have a part-time nurse; when the nurse is not on-site those responsibilities that can be delegated will be assigned to the executive director or principal. Beginning in Year 3, the school will hire a full-time nurse. At least two staff members will be trained in cardiopulmonary resuscitation (CPR) and the use of automated external defibrillator (AED) equipment. Vision and hearing screenings will be coordinated with the Department of Health and Mental Hygiene.

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

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

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

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

potential adverse reactions. Medication orders must be renewed annually or when there is a change in medication or dosage.

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

### **Food Services**

Healthy meals are an important foundation for academic success, especially for low-income students. According to a recent report by the Food Research and Action Center, New York City ranks last in a list of 26 urban school districts when it comes to getting qualified children to participate in the free school breakfast program. We intend to contract with NYCDOE Office of School Food and Nutrition Services to provide daily breakfast, lunch, and snack but will consider private vendors that can demonstrate the capacity to provide effective food services within a school context. The criteria to select a food services provider will include: cost, menu options, nutrition, logistics, and capacity. We will hire staff with appropriate food handler permits to serve meals. Students will not be required to participate in our meal program and can of course elect to bring their own food to school.

We intend to participate in the federal School Breakfast Program and the National School Lunch Program, administered by the United States Department of Agriculture (USDA); our meals will meet all nutritional requirements. Prior to the start of school, the school will work with families to complete the online School Meals Application form at [www.applyforlunch.com](http://www.applyforlunch.com). The school will make computers available and provide assistance to ensure that every student's free and reduced-price lunch eligibility is documented. Each month the school will estimate meal participation and bill in advance families with full-paying or reduced-lunch-eligible students; differences between estimated and actual participation will roll over to the next pay cycle. Per federal regulations, students with a disability that restricts their diet will be served meals at no extra charge. The school will track all meals eaten at the school; students' free and reduced-lunch status will remain private. We will never turn away a student whose parent has not paid and have budgeted funds to cover such costs. The school will complete the Meals Served Report Form on a weekly basis to submit to the Office of School Food and Nutrition Services.

Yalow Academy intends to serve low-income students, and will apply for participation in the universal lunch program, which allows all students to eat free of charge.

### **Transportation Services**

Yalow Academy does not yet have a location, but expect to be situated in a District 10 neighborhood from which some students may be able to walk to school. In addition, the Bronx has extensive public transportation, which may be convenient for other parents.

We recognize that charter schools are considered non-public schools for the purpose of receiving transportation services under Education Law §2853(4)(b). The NYCDOE is responsible for providing the same transportation services as other NYC public school students, and Yalow Academy will coordinate with the DOE Office of Pupil Transportation (OPT) to access busing and/or MetroCards. Given the existing transportation routes in CSD 10, we anticipate OPT will be able to provide busing to our students who meet eligibility criteria (students in grades K-2 who live outside a ½-mile radius and students in grades 3-5 who live outside a 1-mile radius). Because we intend to provide an extended school year, thus being open when other NYC public schools are not, the school will work with OPT to provide supplemental transportation at cost or make other transportation arrangements. Special education students will receive transportation as mandated in their IEPs; the school will work closely with the CSE to ensure appropriate transportation is required and provided. The families of students who do not qualify for bus service or a full or half-fare MetroCard will be responsible for arranging their child's transportation to and from Yalow Academy.

The school's director of operations (or executive director in Year 1) will be responsible for coordinating transportation, including submission of required eligibility forms and identification of bus routes and stops. The office manager will contact eligible students' families to inform them of their child's bus number, bus stop, and estimated pick-up and drop-off time. We also intend to hold students accountable for their behavior on their way to and from school; our code of conduct will address transportation, and staff will review bus safety rules and conduct bus drills.

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

**Parent Involvement.** We believe strongly in the role of parents as the first educators of their children—that parents have the primary moral responsibility of educating their children to adulthood. We will be honored by the great trust that parents place in us to help their children grow intellectually and morally. This trust must be maintained not only by ongoing communication, but also by a mutual understanding of what an education at Yalow Academy will offer young people in the long run. All parents/guardians, students, teachers, and school leadership will be asked to sign a "Commitment to Excellence," explicitly outlining how each will help support the school's mission. Parents will be encouraged to actively participate in a variety of school functions and to volunteer at the school. They will have regular access to their children's teachers to ask questions and provide feedback, and will receive regular reports from teachers via phone calls, e-mail, and letters home and at school functions. Board meetings will

be open and include a public comment period. The school will translate materials and have Spanish-speaking staff to ensure effective communication with all students and their families.

**Home Visits.** School teachers will make a home visit to each child enrolling in the school. During those visits, they will explain the importance of family involvement in the school and support of students' learning needs at home. This whole community effort will result in even greater success for each child.

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

**Wednesday Evening Family Support Center.** RMHA is collaborating with us to identify barriers to academic success—physical, emotional, family, social, learning issues, mental, and behavior management—in children early so these students may receive the necessary services to become academically successful. As part of our model, Yalow Academy will run a weekly Wednesday evening Family Support Center, replicating the successful RMHA program at its Bronx headquarters. The objective: families and therapists in the Family Support Center will take the time to listen and share, fostering open communication and a strong, supportive relationship between parent and child. RMHA accomplishes this by offering group therapy for children and parents. In an hour, children focus on developing better social skills and relationships through play, self-expression projects, and behavior modification. Parents learn to manage their stress, develop kind but firm strategies to discipline their children while still fostering a strong family bond that invites the child to remain curious and feel strong and confident. Our ultimate goal is to help parents and children take delight in their family life, because research tells us that having good relationships at home result in better outcomes for children in school and other areas of their lives. These meetings will strengthen parents' commitment to the school and their ability to support their children's learning at home.

**Community Involvement.** Yalow Academy intends to become rooted in its community and develop strong and productive relationships with community organizations and individuals. Staff will build connections to local agencies, non-profits, and businesses to recruit students. We expect these relationships to deepen as the school demonstrates its commitment to the students in the community; ultimately they may result in support ranging from advocacy to financial help or *pro bono* contributions of services for families. Some of our Board members have extensive experience with community organizing in the Bronx that will help Yalow Academy grow into an important community resource.

## **J. Financial Management**

### **Financial Systems**

The school intends to contract with Charter School Business Management, Inc. (CSBM) for financial management in the first two years of operation, which has extensive systems for financial management of charter schools. Moreover, CSBM will professionally develop the school's staff regarding setup and maintenance of systems for accounting, student and staff

records, payroll, tracking of student meals, enrollment and attendance, eligibility for free and reduced-price lunch, and special education and ELL services. In Year 3 the school plans to hire a director of finance, who will take over responsibility for financial management, although we may continue to contract with CSBM as needed. The school anticipates obtaining the following key services from CSBM during the planning year and once the school is operational:

## **Planning Year**

### **Payroll**

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

### **Finance/Accounting**

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

### **Audit Preparation**

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

## **Operational Years**

### **Human Resources**

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

### **Payroll**

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

**Finance/Accounting**

- Create/recommend edits for budgets
- Coordinate grant reporting and assess whether grant restrictions are fulfilled
- Close books and manage fiscal reporting to all constituents including Charter Authorizer, Board of Trustees, and school leadership
- Present financial reports to Finance Committee/ Board of Trustees
- Post revenues & expenses and process deposits & disbursements
- File all financial documentation in Binder System

**Audit Preparation**

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

**Budget**

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

Budgets will be monitored on a monthly basis. In the initial years of operation, the school will retain CSBM to provide school leaders with regular financial reports, including budget to actuals, cash flow, and balance statements; any significant variances will be reviewed and discussed with the Board Treasurer, who will provide the Board with a monthly report on the school's financial health. Major modifications of the budget will require Board approval. After the second or third year of operations, the school intends to increase its staff to provide the services initially provided by CSBM in house.

**Financial Controls**

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

- Segregation of duties to assure that funds are safeguarded and properly deposited.
- Establishment of controls to ensure that all receipts and expenditures are properly recorded in the accounting records.

- Identification of payments and receipts in sufficient detail to facilitate preparation of the monthly financial reports.

### **Annual Audits**

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

**Student Records.** The school will have trained personnel on staff who are responsible for managing the student information. The senior administrative 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 executive director will work closely with the director of assessment, who will serve as the school's Title I coordinator, to ensure that all data relevant to Title I services are collected and maintained to ensure accuracy in program reporting and reimbursement. The school will maintain a robust student information system that will be utilized by the director of assessment to store, analyze, and produce needed reports on all relevant student data. The director of assessment will be responsible for the protection of student records under the supervision of the executive director. With regard to the special education program and IEPs, the director of assessment will have the responsibility for maintaining and securing all records. He or she will be responsible for submitting all required reporting to CSE and services provided to the CSE in accordance with their IEPs to appropriate agencies, including necessary reporting for special education reimbursement. The Yalow Academy understands its obligations to comply with the Federal Educational Rights and Privacy Act (FERPA) and will follow all appropriate procedures to comply fully with the New York State Freedom of Information law.

### **K. Budget and Cash Flow**

We have prepared a conservative budget, with assumptions based on the experiences of other operating charter schools, CSBM, and the New York City Charter School Center. Our revenue estimates are based on 95% of our target enrollment; our expenditures assume 100% enrollment. The per pupil rate of \$13,527 is held constant over five years. We have assumed minimal revenue from uncertain grants and fundraising and plan that after the initial years, when the school is closer to its full enrollment, it will ultimately operate primarily on public funds, like any other public school. Although we are reviewing the possibility and implications of securing public space from the NYCDOE, we have prepared a five-year budget that assumes we will find private space.

## Pre-Opening

**Revenue.** We anticipate revenues based on some fundraising and the first year of Charter Schools Program grant (\$175,000). Our founders and initial Board members are experienced fundraisers in the non-profit sector and have committed to donations equal to our \$50,000 fundraising target if we are unable to raise the money externally.

**Expenditures.** Initial expenditures will primarily include bringing on the executive director and principal for six months, and then other administrators as the school gets closer to the summer before opening. We will incur expense in the pre-opening year to setup operational and financial reporting systems, and commence teacher and student recruitment. A portion of these costs will be allocated to the first year of operations.

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

## Year 1 Budget

**Revenues.** 87% of revenue is from per-pupil funding for general and special education students; we do not expect to receive IDEA funding until Year 2. We have conservatively estimated special education students representing 12% of our students with service needs at the 20% to 60% level and 3% of our students with service needs at 60% or more. We have assumed that 80% of our students will be eligible for free and reduced-price lunch. In view of our lottery set-asides, community demographics, and RMHA outreach to Head Start programs, special education and free-lunch assumptions are consistent with the school's model, and conservative. We also anticipate receiving the second of three CSP installments (\$150,000).

**Expenditures.** The bulk of expenditures is salary. In Year 1 the administrative staff will consist of the executive director, principal, director of assessment, and an office clerk, which will represent 25% of salary; one custodian would be hired. Instructional staff will include seven master teachers, seven additional teachers, who are licensed clinical social workers, two special education teachers, and two English language teachers, who will represent 75% of the salary. While we have budgeted for every staff member to receive a full bonus, we plan that bonuses will be payable at the end of the following academic year to continuing employees. In addition to positive cash flow benefits, we believe this bonus plan helps in retention of staff, particularly during the start-up years of the school. Personnel costs, including taxes and benefits, accounts for 65% of total expenditures, with another 12% devoted to contracted services. School operations are 8%, and facility operations are 15% of our annual expenditures. Our special programs for arts, dance, music, chess, and fencing are included in budget line "Other Purchases/Professional Consulting" and represent 5% of annual expenditures.

**Cash Flow.** Most start-up costs are incurred early in the school year, while salaries are distributed across the year with bonuses, budgeted to be paid at the end of the following year. (Based on other schools' experiences, we anticipate receiving DYCD funds in the spring.) We project a positive cash balance in all but one month of the first year of operation.

## 5-Year Budget

**Revenue.** We expect to receive IDEA funds beginning in Year 2 and conservatively assume 15% eligibility. Title I funding will increase commensurate with enrollment. CSP is anticipated in the planning year, Year 1, and Year 2. We also assume textbook funds will continue at current rates.

**Expenditures.** Salaries increase 3% per year, although in reality that may vary depending on economic conditions. Instructional employees increase with increased enrollment. After the second grade, teaching fellows will be paired with master teachers in teaching teams, instead of licensed clinical social workers. An office manager is added in Year 2, and an executive assistant to the principal and director of assessment is hired in Year 3. A director of finance will be hired in Year 3, replacing contracted services for financial management, along with a director of operations, reflecting an increase in facility. A second custodian is anticipated for Year 3 with the anticipated larger facility; a full-time nurse is expected to be added to the staff also. By Year 5, personnel costs, including taxes and benefits, accounts for 17% of total expenditures, with 22% for administration and 78% for instructional staff. Another 8% is devoted to contracted services; however, the school will review cost and other benefits of bringing art, music, chess or fencing instruction in-house in whole or in part. The five-year budget anticipates moving from incubation space to permanent facilities in Year 3. \$25,000 is set aside in each of the first three years to establish an escrow account for dissolution.

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

**Charter School Program (CSP) Grant.** Our budget assumes only the base amount of \$500,000, although we believe the school will be eligible for the higher amount of \$750,000 because it meets the following design priorities: (1) raising student achievement for English language learners; (2) raising student achievement for students with disabilities; and (3) serve students who are at risk because they are served by persistently low achieving schools.

## L. Pre-Opening Plan

BOT=Board of Trustees; PR=Principal; ED=Executive Director; DA=Director of Assessment

Domain	Action	Start Date	End Date	Responsibility
Governance	Ratify bylaws and code of ethics	Dec 2013	Jul 2014	BOT
Governance	Appoint board officers	Dec 2013	Jul 2014	BOT
Finance	Approve fiscal policies and procedures	Sep 2013	Oct 2014	BOT
Facility	Conduct facility negotiations and execute lease	Jan 2013	May 2014	BOT
Facility	Renovation: Identify needs, secure contractor, Establish time line, complete punchlist	Feb 2013	May 2014	BOT,PR,ED
Finance	Contract with CSBM to establish payroll and other Financial systems	Jan 2014	Jun 2014	BOT,PR
Recruitment	Recruit students: develop and disseminate materials, Host open houses, door-to-door marketing	Jan 2014	Apr 2014	PR

<b>Domain</b>	<b>Action</b>	<b>Start Date</b>	<b>End Date</b>	<b>Responsibility</b>
Recruitment	Hold lottery: secure system with preferences, Conduct lottery, inform parents	Apr 2014	Apr 2014	PR,ED
Operations	Obtain student records: obtain permission from parents, contact previous schools, etc.	Apr 2014	Jul 2014	ED,DA
Staffing	Recruit school staff: draft job descriptions, post positions, interview candidates, check references	Feb 2014	Jun 2014	PR,ED,DA
Staffing	Hire school staff: salary negotiations and offer letters	Mar 2014	Jun 2014	PR,ED
Academic	Research and secure curriculum resources	Mar 2014	Jun 2014	PR
Academic	Research and secure standardized assessments	Mar 2014	Jun 2014	PR,DA
Technology	RFP for technology infrastructure	Mar 2014	Jun 2014	ED,BLM
Finance	Approve budget for FY13-14	Apr 2014	Apr 2014	BOT
Operations	Secure food services: coordinate vendor evaluation of kitchen capacity, solicit proposals, select vendor	Apr 2014	May 2014	ED
Operations	Secure transportation: contact DOEOPT, coordinate bus routes and stops, inform parents of options	Apr 2014	Jul 2014	ED
HR	Finalize staff handbook and personnel policies	Apr 2014	Jun 2014	BOT,ED
Operations	Develop and distribute student handbook	May 2014	June 2014	PR,ED
Technology	Install technology infrastructure	May 2014	July 2014	ED,BLM
HR	Complete fingerprinting and background checks	May 2014	Jul 2014	ED
Academic	Prepare school calendar and distribute to families	May 2014	May 2014	PR,ED
Operations	Obtain 501(c)(3) status	Jan 2014	Dec 2014	BOT
Technology	Install Hybrid Learning Management System	Jun 2014	Jul 2014	ED,BLM
Facility	Obtain Certificate of Occupancy	Jun 2014	Jun 2014	ED
Recruitment	Conduct open houses for admitted students	Jun 2014	Jun 2014	PR,ED
Academic	Contract with Related Service Providers	Jun 2014	Aug 2014	DA
Academic	Conduct home visits	Jun 2014	Aug 2014	PR,DA
Operations	Secure insurance policies	Jun 2014	Jul 2014	ED
PD	Prepare Summer Teacher Workshop materials	Jun 2014	Aug 2014	PR,DA,BLM
Finance	Complete Initial Statement of Financial Controls	Jul 2014	Jul 2014	ED
HR	Complete staff fingerprints and background checks	Jul 2014	Jul 2014	ED
Operations	Secure IEPs and student records	Jul 2014	Aug 2014	ED,DA
Operations	Create a draft SAVE plan and submit it to SED	Jul 2014	Aug 2014	ED
Operations	Purchase AEDs and train staff	Jul 2014	Aug 2014	ED
Operations	Purchase AEDs and train staff	Jul 2014	Aug 2014	ED
PD	Conduct Summer Teacher Workshop	Jul 2014	Aug 2014	PR,DA,BLM
PD	Develop staff growth plans	Aug 2014	Aug 2014	PR
Academic	Create lesson plans for first weeks of school	Aug 2014	Aug 2014	PR

## **M. Dissolution Plan**

The Yalow Academy will work closely with appropriate representatives of the New York City Department of Education (NYC DOE) to develop and implement a dissolution plan that will govern the process of transferring students and student records, including Individualized Education Programs (IEPs), student health and immunization records, and attendance records, and report cards. Prior to dissolution, the school will conduct a series of meetings for parents to provide information about the dissolution and to support them in making decisions regarding

selection of educational programs for their children, including New York City district schools, charter schools and nonpublic schools.

The Board will designate one trustee and one school employee to oversee the closing of the school from an operational and financial perspective. After an employee termination date is established, the school will notify all employees of termination of employment and/or contracts, and notify benefit providers of pending termination of all employees. Employees will be notified of eligibility for New York State Unemployment Insurance pursuant to any regulations of the New York State Department of Labor. The dissolution plan will provide that all property that the school has leased, borrowed, or contracted for use will be returned. The return of such property will conform with contractual prearrangement, where applicable, or will be done with reasonable promptness. The school will accumulate a reserve fund of \$75,000 by setting aside \$25,000 each year for the first three years of operation to cover debts in the case of the school's dissolution. In the event of dissolution of assets in excess of those necessary to meet liabilities, all remaining assets of the school shall be transferred to another charter school within the New York City School District as designated by the Board.

#### IV. ATTACHMENTS

## **Attachment 1: Admissions Policy and Procedures**

The Rosalyn Yalow Academy Charter School (the “Academy” or the “School”) shall not discriminate against any student based on race, ethnicity, national origin, gender, sexual orientation, disability, housing situation, or on any other basis that would be unlawful if done by a public school. The Yalow Academy 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, disability, handicapped condition, ethnicity, race, gender, national origin, religion, or ancestry.

### **Target Student Population**

The School will provide expanded learning opportunities for students that meet one or more of the following “at-risk” admissions factors:

- Students who are eligible to participate in the federal free or reduced-price lunch program;
- Students with disabilities requiring special education programs and/or services; or
- Students who are English language learners.

By using the lottery and admission program described in this application, the School expects to attract and retain a comparable or greater enrollment of students with disabilities, English language learners, and students who are eligible applicants for the free or reduced-price lunch program when compared to the enrollment figures for such students in Community School District 10, which is where the School will be located.

State enrollment targets for District 10 will be used as minimum guidelines in our enrollment preferences.

### **Lottery**

If the number of applicants in one or more grades exceeds enrollment capacity, a public random selection process (i.e., lottery), conducted by the School will be held after April 1, on a date publicized to all applicants. Notice for the admissions lottery will be provided to the public via newspaper advertisement and posting on the School’s website, in a manner consistent with the Open Meetings Law.

The lottery will be conducted in a manner, and with appropriate measures taken, to ensure that the admission process adheres to Education Law Section 2854(2).

The lottery for the School will include new students enrolling in kindergarten. In addition, the School will backfill enrollment to enroll students in subsequent grade

levels (primarily 1<sup>st</sup> and 2<sup>nd</sup> grade) resulting from attrition and other factors and will also use the lottery for that purpose.

If a lottery is required, admission preference shall be granted to applicants in the following manner:

1. First preference will be given to students who left the Academy but now want to return.
2. Second preference will be given to siblings of enrolled students. "Sibling" is defined as children who are related either by birth, by means of the same father or mother or by legal adoption.
3. Third preference will be given to students who meet at least two of the criteria for the target population, who reside in District 10 up to a maximum specified percentage of the applicable grade in compliance with Section 2854(2) of the Education Law.
4. Fourth preference will be given to students who meet at least one of the criteria for the target population, who reside in District 10 up to a maximum specified percentage of the applicable grade in compliance with Section 2854(2) of the Education Law.
5. Fifth preference will be given to other students who reside in District 10.
6. Sixth preference will be given to other students who reside outside District 10.

### **Notification**

Once the lottery has been conducted, parents/guardians of applicants will be notified about whether their children have been granted seats at the School or if they are on the waitlist. Parents and guardians will be asked to confirm their intent to enroll their child in the School within two weeks of the notice being sent.

In addition to notification of intent, an Enrollment Form will be filled out by the parents/guardians that will include information regarding the special needs of child and any other information that would be necessary for school planning. The Enrollment Form must be completed at least 30 days prior to the first day of attendance.

### **Enrollment**

In addition to completion of the Enrollment Form, the enrollment process also includes the completion and return of any other required paperwork, as well as submission of evidence of adequate immunizations. The entirety of the enrollment process must be completed 30 days prior to the first day of school. Translation assistance will be provided to those parents who do not speak English.

## **Waitlist**

In the event that enrollment is determined via lottery, names will be drawn after all available spaces are filled in order to form a waitlist. This waitlist, sequenced in the order determined by the lottery, will be the only official document identifying the names of eligible students with applications to the Yalow Academy pending acceptance when vacancies arise.

Students who wish to apply to the Yalow Academy subsequent to the lottery occurring will be placed on the waitlist based on the number of preference criteria that apply. For example, a student applying after the start of the school year who meets three of the preference criteria will be placed in front of a student that meets only two of the criteria, even if that second student applied prior to the lottery.

An empty seat at the Yalow Academy will be filled as soon as the seat is determined vacant. Any student enrolling in the Yalow Academy after the beginning of a semester will be required to attend new student orientation during the following semester and will be considered part of the group of students starting at that time. However, in order to ensure engagement and continued academic involvement, students may be admitted at any point during the school year.

## **Withdrawal**

The Yalow Academy is a public school of choice, both for application and withdrawal. Students with parent or guardian permission may withdraw from the Yalow Academy at any time. The Yalow Academy personnel will offer to meet with the family and discuss the reasons for the desired withdrawal from the Yalow Academy, as well as seek solutions to any problems that arise from these discussions.

Withdrawal must be made in writing. The school will ensure the timely transfer of any necessary school records to the student's new school. Parents can voluntarily withdraw after winning a seat in the lottery, thereby indicating that they do not wish to enroll their child.

## **Notification of Intent to Re-enroll**

Regardless of when a student enrolled in the school, during January of each year, parents and guardians will be sent a form requesting that they notify the school of their intent to re-enroll the student for the following school year. These forms will be sent out at least a month prior to the date on which they must be returned to the school and must be completed and submitted by close of business on the last day of school or such other date as may be specified in the notification form. If such forms are not returned to the school in a timely manner, the administration has the right to exclude the student from enrollment for the following school year. Should a student ultimately decide to not continue the following year, the Yalow Academy will count the student as "attrition" and open up the spot for additional students, as described in the lottery process above.

**Attachment 2: Samples of Evidence of Community Outreach**

[See Following Pages]



**Kingsbridge Heights Community Center**

3101 Kingsbridge Terrace, Bronx, New York 10463  
718.884.0700 Fax: 718.884.0858 www.khcc-nyc.org

Ms. Susan Megna  
NYSED Education Department  
New Schools Coordinator  
89 Washington Ave, EBA 462  
Albany, NY 12234

February 28, 2013

Dear Ms. Megna;

This letter is to document Kingsbridge Heights Community Center's support of the Rosalyn Yalow Academy Charter School.

Kingsbridge Heights Community Center currently serves 197 children within its Early Head Start and Head Start programs, age birth to five years, 66 children within its afterschool program, from Kindergarten through 8<sup>th</sup> grade and 200 children within both the preventive and clinical programs.

The Rosalyn Yalow Academy Charter School would be a great benefit to the children and families served at Kingsbridge Heights Community Center. There are few schools of choice, outside of zoned schools, for families residing in School District 10 in the Bronx. Many of the children in which we provide services to are in need of educational settings which can support the academic, social and emotional and creative development of all kinds of learners. Many of these children receive special education services, are in need of high quality mental health services and are English language learners, speaking (predominantly) Spanish at home. 85% of the children and families within the Early Childhood Services Department at Kingsbridge Heights Community Center speak Spanish as their primary language.

Riverdale Mental Health Association has a strong and well established partnership with Kingsbridge Heights Community Center, providing high quality mental health services to both children and families. Many of the children attending the Early Head Start and Head Start programs at Kingsbridge Heights Community Center are referred to Riverdale Mental Health Association and receive services well after they transition into the elementally school setting.

The Rosalyn Yalow Academy Charter School would provide a much needed, enriched educational setting that would support the learning needs of many of the children who attend programming at Kingsbridge Heights Community Center and the surrounding communities of School District 10.

Sincerely,  
*Yenny Toone*

Yenny Toone  
Assistant Executive Director  
*An Equal Opportunity/Affirmative Action Employer*

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## Gottesman Center for Science Teaching and Learning

Ms. Susan Megna, Director of New Schools  
New York State Education Department  
Charter School Office  
89 Washington Avenue, Room 471 EBA  
Albany, New York 12234

March 8, 2013

Dear Ms. Megna:

On behalf of the Gottesman Center for Science Teaching and Learning at the American Museum of Natural History, I am pleased to write a letter of support for the Rosalyn Yalow Academy Charter School.

The goal of the Gottesman Center is to extend the use of Museum resources into the formal K-12 education system in New York City through professional development programs for teachers, museum learning experiences for students, educational outreach opportunities, and partnership programs with New York City public schools.

To this end, the Center provides an array of print and digital resources to support curriculum and facilitate successful museum learning experiences. AMNH Educator's Guides and associated activities are the primary resources to support teachers and are designed to provide teachers with the opportunities to align Museum learning experiences with Common Core State Standards. Through the use of these resources, visits to the museum can be situated within a larger scope of learning or can be used as a stand-alone or bridge learning experiences. AMNH Educator's Guides follow a standard format that is designed to help teachers become familiar with content in Museum halls and exhibitions and facilitate a successful museum learning experience that is connected to the classroom curriculum. Educator's Guides include:

- *Essential Questions* present content on the major questions/concepts that are addressed in the hall or exhibition
- *Teaching in the Exhibition* provides a format that includes questions and answers to help teachers successfully guide students through an exploration of the hall or exhibition.
- Other sections include: a glossary, online resources for the classroom, correlations to curriculum frameworks in science or social studies, a map of the hall or exhibition and additional information about related content or connections to other permanent halls in the Museum.

Associated activities and online resources complement the Educator's Guides and help teachers make Museum exhibitions and collections an extension of their classroom. These include:

- *Grade band aligned student activities* are structured in a pre-, during and post-visit format and designed to prepare students for a Museum visit, to provide a format for recording relevant observations and data during their visit and to think critically about what they learned and apply that understanding to culminating post-visit activities that connect to the classroom curriculum.

- The Museum’s web site includes the full collection of Educator’s Guides and associated activities as well as other additional online resources about the Museum’s permanent and special exhibitions.
  - *Ology*, the museum’s science-rich web site for ages seven and up makes complex scientific topics accessible and engaging through games, activities and stories.
  - *Science Bulletins* presents video documentaries, data visualizations and bi-weekly reports about on-going research and recent discoveries in the fields of astrophysics, Earth science, biodiversity, human biology and evolution. These can be viewed online or downloaded to help teachers use these stories in their classroom.

The Gottesman Center offers a variety of professional development opportunities designed to support K-12 teachers in learning how to use these digital, print, and exhibition resources. These single or multiday sessions help teachers become familiar with Museum content, connections to the classroom curriculum and strategies for using Museum resources to support successful museum learning experiences for students. In a more informal setting, the Museum’s bi-annual educators’ evenings provide teachers with opportunities to network with educators and scientists, to become more aware of educational resources that support field trips and to learn more about new exhibitions and resources at the Museum.

The Center also provides robust support to help make trip planning accessible and simple for teachers. The Museum’s “Plan Your Visit” page for “School Groups” provides information on trip logistics and planning, available programming offerings, and reservations and ticketing. Teachers that wish to visit the Museum for pre-trip planning can contact the Senior Manager of Museum Learning Experiences and Educational Outreach to obtain complementary tickets and consult on trip logistics and available resources. In addition, free on-site support is available for teachers and students during their visit. Teaching Volunteers, recognizable by their red vests, are stationed in various halls to enhance understanding of hall content. They staff interactive stations with artifacts, specimens, and other touchable objects related to the hall’s themes, answer questions, and help groups find their destinations.

The Gottesman Center is committed to working collaboratively with the teachers and administration at Rosalyn Yalow Academy Charter School to help make the Museum an extension of the classroom through identification of quality standards-aligned resources, inquiry-based learning experiences and on-site support for museum learning experiences. We have shared with the school leadership that we can meet with their teachers to help determine how the Museum can extend and support the science and social studies instructional programs the school chooses to adopt and implement. We also can help the school align their science curriculum and visits to the Museum with the soon to be released Next Generation Science Standards. We look forward to offering our resources to support new schools such as this and to help them incorporate the resources and learning experiences available at the Museum into their curriculum.

Sincerely,



Jim Short, Ed.D.  
 Director, Gottesman Center for Science Teaching and Learning  
 Education Department

American Museum of Natural History  
 Central Park West at 79<sup>th</sup> Street, New York, New York 10024-5192



80 Jesse Court, Montville NJ 07045

Ms. Susan Megna, Director of New Schools  
New York State Education Department  
Charter School Office  
89 Washington Avenue, Room 471 EBA  
Albany, New York 12234

February 27, 2013

Dear Ms. Megna:

I am honored to write this letter of commitment and recommendation on behalf of the Rosalyn Yalow Academy in the Bronx, New York.

I have been a chess coach for over twenty years, and through my work at the Kasparov Chess Foundation I have had the opportunity to organize and develop the chess program and curriculum at Harlem Children's Zone (HCZ). At HCZ, we started with one class, and the program has grown to classes for grades K through third plus a full curriculum for after-school programs. Students from HCZ are able to travel to tournaments throughout New York as well as national tournaments around the country. The children are taught to think critically, analyze different positions and strategies, and believe in their own intellectual abilities. When they play in tournaments we see their ratings go up and the children's confidence grows. This confidence translates into their approach in school and other extra-curricular activities. This confidence and thinking translates into better behavior in the classroom and desire to learn. Most of these children do not come from neighborhoods and communities where intelligence and self-worth are measured by the books they read and the math problems they solve, but chess allows these students to become well-rounded individuals. These children stay in school in greater numbers and attend colleges, unlike others who may have dropped out or become involved in drugs or violence. The continuing interest of the children in the chess program and the positive results and reinforcement from the children and their parents motivate us to continue expanding the HCZ program.

I strongly believe that children should be challenged intellectually, regardless of socio-economic class, race, or gender. The beauty of chess is it's a game that both strengthens and challenges the mind and levels the playing field for all children, eliminating inequalities. Not only is this my strong belief but also scientific studies show that playing chess, much like learning to play a musical instrument, improves children's

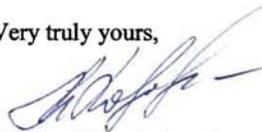
cognitive and comprehensive skills, improves aptitudes in math and science, allows youngsters of all ages to have better self-esteem, and improves the rates of children staying in school. It is my hope that the strong program I have helped build at HCZ can be translated into my work at the Rosalyn Yalow Academy in the Bronx.

At Rosalyn Yalow Academy, I envision teaching four classes of kindergarteners and three classes of first graders at the start. As the school grows, I hope to grow and expand the chess program, so that the children have constant opportunities to develop and hone their chess skills, which will improve their critical thinking and math skills. With proper attention and training, I hope that Yalow Academy will have a chess team, composed of both boys and girls, which would compete in tournaments like the Greater New York tournament here in New York City, which had over 900 students compete this past January. The skills that these children develop in the classroom and in the chess program will be brought into their homes, where they may teach their parents, siblings, and grandparents, and with time this will help the community grow and thrive. Small steps can lead to great and steady change in the long term, not only for the children who first start at this school but also for generations to come.

I strongly believe that the Bronx deserves to have a charter school such as Yalow Academy, where teachers and professionals work together to enrich the lives of children, who would otherwise not have such an opportunity. Working collaboratively with the teachers to develop a chess curriculum that goes hand in hand with the skills children learn in the classroom would have positive short-term and long-term benefits.

Thank you for your attention to this matter, and I look forward to having the opportunity to begin the journey of educating the youth at Rosalyn Yalow Academy.

Very truly yours,



Michael Khodarkovsky  
President, Kasparov Chess Foundation



Columbia University Athletics  
Michael Aufrichtig  
Head Coach, Men's and Women's Fencing  
3030 Broadway, Mail Code 1906  
New York, NY 10027

March 14, 2013

Ms. Susan Megna  
New Schools Coordinator  
Charter School Office  
NYS Education Department  
89 Washington Avenue  
Albany, NY 12234

Dear Ms Megna,

I am honored to write this letter of recommendation on behalf of Rosalyn Yalow Academy in the Bronx, New York.

As the Head Coach of the Columbia University Fencing team and Chairman of the NYAC Fencing Program, I can truly attest to the benefits that fencing has given so many of our NCAA Champions, Olympians and team members. Fencing is a sport which requires physical and mental training, including processing risk, balancing nerves, and gaining a lot of stamina. Training includes fencing itself, specific footwork, agility training, strength training, as well as mental sessions. The best part about fencing it that is fun!

Through my personal involvement with fencing I have seen many young children grow up to be young adults by way of the fencing strip. Fencing is a gentleman's sport, which promotes good sportsmanship, honor, and trust. Many of my friends who have fenced have become successful lawyers, doctors, businessmen, politicians, and teachers. They all attest that fencing gave them confidence, promoted creative thinking, and fostered friendships that have lasted a lifetime.

Having fencing as a required class in school will give young children a tremendous competitive advantage over any other program in the United States. Having your students grow up with fencing as an everyday activity will be an amazing benefit and could also be advantageous to admissions to major universities such as Columbia. I would happily provide assistance in identify the right coaches as well as provide assistance to make sure your program gets off to the right start.

Sincerely,

Michael Aufrichtig  
Head Coach, Columbia Fencing  
2012 Olympic Fencing Coach Modern Pentathlon  
NYAC Fencing Chairman  
Office: +1 212-854-4040  
Fax: +1 212-854-7397  
Cell: +1 917-701-8773  
E-mail: ma3110@columbia.edu



**HORACE MANN SCHOOL**  
**Bronx, New York 10471**

718-432-3880  
Fax 718-548-2739  
Tom\_Kelly@Horacemann.org

**THOMAS M. KELLY**  
**HEAD OF SCHOOL**

March 13, 2013

New York State Education Department  
Charter School Office  
89 Washington Avenue, Room 471EBA  
Albany, New York 12234

Re: Rosalyn Yalow Academy Charter School

Dear Sir or Madame:

This letter is to verify Horace Mann School's commitment to share unused, but very much useable, furniture and technology with the founding administration of the Rosalyn Yalow Academy Charter School (RYACS). While, at this time, we are unable to make a hard commitment in terms of the value of the goods to be donated, the amount will be sufficient to allow the administration at RYACS to make certain budgetary assumptions.

Please feel free to call with any questions.

Sincerely yours,

A handwritten signature in cursive script that reads "Thomas M. Kelly".

Thomas M. Kelly, Ph.D.  
Head of School

cc: File



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ALBANY

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MEMBER  
Puerto Rican and Hispanic Task Force  
Black, Puerto Rican, Hispanic & Asian  
Legislative Caucus

March 14, 2013

Ms. Susan Megna  
New Schools Coordinator  
Charter School Office  
NYS Education Department  
89 Washington Avenue  
Albany, NY 12234

**Re: Rosalyn Yalow Academy**

Dear Ms. Megna:

As the Assembly Member of the 86<sup>th</sup> Assembly District, it has come to my attention that the Bronx desperately in need of additional elementary schools. I have discussed this need with Alec Diacou and followed closely with much anticipation his plans for a state charter for the Rosalyn Yalow Academy in Community School District 10. I believe his plans to be sound and I strongly support the Rosalyn Yalow Academy's application for a state charter.

District 10 is one of the most overcrowded district in New York City. While there are some high performing high schools in the district and excellent private schools in Riverdale, more commonly my constituents suffer from too few seats to keep pace with residential growth and rampant student underperformance. Today, for most families in my district, the public schools are consistently overcrowded with some operating at nearly double their planned capacity.

The Yalow Academy presents an important opportunity for the Bronx that I hope we can use to our full advantage. It intends to offer a high quality classic education, custom built for the new common core requirements for New York schools. To do this, Yalow Academy proposes to address the specific English language needs of my largely Spanish-speaking community of modest economic means. In his new charter school proposal, Alec Diacou understands that the special education needs of our students should not be a stigma or excuse for under performance or fewer educational opportunities. The Yalow Academy proposes to partner with the Bronx Arts Ensemble and Riverdale Mental Health Association, two exceptional Bronx institutions already deeply ingrained in the local community, which will help improve the quality of education for the children and families of District 10.

Charter schools are an important resource for my constituents, and the Rosalyn Yalow Academy will fill many needs. I, and my office, will assist the school to succeed in any way possible. We hope you will look favorably on its application for a new charter school.

Sincerely,

Nelson L. Castro  
Member of Assembly

ALBANY OFFICE: Room 744, Legislative Office Building, Albany, New York 12248 • 518-455-5511, FAX: 518-455-5449  
DISTRICT OFFICE: 2175 Jerome Avenue, Suite C, Bronx, New York 10453 • 718-933-6909, FAX: 718-933-2613  
Email: castronl@assembly.state.ny.us



**JEFFREY DINOWITZ**  
 Assemblyman 81<sup>st</sup> District  
 Bronx County

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MEMBER  
 Puerto Rican/Hispanic Task Force

March 14, 2013

Ms. Susan Megna, New Schools Coordinator  
 Charter School Office, EBA 462  
 NYS Education Department  
 89 Washington Avenue  
 Albany, NY 12234

Dear Ms. Megna:

I am writing in support of the Rosalyn Yalow Academy charter school application. Its proposed charter school meets several urgent needs in the community:

District 10 covers a large geographic area, and we need as many high-quality early childhood schools as possible. I support this new entrant. More innovation is needed to improve educational outcomes earlier. I appreciate this school's focus on classical education and partnerships with valued local organizations such as the Bronx Arts Ensemble.

We also need to serve those most in need. The Riverdale Mental Health Association will assist the school in identifying and supporting the students most at risk in our borough.

Alec Diacou is a long-standing valued civic leader and member of the community. If there is anyone that can pull this off, it is he. I support him fully in this effort.

When Alec approached me over a year ago to discuss his idea for a new school, I told him I didn't want any more inferior charter schools in the neighborhood. He met with Ben Yalow, the son of our local Nobel Laureate Rosalyn Yalow, to see if we couldn't encourage more women to go into the sciences. I am pleased to see that the school will be named for my friend Dr. Yalow and that the American Museum of Natural History will be an integral part of science education there.

I am not an advocate for increasing the number of charter schools in New York, but I recognize that many new charter schools will be created. I strongly believe that if any new school comes into my community, it should be the best school possible. The Rosalyn Yalow Academy has that potential, and I support it over other possible charter schools for the district. Thank you.

Sincerely,

Jeffrey Dinowitz  
 Assemblyman

□ ALBANY OFFICE: Room 941, Legislative Office Building, Albany, New York 12248 • 518-455-5965, FAX 518-455-4437  
 □ DISTRICT OFFICE: 3107 Kingsbridge Avenue, Bronx, New York 10463 • 718-796-5345, FAX 718-796-0694  
 dinowitz@assembly.state.ny.us

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LEGISLATIVE OFFICE BUILDING  
ROOM 513  
ALBANY, NEW YORK 12247  
(518) 495-2041  
FAX (518) 436-6847

E-MAIL: ESPAILLAT@NYSENATE.GOV  
WEB: WWW.ESPAILLAT.NYSENATE.GOV

THE SENATE  
STATE OF NEW YORK



ADRIANO ESPAILLAT  
SENATOR  
31<sup>ST</sup> DISTRICT

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HOUSING  
COMMITTEE MEMBER  
CODES  
ENVIRONMENTAL CONSERVATION  
HIGHER EDUCATION  
INSURANCE  
FINANCE  
JUDICIARY  
RULES

14 March 2013

Susan Megna, Director of New Schools  
New York State Education Department  
Charter School Office  
89 Washington Avenue, Room 471 EBA  
Albany, NY 12234

Dear Ms. Megna:

It is my pleasure to write this letter of support on behalf of the Rosalyn Yalow Academy Charter School's application. My staff have met several times and spoken at length with Alec Diacou, and I am quite familiar with his proposal. I am impressed with his vision for the school, the groundwork he and his Board have laid to develop community partnerships to enhance its programs and student base, and their commitment to meeting the unique supportive requirements of special needs students.

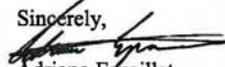
The Yalow Academy offers a model for success for children in District 10, where the school will be located, and in Northern Manhattan's neighboring District 6. The curriculum will be based on Common Core standards, and includes such innovative features as instruction in fencing and chess. Rather than offering an afterschool program, the school will operate on an extended day, a great benefit to many of my constituents.

As the Senator representing New York State's 31<sup>st</sup> Senate District – including School District 6, from which the Yalow Academy promises to draw students – I am acutely aware of the educational needs of my school-aged constituents and their families, many which include many English Language Learners (ELLs) and households in poverty. Our children need rigorous and engaging programs delivered in a supportive environment that promotes intellectual growth and achievement. I believe this school offers this, as well as the accommodations necessary for the success of ELL, special-need and financially disadvantaged children.

Because the Yalow Academy is committed both to securing private space instead of co-locating in an existing public school, and to serving special needs students at least in proportion to the school district at large – typically two of the most highly-charged issues in discussions around charter schools – I can offer my full support of this proposed charter without hesitation.

I look forward to helping the school in any way I can, and hope you will give this charter application every possible consideration.

Sincerely,

  
Adriano Espailat  
Senator, 31<sup>st</sup> SD

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ALBANY, NEW YORK 12247  
(518) 455-3959  
FAX (518) 426-6887  
[HTTP://KLEIN.NYSENATE.GOV/](http://klein.nysenate.gov/)

THE SENATE  
STATE OF NEW YORK



**JEFFREY D. KLEIN**  
NEW YORK STATE SENATOR  
34<sup>TH</sup> DISTRICT

3612 EAST TREMONT AVENUE  
BRONX, NEW YORK 10465  
(718) 822-2049  
FAX (718) 822-2321  
JDKLEIN@NYSENATE.GOV

March 14, 2013

New York State Education Department  
Charter School Office  
89 Washington Avenue, Room 471EBA  
Albany, New York 12234

Dear Sir or Madam:

I am writing to express my enthusiastic support for the Rosalyn Yalow Academy Charter School, which is being proposed to be located within School District 10, in the Bronx.

As you know, providing alternatives to for parents with school-aged children has been an issue of great importance to our State. The planned Rosalyn Yalow Academy, named after the Nobel Prize-winning physicist, will offer a rigorous curriculum of classical subjects (reading, writing, math, science, etc.) and also incorporate Olympic-caliber fencing as the hallmark of their school, which will run from 8AM to 6PM.

By way of this correspondence, I urge your favorable consideration of this Charter School application. I have known the applicants for several years and believe in the scope and mission of their vision. Thus, I am pleased to support this project and look forward to working with them to help make their vision a reality.

Sincerely,

A handwritten signature in black ink that reads "Jeff K." in a cursive style.

Senator Jeffrey D. Klein  
NYS Senate President Pro Temp  
& Majority Coalition Co-Leader

JDK:kpe



THE COUNCIL OF  
THE CITY OF NEW YORK

**YDANIS RODRIGUEZ**

COUNCIL MEMBER, 10<sup>TH</sup> DISTRICT, MANHATTAN

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FAX: (917) 521-1293

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Ms. Susan Megna  
New Schools Coordinator  
Charter School Office  
NYS Education Department  
89 Washington Avenue  
Albany, NY 12234

March 13, 2013

Rosalyn Yalow Academy

Dear Ms. Megna,

Alec Diacou and I have reviewed the plans for the Rosalyn Yalow Academy in Community School District 10, which overlaps with the district I represent in The New York City Council. Rosalyn Yalow Academy is exactly the kind of elementary school that this area of the Bronx desperately needs. A new school that provides classic education, with the full complement of arts, music, chess, and fencing, and a data-driven mandate to fully embrace the recently adopted New York State core curriculum standards, will provide vital new educational opportunities for our city.

As you may know, I am a committed educator myself, having successfully helped to found Gregorio Luperon High School, a school dedicated to the success of immigrant families, and I served many years as a teacher. I am most impressed by the Yalow Academy's focus on the special education and English language needs of the Latino and immigrant community. If New York City high schools like Gregorio Luperon are to succeed, they will need more students from exceptional primary and middle schools like Yalow that can provide education of the highest quality.

I've discussed the Yalow Academy with Alec Diacou and promised to keenly follow and support closely its progress this year with a hopeful opening in 2014. I believe the plans for this exciting new school are commendable, and I have offered every assistance my office can provide in the application for a state charter.

We hope you will look favorably on Yalow Academy's application for a new charter school.

Sincerely,

Ydanis Rodriguez  
New York City Councilmember  
10th District

For release:  
Tuesday, August 2, 2011

For more information contact:  
Alec Diacou 718-432-9128

**CIVIC LEADER ANNOUNCES THE EFFORT FOR A NEW  
CHARTER SCHOOL  
IN THE NORTHWEST BRONX**

The possible availability of space for a charter school, the result of the revocation of the charter of the KIDS School, has encouraged a number of local residents, educators, public officials, and community leaders to examine the possibility of forming a charter in this community.

Civic leader Alec Diacou said today that he is trying to form a group that will explore various creative options for a new school, to begin in the lower grades and add grades annually, one that promises a return to a “back to basics” education based on a classical model.

“This is not an effort to counter anyone else’s proposal, but rather a positive, pedagogically driven attempt to provide educational options for parents in the northwest Bronx,” said Mr. Diacou. “The program we are developing will take children in a different direction from that we have seen in too many of our public schools.”

The new school, as yet unnamed, will concentrate on math, science, history, geography, art and music. “We will attempt to integrate the various disciplines into a cohesive knowledge-based curriculum that goes even beyond the common core standards now being adopted. We seek to be a model that parents will want to see replicated in their

schools.”

Even the physical education and recreational program will get considerable attention. “Activities like fencing and chess will enable children to build academic skills by improving focus and concentration,” noted Mr. Diacou.

The school will conform to the rules governing charters, mandating an open lottery of all appropriate-aged children in District 10. “It should be clear that a charter school cannot serve only one community, or be limited to just ‘gifted’ children. We don’t want to create confusion on the part of parents.” Mr. Diacou noted that he has toured possible locations. “We’re fortunate to have a number of new buildings available and we hope to find the best possible site.”

“I anticipate that there will shortly be a formal announcement, one that gives specific details and will reveal a remarkable organizing committee of extremely talented educators and civic leaders from within and outside our community,” said Mr. Diacou. “We will continue to invite participation, ideas, and expertise in our effort to build a great school worthy of this great community.”



THE CITY OF NEW YORK  
BOROUGH OF THE BRONX  
COMMUNITY BOARD 7



PAUL FOSTER, CHAIRMAN

FERNANDO P. TIRADO, DISTRICT MANAGER

**EDUCATION & LIBRARIES MEETING MINUTES**  
**Thursday, January 5<sup>th</sup>, 2012 @ 6:30 PM**

- I. Meeting commenced at 6:30pm.
  - A. Members in attendance: Bree Brown-Rosa, Committee Chair, Adaline Walker, and John Harris.
  - B. Members excused: Joe Lee, Yvette Page
  - C. Guests: Jane Addison-Amoyaw, Mosholu Library branch managing librarian, Alec Diacou, head of "Yes! The Bronx", Mary-Ann Rosa, Senator Gustavo Rivera liaison, Anthony Perez, and Mayor Bloomberg's liaison.
- II. Discussed Webster Avenue rezoning and what everyone would like to see developed there. Some suggestions were:
  - A. Chain restaurant
  - B. Coffee shop
  - C. Hotel
  - D. Satellite library
  - E. Fresh food market
- III. Adaline suggested Anthony Perez and Jane Addison-Amoyaw coordinate a community survey to be distributed at the library to find out what the community wants for Webster Avenue. Mary-Ann Rosa offered help from Senator Gustavo Rivera's office.
- IV. Introduction of Alec Diacou from "Yes! The Bronx" organization and his presentation for a new charter school, The Rosalyn Yallow Charter School.
  - A. The school will offer a classical education integrated with chess and fencing and will be on a ten hour a day, six day a week schedule.
  - B. The letter of intent to the D.O.E. will be submitted by January 17<sup>th</sup>, 2012.
- V. Discussed the need for a beginner and intermediate level ESL program at the Mosholu Library branch.
  - A. Action – a letter will be sent to the New York Public Library and New York Cares, a volunteer organization, to recruit volunteers to help expand the ESL program.
- VI. Meeting adjourned

**EDUCATION COMMITTEE MINUTES  
MEETING HELD ON JANUARY 29, 2013  
AT BOARD OFFICE**

**PRESENT**

Sylvia Alexander  
Bob Bender  
Andrew Cohen  
Robert Fanuzzi  
Marvin Goodman  
Amy Moore  
Patricia Mullen  
Robert Press  
Aaron S. Ben-Merre  
Alec Diacou  
Miawling Lam  
Sarina Trangle

**AFFILIATION**

CB8 Education Committee Chair  
CB8  
CB8  
CB8  
CB8  
CB8  
CB8  
Committee Member  
Roselyn Yarlow Academy Charter School  
Riverdale Review  
Riverdale Press

The meeting was called to order at 7:40 PM.

Invited Guest Speaker: Alec Diacou presented an update on the application for the Roselyn Yarlow Academy Charter School.

Mr. Diacou expressed his enthusiastic anticipation of filing his application on March 15<sup>th</sup>. He had presented his plans about a year ago and invested much time and effort in improving his goals to enable the proposed school to include basic core learning and is looking at several sites for the location of the school. He plans to employ master teachers and will partner with Riverdale Mental Health to have social workers in classes to be able to identify any problems early and address them. He plans to be in session in the fall of 2014. Class size will be 28 students and school will be from 8:00am to 6:00pm. The school will start with Kindergarten and 1<sup>st</sup> grade but hopes to grow to 8<sup>th</sup> grade. The students will be admitted thru lottery. Some of the offerings planned are Classical Education (math and reading) and will be enhanced with music, chess, science (partnered with the American Museum of Natural History) and fencing (physical education). He anticipates funding from the State and Federal Government.

**Chairman's Report:**

The committee is going to be involved in a project dealing with students in middle school involving community service activities. Mr. Fanuzzi explained how his day job deals with this and a forum would be a very interesting project. The committee will contact the schools to investigate what is already in place and then look into untapped resources.

Chair referred to the School Bus strike and how it is severely impacting on special education students with disabilities whose parents are called upon to make their own transportation arrangements and unfortunately many students are kept home because of financial difficulties.

Chair cited the closing of many Catholic schools and the impact this may have on Public schools overcrowding situations. The Archdiocese has a 3 year restructuring plan laid out called "Pathways to Excellence" which shifts control of most school budgets from parishes to regional boards. The idea is to eliminate under-enrolled and heavily subsidized schools so that

**BRONX COMMUNITY BOARD NO. 8**

**MINUTES OF EDUCATION COMMITTEE MEETING  
HELD IN THE BOARD OFFICE ON JANUARY 31, 2012**

<b>PRESENT</b>	<b>AFFILIATION</b>
Sylvia Alexander	CB8, Chair, Education Committee
Patricia Mullen	CB8
Robert Press	CB8
Bob Bender	CB8
Irving Ladimer	CB8
Andy Cohen	CB8
Marvin Goodman	CB8
Rita Pochter Lowe	CB8
Dianne Kirskey-Floyd	CB8
Maria Khury	CB8
A. S. Ben-Merre	Committee Member
Alec Diacou	Guest Speaker
Miawling Lam	Riverdale Review
Shelley Olson	
Bill Scribner	Bronx Art Ensemble

The meeting was called to order at 7:35 PM.

1. Our guest speaker, Alec Diacou presented his proposal for the establishment of an elementary Charter School in School District 10, Bronx. The name of the school will be Roslyn S. Yalow Charter School and will have Roslyn Yalow's son on the Board of Trustees. The school will report to the Board of Regents. The anticipated date for the opening will be September 2013. It will start with a K-2 model with 244 students, with one additional grade each succeeding year of the charter school's 5 year term. The school anticipates expanding to 448 students to include 6<sup>th</sup> grade by the 2017-2018 school year. The school day will be 8AM-6PM and there is a strong desire to expand to include Saturday in the school week. As to the funding, they will receive \$500,000 from the state as start-up money, and \$13,500 per student. The students will be selected by a lottery and it will also service Special Needs students. Beside core curriculum, fencing, chess and Bronx Arts Ensemble programs will be offered. Bill Scribner, Bronx Arts Ensemble, informed the Education committee that they are now operating programs in 60 schools in New York City and they are popular and successful. The Charter School has not yet been approved nor has an appropriate location been sited. Mr. Diacou made this presentation to inform CB8 of his intention.
2. Irving Ladimer spoke about the Civic Education he is working on with the American Bar Association. He is hoping to set up a Civic Academy in the new Kingsbridge Library. He was seeking interest of the Education Committee to let

# Round two for charter school

By Sarina Trangle  
strangle@riverdalepress.com

Riverdalian Alec Diacou has revived his plans to open a charter elementary school in Community Education Council District 10, which includes Riverdale and Kingsbridge.

Last winter, Mr. Diacou submitted a letter of intent to the Board of Regents. He and the charter's nine other founding members then decided to postpone the application a year to tweak the school's model and build more partnerships.

They're beginning the application process again and intend to open Rosalyn Yalow Academy next fall, according to Mr. Diacou, who runs Yes the Bronx, a non-profit that aims to erase negative stereotypes about the borough.

The school is named after the Nobel Prize-winning physicist who lived in Kingsbridge for more than 60 years and conducted her research at the James J. Peters VA Medical Hospital.

Mr. Diacou, a Riverdale Senior Services board member, said he wants to create a "rigorous" school that will prepare students for college, noting that the results of state tests for District

10 are "very, very bleak."

If approved, he said the academy would begin each day at 8 a.m. and run until 6 p.m. Mr. Diacou said the ten-hour day was designed to accommodate working parents. During its second year, the school would require students to attend class on Saturdays.

Mr. Diacou, who is self-employed and works in real estate, has partnered with a variety of organizations to expand the school's curriculum. He intends for the school to offer arts through a collaboration with the Bronx Arts Ensemble; chess with help from Kasparov Chess Foundation; a science curriculum by partnering with the American Museum of Natural History; and fencing.

Rosalyn Yalow Academy incorporates many activities that Mr. Diacou said his three sons participated in while attending District 2 public schools in Manhattan.

"The American Museum of Natural History is a second home to my kids," Mr. Diacou said. "They're all in sciences and it's become part of their DNA. That's what we want to do for kids in District 10."

The school plans to work with

the Riverdale Mental Health Association to provide guidance counselors and social workers and to create a family support initiative.

Robert Brewster and Donna Demetri Friedman, executives of the Riverdale Mental Health Association, are among the charter schools' founders. Others include: Shirley Saunders, the Bronx deputy clerk and a City Council candidate; William Scribner, executive director of Bronx Arts Ensemble; John Carr, a retired lawyer; Sandra Hayes, a math professor at City University of New York; Michael Rosen, a financial executive; Ben Yalow, Ms. Yalow's son; and Mr. Diacou.

The founding members are still looking for a building to rent. They're considering moving into Catholic Schools slated to close, including Our Lady of Angels in Kingsbridge Heights, and the Van Cortlandt Jewish Center, which is struggling to survive now that the Department of Education is no longer a paying tenant.

Originally, the school planned to open with 28 students in three grades: kindergarten, first grade and second grade. Depending on how much space the school is

able to rent, Mr. Diacou says Rosalyn Yalow Academy may start with two grades.

The school would add a grade each year until it has grown into a kindergarten-through-sixth grade school. At that point, Mr. Diacou said he will try to expand the charter to include seventh and eighth grades.

If approved, Rosalyn Yalow will be the sixth charter school in District 10, which includes Riverdale, Kingsbridge, Marble Hill and Van Cortlandt Village.

Of the city's 32 general education districts, 16 have fewer charter schools than District 10, 11 have more charter schools than District 10 and four districts also have five charter schools, according to the Department of Education's 2012-2013 charter directory.

State Sen. Jeff Klein and Assemblyman Jeffrey Dinowitz said they would need to review the charter school's plan before commenting on it.

Mr. Dinowitz said he's not generally a supporter of charter schools, but wants to ensure that charter schools' expansion under a 2010 state law brings "the best" possible schools to District 10. Mr. Klein wouldn't disclose his position on the matter.

# Community leader offers vision for rigorous new charter school

By MIAWLING LAM

Children as young as five will learn fencing, chess, attend school on Saturdays and be given a rigorous, back-to-basics education at a new elementary charter school proposed for The Bronx.

Yes the Bronx chairman and Riverdale Senior Services board member Alec Diacou unveiled plans to open the Rosalyn Yalow Academy Charter School at last week's Community Board 8 education committee meeting.

The school, which has yet to be sited, will open with at least 224 K-2 students in fall 2013 and grow by a grade each year before eventually expanding to a K-6 school serving at least 448 kids.

Officials said they ultimately plan to seek approval to add grades seven and eight, thereby making it an elementary and middle school serving District 10 students.

Diacou, a former Community Board 8 budget chairman, said the school would institute a gifted model and focus on the traditional and classical subjects of English, math, the arts, foreign language, history and geography.

The school will also partner with the Kasparov Chess Foundation to institute a chess program, with Bronx Arts Ensemble to roll out a music curriculum and with former Olympian fencing champions to train students in the combat sport.

"The whole purpose of the school is to provide excellence in education, to raise the kids' standards so that kids

are prepared to go onto specialized high schools and four-year colleges," Diacou said.

"And the key to doing that for any children from here, or anywhere else is a good early childhood education. And that's what we are trying to do."

Naming the school in honor of Dr. Yalow, a celebrated medical physicist who was the second female to win a Nobel Prize in medicine, was also deliberate move, Diacou said.

"She is a symbol of excellence for all of our children and the next generation, and that's why we asked her family if we could use her name."

Dr. Yalow lived in Kingsbridge for more than 60 years and died on May 30, 2011, at the age of 89.

School officials filed a letter of intent with the New York State Education Department on Tuesday, January 17, and will seek charter authorization from the New York State Board of Regents.

Under their proposal, the school day will run from 8 a.m. to 6 p.m., and each grade will boast at least two classes of 28 students.

By the school's second year, classes will be held even on Saturdays.

"A lot of the parenting, the extra-curricular activities... your parents used to take the initiative to do. Since that is part of the problem, we're going to take over the role of the parent," Diacou said.

"That's why we have the longer school day and longer school week, so the kids get used to a habit of learning

and stimulus." According to the letter of intent obtained by the Riverdale Review, the Core Knowledge curriculum, developed by E.D. Hirsch Jr., will provide the basis for the school's academic program.

Students will also be taught mathematics using the Singapore Math method. The approach, which helps kids develop a deeper understanding of numbers and concepts, is currently being used by the entire Scarsdale school district, Hunter College Elementary School, a public school for gifted children on the Upper East Side and P.S. 132 in Williamsburg, Brooklyn.

Documents also show the school's initial board of trustees will have five members: Diacou; Dr. Yalow's son, Benjamin Yalow; John W. Carr, a Manhattan resident and recently retired partner from the New York law firm Simpson Thatcher & Bartlett; Shirley Saunders, the Bronx County deputy city clerk; and Kyle Biaggi, vice-president of 321B Service Employees International Union.

Per charter school regulations, admissions will be determined by lottery, with preference given to pupils residing within District 10.

School officials expect to file their application either during the first-round deadline on February 27 or second-round deadline on July 18.

## Another charter school on the way?

By Nikki Dowling  
ndowling@riverdalepress.com

Riverdale/Kingsbridge may have another new charter school by 2013.

Alec Diacou, who runs the non-profit Yes the Bronx, is planning to file an application and proposal with the Board of Regents to open an elementary charter school in Community Education Council District 10, which includes Riverdale and Kingsbridge.

"I'm very familiar with District 10 ... the results from the state tests are abysmal ... you can't run a society with that failure rate," he said in a phone interview.

"What we're trying to do is establish a model that others might emulate," he added.

Mr. Diacou has already begun the drawn-out process required by the state to open a charter school. He submitted a letter of intent, which was accepted, allowing him to file an application.

The school would be named the Rosalyn Yalow Academy, after the Nobel Prize-winning physicist who lived in Kingsbridge for more than 60 years.

The parent of three students who attended New York City public schools and a Riverdale Senior Services board member, Mr. Diacou said he hopes to create a school that will offer private school luxuries in a public school setting.

He said the school will offer fencing, a variety of arts programming through the Bronx Arts Ensemble and chess via a partnership with the Kasparov Chess Foundation. The school

day will run from 8 a.m. to 6 p.m. and, in the second year, students will be expected to attend on Saturday.

The Yalow Academy can't address what happens before kindergarten, but we can begin an intensive process of immersion from that point on in intensive academics augmented by complementary mental disciplines in the arts, chess, and fencing," Mr. Diacou wrote in an e-mail.

The Rosalyn Yalow Academy would be the fifth charter to open locally in recent years. The New Visions Charter High School for Advanced Math and Science and the New Visions Charter High School for the Humanities opened on the Kennedy campus in September and are replacing John F. Kennedy High School as it phases out. The Kingsbridge Innovative Design Charter School opened in September 2010 but was shut down by the state Education Department for fiscal mismanagement.

If everything goes according to plan, the Tech International Charter School will open at 3120 Corlear Ave. to 132 sixth graders in fall 2012. It will take over the third and part of the first floor of the mixed-use, 10-story Corlear Avenue building and will grow by one grade each year, eventually expanding to fill the first four floors. Officials said they will then seek approval to add grades nine through 12.

Mr. Diacou hopes to open to three, 28-student classes in three grades — kindergarten, first and second — next year and to grow by one grade each year. In its fifth year, the school would run through sixth

grade. Then, he said, he will try to expand the charter to include seventh and eighth grade. The state only grants charters in five-year intervals so a new application is required for middle school.

Both Councilman Oliver Koppell and Assemblyman Jeffrey Dinowitz have long expressed concern about the growing number of charters in the area. They worry that charters are taking students away from other local schools, including the David A. Stein Riverdale/Kingsbridge Academy, MS/HS 141 and IN-Tech Academy, MS/HS 368.

They also say additional schools are unnecessary, as there is little overcrowding in the area.

"I think we've got very fine public schools in Riverdale and Kingsbridge and I just don't think we need another school. While the schools are full they're not overcrowded," Mr. Koppell said.

Mr. Dinowitz has also expressed concern but said charters are a reality due to recent legislation that expanded the number of charter schools allowed in New York State. He said it is important that those that do open are strong.

"I've never been a supporter of charter schools and I'm still not a supporter of charter schools," he said.

However, he added that the Rosalyn Yalow Academy has "the type of curriculum which I believe has been lacking all too often in our schools ... I do believe the math curriculum in New York City schools is woefully inadequate."

Photo: Riverdale Press



## It's about 'time'! Would-be charters plan longer days, year

By YOAV GONEN Education Reporter

*Last Updated:* 3:32 AM, March 6, 2013

*Posted:* 12:38 AM, March 6, 2013

Some schools might not be out for the summer.

A group of charter school applicants are seeking to stretch their academic clocks by keeping students in school longer — including by scrapping the blissful two-month summer break.

The innovative uses of class time were proposed by several aspiring city charters that are among 44 that submitted letters of intent to New York's two authorizing bodies last month.

The schedule-altering schools proposed for 2014 include:

- \* The E3 Charter School, which is proposed for upper Manhattan. It would keep kids in classes until the end of July. The trimester schedule would extend the school year to 221 days — roughly 30 more days than traditional public schools.
- \* The Harlem Steam Academy, which, on top of its regular daytime schedule, will offer "night school" classes of just 18 students that begin at 6 p.m. or later. Seats would go to teens who have family or work obligations during the day.
- \* The Rosalyn Yalow Academy Charter School, which proposes to keep all its Bronx elementary-aged kids in school for 10 hours a day, from 8 a.m. to 6 p.m. — longer than a typical work day. The academy also plans to teach students fencing five days a week.

"There's all kinds of interesting ideas coming out," said Michael Regnier, policy director for the New York City Charter School Center. "I think it's an example of charter schools seeking to find way to meet students' needs in different ways than were done before."

Other novel ideas for charters include the Arturo Toscanini Charter School, named after the famed Italian conductor who lived in The Bronx at the time of his death.

The aspiring Bronx charter would offer instruction in Italian language, culture and history starting in kindergarten, according to its Web site.

In Queens, students at the Ari Preparatory Charter School would be among the youngest anywhere to choose majors — in the fourth grade.

While they would also get the typical courses, students would choose a focus of study through the eighth grade of computer technology, culinary arts or visual and performing arts.

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### Attachment 3a: Sample Daily Schedules

#### Sample K Student's Schedule

Time	Monday	Tuesday	Wednesday	Thursday	Friday
8:00-8:25	Breakfast/ Homeroom	Breakfast/ Homeroom	Breakfast/ Homeroom	Breakfast/ Homeroom	Breakfast/ Homeroom
8:30-9:25	Language Arts	Language Arts	Language Arts	Language Arts	Language Arts or Museum
9:30-10:25	Language Arts	Language Arts	Language Arts	Language Arts	Language Arts or Museum
10:30-11:25	Chess	Art	Chess	Art	Supervised Play Time
11:30-12:25	Mathematics	Mathematics	Mathematics	Mathematics	Mathematics or Museum
12:30-12:55	Lunch	Lunch	Lunch	Lunch	Lunch
1:00-1:25	Supervised Nap/Play Time	Supervised Nap/Play Time	Supervised Nap/Play Time	Supervised Nap/Play Time	Supervised Nap/Play Time
1:30-2:25	Mathematics	Mathematics	Mathematics	Mathematics	Mathematics
2:30-3:25	Language Arts	Language Arts	Language Arts	Language Arts	Language Arts
3:30-4:25	Fencing	Fencing	Fencing	Fencing	Fencing
4:30-5:25	Mathematics	Mathematics	Mathematics	Mathematics	Mathematics
5:30-5:55	Supervised Play	Supervised Play	Supervised Play	Supervised Play	Supervised Play
6:00-7:55			Biweekly Family Center Night (optional, with parents)		

Subject	Weekly Minutes
Mathematics (includes Science)	825
Language Arts (includes Social Studies)	825
Supervised Play/Nap Time	330
Fencing	275
Chess	110
Art	110

Sample Teacher’s Schedule:

Time	Monday	Tuesday	Wednesday	Thursday	Friday
7:00-7:55	Daily Prep	Daily Prep	Daily Prep	Daily Prep	Daily Prep
8:00-8:25	Breakfast/ Homeroom	Breakfast/ Homeroom	Breakfast/ Homeroom	Breakfast/ Homeroom	Breakfast/ Homeroom
8:30-9:25	Language Arts	Language Arts	Language Arts	Language Arts	Language Arts or Museum
9:30-10:25	Language Arts	Language Arts	Language Arts	Language Arts	Language Arts or Museum
10:30-11:25	Prep Time	Prep Time	Prep Time	Prep Time	Supervised Play Time or Museum
11:30-12:25	Mathematics	Mathematics	Mathematics	Mathematics	Mathematics or Museum
12:30-12:55	Lunch	Lunch	Lunch	Lunch	Lunch
1:00-1:25	Supervised Nap/Play Time	Supervised Nap/Play Time	Supervised Nap/Play Time	Supervised Nap/Play Time	Supervised Nap/Play Time
1:30-2:25	Mathematics	Mathematics	Mathematics	Mathematics	Mathematics
2:30-3:25	Language Arts	Language Arts	Language Arts	Language Arts	Language Arts
3:30-4:25	Prep Time	Prep Time	Prep Time	Prep Time	Prep Time
4:30-5:25	Mathematics	Mathematics	Mathematics	Mathematics	Mathematics
5:30-5:55	Supervised Play	Supervised Play	Supervised Play	Supervised Play	Supervised Play

Assumptions and Comments:

- 1) Students stay in the same classrooms except for Fencing and lunch.
- 2) For K and 1 the same teacher follows the students all day.
- 3) Following the Icahn model, the language arts blocs will be broken up as follows:
  - a. The first session is direct instruction, and will focus on 4 components of reading: Read aloud, writing, word work, and direct guided reading.
  - b. The second bloc is self-directed, with differentiated instruction.
  - c. The afternoon bloc focuses on CKLA.
- 4) The mathematics blocs will be organized as followed:
  - a. The first session is direct instruction.
  - b. The second bloc is self-directed with differentiated instruction.
  - c. The third bloc is applied, and includes science.
- 5) Professional Development Time will occur every other week on Wednesday during the 2-hour staggered “off time” that students are at Fencing, Chess or Art.
- 6) Students are not sent home during Professional Development Time.
- 7) There will be a block of Supervised Play Time every morning and afternoon for the K and 1 classes. This can be utilized for naps if needed.

- 8) Frequently, half the day on Fridays will be at the Museum of Natural History.
- 9) Fencing is in lieu of Physical Education
- 10) Breakfasts will have a discussion component.
- 11) Support and Special Ed staff can assist coverage during lunch and supervised play time.
- 12) There are always 2+ teachers per class, so teachers can take short breaks if needed between classes.
- 13) There will be weekly Family Center nights conducted by the staff of the Riverdale Mental Health Association.

### Attachment 3b: Calendar

Month	Holidays	Number of School Days in Session	Professional Development Consultant Days
July 2014	Independence Day: July 4		9
August 2014			11
September 2014	Labor Day: September 1 Rosh Hashanah: September 25-26	19	
October 2014	Yom Kippur: October 4 Columbus Day: October 13	21	2
November 2014	Veterans Day: November 11 Thanksgiving: November 27, 28	17	2
December 2014	Winter Recess: Dec 24 - Dec 31	17	
January 2015	Winter Recess: Jan 1 – Jan 2 Martin Luther King Day: Jan 19	19	2
February 2015	President's Day: Feb 16	19	
March 2015	Spring Break: Mar 23-27	17	
April 2015		22	
May 2015	Memorial Day: May 25	20	
June 2015		20	
<b>Total</b>		191	26

Notes:

- 1) First day of school is September 2, 2014
- 2) Teacher professional development from July 21, 2014 to August 15, 2014
- 3) 2 days of teacher professional development in winter break and spring break
- 4) Final day of school is June 26, 2015

## Attachment 4: Student Discipline Policy

We plan on implementing a No Excuses policy, similar to those successfully utilized in our target demographic area by Ascend Learning, Democracy Prep, KIPP and the Uncommon Schools.

The key points of a No Excuses Policy include:

- High behavioral and academic expectations for all students.
- A strict behavioral and disciplinary code that leaves little room for ambiguity or inconsistency.
- More time on academics.
- Interim assessments.
- A strong focus on building and teaching school culture.
- Policies to hire and motivate great teachers.

The No Excuses policy follows guidance from Harold Gardner on the importance of effective character development. The model from KIPP which we seek to reapply is based on work of Martin Seligman (University of Pennsylvania) and Chris Peterson (University of Michigan).

To prepare for Day 1, we will do the following:

- Create a detailed code borrowing from the best practices of successful schools. Components of this will include:
  - Mission and Values
  - Operating Information
  - Academic Policy
    - Title 1
    - Attendance
    - Homework
    - Cheating/plagiarism
    - Grades
    - Promotion
      - We do not intend to promote everyone lock step.
      - We will encourage parents to keep kids with us even when we do not promote.
  - Dress Policy
  - Harassment
  - Abuse
  - Administrative Punishment
  - Discipline Policy
  - Suspension Policy
    - Preference for on-site suspensions.
    - Includes academic support
  - Appeal escalation process
    - Parents appeal to the teacher
    - Escalate to the academic head

- Refer to the school head
    - Appeal to the school board
    - Contact the authorizer
  - Create a contract for students and parents to sign, highlighting their support of our policies on:
    - Choosing to be at the school
    - Attendance
    - Grading
    - Academic Support
    - Code of Conduct
    - Student Dress Code and Personal Electronics
  - Include buy-in to this model as part of our hiring criteria.
  - Provide development prior to the first day of class for every new hire, including both administration and faculty.
- 

## 1. Student Behavior Management and Discipline of General Education Students

**Short-Term Suspensions.** “Short-term suspensions” shall refer to the removal of a student from school for disciplinary reasons for a period of 5 or fewer days. A student who has committed any of the infractions listed below shall be subject minimally to a short-term suspension. The principal will reserve the right to adjust the punishment for each infraction per his or her judgment. Disciplinary infractions will include, but will not be limited to:

- Attempt to assault any student or staff member
- Abuse school property or equipment or vandalize school property causing minor damage
- Endanger the physical safety of another by the use of force or threats of force that reasonably places the victim in fear of imminent bodily injury
- Possess, use or distribute (including attempted distribution) of narcotics
- Engage in conduct which disrupts school or classroom activity or endanger or threaten to endanger the health, safety, welfare, or morals of others (including false bomb threats or falsely pulling emergency alarms)
- Use obscene or abusive language or gestures including acts of verbal or physical sexual harassment
- Fail to complete assignments, carry out directions, or comply with disciplinary sanctions
- Cheat on quizzes, exams, or commit plagiarism or use forged notes or excuses
- Steal, or attempt to steal, or possess property known by the student to be stolen
- Commit extortion, possess tobacco, alcohol or engage in gambling
- Possess pagers, beepers, or portable/cellular telephones not being used for instructional purposes

- Wear inappropriate, insufficient, or disruptive clothing or attire that violates the student dress code

**Long-Term Suspensions.** “Long-term suspensions” shall refer to the removal of a student from school for disciplinary reasons for a period of more than 5 days. A student who is determined to have committed any of the infractions listed below will be subject minimally to a long-term suspension and possibly expulsion. The principal will reserve the right to adjust the punishment for each infraction per their judgment. Disciplinary infractions will include, but will not be limited to:

- Possess, use, attempt to use, or transfer of any firearm, knife, razor blade, explosive, mace, tear gas, or other dangerous object of no reasonable use to the student in school
- Possess, use or distribute (including attempted distribution) of narcotics
- Commit, or attempt to commit arson on school property or vandalize school property causing major damage
- Assault a student or staff member

**Procedure and Due Process.** The principal will immediately notify the parents or guardians in writing that the student has been suspended from school. Written notice will be provided by personal delivery, express mail delivery, or equivalent means reasonably calculated to assure receipt of such notice within 24 hours of suspension. Where possible, notification also shall be provided by telephone if the school has been provided with a contact telephone number for the parents or guardians. Such notice shall provide a description of the incidents, which resulted in the suspension and shall offer the opportunity for an immediate informal conference with the principal. The notification and informal conference shall be in the dominant language used by the parents or guardians. A student’s family may elect to appeal a decision to impose a long-term suspension or expulsion first to principal, next to the Yalow Academy Board of Trustees, and finally to the Board of Regents. The family may bring counsel with them if they so desire. In all events of expulsion, the principal will work in conjunction with the family to find the best possible alternative setting.

**Teacher Training on Implementation and Alternate Instruction.** Yalow Academy staff will be trained on the implementation of the school’s discipline systems during staff development and orientation prior to the start of school. In addition, teachers will be trained to give alternate instruction to suspended students so that they receive all classroom assignments and subsequent instruction to complete such assignments during the time of suspension.

## 2. Student Behavior Management and Discipline For Students with Disabilities

Students with disabilities have the same rights and responsibilities as other students, and may be disciplined for the same offenses. The CSE of the student's school district of residence shall be notified immediately of any suspension, and the school shall work with the CSE to arrange appropriate alternate instruction.

A student whose IEP includes a behavior intervention plan that identifies specific consequences for certain kinds of conduct, will be disciplined in accordance with the behavior intervention plan. If the behavior intervention plan appears not to be effective, or if there is concern for the health and safety of the student to others, the student will be immediately referred to the CSE of the student's school district of residence for consideration of a change in the plan or change of placement. A student whose IEP does not include specific disciplinary guidelines may be disciplined in accordance with standard school policy, but may not be suspended for ten days or more.

**Manifestation Determination.** A student whose conduct is a manifestation of a disability will be returned to class after the initial 10 day suspension unless his parents' consent to a change of placement. 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. Parents may request a hearing to challenge the manifestation determination. If a parent requests a hearing or an appeal regarding a disciplinary action relating to weapons or drugs to challenge the interim alternative educational setting or the manifestation determination, the student shall remain in the interim alternative educational setting pending the decision of the hearing or until the expiration of the period provided for in the disciplinary action; whichever occurs first, unless the parent and school agree otherwise.

**CSE Involvement and Alternate Instruction.** If Yalow Academy finds a student guilty of offenses that call for long-term suspension, the school will work with the CSE to transfer the student to an interim alternative educational setting for up to 45 days. The CSE will arrange for instruction for the student in this alternative setting. The CSE will determine the amount and kind of the instruction to be provided. Instructional services should be adequate to enable the child to appropriately progress in the general curriculum and to achieve the goals of their IEP.

### 3. Parent/Family Involvement and Communication to Support Student Learning

Garnering the ongoing support and participation of each student's parents and guardian in the educational process is fundamental to the mission of Yalow Academy. An effective school must effectively promote the involvement of parents in all aspects of the school. Yalow Academy will seek to form a parents advisory council at the beginning of each academic year. Monthly open meetings for any interested parents or guardians and then follow-up meetings with the school's principal and teachers will allow the development of a strong and collaborative team among all involved. Our dedication to engage parents or guardians in the important work of determining the direction of educational programming will continue at every level—elementary and middle Yalow Academy expands in the coming years. (Parent and family engagement is further discussed in Section III.I. Family and Community Involvement.)

**Attachment 5a: Charter School Trustee Background Information**

[See Following Pages]

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

**Name:** John W. Carr

**Charter School Name:** Yalow S. Rosalyn Academy Charter School

**Charter School Address:** CSD 10 (exact address not yet known)

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

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

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

### Background

1. Please provide your educational and employment history. You may do so by attaching a résumé.  Resume Attached  
**I received a BS in Building Science (Architecture) (1977) and MS in Urban-Environmental Studies (1979) from Rensselaer Polytechnic Institute, in Troy, NY; JD from Harvard Law School (1983) and MBA from Harvard Business School (1983).  
In 2011 I retired as an active partner at the law firm of Simpson Thacher & Bartlett, where I was first employed as an Associate in September 1983 and elected to partner in 1990. My legal practice focused on mergers & acquisitions, private equity transactions and private fund formations. As a partner I had primary administrative responsibility for the firms hiring and diversity activities prior to retirement.**
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. **Alec Diacou, the lead founder of the Yalow Academy Charter School, and I have been friends since we were classmates at the University of Chicago Laboratory High School in 1969. Over the past year and a half I have increasingly followed his planning for the Yalow Academy and after retiring from active practice was invited to become a trustee of the school.**

5. Please explain why you wish to serve on the board. **I am a product of the inner city public schools of Chicago and appreciate the dramatic difference primary education opportunities can have in one's life. Prior to attending Harvard University I worked in the inner city of Troy, NY and saw the impact dedicated professionals can make. As a young law partner I served on the Board of New York City Outward Bound Center as it was developing its experiential schools programs. Also, for over a decade I have provided pro bono advice to and served on the board of the Apollo Theater Foundation, and in my practice have advised many corporate boards on their most significant activities. Given time since retirement to pursue activities that I feel passionate about, I believe serving on the Yalow Academy board would be a fulfilling and rewarding opportunity for me.**
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 been a trustee of Rensselaer Polytechnic Institute for over 12 years. I also served as a trustee for the All Souls School, where my children attended pre-school.**
7. Please indicate whether or not you have ever been convicted of a misdemeanor and/or felony in state or federal court in any jurisdiction.  
 This does not apply to me  Yes.  
If the answer to this question is yes, please provide the following details regarding your conviction(s): (1) the name of the criminal offense(s); (2) whether the criminal offense(s) was a misdemeanor or felony; (3) the facts and circumstances surrounding your conviction(s); (4) the date(s) of your conviction(s); and (5) the date(s) of disposition(s).
- Your response to question seven may also include any relevant written information that you wish to be considered in support of your application, including, but not limited to: certificates of conviction; any parole and/or probation documentation; any certificates, including any certificate of relief from disabilities; any proof of counseling and/or rehabilitation; any documentation attesting to your good conduct or your good character; and any letters of support from friends, family, co-workers, employers, etc.
8. Please indicate if you currently have any criminal charge(s) pending against you in state or federal court in any jurisdiction.  
  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.  Yes.  
If your answer is yes, please indicate the precise nature of your relationship here: **My wife knows Alec Diacou because of my long-standing relationship with him. The other prospective board members I only know in connection with the activities of the Yalow Academy.**
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: **As indicated above I know Alec Diacou, who is a prospective employee of the school.**
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 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. **I would promptly notify the entire board of trustees and meet to investigate and discuss the truth and accuracy of such belief. Any member with a potential conflict would be recused from any board discussion and if there were any merit to the belief I would promptly contact the department of education for advice pending the resolution of such conflict.**

#### Educational Philosophy

18. Please explain your understanding of the charter school's mission and/or philosophy. **The Rosalyn Yalow Academy's mission is to eliminate the learning achievement gap for economically disadvantaged urban children in District 10—including special needs students and English language learners—by utilizing classical education, expanded team teaching, and integrated extracurricular activity to educate the whole child and graduate students at or above grade level in literacy and math.**
19. Please explain your understanding of the educational program of the charter school. **The school proposes to provide a rigorous classical education, emphasizing literacy, and Singapore math and providing exciting extracurricular activities that address the whole child. The extended school day will run from 8 a.m. to 6 p.m. and the extended year until the end of June. To supplement the educational program, the School plan to collaborate with the Riverdale Mental Health Association for assessment and treatment of at-risk children, the American Museum of Natural History to supplement the science curriculum, the Bronx Arts**

**Ensemble for arts and music education, the Kasparov Chess Foundation for chess instruction, and prominent international coaches for fencing instruction. The school also plans to add teachers with social worker training to the teaching teams to improve results for at-risk children. To measure progress and provide regular feedback to its teachers, the school plans to be heavily data-driven based on extensive and frequent academic assessment.**

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. **First, I believe the quality and commitment of teacher is paramount. With this in mind the Yalow Academy proposes to attract and retain such teachers with competitive salaries as well as bonuses that reward performance and ongoing commitment to the school. To constantly improve the quality of teachers the Academy plans for broad, ongoing professional development. Second, the school must integrate itself into the local community. The board can play an important role in undertaking to, and insisting senior staff and teachers, develop and maintain close relationships with parents and local institutions that support the school. Finally, I understand that charter schools fail primarily for non-academic reasons, such as poor financial management. To be successful, the Yalow Academy must be absolutely scrupulous in the management of its financial and business affairs, and the board must vigilantly scrutinize its affairs.**

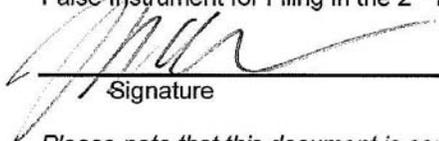
#### **Other**

21. Please explain your understanding of the appropriate role of a public charter school board member. **As a trustee of the school I would serve as fiduciary with the responsibility to oversee the school's operations and progress in pursuing its mission, including meeting overall specific academic metrics that are in part set forth in the application. I believe a board must delegate sufficient responsibility to the senior staff but demand transparency as to its operations and strict assessment of performance. The board must also assure financial soundness and assist wherever possible in garnering resources to support 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 so affirm.**
23. Please provide any other information that you feel is pertinent to the Department's review.

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

### STATEMENT OF ASSURANCE

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

 \_\_\_\_\_  
Signature Date

*March 14, 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:** \_\_\_\_\_

**School Trustee Background Information**

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

**Name:**

**Dr.Sandra**

**HAYES**\_\_\_\_\_

**Charter School Name: \_\_\_\_\_**

**Rosalyn Yalow Academy Charter  
School**\_\_\_\_\_

**Charter School Address: \_\_\_\_\_**

**to be determined**\_\_\_\_\_

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

\_\_\_\_\_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.

Mr. Alec Diacou contacted me to ask whether I would be interested in being a member of the board.

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

The charter school will use the Singapore Math method for teaching mathematics in all grade levels. As a professional mathematician I am particularly interested in implementing this extraordinarily successful method.

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.  X Yes.

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

Within the last two months I met several prospective board members at two meetings to discuss our application.

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 matter should be referred to the board to be resolved in accordance with their conflict of interest policies. It must be investigated as to whether the conflict was intentional or inadvertent and a penalty assigned according to the policy adopted by the board.

#### **Educational Philosophy**

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

The mission is to address the special needs of the community, i.e. a low income environment in which a number of children speak no or little English, and in which the performance of public schools has been below average. The elimination of certain programs such as the arts from many public schools will also be addressed.

The proposed charter school will offer a classic education complemented with an emphasis on the arts, including music, as well as on other activities training discipline and intellectual growth such as chess and fencing.

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

Mathematics will be taught according to the Singapore Mathematics program which is based on teaching mathematics visually and then progressing to the abstract. This program has been successfully implemented for over 25 years in the US as well as internationally to improve the comprehension and mastery of mathematics as evidenced by the progress measured by tests. This program is aligned with the new Common Core State Standards and even surpasses it according to educators who are using it.

Science courses will be accompanied by regular visits to the American Museum of Natural History. The school's teachers will collaborate closely with the professional development instructors from the museum.

Special education and English language learning teachers as well as licensed social workers from the Riverdale Mental Health Association (to detect any disability at an early stage) will address the special needs of a low income environment with a substantial number of non-English speaking residents. The integration of parents into the educational process and a school day from 8 AM to 6 PM will be instrumental in achieving the goals of the school.

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

A successful charter school of grades K-8 should have an improved rating of the students' capabilities, particularly in their ability to read English and to comprehend mathematics. The attendance rate and the graduation rate (graduating from one grade to the next higher grade) should be considerably higher than customarily in that community and the number of children leaving the school should be considerably lower.

The board of the charter school should closely follow a quality control of the students' progress and the participation of the parents in the educational process.

#### **Other**

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

A public charter school in the Bronx should offer a high quality education with a proven success rate.

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

I affirm.

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

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

### STATEMENT OF ASSURANCE

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

Signature

Date

*Sandra Hayes*

*March 13, 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:

## CURRICULUM VITAE: Dr. Sandra Hayes

The City College of The City University of New York  
Department of Mathematics  
160 Convent Avenue  
New York, New York 10031

Private address: [REDACTED]

### Appointments

1982 –2005: Professor	The Technical University of Munich, Germany
1977 – 1982: Associate Professor	The Technical University of Munich, Germany
1975 – 1977: Assistant Professor	The Technical University of Munich, Germany

### Visiting Positions

2007- present: City College	City University of New York
2006- 2007: Queens College	City University of New York (Gorenstein Professor)
1996– 1997: City College	City University of New York
1991: University of Angers	Angers, France
1988: University of Bologna	Bologna , Italy

### Visiting Scholar Positions

2005-Present:	City University of New York, Graduate Center
2003 –2004:	City University of New York, Graduate Center
1999 – 2000:	The Rockefeller University of New York
1993- 1994:	The University of California at Berkeley

### Editorial Board Member

*Advances in Dynamical Systems and Applications*

**Founding Board Member: Rosalyn Yalow Academy Charter School** (charter application to be submitted in March 2013 to NY State Dept. of Ed.)

### Selected Publications

The Real Dynamics of Bieberbach's Example (with K. Clark, E. Milliken, T. Moulinos- graduate students at CCNY), submitted for publication 2013.

*Time Series Analysis of Chaotic Dynamical Systems* (with Y. Jiang), submitted for publication 2012.

*Dynamics of a one- parameter family of Henon maps* (with C. Wolf), *Dynamical Systems: An International Journal*, 21 (4), 399-407, 2006.

*Catastrophe Theory* (with D.P.L. Castrigiano), Foreword by Rene Thom. Second Edition: 2004, Westview Press. Addison-Wesley Publishing Company.

### Current Research Projects

Diffeomorphisms with smooth basin boundaries (joint with Christian Wolf, CCNY)

## **Other Activities**

### **Advising Students**

Since 2008 I have advised seven students at CCNY for independent studies honors projects. Currently, I mentor one City College Fellow. Six students from my financial mathematics courses have been advised for graduate programs in financial engineering; in which they are enrolled. On the average, every year I advise 3 students for internships, 3 for job applications and 2 for graduate school. Every semester I invite speakers from the financial industry to talk about job opportunities and application procedures.

### **Promoting Women**

In 2008 and 2007 I was a delegate to the United Nations for the Fifty –Second and Fifty- First Sessions of the Commission on the Status of Women. I chaired podium discussions on “Mathematics and Gender” at international conferences on gender studies in Essen, Germany and at a conference of the European Women in Mathematics in Trieste, Italy. The Academic Senate of the Technical University of Munich appointed me as their first Women’s Representative. The major responsibility was to develop the entire organization of this new political entity within the university framework and to supervise the 11 departmental representatives with the ultimate goal of promoting women in mathematics (the university had 345 male and 11 female professors).

### **Promoting General Interest in Mathematics**

I held a public broadcast for the Bavarian Radio Station about Chaos Theory in conjunction with the Bamberg Symphony orchestra’s series “Music Live”. I taught selected high school students in special seminars to promote mathematics.

### **Internationalization**

I was director of the European Union Program for academic exchanges with universities in Metz ( France), Madrid ( Spain), and Porto ( Portugal). I negotiated an exchange program with the University of San Francisco sponsored by the Bavarian Ministry of Culture.

## **Academic Degrees**

**Dr.rer.nat.habil.** The Technical University of Munich, Mathematics

**Dr.rer.nat.** (Magna Cum Laude) Ludwig-Maximillian University of Munich,  
Mathematics and Physics

**Dipl.-Math.** (Outstanding Performance) Ludwig-Maximillian University of Munich,  
Mathematics and Physics

**B.A.** (Magna Cum Laude) Vassar College, Mathematics and German.

## **Other Accreditations**

General Securities Representative Certificate ( Series 7), National Association of Securities Dealers, New York, NY.

DELFL Certificate in French (D’etude en langue francaise), French Cultural Institute.

## **Grants and Fellowships**

German Fulbright Grants, Grants from the German National Science Foundation, European Union Grants, American Mathematical Society Grants, Fellowships from the American Association of University Women and the Soroptimist Foundation.

*Dr. Sandra Hayer*  
*New York, March 13, 2013*

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

**Name:** Michael Rosen

**Charter School Name:** Rosalyn Yalow Academy Charter School

**Charter School Address:** Not yet determined

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

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

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

#### **Background**

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

*I met Alec Diacou at a University of Chicago dinner for President Zimmer. We shared our interest in charter schools, fencing and academic rigor. One week later he lost a prospective board member, and he approached me to join.*

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

*I have a strong belief that the public school system of New York needs to be improved. I am unsatisfied with the options presented to my children. One option is to opt out. Another option is to be part of the solution. I choose the latter.*

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:

*Through my work on preparing the application and working on the budget, I have met with and come to know several of the prospective board members*

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

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

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

*I would raise with the board member in question. If it is anything more than my misinterpretation of the situation, I would raise with the broader board.*

#### **Educational Philosophy**

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

*The mission of the school is to improve educational outcomes for K-8 grade students in the Bronx. Our goal is to integrate classical education with enrichment activities to challenge the children to learn and grow. We are seeking to create a safe place for the children to be able to learn and develop.*

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

*The focus is on providing the best classical education possible: Core knowledge will be combined with Singapore math. The school will maintain a strong focus on literacy as the basis for all education. Outside of the classroom we will include fencing, chess and art as mandatory subjects for all students. The students will be exposed to the American Museum of Natural History to support inquiry based science.*

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

*A successful charter school has a clear mission, strong leadership team, and is accountable for student performance. We will use data driven models to evaluate the students and share information on student and faculty performance. We will also rigorously examine the budget to ensure we operate efficiently and effectively and keep a close watch over our on operations.*

#### **Other**

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

*Board is responsible for ensuring that the school operates pursuant to and in compliance with the school's charter. The board has ultimate responsibility for the schools success and/or /failure; it establishes the schools mission; hires day to day management and seeks to ensure adequate resources to pursue the school's mission. They will hire the head of the school and other key employees and hold them accountable for educational results. The board will meet regularly to properly govern the institution.*

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

*I have read the charter school application, board by-laws and proposed policies.*

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

N/A



## Michael Rosen



### EXPERIENCE

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**MUREX** New York and Paris October 2008 - September 2012

**Head of Customer Delivery Services, Americas**

- Launched the professional services division, creating a Project Management Office (PMO) and delivery team of 18 specialists.
- Doubled annual services revenue to \$12 million, while bringing the unit to profitability.
- Oversaw 10-12 concurrent front and back office derivatives implementation projects, managing senior client relationships.
- Proposed 2-3 services engagements monthly, estimating budgets, presenting to clients, and drafting Statements of Work.
- Owned consulting partner relationships, negotiating rate cuts of 35%, and championing joint sales approaches.

**BARCLAYS CAPITAL** New York and London August 2005 – August 2008

**Manager, Mortgage Backed Securities (MBS) Trading**

- Structured every kind of Agency Collateralized Mortgage Obligation (CMO).
- Traded the \$500mm floating rate book, and provided backup coverage on the secondary derivatives book, serving customers in the United States, Japan and China.
- Created and ran risk management reports using BlackRock and Yieldbook. Hedged using treasuries and MBS pass-throughs.

**Intern, Corporate Credit Trading** June 2004 – August 2004

- Automated a capital structure arbitrage tool, expanding coverage from one-off trade ideas to the entire trading book.
- Built a correlation model between the TIPS, treasury and oil markets.

**ACCENTURE** San Francisco, Sydney and Tokyo December 1995 – May 2003

**Senior Manager, Communications Industry Group**

- Led the process improvement efforts of a Tokyo-based HR implementation for a Media client.
- Ran the program management efforts of a Sydney-based Siebel implementation for a mobile Telecommunications client. Improved the PMO team, and brought the program under control after it had fallen 8 months behind.
- Led the requirements gathering, system, integration and user testing efforts of a fixed line Telecom technician scheduling system, including 100+ resources over 3 sites spanning 3 regional bell companies. Brought the project from 6 months behind to a predictable schedule.
- On-boarded Accenture's largest outsourcing client, leading several program management and customer service projects, creating a PMO, and integrating Accenture's methodology into the newly outsourced organization.
- Sold \$2mm in repeat business after fixing problematic engagements.

**PROCTER & GAMBLE** Cincinnati June 1992 – November 1995

**Systems Analyst, Health and Beauty Care**

- Designed, developed and supported shipment data reports for Finance, Sales and Marketing.
- Optimized Teradata parallel processing databases to improve system performance.
- Hosted Japanese delegations of new hires for On-The-Job training programs.

### EDUCATION

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**UNIVERSITY OF CHICAGO**, Chicago, IL June 2005

**Master of Business Administration (MBA)**, Concentrations in Economics and Finance

- 780 GMAT. Co-founder of the Buffett Group. Editor-in-Chief of *Chicago Business*. Co-chair of the Risk and Gaming Club.
- Attended Keio Business School in Yokohama, Japan during winter quarter 2005.

**INDIANA UNIVERSITY**, Bloomington, IN May 1992

**Bachelor of Science (BS)**, Computer Science

- Advanced coursework in computational theory and information systems. Research Assistant in Graph Theory.
- Rush Chairman Alpha Sigma Phi. President of the Wrestling Club. Baritone and Sousaphone player in the Marching Hundred.

### ADDITIONAL INFORMATION

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- 16 year student of Brazilian (Gracie) Jiu Jitsu. Have competed and coached in Australia, Asia and Europe.
- President of the Chicago Booth New York alumni club, conducting weekly business and social events.
- Board member of the Rosalyn Yalow school, applying for a charter to bring classical education to the Bronx.

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

**Name:** Shirley J Saunders

**Charter School Name:** Rosalyn Yalow Academy Charter School

**Charter School Address:** Not yet determined

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

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 by Alec Diacou*

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

*As a community activist and a past Parent Association President, I believe I can offer my experience*

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):

*Service as past Secretary to the largest Mitchell-Lama Board of Directors (Riverbay Corporation) Housing Development in New York. P.C. 153 pas president; Jack & Jill of America (Bronx Chapter) Secretary/Historian; Sister to Sister: One in the Spirit (empowering women); Female District Leader 82<sup>nd</sup> A.D. President of Co-op City Democratic Club.*

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

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

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

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

#### **Conflict of Interest**

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

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

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

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

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

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

*I would bring it to the attention of the entire board to discuss the termination of that member or sanctions (which ever would apply to that particular situation).*

#### **Educational Philosophy**

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

*To give every child who enters our school the best opportunity and education to succeed in life. To prepare the child for higher education and to become a good upstanding citizen.*

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

*To expose our children to a unique opportunity to partnership with community health center(s), government, historic and cultural centers (museums) to develop and ongoing collaboration of "hands-on" experience culminating in a successful graduation class.*

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 sound educational staff, an ongoing financial program, a manager who is dependable and can carry out the directives of the board (personnel and programs) and a charter support system (friends of the school).*

*The Board should require continued evaluations and dialog of programs, staff, students, finances, and community outreach. Constant interactions with parents -- offering them assistance where necessary, if possible in order to meet their needs in helping their children. Parents must feel comfortable to meet/speak to the board or its members to express input in a successful school. The board will have overall control of the school, thereby using the manager to implement their directives.*

#### **Other**

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

*I believe board members should be "team" players who are of like minds and understanding to make our school and ongoing success. They should also be able to see information and bring it back to the other board members for sharing purposes. They should also keep an "eye" for other members who might want to become members and offer whatever the skills or information we might be lacking*

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.



# SHIRLEY J. SAUNDERS

## RESUME

Deputy City Clerk, City of New York (Bronx City Hall -3 yrs.)

Licensed Marriage Officiant, perform all marriage ceremonies, collect and verify all Cashier Settlements credit cards and money orders, make and provide financial reports for the City Clerk, Clerk of Council. Meet all required needs of the staff including supplies, attendance, tardiness and hours. Control all office records, keys, supplies and equipment.

Senior Staff Assistant, Congressman Eliot L. Engel (Bronx Office – Retired after 20 yrs. Of service)

Interfaced with all federal agencies in an effort to verify, investigate and resolve constituent issues. Recruit and interviewed students from various high schools and colleges to serve as interns for the congressional offices. Attend community meetings to observe and bring back issues of concern of which the congressman should be aware of and possibly resolve. Also attend meetings on all levels representing the congressman to assist his constituents in making their lives easier.

Internal Revenue Service (120 Church St. 3yrs.)

Intelligence Division – Reporting Service

## ACTIVITIES

Church – Mother A.M.E. Zion, Harlem and Co-op City Baptist

Boy Scouts 2 sons educated in the public school system (38 & 40 yrs. Old) 1 daughter (26 yrs.) 3 grandchildren 2yrs, 8yrs and 12 yrs.

Political – President of the Co-op City Democratic Club, Female District Leader 82<sup>nd</sup> A.D. Part A

Family – Married 43 yrs. Mother of 3, & Caregiver to my mother of 87 yrs. old

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

**Name:** William J Scribner

**Charter School Name:** Rosalyn Yalow Academy Charter School

**Charter School Address:** Not yet determined

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

*Bachelors of Music and Education; University of Michigan*

*Master of Art; New York University*

*Founder of Bronx Arts Ensemble in 1972, and bassoonist who performs with the New York Philharmonic, Metropolitan Opera, Brooklyn Philharmonic, New Jersey Symphony, American Symphony Orchestra, and on Broadway. I have been a faculty member at the University of Connecticut, Queens College, Rutgers University, and the Blooming House of Music. I have also been a board member of the Bronx Council of the Arts and am now a director of the Hostos Community College Foundation, CUNY.*

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 by Alec Diacou*

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

*It is a great group of people who will do great things. They are making a formal commitment to invest in putting the arts back in to schools. Support this is my life's work and passion.*

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):

*Director of Bronx Art Ensemble.*

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

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

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

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

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

### Conflict of Interest

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

indicate the precise nature of the business that is being or will be conducted.

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

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

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

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

None  Yes

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

*I would express my concerns to the board.*

#### **Educational Philosophy**

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

*To educate high risk students to high standards, preparing them for success in high school and beyond.*

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

*The school has an extended day to provide deep classical education in literacy and mathematics, while allowing fencing, chess and the arts to be treated as mandatory components of the weekly schedule. The program supports the high standards with differentiated education to support students at all levels. The curriculum serves the whole child - intellectual, physical and emotional.*

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 good charter school is student-centric. There is a large amount of time for students to do both their core academics, and supporting activities. The administration is set up to support the student experience. There is adequate operational leadership to enable the teachers to remain classroom centric. The job of the board is to provide direction to the head of school, and to hold him accountable.*

#### **Other**

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

*The board members are responsible for fulfilling the charter. They do this by working with the authorizer to demonstrate compliance with the agreement. They hire the head of school and hold them accountable for academic results, and following the mission of 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 affirm and understand the charter school board bylaws and proposed policies.*

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

*The school can be a great help to the future of the Bronx and its students.*

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

### STATEMENT OF ASSURANCE

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

WJS Signature March 11, 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: [REDACTED]  
Business Address: [REDACTED]  
E-Mail Address: [REDACTED]  
Home Telephone: [REDACTED]  
Home Address: [REDACTED]

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

**Name:** Benjamin M Yalow

**Charter School Name:** Rosalyn Yalow Academy Charter School

**Charter School Address:** \_\_\_\_\_

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

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

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

**Background**

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

My local NYS Assemblyman invited me to meet with the person who would be heading the charter effort. Given my background in both technology and education, I was invited to serve on the board.

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

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

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

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

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

I would call this to the attention of the Board chairman, who would then be in the best position to conduct an investigation and determine whether there is a violation of law or ethics involved. Should the chairman be the one whom I believe is acting inappropriately, I would contact one of the other Board officers.

#### **Educational Philosophy**

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

The mission of the school is to provide underserved children with an academically rich educational environment likely to enable them to succeed in their next educational levels, along with non-traditional skills that would help enhance their creative abilities.

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

The school would have a combination of traditional educational elements chosen from successful educational programs (such as Singapore Math and phonics), along with a set of non-traditional elements such as chess, arts, and fencing, which would expand and enrich their educational horizons.

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

The success of a charter school, or any school, is measured by the educational success of its students. Their success is, in turn, promoted by a strong curriculum design, with a combination of educational rigor, and stimulating activities. The Board needs to set the policies, and oversee the activities of

the school's Director (and through him, the staff) at implementing the educational policies designed for success.

**Other**

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

The Board members, collectively, are responsible for selection of senior management of the school, and ensuring that best fiscal and educational practices are followed. As Board members, we need to design the overall plan for the educational plans that the school has, and monitor the activities of the managers who are in charge of implementing these plans. We are also available to the management to provide advice and assistance, based on our past experience, in ways to enable them to succeed.

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.



**Benjamin M. Yalow**

**Education:**

MBA, New York University, 1981  
AB (Physics), Columbia University, 1972

**Experience:**

- 2010-present Comptroller, Chicon 7 Conference  
Budget manager for international meeting, with a conference budget of about \$1million.
- 2009-2011 Facilities Division Manager, Renovation Conference  
Responsible for managing contracts and budgets for hotels and convention center for 5000 person international educational conference.
- 1992-2010 Vice President, Rosalyn S. Yalow Foundation for Medical Research  
Responsible for grant decisions, fund solicitations, IT management.
- 1974-1994 Multiple titles, University Computer Center, City University of New York  
Began as a mainframe systems programmer in 1974. Final title was Director of Special Projects.  
Projects included first introduction of personal computers into CUNY, including training faculty and staff at 18 CUNY colleges; introduction of Internet into CUNY (both technical and administrative responsibilities).
- 1968-1974 Multiple titles, Columbia University Computer Center  
Began as a student consultant. Final title was systems programmer.  
Projects included assisting faculty and staff to use resources of the computer center, teaching computer courses offered by the computer center, design and maintenance of mainframe systems.

**Boards of Directors (501(c)(3) non-profit corporations):**

Rosalyn S. Yalow Foundation, 1992-2010  
Southern California Institute for Fannish Interests, Inc., 2000-present  
Reno Convention Fandom, Inc (Oregon), 2008-present

**Attachment 5b: Proposed By-Laws**

**ROSALYN YALOW ACADEMY CHARTER SCHOOL**

**BY-LAWS**

**ARTICLE I**

**THE CORPORATION**

**Section 1.1 Name.** The name of the corporation is Rosalyn Yalow Academy Charter School (hereinafter, the "Corporation").

**Section 1.2 Membership.** The Corporation is a non-stock, not-for-profit corporation organized under the laws of the State of New York. The Corporation has no members, and the rights that would otherwise vest in the members of the Corporation shall vest in the Corporation's board of directors (hereinafter, the "Board", and each member thereof, a "Trustee").

**Section 1.3 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 pursuant to a charter agreement therefor; (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(e)(3) of the Code; provided, the powers of the Corporation shall never be inconsistent with the purposes of the Corporation stated above or the Constitution of the United States or the State of New York.

**ARTICLE II**

**OFFICES**

**Section 2.1 Principal Place of Business.** The principal place of business of the Corporation shall be located in 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 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 Board shall conduct or direct the business and affairs of the Corporation and exercise its powers, subject to the limitations of the Education Law, Not-for-Profit Corporation Law, the Corporation's charter and these By-laws. The Board may delegate the management of the activities of the Corporation to others, so long as the affairs of the Corporation are managed, and its powers are exercised, under the Board's ultimate jurisdiction of the Board. Without limiting the generality of the powers hereby granted to the Board, but subject to the same limitations, the Board shall have all the powers enumerated in these By-laws, and the following specific powers:

- To elect and remove Trustees;
- To select and remove Officers, agents and employees of the Corporation; to prescribe powers and duties for each of them; and to fix their compensation;
- To conduct, manage and control the affairs and activities of the Corporation, and to make rules and regulations application to the Corporation and its Trustees, Officers, agents and employees;
- To enter into contracts, leases and other agreements which are, in the judgment of the Board, necessary or desirable in obtaining the purposes of promoting the interests of the Corporation;
- To carry on the business of operating a charter school and apply any surplus that results from the business activity to any activity in which the Corporation may engage;
- To act as Trustee under any trust incidental to the Corporation's purposes, and to receive, hold, administer, exchange and expend funds and property subject to such a trust;
- To acquire real or personal property, by purchase, exchange, lease, gift, devise, bequest, or otherwise, and to hold, improve, lease, sublease, mortgage, transfer in trust, encumber, convey or otherwise dispose of such property;
- To borrow money, incur debt, and to execute and deliver promissory notes, bonds, debentures, deeds of trust, mortgages, pledges, hypothecations and other evidences of debt and securities; and
- To indemnify and maintain insurance on behalf of any of its Trustees, Officers, employees or agents for liability asserted against or incurred by such person in such

capacity or arising out of such person's status as such, subject to the provisions of the New York Not-for-Profit Corporation Law and the limitations contained in these Bylaws.

**Section 3.2 Number.** The number of Trustees constituting the initial Board shall be five. Thereafter the number of Trustees may be changed from time to time by amendment of these By-Laws and in compliance with applicable laws, but the Corporation's Board will have a minimum of five members and a maximum of fifteen members. The term "entire Board" means the total number of Trustees entitled to vote that the Corporation would have if there were no vacancies.

**Section 3.3 Election of Trustees.**

- *Election:* The Board shall elect the Trustees by the vote of a majority of the Trustees then in office, whether or not the number of Trustees in office is sufficient to constitute a quorum, or by the sole remaining Trustee.
- *Eligibility:* The Board may elect any person at least eighteen (18) years of age who in its discretion it believes will serve the interests of the Corporation faithfully and effectively.
- *Interested Persons:* Not more than 49% of the persons serving on the Board 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 sister, brother, 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.
- *Term of Office:* The members of the initial Board of Trustees (the "Initial Trustees"), and their respective Board positions, shall be designated in the Corporation's provisional charter and such Trustees will serve staggered initial terms of one, two, and three years as designated by the founders. The terms of new and re-elected trustees will be for three years or such shorter period as is appropriate to maintain the staggering of terms across the entire Board in roughly equal proportion. The term of office of a Trustee elected to fill a vacancy in these By-laws begins on the date of the Trustee's election, and continues: (1) 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 (2) for the term specified by the Board in the case of a vacancy resulting from the increase of the number of Trustees authorized.
- *Time of Elections:* The Board shall elect Trustees whose terms begin on September 1st of a given year at the annual meeting for that year, or at a regular meeting designated for that purpose, or at a special meeting called for that purpose.

**Section 3.4 Removal of Trustees.** Any Trustee may be removed by the Board in accordance with the provisions of the Education Law and the Not-for-Profit Corporation Law.

**Section 3.5 Resignation.** Any Trustee may resign at any time by delivering written notice of his or her resignation to the Chair or the Secretary of the Corporation. The resignation is effective upon receipt of such notice, or at any later date specified in the notice. The acceptance of a resignation by the Board Chair or Secretary shall not be necessary to make it effective, but no resignation shall discharge any accrued obligation or duty of a Trustee. If any Trustee shall fail to attend three consecutive meetings without excuse accepted as satisfactory by the Board, he or she shall be deemed to have resigned, and the vacancy shall be filled.

**Section 3.6 Vacancies.** A vacancy is deemed to occur on the effective date of the resignation of a Trustee, upon the removal of a Trustee, upon declaration of vacancy pursuant to these By-laws, or upon a Trustee's death. A vacancy is also deemed to exist upon the increase by the Board of the authorized number of Trustees.

**Section 3.7 Compensation of Trustees.** Trustees shall serve without compensation. However, the Board may approve reimbursement of a Trustee's actual and necessary expenses while conducting Corporation business.

## ARTICLE IV

### MEETINGS OF THE BOARD OF TRUSTEES

**Section 4.1 Place of Meetings.** Meetings of the Board shall be held at the Corporation's principal office or at any other reasonably convenient place as the Board may designate. Meetings of the Board shall be subject to requirements of the New York State Open Meetings Law, as applicable and as amended from time to time.

**Section 4.2 Annual Meetings.** An Annual Meeting shall be held in the month of July of each year, on the second Tuesday of that month, unless otherwise determined by the Board, for the purpose of electing Trustees, making and receiving reports on corporate affairs, and transacting such other business as comes before it at the meeting.

**Section 4.3 Regular Meetings.** Regular Meetings shall be held bi-monthly throughout the year, on the second Tuesday of every other month, unless otherwise determined by the Board, and other times as the Board determines.

**Section 4.4 Special Meetings.** A Special Meeting shall be held at any time called by the Chair, or by any Trustee upon written demand of not less than one-fifth of the entire Board.

**Section 4.5 Adjournment.** A majority of the Trustees present, whether or not a quorum is present, may adjourn any meeting to another time and place.

**Section 4.6 Notices 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 Chair 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. Public notice of meetings shall be given as required by Article 7 of the Public Officers Law (the "Open Meetings Law"). The Corporation will also post notices in the main office of the Corporation, as well as on the Corporation's website. Trustees calling for a Special Meeting shall be responsible for giving all required public notices of the special meeting.

**Section 4.7 Waiver of Notices.** Notice of a meeting need not be given to a Trustee who signs a waiver of notice or written consent to holding the meeting or an approval of the minutes of the meeting, whether before or after the meeting, or attends the meeting without protest prior to the meeting or at its commencement, of the lack of notice. The Secretary shall incorporate all such waivers, consents and approvals into the minutes of the meeting.

**Section 4.8 Executive Session.** Upon a majority vote of the entire Board 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.

## ARTICLE V

### ACTIONS BY THE BOARD OF TRUSTEES

**Section 5.1 Quorum.** Unless a greater proportion is required by law, a majority of the entire Board shall constitute a quorum for the transaction of any business or of any specified item of business.

**Section 5.2 Actions by the Board.**

- *Actions Taken at Board Meetings:* Except as otherwise provided by statute or by these By-laws, the vote of a majority of the Board present at the time of the vote, if a quorum is present at such time, shall be the act of the Board. If at any meeting of the Board there shall be less than a quorum present, the Trustees present may adjourn the meeting until a quorum is obtained.
- *Action by the Board Without a Meeting:* Any action required or permitted to be taken by the Board or any committee thereof may be taken without a meeting if all members of the Board or the committee consent in writing to the adoption of a resolution authorizing the action. The resolution and the written consents thereto by the members of the Board or committee shall be filed with the minutes of the

proceedings of the Board or committee. Action by the Board without a meeting shall occur only as permitted by the Open Meetings Law.

**Section 5.3 Board Participation by Other Means:** Trustees may participate in a Board meeting through use of videoconferencing equipment to the extent permitted by the Open Meetings Law, so long as all Trustees participating in such meeting can simultaneously hear one another, provided members of the public can observe and hear the Board meeting at least one site where at least one Trustee is participating in the meeting. In such circumstances, a quorum of the Board may be established by Trustees physically present and/or Trustees participating by videoconferencing. Participation in a meeting pursuant to this section constitutes presence in person at such meeting.

**Section 5.4 Committees.**

- *Appointment of Committees:* The Board may create committees for any purpose, and the Chair of the Board shall appoint members to and designate the chairs of such Boards, provided, however, that the Board shall at all times maintain an Executive Committee, a Finance Committee, 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. Each committee and each member of each committee shall serve at the pleasure of the Board.
- *Authority of Board Committees:* A committee shall have all the powers delegated by the Board, except that no committee shall have the power to:
  - a) change the membership of, or to fill vacancies in, the Board or any committee of the Board,
  - b) fix the compensation of Trustees for serving on the Board or any committee of the Board,
  - c) amend or repeal these By-Laws or adopt any new By-Laws,
  - d) 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 or by law.
- *Procedures of Committees:* The Board may prescribe the manner in which the proceedings of any Board Committee are to be conducted. In the absence of such prescription, a Board Committee may prescribe the manner of conducting its proceedings, except that the regular and special meetings of the Committee are

governed by the provisions of these Bylaws with respect to the calling of meetings including compliance with the Open Meetings Law. 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. 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. 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.

**Section 5.5 Standard of Care.**

- *Performance of Duties:* Each Trustee shall perform all duties of a Trustee, including duties on any Board Committee, in good faith and with that degree of diligence, care and skill, including reasonable inquiry, as an ordinary prudent person in a like position would use under similar circumstances.
- *Reliance on Others:* In performing the duties of a Trustee, a Trustee shall be entitled to rely on information, opinions, reports or statements, including financial statements and other financial data, presented or prepared by:
  - a) One or more Officers or employees of the Corporation whom the Trustee believes to be reliable and competent in the matters presented;
  - b) Legal counsel, public accountants or other persons as to matters that the Trustee believes are within that person's professional or expert competence; or
  - c) A Board Committee on which the Trustee does not serve, duly designated in accordance with a provision of the Corporation's Charter or By-laws, as to matters within its designated authority, provided the Trustee believes the Committee merits confidence and the Trustee acts in good faith, and with that degree of care specified in this Section 5.5, and after reasonable inquiry when the need is indicated by the circumstances, and without knowledge that would cause such reliance to be unwarranted.
- *Investments:* In investing and dealing with all assets held by the Corporation for investment, the Board shall exercise the standard of care described above in this Section 5.5 and shall consider among other relevant considerations the long and short term needs of the Corporation in carrying out its purposes, including its present and anticipated financial requirements. The Board may delegate its investment powers to others, provided that those powers are exercised within the ultimate direction of the Board.

**Section 5.6 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 5.7 Right of Inspection.** Every Trustee has the right to inspect and copy all books, records and documents of every kind and to inspect the physical properties of the Corporation, provided that such inspection is conducted at a reasonable time after reasonable notice, and provided that such right of inspection and copying is subject to the obligation to maintain the confidentiality of the reviewed information, in addition to any obligations imposed by any applicable federal, state or local law.

**Section 5.8 Participation in Discussions and Voting:** Every Trustee has the right to participate in the discussion and vote on all issues before the Board or any Board Committee, except that any Trustee shall be excused from the discussion and vote on any matter involving such Trustee relating to: (a) a self-dealing transaction; (b) a conflict of interest; (c) indemnification of that Trustee uniquely; or (d) any other matter at the discretion of a majority of the Trustees then present.

**Section 5.9 Duty to Maintain Board Confidences:** Every Trustee has a duty to maintain the confidentiality of all actions of the Board which are not required by law to be open to the public, including discussions and votes which take place at any Executive Sessions of the Board. Any Trustee violating this confidence may be removed from the Board.

## ARTICLE VI

### OFFICERS

**Section 6.1 Number.** The “Officers” of the Corporation shall consist of a President (hereinafter “Chair”), Vice President (hereinafter “Vice Chair”), a Secretary and a Chief Financial Officer (hereinafter “Treasurer”), and such other officers as the Board deems advisable.

- *Chair:* The Chair, when present will preside at Board meetings and will have such other powers as the Board may prescribe.
- *Vice Chair:* The Vice-Chair will act in the place of the Chair if the Chair is absent or unable to fulfill his or her duties and when so acting will have all the Chair’s powers and be subject to the same restrictions. The Vice-Chair will have such other powers as the Board may prescribe.

- *Secretary:* The Secretary shall: (a) keep or cause to be kept, at the Corporation's principal office, or such other place as the Board may direct, a book of minutes of all meetings of the Board and Board Committees, noting the time and place of the meeting, whether it was regular or special (and if special, how authorized), the notice given, the names of those present, and the proceedings; (b) keep or cause to be kept a copy of the Corporation's charter and By-laws, with amendments; (c) give or cause to be given notice of the Board and Committee meetings as required by the By-laws; and (d) have such other powers and perform such other duties as the Board may prescribe.
- *Treasurer:* The Treasurer shall: (a) keep or cause to be kept adequate and correct accounts of the Corporation's properties, receipts and disbursements; (b) make the books of account available at all times for inspection by any Trustee; (c) deposit or cause to be deposited the Corporation's monies and other valuables in the Corporation's name and to its credit, with the depositories the Board designates; (d) disburse or cause to be disbursed the Corporation's funds as the Board directs; (e) render or cause to be rendered to the Chair and the Board, as requested but no less frequently than once every fiscal year, an account of the Corporation's financial transactions and financial condition; (f) prepare or cause to be prepared any reports on financial issues required by an agreement on loans; and (g) have such other powers and perform such other duties as the Board may prescribe.

**Section 6.2 Election, Eligibility and Term of Office.**

- *Election:* The Board shall elect the Officers annually at the Annual Meeting or a Regular Meeting designated for that purpose or at a Special Meeting called for that purpose, except that Officers appointed to fill vacancies shall be elected as vacancies occur.
- *Eligibility:* The same person may hold any number of offices, except that neither the Secretary nor Treasurer may serve concurrently as the Chair, and no individual may act in more than one capacity where action of two or more Officers is required.
- *Term of Office:* Each Officer serves at the pleasure of the Board, holding office until resignation, removal or disqualification from service, or until his or her successor is elected.

**Section 6.3 Resignation or Removal.** The Board may remove any Officer, either with or without cause, at any time. Any Officer may resign at any time by giving written notice 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.

**Section 6.4 Employees and Other Agents.** The Board may from time to time hire such employees and appoint such agents on such terms as it deems appropriate from time to time.

**Section 6.5 Compensation.** Persons serving as Officers may receive a salary or compensation for their services as Officers as determined by the Board from time to time. 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 VII

### SELF-DEALING TRANSACTIONS

**Section 7.1 Purpose.** The purpose of the procedures prescribed in this Article VII 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 7.2 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 VII.

**Section 7.3 Procedures.**

(a) **Duty to Inquire; Duty to Disclose.** In its consideration of any action the Board and all Board Committees shall first conduct appropriate inquiry to determine whether the action involves a Self-Dealing Transaction, including determining the nature, scope and details thereof. Any Trustee, Officer or employee having an interest in a contract, other transaction or program presented to or discussed by the Board or Board Committee for authorization, approval, or ratification shall make a prompt, full and frank disclosure of his or her interest to the Board or Committee prior to its acting on such contract or transaction. Such disclosure shall include all relevant and material facts known to such person about the contract or transaction that might reasonably be construed to be adverse to the Corporation's interest. The body to which such disclosure is made shall thereupon determine, by majority vote, whether the disclosure shows that a Self-Dealing Transaction exists or can reasonably be construed to exist.

"Self-Dealing Transaction" means any transaction having the Corporation as one party and one or more of the following among the proposed other parties thereto:

- (i) Trustees, Officers or employees of the Corporation, 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 Corporation, 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 Corporation, or a blood or marital relation of any of them,

and shall also include any other matter in which a Trustee has a conflict of interest due to the Trustee's own personal and/or pecuniary interest, as established under Education Law and General Municipal Law and/or the Decisions of the Commissioner of Education or Attorney General.

A Trustee involved in an actual or potential Self-Dealing Transaction is referred to herein as an "Involved Trustee." Involved Trustees 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 Corporation with reasonable efforts. If a Self-Dealing Transaction is deemed to exist, such person shall not vote on, nor use his or her personal influence on, nor be present during the discussion or deliberations with respect to, such contract or transaction (other than to present factual information or to respond to questions prior to the discussion). 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 Corporation'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) **Board Committees.** 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 7.4 Records of Proceedings.** The minutes of the Board 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 VIII

### NON-LIABILITY OF TRUSTEES

The Trustees shall not be personally liable for the Corporation's debts, liabilities or other obligations.

## ARTICLE IX

### INDEMNIFICATION

The Corporation may, to the fullest extent now or hereafter permitted by and in accordance with standards and procedures provided by Sections 721 through 726 of the Not-for-Profit Corporation Law and any amendments thereto, indemnify any person made, or threatened to be made, a party to any action or proceeding by reason of the fact that he or she, or his or her testate or intestate was a Trustee, Officer, employee or agent of the Corporation, against judgments, fines, amounts paid in settlement and reasonable expenses, including attorneys' fees.

## ARTICLE X

### AMENDMENTS

A majority of the Trustees may adopt, amend or repeal these By-laws.

## ARTICLE XI

### MISCELLANEOUS

**Section 11.1 Interpretation of Charter.** In the event of a conflict between these By-Laws and the Corporation's charter, the provisions of the Corporation's charter shall control.

**Section 11.2 Effectiveness of Non-Public Notices.** Non-public notices given under these By-Laws shall be deemed effective only upon verified receipt or refusal.

**Section 11.3 Fiscal Year:** The fiscal year of the Corporation begins on July 1 of each year and ends on June 30.

**Section 11.4 Execution of Instruments:** Except as otherwise provided in these By-laws, the Board may adopt a resolution authorizing any Officer or agent of the Corporation to enter into any contract or execute and deliver any instrument in the name of or on behalf of the Corporation. Such authority may be general or confined to specific instances. Unless so authorized, no Officer, agent or employee shall have any power to bind the Corporation by any contract or engagement, to pledge the Corporation's credit, or to render it liable monetarily for any purpose or any amount.

**Section 11.5 Checks and Notes:** Except as otherwise specifically provided by Board resolution, checks, drafts, promissory notes, orders for the payment of money, and other evidence of indebtedness of the Corporation may be signed by the Chair or Treasurer.

**Section 11.6 Construction and Definitions:** Unless the context otherwise requires, the general provisions, rules of construction, and definitions contained in the Not-for-Profit Corporation Law and the Education Law shall govern the construction of these By-laws. Without limiting the generality of the foregoing, words in these By-laws shall be read as the masculine or feminine gender, and as the singular or plural, as the context requires, and the word "person" includes both a corporation and a natural person. The captions and headings in these Bylaws are for reference and convenience only are not intended to limit or define the scope or effect of any provisions.

**Section 11.7 Conflict of Interest:** The Board may adopt conflict of interest policies requiring: (1) regular annual statements from Trustees, Officers and key employees to disclose existing and potential conflicts of interest; and (2) corrective and disciplinary actions with respect to transgressions of such policies.

[END OF BY-LAWS]

## Attachment 5c: Code of Ethics

### ROSALYN YALOW ACADEMY CHARTER SCHOOL

#### CODE OF ETHICS FOR TRUSTEES, OFFICERS AND EMPLOYEES

The undersigned Trustee, Officer or employee of Rosalyn Yalow Academy Charter Corporation shall comply with the Code of Ethics of the Corporation, as set forth below in this document, during the entirety of his/her tenure on the Board or employment with the Corporation:

Provision 1. Trustees, Officers and employees of the Corporation will conduct or direct the affairs of the Corporation 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 Corporation's charter and the Bylaws of the Corporation, as applicable.

Provision 2. No Trustee, Officer or employee of the Corporation shall engage in a "Self-Dealing Transaction," except as approved by the Board in accordance with procedures set forth in Article VII of the By-Laws of the 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 Corporation or to which the Corporation is already a party, a Trustee, Officer or employee of the 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 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 or herself of matters which may be under consideration by the Board by timely reviewing publicly available information and making appropriate inquiry of the Board, Chair or Vice Chair. 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 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 Corporation. 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 Corporation or the Board of which he is an officer, member or employee or of any Corporation 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 Corporation 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 Corporation. Trustees, Officers or employees who have contracts with not-for-profit entities, such as charter management organizations, partners, and found organizations must be 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 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 shall make all appropriate financial disclosures whenever a grievance of conflict of interest is lodged against them.

Provision 11. Trustees shall not use his or her position with the charter school to acquire any gift or privilege worth \$50 or more that is not available to a similarly situated person, unless that gift is for the use of the charter school.

Provision 12. Trustees, officers, or employees never may ask a subordinate, a student, or a parent of a student to work on or give to any political campaign.

Provision 13. Trustees, Officers and employees of Rosalyn Yalow Academy Charter Corporation 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**

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

The Academy will comply with the Americans with Disabilities Act (ADA) of 1990 and welcome applications from people with disabilities. The school will not discriminate against qualified disabled individuals solely for reasons of their disability. Consistent with this policy, the Academy will:

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

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

### Key Staff Responsibilities and Qualifications

<b>Executive Director</b>	
<p><b>Responsibilities:</b></p> <ul style="list-style-type: none"> <li>• Accountable for everything that happens in school building and delegates responsibilities as needed</li> <li>• Oversee all day-to day operational activities of the school in collaboration with the Principal, including safety of students and staff</li> <li>• Develop, negotiate, and maintain relationships with outside support organizations, e.g. Riverdale Mental Health Association, Kasparov Chess Foundation, Bronx Arts Ensemble, fencing coaches</li> <li>• Compliance with all applicable state and federal laws and regulations</li> <li>• Fulfillment of all obligations under initial charter agreement</li> <li>• Implement school policies and procedures as directed by the Board of Trustees</li> <li>• Budgeting and financial oversight</li> <li>• Conduct long-term strategic planning</li> <li>• Hire, evaluate, promote/terminate staff</li> <li>• Implement the school program with fidelity to the charter</li> <li>• Emergency procedures</li> <li>• Physical plant of the building</li> <li>• Make formal reports to the Board of Trustees, State Education Department, and others</li> <li>• Establish a strong school culture and provide a safe learning environment</li> <li>• Evaluate school programs and recommend policy changes and resource allocation</li> <li>• Respond to grievances by staff</li> <li>• Manage relationships with CSBM</li> <li>• Manage responsibilities of Director of Operations and Director of Finance prior to their Hiring</li> <li>• Act as principal when principal is absent</li> </ul>	<p><b>Qualifications:</b></p> <ul style="list-style-type: none"> <li>• Bachelor’s degree</li> <li>• Master’s degree (preferred)</li> <li>• Commitment to school’s mission, goals, culture, and virtues</li> <li>• High expectations for self, staff, and students</li> <li>• Management and leadership experience, especially in an urban setting</li> <li>• Demonstrated understanding of financial statements and analysis</li> <li>• Experience hiring, managing, and evaluating employees</li> <li>• High level of organization and resourcefulness necessary for start-up environment</li> <li>• Exemplary communication skills and sophisticated analytical analysis</li> <li>• Strong recommendations from prior employers, colleagues, and employees</li> <li>• Experience with real estate development and renovation</li> <li>• Commitment to classical education and use of data</li> <li>• Thrives in entrepreneurial start-up environment within an ambiguous, fast-moving environment while also driving toward clarity and solutions</li> </ul>

<b>Principal</b>	
<p><b>Responsibilities:</b></p> <ul style="list-style-type: none"> <li>• Provide leadership and direction to all instructional staff</li> <li>• Provide guidance and support to teachers to improve instruction and raise student achievement</li> <li>• Hire, evaluate, and promote/terminate instructional staff</li> <li>• Implement the school educational program with fidelity to the charter</li> <li>• Implement all school policies and procedures as directed by the Board of Trustees</li> <li>• Ensure the proper use of student data to drive and improve instruction</li> <li>• Facilitate and encourage parent involvement</li> <li>• Make formal reports to the Board of Trustees, State Education Department and others</li> <li>• Establish a strong school culture and provide a supportive learning environment</li> <li>• Support proper budgeting and financial oversight</li> <li>• Evaluate school programs and recommend policy changes and resource allocation</li> <li>• Respond to grievances by parents and staff</li> <li>• Handle serious discipline issues, including suspensions and expulsions</li> <li>• Conduct long-term strategic planning</li> </ul>	<p><b>Qualifications:</b></p> <ul style="list-style-type: none"> <li>• Bachelor’s degree</li> <li>• Master’s degree (preferred)</li> <li>• Commitment to school’s mission, goals, culture, and virtues</li> <li>• Experience with elementary grades, Core Knowledge, and/or classical liberal arts education (preferred)</li> <li>• Demonstrated success in raising urban student achievement</li> <li>• High expectations for self, staff, and students</li> <li>• Teaching and leadership experience, especially in an urban setting</li> <li>• Commitment to classical education and use of data</li> <li>• Familiarity with Core Knowledge curriculum and Common Core state standards (CCSS)</li> <li>• Experience with Special education and English language learner students</li> <li>• Experience hiring, managing, and evaluating employees</li> <li>• Exemplary communication skills and sophisticated analytical analysis</li> <li>• Strong recommendations from prior employers, colleagues, and employees</li> <li>• Experience co-founding/serving in a leadership position in a private or charter school (preferred)</li> <li>• Fluency in Spanish strongly preferred</li> </ul>

<b>Director of Assessment</b>	
<p><b>Responsibilities:</b></p> <ul style="list-style-type: none"> <li>• Facilitate ongoing assessment of curriculum, instructional staff, and students</li> <li>• Facilitate ongoing professional development</li> <li>• Manage the school’s RTI process</li> <li>• Coordinate activities with the Committee on Special Education (CSE)</li> <li>• Determine if entering students have IEPs</li> <li>• Ensure that all IEP services are provided</li> <li>• Coordinate any other external service providers</li> </ul>	<p><b>Qualifications:</b></p> <ul style="list-style-type: none"> <li>• Bachelor’s degree</li> <li>• Commitment to data-driven instruction, prior experience preferred</li> <li>• Experience with instructional leadership as a teacher or administrator</li> <li>• Familiarity with Core Knowledge curriculum and Common Core state standards (CCSS)</li> <li>• Demonstrated ability to prepare spreadsheets (e.g., Excel)</li> <li>• Knowledgeable about best practices in special education and urban K-8 education</li> </ul>

<b>Director of Operations (starting Year 3)</b>	
<p><b>Responsibilities:</b></p> <ul style="list-style-type: none"> <li>• Oversee all day-to-day operational activities of the school in collaboration with executive director and principal</li> <li>• Manage major academic support systems and activities, including student recruitment and enrollment lottery, student information systems.</li> <li>• Coordinate HR functions</li> <li>• Oversee procurement and building maintenance, renovations, and upgrades</li> <li>• Coordinate food services and transportation</li> <li>• Plan logistics for school-wide events for students, staff, and families</li> <li>• Manage all volunteers, including sourcing, selection, and assigning of duties</li> <li>• Coordinate communications with parents and the community</li> <li>• Track and monitor technology needs</li> <li>• Ensure school-wide compliance with health and safety laws, teacher certification, city and state education mandates, and all federal and state workplace regulations</li> </ul>	<p><b>Qualifications:</b></p> <ul style="list-style-type: none"> <li>• Bachelor’s degree</li> <li>• Teaching or education program experience preferred</li> <li>• At least 3 years relevant professional work experience, ideally in a charter school or other K-12 education organization</li> <li>• At least 1 year direct experience successfully managing and developing staff</li> <li>• Demonstrated success providing superior customer service</li> <li>• Strong interpersonal skills</li> <li>• Strong communication and presentation skills</li> <li>• Organized planner and project manager with proven ability to multi-task, take initiative, and prioritize effectively</li> <li>• Proactive and creative problem-solver</li> <li>• Demonstrated ability with spreadsheets</li> <li>• Team-player capable of working both collaboratively and independently</li> </ul>

<b>Director of Finance (starting Year 3)</b>	
<p><b>Responsibilities:</b></p> <ul style="list-style-type: none"> <li>• Prepare annual budget and support the annual auditing process, working closely with the school leadership</li> <li>• Manage the day-to-day finances to ensure overall financial health of the school</li> <li>• Conduct accurate and timely billing to ensure adequate cash flow</li> <li>• Manage payroll and benefits</li> <li>• Ensure school-wide compliance with health and safety laws, teacher certification, city and state education mandates, and all federal and state work place regulations.</li> <li>• Manage student data collection and information updates</li> <li>• Maintain inventory of all assets in the school building, including computers, equipment, furniture, uniforms, etc.</li> <li>• Provide regular reporting of financial status to school leadership and the Board</li> </ul>	<p><b>Qualifications:</b></p> <ul style="list-style-type: none"> <li>• Bachelor’s degree</li> <li>• At least five years in an administrative or management role</li> <li>• Quantitative skills and experience with accounting, budgets, and financial management.</li> <li>• Thrives in entrepreneurial start-up environment within an ambiguous, fast-moving environment while also driving toward clarity and solutions</li> <li>• Self-starter and demonstrated resourcefulness</li> <li>• History of getting results</li> <li>• Highly organized, detail-oriented</li> <li>• Values input and feedback</li> <li>• Team-player capable of working both collaboratively and independently</li> <li>• Flexible, with strong ability to multi-task</li> <li>• Strong interpersonal and communication skills</li> </ul>

<b>Master Teacher</b>	
<p><b>Responsibilities:</b></p> <ul style="list-style-type: none"> <li>• Prepare rigorous but engaging lessons for classes of up to 30 students</li> <li>• Regularly assess student learning against measurable benchmarks</li> <li>• Use student performance data to organize student learning</li> <li>• Actively participate in professional development in CKLA, Singapore math, and AMNH curriculum</li> <li>• Mentor and provide critical feed back to teaching social workers and teaching fellows</li> <li>• Contribute to the professional community by identifying needs and developing solutions</li> <li>• Inform staff of all FERPA requirements as they relate to student record privacy</li> <li>• Demonstrate the school’s virtues and integrate character education into instruction</li> </ul>	<p><b>Qualifications:</b></p> <p>Bachelor’s degree and teacher certification</p> <ul style="list-style-type: none"> <li>• High expectations for student learning and behavior</li> <li>• Demonstrated success raising achievement of urban students</li> <li>• Strong classroom management skills</li> <li>• Commitment to classical education</li> <li>• Familiarity with Core Knowledge curriculum</li> <li>• Reflective and open to feed back with the desire to continuously improve</li> <li>• A team player undeterred by a fast-paced environment</li> <li>• Demonstrated respect and concern for children and their parents and a passion for education</li> <li>• Fluency in Spanish (preferred)</li> </ul>

<b>Teacher Social Worker</b>	
<p><b>Responsibilities:</b></p> <ul style="list-style-type: none"> <li>• Support the learning and achievement of students</li> <li>• Collaborate with master teacher and specialist teachers to work with small groups in the classroom</li> <li>• Manage class transitions and supervise lunch and recess</li> <li>• Actively participate in lesson planning and professional development activities</li> <li>• Model the school’s virtues and support character development</li> <li>• Collaborate with RTI team to develop student assessments</li> </ul>	<p><b>Qualifications:</b></p> <ul style="list-style-type: none"> <li>• Licensed clinical social worker</li> <li>• Ability to identify and manage learning issues and behavior problems</li> <li>• Ability to accept and implement critical feed back particularly in the Core Knowledge curriculum</li> <li>• Ability to handle the intensity required to work in a high-performing charter school and remain organized, punctual, and reliable under pressure</li> <li>• Constant desire to improve one’s practice</li> <li>• Fluency in Spanish (preferred)</li> </ul>

<b>Teacher—Special Education</b>	
<p><b>Responsibilities:</b></p> <ul style="list-style-type: none"> <li>• Support the learning and achievement of students with disabilities, English language learners, and other struggling students</li> <li>• Use data to identify students in need of remediation</li> <li>• Plan instruction with general education teachers to ensure alignment</li> <li>• Participate in all meetings related to placement and treatment of students</li> <li>• Maintain complete record of services related to students’ special needs</li> </ul>	<p><b>Qualifications:</b></p> <ul style="list-style-type: none"> <li>• General qualifications of master teacher, plus:</li> <li>• Certification in special education</li> <li>• Demonstrated success raising achievement of students with special needs</li> <li>• Ability to collaborate with other teachers to ensure alignment of instruction and services</li> <li>• Strong communication skills with parents</li> <li>• Fluency in Spanish (preferred)</li> </ul>

<b>Teacher—English Language Learners</b>	
<p><b>Responsibilities:</b></p> <ul style="list-style-type: none"> <li>• Support the learning and achievement of students with disabilities, English language learners, and other struggling students</li> <li>• Use data to track student progress to English proficiency</li> <li>• Plan instruction with general education teacher to ensure alignment</li> <li>• Participate in all meetings related to ELL students</li> <li>• Maintain complete record of teaching aids and best practices for ELL students</li> </ul>	<p><b>Qualifications:</b></p> <ul style="list-style-type: none"> <li>• General qualifications of master teacher</li> <li>• Certification in ESL (English as a Second Language)</li> <li>• Demonstrated success raising achievement of ELL students</li> <li>• Ability to collaborate with other teachers to ensure alignment of instruction and services</li> <li>• Strong communication skills with parents</li> <li>• Fluency in Spanish</li> </ul>

<b>Teaching Fellow</b>	
<p><b>Responsibilities:</b></p> <ul style="list-style-type: none"> <li>• Support the learning and achievement of students with disabilities, English language learners, and other struggling students</li> <li>• Use data to track student progress</li> <li>• Plan instruction with master teachers to ensure alignment of lesson plans</li> <li>• Participate in all meetings related to students</li> <li>• Maintain complete record of students’ progress</li> </ul>	<p><b>Qualifications:</b> In addition to those of master teacher:</p> <ul style="list-style-type: none"> <li>• Demonstrated success raising achievement of students</li> <li>• Ability to collaborate with other teachers to ensure alignment of instruction and services</li> <li>• Strong communication skills with parents</li> <li>• Fluency in Spanish (preferred)</li> </ul>

<b>Office Manager (starting Year 2)</b>	
<p><b>Responsibilities:</b></p> <ul style="list-style-type: none"> <li>• Warmly greet all visitors to the school and direct them to the appropriate place or person</li> <li>• Serve as primary contact for all school communication via phone</li> <li>• Maintain security of the school</li> <li>• Maintain records in accordance with legal requirements and audit guidelines</li> <li>• Ensure confidentiality and security of office space, files, and all information pertaining to students, parents, staff, and community</li> <li>• Type, translate, and distribute school correspondence</li> <li>• Maintain record of students' daily attendance, as well as medical, tardy, and early-leave logs;</li> <li>• Update data in student information system</li> <li>• Assist in ordering and receiving materials</li> <li>• Provide administrative support, including scheduling meetings and conference calls, maintaining calendars, arranging travel and managing correspondence</li> <li>• Check and summarize all voice messages and respond to general inquiries</li> <li>• Sort and route mail</li> <li>• Manage inventory and order office supplies</li> <li>• Update school calendar</li> </ul>	<p><b>Qualifications:</b></p> <ul style="list-style-type: none"> <li>• Associate's degree preferred</li> <li>• Minimum of 1 year of school experience required</li> <li>• Oral and written proficiency in Spanish</li> <li>• Proficiency with the Microsoft Office Suite</li> <li>• Experience in proper office procedures, including filing, answering the telephone professionally, photocopying, greeting all visitors cordially, and handling information with confidentiality</li> <li>• Excellent communication skills</li> <li>• Strong organizational and interpersonal skills</li> <li>• Ability to manage the ambiguity and multiple priorities inherent in an entrepreneurial environment</li> <li>• Relentless results orientation</li> <li>• Detail-oriented team player willing to help out whenever necessary</li> </ul>

<b>Office Clerk</b>	
<p><b>Responsibilities:</b></p> <ul style="list-style-type: none"> <li>• Maintain records in accordance with legal requirements and audit guidelines</li> <li>• Ensure confidentiality and security of office space, files, and all information pertaining to students, parents, staff, and community</li> <li>• Type, translate, and distribute school correspondence</li> <li>• Maintain record of students' daily attendance as well as medical, tardy, and early-leave logs</li> <li>• Update data in student information system</li> <li>• Assist in ordering and receiving materials</li> <li>• Provide administrative support, including scheduling meetings and conference calls, maintaining calendars, arranging travel, and managing correspondence</li> <li>• Check and summarize all voice messages and respond to general inquiries</li> <li>• Sort and route mail</li> <li>• Manage inventory and order office supplies</li> <li>• Update school calendar</li> </ul>	<p><b>Qualifications:</b></p> <ul style="list-style-type: none"> <li>• Oral and written proficiency in Spanish</li> <li>• Proficiency with the Microsoft Office Suite</li> <li>• Experience in proper office procedures, including filing, answering the telephone professionally, photocopying, greeting all visitors cordially, and handling information with confidentiality</li> <li>• Excellent communication skills</li> <li>• Strong organizational and interpersonal skills</li> <li>• Detail-oriented team player</li> <li>• Demonstrates initiative and a desire to learn</li> </ul>

## Hiring Process

Although the executive director has final authority to hire staff members, he or she may delegate conduct of the hiring process to other administrators or committees, and in the case of instructional staff is expected to delegate that hiring to the principal. All job applicants must fill out completely and sign an application for employment. In addition, all job applicants must:

- Provide an up-to-date resume;
- Supply proof of teaching certification and qualifications pursuant to No Child Left Behind (NCLB), such as college matriculation, copies of school transcripts;
- Be interviewed by the principal.

As part of the interview process, prospective teachers will be observed teaching, either at the Academy, their current school, or another school. Video of instruction may be substituted. The hiring process will include the following additional mandatory steps:

- Written permission to speak with prior employer;
- At least two references checked, credentials verified, qualifications confirmed;
- Documentation of employment eligibility, i.e., proof of identity and legal authority to work in the United States;
- Fingerprinting and a criminal background check and clearance; and
- The candidate's signature on an offer letter confirming the offered position.

Refusal to comply with any of the above requirements, falsification of information, or the inability to provide proof of legal authority to work in the U.S. will result in the individual not being hired or the job offer being rescinded.

**Full-Time and Part-Time Employment.** Employees shall receive annual letters of employment that state the terms of their employment. Employees may be hired as regular full-time employees, and as such will be eligible for all benefits provided by the school. The school also may hire part-time staff. Part-time staff are those who are employed for less than 40 hours per work week. Part-time employees are not eligible for benefits. Time off work without pay for part-time employees may be granted by the executive director or his or her designee. The Academy will verify that all of our employees are authorized for employment in the United States. All employees will complete an I-9 form.

**Fingerprinting and Criminal Background Check.** Yalow Academy faculty (including substitute teachers), staff (including temporary staff), and consultants working in the school must pass a fingerprint and criminal background check as a condition of employment. Consultants who are either independent contractors or agents of a company with unsupervised access to students and whose work involves spending time in the school also must be fingerprinted and have a criminal background check. Classroom volunteers who have a consistent, regular presence in the school and who work with children in an unsupervised capacity must undergo fingerprinting and criminal background checks. It is not the policy of the Academy

to require fingerprinting and background checks on parent classroom volunteers for general community activities with children, as they do not have consistent, regular, unsupervised access to students. No employee may start working until clearance is received.

**Drug-Free Workplace.** All employees are required to notify the executive director within five days of any criminal conviction for activities that occur either in or out of the workplace. Employees will be notified that the unlawful manufacture, distribution, or possession of controlled substances are prohibited in the workplace.

**Smoking.** All school facilities will be smoke-free.

## **Performance Evaluation**

Performance evaluations are an essential component of staff development. They are conducted for all staff and provide an opportunity to discuss plans for professional growth and development. At the beginning of each year staff will develop in consultation with their supervisor Professional Growth Plans that include measurable goals for the year and inform subsequent evaluation.

The executive director is responsible for the principal and all non-instructional employees' performance evaluations.

The principal is responsible for instructional employees' performance evaluations. Every spring each instructional staff member will undergo a thorough performance review with the principal or his or her delegate. At this time the employee will receive formal feedback on his or her performance. The performance evaluation will consider evidence gathered throughout the school year, including student performance data, achievement of the teacher's plan goals, formal and informal observations of planning and instruction, parent survey results and feedback, and attendance and punctuality. A performance evaluation will consist of a written review and assessment of job performance followed by an in-depth discussion. The written performance evaluation and any written comments will become part of the teacher's personal file. Evaluations will be used to determine retention, placement, and performance bonuses.

The school may use the following mechanisms to inform teachers and other staff if their performance is below expectations: oral and written warnings, improvement plans, and suspension. Employees may also be terminated for misconduct/poor job performance (see termination section below). All teachers will receive ongoing professional development through training, coaching, and mentoring. Teachers who demonstrate a deficiency in any aspect of their responsibilities will receive additional assistance. If the deficiency continues, the teacher will be subject to dismissal. The principal is directly responsible to the executive director. The executive director will be directly responsible to the Board of Trustees. In the event of failure in the performance of his or her duties, he or she will be subject to dismissal. Evaluations are among the factors considered in determining salary increases. Other factors include, but are not limited to, competitive data, the financial resources of the

Academy, and the general state of the economy.

### **Termination**

Each employee will be employed on an “at will” basis. The Board of Trustees has the authority to terminate an employee with or without cause, unless such termination would violate applicable law. Offenses that can result in immediate dismissal include, but are not limited to:

1. Possession, use, sale, purchase, or distribution on school property, or reporting to work under the influence of a drug/alcohol.
2. Falsifying or altering records.
3. Theft of school property.
4. Sabotaging or willfully damaging school equipment or the property of other employees.
5. Insubordination involving, but not limited to, defaming, assaulting, or threatening to assault a supervisor and refusing to carry out the order of a supervisor.
6. Fighting or provoking a fight on school premises.
7. Absence for three days without notice, in which event the employee will be deemed to have quit voluntarily.
8. Working for another employer without consent of the school.
9. Carrying concealed weapons on school property or during any school-sponsored event.
10. Treating a student in a cruel or inappropriate way.
11. Failure to perform professional duties.
12. Poor job performance.
13. Undermining the Academy’s code of ethics.

### **Final Pay**

Employees who leave the service of the school for any reason shall be entitled to all pay that may be due them, with the following qualifications:

1. Employees will be advised of their rights under the Consolidated Omnibus Budget Reconciliation Act of 1986 (COBRA) to continue health care coverage for themselves and their dependents at group rates at their own expense for up to 18 months.
2. An employee who is terminated or who resigns must return all office keys, identification, security cards and codes, any borrowed school property, including personal computer equipment and office materials and supplies, in such employee's possession to the executive director or his or her designee. Failure to return such items will result in delay in payment of final pay until all of Academy’s property is returned.

3. No information or copies of information, including but not limited to files, memos, computer-stored items, lists, or other similar information, may be taken by such employee without the express permission of the executive director or his or her designee.
4. The final date of employment is the final date on which the employee serves his or her duties at the school. It shall never be construed as the date upon which the employee receives his or her final pay.

### **Severance Pay**

Employees shall not be entitled to severance pay.

### **Exit Interviews**

All employees will strongly be encouraged to participate in an exit interview before leaving the Academy.

### **Faculty Responsibilities**

The first day of school for the 2014-15 academic year will be in September 2014, and the last day for teachers will be June 25, 2015. Teachers are expected to attend the four weeks of the Summer Teacher Workshop in July-August. Faculty should expect to be at school for at least eight hours, during the time frame of 7:30 a.m. until 6:15 p.m., subject to a staggered schedule for the teachers on a given teaching team approved by the principal. Faculty members are required to be present at all classes (their classes or training classes) or for other scheduled responsibilities. When not in the classroom or performing scheduled duties, faculty members are expected to be at school to attend all school meetings and assemblies, and to be available to students. The school phone will answered from 7:15 a.m. until 6:00 p.m. on regular school days. The office will be open from 7:30 a.m. to 6:00 p.m. on regular school days. Summer office hours will be from 9:00 a.m. to 3:00 p.m.

### **Leave and Absences**

Yalow Academy will not differentiate personal leave, bereavement leave, or sick leave. All staff members must request of the principal the use of leave, giving advance notice whenever possible, and all instructional staff should make every reasonable attempt to use leave so as to disrupt classroom instructional time as little as possible. All employees should use their best judgment in determining what constitutes "reasonable" leave-taking. As a general guideline, the school shall consider three days in the case of bereavement, five days for illness, and three personal days annually "reasonable." Additional days may be considered reasonable with sufficient explanation to the principal or executive director.

All absences and lateness must be reported directly to the principal or his or her designee by telephone by 6:30 a.m. In addition, all teachers in co-teaching classrooms are expected to call their classroom colleagues and report their absence. Leaving messages with another co-

worker is not acceptable. The Academy generally will not retain substitute teachers unless absolutely necessary. If one of the team teachers is absent a substitute will not be called; instead, the remaining team teacher is expected to take over the class. Teachers are expected to keep up-to-date lesson plans on file, which can be referred to in case of an absence. When an absence is planned, the staff member should communicate, in writing, to the principal or his or her designee, the days that he or she will be absent. If a teacher knows that he or she will be absent far enough in advance, it is that person's responsibility to make every effort to see that classes and other obligations are covered by another teacher. In-class and homework assignments should be carefully communicated to the class and to the teacher who will be covering for the absent one, and the principal should be informed of the arrangements made. A teacher must call the principal or his or her designee each day he or she is absent unless on an approved leave of absence. Failure to call in daily may result in disciplinary action, up to and including termination. Employees who are absent for three or more days and have not contacted the principal will be considered to have abandoned their employment, and school records will reflect that the individual voluntarily terminated his or her employment with the Academy. Faculty with excessive absenteeism or tardiness cannot perform their jobs effectively and disrupt the operation of the school. Therefore, excessive absenteeism or lateness may be cause for disciplinary action up to and including termination. Failure to notify the principal before the start of the school day or failure to call his or her designee will be considered an unexcused absence and will be subject to disciplinary action, up to and including termination. Teachers who must be absent for reasons other than illness must communicate, in writing, and arrange for their absence in advance with the principal.

### **Handling Emergencies**

All staff members are urged to familiarize themselves with the building facilities and the location of fire-fighting equipment; they are also encouraged to take the Red Cross training for first aid and child CPR offered periodically at the school. In emergency situations staff shall use their best judgment in following these procedures. If anyone needs immediate medical attention, use the school phone to call the main office and request whoever answers to contact 911. If the person has stopped breathing, tell the office to send someone trained in CPR to the classroom immediately. Be prepared to provide the following information:

- Your location and name;
- Child/person's name and age; and
- The child/person's condition and what if anything happened to cause the condition

Do not allow the person/student to be left unattended by an adult. The person who answers the office phone will contact 911, the nurse, and the principal. That person also will designate a staff person to wait outside the facility for the ambulance and emergency officials to arrive at the school entrance and escort them to the classroom. An appropriate senior staff member will stay in the office in case the EMS needs to contact the school and

make sure copies of the Emergency Contact Form and Before Providing Care Form are given to the appropriate medical emergency staff and the attending faculty member. The principal or his/her designee also will notify the student's/adult's family as soon as possible. Their contact information can be found on the Emergency Contact Form.

### **Reporting Responsibilities**

School personnel staff members are **mandated** to report **suspected** child abuse or neglect, and so need not be certain that a child is actually being abused, but need only to suspect abuse or neglect in order to report it. The following examples of "Red Flags" should be reported to the principal or his or her designee immediately:

- A child who talks about wanting to hurt or kill himself or herself.
- Any injury, mark, or bruise that looks concerning and for which there is no viable explanation.
- A child who complains that he or she cannot sit down because of spanking.
- Inappropriate sexualized behavior, either acting out or conveying knowledge that is not age appropriate.
- A child who expresses fear or concern about going home, about someone in his or her home, or about something happening at home.

School personnel who suspect that a child is being abused or maltreated should contact the principal in person as well as provide him/her with written documentation by using the Confidential Report of an Allegation of Child Abuse. Once this is completed, it is every teacher's responsibility to report the suspicion to the Association of Children's Services (ASC) with consultation of the principal. A child suspected to be a victim of abuse will not be allowed to leave school at the end of the day without first talking to the principal. In addition, all employees are **required** to report any allegations of child abuse in an educational setting to the principal. The term "educational setting" means the building and grounds of any school as well as vehicles used to transport students to and from school, field trips and extracurricular activities, and the sites where those activities take place. The principal should be notified of any such concerns and complete a Confidential Report of an Allegation of Child Abuse in an Educational Setting.

### **Confidentiality Policy**

School employees are required to preserve the confidentiality of any and all records containing personally identifiable information of students. Student records are confidential by virtue of the Family Educational Rights and Privacy Act (FERPA), the Individuals with Disabilities in Education Act (IDEA), state privacy laws, and other laws and regulations. School employees may not disclose personally identifiable information about school students unless they have been given clearance by the principal and are certain that the disclosure is permitted by law. All student records maintained in the central school office as well as in individual teacher's classrooms must be secured at all times. Only those employees with a legitimate need for access to a student's records may access such records

absent written parental permission. Therefore, absent a special reason, only faculty members who provide instruction or other services to a student should have access to his or her records. In addition, school employees who have access to Social Security numbers of school personnel are required to preserve the confidentiality of such information and disclose the information only for legitimate or necessary business purposes.

### **School Calendar and Holidays**

Each year the school will establish a school calendar that complies with the New York State Education Law relating to compulsory attendance. The Academy has discretion with regard to the dates of attendance. Unless exempted by the principal, all staff are expected to be in attendance on all days indicated by the school calendar, including the Summer Teacher Workshop. The school calendar should be consulted for dates on which the school is closed.

### **Weather Days and Other Closings**

The school may be closed due to inclement weather or other situations. An orderly process for notification of public media outlets and, if practical, parents shall be developed and implemented when necessary. The school will be closed on any regular school day when the New York City Department of Education cancels school due to inclement weather. At the discretion of the principal, any classroom days lost to closure due to inclement weather or other reasons may be made up by adding an equal number of days to what was scheduled to be the end of the school year.

### **Military Leave**

Members of the United States Army, Navy, Air Force, Marine, Coast Guard, National Guard, Reserves, or Public Health Service will be granted an unpaid leave of absence for military service, training, or related obligations in accordance with the Unified Services Employment and Re-employment Act of 1995 (USERRA).

## Attachment 8b: Resumé for Proposed School Leader

Alec H. Diacou



### Education:

- 1976 B.A. (Economics), The College at University of Chicago
- 1978 M.A. The Graduate School of Economics at the University of Chicago

### Experience:

- 2006 – present Chairman, “Yes the Bronx, Inc.,” which is a 501(c)(3) not-for-profit organization that runs a campaign to provide a unifying, iconic rallying point to replace outmoded negative stereotypes of the Bronx with a universally understood positive image and message—[www.yesthebronx.org](http://www.yesthebronx.org).  
  
Other programs include *Project Obesity*, an obesity awareness campaign; *Run For Your Life*, an obesity remediation effort to get Bronxites back in parks exercising; and “*We the people...*,” a 10-episode televised series on the U.S. Constitution and what it means for Bronx youth today—their rights, privileges, and obligations, to be broadcast on BronxNet.
- 2000 – present Preservationist, restoring historic Bronx homes from the 1920s.
- 1995 – 2002 DICO Partnership, currency and commodity trading.
- 1992 – 1995 Senior vice president, Sumitomo Bank Capital Markets. Head of the municipal finance practice, responsible for new business development and developing financing programs for public entities, including the Port Authority of New York & New Jersey and the City of New York. Developed the first derivative finance transaction for the City of Chicago and other public entities.
- 1981 – 1991 Bear Stearns & Co., vice president, Public Finance Department, responsible for new business development, including, among other things, serving as financial advisor to the State of Connecticut for alternative student college loans and the State of California Alternative Energy Source Finance Authority and Pollution Control Financing Authority for industrial projects. Part of founding team of bankers building project finance practice in solid waste resource recovery projects from New York to Pennsylvania and student loan financing programs.

Associate director, Fixed Income Trading. Started and ran the firm's short-term trading desk plus a \$2.5 billion book of business for municipal clients, managing a sales and trading desk.

1979 – 1981 Continental Asset Management, Fixed Income Investment Research, analyzing project financings across the country for power and water generation projects, including alternative energy for cities and public authorities. Recommended buy and sell decisions for \$3 billion dollar portfolio.

1978 – 1979 Global Lending Training Program, Chase Manhattan Bank, Corporate Bank.

### **Boards and Memberships**

2007 – present Assistant treasurer, Riverdale Senior Services, Inc. Member of finance committee for a senior center with a \$1.2 million budget, approximately 75% of which represents state and city grants.

2001 – present Advisory Board, New York Presbyterian/Allen Hospital.

1983 – 1986 Treasurer, Manhattan Punchline Theatre, non-profit comedy company  
Responsible for maintaining grants with New York State Council for the Arts and managing cash flows to maintain financial solvency.