

## Application Summary

Charter School Name	Westchester Academy of Science Charter School
Applicant Name(s)	Mehmet Ozhabes
Media Contact Name	Mehmet Ozhabes
Media Contact Email Address	info@westchesterscience.org
Media Contact Telephone Number	914-931-1495
District of Location	Yonkers City School District
Opening Date	September 4, 2014
Proposed Charter Term	Five Years
Proposed Management Company or Partners	None
Projected Enrollment and Grade Span During Charter Term	420, 6-12
Projected Maximum Enrollment and Grade Span	420, 6-12
<p><i>Mission Statement:</i> The Westchester Academy of Science Charter School aims to provide a rigorous learning environment for its students in science, technology, engineering, and math, and to instill the skills and knowledge needed for college, career, and citizenship. The school seeks to graduate students who can think critically and creatively, and who are committed to a lifetime of learning and civic involvement.</p>	

**School profile:** The Westchester Academy of Science Charter School (WASCS) will be located in the Yonkers City School District (YCSD) and is expected to serve students residing there due to admission preference. Initially, we will offer grades six, seven, and eight, serving 180 students; then, one grade will be added every year afterwards. The total number of students will steadily increase over five years to reach 420. In order to increase student achievement and reduce the achievement gap, WASCS will use the following key elements: Personalized education plans and an advisory system; a rigorous academic and social curriculum; an emphasis on STEM fields; infusion of technology; individualized instruction and an emphasis on motivating students; small class sizes; a small school size to foster a better school culture; innovative teaching methods and instructional strategies; an extended school day; Saturday and Summer Academies to provide extra academic support; home visits; a tutoring center; strong parent/student/school relationships; enhanced professional development; and data-driven instruction.

**School programs:** WASCS intends to employ innovative teaching methods to significantly improve student learning and achievement and increase learning opportunities for all students, particularly those considered at risk of academic failure. The school will focus on convincing the students, parents/guardians, and community at large of the personal and social necessity for highly educated, resourceful, independent thinkers. Because a college education is greatly beneficial in this regard, WASCS will strive to encourage its students to constantly devote themselves to acquiring one. School enrollment in Yonkers decreases significantly in the 18-19 age group. WASCS aims to prevent this through its focus on college preparation. Afterschool, weekend and summer schools will enhance students' college readiness. In addition, students will receive a rigorous education in

STEM fields. Providing STEM-focused education to a population with a large share of minority students will be beneficial to society, as the country needs more minorities choosing STEM fields in college. True to its technology focus, WASCS will implement an online student database system that will have up-to-date records on each student and will allow parents/guardians to monitor their progress in real time. Parents/guardians will be educated on how to use the system. At WASCS, a tablet PC will be provided for each eighth-grade student, and this will continue throughout the high school grades. To our knowledge, technology components like this in the WASCS design are not implemented in the YCSD.

The student population is growing, and is projected to grow. One contributing factor is the closure of parochial schools in the area. As a result, more Yonkers students are attending the YCSD. In the 2005-06 school year, for example, 78 percent of enrolled students attended the YCSD, and the rest attended public schools outside Yonkers, or private/parochial/charter schools in or outside Yonkers. In the 2010-11 school year, 82 percent of enrolled students attended the YCSD. The increasing population has created stress in the public school system and has resulted in overcrowded classrooms in Yonkers. In grades one through six, the average class size has grown from 22 in the 2006-07 school year, to 25 in 2010-11. The average class size for eighth-grade science was 28 in Yonkers in the 2010-11 school year, compared to 23 in the state and 22 in the county. By contrast, the average class size at WASCS will be just 20 students. Small class size will be a distinguishing feature of WASCS, something not available in the Yonkers public schools. This design element has generated a lot of enthusiasm and interest in the community towards WASCS.

**Governance:** The head of WASCS is the Board of Trustees, which is the governing body of the charter. Its fundamental responsibility is to keep the school focused on its mission and make sure that it is financially sustainable and operates in compliance with all applicable state and federal laws at all times. The Board will form committees, such as an executive committee, and committees on finance, academics, and community outreach and public relations, in order to fulfill its obligations more effectively. The school's Board of Trustees feels a responsibility to the Yonkers community. It has amassed extensive experience and expertise, ranging from academic study and college collaborations to experience with financials, parental involvement, and community outreach. Our staffing plan includes the number of administrative staff, full-time teachers, teacher aides, special education and ELL teachers, and non-instructional support staff needed to implement our design and mission effectively. Upon approval of the charter, the Board will have its first meeting to take up their positions, and one of the items on the agenda will be to hire a director. A hiring committee will be formed to advertise the position, to collect applications and review them, and to arrange for in-person interviews with the candidates. The committee will conduct a nation-wide search to form a pool of candidates who best meet the expectations and the requirements, by advertising through electronic and print media, and through community and educational organizations. WASCS will not discriminate with regard to race, gender, age, disability, religion or nationality. The developers of WASCS have extensively, over several years, conducted parental and community surveys and have met with community residents and leaders to garner interest in WASCS and design a school for the needs of the community. As a result, our proposal has gained strong support from more than a thousand Yonkers residents. WASCS has obtained several letters of support from community leaders and residents. All members of the community, without exception, emphasized the need for improved education in Yonkers. Most parents/guardians showed a strong interest in the school's STEM focus and were convinced that the founders can implement such a design, given their backgrounds. Many parents/guardians expressed their frustration with increasing class size, which makes it more difficult for their children to obtain individual attention from teachers/advisors.

**CERTIFICATION AND ASSURANCES STATEMENT**

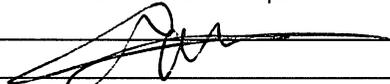
Proposed Charter School Name Westchester Academy of Science Charter School  
 Proposed School Location (District) Yonkers City School District

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

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

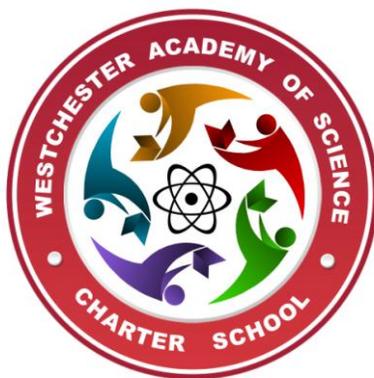
The applicant(s) also make(s) the following assurances pursuant to Section 5203(b)(3) of Elementary and Secondary Education Act (ESEA) and the Consolidated Appropriations Act, which will be incorporated into, and made a part of, the Charter School's charter, if granted, and be binding on the Charter 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>7</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>8</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>9</sup>

Signature of Applicants:	
Date:	March 7, 2013
Print/Type Name:	MEHMET OZHABES

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

# WESTCHESTER ACADEMY OF SCIENCE CHARTER SCHOOL



Presented to  
The New York State Education Department

March 15, 2013

[www.westchesterscience.org](http://www.westchesterscience.org)

# Table of Contents

<b>I. MISSION, KEY DESIGN ELEMENTS, ENROLLMENT, AND COMMUNITY .....</b>	<b>1</b>
A. MISSION STATEMENT AND OBJECTIVES.....	1
B. KEY DESIGN ELEMENTS.....	2
C. ENROLLMENT, RECRUITMENT, AND RETENTION .....	5
D. COMMUNITY TO BE SERVED .....	12
E. PUBLIC OUTREACH.....	17
F. PROGRAMMATIC AND FISCAL IMPACT .....	19
<b>II. EDUCATIONAL PLAN.....</b>	<b>20</b>
A. ACHIEVEMENT GOALS.....	20
B. SCHOOL SCHEDULE AND CALENDAR.....	22
C. CURRICULUM AND INSTRUCTION.....	24
D. ASSESSMENT SYSTEM.....	26
E. PERFORMANCE, PROMOTION, AND GRADUATION STANDARDS .....	27
F. SCHOOL CULTURE AND CLIMATE .....	28
G. SPECIAL STUDENT POPULATION AND RELATED SERVICES.....	32
<b>III. ORGANIZATIONAL AND FISCAL PLAN .....</b>	<b>40</b>
A. APPLICANT(S)/FOUNDING GROUP CAPACITY.....	40
B. BOARD OF TRUSTEES AND GOVERNANCE.....	42
C. MANAGEMENT AND STAFFING.....	44
C.1. CHARTER MANAGEMENT ORGANIZATION.....	47
C.2. PARTNER ORGANIZATION.....	47
D. EVALUATION .....	47
E. PROFESSIONAL DEVELOPMENT.....	49
F. FACILITIES.....	51
G. INSURANCE.....	52
H. HEALTH, FOOD, AND TRANSPORTATION SERVICES .....	53
I. FAMILY AND COMMUNITY INVOLVEMENT .....	53
J. FINANCIAL MANAGEMENT.....	55
K. BUDGET AND CASH FLOW .....	57
L. PRE-OPENING PLAN.....	58
M. DISSOLUTION PLAN .....	60
<b>IV. TABLE OF REQUIRED ATTACHMENTS.....</b>	<b>ERROR! BOOKMARK NOT DEFINED.</b>
ATTACHMENT 1: ADMISSIONS POLICIES AND PROCEDURES.....	<b>ERROR! BOOKMARK NOT DEFINED.</b>
ATTACHMENT 2: SAMPLES OF EVIDENCE OF COMMUNITY OUTREACH.....	<b>ERROR! BOOKMARK NOT DEFINED.</b>
ATTACHMENT 3A: SAMPLE DAILY SCHEDULES (ES, MS, AND/OR HS).....	<b>ERROR! BOOKMARK NOT DEFINED.</b>
ATTACHMENT 3B: FIRST YEAR CALENDAR FOR 2014-2015 .....	<b>ERROR! BOOKMARK NOT DEFINED.</b>
ATTACHMENT 4: STUDENT DISCIPLINE POLICY.....	<b>ERROR! BOOKMARK NOT DEFINED.</b>
ATTACHMENT 5A: CHARTER SCHOOL TRUSTEE BACKGROUND INFORMATION .....	<b>ERROR! BOOKMARK NOT DEFINED.</b>
ATTACHMENT 5B: BY-LAWS.....	<b>ERROR! BOOKMARK NOT DEFINED.</b>
ATTACHMENT 5C: CODE OF ETHICS.....	<b>ERROR! BOOKMARK NOT DEFINED.</b>
ATTACHMENT 6A: IF APPLICABLE: CMO INFORMATION .....	<b>ERROR! BOOKMARK NOT DEFINED.</b>
ATTACHMENT 6B: IF APPLICABLE: PROPOSED MANAGEMENT CONTRACT WITH CMO.....	<b>ERROR! BOOKMARK NOT DEFINED.</b>
ATTACHMENT 7: IF APPLICABLE: PARTNERSHIP INFORMATION .....	<b>ERROR! BOOKMARK NOT DEFINED.</b>
ATTACHMENT 8A: HIRING AND PERSONNEL POLICIES AND PROCEDURES .....	<b>ERROR! BOOKMARK NOT DEFINED.</b>
ATTACHMENT 8B: RESUME FOR PROPOSED DIRECTOR, IF IDENTIFIED.....	<b>ERROR! BOOKMARK NOT DEFINED.</b>
ATTACHMENT 9: BUDGET AND CASH FLOW TEMPLATE.....	<b>ERROR! BOOKMARK NOT DEFINED.</b>
ATTACHMENT 10: IF APPLICABLE: REPLICATION STRATEGIC/BUSINESS GROWTH PLAN.....	<b>ERROR! BOOKMARK NOT DEFINED.</b>

## Table of Figures

TABLE 1: FIVE-YEAR ENROLLMENT PLAN.....	6
TABLE 2: ENROLLMENT TARGETS ESTABLISHED BY THE BOARD OF REGENTS.....	7
TABLE 3: RETENTION TARGETS ESTABLISHED BY THE BOARD OF REGENTS.....	7
TABLE 4: PROJECTED FINANCIAL IMPACT OF WASCS ON THE YCSD BUDGET.....	19
TABLE 5: WASCS STUDENT ACHIEVEMENT GOALS WITH YCSD RESULTS AS BASELINE.....	21
TABLE 6: NUMBER OF PROGRAM UNIT-HOURS PER WEEK FOR EACH GRAD.....	23
TABLE 7: SAMPLE DAILY SCHEDULE FOR STUDENTS AND TEACHERS.....	24
TABLE 8: GRADUATION REQUIREMENTS.....	28
TABLE 9: GRADING SCALE.....	28
TABLE 10: FOUNDING GROUP.....	41
TABLE 11: PROPOSED INITIAL BOARD OF TRUSTEES.....	42
TABLE 12: STAFFING PLAN.....	47
TABLE 13: PARENT SATISFACTION SURVEY.....	48
TABLE 14: PROPOSED FACILITY.....	52
TABLE 15: INSURANCE COVERAGE.....	52
TABLE 16: PRE-OPENING PLAN.....	59
TABLE 17: DISSOLUTION PLAN.....	60
TABLE 18: SAMPLE SCHEDULE FOR 6TH GRADE.....	<b>ERROR! BOOKMARK NOT DEFINED.</b>
TABLE 19: SAMPLE SCHEDULE FOR 7TH GRADE.....	<b>ERROR! BOOKMARK NOT DEFINED.</b>
TABLE 20: SAMPLE SCHEDULE FOR 8TH GRADE.....	<b>ERROR! BOOKMARK NOT DEFINED.</b>
TABLE 21: SAMPLE SCHEDULE FOR SCIENCE TEACHER.....	<b>ERROR! BOOKMARK NOT DEFINED.</b>
FIGURE 1: A) YONKERS PUBLIC SCHOOLS ENROLLMENT AND B) PERCENT OF MEETING OR EXCEEDING STANDARDS.....	8
FIGURE 2: AVERAGE CLASS SIZES.....	9
FIGURE 3: A) YONKERS POPULATION AND B) HISPANIC SHARE OF POPULATION.....	13
FIGURE 4: A) MEDIAN HOUSEHOLD INCOME AND B) LANGUAGE SPOKEN AT HOME.....	13
FIGURE 5: A) EDUCATIONAL ATTAINMENT AND B) SCHOOL ENROLLMENT BY AGE.....	14
FIGURE 6: A) DEMOGRAPHIC DISTRIBUTION OF STUDENTS AND B) PERCENT OF STUDENTS MEETING OR EXCEEDING STANDARDS.....	14
FIGURE 7: PERCENT OF STUDENTS MEETING OR EXCEEDING STANDARDS.....	15
FIGURE 8: A) GAP BETWEEN STATE AND YONKERS AVERAGES IN MEETING OR EXCEEDING STATE STANDARDS AND B) MEAN TEST SCORE OVER TIME.....	16
FIGURE 9: FIRST YEAR CALENDAR.....	23
FIGURE 10: ORGANIZATIONAL CHART.....	44

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

## A. MISSION STATEMENT AND OBJECTIVES

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The mission of Westchester Academy of Science Charter School (WASCS) is to provide a rigorous learning environment for its students in science, technology, engineering, and math, and to instill the skills and knowledge needed for college, career, and citizenship. The school seeks to graduate students who can think critically and creatively, and who are committed to a lifetime of learning and civic involvement.

The faculty, administrators and educational environment of WASCS will motivate each student to strive for a successful post-secondary education. It has become evident in the recent economic crisis that college graduates are more likely to have a job, and earn more, compared to those with lesser degrees. The founders of WASCS consider college education a crucial phase in life that equips individuals with the skills, knowledge, and values needed to succeed in an increasingly complex global society and to contribute meaningfully to their communities.

The school administrators and teachers will transmit their vision of college education to the students, parents/guardians and the surrounding community. The school will partner with its parent community, with institutions of higher education, and with the high-technology business community to develop students who are confident in their competencies, as they learn through connections among science, technology, engineering and mathematics.

WASCS will pursue the objectives of Education Law § 2850(2):

1. WASCS will **improve student learning and achievement**. In the Yonkers school district, 45 percent of third-grade students met or exceeded standards in mathematics in the 2010-11 school year, compared to 60 percent for the state. In the eighth grade, only 27 percent met or exceeded standards compared to, again, 60 percent for the state. The rigorous learning environment at WASCS will not contribute to the widening achievement gap, but instead will close it.
2. WASCS will **increase learning opportunities for all students**, with a special emphasis on expanded learning experiences for students who are at risk of academic failure. WASCS will be located in Yonkers City, a city with a relatively high poverty rate, low family incomes and a large Hispanic and African American share of the population, particularly among school-age children. Hence, the school will serve and provide educational opportunities to many low-income minority students, English language learners and students with disabilities.
3. WASCS will **encourage the use of different and innovative teaching methods**. By adhering to its mission, WASCS will use enhanced technology in classrooms. Every student in grade 8 and higher will be given a tablet PC. WASCS founders anticipate that tablets will transform the way teachers teach and students learn.
4. WASCS will **create new professional opportunities for teachers, school administrators and other school personnel**. Because teacher quality and effectiveness are critical for high student achievement, WASCS will be committed to continually improving pedagogical practice in a professional climate through professional development.
5. WASCS will **provide parents/guardians and students with expanded choices in the types of educational opportunities** that are available within the public school system. WASCS will achieve this by providing STEM-focused education to primarily minority students, in a small school and small-class-size setting that allows for individual attention to each student.

6. WASCS will **be accountable for the success of its students**. To this end, achievement will be documented with good recordkeeping and will be tracked over time. Any deviation from targeted goals will be identified promptly and scrutinized, and the leadership of the school will be asked to address deficiencies.

## B. KEY DESIGN ELEMENTS

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WASCS strongly believes that every child can succeed academically when given a chance, if provided with a rigorous curriculum and an effective and structured learning environment. Our core educational belief has been described in Section I-A; it can be summarized as providing multiple opportunities beyond the classroom for students to realize and fulfill their academic potential. Essential to the realization of each student's academic abilities will be the establishment of an outstanding curriculum of high instructional quality. In addition, during school hours, at-risk students will receive one-on-one and small group tutoring. After school hours and during vacations, not only will WASCS make more academic tutoring available, but students can also participate in academic competitions; local, national, and international field trips; and a multiplicity of clubs and activities. Through these chances for engagement and relationship building, students will increase their cognitive development and develop a sense of attachment to the community at large.

WASCS key design elements directly derived from the school's mission, which also provide tangible evidence of the school's objectives in action. Additionally, key design elements and mission tenets are aligned with WASCS's objectives.

1. **Design Element: College preparation:** (*Mission Alignment:* College and Career Oriented; *Objective Alignment:* Learning improvement and Learning opportunities.)

A primary focus of WASCS will be enrolling all of its students into a four-year college. Preparing students for college will be a paramount goal of the WASCS. The recent economic crisis has proved the importance of having a college degree: there has always been a gap in the unemployment rate between college graduates and high-school only graduates, but that gap had more than doubled from 2.3 percentage points in 2007 to 5.6 in 2010, and still remains wide at 4.1 percentage points. Getting a college degree also assures higher earnings: Median weekly earnings for a worker with a high-school diploma is \$652, but bachelor's degree holders earn \$1,066, and master's and PhD holders earn even more<sup>1</sup>.

WASCS will create a college-bound culture and will provide an extensive and targeted curriculum aimed at college readiness. Enrolling all graduates at a college will be the most important feature and focus of the proposed charter school's educational model. WASCS will create a college-bound culture aligned in every way with the school's mission and will provide an extensive and targeted curriculum aimed at college preparation. Attaining a college degree is essential for our young people, who will be required to compete in the global economy of the 21st century. We believe a college degree to be necessary, not only for gainful employment, but also to provide young people with the skills, knowledge, and values they need. The school will organize college fairs, college visits, summer residential college programs, after-school and Saturday SAT programs, and more, to motivate students, without exception, to gain admission to a four-year university. Starting from sixth grade, students will take part in an ongoing college and career readiness program provided by dedicated school guidance counselors, to establish a culture of clear expectations. In addition, there will be a personal advisory and mentoring system in place for all students, which will

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<sup>1</sup> Bureau of Labor Statistics, Current Population Survey, 2012.

ensure that they receive the guidance and support they need to be successful, both academically and socially.

**2. Design Element: Focus on STEM:** (*Mission Alignment:* Focus on STEM; *Objective Alignment:* Learning improvement, Learning opportunities, and Innovative Teaching Methods.)

WASCS will contribute to the increased demands on our education system in supporting a knowledge-based economy. For most of the 20th century, the US had the most educated workforce and population in the world. That advantage is now eroding as other nations are catching up. On international tests of performance, 15-year-olds in the US, on average, trail behind their peers in many other developed nations. This assessment is based on Organisation for Economic Co-operation and Development's (OECD) Programme for International Student Assessment (PISA). According to the 2009 PISA results, the US ranks 31st among 65 countries in mathematics, and 23rd in science. A wide variety of studies have raised concern that the US is failing to meet the STEM education needs of U.S. students, with serious implications for our scientific and engineering workforce of the 21st century.

The issue is already impacting our economy. In 2011, Deloitte and the Manufacturing Institute reported<sup>2</sup> that as many as 600,000 jobs are unfilled due to skills gap. This is striking given the weak state of the economy in 2011 with unemployment rate averaging a high 8.9%, and given that the US manufacturing industry had lost 6 million jobs in the past decade. The study found that the greatest shortages are associated with skilled production workers, technologists, scientists, and design engineers. Manufacturers also reported that largest deficiencies in current employees are inadequate problem solving skills, lack of technical training, inadequate technology and computer skills, and inadequate math skills.

It is evident that to maintain the leader status in the global economy, we need to ensure that every student has STEM competencies upon graduation from high school, and a greater number of students move onto postsecondary education and training in STEM disciplines. The issue has become a national priority as President Obama in his most recent State of the Union address said: "Tonight, I'm announcing a new challenge to redesign America's high schools so they better equip graduates for the demands of a high-tech economy. We'll reward schools that develop new partnerships with colleges and employers, and create classes that focus on science, technology, engineering, and math – the skills today's employers are looking for to fill jobs right now and in the future." A key design element of WASCS is to develop collaborations with local and national technology firms, university research centers and community based-organizations, in order to provide opportunities for students to get involved in STEM-related fields.

A further need in this regard is to give more STEM education to minority students. The National Action Council for Minorities in Engineering (NACME) reports that African Americans, American Indians, and Latinos constitute 32 percent of the nation's undergraduate students, yet today, fewer than 12 percent of baccalaureate engineering graduates are underrepresented minorities. WASCS aims to fulfill a crucial role in this regard with its STEM focus, since Hispanics and African Americans constitute three-quarters of Yonkers student population.

The curriculum will focus on science, technology, engineering and math (STEM), which provide the foundation needed for entry into college and into careers in technical fields. STEM education is a high national priority because of a lack of skilled workers in these fields. A tablet PC will be provided for each eighth grade student, and this will continue through high school grades. In

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<sup>2</sup> <http://www.themanufacturinginstitute.org/~//media/A07730B2A798437D98501E798C2E13AA.ashx>

addition to collaborations with industry, WASCS will implement a STEM curriculum by encouraging students to participate in the following activities, events and competitions:

*Science and Math Camps:* Accompanied by teacher-coaches and parent chaperones, students will participate in competitive science and/or math camps that will involve three to four days of intensive study, combined with college tours and meetings with professors.

*Science Fairs:* WASCS will organize science fairs for every year of its operation. Students will use computers extensively while preparing for these fairs.

*Science Olympiads:* WASCS students will participate in Science Olympiads. Each year, these competitions bring together students who have cross-trained in science disciplines in preparation for competition in a variety of events, with an emphasis on active, hands-on group participation. The fairs require a well-planned, long-term commitment, along with training that instills discipline. Students who participate in Science Olympiads have an opportunity to interact with students from many other schools and to learn to appreciate diversity while competing.

*Robotics:* Students at WASCS will receive an introduction to engineering by participating in a competitive Robotics team. Robotics team activities will be offered during school, after school and on Saturdays. Participation in the Robotics Program promotes hands-on application of the STEM curriculum, in an environment where problem solving calls upon students' emerging engineering skills.

- 3. Design Element: Small school setting and personal attention:** (*Mission Alignment:* Rigorous learning environment, Critical and Creative Learning, and College Preparatory; *Objective Alignment:* Learning opportunities, Innovative teaching methods, Performance-based accountability.)

WASCS will begin its first year with 180 students in grades 6 through 8. Based on the low-achievement data for Yonkers students in grades 3-8, we recognize the need for students to achieve grade-level standards. To this end, all students will be assessed when they enroll, and a Personal Education Plan will be devised for them. Extra academic support will be in place for students, including one-on-one and small group instruction, an extended school year, and Saturday and summer sessions.

WASCS will also offer regular, extensive tutoring assistance during and after school, during vacations and on weekends, to students in need of additional instruction or desiring academic stimulation. After-school programs will also be a part of a more comprehensive approach to giving more young people a chance to discover an interest in STEM and to choose degrees and careers in STEM fields.

- 4. Design Element: Parental involvement:** (*Mission Alignment:* Lifetime of Learning; *Objective Alignment:* Choice for parents and students.)

WASCS believes in a powerful partnership involving the student-teacher-parent triad. This partnership will provide and empower our youth with the support necessary to reach their highest potential intellectually, socially, emotionally and physically, building on the WASCS promise to aid in their preparation for college and career. In order to foster strong parental involvement, teachers will be asked to make home visits to acquire an understanding of students' challenges. Giving parents/guardians real-time access to student data will enable them to become actively involved in their children's ongoing performance. WASCS values an open door policy with our parents/guardians and families and encourages them to visit school regularly.

WASCS will formally inform parents/guardians of their child's progress in school, formally invite parents/guardians to attend events and meetings at the school, and meet regularly with parents/guardians individually or as a group. Parents/guardians will have opportunity to serve as chaperones on class trips and at dances and to regularly support class enrichment activities such as cultural festivals. Parents/guardians will be supported both through formal programs offered by the school and on a one-to-one basis when a personal issue is brought to our attention. Some typical topics of formal programs include College Planning, Financial Aid, Dating Abuse, Techniques of Effective Parenting, and Parental Responsibilities Regarding Bullying. Parents/guardians and students will participate in decision making through regular school climate surveys, by which the concerns of parents/guardians and students can be identified.

**5. Design Element: Civic engagement:** *Mission Alignment:* Citizenship and civic involvement; *Objective Alignment:* Learning improvement, Choice for students and parents.

WASCS strongly believes that students ought to be provided with the opportunity to develop the knowledge, skills, and attitudes needed to become competent, responsible, and engaged citizens in a learning environment where they understand the impact of their actions or inaction on the community around them. WASCS will provide thoughtfully organized activities and events that will focus on valuable skills such as leadership, collaboration, decision making, responsibility, critical thinking and problem solving.

An essential component is providing structured time for students to reflect on their experiences and take a deeper look at the underlying causes behind the problems they deal with, thereby encouraging them to work toward a more sustainable solution, and creating a greater sense of community. For example, if students are cleaning a nearby stream in support of a municipal beautification project, they can meet with local officials and learn about the workings of government. In addition, they can learn about the environmental need for clean streams and support for ecosystems. Furthermore, they can be provided with information about fields of study in higher education and associated environmental, scientific and government careers.

### C. ENROLLMENT, RECRUITMENT, AND RETENTION

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In the first year of its operation in 2014-2015 school year, WASCS will have 180 students in grades 6, 7 and 8, with 60 students in each grade. In each successive year, WASCS will accept a new class of 60 students in the 6th grade, eventually reaching grades 6 through 12, with a total population of 420 students. Please see Table 1 for projected enrollment for first charter term. Class size, on average, will be 20 students.

WASCS school design was chosen for educational benefits of small school, small class size, while ensuring sufficient scale to attain fiscal viability. There are many advantages of small school, small class size: (1) Students are at the center of the school. (2) Discipline is usually not a serious problem, thereby resulting in an increase in time spent learning. (3) Teachers still have a sense of control over what and how they teach. (4) A minimum of bureaucracy allows for more flexibility in decision making. (5) The school will more likely be learner-centered with strong emphasis placed on individualized and small group instruction. (6) Small school size will create a tight-knit school community between students, teachers, administrators and school board members suitable for the academic advancement of a student body in Yonkers with a large share of minority students (7)

Parent and community members would be more involved in the school compared to larger schools<sup>3</sup>.

**Table 1: Five-year Enrollment Plan**

Grades	Ages	Year 1	Year 2	Year 3	Year 4	Year 5
		2014–15	2015–16	2016–17	2017–18	2018–19
6	11	60	60	60	60	60
7	12	60	60	60	60	60
8	13	60	60	60	60	60
9	14		60	60	60	60
10	15			60	60	60
11	16				60	60
12	17					60
<b>Total</b>		<b>180</b>	<b>240</b>	<b>280</b>	<b>320</b>	<b>420</b>

The addition of one grade per year will allow steady expansion of the school to its target capacity. This will help integrate new students to the school culture with minimal disruption. The steady expansion plan will also allow hiring quality teachers and establish a healthy school culture at a gradual pace. For grades 6 through 10, WASCs will “backfill” any seats vacated by attrition, but will not accept new students for grades 11 and 12. WASCs has accounted for attrition at 10 percent for grades 11 and 12 in its budget.

Aligned with the Education Law §2854(2), the school shall enroll each eligible student who submits a timely application by the first day of April each year. Application forms will be available in both English and Spanish. If the number of timely submitted applications of eligible students for admission to WASCs exceeds the capacity of available seats, students will be accepted for admission from among such applicants by a random selection process (lottery), which will be held in two weeks after the April 1 deadline. WASCs will give preferences to returning students, siblings of students already enrolled in the school and students who reside in YCSD.

WASCs is going to ensure that enrollment for each year of the charter will meet or exceed the enrollment targets established by the Board of Regents as shown in Table 2. For free- and reduced-price lunch students (FRPL), English language learners (ELL), and students with disabilities (SWD), WASCs will have target percentages as in the column labeled “unadjusted target” in Table 2. To achieve these targets, WASCs will set aside a certain fraction of every incoming lottery cohort for these students. The share will be determined at each year so as to make the school average consistent with the shown targets. At no point, WASCs intends to have enrollment share of FRPL, ELL, and SWD students below the thresholds shown in the column labeled “effective target” in Table 2. Should the averages come close to the effective targets, the school will intensify its outreach efforts for those student groups.

<sup>3</sup> Education Resources Information Center (ERIC)  
[http://www.education.com/reference/article/Ref\\_Advantages\\_Small/](http://www.education.com/reference/article/Ref_Advantages_Small/)

**Table 2: Enrollment Targets Established by the Board of Regents**

School-year	Grade span	Free- and Reduced-Price Lunch Students		Limited English Proficient Students		Students with Disabilities	
		Unadjusted Target	Effective Target	Unadjusted Target	Effective Target	Unadjusted Target	Effective Target
2014–15	6th-8th	84.8%	79.9%	19.6%	15.2%	16.6%	12.5%
2015–16	6th-9th	85.2%	81.1%	18.9%	15.1%	16.4%	12.9%
2016–17	6th-10th	85.3%	81.6%	17.7%	14.4%	15.9%	12.7%
2017–18	6th-11th	85.2%	81.8%	16.7%	13.8%	15.4%	12.5%
2018–19	6th-12th	84.8%	81.7%	16.2%	13.4%	14.9%	12.3%

Similarly, WASCS is going to ensure that retention for each year of the charter will meet or exceed the targets established by the Board of Regents as shown in Table 3. These targets are calculated using Potential Retention Targets Calculator provided by NYSED at enrollment targets provided in Table 2 for each of the FRPL, ELL, and SWD students. At no point, WASCS intends to have retention rates for FRPL, ELL, and SWD students below the thresholds shown in the column labeled “effective target” in Table 3.

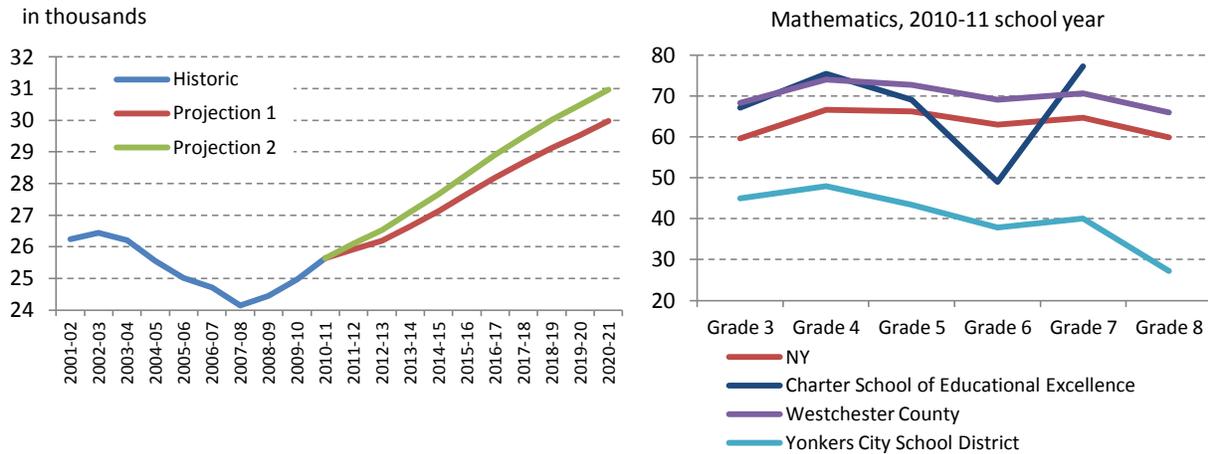
**Table 3: Retention Targets Established by the Board of Regents**

School-year	Grade span	Free- and Reduced-Price Lunch Students		Limited English Proficient Students		Students with Disabilities	
		Unadjusted Target	Effective Target	Unadjusted Target	Effective Target	Unadjusted Target	Effective Target
2014–15	6th-8th	87.7%	82.7%	88.4%	76.7%	79.7%	65.4%
2015–16	6th-9th	87.0%	82.6%	87.9%	77.7%	78.8%	66.4%
2016–17	6th-10th	86.8%	82.9%	86.8%	77.4%	78.6%	67.5%
2017–18	6th-11th	86.6%	83.0%	86.0%	77.0%	78.4%	68.1%
2018–19	6th-12th	87.5%	84.4%	86.6%	78.4%	79.4%	69.9%

Student population in Yonkers has been rising and is projected to rise even further. Student enrollment has been increasing since 2007-08 school year by around 500 students each year. According to a study conducted in February 2011 by Statistical Forecasting LLC, which was retained by the Yonkers Public Schools to project student enrollment, the increasing trend will continue. The number of enrolled students is projected to increase by around 2.5 thousand in five years, and 5 thousand in 10 years, from 25.6 thousand in the 2010-11 school year, with most of the increase coming from Hispanic students.<sup>4</sup> From opening till full capacity, WASCS will be able to absorb less than 20 percent of the projected increase in student population during that time period; hence, we do not expect any difficulty in finding students for admission.

<sup>4</sup> Demographic study for the Yonkers Public Schools, February 2011, Statistical Forecasting LLC; Projection 1 and Projection 2 are for CSR-4 year and CSR-3 year methods respectively.

**Figure 1: a) Yonkers Public Schools Enrollment and b) Percent of Meeting or Exceeding Standards**



The only charter school in Yonkers is Charter School of Education Excellence. This school performs well above Yonkers district average. The percent of students meeting or exceeding standards generally exceeds state averages, and is even comparable to Westchester county averages. We were informed by officials in this school that they have a long waiting list at every grade. The strong academic performance of this school has created parental demand for charter schools in Yonkers, which will help WASCS in student recruitment.

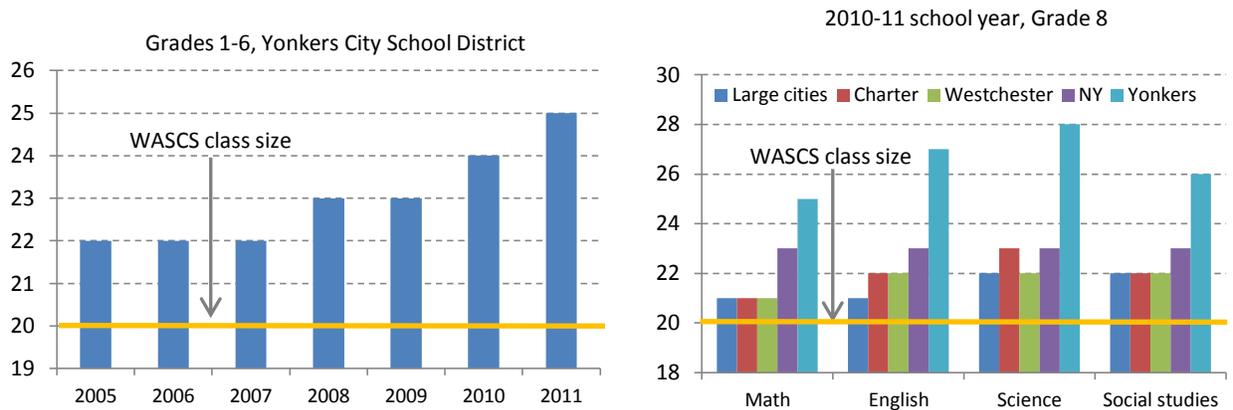
One contributing factor to increasing student population is the closure of Parochial Schools in the area. As a result, more Yonkers students are attending Yonkers public schools. In 2005-06 school year, for example, 78 percent of Yonkers students attended Yonkers Public Schools, but in 2010-11 school year, 82 percent of enrolled students attended Yonkers Public Schools.<sup>5</sup> The increasing population has created stress in the public school system with overcrowded classrooms. The Superintendent’s “State of the School District” presentation dated October 16, 2012 cites “Every imaginable space was used for core programs and many class sizes have grown. Many schools use art rooms, music rooms, libraries and former storage for instructional space.”<sup>6</sup>

In grades 1 through 6, average class size has grown from 22 in 2006-07 school year, to 25 in 2010-11. Average class size for grade 8 science was 28 in Yonkers in the 2010-11 school year, compared to 23 in the state and 22 in the county. By contrast average class size at WASCS will be just 20 students. Small class size will be a distinguishing feature of WASCS, not available in Yonkers public schools. This design element has generated a lot of enthusiasm and interest in the community towards WASCS. Due to this, we expect significant demand from parents in Yonkers to enroll their children at WASCS.

<sup>5</sup> Demographic study for the Yonkers Public Schools, Table 3, February 2011, Statistical Forecasting LLC

<sup>6</sup> “State of the School District”, <http://www.yonkerspublicschools.org/superintendent-reports.php> by Bernard P. Pierorazio, Oct 2012.

**Figure 2: Average Class Sizes**



There are about 1,800 students in 5<sup>th</sup> grade enrolled in Yonkers Public Schools, who can potentially enroll in WASCs at the 6<sup>th</sup> grade. After the first year, WASCs will enroll only 60 new students at this grade, which we expect to easily attract out of 1,800 students, given our STEM focused college-preparatory school design.

To assess parental demand, we conducted surveys among Yonkers population and found out that more than 1,100 target parents (i.e., parents with children who will be attending grades 6 through 8 in 2014-15 school year) will consider enrolling their children at WASCs, once it is chartered. As a result, we do not anticipate any difficulty in finding students to recruit at WASCs.

**Recruitment:**

Information about the WASCs and the admission process will be disseminated throughout the city via flyers, bulletins, media and direct mailings. At open houses held in the spring, prospective students and their parents or guardians will hear a comprehensive presentation about the school. Discussions will include the school’s academic program, the schedule for an extended school day and year, and expectations for student behavior and parental involvement.

Interested parents and guardians who do not attend one of the school’s springtime open houses will be provided with a packet of written materials covering all the topics formally discussed at the open houses, and a meeting will be scheduled with appropriate school staff for interested parties to verbally review all the materials and answer any questions.

It is important that the school ensures students and parents/guardians understand the school’s values and its academic and social expectations before they make a decision to enroll their children. The school will take whatever additional steps are deemed necessary to make sure that parents/guardians are provided with this important information.

WASCs will specifically implement the following for its recruitment efforts:

- Provide information about WASCs and admission process in our school website as well as Facebook and Twitter accounts.
- Publicize the school through flyers in both English and Spanish, and deliver it to public places as community settings, including public schools in the neighbor municipalities, libraries, recreation centers, laundromats and local shops and bodegas, community events, nursery schools, public housing developments, and other appropriate places.

- Target students who reside in the inner-city and lower socio-economic regions of the City of Yonkers and surrounding communities and reach out in particular to students who are eligible for the free and reduced price lunch (FRPL) program, and who compose approximately 69 percent of Yonkers student population.
- Provide our school information to all elementary and middle schools within Yonkers.
- Ensure that marketing materials highlight our mathematics, science and technology emphasis and college preparatory focus.
- Provide information about our school with brochures, etc. to the Special Education Coordinator or teacher at Yonkers Public Schools, particularly those with SWD share above district average.
- Hold open houses to introduce our school to target populations.
- Advertise in local newspapers and TV channels.

WASCS will target all students who reside in the Yonkers and surrounding communities, and will reach out in particular to students who are eligible for the free and reduced lunch program. WASCS will adopt the following best practices in order to meet and exceed the free and reduced lunch–eligible students: a) targeted mailings to all Yonkers residents who have school age children; b) media spots, including low profile and free news outlets to reach out to lower socioeconomic populations; and c) active recruitment in the low-income neighborhood where students are generally eligible for the free and reduced lunch program. We believe that our parents, who will be mostly from the lower-socioeconomic population, will be our best advocates in their communities to attract new students from the same surroundings.

To attract and recruit English language learners, the school will reach out to Hispanic neighborhoods in Yonkers and disseminate informational materials regarding the school in Spanish. In addition, the school will employ staff from various communities to have direct connection. In the flyers and informational meetings, the special education and ELL services will be emphasized to attract students from those populations.

WASCS recognizes the fact that it is a challenge for charter schools to meet and exceed their local district in terms of the number of students who need special education services. WASCS will put forth good-faith efforts to meet or exceed enrollment and retention targets, as prescribed by NYSED, which will be comparable to the Yonkers City School District ratios, as stated above. To achieve this goal, during open house recruitment sessions, WASCS will actively seek out families who have children with disabilities and communicate qualifications of our instructors in detail during the enrollment process. We will inform them of the programs we offer for students with disabilities and qualifications of the instructors in detail during the enrollment process. All of our brochures will indicate that all students are welcomed, and that the school has resources for students who are in need. By receiving these resources in a smaller setting, it is to the students' advantage.

Ms. Madelline Gomez, proposed school board member and a special education teacher, will be instrumental in policy making for recruitment and retaining students in need of special services. School's advisory group will also include parents of students with disabilities. In addition, in our flyers and informational meetings and showcases, special education services will be emphasized even further to attract students with disabilities. Our school's catalog will include a special section for special education services. For better retention rates, we will make sure the students receive the

required special education services through diligent contact with parents and the students' home school districts in a timely manner.

We will make sure the regular classroom teachers are updated about the special requirements of the students with disabilities so that students with disabilities will feel comfortable to remain at WASCS.

**Retention:**

The WASCS retention program, in general, is subsumed under the overarching goal of providing a safe, belonging environment where students feel accepted, nurtured, and motivated. A key element of the school's retention program is to involve students in short- and long-term extracurricular activities that will not only improve students' connectedness and relationships with other students and staff members, but also identify and develop students' interests and capabilities. WASCS will conduct two annual satisfaction measurements as part of its retention program: a survey and an essay competition. In the event that a student withdraws from the school for reasons other than relocation or graduation, we will attempt to conduct an exit interview to determine factors which led to their withdrawal. The Board of Trustees (BoT) and school leadership will review survey and exit interview data, as well as anecdotal responses. A retention improvement plan will be created if a problem in retention exists, and the BoT and school leadership will strategically design and assure implementation of an improvement plan.

We will establish a positive school culture, and students will strive continually for excellence, as they are exposed to college visits, and math, science and robotics competitions. Our special needs students will receive all instruction and modifications, as outlined in their IEPs. In addition, we intend to mainstream our students to the greatest extent possible and ensure that they receive the support they need to be successful. Materials to be sent home will be written in both English and Spanish, particularly since 53 percent of Yonkers students are of Hispanic descent. Our ELLs will receive the support they need to thrive. Our school culture will embrace and respect students' diversity. Students will feel welcome and will experience tremendous progress. Title 1 funds will be set aside for students who qualify for free or reduced-price meals and are not meeting grade-level standards, to provide them with the additional resources to help them succeed academically in ELA and mathematics. As students and parents/guardians see this progress, they will want to stay within our school's learning zone.

**Application, Admission, and Enrollment Process:**

Admission to WASCS shall not be limited on the basis of intellectual ability, measures of achievement or aptitude, athletic ability, disability, race, creed, national origin, religion, or on any other ground that would be unlawful. All children who would be eligible for enrollment in public schools in New York State in the available grades will be eligible to enroll in the charter school, subject to availability and the process set forth below.

WASCS will admit each student eligible for public school that submits a timely application, unless the number of applications exceeds the capacity of the student's requested grade level or of the school building. If the number of eligible applications for admission exceeds the spaces available for students, a random lottery will be held as defined below.

Interested parents/guardians will be required to complete and submit an application form, which will be made available at the school in hard copy, on the school's website as an online version,

and at the school's open houses. Both online and hard copy application forms will be the exact mirror of the template application form distributed by NYSED<sup>7</sup> on November 18, 2011.

The school will make staff available to any parent or guardian who needs help completing the application. The application must be submitted to the school by April 1, for enrollment the subsequent fall. The school may extend the application submission period if the enrollment need exists. Students who apply by April 1 will be accepted to WASCs, contingent upon available space. Students who apply after the application deadline will be placed on a waiting list.

If the number of eligible applications for admission exceeds the spaces available for students, a random lottery will be held. Such a lottery will be open to the public, and attended and/or audited by a representative of a disinterested outside organization. The school will hold this lottery within the month of April, and the date will be announced to the public. The enrollment preferences will be as follows: first preference will be given to students returning to the charter school; second preference will be given to siblings of students enrolled in the charter school; and third preference will be given to students residing in the Yonkers City School District.

Separate waiting lists will be maintained for each grade level upon reaching capacity. The random lottery process used for student admission also will serve to place students in preferential order on these waiting lists.

Whenever a vacancy occurs, either prior to the start of a particular school year or during the course of that school year, the school will contact the parent or guardian of the student next on the appropriate waiting list. Reasonable and multiple attempts will be made to contact the family of the student on the top of the waiting list and get confirmation of whether the student is still interested in enrolling at the charter school before proceeding to the next name on the list. If reasonable and multiple attempts to contact the student's parents/guardians are unsuccessful, the school may remove that student from the waiting list. Documentation of the attempts made to contact the parents/guardians of any student removed from the waiting list shall be maintained by the school. Waiting lists will not be carried over from year to year, but instead the waiting list for each year will be derived from the random lottery and late application. Each year, the school will send a new enrollment application directly to the parents/guardians of each child on the prior year's waiting list.

Parents/guardians of students, who are admitted, will be sent a certified admission notice and will be asked to submit all the required forms (such as birth certificate; immunization records; the most recent report card; proof of residency; a copy of the most recent IEP (Individualized Educational Programs), if applicable; physical and dental exam done within 12 months) to complete the student's enrollment. Parents/guardians will have one month to complete the enrollment; if that time period elapses, the school will follow the process to fill any vacancy, as described above.

#### D. COMMUNITY TO BE SERVED

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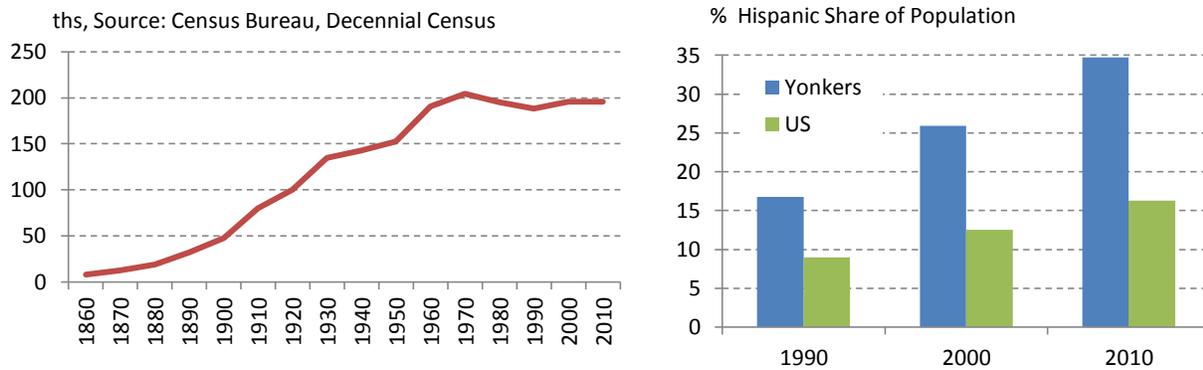
Located in Westchester County and two miles north of Manhattan, Yonkers is one of the oldest and largest cities in New York State. After growing continually in the eighteenth and the first half of the twentieth century, the population stabilized at around 200,000 in the 1960s. However, even with this stability, there have been important shifts in demographic distribution over the past decades. Most important, the Hispanic share of the population has been increasing. Currently at 35 percent, this share was 17 percent in 1990 and is more than twice the national rate. Likewise, the share of the African American population increased from 14 percent in 1990, to 19 percent in 2010. This shift in

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<sup>7</sup> <http://www.p12.nysed.gov/psc/documents/NYSCSUniformAppFormDirectionstoCSforUseNov2011.doc>

demographics has implications for the education system, which WASCS founders are accounting for in the school design.

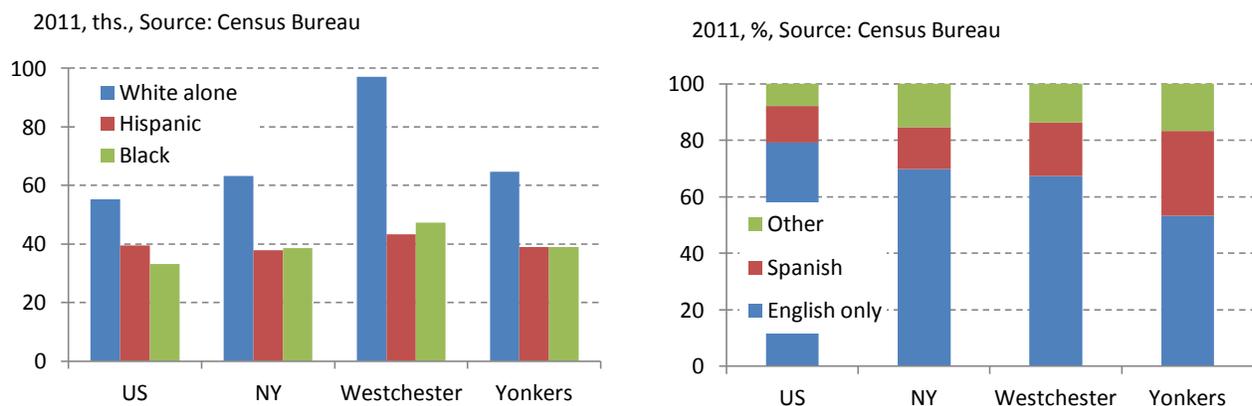
**Figure 3: a) Yonkers Population and b) Hispanic Share of Population**



Typically, Hispanic and African American populations earn less than non-Hispanic Whites. A larger share of minorities implies lower earnings in the city. In fact, the median household income was \$50.6 thousand in 2011, compared to \$77.0 thousand in Westchester County and \$55.2 thousand in New York State overall.<sup>8</sup> The poverty rate is also higher in Yonkers, at 15.2 percent in 2011, compared to 7.5 percent for Westchester County, 12.3 percent for New York State, and 11.7 percent for the country.<sup>9</sup> The success of students is partially determined by the socioeconomic status of parents/guardians; hence, the lower socioeconomic status of parents/guardians in Yonkers creates an achievement gap for students compared to state averages, which must be addressed through the school system.

The income situation of families in Yonkers is also reflected in the student population. The share of students eligible for free lunch was 61 percent in Yonkers in the 2010-11 school year. Another 8 percent was eligible for reduced-price lunch. Only 26 percent of students are eligible for free lunch in Westchester County, and 42 percent of students in the state.

**Figure 4: a) Median Household Income and b) Language Spoken at Home**

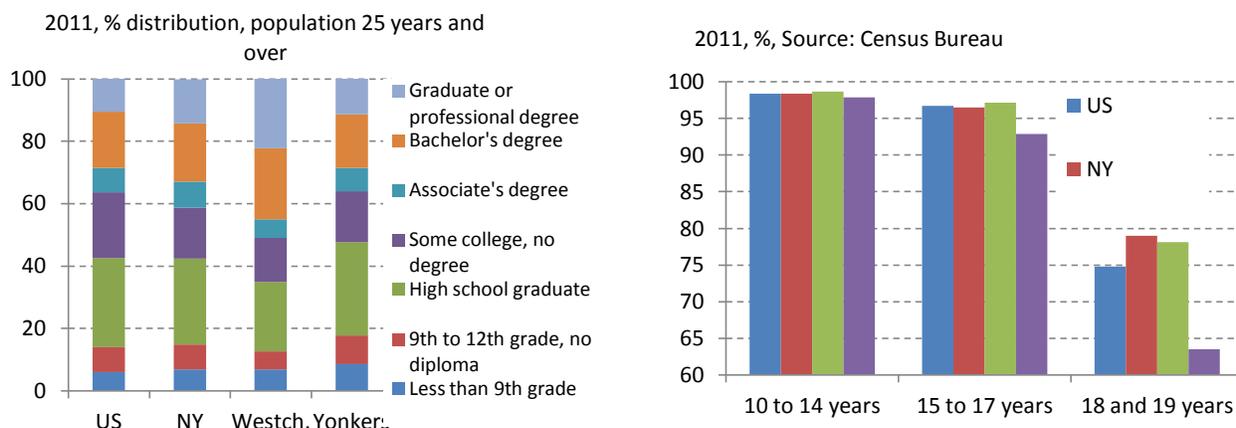


<sup>8</sup> 2011 American Community Survey 1-Year Estimates, Table S-1903

<sup>9</sup> 2011 American Community Survey 1-Year Estimates, Table DP-03

About 30 percent of the population in Yonkers is foreign-born, and more than half of those are from Latin America.<sup>10</sup> Back in 1990, the share of the foreign-born population was 20 percent. The largest source countries are the Dominican Republic, accounting for 15 percent of the foreign born population; Mexico, accounting for 13 percent; India for 7 percent; Jamaica and Italy for 5 percent; and Ecuador for 4 percent. Due to this demographic mix, English is not the primary language spoken at home for many Yonkers households. The language spoken at home is English for only 53 percent of the population, and Spanish accounts for 30 percent of population.<sup>11</sup> As a result, a large share – 13 percent – of the student population in Yonkers is English language learners, compared to 8 percent for the state.<sup>12</sup> According to the Yonkers Public Schools, in the 2009-10 school year, about 2,700 of the 25,000 students in the public school system were foreign-born.<sup>13</sup> WASCS will have special programs for ELL students.

**Figure 5: a) Educational Attainment and b) School Enrollment by Age**



The educational attainment of the population 25 years and older in Yonkers is not materially different than the country or state averages; however, school enrollment for the younger population is lower than in the state.<sup>14</sup> Enrollment starts declining relative to county, state and country for the 15- to 17-year-old population. The gap widens significantly for the 18- to 19-year-old group: only 63 percent of this cohort is enrolled in school in Yonkers, compared to 78 percent in the county, 79 percent in the state, and 75 percent nationwide!<sup>15</sup> Students in this age cohort typically graduate from high school and enter college. WASCS will motivate all of its students to complete high school and enter a four-year college, through its intensive college preparatory programs.

In the next section, we will evaluate student data from New York State Report Cards,<sup>16</sup> and compare the Yonkers City School District with New York State, Westchester County, all charter schools in the state, and large cities in the state. Large cities include Yonkers, Rochester, Buffalo and Syracuse – districts similar to each other, according to the Department of Education’s categorization of the districts in the state.

**Figure 6: a) Demographic Distribution of Students and b) Percent of Students Meeting or Exceeding Standards**

<sup>10</sup> 2011 American Community Survey 5-Year Estimates, Table B05006

<sup>11</sup> 2011 American Community Survey 1-Year Estimates, Table S1601

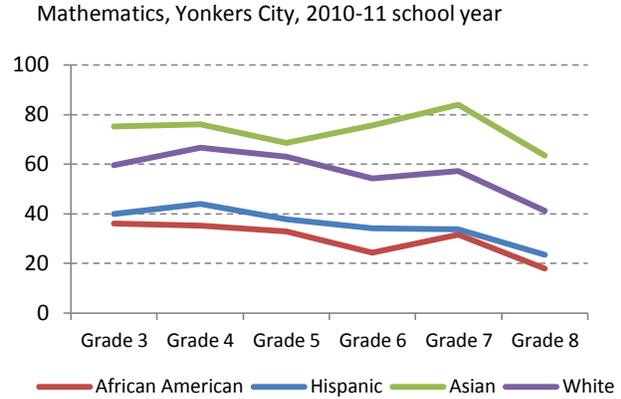
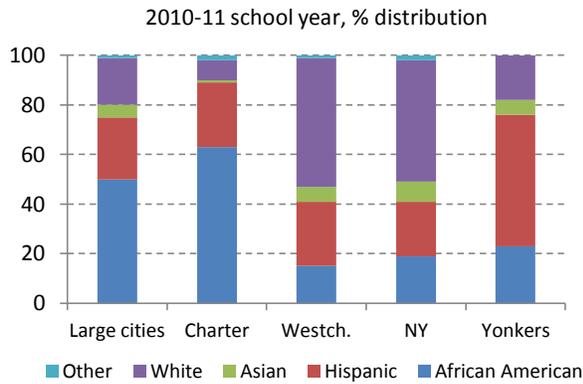
<sup>12</sup> 2010-11 school year, New York State Report Cards, <https://reportcards.nysed.gov/>

<sup>13</sup> Demographic study for the Yonkers Public Schools, February 2011, Statistical Forecasting LLC

<sup>14</sup> 2011 American Community Survey 1-Year Estimates, Table S1501

<sup>15</sup> 2011 American Community Survey 1-Year Estimates, Table S1401

<sup>16</sup> New York State Report Cards, <https://reportcards.nysed.gov/>

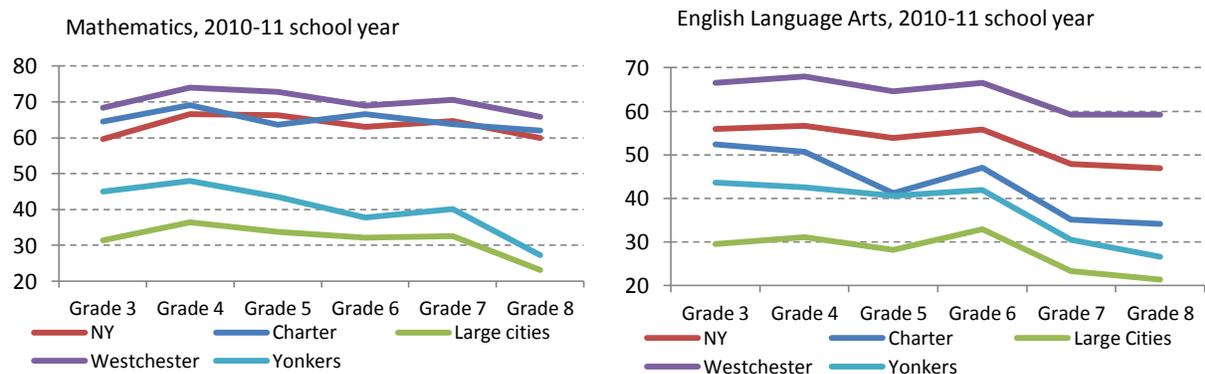


The demographic variety of the Yonkers population is also strongly reflected in student enrollment in the Yonkers Public Schools. According to New York State Report Cards, 53 percent of students are Hispanic compared to 26 percent for Westchester County and 22 percent for the state. The Hispanic share of students is larger than the Hispanic percentage of the population, which is possibly because Hispanic families have more children than others. The African American share of students is 23 percent in Yonkers, higher than 15 percent for the county and 19 percent for the state.

Student performance data show that African American and Hispanic students are performing poorly compared to White students in Yonkers and in the state; hence, the relatively large share of these groups in the Yonkers student population creates an achievement gap relative to state averages. We investigated to discover whether the gap narrows or widens as students progress through grades. Unfortunately, we found that the gap widens!

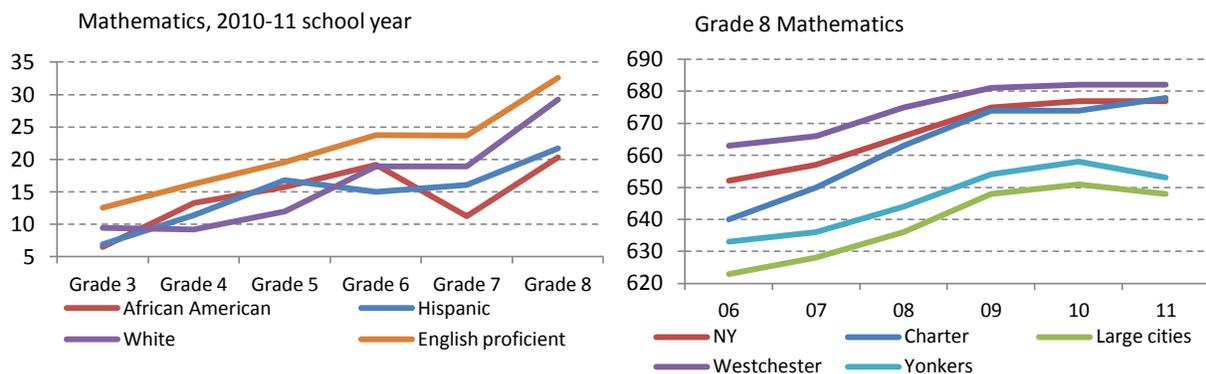
According to mathematics test scores, 45 percent of grade 3 students met or exceeded standards in the 2010-11 school year, the latest year for which state report cards are available. This ratio fell to 27 percent in grade 8, indicating deteriorating performance towards the higher grades. For New York State, however, the ratio of students meeting or exceeding standards remained stable, ranging between 60 percent and 67 percent across third through eighth grades. The stability across grades was also visible for Westchester County and charter schools. We noticed a widening gap between Yonkers and state averages across grades for English Language Arts test scores as well.

**Figure 7: Percent of Students Meeting or Exceeding Standards**



Next, we explore the achievement gap across population groups. We calculate the difference between state and Yonkers averages in percentage of students meeting or exceeding standards in mathematics. The difference is positive across population groups indicating the existence of achievement gap. The gap is widening for Hispanic and African American students towards higher grades. However, the gap is widening even larger for White students. During discussions with community members, we often heard that the large number English language learners is behind lower student achievement in Yonkers. However, we notice that the widening achievement gap exists and is even more pronounced among English proficient students.

**Figure 8: a) Gap between State and Yonkers Averages in Meeting or Exceeding State Standards and b) Mean Test Score Over Time**



During discussions with community members, we also heard the argument that test scores have been improving in Yonkers. This is indeed true. For example, for grade 8 mathematics, mean test scores have been increasing since 2006. However, they have been increasing for the state and other comparison groups as well. Nevertheless, mean scores fell in the 2010-11 school year for Yonkers, but remained stable for the state.

We verified the widening gap through other comparisons. In the 2010-11 school year, among the 29 schools providing elementary school grades in Yonkers, five exceeded the state average in third-grade mean mathematics scores. In the sixth grade, however, only one school exceeded the state average, Pearls Hawthorne School, which serves only academically talented students. Similarly, among the 14 schools serving eighth grade students, Pearls was the only school exceeding the state average in its mean mathematics score.

Comparing the Yonkers City School District, with other districts in the state, we again notice a widening achievement gap. For example, in the 2005-06 school year, Yonkers ranked 514<sup>th</sup> among 703 districts in the state (excluding charter schools) in third-grade mathematics scores. There were 189 districts below Yonkers. When those students reached the eighth grade in the 2010-11 school year, there were only 12 districts below Yonkers in eighth-grade mathematics scores.

This widening achievement gap convinced the founders of WASCS of a need for improved education in Yonkers. An objective of WASCS will be to close this achievement gap through individualized attention to each student.

As the public school system in Yonkers struggles to adequately advance student achievement, many parents/guardians look for alternatives for their children. About one-fifth of all

parents/guardians send their children to schools outside the YCSD.<sup>17</sup> WASCS will provide an option to the parents/guardians who seek educational alternatives to the YCSD for their children.

The founders of WASCS chose the Yonkers City School District because of the need for improved education. The widening achievement gap, discussed above, is an important area of concern. In addition, the student population in Yonkers is rising and is projected to rise even further creating overcrowded classrooms. This has created demand from parents for new charter schools in Yonkers, in addition to the existing one that is academically quite strong.

The applicant group has the ability to serve this community, as it is a diverse group with experience in teaching in public schools, real estate, curriculum development, high school administration, law, fundraising, and starting and operating a charter school. The diversity of the group reflects the diversity of the population in Yonkers, with two Hispanic and three African Americans out of nine members. Some of the group members live in Yonkers, some work in Yonkers, others sent their children to the YCSD, from which they graduated.

The value of WASCS to the community will be in providing a rigorous, STEM-focused education with college prep emphasis in a small school, small class-size setting. The existing high schools in Yonkers have between 900 and 1,300 students enrolled in each. WASCS will have 420 students at full capacity. The small size of WASCS will offer benefits to parents/guardians who are frustrated with large, overcrowded public schools.

#### E. PUBLIC OUTREACH

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The Yonkers community has been informed about the proposed charter school, including the intended location, the target student population, the grades to be served, and the educational programs to be offered. WASCS developers have particularly contacted community and political leaders, academicians, experts in education, leadership of BioTech & HighTech companies, small business owners as well as parents and guardians to discuss and seek their feedback regarding the proposed charter school. In many of our interactions, we have been greeted with a high degree of enthusiasm and excitement about the concept of the school and the need for serving in Yonkers School District.

Informational meetings were held for several community leaders, including *Andrea Stewart-Cousins* and *George Latimer*, State Senators; *Joseph DioGuardi*, Former Congressman; *Suzi Oppenheimer*, Former State Senator; *Mike Spano*, Mayor of the City of Yonkers; *Ernest Davis*, Mayor of the City of Mount Vernon; *Eric Stevenson*, *Shelly Mayer*, *Gary Pretlow*, *Sandra Galef*, Assembly members; *Chuck Lesnick*, Yonkers City Council President; *Christopher Johnson*, *Wilson Terrero*, *Michael Sabatino*, Yonkers City Council Members; *Kenneth Jenkins*, *Virginia Perez*, Westchester County Legislators; *Paresh Patel*, Yonkers Public Schools Board of Education President; and *Dr. Nader J. Sayegh*, Yonkers Public Schools BoT.

We have held informational meetings at various institutions: the Charter School for Excellence, the United Way, Andrus Community Services, NADAP, Cluster Inc., Project Step, Sharing Community, Groundwork Hudson Valley, the Hispanic Chamber of Commerce, Westhab, the Nepperhan Community Center, the Richmond Children's Center, St. John's Episcopal Church, Yonkers Partners in Education, the YMCA, the YWCA, and the Yonkers Christian Academy. Furthermore, several public informational meetings have been held in Yonkers at the Riverfront, Grinton I. Will Public Libraries and St. John's Episcopal Church.

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<sup>17</sup> Demographic study for the Yonkers Public Schools, February 2011, Statistical Forecasting LLC

The public outreach activities performed during the development of this application have been summarized in several tables starting from page **Error! Bookmark not defined.** in Attachment 2.

There are still more visits and meetings to come, with many parents/guardians and members of the community. In sum, the WASCS founding board has performed the following activities:

- Bilingual English and Spanish-speaking volunteers were sent out with English and Spanish versions of our survey to collect data and signatures in favor of the proposed WASCS throughout the Yonkers area, which includes: Getty Square, the Cross County Indoor & Outdoor malls, the Yonkers DMV, Home Depot, Costco, Stew Leonard, and the Riverfront Library. More than 1,500 parents/guardians were surveyed, approximately 76 percent of whom have children who will be attending grades 6-8 in 2014. The data show that over 96 percent of parents/guardians feel that the level of education in Yonkers needs improvement, and 64 percent stressed that “technology” was the biggest issue. “College preparation” was the second area identified as being in need of improvement. At least 45 percent of respondents were of Hispanic descent. Based on information from the State Board of Education, one of the main groups of students who are struggling consists of Spanish-speaking students who have transferred into high school, not because they are not capable, but because they do not have a good command of the English language, in which all classes are taught. Based on this information, WASCS will be implementing ESL labs, so that these students can learn English and thereby be able to understand what is being taught to them. As of today, more than 95 percent of respondents to these surveys showed an interest in the proposed WASCS and would consider enrolling their children if it is chartered.
- Our website has been updated and includes an interactive parent petition component at <[www.westchesterscience.org](http://www.westchesterscience.org)>.
- A Facebook account has been opened at <[facebook.com/westchesterscience](https://facebook.com/westchesterscience)>.
- A Twitter account has been opened at <[twitter.com/westchestersci](https://twitter.com/westchestersci)>.
- A public event including presentations about WASCS was held at the Yonkers River Front Library on January 15, 2013. A second public information session about WASCS was held at the Yonkers Wills Public Library on January 16, 2013.
- Education reporter Colin Gustafson of The Journal News wrote an article about WASCS in the January 25, 2012.
- An advertisement was placed in both the print and electronic versions of The Journal News.
- An interview was held with the editor in chief, Dan Murphy, of the local “Yonkers Rising” newspaper on March 1st, 2013.
- A tri-fold brochure was developed, printed, and widely distributed in public places throughout the Yonkers area.

Information sessions about WASCS will continue to be offered. Once this application is approved, WASCS will conduct Open Houses to ensure that all students living within the Yonkers School District are aware of WASCS and what it plans to offer its students upon opening in 2014. WASCS will make extensive efforts to recruit and retain such students through a continued outreach to parents/guardians and families in the Yonkers community and will provide a lottery for student selection to ensure each student is given an equal opportunity to attend.

## F. PROGRAMMATIC AND FISCAL IMPACT

WASCS will contribute to the existing public school system by sharing best practices in its intensive math and science programs and in its emphasis on technology and college preparation. The fiscal impact of WASCS on the public school system will be minimal. WASCS will start in the 2014-15 school year with 180 students and reach its full capacity of 420 students during the 2018-19 school years. Over this time period, the projected enrollment in YCSD is expected to increase by more than 3,000 students in the YCSD (as discussed in section I.C., please see Figure 1a), significantly more than WASCS's full capacity.

**Programmatic Impact:** WASCS's intended programmatic impact on the public schools is to serve as a model of quality public education through its comprehensive educational program, which we expect will inspire energy in schools throughout the city. WASCS' comprehensive educational design could serve as a prototype for whole school change. We will encourage the local public and non-public schools to visit and observe our school operations. The charter school expects to create and maintain a professional working relationship with the local school district. In this respect, we plan on possible collaborations and partnerships with the local school districts for citywide science fairs, mathematics competitions, and the hosting of science fairs and Science Olympiads in the City of Yonkers. We strongly believe that such projects will greatly benefit and create dynamism among students from both public and private schools. WASCS also will seek to work with, and learn from, the leaders and staff of the school district, and be accessible for district officials to see the programs and features of the school. We hope our close cooperation with the school district will foster a dialogue of effective reform initiatives from which both parties can benefit.

We do not expect to have much financial impact on non-public schools in the area, since we expect to draw most of our students from low income families, who would not normally be able to afford private school tuitions. Most non-public schools in the area have exclusively religious based programs, however, some of them are closing. This is creating extra burden on the public school system, as public schools are getting crowded with rising classroom sizes. Increasing classroom size, in turn, impacts student learning negatively. WASCS will provide some relief to the district, by providing an educational alternative to some of those students coming from closing schools. We will offer to share our effective practices with district schools, which will hopefully increase education quality for all students in Yonkers.

**Fiscal Impact:** We expect to draw all of our students from the YCSD. YCSD's proposed revenue will be \$515,627,269 . Even if we assume a constant district budget over the five year period, the projected financial impact will never exceed 1.18 percent when WASCS reaches its full capacity, which can be considered a negligible impact.

**Table 4: Projected Financial Impact of WASCS on the YCSD Budget**

	Year 1 2014–15	Year 2 2015–16	Year 3 2016–17	Year 4 2017–18	Year 5 2018–19
WASCS	\$3,027,639	\$ 3,665,542	\$ 4,358,441	\$ 5,232,366	\$ 6,110,103
YCSD	\$515,627,269	\$515,627,269	\$515,627,269	\$515,627,269	\$515,627,269
Percentage of YCSD Budget	0.59%	0.71%	0.85%	1.01%	1.18%

## II. EDUCATIONAL PLAN

### A. ACHIEVEMENT GOALS

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**Goal 1:** With respect to the ELA curriculum, in line with the Common Core State Standards from grades 6–12, at the conclusion of twelfth grade, students will be able to coherently comprehend, discuss, research and write intelligently and insightfully, with adherence to academic English standards about:

- Texts in which multiple layers of interpretation exist an understanding of their complex, abstract meaning).
- Narrative structures written in a complex or unconventional style, rife with implicit meaning, including shifts in points of view and/or perspective, and not necessarily adhering to chronological order.
- Sophisticated graphics in informational texts, including the ability to provide information about the text that is only conveyed through graphic information.
- Texts that contain implicit or inferred meaning, have heavy use of figurative or ironic language, or are purposefully ambiguous or misleading at times.
- Texts containing complex, sophisticated, and multiple themes and involve experiences that are not fantasy, but are distinctly different from the experiences of common readers, including references/allusions to other texts and cultural elements.
- Texts that require extensive, perhaps specialized, content knowledge.

**Goal 2:** With respect to the mathematics curriculum, in line with the Common Core State Standards from grades 6–12, at the end of twelfth grade, students will be proficient at problem solving, reasoning and proof, communication, representation, and making connections.

Students will be able to make sense of problems and persevere in solving them with precision, to reason abstractly and quantitatively, to construct viable arguments and critique the reasoning of others, to model everyday life and work situations with mathematics, and to look for and express regularity in repeated reasoning. Graduates will also be able to demonstrate proficiency in adaptive reasoning, strategic competence, and conceptual understanding, and will have attained procedural fluency and a productive disposition toward mathematics.

**Goal 3:** With respect to the social studies curriculum, in line with the State Standards from grades 6–12, at the end of twelfth grade, students will be able to coherently comprehend, discuss, research and write intelligently and insightfully, adhering to the standards of academic English language about:

- Text in which multiple layers of interpretation exist, understanding of complex meaning about the creation and characteristics of civilizations [with a particular emphasis on the United States and the legal documents that shape its government], the contributions of ancient civilization to modern day life, about the causal relationships of historical events, the advancement of technology, and the causes and effects of war.
- Sophisticated graphics in informational texts and in primary or secondary documents, including the ability to provide information that is only conveyed through graphic information.

- All types of sophisticated and intricate maps in informational texts and in primary or secondary documents, including the ability to provide information that is only conveyed through mapped information.
- Economics, taxation, monetary policy, and business and personal finance.

**Goal 4:** With respect to the science curriculum, in line with the State Standards from grades 6–12, at the conclusion of twelfth grade, students will acquire a comprehension of:

- The scientific method of inquiry and problem solving, including collecting, organizing, examining and evaluating data.
- Cell structure and function, genetics, evolution, human body systems, ecosystems and communities.
- Earth systems models, weather patterns, cyclic patterns, physical and chemical properties.
- Force, mass, and acceleration; wave reflection, refraction and diffraction.
- Sophisticated graphs, tables, and charts in informational texts including the ability to provide information that is conveyed only through graphic information.
- Incorporating algebraic knowledge to solve problems.

Students will also be able to correctly and independently utilize scientific tools and equipment in response to science-based questions and tasks.

**Goal 5:** WASCS will be located in Yonkers City School District in Westchester County. Student achievement is lower in Yonkers City School District compared to state average. Westchester County scores are higher than state average. In its initial charter year, WASCS will establish a baseline achievement level consistent with Yonkers results: the percent of students meeting or exceeding standards will be the same as Yonkers City School District.

The school will improve in future years. In the third year, the school will achieve the midpoint between Yonkers and the state levels in 6th and 7th grades, and will achieve state average in 8th grade. In the fifth year, grade 6 scores will be consistent with state average, but grade 7 and 8 scores will exceed state average and reach the midpoint level between state and Westchester County. The school will gradually improve between the first and the fifth year. WASCS will be in “Good Standing” under the NYS NCLB Accountability System after its second year.

**Table 5: WASCS Student Achievement Goals with YCSD Results as Baseline**

WASCS	Year 1	Year 2	Year 3	Year 4	Year 5
	2014-15	2015-16	2016-17	2017-18	2018-19
<b>Grade 6 ELA</b>	41.9	45.4	48.9	52.3	55.8
<b>Grade 6 Math</b>	37.8	44.1	50.4	56.7	63.0
<b>Grade 7 ELA</b>	30.5	34.9	39.2	46.4	53.6
<b>Grade 7 Math</b>	40.0	46.2	52.3	60.0	67.6
<b>Grade 8 ELA</b>	26.6	36.8	46.9	50.0	53.1
<b>Grade 8 Math</b>	27.2	43.6	59.9	61.4	62.9

## Evaluation Criteria

- Student progress will be monitored by MAP, national standardized assessment tests.
- Monthly benchmark assessments will be used to provide detailed feedback on student performance in a format that is easily used by teachers, parents/guardians, and students.
- New York State Math, ELA, Science and Social Studies assessments for Grades 6, 7, 8.
- New York State Regents.
- High school graduation. In addition to the successful completion of the required Regents exams, students will be held to specific achievement criteria in areas of comprehensive classroom assessment; these include work samples and teacher assessments, and assessments of work in the community, internships, college/career-readiness, and involvement in the arts. Any unmet school expectation will be flagged when parents/guardians are notified of progress in writing.
- PSAT Verbal, SAT Verbal, and SAT Written, PSAT and SAT Math, SAT II subject tests.
- College readiness.

## B. SCHOOL SCHEDULE AND CALENDAR

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**Calendar for Year One:** The detailed calendar for 2014-15 (year 1) is provided in Attachment 3(b), and a chart showing a summary of the first year's activities is given in Figure 2. There will be 43 instruction days in the first quarter, 56 instruction days in the second quarter, 30 instruction days in the third quarter, and 54 instruction days in the fourth quarter, for a total of 183 days of instruction in the first year. An additional 15 days are allocated for summer school (in July) to support students with a wide range of needs, and 13 days are allocated for the teachers' professional development (in August, September and October). In each quarter, there will be parent-teacher conference, at which progress reports will be submitted to parents/guardians.

Samples of weekly student schedules for sixth, seventh and eighth grades are provided in Attachment 3(a). As illustrated in the student's schedules in Attachment 3(a), core courses will be scheduled for morning class periods in order to foster high motivation, and elective courses will be scheduled for afternoon class periods. Although it is our intention to prepare the schedule as described, there may be exceptions due to limitations, such as restrictions on teachers' schedules.

Table 6 shows the number of program unit-hours per week for each grade. As shown in Table 7, the school day for students will begin at 7:30 am and end at 4:30 pm. The day will start with breakfast until 8:00 am and continue with 30 minutes of homeroom and self-reading activity. There will be five instruction periods in the morning academic period (from 8:30 am to 12:35 pm) and three instruction periods in the afternoon academic period (from 1:15 pm to 3:40 pm). From 3:45 pm to 4:30 pm, WASCS will provide after-school activities, including tutoring for students who are at-risk or need supplemental instructions. WASCS will also provide Saturday School to reach out to all students. Students who do not pass the Math, Science and ELA by the end of the fourth quarter will be enrolled in a three-week summer program in July (July 7th to July 25th) to prepare for the next year.

### Teacher Schedules:

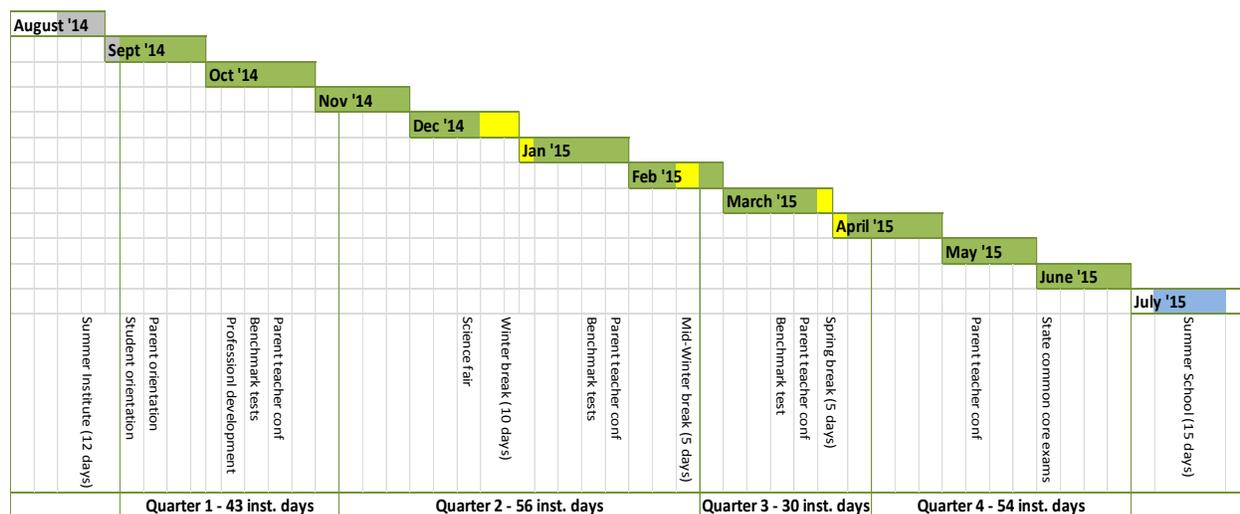
Teachers will attend a twelve-day Summer Institute before the beginning of the school year (August 18-29 and September 2-3). During the Summer Institute, teachers will receive an orientation and necessary professional development, and they will begin planning for the school year. During

the school year, teacher will also receive a minimum of one full professional development day (October 6th), excluding any special seminars. With additional development activities, teachers will be working 196 days (excluding summer school) during a school year.

A sample of the weekly schedule for the science teacher is provided in Attachment 3(a), and a summary of teachers' daily activities is shown in Table 7. Teachers are expected to be in school between 7:30 am and 5:00 pm on regular school days.

Teachers will have a total of 60 minutes each day (from 7:30 am to 8:30 am) for departmental planning meetings, where they will come together for horizontal and vertical curriculum alignment. Teachers will also have 30 minutes each day (4:30 pm to 5:00 pm) for planning and professional development.

**Figure 9: First year calendar**



**Table 6: Number of program unit-hours per week for each grad**

Program	6th Grade	7th Grade	8th Grade
English	7	7	7
Science	7	7	7
Math	10	8	8
Social Studies	5	5	5
Computer	3	3	3
Spanish	1	1	1
Music	2	2	1
Art	1	1	1
Physical Education	3	3	3
Character Education	1	1	1
Health		2	
Home & Career			3

**Table 7: Sample daily schedule for students and teachers**

Time Slot	Student Schedule	Teacher Schedule
7:30 – 8:00	Breakfast	Team Meeting
8:00 – 8:30	Home Room & Self Reading	Home Room & Self Reading Supervision
8:30 – 12:35	Morning Academic Block	Morning Academic Block
12:40 – 1:10	Lunch	Lunch
1:15 – 3:40	Afternoon Academic Block	Afternoon Academic Block
3:45 – 4:30	Tutoring, Self-Reading, and Clubs	Tutoring and Co-curricular Activities
4:30	Dismissal	
4:30 – 5:00		Planning
5:00		Dismissal

### C. CURRICULUM AND INSTRUCTION

WASCS will focus on providing each Yonkers student with a diverse, high quality, innovative, rigorous and relevant education in a safe, supportive environment that promotes self-discipline, motivation, critical thinking and excellence in lifelong learning. WASCS aims to provide a school model with a curriculum that focuses on mathematics and science, and acknowledges its primary role of developing literate graduates capable of functioning as successful adults. WASCS will apply a balanced literacy instructional program that will honor both reading research and the unique instructional needs of every student.

Another important key feature of the model is that it is designed to prepare students to complete four-year college programs. To establish measurable and manageable academic standards, WASCS will utilize New York State guidelines and other college preparation programs. In line with this, for we will be able to determine the levels of achievement of each student and see the outcomes after the completion of each course, grade level and grade. The WASCS curriculum will address the expectations for planning, instructing, assessing, and documenting student progress. WASCS's curriculum and instructional methods will result in outcomes that consistently surpass the YCSD results, as stated in Table 5.

To instill the skills and knowledge necessary for instructional strategies in math, science, and technology and to enable students, through high intellectual standards, to prepare for college, the curriculum, in line with the upper levels of Bloom's taxonomy (analysis, synthesis, and evaluation), will include the following strategies within lessons and units: differentiating lessons, assignments, and assessments; integrating multiple learning styles; engaging students through pairing, group work, and responding to one another's ideas; meeting the needs of ELL students through language and terminology consistency, vocabulary front-loading, group pairing with non-ELL students, and other proven methods, and frequently incorporating student use of technology within lessons, assignments and assessments.

The WASCS staff will also integrate instructional techniques that have been proven effective in daily classroom teaching. These will involve purposeful, planned teacher-student engagement to create a strong learning environment with efficient classroom management techniques. With reference to Doug Lemov's book *Teach Like a Champion* and the accompanying video compilation, WASCS will practice and report on its success in using these methods within grade chair meetings, and the Dean of Academics and Curriculum Coordinators will recommend these methods as resources and techniques to help teachers improve student engagement during lessons. Among over

50 instructional techniques taught in Lemov’s text are: “No Opt Out”: teachers should not let students who do not want to answer off the hook; “Right is Right”: teachers should only accept 100 percent correct answers; “Stretch It”: teachers should ask students why an answer is correct and how they arrived at it;; “Cold Call”: teachers should check for understanding, increase the pace in covering material, distribute work more fully, instruct more authoritatively, engage students more, and show teacher confidence in student knowledge; teachers should ask questions and pause for everyone to create an answer in their minds before the teacher randomly calls on one student; “Everybody Writes”: to improve the quality of ideas and writing, in response to a question, all students must compose an answer and be prepared to respond; also, students remember twice as much of what they are learning if they write it down. In addition to these sorts of techniques in Lemov’s book, teachers will also be exposed to additional effective teaching strategies based on the Harry K. Wong’s book *The First Days of School* and the accompanying video compilation, such as creating a culture of consistency, setting high expectations and designing successful lesson plans.

To provide instructional support, challenges and opportunities for all its students (as explained in detail in Section I.B), WASCS, as part of its key design elements, will also extend regular, extensive tutoring assistance during and after school, during vacations and on weekends to students in need of additional instruction or students desiring academic stimulation. Technology-driven instruction will enable teachers to provide means of engagement and options for different type of learners and students at different levels of cognitive development.

With respect to college preparation, its key design element, WASCS will provide an extensive target-oriented curriculum that will prepare students’ to matriculate at a four-year college. Enrolling all graduates in four-year college degree programs will be the most important feature and focus of the proposed charter school’s education model. The curriculum model makes provisions for highly motivated students who are willing to take on the additional challenges of beginning Regents-level courses in the eighth grade, completing Advanced Placement courses in English, social studies, math, science, and computer science, and finishing first year-level college coursework while still enrolled in high school.

As part of its STEM focus, WASCS will provide an extensive enrichment programs and a focused curriculum to equip students effectively in these areas. Several electives, AP courses, and college credits will be offered. In addition, local issues will be incorporated in to all content areas where appropriate. This will be supplemented with several local, regional, and international field trips.

State standards, including Common Core Standard documents, will be available at all times to all staff members through links available through the internal database and in printed form through the Dean of Academics’ office. Staff will be provided with training, delivered in whole-group or department meetings, depending on each topic’s applicability, prior to the school year (during Summer Institute Training), and throughout the year at regular, planned intervals (at a minimum of once per month). Department meetings will focus on developing and sharing the proper and effective implementation of Common Core Standards. Best practices for the implementation of State Standards will be measured through student achievement on all available and applicable New York State Testing Program assessments of grades 6-12.

Prior to the beginning of each school year, annual step-wise plans for each course, broken down into weekly topics and aligned with State Standards, including Common Core Standards, must be submitted for approval to the Dean of Academics. Also, lesson plans will be submitted a minimum of one week in advance and will be checked by the Dean of Academics for alignment with

State Standards. The Dean of Academics will also ensure that Benchmark and Full-Length Practice Tests are aligned with a measure success in achieving mastery of State Standards.

Character education will be taught only in sixth, seventh and eighth grades, one hour per week. It will include universally recognized values (e.g., honesty, stewardship, kindness, generosity, courage, freedom, justice, equality, and respect), using multicolored posters, banners, and bulletin boards featuring a value or virtue of the month, lively morning public address announcements and occasional motivational events with parents/guardians.

#### D. ASSESSMENT SYSTEM

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Assessment results will be used to determine the effectiveness of our educational program as demonstrated by standardized tests. The outcome of the standardized tests will be an important, but not the only, indicator used to guide the administrators and teachers about instructional decisions. It is our intention to avoid "teaching to the test" as a strategy to boost performance on standardized assessments.

Student assessment data (collected from the Statewide Assessment Program and nationally formed testing programs), rubric results, portfolio assessments and project evaluations will be used to gauge the effectiveness of curricula and instruction. Ongoing holistic assessment of student activities will include evaluation by staff, student self-evaluation, and where appropriate, peer responses to student work. Clearly communicated benchmarks will allow faculty, students, and parents/guardians to see where student progress is being made and where improvement is needed. Benchmarks aligned with those set out in the Common Core Standards will allow staff to assess student achievement and improvement and to evaluate the effectiveness of curricula and instruction.

WASCS will implement a data-informed instruction system as part of its educational program. This system will be based on three pillars of the school culture: assessment, analysis and action. Everyone will be involved in this process. WASCS will utilize a mixture of school-wide interim assessments (mock tests) and classroom-based benchmark tests to guide classroom instruction and program decisions. Teachers will prepare assessments that are aligned with state standards and college readiness skills. Questions will target higher-order thinking skills rather than merely the memorization and recall of information. Interim assessments will mimic the format of statewide assessments, for more reliable results. After each school-wide assessment, our entire staff will analyze the results together, using WASCS's collaboratively developed analysis sheet. This sheet will provide informative data, both vertical (standard/skill assessed for the whole class) and horizontal (student/individual and group-based). It will not only provide a snapshot of the whole grade and class, but also present standard/skill mastery statistics and proficiency-level statistics for each grade level. By looking at the WASCS's analysis sheet, our staff will be able to focus on the following questions:

- How well did the class do as a whole?
- What are the strengths and weaknesses in the standards/skills? Where do we need to work the most?
- How did the class do on old vs. new standards? Are they forgetting or improving on old material?
- How were the results on different question types (multiple choice vs. open-ended, and reading vs. writing)?
- Who are currently our stronger/weaker students? How can we encourage our students to support one another?

- "Bombed questions": Did students all choose the same wrong answer? Why or why not?
- Compare similar standards/skills: Do results in one domain influence the others?
- Break down the data on each standard/skill: Did students perform similarly on every question or were some questions harder? Why?
- Sort data by students' scores: Are there questions that separate proficient from non-proficient students?
- Look horizontally by student: Are there any anomalies occurring with certain students?

After analyzing the data, teachers will come up with action plans to address weaknesses. While filling out individual WASCS action plans, teachers will consider standards/skills for whole-class reviews, small group instruction and analyze standards. They will implement new instructional strategies for re-teaching, as needed. They will also plan the upcoming six to nine weeks until the next assessment. Grade-level teams will develop action plans to design and implement cross-curricular strategies to assist students. Every subject teacher will contribute to the planning. All students will be given a standardized test upon enrollment, to measure the level and educational needs of the incoming class. Results will be combined with students' records from previous schools and student interviews to compile individual portfolios. Based on this assessment, teachers will develop individual learning goals for each student and learning plans for each class, and the administrative staff, if necessary, will adjust the curriculum for students' needs. Students will be tested again at the end of the academic year to evaluate the success of the educational plan and curriculum. Necessary adjustments will be made for the following academic year.

On an annual basis, students will participate in a comprehensive standardized testing of their achievement. An assessment tool such as the TerraNova Series by CTB/McGraw-Hill will be used as a measurement tool, due to its validity and reliability based on recent norms, and its user-friendly format and design. It will be given in the September/October timeframe to allow time for the results to be used diagnostically. Students at WASCS will participate fully in the assessments required by the NYS Board of Regents. Starting in year five, WASCS will begin to offer Advanced Placement courses and administer Scholastic Aptitude Tests, including PSAT, SAT I and SAT II exams. At the conclusion of each AP course, students will have the opportunity to demonstrate their mastery over the course's subject matter and potentially earn college course credits in the process. WASCS students will also participate in midterm exams and final projects in these courses.

#### E. PERFORMANCE, PROMOTION, AND GRADUATION STANDARDS

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**Promotion Requirements:** In order to be promoted from one grade to the next, WASCS's high school promotion standards require that each student needs to successfully complete a minimum of 6 credit hours per year and have an overall GPA of 2.0 by the end of school year.

In WASCS's, students are required to complete 26 credits for graduation over four years. These requirements are more rigorous and well above the city and state standards. Each student may take up to 8 credits per year. If the students take a full load of credits each year and successfully complete them all, they will be able to graduate with up to 32 credits.

**Graduation and Diploma Requirements:** The graduation standards of WASC's are compatible with our school's mission, college preparatory, and STEM focus. Students are required to take more credits than the state requirements, especially in the areas of science (1 additional credit), math (1 additional credit), and language arts (2 additional credits). In order to graduate, students are required to successfully complete 26 credits in grades 9–12. The students need to take minimum six credits per year. Credit will only be granted once. In the case of course repetition for

credit, the grade earned upon repeating the subject will become a part of student’s record as well as the original grade. Students must pass the following Regents mandatory tests: Comprehensive English; Global History and Geography; United States History and Government; One (1) in Science; and One (1) in Mathematics (Integrated Algebra or Algebra 2).

**Table 8: Graduation Requirements**

Subject	Units of Credit
<b>Language Arts</b>	6 Credits including “reading and research” and “writing competency”
<b>Social Studies</b>	4 Credits; including one unit of American history, ½ unit of government and ½ unit of economics.
<b>Mathematics</b>	4 Credits, may include Integrated Algebra, Geometry, and Algebra 2/Trigonometry, Pre-calculus, Calculus
<b>Science</b>	4 Credits; including at least one course in life science, one in physical science
<b>Physical Education</b>	2 Credit
<b>The Arts</b>	1 Credit; including dance, music, theatre, and/or visual arts.
<b>Languages other than English</b>	1 Credit
<b>Health</b>	½ Credit
<b>Career &amp; Technical Education Electives</b>	3.5 Credits
<b>Total</b>	26 credits

**Grading Scale:** Students grades are determined by the total number of quality points earned. Quality points are assigned by a grade earned in a particular phase. Table 9 shows the sample quality point values of grades earned in a particular phase:

**Table 9: Grading Scale**

A+: 98-100	B+: 87-89	C+: 76-79	D+ : 69-70	F: 64-0
A: 93-97	B: 83-86	C: 73-75	D: 67-68	
A-: 90-92	B-: 80-82	C-: 71-72	D-: 65-66	

**Students with Disabilities (SWD):** Promotion standards for Students with Disabilities (SWD) will be the same with other students in WASCS. Regents and Local Diplomas standards for SWD will be the same as other students in New York State.

#### F. SCHOOL CULTURE AND CLIMATE

Part of WASCS’s mission is to provide each Yonkers student with a diverse, high quality, innovative, rigorous and relevant education in a safe and supportive environment that promotes self-discipline, motivation, critical thinking and excellence in lifelong learning. To create an environment where teaching and learning can flourish, WASCS has developed a series of

expectations that address proper student behavior and maintenance of order within the school and during school activities, and a statement of student rights and responsibilities.

Administrative personnel will ensure that parents/guardians and students are well informed of the school policies, both before enrollment and at the time students sign up for entry into the charter school. On the very first day of each academic year, the students will take a required orientation class organized by the school administrators. The students will be briefed about the school rules and disciplinary policies. By taking this orientation class, the students will acquire a clear view of the behavioral and academic expectations of the school administration.

### **Disciplinary Policy:**

In order to create an academic environment where students can obtain a high quality education in a professional environment, the school administrators will employ a series of rules that will address proper student behavior, a dress code (all students will wear a polo shirt with the school's logo and navy pants with an optional school-logo hoodie), and a statement of student rights and responsibilities, and will maintain order within the school. A strict dress code policy will establish a uniformity of expectations and a sense of equality among students that will tend toward fewer socioeconomic disciplinary problems.

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

1. A Student Disciplinary Code
2. Maintenance of Public Order on School Property
3. A Statement of Student Rights and Responsibilities.

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

To ensure safety in the school building and its surroundings, the school will have external and internal security cameras in hallways and gathering areas. WASCS will employ full-time hallway monitors and a Dean of Students to handle matters of student discipline and safety. In addition, WASCS will institute controls through visitor regulations and teacher hallway monitoring between classes. To protect student privacy and prevent harassment, the students will be instructed to store their cell phones and personal electronic devices in their designated lockers upon their arrival at school. Elimination of cell phones and personal electronic devices also decreases distraction from academic activities. Finally, an essential component of the safe environment begins during teacher orientation, where every teacher will explain his or her classroom disciplinary policies and behavioral expectations, which must align with all school policies. These behavioral policies and expectations will be upheld throughout the year at every school-based function, from lunchtime to basketball games to international field trips, and will be discussed consistently in Grade Chair and Standup Meetings. As part of teacher training during the teacher orientation, discrimination, bullying and harassment will be fully addressed in terms of instruction, classroom management and student behavior to create a harmonious and respectful environment for learning. By establishing a “one band, one sound” mindset, the school will establish consistent boundaries and rules for all students, creating a safe environment for students and staff. WASCS will also utilize its database system to

keep track of students' disciplinary infractions, with a demerit point system, and parents/guardians, teachers and students will have secure access to these records online.

### **Disciplinary Procedures for Special Education Students:**

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

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

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

### **Provision of Services During Removal:**

For students removed for a period of less than 10 days for disciplinary reasons, we will ensure that each affected student receives all classroom assignments and a schedule to complete such assignments during the time of his or her suspension. Provisions will be made to permit a suspended student to make up assignments or tests missed as a result of such suspension. The school will also provide alternative instruction with reasonable promptness and appropriate means to assist the student, so that the student will be given full opportunity to complete assignments and master the curriculum, including phone assistance, computer instruction, home visits and one-on-one tutoring.

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

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

### **Dignity for All Students Act:**

WASCS is committed to the requirements of the Dignity for All Students Act, which took effect on July 1, 2012. The Act is intended to give students in public schools an educational environment free from discrimination and harassment, particularly from harassment based on a student's actual or perceived race, color, weight, national origin, ethnic group, religion, religious practice, disability, sexual orientation, gender or sex. All staff will receive training on the Dignity Act during teacher orientation in order to promote a positive school culture. The Dean of Students will be the designated contact for handling violations of the Dignity Act, especially bullying.

### **Parents'/Guardians' Engagement in the Governance, Life and Culture of the School:**

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

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

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

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

In addition, the following policies for parent involvement in school governance will be employed:

- Involving parents/guardians in the design and implementation of WASCS
- Providing orientation and other training for parents/guardians to ensure their participation in the school; ensuring they understand the school's mission and policies; and outlining a process for parental feedback to school leaders
- Requiring pre-set times that teachers and the school CEO are available to parents/guardians and setting up a process for effective, regular communication, including quarterly parent teacher conferences and school-wide parent open houses
- Systematically providing updates to parents/guardians on their children's academic progress, attendance and behavior in the school
- Providing an institutional structure and culture of parental involvement – for example, establishing a parent association, forming parent/trustee subcommittees on various issues, instituting a formal process of communication with the Board and assigning parental responsibilities for, and participation in, school events and field trips

- Allowing parents/guardians to sign voluntary “contracts,” pledging to be involved in their child’s education and to be responsive and helpful to the school for various needs (fund-raising, clean-up, social events), or for other expectations (though such contracts cannot be binding or at all viewed as a condition for a child’s admission to, or retention at, the school)
- Requiring parents/guardians to sign homework sent home with and returned by their children
- Making parents/guardians aware of all meetings of the Board of Trustees and other school meetings.

## G. SPECIAL STUDENT POPULATION AND RELATED SERVICES

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WASCS believes that the purpose of education is to make sure that all students have access to the core knowledge, skills and information that are needed to be successful and contributing members of society, regardless of their diverse backgrounds and abilities. At WASCS, all special student populations, including students with disabilities, students who are English language learners, students who are at risk of academic failure and students who are academically advanced or gifted, will be provided a "free and appropriate public education" (FEPA) in the least restrictive environment, in accordance with the federal Individuals with Disabilities Education Act (IDEA); the Rehabilitation Act, Section 504; the Americans with Disabilities Act, and with appropriate educational services, designed to meet the individual needs of qualified students, to the same extent that the needs of students without a disability are met.

WASCS’s Response to Intervention (RTI) process will identify and provide services for the entire at-risk population at the school, including students with disabilities, students with specific learning disabilities, English language learners, struggling students, and advanced and gifted students, through:

- High quality, culturally responsive and linguistically responsive instruction in the classroom
- Evidence-based interventions
- Identification of behavioral problems and learning disabilities
- A school-wide, multi-level (tiered) academic and behavioral identification of at-risk students
- The implementation of a screening process that will identify a student’s current level of performance in English Language Arts and Mathematics through administration of a pre-assessment
- Progress monitoring of students’ performance, including the administration of interim assessments.

The RTI Team, the Curriculum Supervisor, the Special Education Coordinator, the ELL Coordinator and General Education Teachers will observe and monitor students’ academics and behaviors in the classrooms, review data, address teacher concerns about struggling students, help design intervention plans, and determine how long interventions should be and what improvements would close the achievement gap. This instructional leadership team will identify content for the curriculum and determine instructional materials.

## **Students with Disabilities:**

WASCS will ensure that all students have access to all programs and privileges offered at the school and that no student is subject to discrimination. WASCS will comply with the federal Child Find Requirements (34CFR §300.111), which require schools to have in place a process for identifying, locating, and evaluating students with disabilities. Students enrolling for the first time in a New York Public School will be screened by a team of teachers, including both regular and special education teachers, to identify any possible indication that the child may need a specialized or intense education program, and if so, they will be referred to the students' home district. Other students will be brought to the attention of the Response to Intervention Team if they are demonstrating any academic or behavioral problems within the regular education environment. Interventions will then be monitored to address the special needs of the student. Should the problems persist or should a disability be suspected after the intervention(s), the students would be referred to the student's home district for an evaluation. In addition to being consistent with the law, WASCS will work with the YCSD to ensure that all students with disabilities who qualify under IDEA:

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

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

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

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

- by the school district of residence
- by the charter school directly, or
- by contract with another provider<sup>18</sup>.

WASCS will provide substitute coverage for teachers as necessary, to ensure that they are able to attend CSE meetings. As required by IDEA, the student's regular education teacher will be involved in the development and implementation of a student's IEP, provided that the student is, or may be, participating in the regular education environment.

WASCS will ensure that the teacher is knowledgeable about the students' needs and will help implement any modifications or accommodations, as determined by the local CSE. Every teacher of a student with a disability will be provided with a copy of the student's IEP, and training will be provided as needed, to ensure their understanding of the student's needs.

### **Staffing:**

WASCS will hire appropriately certified special education teacher(s) and will contract with appropriately certified or licensed individuals to provide special education programs and services, as indicated on each student's IEP. WASCS will hire staff, where necessary, to meet the needs of our special education students, and will continue to contract with special service providers where necessary. Priority will be given to content teachers with special certification in hiring.

Professional development will be provided to all teachers to instill knowledge and skills, with the aim of improving the quality of education for all students, including ELLs and SWD. All WASCS staff members will attend the training and review session on Special Education annually during orientation at the beginning of the academic year. During such training sessions, WASCS staff will be given guidelines regarding the following: (1) the referral process to the CSE, (2) development of a student's IEP, (3) implementation of a student's IEP, (4) evaluation of a student's progress toward meeting IEP goals and objectives, (5) meeting the requirements for reporting to parents/guardians and CSEs, (6) maintaining confidentiality and student records, and (7) disciplining students with disabilities.

In addition to training during orientation, ongoing training and professional development opportunities will be arranged throughout the academic year, such as the following:

- Teachers will be trained to address the needs diverse learners and track their progress. A strong emphasis will be placed on teacher curriculum/pedagogical development within the context of the Common Core State Standards – for example, on cognition and meta-cognition and learning strategies that flow from the concrete to the abstract;
- Specific times in teachers' schedules will be assigned for general education and special education to meet and discuss student progress and decide whether further action is necessary to support student progress in the classroom;
- WASCS will adopt a team approach to training teachers and use best practice research-based programs such as the Wilson Program for novice teachers, and it will retrain veteran staff;

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<sup>18</sup> Education law 2851(2)(s)

- WASCS will also implement the Response to Intervention (RTI) Identification Model, an integrated approach to service and delivery. Through a collaborative effort, teachers will identify and address students' academic and behavioral difficulties via teacher workshops, grade-level and department meetings.

### **Reporting:**

WASCS will ensure that information about the progress of special needs students on yearly IEP goals and in the general curriculum will be communicated to the students' parents/guardians and to students' district of residence via quarterly progress reports. Regularly scheduled parent meetings/conferences will provide an opportunity for parents/guardians and teachers to discuss their child's needs and collaboratively decide on support strategies. Parent workshops will be conducted by the learning consultant/special needs coordinator and by classroom teachers to help parents/guardians understand how they can support their child at home.

### **Accommodations:**

WASCS, in accordance with applicable law, will work together with the local CSE to decide how children with disabilities will partake in assessments, what accommodations will be used, and how individual students will be assessed if it is concluded that they are unable to participate in regular assessment program. WASCS will provide all testing accommodations and assessment requirements mandated by a student's IEP.

### **Confidentiality and Access to Student Records/FERPA:**

WASCS will follow all applicable requirements of the IDEA and the Family Educational Rights and Privacy Act (FERPA) and observe regulations relating to the confidentiality of student records (34CFR §300.123 and 34CFR.Part99). All appropriate staff will receive training in such requirements, and the charter school's Special Education Coordinator will be responsible for ensuring the confidentiality of personally identifiable information within student records.

In accordance with FERPA, parents/guardians will be allowed to inspect and review all of the educational records maintained by the charter school for their children. Upon receipt of such a request, WASCS will adhere to the requirements of the Freedom of Information Act. In any event, the charter school will comply with such a request for access within a reasonable period of time, but in no case more than 45 days after it has received the request. Before disclosure of any personally identifiable information relating to a student, to someone other than the parent or eligible student, WASCS will (with the exception noted below) obtain signed and dated written consent from the parent or eligible student. Personally identifiable information may be released to school officials and teachers without the prior consent of the parent or eligible student only if the charter school determines that such persons have "legitimate educational interests."

All files of students with special needs will be kept confidential as required by law and will be kept under lock by the special education teacher in a place where only those individuals who are authorized to access these records can do so. A log sheet will be maintained in order to keep track of all records' location at all times. A teacher in possession of a copy of an IEP will be responsible for securing this document in a locked file cabinet.

### **Students with Limited English Proficiency (English Language Learners (ELL)):**

In the interest of valuing the cultural and linguistic differences of our students, English language learners (ELL) will have full access to and be integrated into all programs, curriculum and levels of instruction, including all enrichment and extracurricular activities, regardless of their inability to

speak and understand the language of instruction, and will not be assigned to special education because of their lack of English proficiency.

Students at WASCS with limited proficiency in English will achieve proficiency in the English language through the use of the school's services and teaching methods.

Parents/guardians whose English proficiency is limited will receive notices and information from the school in their native language whenever possible, so that we will be able to encourage the participation of all parents/guardians in the WASCS community, regardless of their home language. Parents/guardians of ELL students will also be kept well informed of their children's progress in English language acquisition.

### **Identifying ELL students:**

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

When a student who has a primary language other than English enrolls in the school, the English proficiency level will be assessed as follows;

As a first step, WASCS will attempt to identify ELLs through a survey that will be sent to every student's household after the annual enrollment period. This survey will be in the Home Language Questionnaire.

- If it is determined that the student is of foreign birth and ancestry and comes from a homeland where language other than English is spoken, an informal interview by school staff will be conducted in English.
- If the interviewer determines that the student knows no English, the student will be classified as an ELL.
- If the interviewer determines that the student knows some English, an oral exam will be administered.
- If the student scores below the average cut-off point on the test, the student will be classified as an ELL.
- If the student scores above the established cut-off point on the oral test, a written exam will be administered.
- If the student scores above the average cut-off point (in the 40th percentile or above the statewide reference point) on a written test, the student will be determined not to be an ELL.

### **Staffing:**

WASCS will hire a teacher with ESOL certification as an ESL coordinator/teacher, who will train all teachers on educating ELLs and on observing each student throughout the school day to detect limited English proficiency. The ESL coordinator/teacher will work in conjunction with classroom teachers to provide information on the linguistic, cultural, academic, and social adjustment of ELL students at all ages and grade levels. All WASCS teachers will receive ongoing professional development training in working with ELL students and the SIOP (Sheltered Instruction Observation Protocol).

### **The ESL program and its implementation:**

The goal of WASCS's English as a Second Language (ESL) program is to increase the ELLs' English language levels to meet what the state identifies as adequately proficient and able to be mainstreamed into a regular classroom setting.

WASCS will follow the freestanding ESL program, as described in the Guidelines for Programs under Part 154 of the Commissioner's Regulations for Pupils with Limited English Proficiency, published by NYSED.

Any student suspected of having limited English proficiency will be tested to determine if any, or what, level of service is necessary. WASCS will group ELLs according to their English levels and pull them out of their classrooms for English instruction. Students who have basic interpersonal communication skills (BICS) and are at a beginning level of cognitive academic language proficiency (CALP), able to handle most classroom communication, will be integrated into the mainstream classroom with continuing support from an additional ELL teacher. If the mainstream student has demonstrated significant progress in the classroom setting, they will be tested (by NYSESLAT), and any student who tests above the 40th percentile will be deemed no longer in need of ELL services. WASCS will continue to monitor these students and further assist them in areas of difficulty by providing tutorial services after school for homework and for preparation for any state testing.

Those who have not achieved BICS and/or CALP will be referred to the appropriate support services for ELL students, in order to achieve and maintain a satisfactory level of academic performance. Such services may include individual counseling, group counseling, after-school programs, home visits and parental counseling.

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

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

In addition, ELL/general teachers at WASCS will:

- Include rigorous grade-level expectations in the areas of speaking, listening, reading and writing, to prepare all ELLs to be college-ready
- Instruct ELLs in how to participate in all settings outside of the classroom
- Ensure that the talents and cultures of ELLs are infused into the school culture
- Provide additional time and instructional support to those who need it
- Assist in supporting ELLs to meet or exceed the Common Core State Standards in Language Arts.

WASCS will:

- Hire highly qualified teachers who are prepared to support ELL needs
- Provide literacy-, language-, and print-rich classrooms
- Provide instruction that further develops language skills in English

- Insist students participate fully in grade-level coursework
- Provide support for ELLs to be prepared for post-secondary education
- Set up opportunities for classroom discourse and interaction
- Constantly receive assessment feedback
- Expose ELLs to English speakers who know their native language well enough to provide models and support.

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

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

#### **Assessment of ELL students:**

The English language proficiency of each ELL student will be measured at least annually, using NYSESLAT to determine whether continued ESL services are warranted. The school will also evaluate each student's performance in academic content areas to measure the student's progress in core subjects. If an ELL student fails to show appropriate progress in these academic areas, as measured by the appropriate tests and teacher assessment of classroom work, modifications to the instructional program may be made for individual students. In addition, WASCs will look at disaggregated data for ELL students as a group to evaluate the progress these students are making in the acquisition of the English language and material in core subjects. This data will provide information as to whether broader program modifications are necessary and/or additional professional development ought to be provided to our teaching staff. Upon reaching proficiency in the English language, as measured by NYSESLAT, ELL students will exit from the ESL program.

#### **Students who are at risk of academic failure:**

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

- Culturally and linguistically responsive instruction in the classroom
- The use of evidence-based interventions during instruction time in the classroom

- A school-wide, multi-level (tiered) academic and behavioral identification of struggling students
- The implementation of a pre-screening process
- Monitoring the progress of student performance; administering assessments; scoring and analyzing student data from interim benchmarks.

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

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

**Students who are academically advanced or gifted:**

WASCS staff will identify advanced or gifted students through:

- RTI progress monitoring
- Classroom teachers' playing a key role through the use of formative and summative results
- The use of student assessment data
- Strategies designed to accelerate learning for advanced or gifted students
- UbD (Understanding by Design) performance tasks
- Problem-based learning and inquiry-based learning that will provide additional options for students to demonstrate their understanding (National Science Foundation recommendations; STEM)
- A requirement for teachers to plan extra activities related to topics, with challenging options
- Encouraging gifted students to move into unfamiliar areas, ensuring first that they are prepared to move on to higher levels of learning
- Capitalizing on students' interests; surveying students using a variety of strategies
- Giving gifted students additional responsibilities (such as peer tutoring).

### III. ORGANIZATIONAL AND FISCAL PLAN

#### A. APPLICANT(S)/FOUNDING GROUP CAPACITY

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Community outreach began in 2008 to assemble a founding board for WASCS. The process created a highly qualified founding group representing a cross-section of Yonkers. *Mr. Mehmet Ozhabes* and *Dr. Hasan Erkan* had discussed about the need for a college-prep school in Yonkers, and shared their ideas with their friends and colleagues in 2008. *Dr. Erkan* mentioned the idea to *Ms. Madeline Gomez*, the home-instructor for his eldest son at the time. *Dr. Erkan* met *Mr. Gashi* through a common friend at a social gathering, and like *Ms. Gomez*, he also gladly agreed to serve on the founding board. *Mr. Gashi* works as a part-time lecturer at Lehman College, where he knew *Dr. Gningue*. After agreeing to sit on the founding board, *Dr. Gningue* approached *Dr. Harris*, who also signed onto the project. In one of the community outreach efforts, *Dr. Erkan*, *Ms. Gomez* and *Mr. Ozhabes* met *Mr. Sykes*, who joined as well. To get advice on PR activities, *Dr. Erkan* and *Mr. Ozhabes* met with *Ms. Tirado* and later, she was included in the project.

The founding group worked with a private consulting firm to develop the full written proposal. *Mr. Ozhabes* and *Mr. Erkan* functioned as the primary advisors and reviewers of the application. Members of the founding group met frequently, often on a weekly basis, throughout the entire process. The founding group members were asked to provide input, and review and comment on aspects of the charter application, based on their areas of expertise. Members worked extensively on budget development, facility planning and educational plans. Moreover, members of the founding group contributed to the development of the charter proposal by mobilizing community and parental support, as well as by holding informational meetings with leadership, academia, non-profit organizations, and high-tech and bio-tech companies.

Names, roles and relevant experience and/or qualifications for members of the applicant/founding group are provided in Table 10. The resumes of each founding board member, which provide more detailed information, are included as Attachment 8A. Once the charter is issued, a meeting will be called immediately to verify that all founding group members will assume trustee positions. Currently, all founding group members are considering moving into trustee positions. None of the founding board members/applicant is anticipated to move into another role or relationship (as an employee or consultant) with the proposed school, if it is issued a charter.

**Table 10: Founding Group**

Name	Current Employment	Relevant Experience and Skills	Role on Founding Group	Proposed Roles
Mehmet Ozhables	US Economist and Executive Director at J.P. Morgan Chase	Charter school governance; charter school start-up and implementation	Main contributor to charter school's development and implementation. Engaged in analyzing performance data and identifying need	Chair, Lead Applicant
Selcuk Eren	Research Scholar at Levy Economics Institute of Bard College	Economist. Conducting research on effects of government programs on economic wellbeing across generations and demographic groups	Responsible for school's fiscal planning, budget and operational quality	Treasurer
Serigne Gningue	Associate Professor, the Lehman College in New York City	NYC public school mathematics teacher; Coordinated Mathematics Education Master Program; research experience on equity in mathematics learning in grades 6-12 in urban and minority settings	Involved in key school design elements as well as school's STEM-related curriculum and educational program	Trustee
Genevieve Yarrell-Harris	Adjunct Professor, the College of New Rochelle and Lehman College in New York City	Taught courses on Education Psychology and Counseling Psychology; had education counseling and guidance responsibilities at the NYC BOT. Owns and operates business –Enhancing Minds Services, LLC which conducts educational and psychological research in the U.S. and abroad, particularly focusing on cultural, diversity/gender issues	Involved in school design elements related to counseling, civic involvement, internship programs and college guidance	Trustee
Hasan Erkan	Researcher/Lead System Engineer at the AT&T Labs, Research & Development Center	Has vast experience as a full time teaching faculty/lecturer in academia (CUNY/SUNY system). Currently works in a high-tech company as a Principal Member of the Technical Staff	Involved in establishing relationships with colleges, universities and high-tech and biotech companies. Largely engaged in community outreach for the application and political outreach to the elected officials representing the target community	Secretary
Mithat Gashi	Education consultant; Founder of the Foundation for Global Education; Board member of the Holocaust, Genocide, and Interfaith Education Center at Manhattan College	Works as an assistant principal at the New World High School in the Bronx, ranked in the top 2% among New York City's high schools. Has experience in school administration for 18 years.	Involved in school design elements related to school's curriculum and educational program Involved in designing school's governance and administration. Engaged in the design of the school's educational activities in social studies, human rights and professional development programs	Trustee
Madeline Gomez	Special Education instructor at the Yonkers City Board of Education, Housing Assistant for Municipal Housing Authority City of Yonkers, Real Estate Broker	Worked with special needs students as a Home & Hospital instructor for Yonkers Public Schools, experienced Real Estate Broker, worked as an Academic Talent Search Counselor for Fordham University, member of Parent Teacher Association, and experienced BOCES Spanish Enrichment Instructor	Worked on identifying school buildings, facilities for WASCs Helped in community outreach activities especially in reaching out to Hispanic community in Yonkers	Trustee
Lawrence R. Sykes	Lawyer and a community development specialist	Served as a legal advisor to a host of community-based organizations and was a former Deputy Assistant Attorney General of the State of New York and former first vice president of the NAACP Yonkers Branch	Help providing legal review of the relevant aspects of the charter school Helped in community outreach activities specifically in reaching out to African-American community in Yonkers	Vice Chair
Olga Luz Tirado	Exec. Director of the Bronx Tourism Council; Vice Chair of the Board of Directors of the Bronx Community College Foundation; BoT for the Calvary Hospital Fund	Experience in marketing, promotions, advertising and public relations	Involved in PR activities for the proposed charter school and met with journalists, library directors, community center leaders, small business owners	Trustee

**Table 11: Proposed initial Board of Trustees**

Trustee Name	Voting Y/N	Position on Board	Length of Initial Term
Mehmet Ozhabes	Y	Chair	3 years
Selcuk Eren	Y	Treasurer	3 years
Serigne Gningue	Y	Trustee	3 years
Genevieve Yarrell-Harris	Y	Trustee	2 years
Hasan Erkan	Y	Secretary	2 years
Mithat Gashi	Y	Trustee	2 years
Madeline Gomez	Y	Trustee	1 years
Lawrence R. Sykes	Y	Vice Chair	1 years
Olga Luz Tirado	Y	Trustee	1 years

The Board of Trustees supervises school activity and reports to the NYSED Charter School Office on an annual basis. The board is composed of a minimum of five and a maximum of 15 members as per the By-Laws in Attachment 5B, which provides details on board member eligibility, term lengths, the method of appointment, and the Board’s functions. The Board will meet monthly and be open to the public; announcements of the time and place of the meetings will be posted on the school’s website and bulletin board.

In addition, there will be five key members serving as an Advisory Board: *Ms. Gail Baxter*, former NAACP Yonkers Branch President; *Mrs. Suzi Oppenheimer*, former New York State Senator; *Mr. Joseph DioGuardi*, former Member of the U.S. House of Representatives; *Dr. Ertugrul Ozbudak*, Assistant Professor at the Albert Einstein Medical College; and *Pastor Raymond Talavera*, Glory of Christ Church. The advisory board is made up of volunteers who offer their input, ideas, and expert advice on various subjects to WASCS’s board of trustees, such as outreach to community leaders and community organizations through their networks, design of science education, securing facilities, recruitment of school leadership, etc.

**Administrative Relationship between Trustees and the Board of Regents:**

WASCS shall satisfy the charter agreement between its Board of Trustees and the Board of Regents. WASCS expects to receive inspection visits conducted by the NYSED staff in each year of the charter term. WASCS will submit to the Board of Regents an annual report detailing its academic and fiscal performance, its Accountability Plan Goals, a certified financial statement, and demonstration of WASCS’s success in meeting the enrollment targets for special populations. WASCS’s Board will ensure that all reports are delivered in a timely manner.

**Roles and Responsibilities of the Board and Its Officers:**

The Board of Trustees is the school’s oversight and policy-making body. Its responsibilities mainly include setting the budget, determining annual priorities, formulating major policy, overseeing WASCS’s compliance with relevant laws and regulations, and raising funds to support the growth of WASCS. These responsibilities are detailed below:

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

The Board will require WASCS’s management to prepare reports and/or make Board presentations on a regular basis regarding a variety of data, including ongoing assessment results, state test results, attendance/disciplinary information and relevant personnel-related data.

The Officer positions on the Board are Chair, Vice Chair, Secretary, and Treasurer. Initially, the Board will have three standing committees, each consisting of at least three members, except for the Executive Committee, which shall have at least five members. As per the by-laws, the Board may establish ad hoc and standing committees. The standing committees are:

**The Executive Committee**, chaired by the Board Chair, and comprising a subset of board members – i.e., the Chair and officers, is responsible for planning board meeting agendas, making decisions on behalf of the full Board and serving as a communication link with other Board members.

**The Finance Committee**, chaired by the Treasurer, coordinates the board’s financial oversight responsibilities. The Finance Committee is responsible for developing annual budgets in conjunction with the short- and long-term plans of WASCS. The budget is then reviewed periodically by the Finance Committee to be updated with current information. After the budget is developed, it must be presented to the Board of Trustees for review and a vote.

**The Academic Committee** works to ensure the school is meeting its accountability goals related to student achievement, helps ensure the academic quality and credibility of the school as an academic institution and supports the Director in the maintenance, promotion and improvement of the academic standards set forth in the charter.

### Parent and Staff Involvement in School Governance:

WASCS will facilitate establishment of a Parent Organization (PO). The PO will be able to report on their work and any school issues to the Board. The parents/guardians may participate in the Board meetings as members of standing or ad hoc committees. Detailed information regarding parent involvement in the school is described in the Family and Community Involvement section. The school will also encourage at least one teacher volunteer to attend Board meetings. A regular item on the agenda will be reserved for the PO report and teacher feedback at each Board meeting.

### Board Development and Training:

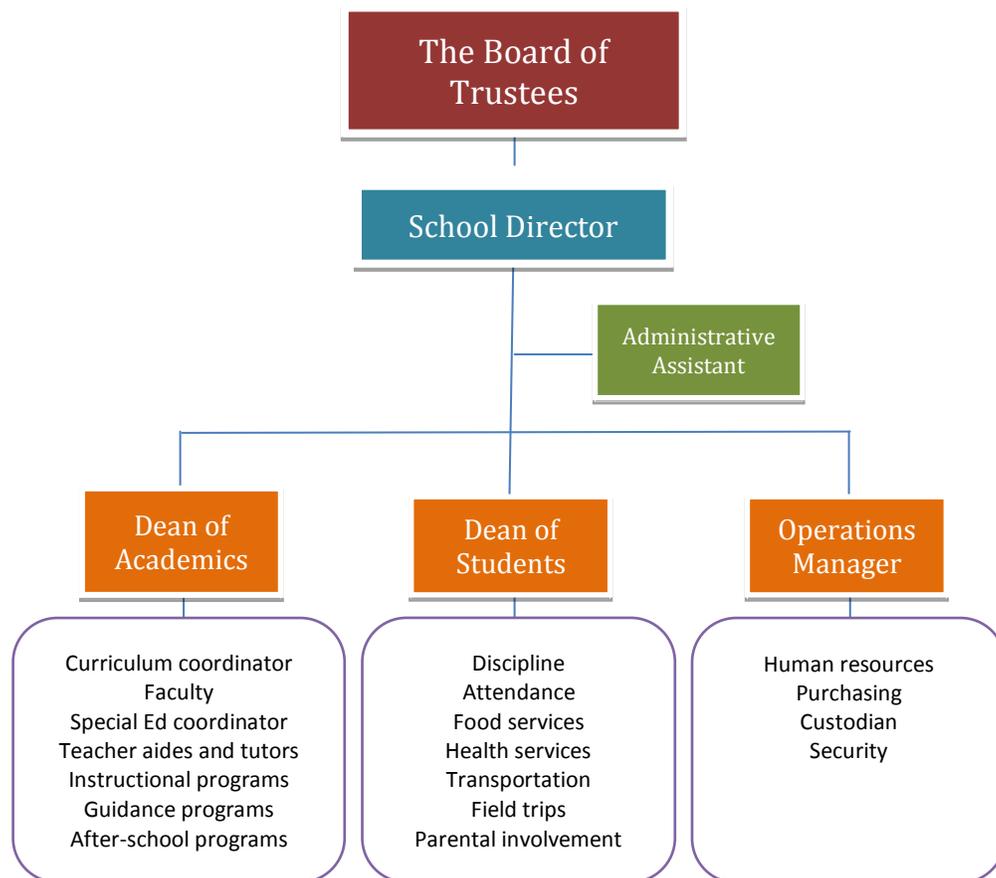
The founding group will serve as the initial Board of Trustees of WASCS (details are given above in Table 11). Upon approval, the group will hold its first meeting to officially take up their positions. All members of the Board will initially undergo a formal orientation and training, and participate in an ongoing annual educational program overseen by the Executive Committee to evaluate its strategic plan and annual goals. The board will continually recruit new members in particular areas: finance, real estate, middle/high school education, fundraising, community and public relations, marketing, business and strategic planning.

### C. MANAGEMENT AND STAFFING

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In order to successfully undertake all of its responsibilities, WASCS will organize, manage, and assess itself in an efficient, business-like manner. The organizational chart is shown in Figure 10.

Figure 10: Organizational Chart



## **Key Administrative Positions and Pertinent Responsibilities and Qualifications:**

*The Director:* The Director reports to the Board, is responsible for implementing the school's mission in terms of reaching its educational goals, and supervises and manages all operations at the school on a daily basis. Therefore, the Director is the leader and the manager of the school at the highest level and, at a minimum, must possess the characteristics to fulfill both of these roles. This is the vital position for the success of the school, and the person who will assume the position has to have certain additional skills and qualities, including:

- A strong educational background
- The knowledge and expertise to lead the school academically and socially
- The ability to work collaboratively and effectively with the staff and the board members
- The ability to manage resources (material and human) in an optimal way.

The Director will have the power to hire and fire the staff members, both teaching and non-teaching, in consultation with, and with the permission of, the Board. A person has prior experience in a similar position, with the desired qualifications and demonstrated skills, will be chosen. The Director must have a sound understanding of the laws pertaining to charter schools and have a vision and a desire to contribute to the betterment of our education system through the charter initiative.

*The Operations Manager:* The Operations Manager reports directly to the Director and will be in charge of all financial operations and other business related to the facilities and data maintenance. The Operations Manager has to be very knowledgeable in fiscal operations, budgeting, accounting and facilities management. An important qualification is the ability to advise the Director and the Board on important financial matters in a timely, preemptive and proactive manner.

*Dean of Academics:* The Dean of Academics reports directly to the Director, supervises the instructional staff and administers academic affairs. This is the key position for transmitting the educational goals to the entire instructional staff and providing academic guidance. The Dean of Academics must have good communication, organizational and leadership skills in order to successfully guide and motivate the teaching staff. The Dean of Academics will also assist the Director in hiring teachers and other instructional staff members. Dean of Academics also work as curriculum coordinator. The Dean of Academics will observe teachers' lessons; schedules and coordinates school-wide summative testing; gathers, compiles, and analyzes student performance data; and organizes and disseminates information regarding upcoming formative and summative assessments. The Dean of Academics will regularly check for lesson plan alignment and the timeliness of data entry (e.g., grades) in databases, and identify and track services given to at-risk students and monitor their progress.

*Dean of Students:* The Dean of Students reports directly to the Director and is in charge of matters directly relating to students, such as student reports, communication with parents/guardians, disciplinary actions, etc. The Dean of Students must have a higher degree in counseling and possess good communication skills with different age groups and with students of varying academic and socioeconomic backgrounds.

*Teacher Recruitment:* To live up to its mission, WASCS will keep the student-teacher ratio equal to or less than fourteen to one. For the first year, the Director, the Dean of Students, the Dean of Academics, the Operations Manager, and 15 full-time teachers (including three subject teachers [art,

music, and physical education], two special education teachers, one teacher assistant, and one counselor) will be hired. By year five, the school will reach its full capacity and hire 34 full-time teachers, four special education teachers, two teacher assistants, one social worker, a librarian and three counselors. Their salaries will be determined according to market rates and are included in the salary projections as a part of the budget in the next chapter. WASCS plans to spend \$20,000 for staff recruitment for the first year and \$12,000 annually in subsequent years for the continuous recruitment of new faculty. WASCS will seek to employ certified teachers. If this is not possible for some reason, such as due to a shortage of subject-area teachers, WASCS may consider employing non-certified substitute teachers. These teachers could represent a number not to exceed 30 percent of the teaching staff, or five teachers, whichever is less.

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

#### **Evaluation:**

Aligned with the State's approach to incorporating status and growth data in the evaluation of teaching staff, WASCS will implement data-driven decisions for the recruitment, evaluation, retention and support of administrative and teaching staff. The end-of-year tests from all previous years are used as criteria for evaluating the progress of academically, socially, emotionally, or linguistically needy students. The rate of progress, in return, will indicate the degree of success of the administrative and teaching staff. In addition to the test results, the effectiveness of teachers will be assessed by the Dean of Academic and Curriculum Coordinator through continual evaluations, which include at least eight class visitations in a year.

#### **Retention of Effective Teachers:**

WASCS administration is aware of the fact that the retention of good teachers is as important as hiring them. There will be multiple means to ensure retention, including: providing teaching assistants, keeping outside classroom responsibilities at a minimum so that teachers can dedicate more time to their primary responsibility, and providing stipends for professional development (such as attending conferences and workshops, taking classes etc.) In addition to these, WASCS will offer competitive benefits and salaries. WASCS will supply additional stipends for effective teachers who demonstrate achievement in training students for regional, national, or international fairs. To boost job satisfaction, WASCS will establish pathways for career advancement. WASCS will implement programs that allow teachers to continue teaching while assuming entrepreneurial and administrative roles. Experienced and effective teachers will be encouraged to serve as department heads (subject leaders), grade leaders or curriculum developers. In return, the salaries of these teachers will be supplemented with extra stipends and/or their teaching load will be reduced. WASCS will help effective teachers focus on teaching and planning tasks by releasing them from certain administrative duties. Furthermore, the teaching staff, in general, will be given opportunities to develop their pedagogical skills, such as the teacher preparation weeks during the summer and the teacher development program during the school year. Teachers will play a crucial role in working

together with the leadership team to make decisions on maintaining and improving the school culture. They will be invited to attend Board meetings.

**Dismissal:**

Ineffective staff members will be subjected to a multi-layered process that includes providing tools, strategies, and coaching to overcome deficiencies. If no improvement is observed, there will be verbal and written warnings, followed by dismissal.

**Staffing Plan:**

Table 12 provides the staffing plan for the first charter term.

**Table 12: Staffing plan**

	Year 1	Year 2	Year 3	Year 4	Year 5
<b>Enrollment</b>	<b>180</b>	<b>240</b>	<b>300</b>	<b>360</b>	<b>420</b>
Director	1	1	1	1	1
Administrative Assistant	1	1	2	2	2
Operations Manager	1	1	1	1	1
Dean of Academics	1	1	1	2	2
Dean of Students	1	1	1	2	2
Regular Teacher	10	13	20	24	26
Specialty Teacher	3	5	6	7	8
Special Ed. Teacher	1	1	2	2	2
Special Ed. Teacher Assistant	1	1	2	2	2
Teacher Assistant	1	1	2	2	2
Guidance Counselor	1	1	2	2	2

For hiring and personnel policies and procedures, see Attachment 8.

**C.1. CHARTER MANAGEMENT ORGANIZATION**

- We intend to contract with a charter management organization. *Continue with completion of this section.*
- We do not intend to contract with a charter management organization. *Skip to the next section.*

**C.2. PARTNER ORGANIZATION**

WASCS will have no partnership with any organization. However, WASCS will develop relationships with local colleges to offer college credits and summer bridge programs.

**D. EVALUATION**

WASCS will conduct an annual programmatic audit according to the N.Y. Education Law §2851(2)(f). Evaluations of the school’s operational effectiveness and fiscal soundness, family and student satisfaction and performance of school leaders, teachers, and the Board of Trustees will be included in the audit. WASCS will submit an Annual Report to its authorizer (NYSED) by August 1 of each year, which will include the state-mandated School Report Card and details about its performance and progress toward accountability goals. We also expect to undergo oversight visits by

our authorizer and will utilize any constructive feedback to revise the academic program. WASCS expects to undergo programmatic audits related to any federal entitlement grants and competitive public grants it receives, including Consolidated Title Funds, and CSP and SSF grant funds.

**Operational Effectiveness and Fiscal Soundness:**

Research demonstrates that the primary reason charters schools close (41.7 percent from Center for Education Reform, 2011) is related to financial deficiencies. After all, WASCS is a business, and strong financial and operational management is required so that the school can deliver on its goals for many years. The Board is responsible for keeping itself and the administration accountable for the operational effectiveness and fiscal soundness and viability of the organization. At the start of each year, the Director and Operations Manager and the contracted accountant will meet and prepare the annual operating and capital budgets, including cash flow projections for prioritized needs. The prioritization will be based on support for the students’ achievements and fiscal efficiency. The draft plan will be reviewed and approved by the Board. This team will meet regularly (weekly or monthly) to review the performance. Any deviations that are material (i.e., 5 percent of the budget item or \$5,000) will be documented and brought to Board’s attention for further discussion. In addition, fiscal indicators, such as items that are not over-extended or bills that are always paid on time, will help in monitoring the team’s capacity to manage cash flow during the year and its success at budgetary priorities. The finances of the school will also be audited independently by a Certified Public Accountant (CPA) each year.

**Table 13: Parent Satisfaction Survey**

Please rate 4: Strongly agree, 3: Agree, 2: Disagree, 1: Strongly Disagree
1. I am satisfied with the quality of instruction my child receives.
2. My child is challenged to do his/her best.
3. I am satisfied with my child’s experience with technology at school.
4. Overall, I am satisfied having my child enrolled at WASCS.
5. WASCS fosters a safe environment.
6. School discipline at WASCS is handled in a fair manner.
7. My child feels comfortable talking to and interacting with his/her teachers.
8. I feel comfortable contacting administration for problems that require attention.
9. Teachers are available when I need to speak with them.
10. I receive information about school policies, assessments, and school activities.
11. I am provided with timely, accurate information about services and programs offered at WASCS.
12. Information is periodically provided to me about how my child is doing at WASCS.
Reasons for choosing WASCS (circle more than one): Smaller Setting, Emphasis on math and science, Individual Attention, Computer Technology that supports the curriculum, Safe and positive learning environment, Ethnic/cultural diversity, Extra-curricular activities.

**Family and Student Satisfaction:**

WASCS will strive for family and student satisfaction in multiple ways. We will have frequent surveys that are customized for our school. A sample form that we have prepared is shown in Table 13; however, we consider getting professional help for more efficient surveys from institutions like

the National Association of Independent Schools. We will administer annual phone surveys to every parent in the school via neutral third parties, in order to promote honest responses and a higher participation rate. Data from these surveys will be discussed during the July meeting to plan necessary actions and the possible redesign of our program. Finally, we are planning to ask teachers to make four home visits every year per student for face-to-face feedback and higher individual communication.

### **School Leaders, Teachers and the Board of Trustees:**

WASCS will develop a plan that will consist of multiple measures to evaluate the performance of the school staff in meeting school's goals and fulfilling its mission. Below, we have outlined our clearly set goals and targets.

- Ninety percent of students will be promoted each year by meeting credit requirements and passing State Regents Exams, with at least an 80 percent for ELA, a 75 percent for Math and a 65 percent in other subjects.
- Aligned with the goal established by the NYS Regents, WASCS – adhering to the NYS Graduation Requirements – will graduate at least 80 percent of their entering ninth-grade cohort within five years.
- Schools will meet or exceed a 90 percent average daily attendance.
- Schools will ensure that 90 percent of students in each cohort return each year. If a student and family elect to leave the school, it is the responsibility of the school's faculty and staff to make certain that the departing student is on-track to college and career-ready.
- Ninety percent of graduating seniors will register for college and complete 10 college credits in their first year.

The data from the above measures will be collected by the Director and presented at the Board's annual meeting in July. Based on the results, the Board will make decisions regarding changes in leadership or operational priorities. For example, if data show that in a particular subject the assessment results are lagging behind the target goals, the Director may recommend a shift in teacher scheduling or hire a part-time coach for that subject to ease the load on the teachers. The Board will review, provide feedback and adopt any changes during the annual meeting. The Director will be evaluated annually by the full Board, based on the overall performance of the school. Twice annually, the Director will be responsible for formally evaluating the administrative team according to their responsibilities and their contributions to the development of the school culture. At the end of each year, the Director will make recommendations to the Board about compensation, promotion and termination. The teachers will be evaluated by a professional review system that is compliant with N.Y. Law §3012-c. Teachers' evaluation results will be important for providing personalized coaching and professional development plans that support their growth. Teachers with performance shortfalls at the time of the first performance evaluation may be placed on probation and will be asked to develop an improvement plan. The second formal evaluation will be used to make decisions about compensation, assignments and retention for the following year.

### **E. PROFESSIONAL DEVELOPMENT**

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WASCS is designed to continually improve teacher practice in a professional climate; therefore, effective professional development requires time and opportunities for staff to develop core competencies in instructional strategies, lesson design, classroom management, and data analysis. At

WASCS, we hold ourselves to high standards, because teacher quality and effectiveness are critical factors for high student achievement. To achieve maximum efficiency in teaching, our teachers will benefit from a vast array of resources, including training sessions, tools for improvement, and opportunities for collaboration and communication. As necessary, WASCS may engage outside consultants to provide specific training to its teachers. In sum, professional development at WASCS will have four main components: (1) yearlong continuous learning and improvement, (2) Summer Institute, (3) inter-classroom and inter-school visitations, and 4) extended learning through certificate and college programs.

### **Yearlong Continuous Learning:**

Throughout the year, teachers will build a portfolio, showcasing their achievements as educators and their progress towards achieving their goals. During the school year, teachers will also receive a minimum of one full professional development day (October 6), aside from any special seminars. With additional development activities, teachers will be working over 210 days during a school year. Teachers will use this time to meet and write curriculum, create unit plans, write individual lesson plans, construct assessment tools, and/or develop projects.

### **Summer Institute:**

The Summer Institute will focus on professional development for teachers, both as individual educators and as a faculty, on topics such as “Multiple Intelligences, Learning Theory, and Differentiation.” Summer Institute will extend for 15 days before the beginning of the school (August 18-30 and September 2-3). During this time, teachers will receive an orientation and begin planning for the year. In fact, WASCS teachers will work in teams to create interdisciplinary curriculum maps that they will implement over the year, which at a minimum will involve these areas: instruction, planning, and assessment; parent outreach; and professional development. They will then develop an action plan designed to meet these goals by year’s end. The Summer Institute will also include time for teachers to work on the curriculum and create a standards-based classroom environment.

During this summer program, all WASCS teachers will also receive ongoing professional development training in working with ELLs, under the guidance of the Dean of Academics. Professors from local universities and individual professionals will be invited for onsite workshops during the school’s professional development days, and ESL teachers will attend the Bilingual/ESL Technical Assistance Center (BETAC) workshops at the Boards of Cooperative Educational Services (BOCES). Our teachers will also be trained regarding the WASCS charter, and statutory and regulatory requirements.

### **Inter-Classroom and Inter-School Visitations:**

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

### **Extended Learning Through Certificate And College Programs:**

Teachers who enroll in graduate classes that have a direct connection to their teaching responsibilities will be reimbursed for a portion of their tuition. WASCS will actively pursue a

partnership with a local university in order to provide our faculty with the opportunity to enroll in graduate classes at reduced tuition rates. In addition, all teachers will have an annual allocation that allows them to attend a subject-related conference of their choosing provided by institutions such as the National Science Teachers Association (NSTA), the National Council of Teachers of Mathematics (NCTM), the National Council of Teachers of English (NCTE), and the National Council for Social Studies (NCSS).

All professional development activities will be developed by the Professional Development Team, which includes the Director, the Dean of Academics and Curriculum Coordinators, who represent the teachers across the curriculum. The administration will identify the needs of teachers throughout the school year through teacher surveys, teacher observations and analysis of student assessment data. Furthermore, with the administrations' use of Observation 360 (an iPad-based database-driven metrics tool and teacher training video repository) for its frequent informal classroom observations and feedback, teachers, administration and trustees will be kept up to date with both performance metrics and methodology examples. In addition, this will allow the monitoring of the feedback given to the teachers. This ensures that teachers can focus on creating and receiving feedback on high quality, rigorous lesson plans. Through teachers' willingness to learn, grow, and try new techniques, the faculty of WASCS will become a model of professional development.

#### F. FACILITIES

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After conducting extensive research into possible buildings the founders have identified the following location for the school building: 2 Wells Ave, Yonkers, NY 10701. This facility was formerly used as the offices of the Yonkers Board of Education. It is conveniently located in the heart of downtown Yonkers at an intersection of major bus lines and train stations. We are currently working towards a preliminary agreement through the real estate agent, *Mike Antkies* from the LANCSO Corp. The entire building is approximately 60,000 sq. ft. on six floors, and the founders may rent a part of the building for the first two years, until additional parts of the facility are needed. The landlord is willing to renovate the interior of the building to accommodate the school's needs as it grows, in accordance with the founders' plan. The cost of the renovation will be negotiated as part of the rental agreement for the space. As the preliminary floor plans designed for WASCS show, the space is big enough to accommodate 28 classrooms, 5 labs, offices, bathrooms, common areas, a cafeteria and a gym. Rent is \$20 sq. ft. Leased space will be 25,000 sq. ft. in first two years and 54,000 sq. ft. after the second year.

The Board has also entered into discussions with Ed Newman, Associate Director of Real Estate for the Archdiocese of New York, regarding leasing the unused Catholic schools. St. Denis School (located at 73 Lawrence Street) and St. Bartholomew Parish School (at 278 Saw Mill River Rd., Yonkers) are available for rent. We are also awaiting the decision of the Archdiocese regarding the status of the building housing the St. Casimir School, which will be closing in June 2013.

Another possible location for the school is 1061 North Broadway, Yonkers. We are currently working towards a preliminary agreement through real estate agent Carl D. Silbergleit of Friedlands Realty, Inc. The entire building is 55,000 sq. ft.; we may rent a part of the building for the first two years and increase the rental space to full capacity over time.

**Table 14: Proposed Facility**

Room	Total (sq ft)
25 Classrooms	16,000
1 Nurse Office	420
5 Admin Offices	5,450
1 Gym	11,300
3 Conference Rooms	2,600
2 Teacher/Sec Room	980
1 Kitchen/Cafeteria	1,000
18 Bathrooms	3,800
1 Wood Shop	1,000
1 Work Shop	650
1 Lab	720
1 Art Room	670
1 Home Economics	660
13 Multi-Function Offices	7,250
Common Areas (Lobby, Stairs, Storages and Corridors)	19,200
<b>TOTAL</b>	<b>71,700</b>

## G. INSURANCE

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WASCS will carry adequate insurance coverage for liability, property loss and personal injury to students. A comprehensive list of coverage types and limits are listed in Table 15. The school has consulted the insurance broker of the Ten Eyck Group to obtain estimates, and the numbers are reflected in the budget. A copy of the estimate report is available upon request.

**Table 15: Insurance coverage**

Coverage	Limit
Property Coverage	\$300,000
General Liability (Each Occurrence)	\$1,000,000
Automobile Liability	\$1,000,000
Directors and Officers	\$1,000,000
Umbrella Liability (Each Occurrence)	\$5,000,000
Worker's Compensation & Employers' Liability	\$1,000,000
Student Accident	\$25,000
Catastrophic Student Accident	\$1,000,000
Crime (Employee Dishonesty)	\$100,000
Crime (Forgery or Alteration)	\$100,000
Crime (Scheduled-Operation Manager/Treasurer)	\$1,000,000
Crime (Computer Fraud)	\$100,000

## H. HEALTH, FOOD, AND TRANSPORTATION SERVICES

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### **Health Services:**

WASCS shall comply with all health service requirements applicable to other public schools. WASCS will have an on-site health clinic for immunization, arrangement of diagnostic testing, assessment and treatment of ill students, and disbursement of medications. WASCS will use a full-time nurse provided by the district to supervise these services and to collect and maintain the necessary student health records securely, in accordance with state requirements. The nurse will be responsible for preparing the staff in first aid and mandatory AED training. The Operations Manager will oversee the activities of the nurse.

### **Food Services:**

WASCS will participate in the U.S. Department of Agriculture National School Lunch Program to provide breakfast, lunch and snacks for students and will plan to furnish meals preferably through a prominent food vendor. Meals and snacks will be served on weekdays to all students attending WASCS while the school is in session. WASCS may also explore other food vendors or operate its own kitchen to provide a wider selection of healthy food options with high nutritional value. Decisions will be based on cost, healthy menu options, and adherence to federal guidelines. WASCS shall adhere to all applicable regulations by state and federal government.

### **Transportation Services:**

The students of WASCS will receive all transportation services for which they are eligible under the Educational Law §2853(4)(b) and §3635. Specifically, the Yonkers City School District is responsible for providing transportation services to WASCS students located more than two, and less than fifteen, miles from the school. WASCS students who do not qualify for transportation services shall qualify to receive monthly passes in accordance with the YCSD's provision, similar to students attending nonpublic school. Transportation for special education students will be provided in accordance with state and federal laws. If a student is not eligible for transportation services, transportation will be the responsibility of the child's parents/guardians.

## I. FAMILY AND COMMUNITY INVOLVEMENT

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WASCS will pursue policies of transparency and inclusiveness when it comes to outreach to every student, parent and member of the community. The founding board is willing to engage in a very diverse and multicultural family and community involvement. Such a personal relationship helps both parties to understand each other's expectations and responsibilities. The committee also strongly believes that creating a strong "sense of belonging" to WASCS is paramount for a better parent-teacher relationship, which will lead both to high parental satisfaction and higher student achievement. Furthermore, under the guidance of the aforementioned principles, the school's parents/guardians will be surveyed annually for their opinion of WASCS in regard to how well it is serving their children. Each spring, two surveys – a parent survey and a student survey – will be conducted by the school administration. The results will be compiled, recorded and retained, and they will be presented as part of the overall evaluation information that we provide to the YCSD. The goals of the survey are to discern any areas that parents/guardians and students feel should be addressed more thoroughly, areas they feel are being adequately addressed, and areas they feel might make a more effective program, if instituted. The overall goal of the survey is to ensure both student and parent satisfaction with the WASCS program, through open communication with, and responsiveness on the part of, the school. Ideally, WASCS wants to establish both an institutional and educational environment that is not only centered on students, but also their parents/guardians.

Making parents/guardians an integral part of the school will be a foremost agenda item for the administration. Every effort will be made to encourage parents/guardians to:

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

In addition, the following policies for parental involvement in school governance will be employed:

- Involving parents/guardians in the design and implementation of WASCS.
- Providing orientation and other training for parents/guardians to ensure their participation in the school and to ensure they understand the school's mission and policies, and outlining a process for parental feedback to school leaders.

#### **Parent-Teacher Relationships:**

- Pre-set times will be required for teachers and the Director to be available to parents/guardians and a process will be set up for effective, regular communication, including quarterly parent-teacher conferences and school-wide parent open houses.
- An online appointment system will be established to enable parents/guardians to schedule an appointment with a teacher.
- Professional speakers and experts will be called in to address all parents/guardians once prior to the school year to explain the New York State Parent Education and Awareness Program (<http://www.nycourts.gov/ip/parent-ed/>). The primary goal is “to teach parents/guardians ways they can reduce the stress of family changes and protect their children from the negative effects of ongoing parental conflict in order to foster and promote their children’s healthy adjustment and development.”

#### **Mutual Trust and Student-Monitoring Channels:**

- An online Parent-Information Database will be established, which systematically provides updates to parents/guardians on their child’s academic progress, attendance, and behavior in school. Parents/guardians with lack of online access will receive the same information via postal mail.
- Report cards will be provided at parent-teacher conferences conducted twice per year.
- Parents/guardians will be made aware of all meetings of the Board of Trustees and other school meetings.
- Parents/guardians will be visited at their homes regularly during a school year.

#### **“Sense of Belonging” via Parent Involvement:**

- Establishing a parent association; forming parent/trustee subcommittees for various problems; instituting a formal process of communication with the Board; and assigning parental responsibilities for, and participation in, school events and field trips, etc.

- Allowing parents/guardians to sign voluntary “contracts,” pledging to be involved in their children’s education, and to be responsive and helpful to the school for various needs (fund-raising, clean-up, social events), and for other expectations (though such contracts cannot be binding or at all viewed as a condition for a child’s admission to or retention at the school).
- Requiring parents/guardians to sign homework sent home with and returned by their children.

## J. FINANCIAL MANAGEMENT

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WASCS will employ an Operations Manager to administer the daily fiscal and accounting functions of the School. The Board of Trustees and the Director will provide fiscal oversight. They will perform monthly analyses, reconciling and adjusting account balances to ensure that records are maintained in accordance with generally accepted accounting principles (GAAP). WASCS will work with a certified public accountant (CPA). WASCS may also consider contracting with an independent certified public accountant for periodic accounting support services, such as development and implementation of an accounting software system. Both the Operations Manager and the Director will be responsible for the protection of student and financial records. The financial controls, policies, and procedures of WASCS are listed in Form 5. WASCS will submit an annual report to the State Board of Regents, which will include: (1) a certified financial statement setting forth, by appropriate categories, the school's revenues and expenditures for the preceding school year, including a copy of the most recent independent fiscal audit of the school, which will be conducted by a certified public accounting firm, (2) a report card that measures the comparative academic and fiscal performance of the school, as prescribed by the State Commissioner of Education, including graduation rates, the performance of students on standardized tests, college entry rates, the total amount of spending per pupil and the amount of administrative spending per pupil. WASCS will conduct fiscal and programmatic audits in accordance with the requirements of law and as additionally directed by the Board of Trustees. WASCS’s programmatic audit shall consist of submission of an Annual Report to the New York Board of Regents, in accordance with Education Law §2857(2). This report will include the state-mandated School Report Card, in accordance with regulations [8 NYCRR119.3] of the Commissioner of Education, which is required of every New York public school. This Report Card will show the comparative academic and fiscal performance of the school and will also list the following: the School’s federal and state revenue sources, expenditures for salaries, capital expenses, student services, drop-out rates, student suspensions, standardized test performance, student enrollment, data on students with limited English proficiency (LEP) and other relevant information. Furthermore, the Annual Report will include a discussion of the progress made toward the school’s achievement goals. Throughout the school year, WASCS’s administration and faculty will assess the programmatic effectiveness and the academic needs of the students to determine the extent, if any, that changes are warranted in the school’s education program or its implementation. The charter entity will be informed of any significant changes made, or pending being made, that are deemed necessary to fulfill the achievement goals of WASCS.

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

### **Fiscal Audit:**

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

### **Purchasing Practices:**

The following factors will guide the purchase of all goods and services of WASCS: price, quality, and dependability. (1) Staff members will pick up a purchase requisition form from the Operations Manager, complete, and sign it. Purchase requisition forms will include a full description of the item, the required use or charge code, the suggested vendor, the quantity desired, the price, and the deadline for delivery. (2) For final approval, the purchase requisition will be submitted to the Operations Manager for items under \$250 or to the Director for items \$250 or higher in value. In addition, all purchases in excess of \$5,000, shall be approved by the Board of Trustees. The Director/Operations Manager will verify the availability of funds for the purchase and confirm that WASCS's cash flow is sufficient to cover the proposed purchase. (3) If the requisition is approved, the Operations Manager will secure three quotes, seek the best possible price and terms, prepare an official local purchase order, and purchase the item. The Operations Manager and the Director are the only individuals authorized to sign purchase orders. Any purchases made without the authorization of the Operations Manager or Director will not be considered a legitimate school expense, will be a personal expense of the person making the purchase, and will be deducted from his or her next paycheck. Professional service contracts are excluded from the requirement to seek multiple bids; however, nothing shall preclude the Director from seeking such multiple bids for these contracts. The Board of Trustees must approve all WASCS's contracts. If the Director deems approval of a contract urgent, such a contract may be approved by the Chair of the Board.

WASCS will employ an Operations Manager to administer the daily fiscal and accounting functions of the School. The Board of Trustees and Director will provide fiscal oversight through monthly reviews of financial statements and dashboard metrics, and through approval of the annual budget.

**Internal Controls:** The Treasurer of the Board of Trustees (BoT) will be responsible for financial matters on behalf of the BoT. The Treasurer is a member of the financial committee and oversees business office operations. The Director and Operations Manager will report to the Treasurer first on matters relating to the BOT's concerns in the committee. Any matters that need Board approval Will be put on the agenda of the next meeting.

The Operations Manager will attend all board meetings to present fiscal information. All annual budgets and interim modifications will be approved by the BoT. At every BoT meeting, the Board will review the financial report submitted by the Operations Manager. The BoT will review and compare the budget to actual revenues and expenses on a regular basis, and will follow up on inquiries that may result regarding budgetary actions. The BoT will monitor matters that could affect the school's financial status or reports.

The Treasurer will review bank statements and financial statements on a monthly basis. Any long-term contracts and purchases over \$15,000 will be approved by the BoT. Any checks with amounts higher than \$5,000 will require the signature of Treasurer or BoT president. Control activities will be carried out by the staff. For instance, a purchase order will be approved by a supervisor prior to the purchase of goods. Then, it will be verified that the goods have been received prior to making the payment. Bank statements will be reconciled on a periodic basis. The duties will be segregated over liquid assets. Also, the uses of fixed assets will be tracked.

**External Controls:** WASCs will contract with an independent certified public accountant (CPA) to provide monthly support to the school by analyzing, reconciling and adjusting account balances, and ensuring that records are maintained in accordance with generally accepted accounting principles (GAAP). The CPA also may assist in developing WASCs's charter of accounts and implementation of an accounting software system. Independent audits of the financial statements will be conducted annually by a New York State Certified Public Accountant selected by the BoT. Annual financial audits will be conducted in accordance with GAAP, per the US Comptroller General. Financial regulatory forms shall be completed by the charter school as necessary, or by an accounting firm selected by the Director.

**Financial Goals:** The BoT has set two overall financial goals: (1) to have contingency reserve funds higher than 2 percent of the annual budget and (2) to have no identified financial deficiencies according to annual audits.

#### K. BUDGET AND CASH FLOW

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See Attachment 9 for the detailed budget and cash flow projections for the start-up period and the initial charter period. Key assumptions are provided next to line items and are not repeated here. The budget is prepared conservatively. Presumed revenue sources include a Charter School Program Planning and Implementation grant of \$166,667 during the start-up period, \$50,000 in committed donations from members of the community and board members and a per student revenue of \$14,523 during the five-year charter period. No other grant or revenue sources are presumed. Per student revenue is taken to be constant throughout the five-year initial charter period. All teacher and other staff salaries, on the other hand, are presumed to increase by 2.5 percent per year, in keeping with long-term inflation trends in the U.S. Despite conservative revenue estimates, the budget is projected to produce a surplus every year. The cash balance at the end of the fifth year is projected to be \$1,503,458. The projected surplus will be used as a buffer against unexpected costs and shortfalls in enrollment targets, and used to provide additional resources for students and bonuses for successful teachers. The budget is prepared on the assumption that enrollment targets will be achieved. Total per pupil revenue is calculated with the assumption that WASCs may fall up to 10 pupils less than its target enrollment for the first three years, despite the survey letters, which project that the enrollment target will be reached without any hardship. In the event that the revenue estimates are not realized as planned, WASCs will re-evaluate its budget and modify its staff and other needs in order to have a fiscally sound school. The projected surplus will serve as a buffer against these possibilities.

The budget was prepared based on WASCs's academic plan. WASCs has primarily a math and science focus with an emphasis on college preparation and has allocated sufficient funds for its staff and instructional supply needs. WASCs will set up science labs for its needs, and teaching assistants will specialize in Math and Science areas, along with the regular classroom teachers. Funds are allocated for student assessments in order to track their progress through the years. NCLB funds were allocated for after-school and weekend school programs. Funds for a school counselor and

social workers have been allocated. WASCS will rely on these personnel to enhance the academic performance of at-risk students. WASCS also plans to provide a tablet computer for each student in the eighth grade. WASCS believes this will provide another important educational tool that will enable students to engage with content in interactive ways, find information instantly, and access the library and books, both in the school and at home. To identify an appropriate facility, WASCS's founding board members made various contacts and held some preliminary discussions about a suitable building at 2 Wells Ave, Yonkers, NY 10701. While the board has not finalized a facility, they believe this location is appropriate for the current school needs. Should there be an unexpected circumstance generating an extra need for financial resources, WASCS's founding committee has the financial strength to raise additional funds among themselves, or from the supporting public in the form of loans or donations. For further budgetary challenges, WASCS will also seek loans from financial institutions. Furthermore, WASCS will seek funding from state, federal and private competitive grants, corporations, community-wide fundraising, and organizations sponsoring special funding for educational programs. While they are not shown in the current budget in order to provide a conservative estimate, WASCS plans to apply for various federal and state grants, including those from the Department of Youth and Community Development.

Our board is in this project for purely voluntary purposes. In a fundraiser for this school, the board among themselves has committed \$50,000 of their own money for the project. The money is a donation. The funds are currently available in the bank, as shown in the letter provided on page **Error! Bookmark not defined.** in Appendix 2, and can be used during start-up period.

#### L. PRE-OPENING PLAN

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Immediately upon receipt of its charter and the finalization of its building contract, the developers of WASCS will mail brochures and application materials to approximately 2,000 addresses around the city, hold public meetings, and accept enrollment applications at WASCS's own building. A school advertisement will be placed in local newspapers to reach out to all segments of the community, so that WASCS will have a diversified student body. Our volunteer members will hand out flyers and put up posters in malls and community centers. These documents will briefly describe the vision of the school and the enrollment process and will allow those who cannot attend a public meeting to have a chance to hear about WASCS.

Prior to opening the school, the BoT will hire a Director. According to the pre-opening plan, between January and June 2014, the BoT and the Director will hire an Operations Manager, a Dean of Academics, a Dean of Students, and teachers who meet the qualifications and certification required for their positions and who possess characteristics and goals that are aligned with the school's mission and objectives,. A building that meets NYSED requirements, NYS occupancy terms, and the school's population and function requirements will be identified by March 2014, and necessary renovations will be planned and executed. The administration at WASCS will create a thorough fifteen-day Summer Institute training plan prior to opening the school, which will establish a team mindset for the entire staff and set the tone, expectations and procedures for the upcoming year. The entire staff will then participate in all sessions of the Summer Institute.

Finally, in the weeks prior to the opening of WASCS, the administration and staff will hold multiple orientation sessions for registered students and their families, both during the day and in the evening, to prepare parents/guardians and students for academic, athletic, social and community expectations.

**Table 16: Pre-Opening Plan**

Domain	Task	Begins	End	Responsibility
<b>Governance</b>	Elect Board officers, ratify by-laws, establish committees	At the first board meeting		BoT
<b>Governance</b>	Identify additional areas of need and recruit new board members in the direction of this need, conduct monthly board meetings	On-going		BoT
<b>Governance</b>	Search for public funding and grant opportunities for startup activities	On-going		BoT
<b>Business</b>	File for federal 501 status for school and tax-exempt status	Upon charter approval		BoT
<b>Facility</b>	Contract facility and identify renovation needs, secure a contractor, develop a timeline	Upon charter approval	Feb 14	BoT, TD
<b>Governance</b>	Hire a director and Operations Manager	Dec 13	Jan 14	BoT
<b>Business</b>	Establish a checking account, revenue planning, fiscal policies, apply for federal employer identification number	Dec 13	Apr 14	BoT
<b>Governance</b>	Umbrella insurance coverage for startup period	Jan 14		BoT
<b>Business</b>	Contract with CSBM to establish payroll and other financial systems	Jan 14	Jun 14	BoT, TD
<b>Business</b>	Approve fiscal policies and procedures	Jan 14	Jan 14	BoT
<b>Recruitment</b>	Recruit students: finalize and disseminate materials, launch community meetings and community service events, post advertisements in newspapers, home visits	Jan 14	Apr 14	TD, Vol
<b>Recruitment</b>	Upgrade website with online application for enrollment module	Jan 14	Jan 14	TD
<b>Academic</b>	Research, secure, and develop curricular resources; create scope and sequences and unit plans aligned with state and Common Core standards	Feb 14	Jun 14	TD
<b>Recruitment</b>	Hold lottery: secure system with preferences, conduct lottery, inform parents/guardians	Apr 14	Apr 14	TD, OM
<b>Operations</b>	Obtain student records: obtain permission from parents/guardians, contact previous schools, etc.	Apr 14	Jul 14	TD
<b>HR</b>	Recruit school staff: draft job descriptions, post positions, interview candidates, check references	Feb 14	Jun 14	TD
<b>Business</b>	Approve budget for FY14-15	Apr 14	Apr 14	BOT
<b>HR</b>	Finalize staff handbook and personnel policies	Apr 14	Jun 14	BOT, TD
<b>Operations</b>	RFP for food services: coordinate vendor evaluation of kitchen capacity, establish food service policies	Apr 14	May 14	TD, OM
<b>Operations</b>	Secure transportation: contact DOE OPT, coordinate bus routes and stops, inform parents/guardians of options	Apr 14	Jun 14	TD, OM
<b>Operations</b>	Select/administer staff benefits: insurance and retirement plans	May 14	Aug 14	TD, OM
<b>Academic</b>	Contract with Related Service Providers	May 14	Jul 14	OM
<b>Operations</b>	Order all necessary technology, furniture, books, supplies	May 14	Jul 14	TD, OM
<b>Operations</b>	Secure insurance policies	Jun 14	Jul 14	TD, OM
<b>Facility</b>	Obtain Certificate of Occupancy	Jun 14	Jun 14	TD, OM
<b>Operations</b>	Submit the documents to NYSED (certificate of occupancy, sanitary inspection, fire inspection, licenses of administrators, teachers, and professional support staff)	Jul 14	Aug 14	TD, OM
<b>Operations</b>	Create a draft Safe Schools Against Violence in Education (SAVE) plan and submit it to NYSED	Jul 14	Aug 14	TD, OM
<b>Operations</b>	Notify school districts of residence of admitted students and obtain/secure records, including special education group	Jul 14	Aug 14	TD
<b>Operations</b>	Contract with security and building maintenance	Jun 14	Jul 14	TD, OM
<b>Academic</b>	Establish class lists, student schedules and send to teachers, students' families	Jul 14	Aug 14	TD
<b>PD</b>	Conduct Summer Institute	Aug 14	Aug 14	TD
<b>Academic</b>	Create lesson plans for first weeks of school	Aug 14	Aug 14	Teachers

**BoT:** Board of Trustees, **TD:** The Director, **OM:** Operations Manager, **Vol:** Volunteers

M. DISSOLUTION PLAN

Should WASCs dissolve for any reason, all students and their records will be transferred to the YCSD. WASCs will maintain a reserve fund to cover debts in the case of the school’s dissolution. Remaining assets would be transferred to another charter school in Yonkers. Should other charter schools decline the assets, they will become the property of the Yonkers City School District.

**Table 17: Dissolution Plan**

Date of closing: 30 June		
Last day of school: 30 June		
Escrow Account \$75,000		
<b>Schedule of Activities</b>	<b>Person Responsible</b>	<b>Projected Date of Completion</b>
<b>Financial Statements</b>		
▪ Submit financial statements to NYSED	Operations Manager	30 Jul
<b>Final Audit</b>		
▪ Appoint independent auditor to conduct a final audit	Board of Trustees	30 Aug
<b>Accountability and Reporting Required Task</b>		
▪ Submit end-of-year reports by specified deadlines to appropriate NYSED office	Operations Manager	30 Jul
<b>Legal</b>		
▪ Devise procedures for dissolving Board and relieving individual Board members	Board of Trustees	30 Aug
▪ Provide NYSED with name, address and contact info of person designated as the primary contact person for all future inquiries, as well as Board-approved resolution appointing this person as the primary contact		
<b>Federal Grants</b>		
▪ Provide proof of proper liquidation of goods acquired through federal grant(s)	Operations Manager	30 Aug
▪ Verify liquidation and/or transfer of property acquired through federal grants to the district		
▪ Submit Final Expenditure Reports for entitlement grants		
<b>Enrollment Count</b>		
▪ Collect updated student registers and conduct a final enrollment. Contact the local school district	Director	30 Jul

## ATTACHMENT 1: ADMISSIONS POLICIES AND PROCEDURES

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Admission to Westchester Academy of Science Charter School (WASCS) shall not be limited on the basis of intellectual ability, measures of achievement or aptitude, athletic ability, disability, race, creed, national origin, religion or on any other ground that would be unlawful. All children who would be eligible for enrollment for available grades in Yonkers public schools will be eligible to enroll in the charter school, subject to availability and the process set forth below.

WASCS will admit each eligible student who submits a timely application, unless the number of applications exceeds the capacity of the student's requested grade level or of the school building. Prospective students and their parents or guardians are encouraged to spend a day visiting the school and sitting in on a classroom instruction period. It is important that students and their parents/guardians understand the values of the school along with its academic and social expectations before they are asked to make a decision to enroll their children. The school will take whatever additional steps deemed necessary to make sure that all information needed is provided.

Interested parents/guardians will be required to complete and submit an application form. After your child has been accepted the following documents listed below will be required to complete your enrollment. Only students with a completed enrollment packet will attend classes at WASCS.

Whenever a vacancy occurs, either prior to the start of a particular school year or during the course of that school year, the school will contact the parent or guardian of the student chosen through the lottery system. Reasonable and multiple attempts will be made to contact the family of the student chosen and confirm whether or not they are still interested in enrolling at our school.

Students who are placed on the waiting list are ranked. Students are chosen for openings by a lottery. If the chosen student's parents decline the opening another lottery will be held until the space is filled.

The lottery day for 2014-15 applicants will be on April 14, 2014 in the school gymnasium.

Along with a completed application, the following documents shall be submitted:

- A copy of the student's birth certificate
- The student's most recent report card
- A high school transcript with Regents grades (if applicable)
- Proof of residency (driver's license, phone/electric/gas bill, etc.)
- A copy of the most recent IEP (if applicable)
- Updated immunization records
- Documentation of a physical and dental examination (within the past 12 months)

**Application Form for 2014–2015 School Year**  
Westchester Academy of Science Charter School  
School Address, Yonkers, NY

ph: (914) 414-7391 - www.WASCS.org - info@WASCS.org

**Application Deadline:** April 1, 2014 **Lottery Date and Location:** April 14, 2014, Address  
**Directions for Submission of Applications:** Please either submit an online application on our website by filling the required information or send this application to the school address via mail.

**Non-Discrimination Statement:** *A charter school shall not discriminate against or limit the admission of any student on any unlawful basis, including on the basis of ethnicity, national origin, gender, disability, intellectual ability, measures of achievement or aptitude, athletic ability, race, creed, national origin, religion or ancestry. A school may not require any action by a student or family (such as an admissions test, interview, essay, attendance at an information session, etc.) in order for an applicant to either receive or submit an application for admission to that school.*

**Student Information**

**Legal Name of Student:\***(last) \_\_\_\_\_ (first)  
\_\_\_\_\_ (middle)\_\_\_\_\_

**Gender:\*** Male Female **Date of Birth (MM/DD/YYYY):\***

**Social Security Number:** \_\_\_\_\_

**Grade level applying for:\***  6  7  8

**Student's Residence Address:\*** (No P.O. Boxes)

**Street:** \_\_\_\_\_ **Apt#:** \_\_\_\_\_

**City:** \_\_\_\_\_ **State:** \_\_\_\_\_ **Zip Code:** \_\_\_\_\_

**Legal School District of Residence:\*** \_\_\_\_\_

**Does the applicant student have a sibling(s) who is currently enrolled in this charter school?\*** Yes No If Yes, list at least one sibling's name, current grade and date of birth: \_\_\_\_\_

**Name of Previous School:** \_\_\_\_\_ **Years Attended:** \_\_\_\_\_

**Address of Previous School: Street** \_\_\_\_\_ **City:** \_\_\_\_\_

**State:** \_\_\_\_ **School Phone :(\_\_\_\_)** \_\_\_\_\_ **School Fax :(\_\_\_\_)** \_\_\_\_\_

**Parent/Guardian Information**

**Student lives with:** Both parent both parents alternately (Joint custody) Mother only Father only Legal guardian

**Legal Parent/ Guardian Name:\*** (last) \_\_\_\_\_  
(first) \_\_\_\_\_ (middle)\_\_\_\_\_

**Relationship to Student:\*** \_\_\_\_\_

**Address and phone same as student?\*** Yes No If No, complete the following:

Street: \_\_\_\_\_ Apt #: \_\_\_\_\_  
 City: \_\_\_\_\_ State: \_\_\_\_\_ Zip Code: \_\_\_\_\_  
 Home Phone: \_\_\_\_\_ Work Phone: \_\_\_\_\_  
 Cell Phone: \_\_\_\_\_  
 E-mail address: \_\_\_\_\_

**How did you hear about Yonkers Academy of Science?**

Brochure/Flyer \_\_, Relative \_\_, Friend \_\_, Walk-in \_\_, Internet \_\_, Radio \_\_, Newspaper \_\_, Other \_\_\_\_\_

Please briefly state why you wish your child enrolled at WESTCHESTER ACADEMY OF SCIENCE CHARTER SCHOOL:

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I/We hereby certify that, to the best of my/our knowledge and belief, the answers to the foregoing questions and statements made by me/us in this application are complete and accurate. I/We understand that any false information or misrepresentations of facts may result in rejection of this application or future dismissal of the applicant.

Parent/Guardian Signature:\* \_\_\_\_\_

Date (MM/DD/YYYY):\* \_\_\_\_\_

\* The items marked with an asterisk (\*) are the only items that may be required in order to apply to this charter school.

Print screen from student database. For more information go to [www.wasc.org](http://www.wasc.org)

**PROPOSED WESTCHESTER ACADEMY OF SCIENCE CS**

Main Page Attendance Grades Homework Results Schedule Discipline Intervention Plan

**Announcement**

Sender: Miss Lawrence  
 Submission Date: 2/23/2013 8:29:00 PM  
 Proposed WESTCHESTER ACADEMY OF SCIENCE CHARTER SCHOOL Demo

Welcome to Westchester Academy of Science Charter School Student Information System.  
 Feel free to browse all the tabs and explore the information stored.

*For demonstration purposes only. It's not a functional names, data, date and information; it was made for showing how student information system is supposed to work.*

**Student Id:** 124  
**Student Name:** John Doe  
**Grade Section:** 7B  
**User Name:** student  
**Admit Date:** 8/27/2012  
**Date of Birth:** 1/1/2002

**Primary Parent**  
**Full Name:** Jonny Doe  
**Address:** One Larkin Center NY, 10701  
**Home Phone:** 914-123-4567  
**Work Phone:**  
**Cell Phone:**  
**Email:** johnnydoe@gmail.com, jd@gmail.com

**Secondary Parent**  
**Full Name:**  
**Address:**  
**Home Phone:**  
**Work Phone:**  
**Cell Phone:**  
**Email:**

To contact our Student Database Manager, please call 914-931-1495 or email to [westchesterscience.cs@gmail.com](mailto:westchesterscience.cs@gmail.com)

## ATTACHMENT 2: SAMPLES OF EVIDENCE OF COMMUNITY OUTREACH

Evidences for the following outreach activities are provided.

### 1. WASCS Flyer

**WESTCHESTER ACADEMY OF SCIENCE  
CHARTER SCHOOL**

**A Proposed TUITION-FREE PUBLIC SCHOOL  
TO BE OPENED IN SEPTEMBER 2014  
IN YONKERS, NY**

For more detailed information [www.WestchesterScience.org](http://www.WestchesterScience.org) ph/fx: (914) 931-1495

*What We Offer*

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

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

*Our Mission*

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

*Enrollment*

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

*Academic Standards*

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

*Mastery Teaching*

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

**What is a Charter School?**

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

*Are you eligible*

Charter schools are zone and tuition FREE. All students are eligible to enroll.

**WESTCHESTER ACADEMY OF SCIENCE  
CHARTER SCHOOL**

*Quality Education  
You Deserve*

westchesterscience  
westchestersci  
ph/fx: (914) 931-1495  
[www.WestchesterScience.org](http://www.WestchesterScience.org)

2. Community Support Letters. You can find more letters in their original sizes link at [www.westchesterscience.org/about-us/support](http://www.westchesterscience.org/about-us/support)



**JOSEPH J. DIOGUARDI**  
MEMBER OF CONGRESS  
1985 - 1989

TRUTH IN GOVERNMENT  
TEL: (914) 671-8583  
[www.truthingovernment.org](http://www.truthingovernment.org)

ALBANIAN AMERICAN CIVIC LEAGUE  
TEL: (914) 762-5530  
[www.aacl.com](http://www.aacl.com)

March 14, 2013

Mr. Mehmet Ozhabes  
Member, Board of Trustees—Lead Applicant  
Westchester Academy of Science Charter School

Dear Mehmet,

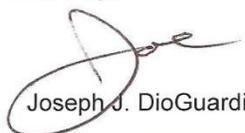
As the son of a poor immigrant father who came to America from Italy as a teenager in 1929, I know personally that a good education is essential to accessing the American dream of opportunity, family, self-sufficiency, and economic success. My father and mother worked hard at the family food market in the Bronx, and I worked there after school every day until we moved to Westchester County in 1957 to fulfill our family's American dream of home ownership and upward mobility. Against long odds, I became a U.S. Congressman in 1985, representing Yonkers and most of Westchester County. My good education at Fordham Prep and Fordham University in the Bronx was the most important factor in my quest to succeed as a professional Certified Public Accountant and later in public office.

I believe that your concept of a Charter School in Yonkers, emphasizing mathematics and science, is excellent. This is why I have decided to become a member of your advisory board and to work directly with members of your board of directors in identifying a school location in Yonkers, using my connections in the Archdiocese of New York as a long time Knight of Malta in the Roman Catholic Church.

Charter schools have proven very successful in elevating minority community children to attain much higher grades, especially in English, math, and science, as we have seen in Harlem and other minority communities in New York. I have reviewed the mission statement, operating plan, and budget for the Westchester Academy of Science Charter School and wholeheartedly endorse its purposes and financial management structure.

Getting more students into institutions of higher learning is a mission that I want to be part of in an active way. I look forward to a successful launch of the Westchester Academy of Science Charter School and the wonderful impact that it will make for many promising, deserving, but disadvantaged students in Yonkers.

Sincerely,



Joseph J. DioGuardi

1607 EAGLE BAY DRIVE, OSSINING, NY 10562  
TEL: (914) 923-4702 • FAX: (914) 762-5102 • e-mail: [jjd@aacl.com](mailto:jjd@aacl.com)



NEW YORK  
STATE  
SENATE

ALBANY, NEW YORK, 12247

**SUZI OPPENHEIMER**  
SENATOR, 37<sup>TH</sup> DISTRICT

CHAIR  
SENATE COMMITTEE ON EDUCATION

COMMITTEES  
AGING  
CITIES  
ENVIRONMENTAL CONSERVATION  
ETHICS  
FINANCE  
HIGHER EDUCATION  
LOCAL GOVERNMENT

□ ALBANY OFFICE  
ROOM 806  
LEGISLATIVE OFFICE BUILDING  
ALBANY, NY 12247  
(518) 455-2031  
FAX: (518) 426-6860

□ DISTRICT OFFICE  
222 GRACE CHURCH STREET  
PORT CHESTER, NY 10573  
(914) 934-5250  
FAX: (914) 9345256

December 10, 2012

Mehmet Ozhabes  
Lead Applicant; Westchester Academy of Science Charter School

It was a pleasure meeting with you and other founders, and hear your plans for the future of children in Yonkers. I have always been a vocal advocate for education. Although I believe that the public school system in Yonkers is relatively strong compared to other large cities in the state, the increasing student population in Yonkers is creating extra burden on the public school system, causing overcrowded classrooms and making it more difficult to provide quality education. I believe, a charter school like WASCS can provide some relief. As a result of the shifting demographics in the city, more than half of the students are Hispanic; and for some of them, English language can create a barrier for learning. These students can benefit in a small school, small class size setting such as the proposed Westchester Academy of Science Charter School, since the small size will allow for individualized attention to each student.

I am impressed with the mission to provide a rigorous education in STEM fields to students of Yonkers. President Obama in his State of the Union address recently mentioned the importance of “schools that develop new partnerships with colleges and employers, and create classes that focus on science, technology, engineering, and math – the skills today’s employers are looking for to fill jobs right now and in the future.” The design of WASCS perfectly fits into this description, with its intention to develop collaborations with local and national technology firms, university research centers and community based-organizations, providing opportunities for students to get involved in STEM-related fields.

WASCS’s emphasis to provide students the skills and capabilities to attend and receive world-class college education is vital for success not only in today’s competitive world, but in the opportunity laden world of tomorrow. The value of college education has been apparent in the recent financial crisis, as the lack of a college degree has been a cause for lower earnings and higher chance of unemployment. I always emphasize to my family and to the community the importance of a quality college education. I believe WASCS will provide an excellent environment for our children to prepare for college, career and citizenship.

I wish you success in getting the charter school application approved by the New York State Education Department. I look forward to the establishment of Westchester Academy of Science Charter School, providing quality education in a high-standard academic atmosphere to Yonkers students, and I am happy to help in advisory capacity.

Sincerely,

Suzi Oppenheimer



**OFFICE OF THE CITY COUNCIL PRESIDENT**  
**CHUCK LESNICK**  
**CITY COUNCIL PRESIDENT**

March 13, 2013

Mehmet Ozhabes  
Lead Applicant; Westchester Academy of Science Charter School  
1 Van Der Donck St, Apt 908E  
Yonkers, NY 10701

Dear Mr. Ozhabes,

I am writing to support the proposed Westchester Academy of Science Charter School (WASCS) application. The rigorous, college-prep focused education at WASCS will provide an alternative for Yonkers students. In addition, it will serve as an invigorating alternative model for public education system. WASCS's mission and school design will address the need for high-quality alternative schools in Yonkers, especially in the areas of science, technology, engineering and math (STEM).

I recently met with several of the founders some of whom I have known for over a dozen years. This is an exceptional group of people with diverse backgrounds and extensive expertise in education. I am optimistic about the school's chance for success in that the founders themselves are highly successful products of STEM focused education.

As Yonkers City Council President, I preside over the City Council of New York's fourth largest City with 200,000 residents and a budget in excess of \$900 million. Although the population in Yonkers has been stable in number over the past decades, there have been shifts in demographics. The Hispanic share of the population has been rising with more than half of the public school students of Hispanic origin. Some of these students may be better served in a small school where they can be shown individualized attention. WASCS could be a good option for these students with its small school and small classroom size.

On international tests of performance, 15-year olds in the United States, on average, lag behind their peers from many other industrialized nations in mathematics and science skills that are a major factor driving economic growth and broader social outcomes. Our country could lose its competitive edge in our knowledge-based economy unless we strengthen science, technology, engineering, and math competencies in every K-12 student, so that they can be tomorrow's skilled workforce. We need to encourage minority students especially to enter STEM fields, but unfortunately, American high schools aren't graduating enough minority students to enter college in these fields.

WASCS could accomplish an important role in this regard by providing quality education in STEM fields to Yonkers students, many of whom are minorities. This could also supplement a skilled workforce in Yonkers and contribute to the continued economic growth of the City. For this reason, I hope the NYSED will strongly consider the proposed WASCS application for a charter.

Sincerely,

A handwritten signature in blue ink, appearing to read "Chuck Lesnick".

Chuck Lesnick  
Yonkers City Council President

CITY HALL • 40 SOUTH BROADWAY • ROOM 403 • YONKERS, NY 10701  
TEL. 914/377-6060 FAX 914/964-1949



**CITY OF YONKERS**  
OFFICE OF THE CITY COUNCIL

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

**Wilson A. Terrero, Council Member**

***District #2***

**Committee Chair**  
*Education*

**Committee Member**  
*Rules*

*Budget & Finance*

*Community Development*

*Municipal Operations & Public Safety*

*Real Estate*

March 13, 2013

Mehmet Ozhables  
Board of Trustees  
Westchester Academy of Science Charter School  
1 Van Der Donck St.,  
Apt. 908  
Yonkers, NY 10701

To Whom It May Concern:

As Majority Leader and Council Member for the City of Yonkers, I wholeheartedly support Westchester Academy of Science Charter School's application to become a charter school within Yonkers. I stand behind the founding members and am convinced that they have done a superb job in identifying the need for a school highlighting the importance of science and mathematics for all students.

As a believer in the importance of quality education, I understand the value of providing the Yonkers community with alternatives. Encouraging and preparing our students to excel and work hard within their academic capacity is an important step in giving our youth the incentives to continue their education towards higher learning.

I strongly recommend the New York State Department of Education to approve the application to establish the Westchester Academy of Science Charter School. I look forward to collaborating with its members in the future.

Sincerely yours,

*Wilson A. Terrero*  
Wilson A. Terrero, Majority Leader  
Councilmember, District Two

WT:gs



*IBM T. J. Watson Research Center  
PO Box 218  
Rte 134  
Yorktown Heights, NY 10598*

February 11, 2013

Westchester Academy of Science Charter School,

IBM EWeek is an world-wide outreach program in which IBM scientists, engineers, mathematicians and other technical professionals visit elementary, middle and high schools to share their excitement and enthusiasm about Science, Technology, Engineering and Mathematics (STEM) with the school children. I coordinate the local Watson EWeek program, based out of the IBM Research Division Headquarters at the Thomas J. Watson Research Center in Yorktown Heights, New York. Because of challenges in scheduling EWeek visits around mandatory tests and school holidays and vacations, at Watson, our EWeek program extends for the duration of the academic year. Furthermore, we consider school visits, participation in Career Fairs, serving as a mentor to a science club, serving as a judge in a science fair or math competition, and other activities to fall under the Watson EWeek umbrella.

EWeek school visits can range from one IBM volunteer visiting a classroom or two, to a large group of IBM volunteers visiting all the science or math classrooms in a school. We try to run an engaging, hands-on science or math related activity during the class period and talk about how we got interested in math or science and how important math and science are to our daily work.

Once you have established your charter school, if you would like to set up an EWeek visit or if you are planning a career program and are looking for volunteers, please let me know and I can work with you to line up the volunteers from IBM.

Best wishes in obtaining approval for your school. Your mission of providing a rigorous learning environment for students in science, technology, engineering, and math is a noble goal.

Regards,

Daniel P. Connors

School of Humanities

Mr. Mehmet Ozhabes  
Westchester Academy of Science Charter School  
1 Van Der Donck St., Apt 908 Yonkers, NY 10701

February 12, 2012

Dear Mr. Ozhabes,

I am writing to enthusiastically support your proposal for the Westchester Academy of Science Charter School in Yonkers. I have been a resident of Yonkers for seven years and I am also a college professor at SUNY Purchase College. My experience as a professor at a state institution gives me a unique perspective on the New York State educational system and on Yonkers in particular.

As a teacher, I find that many incoming freshman from New York public high schools are not adequately prepared for college-level work. Many of these students struggle to keep up with their peers from private high schools. Of the students who are most often put on academic probation, and eventually leave the college within the first two years, are first generation college students from underserved communities. Unfortunately, I have seen first hand a number of students from Yonkers leave the college due to their academic performance.

Yourself and the board members of the proposed Westchester Academy of Science Charter School make a compelling case for the need of such an institution in Yonkers. After reading your proposal and attending a community meeting, I am convinced that all of the board members are sincere in their desire to respond to the needs of Yonkers students. The diversity of their training and extensive professional experience in math, science, economics, psychology, and business make you a stellar group of talented and concerned citizens who are willing to volunteer their time to help Yonkers students achieve their best. I am particularly impressed with the intention of providing after school tutoring, Saturday classes, and summer school for students who performing below grade level. This indicates a commitment to make sure that Yonkers students excel and have the opportunity to attend a four-year college after graduation.

I recommend your proposal with hesitation. Please contact me if you need further support or assistance. I wish you all the best with this endeavor.

Sincerely,

  
Karima A. Robinson, Ph.D.  
Assistant Professor  
Department of Theatre and Performance  
Conservatory of Theatre  
SUNY Purchase College

www.purchase.edu  
(914) 251-6550  
(914) 251-6550 fax  
735 Anderson Hill Road  
Purchase, New York  
10577-1402



DEPARTMENT OF  
HEALTH SCIENCES

Gillet Hall, Room 431  
250 Bedford Park Blvd West  
Bronx, NY 10468

Phone: 718-960-8775  
Fax: 718-960-8908  
www.lehman.edu

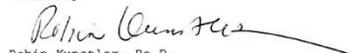
February 1, 2012

To Whom It May Concern:

I am writing in support of establishing a charter school, the Westchester Academy of Science, in the Yonkers School District. As the former Acting Dean of the Division of Natural and Social Sciences here at Lehman College, and a Professor in the Department of Health Sciences, I am profoundly aware of the need to prepare college students in the STEM fields - Science, Technology, and Mathematics - for advanced studies as well as teaching. Current best practices in middle and high school education include rigorous preparation in a stimulating science-oriented curriculum. This will be achieved in the Westchester Academy of Science. Located in Yonkers, this school will attract a diverse student body, consistent with the imperative to recruit more minority and female students into the sciences. Through expanded classroom opportunities, innovative teaching approaches, personal advising and parental support, students will be encouraged and guided in their learning and futures planning. The Board of Trustees of this proposed school has extensive experience in education and management.

Lehman College is a natural choice for students from Yonkers. Conveniently located on a safe and attractive campus, the new Sciences Building is opening in September 2012. This state-of-the-art facility offers myriad opportunities for school children and qualified high school graduates. Research and scholarship are encouraged with the support of a dedicated and qualified college faculty. Lehman would welcome more students with strong high school preparation in the sciences. I am happy to support the establishment of the Westchester Academy of Sciences.

Sincerely,

  
Robin Kunstler, Re.D.  
Professor



SCHOOL OF EDUCATION

Carman Hall, Room B33  
250 Bedford Park Blvd West  
Bronx, NY 10468

p. 718-960-8401  
f. 718-960-7855  
www.lehman.edu

February 22, 2013

Dear Mr. Ozhabes:

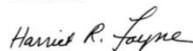
Dr. Serigne Gningue, Professor of Mathematics Education at Lehman College (CUNY), has asked me to write a letter of support for your application to establish the Westchester Academy of Science Charter School (WASCS) in Yonkers, New York. Dr. Gningue, a founding board member, has agreed to provide oversight for the new school's STEM (Science, Technology, Engineering, and Mathematics) curriculum and activities.

The STEM focus is an exciting one. Lehman College has just been accepted as a partner in 100K in 10, a network across the nation committed to producing and retaining 100,000 high quality STEM teachers in the next ten years. As part of this partnership, we intend to expand our outreach and increase our impact on STEM education in area schools. We are currently involved with a number of Bronx schools that have a STEM focus. Adding a Yonkers school to our STEM "portfolio" would help us to achieve our objectives. Dr. Gningue's connection to WASCS makes it a good field site for our pre-service candidates and a logical place for us to provide in-service professional development as well.

Lehman College has been and will continue to be a leader in strengthening the STEM pipeline. We offer a variety of after-school and summer enrichment programs for middle and high school students both on and off campus. WASCS students may well want to take advantage of some or all of these opportunities.

I wish you the best of luck as you move through the approval process. If I can be of any assistance, do not hesitate to contact me ([harriet.fayne@lehman.cuny.edu](mailto:harriet.fayne@lehman.cuny.edu)).

Best wishes,



Harriet R. Fayne, Ph.D.

Dean



Steinman Hall, Room 602  
Convent Avenue at 140<sup>th</sup> Street  
New York, NY 10031

TEL: 212.650.7248  
FAX: 212.650.8249  
www.cuny.cuny.edu

SCHOOL OF ENGINEERING  
DEPARTMENT OF ELECTRICAL ENGINEERING

January 30, 2012

Mr. Mehmet Ozhabes  
Westchester Academy of Science Charter School  
1 Van Der Donck St., Apt 908  
Yonkers, NY 10701

Dear Mr. Ozhabes:

I would like to express here my enthusiastic support for the establishment of the Westchester Academy of Science Charter School in Yonkers. This school will address two significant and worsening problems: the lack of preparation of many students for science studies and the relatively low number of minority students who choose a career in science. Some of the best features of the proposal are: mastery of appropriate math and science skills starting in the 6<sup>th</sup> grade, individualized instruction centered around a Personal Education Plan, an excellent tutoring program and a strong emphasis in parental involvement. I also believe that you have assembled a top management team, which not only is well representative of the community but also has the correct mix of skills and experience. I can assure you that the Electrical Engineering department is committed to assist in the implementation of your program. We look forward to help arrange summer and academic year activities for your teachers and students. I believe that the interaction with a top research and teaching institution should be very beneficial to your program and fits well with the mission of The City College.

Best wishes for a successful proposal.

Sincerely,



Roger Dorsinville, Ph.D.  
Professor and Chairperson  
Electrical Engineering Department  
The City College of New York



Manhattan College Parkway  
Riversdale, NY 10471-4098  
(718) 862-7374 fax (718) 862-8011  
william.merriman@manhattan.edu

Office of the Dean of Education

January 23, 2012

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

Dear Mr. Ozhabes:

The purpose of this letter is to support your effort to establish and get NYSED approval of the Westchester Academy of Science Charter School (WASCS). The proposed charter school would meet the need to better prepare students for leadership roles in mathematics, science, and technology. The math and Science-intensive curriculum, state-of-the-art laboratories and dedicated and fully-qualified teaching staff should enable the students to fully master and excel in the academic coursework in a safe and supportive environment.

The Manhattan College School of Education supports your application to NYSED to establish WASCS. Furthermore, the faculty of the Manhattan College School of Education looks forward to assisting WASCS in curricular development and the professional development of the school's teachers.

Sincerely,

William J. Merriman, Ph.D.  
Professor and Dean

March 7, 2013

To Whom It May Concern:

I am writing to support the proposal for the Westchester Academy of Science as an educator with more than 34 years of experience at the grammar, high school and college level.

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

Yours truly,

Debra Damico  
Advisor and Educator

**Teacher Certification**

- Elementary Education
- Secondary Education
- Physical Education
- Special Education

**Health Sciences**

- Allied Health Professions
- Radiological & Health Sciences
- Radiation Therapy Technology
- Nuclear Medicine Technology
- Pre-Physical Therapy
- Exercise Science

**Graduate Program**

- School Administrative
- School Counseling
- Alcohol & Substance Abuse Counseling
- Special Education



January 29, 2013

Mr. Mehmet Ozhabes  
Board of Trustees  
Westchester Academy of Science Charter School  
PO BOX 850  
Yonkers, NY 10701

Ali A. Javed, Ph.D  
Director, Research & Development  
(914) 769-1192 x15  
ajaved@genelink.com

February 15, 2013

Mr. Mehmet Ozhabes  
Westchester Academy of Science  
Yonkers, NY 10701

Dear Mr. Ozhabes,

I have reviewed your proposal for establishment of Westchester Academy of Science. The academy is designed to offer students the knowledge and skills in math and science to meet the future challenges. Being an academic with years of industrial experience as well as an evaluator for engineering programs, I firmly believe that your institution will be an instrument to achieve our national goal in math and science, specially for the minority. I fully support and welcome your proposal. I see this as a great step forward for our future generation.

Please contact me if I can be of any further support.

Sincerely,

ASM Delowar Hossain, Ph.D., P.E., SMIEEE  
Assistant Professor  
Department of Electrical Engineering Technology, V-742  
New York City College of Technology  
City University of New York  
300 Jay street, Brooklyn, NY 11201  
Phone: (718) 260-5310  
Email: ahossain@citytech.cuny.edu

Dear Mr. Ozhabes,

It is a pleasure to write this letter of support for your team's effort to establish a science charter school in Yonkers. I support and commend this project as a timely need for our community and country. I am deeply involved in teaching and research at the post-graduate level and feel a dearth of suitably trained local applicants. I also believe that the emphasis of science and math at school level must be appropriately stressed to develop much needed analytical skills that is crucial as a core education component. Analytical skills developed as a routine aspect of science and math education becomes later an automatic learning tool that is applicable to all professional workplace decision process situations and not limited to scientists or engineers.

I will gladly offer lectures to your science teachers and students and also can arrange special summer internship program at Gene Link, Inc. (a genetic research and development company). Please feel free to contact me if you require more information or believe I can assist your project.

Sincerely,

190 Saw Mill River Road | Hawthorne, NY 10532-1515 | tel: 914-769-1192 | fax: 914-769-1193 | www.genelink.com



February 22, 2012

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

Attn: Board of Directors

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

Thank you,  
  
Dorrette Brown  
Owner/Operator

66 Main Street Yonkers, NY 10701 914-920-9777 www.wholesomegoodnessinc.com

4235 Katonah Ave.  
Bronx, NY 10470



tel: 718-519-8869  
fax: 718-519-0950  
updatesystems@msn.com

February, 2013

To Whom it May Concern:

The purpose of this letter is to support the opening of the Westchester Academy of Science Charter School in the City of Yonkers in September 2014. I am a businessman in Yonkers and I understand the need in our community for better quality schools, with no cost to the students.

I have reviewed the schools' application and am impressed with the plans from the Board of Trustees to improve test scores, as well as college entrance applications. I think Yonkers will benefit greatly from a school focusing on Science, Technology, Engineering and Math skills.

I believe the Westchester Academy of Science Charter School will be an asset for our families and community. I strongly hope that you approve its opening.

Sincerely,

Sean Murtagh



Borough of Manhattan Community College  
The City University of New York  
www.bmcc.cuny.edu  
199 Chambers Street  
New York, NY 10007-1097  
tel. 212-220-1305  
fax 212-748-7471

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

February, 20, 2013  
Mr. Mehmet Ozhabes  
Westchester Academy of Science Charter School  
1 Van Der Donck St, Apt 908E, Yonkers, NY 10701

Dear Mehmet Ozhabes,

I would like to thank you for your kind visit to Borough of Manhattan Community College (BMCC). It was very nice to hear that we share a common vision of educational philosophy. In today's global economy, the need for workers with Science, Technology, Engineering and Math (STEM) skills is very high. Advanced technologies create an advantage to the competitive status of U.S. industries and provide high quality jobs. High quality jobs, in turn, improve the quality of life of workers via increased wages and better working conditions. Needless to say, only workers with STEM skills will benefit from these advantages. To improve the capacity of U.S. labor force and promote economic growth, we must increase our focus on STEM education.

BMCC, with its very diverse and large student population, is the only community college in Manhattan. We are well aware of the need for trained employees in STEM fields. To enhance the STEM education, we collaboratively work with local high schools; offer precollege programs, conduct summer workshops, provide research opportunities to talented high school students interested in STEM fields.

I wholeheartedly support the establishment of Westchester Academy of Science Charter School and enthusiastically look forward to collaborating with you.

Sincerely,

Ozgur Ecevit, Ph.D.  
Assistant Professor  
Borough of Manhattan Community College  
The City University of New York  
199 Chambers St., New York, NY 10007  
(212) 220-8000 x7456

February 22, 2012

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

To Whom it May Concern:

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

Sincerely,

Sun Yoon  
Owner

**Gail Bartley-Baxter**  
Advocate for Equity

678 Warburton Avenue, Suite 2L, Yonkers, NY 10701  
[Urbancrusader2@aol.com](mailto:Urbancrusader2@aol.com)

Dear Sir/Madam:

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

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

Based upon my review of the appurtenant documents related to the application, my commitment to the charter of WASCS is based on my long-time involvement in public education and in the local public school system as a (now) **retired Parent Coordinator**. The depth in knowledge that I have acquired regarding the needs of the students also influence my support for the Westchester Academy of Science Charter Schools to become a charter school.

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

Respectfully submitted,

February 2013

*Gail Baxter*

**Angelina's Deli**

495 Odell Ave. Yonkers, NY 10703

February 13, 2013

Dear Sir/Madam:

I am pleased to learn your efforts to start a charter school in Yonkers, in particular I liked the science emphasis of the school. We need more schools to spark our young people to go into science. The elementary and secondary schools are where this ambition in a young mind starts. They need science and technology to be exciting, hands on, and fun to learn. I have confidence that the school being proposed here will do an excellent job in funneling and encouraging children who have an inclination to achieve in science. This school can help supply New York's technology industry with new homegrown talent.

Best Regards,

Al Ozark



**SAINT JOHN'S EPISCOPAL CHURCH, GETTY SQUARE**  
[WWW.STJOHNSGS.ORG](http://WWW.STJOHNSGS.ORG)  
*"Proclaiming the love of God and Neighbor in Yonkers since 1693"*



February 25, 2013

Dear Board of Trustees of the Westchester Academy of Science:

I am the pastor of St. John's Episcopal Church which is in downtown Yonkers and has a long history of concern for our community and for providing opportunities for those in our society who desire a better life for themselves and their family.

Your intentions to found a school in this community is perfectly in line with the historical concerns of this parish and so I am writing in support of your application before the New York State Education Board to found the Westchester Academy of Science Charter School. I have met with representatives of your board, reviewed your application, and believe that you demonstrate the level of commitment and vision necessary to see this endeavor to a fruitful conclusion.

It is my desire that the Board of Education approve your application so that children in our community will have access to the education that will help secure them a better future.

Yours sincerely



The Rev. John M. Hamilton  
Priest in Charge



1 HUDSON STREET, YONKERS NY 10701  
OFFICE (914) 963-3033  
FAX (914) 963-3033  
FATHER JONES (914) 912-8156

February 24, 2012

To Whom It May Concern,

I am writing this letter to support the Westchester Academy of Science Charter School. It was really good chance for me to meet one of the founders who is my neighbor. I knew about their plans for the future of Yonkers's children. I was so happy when I heard that they were planning to open a charter school focusing on mathematics and science in order to prepare and motivate Yonkers students for college. I can easily say that I have the full confidence in their education program to prepare the children to the challenges ahead.

As a pediatrician in Yonkers Community Health Center, I usually hear the parents' discussion about the weaknesses of the present schools in Yonkers and better education expectation for their children especially in math and science. I am sure that this charter school will help to fulfill this gap. Therefore, I strongly support the application for the charter school in Yonkers.

Sincerely,

*Farhat Ahmad*  
Dr. Farhat Ahmad

 COLUMBIA UNIVERSITY  
MEDICAL CENTER  
Division of Nephrology  
622 West 168th Street  
PH4, Room 124  
New York, NY 10032  
212.305.3273 Tel  
212.305.6692 Fax  
www.columbianephrology.org

  
The Church of St. James the Less  
10 CHURCH LANE · SCARSDALE, N.Y. 10583  
914-723-6100  
Fax: 723-8731 / Nursery School: 723-1019

February 27, 2013

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

Re: Westchester Academy of Science Charter School

I, Bekir Tanriover, am sending this letter of support to you in the spirit of collaboration to address the educational problems that youth face in Yonkers.

It is my hope that the Westchester Academy of Science Charter School will bolster our efforts to provide viable education and training opportunities for youth to become successful citizens.

I welcome the opportunity to participate and support your efforts as a community member with the proposed Westchester Academy of Science as you reach out to leaders and residence in Yonkers. If accepted, I personally offer my help as a guest lecturer in biology, an advisor for science projects in the State Science Fair, and arranging collaboration with the Columbia University after obtaining necessary permissions from the authorities. I look forward to hearing about your progress.

Sincerely,



Bekir Tanriover, MD  
Assistant Professor of Clinical Medicine  
Columbia University College of Physicians & Surgeons

Glory of Christ Church  
2137 Ellis Avenue  
Bronx, New York 10462

3/05/13

To: the Westchester County Board of Trustees  
From: Rev. Raymond Talavera  
Re: Letter of Support

Esteemed Trustees,

I was recently approached by Board members of the Westchester Academy of Science Charter School to be introduced to their plans to enhance the education of children in Yonkers and nearby areas.

They presented a plan that is clear, concise, and well prepared, and which in my opinion will be a boon to all children who participate therein as they learn Mathematics and Science, courses which, especially in this day and age, will most assuredly prove to be vital to their academic progress as well as to the overall benefit of society, as these children are the future educators, scientists, and other professionals that will receive the torch that we will pass to them in due time.

I believe that the Westchester Academy of Science Charter School is deserving of all the assistance it needs to make their dream for our children a reality, and it is an honor for me to extend to them my full support in their endeavors.

Sincerely yours,



Rev. Raymond Talavera  
Pastor  
Glory of Christ Church

March 12, 2013

To Whom It May Concern:

I write to express my support for the establishment of the proposed Westchester Academy of Science, a new charter school which would be located in Yonkers. Since learning of the proposed school I have been impressed with its mission: to provide students with a diverse, superior, innovative education in a safe supportive environment, which promotes self-discipline, motivation, critical thinking and excellence in life long learning. That this school would offer an intensive math and science curriculum to students in Yonkers is wonderful! Not only is this school needed in a city like Yonkers where some students are at risk economically and socially, but it is needed for the sake of the future of America. For too long science, math and engineering have been neglected in our schools while other countries are pressing forward, and we are in danger of being left behind.

I hope very much that the State of New York, with the support of various foundations and other institutions, will approve and fund this very worthy project. With gratefulness to those whose vision and hard work have brought this idea to this critical point, I enthusiastically support the establishment of the Westchester Academy of Science.

Yours very truly,



Thomason L. Newcomb, Rector

March 12, 2013

Dear New York State Education Board Members,

It is a great pleasure for me to write a letter in support of the application that will soon be submitted to the New York State Education Board by the founders of Westchester Academy of Science Charter. The founders of Westchester Academy of Science Charter have invited me to serve in the advisory board of the WASCS, which I have gladly accepted.

I am an Assistant Professor at Albert Einstein College of Medicine of Yeshiva University. Therefore, I am aware of the importance of a rigorous mathematics and science education. I have analyzed, in detail, the application proposal of WASCS and determined that the proposed school will provide a unique opportunity for the Yonkers community, whose state schools falling behind the nearby Westchester County. The future of our country depends strongly on how long the US will be able to lead the world at the front-running innovative fields, such as medicine, pharmacology, information technology and engineering. All of these career fields critically depend on comprehensive education in mathematics and science. This fact is echoed in the application proposal of WASCS, which aims to provide rigorous education to younger generations.

I hope that the NY State Board of Education approves the WASCS application. I look forward to the successful launch of the Westchester Academy of Science Charter School. I would be happy to serve at the Advisory Board of WASCS.

Sincerely,



Ertugrul Ozbudak  
Assistant Professor  
Albert Einstein College of Medicine of Yeshiva University



## Aisling Irish Community Center

990 McLean Ave, Yonkers, New York 10704  
Tel: (914) 237 5121 Fax: (914) 237 1723  
www.aislingcenter.org info@aislingcenter.org

March 5, 2013

To Whom It May Concern:

On behalf of the board of directors and staff at the Aisling Irish Community Center, I am delighted to write a letter supporting the application submitted to the New York State Education Board by the founders of Westchester Academy of Science Charter School.

I strongly endorse and support the application for Westchester Academy of Science Charter School. I believe we need to establish a Charter School in Yonkers to afford our children the same opportunity that children in other communities already enjoy.

Finally, it is my sincerest wish that the Board of Education gives favorable consideration to approval of this application for the establishment of such an excellent school which we desperately need.

Sincerely Yours,

Orla Kelleck  
Executive Director

No goods or services were received in exchange for this gift. Contributions are tax deductible to the full extent of the law.

Aisling Irish Community Center, Inc. (EX 216086) is an IRS 510 (c) (3) tax-exempt not-for-profit organization. The tax ID is: 13-3919126



January 30, 2012

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

Dear Mr. Ozhabes,

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

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

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

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

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

Sincerely,

Angela D. Giustino  
President

Junior Achievement of the Hudson Valley, Inc. | 12 Hamilton Pl - Suite 2 | Tarrytown, NY 10591  
T: 914.524.9780 | F: 914.524.9447 | E: [info@juniorachievement.org](mailto:info@juniorachievement.org) | W: <http://juniorachievement.org> | [www.ja.org](http://www.ja.org)



20 South Broadway, Room 501 - Yonkers, NY 10701

Tel: 914.963.6440 - Fax 914.963.4566

MAILING ADDRESS: P.O. Box 1248 - Yonkers, NY 10702

February 21, 2013

Mr. Memet Ozhabes  
Board of Trustees  
Westchester Academy of Science Charter School  
P.O. Box 850  
Yonkers, NY 10702

Dear Mr. Ozhabes:

CLUSTER Community Services has been providing programs and services for children and families in Yonkers for over 35 years. Our community and in-school after-school programs, summer day camp and youth leadership programs provide academic support and a wide range of enrichment activities. As you know, many children in our community need additional support and resources to achieve their goals. Therefore, I am writing to support the application to the New York State Education Board by the founders of the Westchester Academy of Science Charter because it is clear that students in Yonkers would benefit greatly by an institution that is focused on improving their skills in math and science.

With the additional support provided by the Academy, children will have an opportunity to advance in these areas, complete high school successfully and advance to college and careers. Hopefully this will narrow the achievement gap that exists for low-income children in our community.

We applaud your efforts to establish this Charter School in Yonkers which will provide an opportunity for children and families that currently does not exist in our community, and we look forward to working with you to help every child fulfill their dreams and potential.

Sincerely yours,

Toni Volchok  
Executive Director

Mental Health Residential Services - Westchester Mediation Center - Youth & Family Programs - Housing Resource Center



February 13, 2012

To Whom it May Concern:

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

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

Sincerely,

Franjie Aleman-Lansch  
President, WHCC

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

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

February 16, 2012

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

Dear Mr. Ozhabes:

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

Sincerely,  
*Rick Lowell*  
Rick Lowell

rickappliance Rescue@gmail.com  
tel. 914.476.5566 fax. 914.968.8553

To Whom It May Concern,

February 1<sup>st</sup>, 2012

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

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

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

Very truly yours,

*Ferhat Arslaner*  
Dr. Ferhat Arslaner  
1 Van Der Donck St. Apt 906E  
Yonkers, NY 10701

**PATRICIA D. MCDOW**  
976 McLean Avenue, Ste. 322, Yonkers, NY 10704

February 10, 2012

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

Dear Mr. Ozhabes:

It was a pleasure meeting with you and discussing your plans for the Westchester Academy of Science Charter School.

As an entrepreneur, a former educator, and most recently a former member of the Yonkers City Council I am, and always have been, an avid supporter of education. During my tenure in government I believed, and continue to believe, that the city of Yonkers deserves the benefit of choices when it comes to educating our children. That is why I support the WASCs as its mission is to provide each student with knowledge, skills and the inspiration to become productive and positive members of our community. Moreover, creating opportunities for Yonkers students to attend college is a worthy endeavor, however, not enough to ensure success. I believe we must also create opportunities for students to *learn how to learn* as they transition into these institutions. I was delighted to learn that WASCs is focusing on Math & Science with a heavy College-preparatory concentration. These skills are a necessary component in helping our students succeed in college and also as they join the future workforce.

I look forward to seeing these endeavors come to fruition and to attending the graduation ceremony for the Class of 2017!

Sincerely,  
*Patricia D. McDow*  
Patricia D. McDow



February 24, 2012

To Whom It May Concern,

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

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

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

Regards,

*Peggy Fard*

Dr. Peggy Fard, DDS

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

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

CHRIS BOYNE PAINTING & RE-MODELLING CORP.  
134 Kimball Terrace  
Yonkers, NY 10704  
PHONE # (914) 837 3461; FAX # (914) 237 6833

26-Feb-13

Kilree Construction Inc.  
788 Mile Square Road  
Yonkers NY 10704  
Tel/fax: 914-965-2933  
Cell: 917-560-6631  
[kilree@optonline.net](mailto:kilree@optonline.net)

Dear Sir or Madam:

Please accept this letter in support of the proposal to establish the Westchester Academy of Science Charter School in Yonkers, New York. Based on my experience as a parent, and as resident and business owner in Yonkers, I believe that this school can become a uniquely valuable option for many families in our area.

I have met with members of the Westchester Academy of Science Charter School's planning team and I admire their commitment to our children and the high goals they've set for themselves.

I reiterate my strong support for the proposed Westchester Academy of Science Charter School. I feel confident that this school and the team behind it have the passion and abilities to provide students in Yonkers with an educational opportunity that many of them would not otherwise have.

Sincerely,

CHRIS BOYNE

OWNER



C. BOYNE PAINTING & INTERIOR RE-MODELLING CORP.  
134 Kimball Terrace Yonkers, NY 10704 PHONE # (914) 837 3461; FAX # (914) 237 6833

Chris Boyne

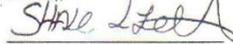
Dear Sir or Madam:

I am writing to express my strong support of the proposal to establish the Westchester Academy of Science Charter School in Yonkers, New York. I believe that the school will represent an excellent new option for families in need of expanded high quality school choices.

As a businessman in the City of Yonkers, I support the creation of a local charter school that prepares students for leadership in mathematics, science and technology. I believe this school can help supply New York's technology industry with new homegrown talent.

Therefore, I recommend your approval for the Westchester Academy of Science Charter School.

Sincerely,



Shane Lynch  
President  
Kilree Construction Inc.

TPC CONSTRUCTION  
108 WAKEFIELD AVE  
YONKERS, NY 10704  
P: 914-282-4970

February 26, 2013

To Whom it May Concern,

The purpose of this letter is to express my support for the proposed Westchester Academy of Science Charter School located in Yonkers, New York. As a business owner in the area, I am very concerned about our children's education and believe that Yonkers families are deserving of more high quality choice of schools.

The Westchester Academy of Science Charter School offers an excellent alternative to other public schools, with an emphasis on Science, Technology, Engineering and Mathematics. Their goal is higher SAT scores and more college ready students.

I am confident that the Westchester Academy of Science Charter School will be a positive addition to the neighborhoods it serves. I strongly recommend that this school be approved.

Very truly yours,

JOHN DUFFY

PRINCIPAL



1 108 WAKEFIELD AVE YONKERS, NY 10704 P:914-282-4970

GALLAGHER O'CONNOR DEVELOPMENTS  
140 FIRST STREET  
YONKERS, NY, 10704  
TEL - 914 625 6768 FAX - 718-994-7098

February 19, 2013

Dear Sir or Madam:

Please accept this letter as a statement of my support for the proposed Westchester Academy of Science Charter School in Yonkers, New York. I have reviewed the school's application and I am confident that this will be an excellent school for the children of Yonkers once it is approved.

As a business owner in Yonkers, I feel that the students of our City are deserving of high quality public school choices that put them on a path to college readiness. I believe that the proposed Westchester Academy of Science Charter School would be an excellent addition to the neighborhood and is deserving of approval.

Sincerely,

Andrew O'Connor  
Gallagher O'Connor Development Corp





February 15, 2013

To Whom it May Concern:

I am writing in support of establishing your charter school, the Westchester Academy of Science, in the Yonkers School District. As a businessman and as a parent of a child in a Yonkers elementary school. I support the creation of a local charter school that prepares students for leadership in mathematics and science and technology to work productively through high standards of academic achievement and environment that promotes lifelong learning skills and fosters parental and community involvement. I believe every child has the ability to succeed given the appropriate resources and fully support the Universal Design Curriculum proposed for the charter school. I also support a team approach to education and believe that a partnership among home, school and community will require to be active participants in their academic career development thereby ensuring a fulfilling future. Our children are our greatest resource and I promote the creation of Westchester Academy of Science because of its holistic commitment to each student's fullest academic and personal development. I have been a Yonkers resident for over 20 years. I would like to send my child to your charter school once it opens.

Sincerely,

Leo Zulfikar  
53 Chase Ave  
Yonkers, NY 10523



1267 1<sup>st</sup> Ave. New York, NY 10021

February 22, 2013

Dear Mr. Ozhabes,

I am excited when I heard the plans about Westchester Academy of Science Charter School. I congratulate the founding committee for their efforts to provide our children an alternative education institute.

As a businessman of La Gourmet restaurant in Manhattan, I strongly endorse the application for the Westchester Academy of Science Charter School because I believe the Yonkers schools need a good school like this.

Regards,

Billy Yagci  
36 Nolen Ave  
Yonkers, NY 10704



660 Saw Mill River Road  
Yonkers, NY 10710

February 27, 2013

Dear Mr. Ozhabes,

As a businessman and as a parent of two children in the Yonkers school system, I was very impressed with your alternative approach to education in Yonkers. I attended your info-session at the Yonkers public library where I saw that you guys are a math and science school where kids can be inspired to learn more and go to college. I would like to see your school open in 2013 September as you had mentioned previously

Best Wishes,

Iony Gorur

February 27, 2013

Dear Mehmet Ozhabes,

I am writing to you to express my support for better choices for my children in the Yonkers public school education system. I worked in Yonkers and raised my children there for the over 30 years.

As my children grew up and went through the school system I saw how few resources were available to them, especially when getting ready for college. In other schools the counselors help setup interviews with schools, or help match students with scholarships very proactively, but from my daughters' experiences and of their friends this was not the case.

All that was done for them is telling them about colleges in the area. There was no help with FAFSA, and there wasn't any SAT preparation by the school at all, which is why they were unable to get into some schools that they had hoped for even though their grades were very high.

It is my belief that a charter school, with its greater flexibility and ability to adapt to the needs of its students, would be an excellent alternative. I have one child that is still in the 8<sup>th</sup> grade, and once the school is opened, my child will be one of the first applicants to the school.

Sincerely,

Felix Kayi  
92 Park Ave. Yonkers, NY 10701

Community Based Organizations		
Organization	Type of Contact/Date	Kind of Support
<b>The United Way</b>	Meeting with Alisa Kesten (Exec. Director) on 1/24/13	Collaboration on volunteering
<b>Andrus Community Services</b>	Phone call and email to Pauline Delrosario on 2/22/13	Letter of support
<b>Cluster Inc.</b>	Phone call and emails to Toni Volchok (Exec. Director) on 2/15/13	Letter of support
<b>Sharing Community</b>	Phone calls and e-mails to Rob Zobs (Exec. Director) on 1/16/2013	Showed interest
<b>Groundwork Hudson Valley</b>	Phone calls and e-mails to Rick Magder (Director) on 1/16/2013	Showed interest
<b>The Westchester Hispanic Chamber of Commerce</b>	Phone call and email to Fannie Aleman-Lansch (President) on 2/13/12	Letter of support
<b>Westhab</b>	Phone calls and e-mails to Richard Nightingale (Director) on 1/17/2013	Showed interest
<b>The Nepperhan Community Center</b>	Phone call and email to Dr. Jim Bostic (Exec. Director) on 2/15/13	Showed interest
<b>YMCA</b>	Phone call and email to Vanessa Cowan (Marketing Coordinator) on Feb 2012	Will inform CEO
<b>Aisling Irish Community Center</b>	Phone call and email to Orla Kelleher (Exec. Director) on 2/20/13	Letter of support
<b>Yonkers Chamber of Commerce</b>	Phone call and email to Jeanie Martinelli on 2/27/13	Pending letter of support
<b>Family Services of Westchester</b>	Email and phone calls to Susan Wayne on 2/20/13	Showed interest
<b>North Yonkers Preservation and Development</b>	Phone call and email to Angela Ascolillo 2/22/13	Pending letter of support
<b>Albanian American Civic League</b>	Meeting with Shirley Cloyes DioGuardi on 1/18/2013	Pending letter of support
<b>Riverkeeper</b>	Email and phone call to Tina Posterli on 2/28/13	Showed interest
<b>Youth Theatre Interactions</b>	Spoke to Mamie Duncan-Gibbs and sent email on 2/27/13	Showed interest
<b>EPIC (Every Person Influences Children)</b>	Email and phone call to Catherine Romano on 2/20/13	Showed interest
<b>Literacy Volunteers</b>	Phone call and email to Patricia Rajala 2/22/13	Pending letter of support
<b>Junior Achievement</b>	Phone call and email to Angela D. Giustino (President) on Jan 2012	Letter of support
<b>WestCop (Westchester Community Opportunity Program)</b>	Spoke to Don Brown and sent email on 2/27/13	Showed interest
<b>Steppin' Up</b>	Meeting with Vernon Brinkley (President) on Feb 2012	Letter of support
<b>Westchester County Association</b>	Phone and e-mails with Marissa Brett (Exec. Director) on March 2013	Pending letter of support
<b>Salvation Army Yonkers Citadel</b>	Email to Captain Luxene Claircius	

<b>Universities(Colleges)/HighTech and BioTech Companies</b>		
<b>Institution</b>	<b>Type of Contact/Date</b>	<b>Kind of Support</b>
<b>City College of New York</b>	Meeting with Prof. R. Dorsinville (Chairperson of Electrical Engineering Dept) on 1/ 15/2012	Letter of support
<b>Lehman College</b>	Meeting with Prof. Harriet R. Fayne (Dean, School of Education) on 2/2013	Letter of support
<b>Lehman College</b>	Meeting with Prof. Robin Kunstler (Former Dean for Division of Natural and Social Sciences) on Jan 2012	Letter of support
<b>SUNY Purchase College</b>	Meeting with Prof. Karima Robinson on Feb 2012	Letter of support
<b>Bronx Community College</b>	Meeting with Prof. Ajaz Sana (Dept of Sci. and Technnology) on Jan 2012	Letter of support
<b>Manhattan College</b>	Meeting with Prof. William J. Merriman (Dean of Engineering) on Jan 2012	Letter of support
<b>Manhattan College</b>	Meeting with Ms. Debra Damico (Advisor and Educator) on Mar 2013	Letter of support
<b>New York City College of Technology</b>	E-mail with Prof. Delowar Hossain on 2/10/2013	Letter of support
<b>Borough of Manhattan Community College</b>	Meeting with Prof. Ozgur Ecevit on 2/15/2013	Pending Letter of support
<b>IBM (Armonk, Westchester)</b>	Meeting with Daniel P. Connors (Coordinator IBM Eweek Outreach Program) on 2/4/2013	Letter of support, Will direct volunteers for mentoring
<b>AT&amp;T Labs (Middletown)</b>	E-mails and phone calls with Betty Byrd(Coordinator AT&T Aspire Outreach Program) and Jacqueline Jackson (Community Networks of NY/NJ of AT&T) on 3/5/2013	Pending letter of support, Will direct volunteers for mentoring
<b>Columbia University Nevis Labs (Irvington, Westchester)</b>	E-mail WASCs publicity to Mr. Michael Shaevitz (Director of Nevis Labs) on 3/11/2013	E-mailed publicity
<b>ContraFect Corporation (Yonkers, Westchester)</b>	E-mail exchanges with Mr. Robert C. Nowinski (Founder) and Barry Kapel (VP Business Development) on 3/11/2013	Pending letter of support
<b>Community Planning Council of Yonkers</b>	Email sent to Greg Arcaro on 2/20/13	E-mailed publicity
<b>Columbia University</b>	Meeting with Dr. Bekir Tanriover (Division of Nephrology) on 2/15/2013	Letter of support
<b>Albert Einstein College of Medicine, Yeshiva Univ.</b>	Meetings with Prof. Ertugrul Ozbudak on 2012-2013	Letter of support/Advisory Board
<b>Gene Link (Yonkers, Westchester)</b>	Meeting with Dr.Ali A. Javed, (Founder) on Jan 2013	Letter of support
<b>St. Joseph's Medical Center</b>	Phone call and email to Lourdes Santacruz on 2/26/13	Pending letter of support. Will ask board members
<b>Hudson River Museum</b>	Email to Richard Halevy on 2/21/13	E-mailed publicity
<b>Yonkers Public Library</b>	Phone call and email to Stephen Force on 2/27/2013	E-mailed publicity

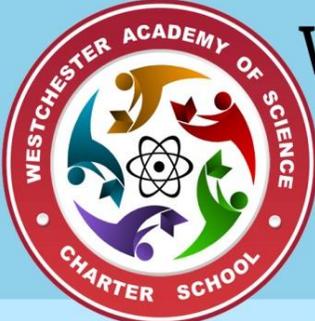
<b>Community Leaders</b>		
<b>Community Leader</b>	<b>Type of Contact/Date</b>	<b>Kind of Support</b>
<b>Congressman Joseph DiGuardi</b>	Informational meeting on 3/12/2013	Advisory Board/ Letter of Support
<b>Senator Suzi Oppenheimer</b>	Informational meeting on 12/12/2013	Advisory Board/ Letter of Support
<b>Senator Andrea Stewart Cousins</b>	Informational meeting on 1/17/2013	Showed interest
<b>Senator George Latirmer</b>	Informational meeting on 1/10/2013	Showed interest
<b>Assembly member Gary Pretlow</b>	Informational meeting on 1/18/2013	Showed interest
<b>Assembly member Shelley Mayer</b>	Informational meeting on 2/21/2013	Showed interest
<b>Assembly member Eric Stevenson</b>	Informational meeting on 1/11/2013	Pending letter of support
<b>Assembly member Alan Maisel</b>	Informational meeting on 1/9/2013	Received feedback
<b>Westchester County Exec. Rob Astorino's office</b>	Informational meeting with Kevin Plunkett (Deputy County Executive) and William M. Mooney (Assistant) on Feb 2012	Will talk to County Executive
<b>County Legislator Kenneth Jenkins (Westchester)</b>	Informational meeting on 3/8/2013	Showed interest
<b>County Legislator Virginia Perez (Westchester)</b>	Informational meeting on 1/25/2013	Showed interest
<b>Mayor Mike Spano's office (Yonkers)</b>	Informational meeting with Steve Levy (Chief of Staff) on Jan 2012, and Annie Huang (Mayor's Assistant) on 1/29/2013	Will talk to/inform Mayor
<b>Mayor Ernest Davis (Mount Vernon)</b>	Informational meeting on 1/25/2013	Showed interest
<b>Council President Chuck Lesnick (Yonkers)</b>	Informational meeting on 1/15/2013	Showed interest
<b>Councilmember Wilson Terrero (Yonkers)</b>	Informational meeting on 1/15/2013	Letter of support
<b>Councilmember Michael Sabatino (Yonkers)</b>	Informational meeting on 1/15/2013	Showed interest
<b>Councilmember Christopher Johnson (Yonkers)</b>	Informational meeting on 1/15/2013	Showed interest
<b>Councilmember (former) Patricia McDow (Yonkers)</b>	Informational Meeting on Feb 2012	Letter of support
<b>Rev. Raymond Talavera (Glory of Christ Church)</b>	Informational Meeting on 2/3/2013	Advisory Board/ Letter of Support
<b>Rev. John M. Hamilton (Saint John's Episcopal Church, Getty Square)</b>	Informational meeting on 1/25/2013	Letter of support
<b>Community Advocate Gail Baxter</b>	Multiple meetings on 2012-2013	Advisory Board/ Letter of Support
<b>Father Jean P. Solares (St. Denis Church, Yonkers)</b>	Spoke and held meetings on 2/7/2013	Will inform its members
<b>Father Merlin Rehn (Holy Trinity Catholic Church )</b>	Meeting on 1/29/2013	Will inform its members
<b>Rector Thomason L. Necomb</b>	Meetings on 1/28/2013	Letter of support
<b>Pastor Ezequiel Herrera (Good Shepherd Presbyterian Church)</b>	Meeting on 3/6/2013	Pending letter of support

Small Business Owners		
Business Name	Meeting with	Kind of Support
TCP Construction (Yonkers)	John Duffy (Owner) on 2/20/2013	Letter of Support
Gallagher O'Connor Developments	Andrew O'Connor (Owner) on 2/15/2013	Letter of Support
Kilree Contraction Inc (Yonkers)	Shane Lynch (President) on Jan 2013	Letter of Support
Chris Boyne Painting (Yonkers)	Chris Boyne (Owner) on 2/20/2013	Letter of Support
Wholesome Goodness (Yonkers)	Dorrette Brown on 2/18/2013	Letter of Support
Kids Smile Dentist (Yonkers)	Dr Peggy Fards on 2/21/2012	Letter of Support
Waterfront Deli (Yonkers)	Sun Yoon (owner) on 2/20/2012	Letter of Support
County Fair Appliance Rescue, INC	Meeting Rick Lowell (Owner) on 2/5/2013	Letter of Support
Update Systems (Yonkers)	Sean Murtaugh (Owner) on Jan 2013	Letter of Support
BP (Elmsford)	Leo Zulfikar (Owner) on Feb 2013	Letter of Support
Sunoco (Mamoroneck)	Bekir Dede (Owner) on Feb 2013	Letter of Support
Angelina Deli (Yonkers)	Al Ozturk (Owner) on Feb 2013	Letter of Support
Marble Works (Yonkers)	Tony Gorur (Manager) on 3/14/2013	Letter of Support
Le Gourmet	Billy Yagci (Co-owner) on Feb 2013	Letter of Support

Local Education Leaders		
Official	Type of Contact/Date	Purpose
Paresh Patel (President, Yonkers Public Schools BOT)	Meetings on 11/19/2012 and 12/19/2012	To seek advice on school design, and retaining high-performing staff, and to build relationship
Dr. Nader J. Sayegh (Trustee, Yonkers Public Schools BOT)	Meeting on 1/4/2013	To seek advice on school design, network, and build relationship
Eduardo LaGuerre (Founder, Charter School of Educational Excellence)	Meeting on 3/8/2013	To seek advice on school design
Dr. Catalina Castillo (Principal, Charter School of Educational Excellence)	Meeting on 3/8/2013	To seek advice on school design
Carmen Gomez-Goldberg (Parent & Community Affairs Coordinator, Charter School of Educational Excellence)	Multiple meetings on Feb-Mar 2013	To seek advice on school design
Lynette N. Tannis (Education Consultant)	Meeting and multiple emails on 12/13/2012	To seek advice on school design, particularly in serving ELLs
Aretha Miller (Founder and Executive Director of the Venn Group)	Phone call on 12/5/2012	To seek advice on school design
Ali Riza Gurcanli(Director of the Paterson Charter School For Science & Technology)	Meeting on 11/23/2012	To seek advice on best practices for creating college readiness and retaining high-performing staff, and to build relationship
Tolga Hayali (Director of the Syracuse Academy of Science Charter School)	Meeting on 11/27/2012	To seek advice on school design, and retaining high-performing staff, and to build relationship
Niomi Plotkin (Director of New School and Leadership Development)	Phone call on 11/29/2012	To seek advice on school design, particularly on best practices for creating college readiness and retaining high-performing staff, and to build relationship
Mary Grace Eapen(Director of External Affairs of Read Alliance)	Phone call on 12/5/2012	To seek advice on school design

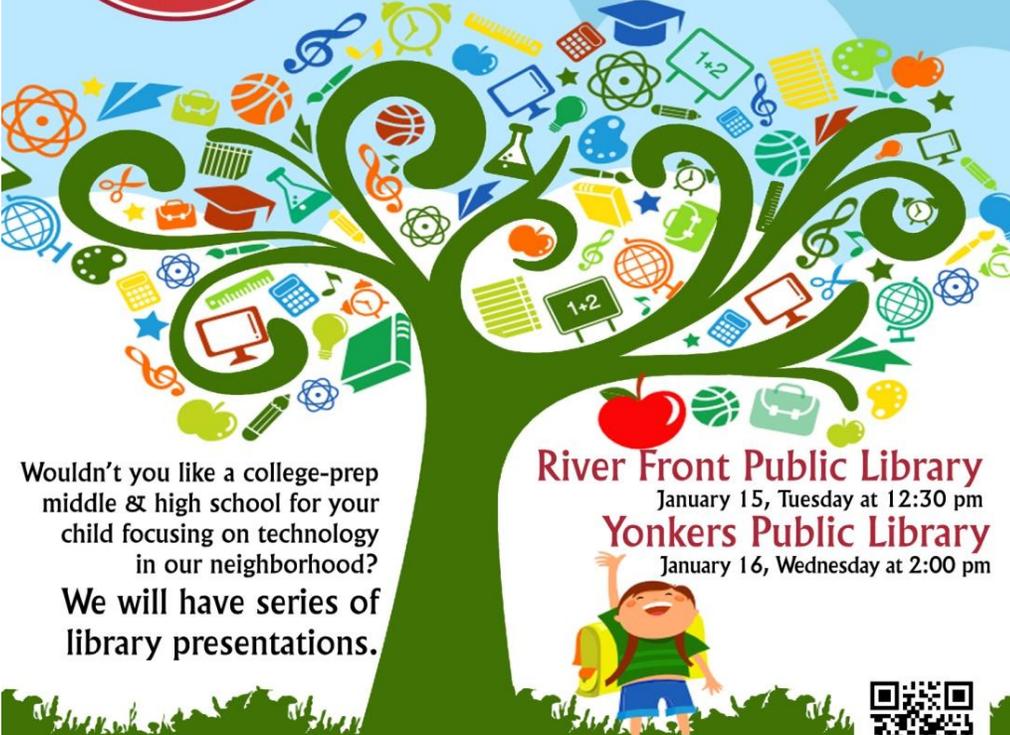
<b>Vahit Sevinc (Principal of Bergen Arts &amp; Science Academy)</b>	Meeting on 12/6/2012	To seek advice on ED/Principal leadership model, and to build relationship
<b>Huseyin A. Kara (Executive Director of Apple Educational Services)</b>	Meeting on 12/26/2012	To seek advice on ED/Principal leadership model, and to build relationship
<b>Arthur Samuels(Founder and Executive Director at MESA Charter High School)</b>	Meeting on 12/8/2012	To seek advice on school design, network, and build relationship
<b>Leslie Talbot (Founder &amp; Principal of Talbot Consulting)</b>	Meeting on 12/7/2012	To seek advice on school design, particularly in serving ELLs

Yonkers Public Library reservation notice for open information sessions.



# Westchester Academy of Science Charter School

Tuition Free College Preparatory School  
*"Quality Education You Deserve"*  
[www.wascs.org](http://www.wascs.org) - ph/fx: (914) 931-1495



Wouldn't you like a college-prep middle & high school for your child focusing on technology in our neighborhood?  
**We will have series of library presentations.**

**River Front Public Library**  
 January 15, Tuesday at 12:30 pm  
**Yonkers Public Library**  
 January 16, Wednesday at 2:00 pm



*Your participation matters.*



Some pictures of our volunteers and parents at the event in Yonkers Public Library on January 16, 2013.



Our board member held meeting with Yonkers City Council members at January 15, 2013.



From left to right: *Hasan Erkan*; *Wilson Terrero*, Yonkers 2<sup>nd</sup> District Council Member; *Madeline Gomez*; *Chuck Lesnick*, Yonkers Council President; *Michael Sabatino*, Yonkers 3<sup>rd</sup> District Council Member; *Christopher Johnson*, Yonkers 1<sup>st</sup> District Council Member, and *Mehmet Ozhabes*.

Advertisement appeared on a local paper "Journal News" on February 12th.

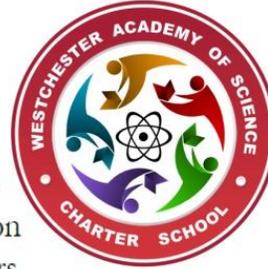
## We would like to hear from you

Because ...

Your child matters!

YOU matter!

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



Please complete the online petition at  
[www.westchesterscience.org/Petition.html](http://www.westchesterscience.org/Petition.html)

## Your Opinion Matters!

### Sample Parent Survey

You can find more than 1100 survey link at [www.westchesterscience.org/about-us/survey](http://www.westchesterscience.org/about-us/survey)



### Educational Improvement Survey

Dear Participant:

Thank you for your time in taking this survey. Your answers are very important in shaping a new proposed college preparatory charter school (grades 7-12) in the City of Yonkers.

City you live in: Yonkers

I am a parent of a child(ren) in grade(s): 5 6 7 8

I am a student in grades: 5 6 7 8

Do you think the level of education provided by schools in your neighborhood needs improvement?

Yes  No

If yes, in what field?

Curricular Program  College readiness  
 Extra-curricular activities  Technology

Other: always room in all areas

Would you have interest in enrolling your children in the Westchester Academy of Science?

Yes  No

Print Name: \_\_\_\_\_

Sign Name: \_\_\_\_\_



Our web site.

**PROPOSED WESTCHESTER ACADEMY of SCIENCE CHARTER SCHOOL**

HOME ABOUT PROGRAMS STUDENTS FAQ CONTACT

**STUDENT PROGRAMS**

WASCS CAPACITY STAY IN TOUCH SURVEY / INSPECCION

WESTCHESTER ACADEMY OF SCIENCE CHARTER SCHOOL (WASCS) IS A PROPOSED CHARTER SCHOOL TO BE LOCATED IN YONKERS.

Home About Programs Students FAQ Contact

**College Prep Curriculum**  
COLLEGE preparation

College Prep Curriculum WASCS prepares students for leadership roles in mathematics, science, and technology to work productively in the new millennium. WASCS is a proposed charter school. Charter schools offer an...

**Student Programs**

Individualized instruction: Self-paced, individualized instruction will make a positive difference in both a student's academic career and in his or her personal life. The flexibility of the curriculum allows students to enter at...

**Student Database (Demo)**  
STUDENT INFORMATION DATABASE

**Documents**  
SUPPORT LETTERS  
SURVEY RESULTS  
DIGITAL BROCHURE

**Educational Improvement Survey**  
Education Improvement Survey

Please take the educational improvement survey. Your answers are very important in shaping a new proposed college preparatory charter school in the City of Yonkers.

**Inspeccion Educativa de Mejora**  
Inspeccion Educativa de Mejora

Por favor, tome la encuesta mejora educativa. Sus respuestas son muy importantes en la formación de un nuevo colegio preparatorio propuesto escuela charter en la ciudad de Yonkers.

**ABOUT CHARTER SCHOOLS**

**What Are Charter Schools?**  
Charter schools are free public schools open to all New York City children. Though public, they are not run by the NYC Department of Education. Chart...

**What if more students apply than a charter school can enroll?**  
If the number of applicants exceeds the number of available seats, a random public lottery must be held, in accordance with Section 119.5 of Commissio...

**On what basis may a charter school select students?**  
In general, a charter school may establish no admissions requirements except that students meet the age or grade level requirements specified in its c...

**QR CODE / SCAN**

**SOCIAL MEDIA**  
(914) 931 1495  
westchestersci  
westchesterscience

Letters for support services at the school.



March 1, 2013

Dr. Selcuk Eren  
Westchester Academy of Science Charter School

Re: Westchester Academy of Science Charter School

Dear Dr. Eren,

We are pleased to provide insurance services to the Westchester Academy of Science Charter School. Following are the Insurance program cost estimates for the first full year of operation. These projections are based on the exposure information available to Ten Eyck Group. Please note these are estimates and every school must be individually underwritten for truly accurate pricing.

The policies we would recommend are tailored for charter schools and provide all the coverage that is pertinent to the institution, including specialized education related coverage, called Educators Legal Liability, as well as Directors & Officers, Employment Practices Liability, General and Umbrella Liability, Automobile Liability, Property insurance, Business Interruption, Workers Compensation, NYS Statutory Disability, and Student Accident.

The following estimate assumes you do not own your own facility and that foodservice, maintenance, and transportation will be contracted out.

Best of luck with your full application and please feel free to contact me with any further questions.

Best regards,

A handwritten signature in black ink, appearing to read 'Chris Spofford', is written over a horizontal line.

Christopher Spofford, CIC, CSR, AIC  
Certified School Risk Manager

Enclosure

March 1, 2013

Dr. Selcuk Eren  
Westchester Academy of Science Charter School

Re: Projected insurance costs for the 1<sup>st</sup> six months of organization

Dear Dr. Eren,

Assuming the Board of Regents votes to approve the Charter in November/December 2013, I have projected insurance costs for the period of January 1, 2014 to July 31, 2014. During this period of time, several of the insurance coverages, usual to the operation of a Charter School, will not be necessary. Assuming that contents values and liability exposures are initially low, here is my projection:

- 1) Directors and Officers coverage- \$1,800 (annual premium, paid up front)
- 2) Property & Liability (if a lease is signed)- \$1,500
- 3) Crime (necessary if money is being kept or transacted)- \$500
- 4) Umbrella (if desired)- \$600

**Total Projected Cost (1/01/14 to 7/31/14) is \$4,400**

Assuming there will be no employees until after 7/31/2014, I have not included costs for Workers Compensation, Employment Practices Liability, Educators Legal Liability or Student Accident.

As a reference, here is a tentative timeline for insurance coverages-

<u>Coverage</u>	<u>Timeline</u>
Directors & Officers (This will later be switched to School Board Legal/Educators Legal Liability )	As soon as the Board is formed and making school based decisions (contracts)
Employment Practices Liability	Before first employee is hired
Workers Compensation	When first employee is hired
General Liability, Excess, Crime, Sexual Abuse, Auto Liability, Student Accident	When lease agreement is signed or property is purchased (landlord will require General Liability coverage)
Property/Flood	As soon as you acquire contents/school equipment

Best of luck with the Full Application and please feel free to contact me with any questions.

Best regards,



Christopher Spofford, CIC, CSRM, AIC  
Certified School Risk Manager

**Insurance Estimate- Year 1**

(This is a ballpark estimate and is subject to completed applications and underwriting review. Rates subject to change.)

**For: Westchester Academy of Science Charter School**

Coverage	Limits	Premium
Business Personal Property (BPP)	300,000	
Business Income & Extra Expense	250,000	
Deductible	2,500	
Coverage Includes: Special Form, Replacement Cost, 100% Coinsurance		
Equipment Breakdown	Included	
<b>Premium</b>		<b>\$2,750</b>
<b>Inland Marine</b>		
Computerized Equipment	Included in BPP	
Hardware/Software		
<b>Premium</b>		<b>Included</b>
<b>Crime</b>		
Employee Dishonesty	100,000	
Forgery or Alteration	100,000	
Scheduled- Business Manager/Treasurer	1,000,000	
Computer Fraud	100,000	
Monies & Securities- Inside	50,000	
Monies & Securities- Outside	25,000	
Deductible	1,000	
<b>Premium</b>		<b>\$750</b>
<b>Automobile</b>		
Hired & Non-Owned Liability	1,000,000	
<b>Premium</b>		<b>\$350</b>
<b>General Liability</b>		
Each Occurrence	1,000,000	
General Aggregate	3,000,000	
Personal & Advertising Injury	1,000,000	
Fire Damage Liability	1,000,000	
Medical Expense	10,000	
Employee Benefits Liability	1,000,000	
Sexual Abuse & Molestation Liability	1,000,000	
Professional Liability	1,000,000	
GL Classification (rating)		
Exposure: Student Enrollment	180	
Average Daily Attendance		
<b>Premium</b>		<b>\$6,000</b>
<b>Directors &amp; Officers and Employment Practices Liability including Educators Legal Liability</b>		
Combined Limit	1,000,000	
Deductible	2,500	
<b>Premium</b>		<b>\$4,500</b>





Westchester Academy of Science Charter School

March 12, 2013

Dear School Administrator,

Thank you for allowing us the opportunity to provide you our quoting for "Student Information System" Database product. Apple Educational Services Student Database System (SDS) is an integrated, web-based student information management system designed for K-12 schools.

Apple Educational Services, Inc. is a non-profit organization focusing on improving the quality of education in public and private schools. Apple Educational Services has been established in 2005 by a group of professional educators who have broad experience in public school education. Apple Educational Services is a state ---NJDOE--- approved service provider for supplemental educational services. The main office is located in Moonachie, NJ and it serves about 30 schools in 9 states in different capacities.

We are pleased to offer you our product at below discounted prices.

Service	# of Students	Unit Cost	Price
Standard Module	180	\$ 17.00	\$ 3,060.00
Lesson Plan Module	180	\$ 4.00	\$ 720.00
State Reporting Module	180	\$ 9.00	\$ 1,620.00
Testing Module	180	\$ 9.00	\$ 1,620.00
<b>Total</b>			<b>\$ 7,020.00</b>

The Price of \$ 7,020.00 includes annual licence fee, support and technical maintenance services.

As a discount we are waiving the \$ 1,250.00 one time installation and set-up fee for new clients.

Sincerely,

R. Fahri Arslan  
Business / Financial Analyst

Enclosed: Student Information System Brochure

**Apple Educational Services**

250 Moonachie Rd. Suite 202 Moonachie, NJ 07074  
Tel: 201 994 1010 Fax: 201 994 1070 www.appleeducation.org

# Introducing the Amplify Tablet. The only tablet designed for K-12 education.



## A truly all-in-one solution

Starting at \$299\* with subscription fees of \$99/year, our tablet solution provides everything you need to start or scale a 1:1 initiative in your district or state: hardware, software, content, connectivity, mobile device management, customer care and professional development. You also gain a partner focused solely on K-12 education who knows how to integrate the devices into teaching and learning in meaningful ways.

## Amplify student engagement.

- Students get a **high-quality, 10-inch Android™ tablet** that connects to available Wi-Fi networks and uses data-filtering software to always ensure safe, secure access and age-appropriate learning in school or at home.
- Our tablet's unique user experience is designed around a student's day, with **Notebooks for each class**. Students can organize their coursework, create and submit assignments, and participate in online discussions, quizzes and polls posted by the teacher.
- Students engage in **teacher-led or self-directed learning**, conducting research through pre-loaded education-specific search tools, applications and content (including Khan Academy videos and CK-12 Flexbooks™). Students have all the tools they need to explore, collaborate, communicate and create, including text, presentation, drawing, movie and audio editors available on the tablet. Thousands of K-12 apps are available through the Google Play store.
- Students get the **instruction they need when they need it** from an easy-to-follow Playlist of class activities, assignments and communications, as well as Learning Maps that allow students to self-pace through the Common Core State Standards (Math Map). Teachers also have real-time assessment tools to gauge student comprehension and quickly personalize instruction for small groups or individual students.
- The Amplify Tablet includes Google's latest Android Jelly Bean OS, which has multiple features to enhance **accessibility** for a diverse range of learners, including text-to-speech and screen magnification.

\*As part of our Early Adopter Program — see details on next page.





## Amplify teacher impact.

- We've created exclusive, **easy-to-use Classroom Tools** that help a teacher plan lessons, prepare quizzes, send assignments, share multimedia resources and easily manage all of her students' tablets.
- Tools like Quick Poll, Spot Check and Short Answer allow a teacher to get **real-time feedback** on students' learning and differentiate her instruction accordingly.
- In addition to basic reference content and tools for K-12, the Amplify Tablet features education-specific search tools that allow a teacher to easily access millions of **multimedia resources aligned to the Common Core State Standards (CCSS)**. The Amplify Tablet's highly flexible, open platform can also integrate easily with teacher-generated and district curriculum.
- In our **high-quality professional development**, teachers always learn about the device and features within the context of grade-appropriate, student-centered lessons so that they can easily understand how to integrate the tablet into their classrooms.
- Educators also get personalized help from our pedagogical support **help desk staffed by former teachers**, as well as technical support by phone, email and live chat.

### FOR MORE INFORMATION

Jim Flanagan  
 978-994-9451  
 jflanagan@amplify.com    www.amplify.com/tablet

## Amplify access.

## Amplify technology across your district.

- The Amplify Tablet offers the latest in the 10-inch class of **Android tablets**, including 16GB of memory, a 1.2-GHz quad-core processor and the Android Jelly Bean OS (now the world's most popular mobile platform). We work directly with the hardware manufacturer to allow unique user-friendly features like silent updates, so no student or teacher ever needs to see another "update software" message again.
- Our tablet solution allows you to scale your 1:1 initiative and **manage thousands of tablets remotely and securely**. Districts can easily provision and configure each device down to an individual user basis. Devices can be tracked, locked and wiped with the push of a button. Schools can also enforce their own appropriate use policies and execute local content and app controls.
- The Amplify Tablet's **open Android platform** supports any digital content in which you've already invested and enables easy curation of CCSS content. Our tablet is also compatible with standard student information systems and learning management systems and is compliant with the PARCC/SBAC assessment consortia security and specification requirements.
- Amplify provides **high-quality training, project management and customer support**— all customized to the K-12 education setting and designed to make sure the tablets are truly integrated into teaching and learning.

## EARLY ADOPTER PROGRAM

While supplies last, the Early Adopter Program is available to districts that:

- Commit to a two-year contract with a signed purchase order or similar commitment by June 30, 2013.
- Enroll a minimum of 1,000 subscribers (teachers and students) for the duration of the contract.

AmplifyTablet	AmplifyTablet Plus*
<del>\$349</del> <b>\$299</b>	<del>\$399</del> <b>\$349</b>
Plus \$99/year subscription fee with a 2-year commitment.	Plus <del>\$199/year</del> <b>\$179/year</b> subscription fee with a 2-year commitment.

\* Amplify Tablet Plus includes all the features of the Amplify Tablet bundle plus 4G LTE connectivity, smart data monitoring and more.



**Proposed facility:**



February 24, 2011,

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

Dear Mr. Ozhabes,

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

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

Our firm has significant experience in commercial real estate. .... (More on Lansco).

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

Sincerely,

The Lansco Corporation

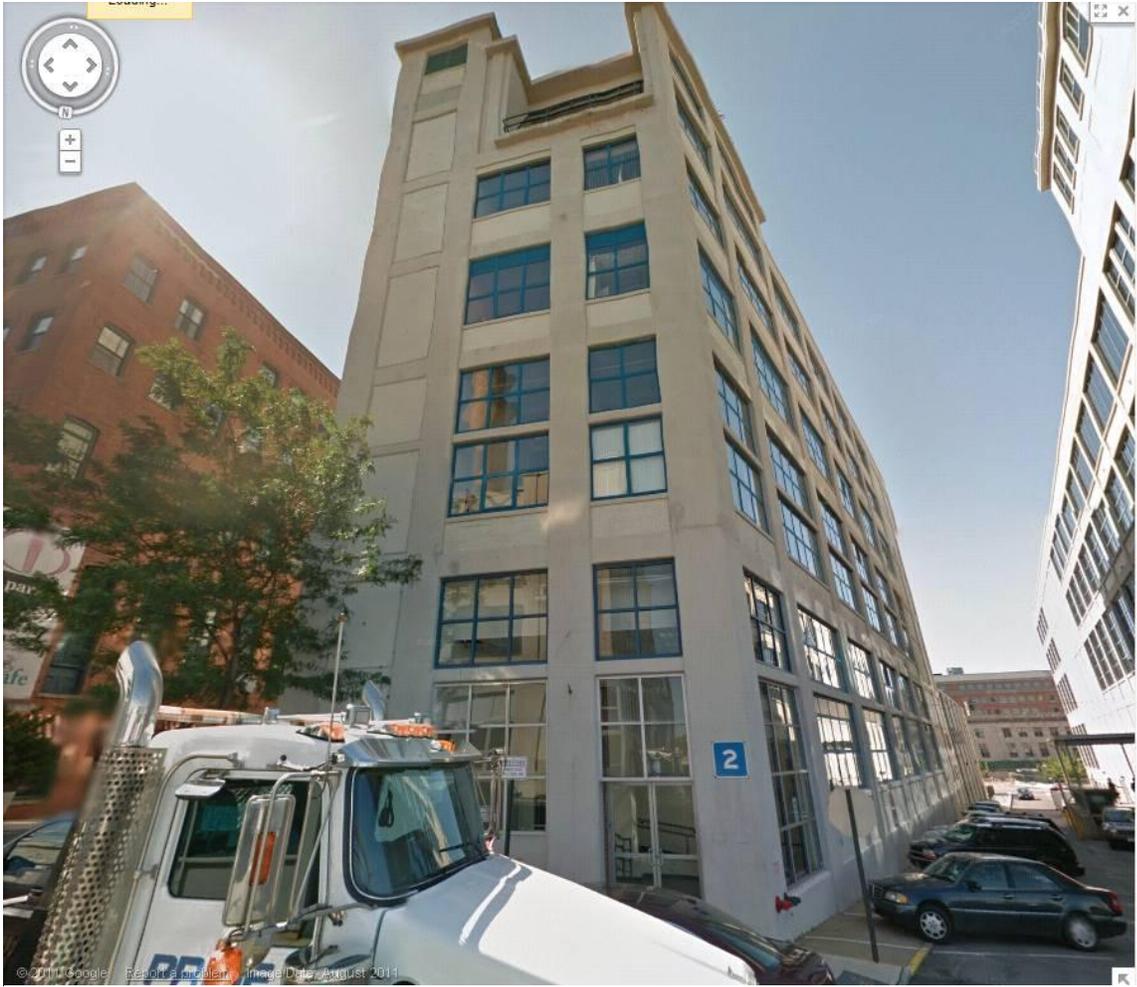
A handwritten signature in black ink, appearing to read "Mike Antkies".

Mike Antkies

A handwritten signature in black ink, appearing to read "Dawn Chartoff".

Dawn Chartoff







The Lansco Corporation • 900 Third Avenue • New York NY 10022 • 212 644 2222 • Fax 212 644 6444

## 2 Wells, IPark For Lease Yonkers, NY

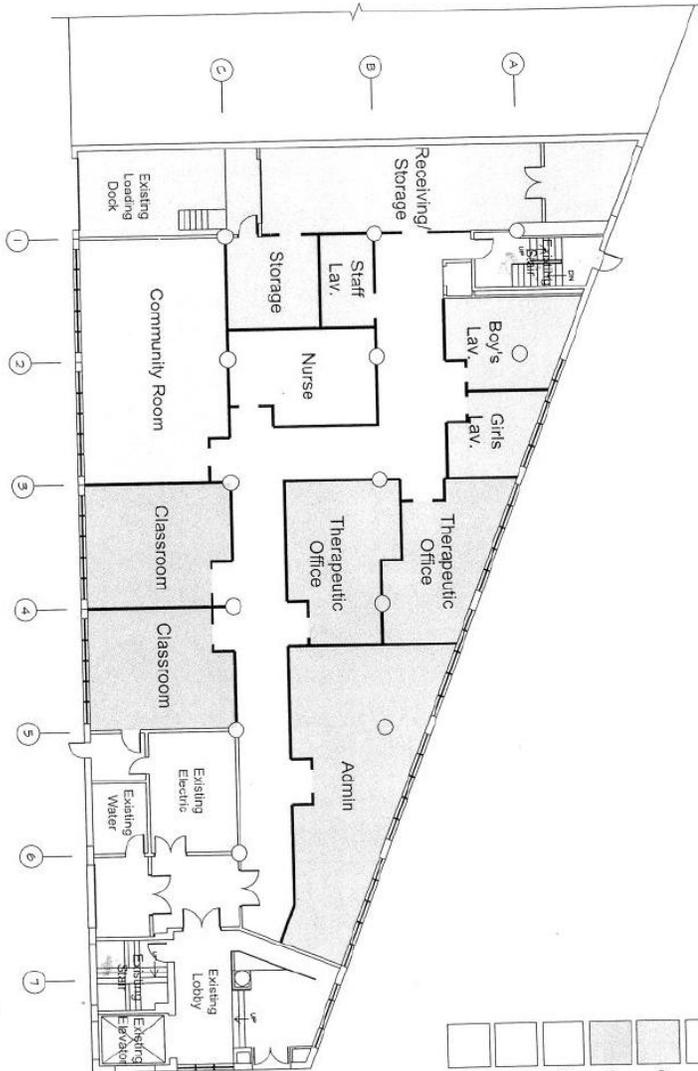
- Approximately 60,000 square feet building
- Approximately 10,000 RSF floors
- Available Immediately
- Formerly the Department of Education
- Within close proximity to the Metro North, Yonkers bus service and Yonkers Public Library

For further information, please contact:

**Mike Antkies**  
Executive Vice President  
212-644-2222 x 6863  
[mantkies@lansco.com](mailto:mantkies@lansco.com)

**Dawn Chartoff**  
Director  
212-644-2222 x 6836  
[dchartoff@lansco.com](mailto:dchartoff@lansco.com)

**Brett Zelner**  
Executive Managing Director  
212-644-2222 x 6837  
[bzelner@lansco.com](mailto:bzelner@lansco.com)

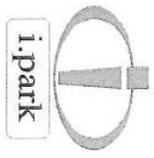
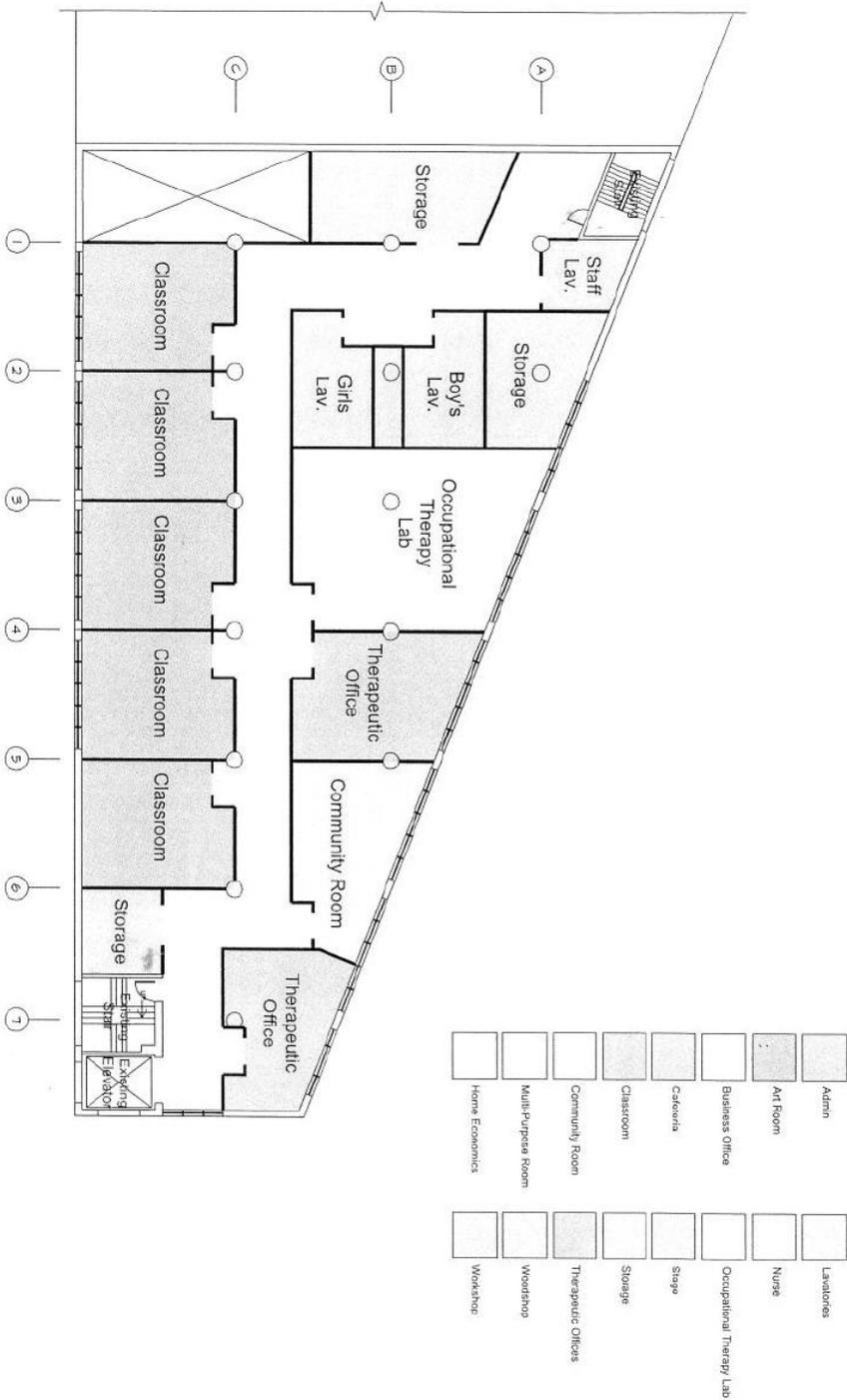


- |                          |                    |                          |                          |
|--------------------------|--------------------|--------------------------|--------------------------|
| <input type="checkbox"/> | Admin              | <input type="checkbox"/> | Lavatories               |
| <input type="checkbox"/> | Art Room           | <input type="checkbox"/> | Nurse                    |
| <input type="checkbox"/> | Business Office    | <input type="checkbox"/> | Occupational Therapy Lab |
| <input type="checkbox"/> | Calefena           | <input type="checkbox"/> | Stage                    |
| <input type="checkbox"/> | Classroom          | <input type="checkbox"/> | Storage                  |
| <input type="checkbox"/> | Community Room     | <input type="checkbox"/> | Therapeutic Offices      |
| <input type="checkbox"/> | Multi-Purpose Room | <input type="checkbox"/> | Woodshop                 |
| <input type="checkbox"/> | Home Economics     | <input type="checkbox"/> | Workshop                 |



**Building 2**  
**1st Floor Test Fit**  
 June 3, 2010

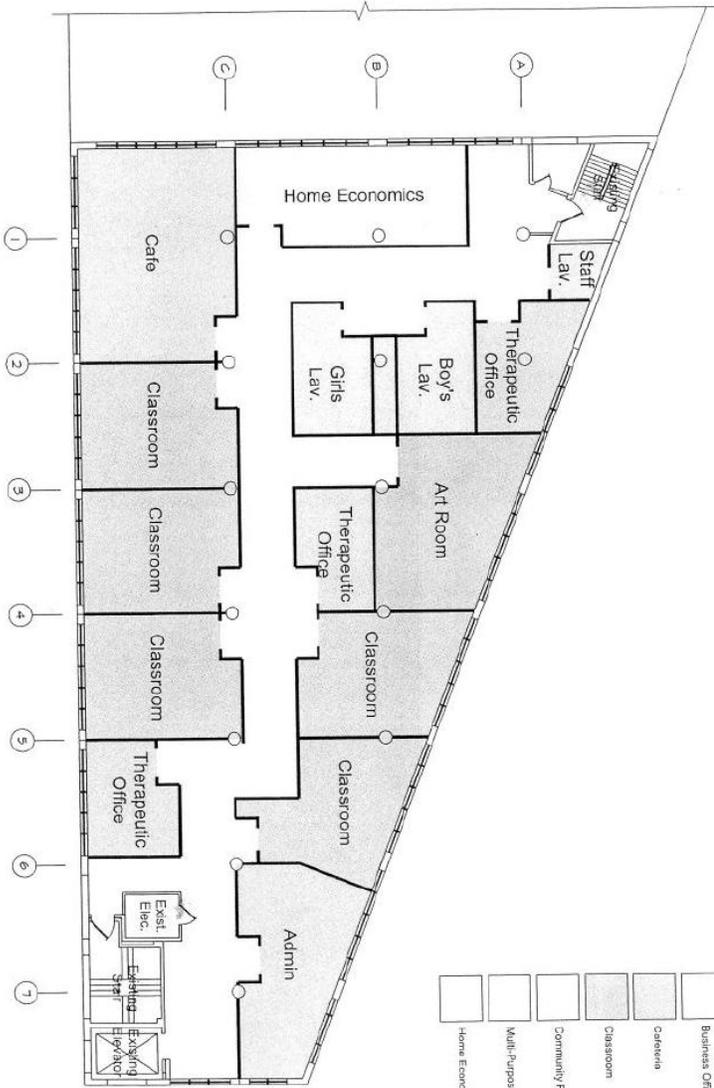




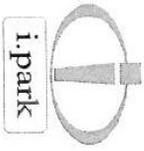
**Building 2**  
**2nd Floor Test Fit**  
 June 3, 2010







- |                          |                    |                          |                          |
|--------------------------|--------------------|--------------------------|--------------------------|
| <input type="checkbox"/> | Admin              | <input type="checkbox"/> | Lavatories               |
| <input type="checkbox"/> | Art Room           | <input type="checkbox"/> | Nurse                    |
| <input type="checkbox"/> | Business Office    | <input type="checkbox"/> | Occupational Therapy Lab |
| <input type="checkbox"/> | Cafeteria          | <input type="checkbox"/> | Stage                    |
| <input type="checkbox"/> | Classroom          | <input type="checkbox"/> | Storage                  |
| <input type="checkbox"/> | Community Room     | <input type="checkbox"/> | Therapeutic Offices      |
| <input type="checkbox"/> | Home Economics     | <input type="checkbox"/> | Workshop                 |
| <input type="checkbox"/> | Multi-Purpose Room | <input type="checkbox"/> | Woodshop                 |

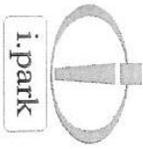


# Building 2

## 4th Floor Test Fit

June 3, 2010

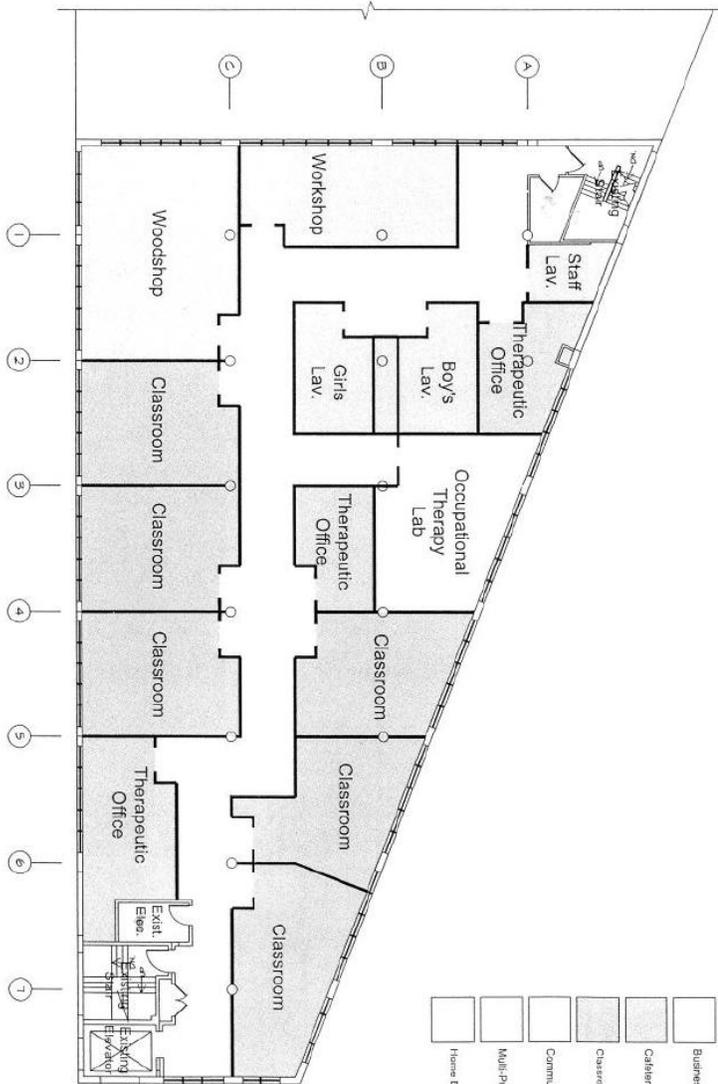




# Building 2

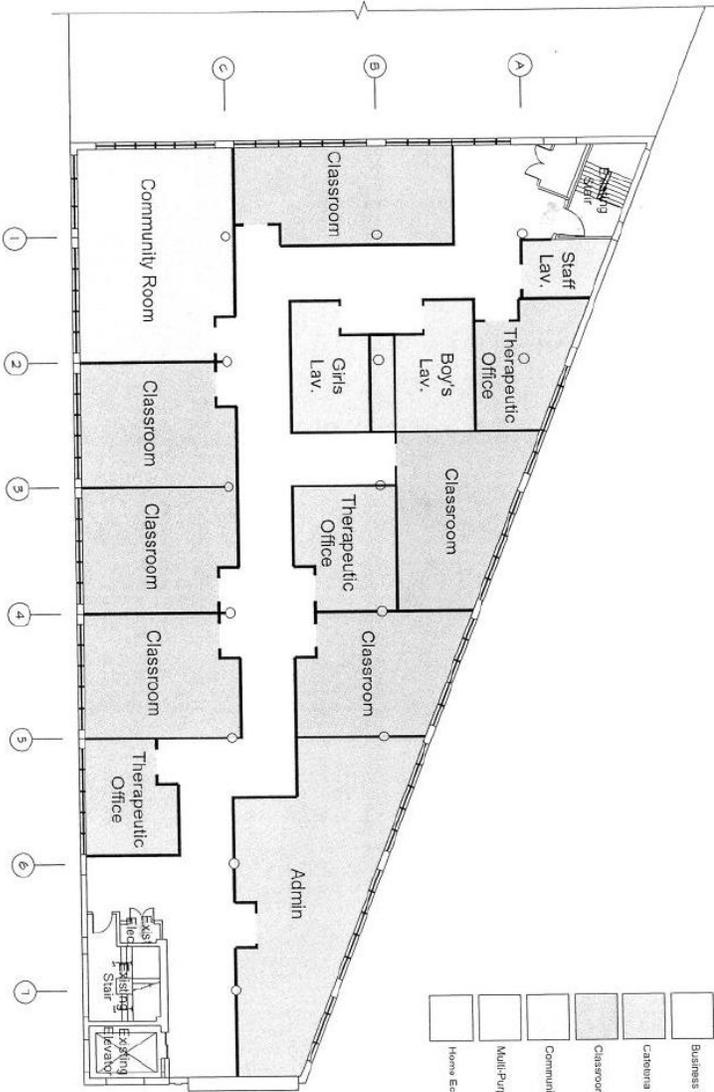
## 5th Floor Test Fit

June 3, 2010

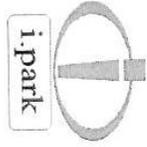


	Admin		Laboratory
	Art Room		Nurse
	Business Office		Occupational Therapy Lab
	California		Storage
	Classroom		Therapeutic Offices
	Community Room		Woodshop
	Multi-Purpose Room		Workshop
	Home Economics		





- |                          |                    |                          |                          |
|--------------------------|--------------------|--------------------------|--------------------------|
| <input type="checkbox"/> | Admin              | <input type="checkbox"/> | Lavatories               |
| <input type="checkbox"/> | Art Room           | <input type="checkbox"/> | Nurse                    |
| <input type="checkbox"/> | Business Office    | <input type="checkbox"/> | Occupational Therapy Lab |
| <input type="checkbox"/> | Cafeteria          | <input type="checkbox"/> | Stage                    |
| <input type="checkbox"/> | Classroom          | <input type="checkbox"/> | Storage                  |
| <input type="checkbox"/> | Community Room     | <input type="checkbox"/> | Therapeutic Offices      |
| <input type="checkbox"/> | Multi-Purpose Room | <input type="checkbox"/> | Workshop                 |
| <input type="checkbox"/> | Home Economics     | <input type="checkbox"/> | Workshop                 |



**Building 2**  
**6th Floor Test Fit**  
 June 3, 2010



Donation for start-up operations:



### Deposit Account Balance Summary

03/15/2013

Requestor information:

MEHMET OZHABES

Summary of Deposit Account				
Account Number	Account Type	Open Date	Current Balance	Avg Balance (12 mos)
	Chase Plus Savings	03/08/2008	\$50,037.73	\$67,492.00
Customer Information				
MEHMET OZHABES		Primary Joint Or		

Deposit Account Balance Summary request completed by:

LUCAS REMEDIOS  
(212) 450-7800  
Madison Ave and 48th St

JPMorganChase Bank, N.A.  
Branch 134  
401 Madison Avenue  
New York, NY 10017

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## ATTACHMENT 3A: SAMPLE DAILY SCHEDULES (ES, MS, AND/OR HS)

**Table 1: Sample schedule for 6th grade**

6 <sup>th</sup> Grade	Monday	Tuesday	Wednesday	Thursday	Friday
<b>7:30 – 8:00</b>	<b>Breakfast</b>				
<b>8:00 – 8:30</b>	<b>Home Room &amp; Self Reading</b>				
1 <sup>st</sup> Period <b>8:30 – 9:15a</b>	Math 6	Math 6	Math 6	Math 6	Math 6
2 <sup>nd</sup> Period <b>9:20 – 10:05a</b>	Math 6	Math 6	Math 6	Math 6	Math 6
3 <sup>rd</sup> Period <b>10:10 – 10:55a</b>	English 6	English 6	English 6	English 6	English 6
4 <sup>th</sup> Period <b>11:00 – 11:45a</b>	English 6	English 6	Art 6	Science 6	Science 6
5 <sup>th</sup> Period <b>11:50 – 12:35p</b>	Science 6	Science 6	Science 6	Science 6	Science 6
<b>12:40 – 1:10p</b>	<b>Lunch</b>				
6 <sup>th</sup> Period <b>1:15 – 2:00p</b>	Social Studies 6	Social Studies 6	Social Studies 6	Social Studies 6	Social Studies 6
7 <sup>th</sup> Period <b>2:05 – 2:50p</b>	Computer 6	Spanish	Computer 6	Music 6	Computer 6
8 <sup>th</sup> Period <b>2:55 – 3:40</b>	Music 6	Physical Education 6	Physical Education 6	Character Education 6	Physical Education 6
<b>3:45 – 4:30p</b>	<b>After School Activities: Tutoring &amp; Co-curricular Activities</b>				

**Table 2: Sample schedule for 7th grade**

7 <sup>th</sup> Grade	Monday	Tuesday	Wednesday	Thursday	Friday
<b>7:30 – 8:00</b>	<b>Breakfast</b>				
<b>8:00 – 8:30</b>	<b>Home Room &amp; Self Reading</b>				
1 <sup>st</sup> Period <b>8:30 – 9:15a</b>	Math 7	Math 7	Math 7	Math 7	Math 7
2 <sup>nd</sup> Period <b>9:20 – 10:05a</b>	Science 7	Math 7	Science 7	Math 7	Math 7
3 <sup>rd</sup> Period <b>10:10 – 10:55a</b>	Science 7	Science 7	Science 7	Science 7	Science 7
4 <sup>th</sup> Period <b>11:00 – 11:45a</b>	Social Studies 7	Social Studies 7	Social Studies 7	Social Studies 7	Social Studies 7
5 <sup>th</sup> Period <b>11:50 – 12:35p</b>	English 7	English 7	English 7	English 7	English 7
<b>12:40 – 1:10p</b>	<b>Lunch</b>				
6 <sup>th</sup> Period <b>1:15 – 2:00p</b>	Spanish 7	English 7	Health	English 7	Art 7
7 <sup>th</sup> Period <b>2:05 – 2:50p</b>	Physical Education 7	Health	Physical Education 7	Physical Education 7	Character Education 7
8 <sup>th</sup> Period <b>2:55 – 3:40</b>	Computer 7	Music 7	Computer 7	Music 7	Computer 7
<b>3:45 – 4:30p</b>	<b>After School Activities: Tutoring &amp; Co-curricular Activities</b>				

Table 3: Sample schedule for 8th grade

8 <sup>th</sup> Grade	Monday	Tuesday	Wednesday	Thursday	Friday
<b>7:30 – 8:00</b>	<b>Breakfast</b>				
<b>8:00 – 8:30</b>	<b>Home Room &amp; Self Reading</b>				
1 <sup>st</sup> Period <b>8:30 – 9:15a</b>	English 8	English 8	English 8	English 8	English 8
2 <sup>nd</sup> Period <b>9:20 – 10:05a</b>	Computer 8	Computer 8	Computer 8	English 8	English 8
3 <sup>rd</sup> Period <b>10:10 – 10:55a</b>	Social Studies 8	Social Studies 8	Social Studies 8	Social Studies 8	Social Studies 8
4 <sup>th</sup> Period <b>11:00 – 11:45a</b>	Math 8	Math 8	Math 8	Math 8	Math 8
5 <sup>th</sup> Period <b>11:50 – 12:35p</b>	Home & Career	Math 8	Home & Career	Math 8	Math 8
<b>12:40 – 1:10p</b>	<b>Lunch</b>				
6 <sup>th</sup> Period <b>1:15 – 2:00p</b>	Science 8	Science 8	Science 8	Science 8	Science 8
7 <sup>th</sup> Period <b>2:05 – 2:50p</b>	Science 8	Art 8	Spanish	Science 8	Home & Career
8 <sup>th</sup> Period <b>2:55 – 3:40</b>	Physical Education 8	Character Education 8	Music 8	Physical Education 8	Physical Education 8
<b>3:45 – 4:30p</b>	<b>After School Activities: Tutoring &amp; Co-curricular Activities</b>				

Table 4: Sample schedule for Science teacher

Science Teacher	Monday	Tuesday	Wednesday	Thursday	Friday
<b>7:30 – 8:00</b>	<b>Team Meeting</b>				
<b>8:00 – 8:30</b>	<b>Team Meeting and Home Room &amp; Self Reading Supervised</b>				
1 <sup>st</sup> Period <b>8:30 – 9:15a</b>					
2 <sup>nd</sup> Period <b>9:20 – 10:05a</b>	Science 7		Science 7		
3 <sup>rd</sup> Period <b>10:10 – 10:55a</b>	Science 7	Science 7	Science 7	Science 7	Science 7
4 <sup>th</sup> Period <b>11:00 – 11:45a</b>				Science 6	Science 6
5 <sup>th</sup> Period <b>11:50 – 12:35p</b>	Science 6	Science 6	Science 6	Science 6	Science 6
<b>12:40 – 1:10p</b>	<b>Lunch</b>				
6 <sup>th</sup> Period <b>1:15 – 2:00p</b>	Science 8	Science 8	Science 8	Science 8	Science 8
7 <sup>th</sup> Period <b>2:05 – 2:50p</b>	Science 8			Science 8	
8 <sup>th</sup> Period <b>2:55 – 3:40</b>					
<b>3:45 – 4:30p</b>	<b>After School Activities: Tutoring &amp; Co-curricular Activities</b>				
<b>4:30 – 5:00p</b>	<b>Planning &amp; Professional Development</b>				

## ATTACHMENT 3B: FIRST YEAR CALENDAR FOR 2014-2015

### 2014 - Fall Semester

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

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

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

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

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

18<sup>th</sup>-29<sup>th</sup> Summer Institute for Professional Development

1<sup>st</sup> Labor Day holiday  
 2<sup>nd</sup>-3<sup>rd</sup> Summer Institute for Professional Development  
 4<sup>th</sup> First day of school  
 4<sup>th</sup>-5<sup>th</sup> Student orientation  
 6<sup>th</sup> Parent orientation  
 25<sup>th</sup>-26<sup>th</sup> – Rosh Hashanah

6<sup>th</sup> Professional development day (no class)  
 10<sup>th</sup> Benchmark tests for core courses  
 13<sup>th</sup> Columbus day  
 17<sup>th</sup> Parent teacher conference (seminar)  
 17<sup>th</sup> Progress reports

7<sup>th</sup> End of first quarter  
 7<sup>th</sup> Report cards  
 10<sup>th</sup> Veterans day  
 11<sup>th</sup> First day of 2<sup>nd</sup> quarter  
 27<sup>th</sup> – 28<sup>th</sup> Thanksgiving vacation

### 2015 – Spring Semester

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

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

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

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

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

1<sup>st</sup> – 2<sup>nd</sup> Winter break  
 19<sup>th</sup> MLK Jr. holiday  
 22<sup>nd</sup> Benchmark tests for all courses  
 29<sup>th</sup>-30<sup>th</sup> Parent teacher conference  
 29<sup>th</sup>-30<sup>th</sup> Progress reports

13<sup>th</sup> – Last day of 2<sup>nd</sup> quarter and 1<sup>st</sup> semester  
 13<sup>th</sup> Report cards  
 16<sup>th</sup> – President's day holiday  
 16<sup>th</sup> – 22<sup>nd</sup> Mid-winter holiday  
 23<sup>rd</sup> First day of 3<sup>rd</sup> quarter and 2<sup>nd</sup> semester  
 23<sup>rd</sup>-27<sup>th</sup> Math league/Math count

18<sup>th</sup> Benchmark tests for core courses  
 27<sup>th</sup> Parent teacher conference (seminar)  
 27<sup>th</sup> Progress reports  
 30<sup>th</sup>-31<sup>st</sup> Spring break

1<sup>st</sup> – 3<sup>rd</sup> Spring break  
 10<sup>th</sup> Last day of 3<sup>rd</sup> quarter  
 10<sup>th</sup> Report cards  
 13<sup>th</sup> First day of 4<sup>th</sup> quarter

(due to state exams, no benchmark test scheduled)  
 12<sup>th</sup> - 13<sup>th</sup> Parent teacher conference  
 12<sup>th</sup> - 13<sup>th</sup> Progress reports  
 25<sup>th</sup> – Memorial day holiday

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

17<sup>th</sup> Science fair  
 19<sup>th</sup> Progress reports  
 22<sup>nd</sup> – 31<sup>st</sup> Winter break

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

2<sup>nd</sup>-3<sup>rd</sup> State common core exams (ELA-Math)\_tentative  
 26<sup>th</sup> Staff picnic  
 26<sup>th</sup> Last day of school year  
 26<sup>th</sup> Report cards

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

13<sup>th</sup> – 31<sup>st</sup> Summer school

**KEY**

- First Days of Semester
- Last Days of Semester
- No School Days
- Summer School Days

- 183 school days in the first year. If more than 3 days are used for inclement weather or other conditions, schools will be open on June 29<sup>th</sup> as the fourth backup day and June 30<sup>th</sup> as the fifth backup day.

**Summer School**

15 days are allocated for the summer school in July 2015 to support students with wide range of need. Students who do not pass the Math, Science and ELA by the end of the school calendar will be automatically enrolled to prepare for the next year.

**Summer Institute for Professional Development (12 full days – 96 hours)**

First 3 days is going to be orientation for teachers’ rights and responsibilities

- o Employee handbook and IT system training will be delivered.
- o All school policies (discipline policy, grading policy etc.) will be explained.
- End of the 3<sup>rd</sup> day – ice-breaking program.
- Generic curriculums will be given to teachers: They are required to submit the completed curriculums/syllabus and annual plans to the head of department by August 29<sup>th</sup>.
- Curriculum and annual plan will be reviewed during departmental meetings on September 2<sup>nd</sup>.
- Dean of academics will control and organize curriculum development activities.

**Student orientation**

- Orientation will be scheduled during regular school hours to maximize attendance.
- Students will be educated on regulations, their rights and responsibilities. in student handbook.
- Students will be informed on offered courses and weekly schedule and school calendar.

**Parents orientation and Parent teacher conferences**

- Scheduled on Saturday September 6<sup>th</sup>, from 10 am to noon (2 hours).
- Parents will be informed on students’ rights and responsibilities, and WASCS’s expectations.
- Four parent teacher conferences are scheduled one week after the benchmark exams. First and third quarter’s conferences will be scheduled as a single afternoon session. Second and fourth quarter’s conferences will be scheduled as one afternoon and one evening sessions to achieve full attendance. Student’s progress reports will be delivered on conference days.

**Progress reports:**

- Even though students’ evaluations can be accessed at any time online, we will still deliver monthly progress reports and quarterly report cards.

## **ATTACHMENT 4: STUDENT DISCIPLINE POLICY**

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Everything in and about the school has been designed to create an orderly and distraction-free environment in which all students can learn effectively and pleasantly. To foster this kind of learning environment, WASCs administrators and teachers will review the school rules and regulations with their students. It is expected that each student will be respectful toward adults, respectful toward each other, and respectful toward the learning environment at the Yonkers Academy of Science.

### **The Following Behaviors will result in penalty by the School Administration:**

- The Middle School uses the demerit system that can be accessed 24 hours a day online through our website.
- High School students receive 5 demerits for “lockouts” or being late to class.
- Discipline penalties will be assessed if students accrue demerit points.

### **Short Term Suspension**

1. Attempting to assault any student or endangering the physical safety of another by the use of force or intimidation.
2. Vandalizing or abusing school property or equipment causing damage.
3. Engaging in conduct which disrupts school or classroom activity including inappropriate displays of affection.
4. Engaging in insubordination, any kind of bully or committing extortion.
5. Use forged notes or excuses.
6. Attempting to steal, or to possess property known by the student to be stolen.
7. Engage in acts of sexual harassment, including but not limited to sexually related physical contact or offensive sexual comments.
8. Use of obscene or abusive language or gestures.
9. To possess tobacco and alcohol; any kind of gambling.
10. Repeatedly committing minor behavioral infractions which, in the aggregate, may be considered an infraction subject to formal disciplinary action.
11. Commit any act which school officials reasonably conclude warrants a disciplinary response.
12. Failure to comply with any administrative directive

### **Long Term Suspension or Expulsion**

1. Persistent disobedience.
2. To Possess, use, attempt to use, or transfer any firearm, knife, razor blade, explosive, mace, tear gas, or other dangerous object.
3. Committing or attempting to commit arson on school property.
4. To possess, sell, distribute or use any alcoholic beverage, controlled substance, imitation controlled substance, or marijuana on school property or at school sponsored events.
5. Assault any other student or attempting to assault/assaulting any staff member.
6. Vandalize school property causing major damage intentionally.
7. Commit any act which school officials reasonably conclude warrants a long term suspension.
8. Make a false bomb threat or pull a false emergency alarm.
9. Failure to comply with any administrative directive.

**"Short term suspension"** refers to the removal of a student from school for disciplinary reasons for a period of five or fewer days; **"Long-term suspension"** refers to the removal of a student from school for disciplinary reasons for a period of more than five days; and

**"Expulsion"** shall refer to the permanent removal of a student from school for disciplinary reasons.

## **Penalty Procedures**

A student who is determined to have broken WASCS disciplinary code shall be subject to a penalty, unless the Director determines that an exception should be made based on the individual circumstances of the incident and the student's disciplinary record. Such student also may be subject to any of the disciplinary measures set forth hereby, and, depending on the severity of the infraction, a heavier penalty also may be imposed and referrals to law enforcement authorities may be made.

In the event of a suspension or expulsion students and parents will be informed to the student and parents in writing. In long term suspension and expulsion cases, the director shall personally hear or determine the proceedings or he may designate a hearing officer.

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

## **Additional Disciplinary Measures**

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

*Behavioral Contract/Academic Contract:* School staff may design written agreements with students subject to punishment under this code to identify target behaviors, define expectations, and describe consequences, provided that the affected student and his or her parent(s) or guardian(s) are informed that the decision to enter into such a contract is voluntary.

*Detention:* After notice to the student and parent(s) or guardian(s), and the student has appropriate transportation home, a student may be detained after school in detention. Saturday detention may also be utilized.

*AES (Alternative Educational Setting):* AES will be utilized for students that require disciplinary consequences for behavior in a restricted educational setting.

*Loss of School Privileges:* A student may be suspended from participation in any or all extracurricular activities based on behavior.

*Suspension from School Transportation:* As the result of misconduct occurring on a bus or other student transportation, and after notice to the student and his or her parent(s)/guardian(s), a student may be suspended from school transportation.

\*Anything not covered by above as aforementioned categories would fall under administrative discretion and will be penalized as such.

## **Provision of Services During Removal**

We will, for those students removed for a period of less than 10 days, ensure that the affected student receives classroom assignments. During such suspension, the student is prohibited from being in the school property during the normal school day, but will be tutored after school at 4:00 in the library.

## **Maintenance of Public Order in School**

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

These rules and penalties are not to be considered exclusive or to preclude in any way the prosecution and conviction of any person for the violation of any federal, State or local law, rule,

regulation or ordinance, or the imposition of a fine or penalty provided for therein. Additionally, these rules and regulations should not be construed to limit, but rather exist in conjunction with any other codes of conduct established for the school.

### **Prohibited Conduct**

No person, either singly or in concert, shall:

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

### **Penalties and Enforcement**

Penalties for violations of these rules include, but are not limited to:

1. the withdrawal of permission to access school property and grounds;
2. expulsion;
3. arrest;
4. suspension or other disciplinary action.

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

## ATTACHMENT 5A: CHARTER SCHOOL TRUSTEE BACKGROUND INFORMATION

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

**Name:** Genevieve Yarrell-Harris

Charter School Name: Westchester Academy of Science Charter School

Charter School Address: TBD (Yonkers City School District)

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

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

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

### Background

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 became aware of and involved with the Westchester Academy of Science Charter School project through Prof. Serigne M. Gningue.*
5. Please explain why you wish to serve on the board.  
*I wish to serve as a board member because of my commitment and passion to make a significant difference in the lives of children.*
6. Please indicate whether you have previously served or are currently serving on a board of a school district, a non-public school or any not-for-profit corporation (to the extent not otherwise indicated in your response to Item 1, above). In addition, please describe any other experience, knowledge or skills you feel is relevant to service on the charter school board.   
This does not apply to me.  Yes. (Include description here):  
*I have not served on any board of a school district previously. My experiences in the fields of education, counseling and consulting/psychotherapy (adjunct instructor at Lehman and College of New Rochelle, employee for approximately 23 years at N.Y.C. Board of Education and private work for my company – Enhancing Minds Services, LLC) has given me the expertise, knowledge and skills relevant to give service on this charter school board.*
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.

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

### **Conflict of Interest**

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

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

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

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

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

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

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

No.  Yes.

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

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

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

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

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

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

I / we have no such interest.  Yes.

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

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

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

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

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

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

None  Yes

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

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

### **Educational Philosophy**

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

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

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

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

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

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

### **Other**

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

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

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

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

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

None

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

## STATEMENT OF ASSURANCE

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

*Genevieve Harris*

03/07/2013

Signature

Date

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

**Business Telephone:** \_\_\_\_\_

**Business Address:** \_\_\_\_\_

**E-Mail Address:** \_\_\_\_\_

**Home Telephone:** \_\_\_\_\_

**Home Address:** \_\_\_\_\_

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

Name: Hasan Erkan

Charter School Name: Westchester Academy of Science Charter School

Charter School Address: Yonkers School District

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

*As a profound believer in education and a passionate educator myself, I was always interested in the idea of improving the quality of learning and teaching. In one way or another, I wanted to see myself in the process especially after I encountered several situations where I realized that my students in college needed a stronger and more reliable infrastructure for their previous educational background.*

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

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

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

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):

*Working as an instructor in CUNY/SUNY for 8 years, and a research scientist at AT&T for 5 years, I am confident I would have an invaluable contribution to WASCS. As a person who contributed in shaping the mission and vision of WASCS, I would make sure our ideas are implemented in practice. I believe I could contribute WASCS a lot as an liaison both for the industry and academia. My experience and connections in academia and industry will be crucial in creating strategic partnerships with and maintaining university and industry relations for the WASCS. These relations with the university and colleges are essential to achieve the goals of WASCS. Moreover, I would ensure that the students are prepared to not only enter into, but also become successful in the college.*

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:

*Among the board members, I met with Mr. Ozhabes and Mr. Eren through a common friend. I met with Mr. Gasbi by another common friend in a social gathering. Mrs. Gomez used to be the home-instructor of my disabled son.*

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

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

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

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

No.  Yes.

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

12. If the charter school is partnered with an educational service provider (a management company, whether for-profit or not-for-profit), please indicate whether you, your spouse, or any family member knows any employees, officers, owners, directors or agents of that provider. If your answer is in the affirmative, please describe any such relationship.
- Not applicable because the School does not/will not contract with a management company or charter management organization.
- I / we do not know any such persons.  Yes.
13. If the charter school is partnered with an educational service provider, please indicate whether you, your spouse or other family member has a direct or indirect ownership, employment, contractual or management interest in the provider. For any interest indicated, please provide a detailed description.
- Not applicable because the School does not/will not contract with a management company or charter management organization.
- I / we have no such interest.  Yes.
14. If the charter school is partnered with an educational services provider, please indicate if you, your spouse or other family member anticipates conducting, or is conducting, any business with the provider. If so, please indicate the precise nature of the business that is being or will be conducted.
- Not applicable because the School does not/will not contract with a management company or charter management organization.
- I / we do not anticipate conducting any such business.  Yes.
15. Please indicate whether you, your spouse or other family member is a director, officer, employee, partner or member of, or is otherwise associated with, any organization which filed an application in conjunction with the charter school, i.e., is partnered with the charter school. To the extent you have provided this information in response to items 9-12, you may so indicate.
- This does not apply to me, my spouse or other family members.  Yes.
16. Please indicate the potential ethical or legal conflicts of interests (if any) that would, or are likely to, exist should you be approved for service on the charter school's board.
- None  Yes
17. Please explain how you would handle a situation in which you believe one or more members of the charter school's board are involved in working for their own benefit, or the benefit of their friends and family.

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

### **Educational Philosophy**

18. Please explain your understanding of the charter school's mission and/or philosophy.
- The mission of WASCS is to provide quality education in a rigorous learning environment and to instill the skills and knowledge needed for college, career, and citizenship.*
19. Please explain your understanding of the educational program of the charter school.
- WASCS Educational program is aligned with state standards with additional focus on STEM education to fulfill the mission and vision.*
20. Please indicate what you believe to be the characteristics of a successful charter school. In particular, please provide the specific steps you think the board of the charter school will need to take to ensure that this charter school is and remains successful.

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

**Other**

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

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

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

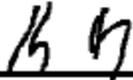
23. Please provide any other information that you feel is pertinent to the Department's review.

*None.*

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

## STATEMENT OF ASSURANCE

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

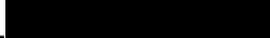


03/07/2013

Signature

Date

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

**Business Telephone:** 

**Business Address:** 

**E-Mail Address:** 

**Home Telephone:** 

**Home Address:** 

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

Name: Lawrence R. Sykes

Charter School Name: Westchester Academy of Science Charter School

Charter School Address: TBD

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

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

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

### Background

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

*Through community meetings and outreach and discussions with organizations and individuals involved in education..*

5. Please explain why you wish to serve on the board.  
*There is a need for school in Yonkers and Westchester County for school devoted to science and technology*
6. Please indicate whether you have previously served or are currently serving on a board of a school district, a non-public school or any not-for-profit corporation (to the extent not otherwise indicated in your response to Item 1, above). In addition, please describe any other experience, knowledge or skills you feel is relevant to service on the charter school board.  This does not apply to me.  Yes. (Include description here):
7. Please indicate whether or not you have ever been convicted of a misdemeanor and/or felony in state or federal court in any jurisdiction.  
 This does not apply to me.  Yes.

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

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

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

This does not apply to me.  Yes.

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

#### Conflict of Interest

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

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

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

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

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

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

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

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 request that an outside party to conduct an investigation to determine the accuracy of such belief.*

### **Educational Philosophy**

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

*Develop students that are disciplined, motivated and can think critically*

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

*Emphasizing math and science to insure a student is prepared for higher education*

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

*Measurable outcomes with a quantitative and qualitative analysis of student performance*

### **Other**

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

*Proper performance of fiduciary duties*

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

*I affirm.*

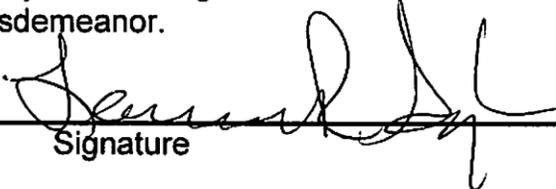
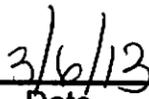
23. Please provide any other information that you feel is pertinent to the Department's review.

*None.*

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

## STATEMENT OF ASSURANCE

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

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

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

**Business Telephone:** 

**Business Address:** 

**E-Mail Address:** 

**Home Telephone:** 

**Home Address** 

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

Name: Madeline Gomez

Charter School Name: Westchester Academy of Science Charter School

Charter School Address: TBD

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

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

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

### Background

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

5. Please explain why you wish to serve on the board.  
*I wish to serve on the board because I look forward to actively participating with other board members that are committed to overseeing, administering and applying successful educational methods that will prove the charter schools success, with higher test scores and graduation rates.*
6. Please indicate whether you have previously served or are currently serving on a board of a school district, a non-public school or any not-for-profit corporation (to the extent not otherwise indicated in your response to Item 1, above). In addition, please describe any other experience, knowledge or skills you feel is relevant to service on the charter school board.  This does not apply to me.  Yes. (Include description here):
7. Please indicate whether or not you have ever been convicted of a misdemeanor and/or felony in state or federal court in any jurisdiction.  
 This does not apply to me.  Yes.

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

Your response to question seven may also include any relevant written information that you wish to be considered in support of your application, including, but not limited to: certificates of

conviction; any parole and/or probation documentation; any certificates, including any certificate of relief from disabilities; any proof of counseling and/or rehabilitation; any documentation attesting to your good conduct or your good character; and any letters of support from friends, family, co-workers, employers, etc.

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

This does not apply to me.  Yes.

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

### **Conflict of Interest**

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

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

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

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

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

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

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

No.  Yes.

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

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

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

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

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

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

I / we have no such interest.  Yes.

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

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

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

15. Please indicate whether you, your spouse or other family member is a director, officer, employee, partner or member of, or is otherwise associated with, any organization which filed an

application in conjunction with the charter school, i.e., is partnered with the charter school. To the extent you have provided this information in response to items 9-12, you may so indicate.  
 This does not apply to me, my spouse or other family members.  Yes.

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

None  Yes

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

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

### **Educational Philosophy**

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

*My understanding of WASCS missions is to provide students of many different backgrounds with a high quality of education as well as instill the skills and knowledge needed for college, career, and citizenship.*

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

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

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

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

### **Other**

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

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

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

*I affirm that I have read and understood the Westchester Academy of Science Charter School application, school board bylaws and all of its proposed policies.*

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

*None.*

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

## STATEMENT OF ASSURANCE

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

Madeline Gomez  
Signature

3/6/2013  
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]

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

Name: Mithat Gasbi

Charter School Name: Westchester Academy of Science Charter School

Charter School Address: Yonkers City School District (exact location is TBD)

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

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

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

### Background

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

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

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

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

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.

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

### **Educational Philosophy**

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

*The Westchester Academy of Science Charter School's mission and vision are consistent with my educational philosophy. WACS believes that every child can and will learn provided a rigorous learning environment. Its mission is to instill the skills and knowledge needed for college, career, and citizenship in 21st century. The world we live in is interconnected more so than ever before. The school will depend on most current pedagogical research to ensure the success of every child.*

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

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

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

*A successful school should have the following characteristics:*

### **Other**

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

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

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

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

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

*My 17 years of experience as an educator and school administrator coupled with my civic engagement will increase the capacity of the board. I would also like to note that I have assisted in the establishment of New World High School, an ESL immersion program, in the Bronx.*



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

Name: Prof. SERIGNE MBAYE GNINGUE

Charter School Name: Westchester Academy of Science Charter School

Charter School Address: TBD

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

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

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

### **Background**

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 became aware of and involved with the Westchester Academy of Science Charter School project through Mr. Mithat Gasbi, a colleague of mine, who has been teaching as an adjunct in our Department of Middle and High School Education at Lehman College since 2003. Mr. Gasbi and I have known each other since 1994 when he joined me at Middle School 45 as a Social Studies, English and ELL teacher. Mr. Gasbi, who can attest to my commitment and experience in working for children, approached me about six months ago and invited me to meet with Mr. Erkan. Together, they expressed to me the idea of creating a Charter School in Westchester. I immediately gave them my approval to include me in the Board, and in the planning and design. As an educator, I understand the importance of creating suitable educational structures that meet the needs of all children. I believe in the concept of the Westchester Academy of Science Charter School for many reasons. Since 1980, many reports directed at the diverse audience of educational leaders and policymakers at all levels in the United States have almost unanimously recognized the crisis in preparing students for the global economy. What makes the situation even more pressing for the United States is that education has become essential to economic and political survival. The importance of education to individual and societal success has increased at a breathtaking pace as a new knowledge-based economy has emerged, leading other industrialized nations around the world to be engaged in intensive reforms of their education systems by investing more of their resources in supporting the work of teachers to make it possible for them to effectively address the needs of their students.*

*Indeed, at a time when the globalization phenomenon has taken an almost irreversible turn on all aspects of our lives, education is the key to maintaining the United States at the top of the world hierarchy. Making sure that all our children become literate and possess the knowledge and skills necessary to compete in a global economy and to exercise the rights and responsibilities of citizenship should be a priority. Such goal has*

*however become more difficult and challenging because of the large influx of immigrants whose first language is not English. The cultural diversity of the Immigrants is such that public schools across the nation are now facing students whose backgrounds they do not know, whose languages they do not speak, and whose habits are different from the mainstream. Addressing the needs of these students could be the key to ensuring and maintaining the United States place in this 21st Century world.*

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

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

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

*I have not served on any board of a school district previously. Additionally, I have had multifaceted roles throughout my career that have without a doubt enhanced my understanding of the importance of productive leadership, relationships, interactions, and effective collaboration without derailing my commitment to excellence in scholarship and research, and to preparing prospective and in-service urban teachers with a strong mathematics background in both content and pedagogy for the well-being and learning of all students. My teaching career began more than 20 years ago, teaching mathematics to middle school students. I participated in the design of programs meant to address the needs of gifted students. However, my belief that all children can learn when given the opportunity through adequate methods, led me to develop a program that created avenues for average and below average students to further develop their talents, by enabling, every year for more than six years, an average of 90 students to successfully take the New York State Mathematics Regents exam in eighth grade. In the United States, in most urban public school districts, only above average students are given such opportunity. In contrast, the more affluent suburban districts usually offer an algebra course in eighth grade to all its students. Such difference in practices has for consequence the widening of the gap that favors racial/ethnic groups other than Blacks/Hispanics who are mostly schooled in the large cities. The dedication and passion I brought to that issue by helping the children of the school and community overcome such barriers, was the reason the school named the Medal that recognizes the top math student of each year's graduating class the Dr. Serigne Mbaye Gningue Mathematics Medal.*

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

*The work I have been doing through Lehman College Division of Education represents just a continuation of what I started at the school and district levels. Along with my role as the coordinator of the graduate program in Mathematics Education, admitting, advising, and teaching in-service and pre-service students, I have been coordinating, since its inception, the recruitment of mathematics teachers through the Teaching Opportunity Program (TOP), a CUNY scholarship program that trains change of career people to teach mathematics and science in New York City. Through coursework in the Master's program or professional development activities, as a New York City Mathematics Project (NYCMP) or District consultant, as the coordinator of*

*the New York Collaborative for Excellence in Teacher Preparation (NYCETP), and as a Professional Development School (PDS) liaison, I have mentored and supervised hundreds of new and experienced teachers in New York City, by helping them develop classroom management skills and design activities and lesson plans that use manipulatives and technology to suit children's needs. Additionally, I have supervised and advised, since 2001, over one hundred students design and implement research ideas, monitor and evaluate their own instructional practices, and publish results of their investigations through their master's theses.*

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

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

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

None  Yes

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

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

*and the urban communities in which they are embedded.*

### **Educational Philosophy**

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

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

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

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

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

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

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

### **Other**

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

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

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

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

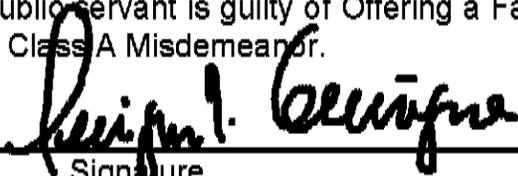
23. Please provide any other information that you feel is pertinent to the Department's review.

*None*

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

## STATEMENT OF ASSURANCE

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

  
Signature

03/07/2013

Date

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

**Business Telephone:** 

**Business Address:** 

**E-Mail Address:** 

**Home Telephone:** 

**Home Address:** 

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

Name:     Selcuk Eren    

Charter School Name:     Westchester Academy of Science Charter School    

Charter School Address:     TBD (Yonkers City School District)    

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

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

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

#### Background

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

*I became aware of and involved with the Westchester Academy of Science Charter School project through Mehmet Ozghabes.*

5. Please explain why you wish to serve on the board.  
*I see a strong need in the improvement of Math and Sciences education. I believe that I will be able to contribute the needs of the community by serving as a board member of the WASCS.*
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:

*Mr. Ozhabes is a friend of mine. I have known him for more than four years.*

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

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

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

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

No.  Yes.

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

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

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

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

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

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

I / we have no such interest.  Yes.

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

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

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

15. Please indicate whether you, your spouse or other family member is a director, officer, employee, partner or member of, or is otherwise associated with, any organization which filed an application in conjunction with the charter school, i.e., is partnered with the charter school. To

the extent you have provided this information in response to items 9-12, you may so indicate.

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

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

None  Yes

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

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

#### Educational Philosophy

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

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

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

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

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

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

#### Other

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

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

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

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

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

*N/A*



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

Name: Olga Luz Tirado

Charter School Name: Westchester Academy of Science Charter School

Charter School Address: Yonkers City School District (TBD)

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

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

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

### Background

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.

*First, founding board members Mr Ozghabes and Dr. Erkan contacted with me to get advices regarding PR activities for WASCS. After a small presentation, I was really impressed with the project as well as with their motivation. Later, noticing my interest, they proposed me to serve on the founding board which I immediately accepted.*

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

*WASCS will be very valuable development for Yonkers students. While focusing in STEM education, it will prepare Yonkers students for the college and real life. I see serving on the Board as an opportunity to help these students develop better, and have a positive impact not only on their lives, but also in their surroundings. As a public relations entrepreneur, I believe I would be a valuable asset for the school board specifically for Public and Media Relations, Marketing Strategy Plans, Special Events Development as well as Management and Promotions*

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

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

*I currently serve as a Vice Chair on the Board of Directors of the Bronx Community College Foundation, member of board of directors for Calvary Hospital, board member for Yonkers Partners in Education (YPIE). Additionally, I serve on the Board of Advisors for the Westchester Hispanic Chamber of Commerce.*

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 request a hearing in front of the board and if found guilty, I will ask those board members stop their action immediately potentially requesting dismissal from the board, as well as request board to take necessary actions and precautions to prevent recurrence of similar events.*

#### Educational Philosophy

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

*Focusing in STEM education and College prep, the mission of WASCS is to provide a rigorous learning environment for its students and instill the skills and knowledge needed for college, career, and citizenship.*

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

*The educational program of WASCS is very carefully planned to ensure the charter school's mission and vision is realized.*

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

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

#### Other

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

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

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

*I affirm.*

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

*None.*

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

## STATEMENT OF ASSURANCE

I, Olga Luz Tirado (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.



03/07/2013

Signature

Date

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

**Business Telephone:** [REDACTED]

**Business Address:** [REDACTED]

**E-Mail Address:** [REDACTED]

**Home Telephone:** [REDACTED]

**Home Address:** [REDACTED]

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

Name: Mehmet Ozhabes

Charter School Name: Westchester Academy of Science Charter School

Charter School Address: Yonkers School District

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

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

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

### Background

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

*I moved to Yonkers at the end of 2007. Before moving to Yonkers, I lived in Philadelphia, and was a founding board member of a charter school there. I noticed that the Yonkers school district is very similar to the Philadelphia school district. Hence, I proposed to start a charter school in Yonkers to a few friends of mine. Some of my friends, including Mr. Erkan, were sympathetic to the idea. They then broached the idea to their friends, and we gathered a strong team of founders. I look forward to contributing to education in Yonkers.*

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

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

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

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

*I have not served on any board of a school district. I served on the board of another charter school in Philadelphia. I was a founding member and an active board member. The Philadelphia school district, and in particular, the neighborhood where we opened the school, is very similar to the Yonkers City school district in education level, the demographics of the students and socioeconomic levels of the families. The experiences I had with starting a new charter school, reaching out to families and convincing them to send their kids to our*

*school, hiring new teachers and staff, and starting the operations of the school were among the most enjoyable times of my life. I look forward to repeating the same in Yonkers.*

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

This does not apply to me.  Yes.

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

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

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

This does not apply to me.  Yes.

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

### **Conflict of Interest**

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

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

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

*As the lead applicant, I know all other board members.*

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

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

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

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

No.  Yes.

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

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

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

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

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

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

I / we have no such interest.  Yes.

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

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

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

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

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

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

None  Yes

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

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

### **Educational Philosophy**

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

*The philosophy of WASCS is to provide quality education in a safe environment that promotes self-discipline, motivation, critical thinking and excellence in lifelong learning. The WASCS will provide rigorous education in STEM fields and will teach the students the necessary skills to enter and be successful in college and in life afterwards.*

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

*WASCS educational program is aligned with state standards with an extra focus on STEM fields.*

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

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

### **Other**

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

*A board member should make sure that school is running properly for the benefit of its students, is following the laws, and is adhering to its mission. He/she should monitor the school closely, including the finances, discipline, and students' success in coordination with the Principal. The board member should be aware of*

*any problems in the school and must make sure the problems are being handled properly and solutions are found to avoid similar issues in the future.*

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

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

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

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

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

### STATEMENT OF ASSURANCE

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

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

03/07/2013

*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:** \_\_\_\_\_

## GENEVIEVE YARRELL-HARRIS

### **SUMMARY**

I am presently working at colleges in New York City as an adjunct professor. My background experiences include regular education counseling and guidance responsibilities as well at the N.Y.C. Board of Education. My company-Enhancing Minds Services, LLC conducts educational and psychological research in the U.S. and abroad, particularly focusing on cultural, diversity and gender issues. Professional experience, knowledge and understanding of academic life and school culture make me a particularly suitable candidate for working at any level with diverse populations.

### **EDUCATION**

- 2003 Doctor of Philosophy, Counseling Psychology – Fordham University, NY
- 1983 Master of Science, Counseling Education – Fordham University, NY

**PROFESSIONAL EXPERIENCE:** Background includes involvement with adults and youth working within culturally diverse settings as well as multiple challenging populations in agencies, inner city colleges/schools, homes and private practice. Experience includes, but is not limited to, the following: administrative, advisory, consulting and counseling functions, crisis involvement, designing and implementing intervention/prevention programs to enhance academic, emotional and psycho-social performance of student populations, advocacy, leadership, peer mediation and college bound services.

- 2004-Present Adjunct Instructor, Counseling Psychology Courses – Audit Instructor and Independent Studies, Instructional Support Staff, College of New Rochelle, Rosa Parks Campus – New York City
- 2007- Present Adjunct Professor, Educational Psychology, Lehman College – City University of New York Secondary Level
- 1987-1989 Middle School Teacher – N.Y.C. Board of Education Adult Level
- 1998-2009 Consultant Instructor – Episcopal Social Services

### **CERTIFICATION/LICENSE**

- Permanent Certification, New York State – Guidance Counselor

### **COUNSELING, EDUCATIONAL AND PSYCHOLOGICAL RESEARCH SERVICES**

- 2003-Present Enhancing Minds Services, LLC (2006-Formal), C.E.O. and President
- 1982-1985 St. Vincent's Outpatient Clinic, Brooklyn, New York
- 1993-1995 The Institute of Applied Human Dynamics, Bronx, New York

## HASAN ERKAN

### **Summary**

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

### ***Experience***

#### **1) AT&T Labs and R&D Center (On contract), Middletown, NJ Sept-2008 to date**

Lead System Engineer, Global Fault Platform

Member of Global Fault Platform (GFP) which is responsible for fault monitoring AT&T's Domestic (e.g., IPAG) and Global Networks (e.g., AGN, OPENNET, CBB, sBC)

Actively involved in the deployment of IPAG network (Ciena/Netvanta NTE, Adtran/Ciena EMUX Aggregators, Juniper MX Series as IPAG1/IPAG2) as a primary SME. Among the exercises performed;

Performed feasibility assessments on new features/projects (ie, OEM, OEW, SCP, Mobility, AVPN, MIS etc.)

Developed requirements (e.g., System Requirements) and then architected /designed documents (e.g., High level Design, Application Interface Design)

Delivered design for alarm correlation which reduced alarm/tickets volume for EIOF/ENOC East/ENOC West/MDNCC Work centers

Supported different test teams on Integrated System Test (IST), User Acceptance Test (UAT), End to End Test (E2E), Operation Readiness Test (ORT), Network Verification Test (NVT) by verifying/approving their Test Cases as well as help resolving test-defects encountered during testing periods

Supported LAB teams such as NM Lab on NMTP requirements; DSL-Lab on certification of new IPAG devices/device components/software systems as well as new traps and syslog messages by writing NTR documents

#### **2) SUNY Maritime College, NY, 1/2008-8/2008**

Visiting Scholar, Department of Engineering

#### **3) City College of New York, New York, 8/2001-12/2007**

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

Research Assistant, Dept. of Electrical Engineering

#### **4) Brooklyn College, CUNY, New York, 2002-2003**

Adjunct Lecturer, Computer and Information Science Dept.

Teaching Activities (Graduate/ Undergraduate):

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

#### **5) City University of New York, New York, 2001-2003**

Adjunct Lecturer, various CUNY Community Colleges

### ***Education***

~~PhD, The Graduate Center, CUNY, New York, Electrical Engineering, 2008~~

MPhil, The Graduate Center, CUNY, New York, Electrical Engineering, 2003

ME, The City College of New York, New York, Electrical Engineering, 2001

BSc, Istanbul University, Turkey, Electronics Engineering, 1998

### ***Awards and Prizes***

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

### **Lawrance R. Sykes**

**SUMMARY:** A lawyer and economic development specialist with over 20 years of community-based legal and project management experience. Significant accomplishments in developing partnerships between the public and private sectors, revitalizing commercial and residential areas, work force development and strategic planning. Extensive knowledge of legal issues and key strategies in urban development. Excellent financial acumen, with demonstrated strengths in budget administration, project feasibility, underwriting and in securing public and private funding. A strong negotiator and consensus-builder, with excellent oral and written communication skills. Proven ability to manage complex projects to successful completion.

#### ***PROFESSIONAL EXPERIENCE:***

**1981-Presently** - Lawrence R Sykes, P.C. Attorneys at Law

**Private Practice:** Engaged in the litigation of personal injury, real property, commercial, matrimonial and criminal law matters. Providing counsel and representation to parties in residential and commercial real estate transactions, business enterprises, not-for-profit and community based community development corporations.

Empire State Development Corporation -Brooklyn Bridge Park Development Corporation

#### **2002-2005 - Director of Park Economic Development**

Responsible for the development parcels of the planned Brooklyn Bridge Park- a 70 acre waterfront park extending 1.3 miles along the East River from Atlantic Avenue to Jay Street.

Empire Stores-planned the redevelopment of an historic building for a variety of uses including restaurants, gourmet shops and sports and recreational stores.

Managed the RFP and selection process for the adaptive reuse of the Cold Storage Warehouse as a hotel and condominium. City of Yonkers Office of Economic Development

#### **1999 – 2002 - Director of Special Projects**

Managed the establishment of a technology center for high-tech and new media firms in both start-up and growth stages. Secured funding of over \$7M in a highly competitive grants market from the U.S. Department of Housing and Urban Development, Economic Development Administration, New York State Power Authority and Empire State Development Corporation.

Assessed, remediated, and redeveloped vacant industrial sites as manager of a 170-property Brownfield Redevelopment Program. Successfully redeveloped several sites by initiating and promoting productive public and private partnerships.

#### **1998-1999 - Consultant**

**Yonkers Industrial Development Agency:** Used solid understanding of state-mandated requirements in providing professional and technical services to a \$50M agency that created over 1200 jobs. Administered a \$200 K transportation grant from the Federal Highway Administration that provided bus service to shoppers and employees to Stew Lenaord's, Costco and Home Depot.

Monitored implementation and performance of programs that expanded business and retained and increased jobs.

**County of Westchester**

**1978-1981 - Assistant County Attorney**

Counsel to Community Development Bureau and Office of Manpower Development.

Drafted vendor contracts and memoranda of understanding between county and municipalities.

Represented county in employee disciplinary proceedings.

**State of New York, Bureau of Consumer Fraud and Protection**

**1974-1978 - Deputy Assistant Attorney General**

Successfully prosecuted individuals and businesses engaged in fraudulent and deceptive business practices.

Recovered over \$50K in restitution for consumers.

***EDUCATION:***

**J.D.** , Case Western Reserve University, Cleveland, OH, 1974.

**B.A.**, Union College, Schenectady, NY, 1971.

**MADALINE GOMEZ**

***EMPLOYMENT***

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**Municipal Housing Authority City of Yonkers – Yonkers, NY**

*04/2009-Present Housing Assistant I*– Section 8 client case management; schedule appointments, conduct interviews, assist clients in completion, submission and computation of required information and documents. Coordinate and manage clients’ housing needs with DSS and other agencies.

**City of Yonkers Board of Education – Yonkers, NY**

*12/1998-Present Home & Hospital Tutor*– Independent tutor for special needs students.

*09/1995-12/1994 Practicum Counseling Intern* - Direct a first elementary school career exposition

**Leake & Watts Family Services – Yonkers, NY**

*12/2007-03/2008 Family Preservation Case Worker*– Provide foster aging out of foster care youths case management aftercare services. Monitor youths’ progress through connections, team meetings, and weekly supervision. Prepare contact logs, home assessments, and conduct home visits. Maintain communication with families to provide optimal aftercare services.

*03/2008-02/2009 Housing Specialist* – Collaborate with NYC ACS to assist foster youths with

**All Aboard Tours & Travel – Ramsey, NJ**

*12/2000-04/2002 Program Director* – Create early college awareness program for underserved students. Introduce program objectives to school officials, teachers, counselors, and agencies for their students’ participation in college tours and workshops.

**Fordham University TRIO Programs – Bronx, NY**

*03/2000-04/2002 Academic Talent Search Counselor*– Counsel students with college selection, admissions, and financial aid process. Participate in implementation of the academic-year activities of student recruitment, admissions and retention. Prepare annual program for college visits.

**SER of Westchester-** White Plains, NY

09/1999-03/2000 **Youth Bureau Program Service Coordinator** – Supervise, monitor and report data for after school tutoring program. Implement social skills curriculum for underserved students.

### ***EDUCATION***

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2000 **Fordham Graduate School of Education –MS Ed. Counseling & Personnel Services,**

**College of New Rochelle – BA Psychology, 1994**

### ***VOLUNTARY***

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**President of Education Committee for NAACP, Yonkers Chapter**

## **MITHAT GASHI**

### ***Licenses and Certificates***

New York State Permanent School District Administrator (SDA) Certificate

New York State School Administrator and Supervisor (SAS) Certificate

New York State Permanent Social Studies Teaching Certificate –Secondary Education

### ***Employment***

***Adjunct Professor, Lehman College, Bronx, NY, '02-present***

Teach graduate and undergraduate level courses

Provide advice to students engaged in academic research

***Assistant Principal, New World High School, Bronx, NY, '07- present***

Supervise English, ESL, Social Studies, Music, Spanish and Art teachers

Lead the Professional Development Committee

Supervise the Inquiry Team

Instituted and continue to monitor Classroom Action Research

Established partnerships with Hostos Community College, Lehman College and Columbia University

Arrange for high school students to take college courses

***Assistant Principal of Social Studies, Christopher Columbus High School, NY, '03-07***

Supervised of 37 teachers

Conducted ongoing professional development workshops

Observed and evaluate all social studies teachers

Served as a liaison between the community and the school district

Led the curriculum development team

Provided recommendations to implement peace/human rights education across the curriculum

***Director, Middle School 45 Academy, Bronx, NY, '00-'02***

In charge of the Annex from the time the school opens until dismissal

Communicated with the principal, the staff members of SBST, and custodial staff

Addressed parental concerns and the community at large

Implemented the "One Parent a Week Strategy" to cultivate a school-community partnership

Established goals to achieve higher scores in standardized tests through assessment and analysis

Maintained a safety environment for each child

**Director of Salvadori Mini School, Thomas C. Giordano M.S. 45, Bronx, NY, '99-'02**

Assist the principal and the assistant principal in daily tasks and supervise 180 students

Maintain safety of school environment

Communicate information to staff, principal and the public

Maintain excellent relations with students, parents, faculty and administrators

Assist students to modify inappropriate behavior and to develop successful interpersonal skills

**Social Studies Teacher, Thomas C. Giordano M.S. 45, Bronx, NY, '94-'03**

Teacher of Social Studies, **George Washington High School**, New York City, 98 – 99

Test Prep Teacher, *Math and Science Institute* at The **Bronx High School of Science**, 2000-2003

Education Consultant to the Albanian Education Development Project, sponsored by the **Soros Foundation**, 4/'95 - 8/'96

Assistant Director, Indiana-Albania Project on civics education curriculum development, **Saint Francis University, Fort Wayne, Indiana**

assisted in developing K1-12 curricula in the area of civics education for the schools of Albania, 3/'96 - 8/'96

Editor and columnist of *New Morning*, the student newspaper of **Pace University**, Pleasantville Campus from '91 –'94

## **Education**

**M.I.A. Columbia University School of International and Public Affairs, May 2002**

**Concentration:** *International Conflict Resolution/ Human Rights*

**M.S. Ed. Pace University**, New York, New York, January 1996

**Major:** *Curriculum and Instruction/ School Administration*

**Concentration:** *Computer Education*

**B.A. Pace University**, Pleasantville, New York, June 1994

**Majors:** Political and Social Science.

**Minors:** Education and History

## **Honors**

Pforzheimer Fellow: Received a full scholarship by the Carl and Lily Pforzheimer Fund to pursue a Master of Science degree in Education at Pace University, New York

Certificate of Recognition by Saint Francis College, Fort Wayne, Indiana

Finished Master's Degree in Education at Pace University with honors distinction.

Model United Nations: Attended 9 conferences and received outstanding awards

## **Leadership Positions**

**Founder and President**, Foundation For Global Education (5/08 – present)

**Founder and President** – Albanian-American Teachers Committee, an affiliate of the United Federation of Teachers of New York City (10/97 – 10/03)

**Board Member of Vatra** – The Pan-Albanian Federation of America (7/92 – present)

**Board Member** – Irish-American Teachers Committee (2/97 – present)

**Columns Editor**, *New Morning*, student newspaper of Pace University (9/92 – 5/94)

**Vice President** –International Students Organization at Pace University (9/92 –10/93)

**Vice President** –Model United Nations (12/92 – 5/93)

**President** – International Students Organization (11/92 – 3/93)

**Founder and President** –Albanian Society of Pace University (4/91 – 9/92)

## **Other Activities**

Member of Transcend, a network of invited scholars- practitioners working for peace and development through action, training, dissemination, and research.  
 Organized numerous seminars on Kosova from 1991- present.  
 Gave over 20 speeches on Yugoslavia, Albania, and Macedonia.

**SERIGNE MBAYE GNINGUE**

Lehman College Department of Middle and High School Education  
 Coordinator of the Master’s of mathematics Education Coordinator of the TOPS program

**HIGHER EDUCATION**

**Degrees**

Institution	Dates Attended	Degree & Major	Date Conferred
Columbia University	1993-2000	Ph.D. Mathematics Education	February 2000
Columbia University	1993-1999	Master of Philosophy Mathematics Education	October 1999
Lehman College -The City University of New York	1989-1991	Master’s of Art Mathematics Education	January 1992
University of Dakar Senegal	1984-1986	Bachelor Degree in Mathematics	June 1986
University of Dakar Senegal	1981-1984	Academic Degree in Science Mathematics & Physics I and II	June 1984

**Additional Higher Education and/or Education in Progress**

Institution	Dates Attended	Degree & Major	Date Conferred
University of Dakar Senegal	1986 -1987	Master in Applied Mathematics	No Degree

**EXPERIENCE**

**Teaching**

Institution	Dates	Rank	Department
Lehman College	2008- Present	Associate Professor of Mathematics Education	Department of MHSE
Lehman College	2000-2007	Assistant Professor of Mathematics Education	Department of MHSE
Lehman College	1999-2000	Instructor	Department of MHSE
Middle School 45	1989 – 1999	Mathematics Teacher	District 10 Bronx, NY
Mercy College	Spring 1998	Adjunct	Mathematics
Mercy College	Spring 1997	Adjunct	Mathematics
Mercy College	Fall 1996	Adjunct	Mathematics

MetroMath	2004- Present	MetroMath Researcher and Associate
Brown University and Region 10	2004-2006	TESOL Consultant. Worked with groups of teachers on Mathematics for English Language Learners
New York City Mathematics Project	1999-2003	Consultant
District 10 Bronx	Summer 1998	Summer Program Staff Developer. Developed Curriculum for the Mathematics Institute Summer Success Program.
District 10 Bronx	Summer 1997	Summer Program Staff Developer. Developed Curriculum for the Mathematics Institute Summer Success Program
District 10 Bronx	Summer 1996	Summer Program Staff Developer. Developed Curriculum for the Mathematics Advanced Institute Summer Program.
New York City Mathematics Project	1989-1994	Associate and lecturer

#### ***ACADEMIC AND PROFESSIONAL HONORS***

- 1995 Greenwall Exemplary Teaching Practices Awards for Exemplary Teaching in Mathematics and Science. New York Mathematics Project, Lehman College.
- 2004 Invited to be a Member of the New York City Chancellor’s Mathematics Advisory Panel for the Department of Education: 2004 –
- 2004 Dr. Serigne M. Gningue Mathematics Medal: Given to the most outstanding mathematics student(s) of Thomas C. Giordano Middle School (MS45) as an honor for my contribution to the school community.

#### **IV. Work in progress**

- Gningue, S. (November 2006). Examining the Performance of Accelerated Eighth Grade Students throughout Their High School Years (23 pages).
- Gningue, S. M. “A Study of the Short and Long Term Effects of Offering an Accelerated algebra Course on Average Seventh Grade Students’ Ability to Perform in Mathematics.” Funded by PSC-CUNY in 2006
- Smith, Beverly (City College) & Gningue, Serigne (Lehman College). *The New York City Mathematics Teacher Coaching Program: A Portrait of Two Regional Implementations.* Funded by MetroMath in 2006

#### **GRANTS RECEIVED**

- FALL 2008- 2012  
National Science Foundation: - SBIR Phase I - Mathematics and Science Teacher Education Recruitment (MASTER) - \$760,000.
- FALL 2008- 2010  
National Science Foundation: – Mathematics Teacher transformation Institute (MTTI). \$5,000,000
- SUMMER 2008-2009  
CUNY STEM-EDU Grant – 2008- 2009 – (92615-01) - \$65,000.
- SPRING 2006  
Smith, Beverly (City College) & Gningue, Serigne (Lehman College). *The New York City Mathematics Teacher Coaching Program: A Portrait of Two Regional Implementations.* 3 credits reassigned time from MetroMath.

FALL 2003

\$64,000 grant to support the use of technology in mathematics and science classrooms in District 11. This grant was a part of the FIPSE grant developed by Jim Bruni as PI.

SPRING 2001

Shuster Fellowship: "A Study of the First Year of a Professional Development Site Partnership Between Three Public Schools and Lehman's Division of Education." Nancy Dubetz, Alexandria Lawrence, and Serigne M. Gningue. Award: \$1200.

Spring 2005

PSC-CUNY AWARD # 67395-00 36 Amount: \$3175

Research Project Title: "A Study of the Short and Long Term Effects of Offering an Accelerated algebra Course on Average Seventh Grade Students' Ability to Perform in Mathematics."

FALL 2003

PSC-CUNY AWARD Amount: \$4125

Research Project Title: "A Study of the Relationship Between the "Mathematically Promising" Middle School Student's Performance on the New York State Regents Examination and the Student's Mathematics Career in High School."

SPRING 2003

New Faculty Development Program Award for the research project: A Study of the Relationship Between the "Mathematically Promising" Middle School Student's Performance on the New York State Regents Examination and the Student's Mathematics Career in High School." 3 credits release time for the Spring of 2004.

SPRING 2002

Shuster Fellowship for research on mathematically talented students. Awarded \$1200.

FALL 2000

New York Collaborative for Excellence in Teacher Preparation (NYCETP): Awarded \$5375.

Research Topic: Using Technology to Enhance Mathematics Teaching and Learning

## PRESENTATIONS

### **American Association of Colleges for Teacher Education (AACTE),**

The New York City Mathematics Teacher Coaching Program: A Model of Implementation Co-Presented with Beverly Smith (City College-CUNY), Annual Conference New Orleans, Louisiana, 2008

### **Association of Mathematics Teacher Educators (AMTE)**

The Lost Variable – Induction of Urban Mathematics Teachers, Co-Presented with Beverly Smith (City College-CUNY), Tulsa, Oklahoma, 2008

### **National Council of Teachers of Mathematics (NCTM),**

Annual Conference, Research Pre Session, NYC Math Teaching Fellows: Alternative Certification Meets Urban Education. *Research Symposium*, Atlanta, Georgia, 2007

### **American Association of Colleges for Teacher Education (AACTE),**

Researching and Examining the Preparation of Alternatively Certified Urban Teachers of Mathematics, New York City, 2007

Lehman College, New York City Mathematics Project Annual Conference, 2006. *The Variable Meanings of an Algebraic Variable*.

Graduate Center, City University of New York, MetroMath, the PhD Program in Urban Education, and the CUNY Mathematics Education Council, 2005: "The Relationship between the Mathematics Performance of Accelerated Middle School Students on the New York State Regents Examination and their Mathematics Achievement in High School Classes."

Observing Lehman College's Teacher Candidates: Common Trends. Paper presented at the teacher Preparation PI Conference for the NSF, CETP, STEMTP, and ATE Programs in Arlington, Virginia, March 2004.

Partnering to Improve Teacher Quality in Urban Professional Development Schools (PDS). Presented at the 54th Annual Meeting of the American Association of Colleges for Teacher Education (AACTE), in New York City, February 2002.

Promoting the Use of Technology to Enhance the Mathematics Curriculum in a Professional Development School (PDS). Presented at the 82<sup>nd</sup> Annual Meeting of the Association for Teacher Educators (ATE), Denver, CO, February 2002.

Using Technology to Enhance Mathematics Teaching and Learning: Presented at the National Science Foundation (NSF) for the NYCE/TP, Arlington, VA, April 2000.

### **MEMBERSHIP IN PROFESSIONAL SOCIETIES**

National Council of Teachers of mathematics (NCTM)

Association of Teachers of Mathematics of New York State (ATMNYS)

New York State Association of Mathematics Supervisors (NYSAMS)

American Association of Colleges for Teacher Education (AACTE)

Association for the Advancement of Computers in Education (AACE)

### **SYNERGISTIC ACTIVITIES**

#### **Lehman College, Department of Middle and High School Education**

Department Acting Chair, Spring 2009

Department Senator: 2004-2007.

Associate Chair – 2006-2007.

Chair of Search Committee for Science Education Position - 2007

Search Committee for Science Education Position - 2005

Search Committee for TESOL Position (2004)

#### **Lehman College, Division of Education**

Participated in the design and writing of three NSF proposals: NOYCE scholarship program, MSP Targeted and MSP Starter program: Spring 2008.

Prepared the NCATE 5-Year Accreditation Review Report for the program of Masters' of Mathematics Education which was conditionally accepted 2006-2007.

Search Committee Education Leadership (2008)

Search Committee Education Leadership (2004)

NCATE Committee Member

#### **City University of New York, Teaching Opportunity Program Scholarship (TOPS):**

Lehman College Coordinator.

This program offers change of career candidates a scholarship to teach in New York City public schools: 2001-present.

Member of the Teaching Fellows Work Forum under the direction of the University Dean for Academic Affairs - 2006

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

Member of the Chancellor's Mathematics Advisory Panel for the New York City

Department of Education 2004 –present.

Lesson Lab Consultant for District 10. Led a group of high school teachers to do action research on algebra misconceptions: 2005-2006.

#### **Graduate Center, City University of New York,**

MetroMath Researcher and Associate, 2004-present

#### **Brown University and Region 10,**

TESOL Consultant: Directed a teacher research group on English Language Learners (ELL) issues: 2004-2006

**Lehman College, New York City Mathematics Project,**

Consultant, 1999-2003. Supervised and mentored groups of teachers. Continue to collaborate with the Project on a daily basis.

**MSPinNYC at City University of New York (CUNY),**

Campus Coordinator, supervised summer program at Lehman College, worked with teachers, co-taught high school students in the program, 2006-2007. Participated in the design and implementation of this \$12,000,000 NSF grant.

## SELCUK EREN

[REDACTED]  
[REDACTED]  
[REDACTED]

### **Education:**

- Ph.D.** Economics, State University of New York at Stony Brook, December 2006
- M.A.** Economics, State University of New York at Stony Brook, May 2002
- B.A.** Economics, Istanbul Bilgi University, Istanbul, Turkey, June 2000

### **Current Employment:**

- Research Scholar**, Levy Economics Institute of Bard College, Annandale-on-Hudson, NY, November 2008 to present

### **Past Employment:**

- Visiting Assistant Professor**, Hamilton College, Clinton, NY, July 2006-July 2008
- Instructor**, State University of New York at Stony Brook, Stony Brook, NY, July 2003-May 2006
- Teaching Assistant**, State University of New York at Stony Brook, Stony Brook, NY, August 2000 –July 2003

### **Awards and Grants:**

- Ford Foundation Research Grant, “Distribution of Government Expenditures and its Effects on Urban Inequality,” with Ajit Zacharias and Thomas Masterson. January 2011-December 2013.
- Michigan Retirement Research Center, “Effects of Legal and Unauthorized Immigration on the U.S. Social Security System”, with Eva C´arceles-Poveda and Hugo Benítez-Silva. October 2010-September 2011.
- Alfred P. Sloan Foundation Research Grant, “Comparisons of Economic Well-Being in the 1990s and 2000s, Canada, Germany, and the United States,” with Edward N. Wolff, Ajit Zacharias, Thomas Masterson, Andrew Sharpe, Ronald Schettkat and Daniel Wiens, 2008/2010.
- Levitt Research Grant, Hamilton College, “The Causal Relationship of Access to Insurance Coverage and Utilization of Emergency Departments for Asthma Patients”, with Tamar Nobel, Summer 2006.
- Economics Department Award for Outstanding Teaching by a Graduate Student Instructor, 2004/2005.
- Full Graduate Assistantship, Department of Economics, State University of New York at Stony Brook, Fall 2000 to Spring 2006.

- Full Scholarship, Department of Economics, State University of New York at Stony Brook, Fall 2000 to Spring 2006.
- Full Scholarship, Department of Economics, Istanbul Bilgi University, Turkey, Fall 1997 to Spring 2000.

**Fields of Interest:**

Applied Microeconomics, Labor Economics, Demographic Economics, Health Economics, Applied Econometrics

**Dissertation:**

- Title: *Essays on Household Migration in the United States*
- Committee: Hugo Benítez-Silva (Chair), Warren C. Sanderson, and Mark R. Montgomery
- Completion Date: December 2006

**Research Papers:**

- "Living Standards in the United States in a Historical and Comparative Perspective: Some Results from the LIMEW Project." (with Thomas Masterson, Ajit Zacharias, and Edward Wolff). In Daphne Greenwood and Richard Holt (eds.) *A Brighter Future: Improving the Standard of Living Now and for the Next Generation*, M.E. Sharpe, Forthcoming.
- "Cohort Analysis of Economic Well-being in the United States, 1972-2007," (2011). With Ajit Zacharias and Edward N. Wolff.
- "Effects of Legal and Unauthorized Immigration on the U.S. Social Security System," (2011). With Hugo A. Benítez-Silva and Eva Carceles-Poveda. Michigan Retirement Research Center Working Paper Series WP 2011-250.
- "A Comparison of Inequality and Living Standards in Canada and the United States Using an Expanded Measure of Economic Well-Being," (2012). With Andrew Sharpe, Elspeth Hazell, Thomas Masterson, Ajit Zacharias, and Edward Wolff. Levy Economics Institute of Bard College Working Paper No. 703.
- "The Levy Institute Measure of Economic Well-Being, Great Britain, 1995 and 2005," (2011). With Thomas Masterson, Ajit Zacharias, and Edward Wolff. Levy Economics Institute Working Papers Series No. 667.
- "The Levy Institute Measure of Economic Well-Being, France, 1989 and 2000," (2011). With Thomas Masterson, Ajit Zacharias, and Edward Wolff. Levy Economics Institute, Working Paper No. 679.
- "Using the Health and Retirement Study to Analyze Housing Decisions, Housing Values, and Housing Prices" with Hugo Benítez-Silva, Frank Heiland, and Sergi Jiménez-Martin, (2010) *Cityscape: A Journal of Policy Development and Research*.
- "How Well Do Individuals Predict the Selling Prices of Their Homes?" with Hugo Benítez-Silva, Frank Heiland, and Sergi Jiménez-Martin, (2009).
- "Income Expectations and Migration Decisions of Households in the United States," (2008) Manuscript.
- "The Effects of Family Networks on Internal Migration of U.S. Households," (2006) Manuscript.
- "Joint Decisions of Female Labor Force Participation and Family Migration in Turkey," (2002) Manuscript.

**Teaching Experience:**

- Microeconomics: Fall 2006, Spring 2007, Fall 2007, and Spring 2008 (Hamilton College)
- Macroeconomics: Spring 2008 (Hamilton College)
- Economics of Immigration (Topics in Economics): Spring 2005 (SUNY at Stony Brook), Spring 2007 and Fall 2007 (Hamilton College)
- Health Economics: Spring 2007 and Spring 2008 (Hamilton College)

□ Managerial Decision Making: Summer 2003, Summer 2004, Fall 2004 and Falls 2005 (SUNY at Stony Brook)

#### **Conferences and Workshops:**

- “Cohort Analysis of Economic Well-being in the United States, 1972-2001”  
*Eastern Economics Association Annual Conference (EEA)*, New York City, February 2011  
*American Economic Association Annual Conference (AEA)*, Atlanta, January 2010
- “How Well Do Individuals Predict the Selling Prices of Their Homes?”  
*Econometric Society North American Summer Meeting*, Pittsburgh, June 2008
- “The Effects of Family Networks on Internal Migration of U.S. Households”  
*Southern Economics Association Annual Conference (SEA)*, New Orleans, November 2007
- “How Well Do Individuals Predict the Selling Prices of Their Homes?”  
*American Economic Association Annual Conference (AEA)*, Chicago, January 2007
- “Regional Migration of Households in the United States”  
*Society of Labor Economists Annual Conference (SOLE)*, San Francisco, June 2005  
*Eastern Economics Association Annual Conference (EEA)*, New York City, February 2005
- “Children’s Work and Mother’s Work – What is the Connection?” by Deborah S. Discussant, *Eastern Economics Association Annual Conference (EEA)*, New York City, February 2005

#### **Professional Memberships:**

- American Economic Association, Econometrics Society, Eastern Economics Association, Southern Economics Association, Society of Labor Economists

## **OLGA LUZ TIRADO**

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### **CAREER HISTORY**

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The Bronx Tourism Council, The Bronx, NY, Executive Director, 2012-present

*Development (BOEDC): Public Relations and Communications*

LT Communications, New York City Area –President, 1992–2012

*A Public Relations, Marketing and Event Management Firm servicing clients such as Goya Foods, IBM, Simon & Schuster Audio, to name a few*

Goya Foods, PR Agency of Record – National, 2004–2011

*Handled National Public and Media Relations as well as Special Events in the Mid-Atlantic and Northeast for the largest Hispanic-owned food company in the United States.*

IBM, Event Management, 2008–2008 (less than a year)

*Managed event - America's Competitiveness Summit also handled Public Relations for Spanish Media for Traducelo Ahora and Reading Companion, CUNY partnership.*

Northeast Terra.com, PR Agency, 1999–2001

Partner Hispano Americano Advertising 1990–1992

*Managed a small Advertising and Public Relations Agency targeting Hispanic Market in New York.*

*Wrote and produced commercials for television and radio. Supervised print advertising. Primary client: Con Edison of New York.*

The Creative Network, President, 1984 – 1989 Consultant in "new" industry of Electronic Publishing.

*Conducted Feasibility Analysis on pre-print production needs in advertising and publishing industries. Supervised purchases, installations and staffing for various companies. BBDO International Manager, Typography,*

1978–1984

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

**EXPERIENCE**      **EXECUTIVE DIRECTOR, Chief Investment Office**      **Jan 2008 – Present**  
**JP Morgan Chase**      **New York, New York**

Working in an internal researcher position to analyze proprietary information housed within the Bank, with a goal to obtain valuable and timely insights into emerging trends, inflection points, and risks in the economy. Developing customized tools and products, based on proprietary information and informed by economic analysis, for enhancing risk management and other decision making processes within lines of business.

Providing quality research to key decision makers in the Bank, including seven members of the Executive Committee, co-head of JP Morgan’s Global Fixed Income business, CEO of the Consumer Bank, CIO of the Bank, CIO of the Bank’s Pension Plan, CIO of the Private Bank, as well as major portfolio managers, credit risk directors, and senior executives across the CIO, Investment Bank, Asset Management, Retail Financial Services, Card Services, and Private Bank.

Forecasting economic series using econometric models, and proprietary and public information. Forecasting monthly retail sales ahead of the Census Bureau’s Advance Monthly Retail Trade Report, home sales, regional unemployment rates for all states and metropolitan areas, Canadian retail sales, payment rates and card sales for Card Services. Developed house-price forecasting model prior to the financial crisis, which accurately predicted the sharp declines during the crisis and the prolonged recession in house prices. Forecasting Case-Shiller national index and indexes for all states and metropolitan areas in the U.S.

Initiated new effort to systematically leverage proprietary information including Bank customers’ data as well as data purchased from external vendors. Establishing regular dialogue, developing customized forecasting models and providing economic research to risk managers in the Bank in order to build and strengthen pertinent relationships across the Firm.

Advising portfolio managers in the Chief Investment Office and risk managers across the Bank on economic topics including consumption, household balance sheets, house prices, regional economies, mortgage and housing markets, consumer credit. Writing weekly reports on consumption trends and monthly reports on household balance sheets using the Bank’s proprietary data. Tracking consumption real time during holiday spending seasons. Conducting thematic analysis exploring key macro themes using proprietary information. Responded to requests from senior management including the CEO and the CIO of the Bank.

Forecasting track record on core retail sales has been excellent and consistently superior to all other Street economists since the beginning of 2010. Helped portfolio managers in the Chief Investment Office make demonstrable gains in their portfolios by identifying shifts in consumer trends. Managing and training one associate.

**SENIOR ECONOMIST**      **2005 –2007**  
**Moody’s Economy.com**      **West Chester,**  
      **Pennsylvania**

Worked very closely with Mark Zandi, the Chief Economist.  
 Worked on Moody's Market Implied Ratings. Calculated ratings implied by the market using daily data for CDS and bonds. Used the platform to identify differences in opinion about a company's credit risk.  
 Created, forecasted and performed economic analysis on the company's regional U.S. consumer credit database. Developed a consumer credit database for the U.K. Conducted extensive research on U.S. household credit. Wrote regularly on the subject in the company's publications.  
 Presented key research findings regularly at the company's conferences on household wealth, population demographics and consumer credit.  
 Conducted extensive research on household balance sheets using the Federal Reserve's Survey of Consumer Finances. Published reports on the personal savings rate, the mortgage equity withdrawal and household wealth. Analyzed consumption trends using the Consumer Expenditure Survey.  
 Created an econometric model to simulate and forecast the New York City economy. Designed the model to replicate the real-world economy. The model is used by the NYC Independent Budget Office to apply what-if scenarios for tax estimation purposes.  
 Managed and trained one associate.

**SENIOR ANALYST**  
 marketRx Inc.

**2003 – 2005**  
**Bridgewater, New Jersey**

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

**ECONOMIC CONSULTANT**  
 3M Corporation

**2001 – 2002**  
**St. Paul, Minnesota**

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

**INSTRUCTOR**  
 Department of Economics, University of Minnesota

**1997 – 2003**  
**Minneapolis, Minnesota**

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

**RESEARCH ASSISTANT**  
 Department of Economics, University of Minnesota

**1998 – 1999**  
**Minneapolis, Minnesota**

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

**EDUCATION**

**UNIVERSITY OF MINNESOTA**

**Minneapolis, Minnesota**

**Completed all but the dissertation requirement of the Ph.D. in Economics**

**Fields of Study: Time Series, Econometrics, Macroeconomics**

**Master of Arts in Economics**

**2002**

**BILKENT UNIVERSITY**

**Ankara, Turkey**

**Bachelor of Science in Industrial Engineering**

**1993**

**DISSERTATION  
ABSTRACT**

***A Generalized Method for Business Cycle Measurement***

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

**AWARDS**

**Honors Award, XXX International Mathematical Olympiad, 1989  
Braunschweig, Germany**

**COMPUTER  
SKILLS**

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

## **ATTACHMENT 5B: BY-LAWS**

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### **ARTICLE I**

#### NAME

The name of the Corporation is WASCS (hereinafter the “Corporation”).

### **ARTICLE II**

#### MEMBERSHIP

The Corporation has no members. The rights which would otherwise vest in the members vest in the Directors of the Corporation (hereinafter the “Trustees”) of the Westchester Academy of Science Charter School. Actions which would otherwise require approval by a majority of all members or approval by the members require only approval of a majority of all Trustees or approval by the Board of Trustees (hereinafter the “Board”).

### **ARTICLE III**

#### BOARD OF TRUSTEES

A. **Powers:** The Board shall conduct or direct the 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 Bylaws. 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.

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 Bylaws, 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 them; and to fix their compensation;
- To conduct, manage and control the affairs and activities of the Corporation, and to make rules and regulations;
- To enter into contracts, leases and other agreements which are, in the Board's judgment, 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;
- 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 noted in these Bylaws.

**B. Number of Trustees:** The number of Trustees of the Corporation shall be five to nine.

**C. 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 who in its discretion it believes will serve the interests of the Corporation faithfully and effectively.
- *Interested Persons:* Not more than 49 percent 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 term of each Trustee elected or appointed shall continue for three (3) years. The term of office of a Trustee elected to fill a vacancy in these Bylaws 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.

**D. Removal of Trustees:** The Board may remove a Trustee in accordance with the provisions of the Education Law and the Not-for-Profit Corporation Law.

**E. Resignation by Trustee:** A Trustee may resign by giving written notice to the Board Chair or Secretary. 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 trustees, he or she shall be deemed to have resigned, and the vacancy shall be filled.

**F. 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 Bylaws, 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.

**G. 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

#### PRINCIPAL OFFICE

The Corporation's principal office shall be at the following address:

The Westchester Academy of Science Charter School, [s c h o o l a d d r e s s ], or at such other place as the Board may select by resolution or amendment of the Bylaws. The Secretary shall note any change in principal office on the copy of the Bylaws maintained by the Secretary.

#### **ARTICLE V**

##### MEETINGS OF THE BOARD

- A. **Place of Meetings:** Board Meetings shall be held at the Corporation's principal office or at any other reasonably convenient place as the Board may designate. Videoconferencing shall be used as requested by the Trustees.
- B. **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 of Trustees, 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.
- C. **Regular Meetings:** Regular Meetings shall be held bi-monthly throughout the year, on the second Tuesday of each month, unless otherwise determined by the Board of Trustees, and other times as the Board determines.
- D. **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.
- E. **Adjournment:** A majority of the Trustees present at a meeting, whether or not a quorum, may adjourn the meeting to another time and place.
- F. **Notices:** Notices of Board Meetings shall be given as follows:
  - Annual Meetings and Regular Meetings may be held without notice to the Board members if the Bylaws or the Board fix the time and place of such meetings.
  - Special Meetings shall be held upon four days' notice by first-class mail or 48 hours' notice delivered personally or by telephone, facsimile or e-mail. Notices will be deemed given when deposited in the United States mail, addressed to the recipient at the address shown for the recipient in the Corporation's records, first-class postage prepaid; when personally delivered in writing to the recipient; or when faxed, e-mailed, or communicated orally, in person or by telephone, to the Trustee or to a person whom it is reasonably believed will communicate it promptly to the Trustee.
- G. **Waiver of Notice:** 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.

#### **ARTICLE VI**

##### ACTION BY THE BOARD

- A. **Quorum:** Unless a greater proportion is required by law, a majority of the entire Board of Trustees shall constitute a quorum for the transaction of any business or of any specified item of business.
- B. **Action by the Board:**

- *Actions Taken at Board Meetings:* Except as otherwise provided by statute or by these Bylaws, 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 of Trustees 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 of Trustees 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 Public Officers Law.
- *Board Participation by Other Means:* Trustees may participate in a Board meeting through use of video-conferencing equipment to the extent permitted by Article 7 of the Public Officers Law (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 of Trustees 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

### C. 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. A Board Standing Committee will consist of not less than three Trustees, who shall serve at the pleasure of the Chair of the Board.
- *Authority of Board Committees:* The Chair of the Board may delegate to a Board committee any of the authority of the Board, except with respect to:
  - Election of Trustees;
  - Filling vacancies on the Board or any committee that has the authority of the Board;
  - Fixing of Trustee compensation for serving on the Board or on any committee;
  - Amendment or repeal of Bylaws or the adoption of new Bylaws; and
  - Appointment of other committees of the Board, or the members of the committees.
- *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.

### D. 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.



- *Vice Chair:* If the Chair is absent or disabled, the Vice Chair shall perform all the Chair's duties and, when so acting, shall have all the Chair's powers and be subject to the same restrictions. The Vice Chair shall have other such powers and perform such other duties 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 Bylaws, with amendments; (c) give or cause to be given notice of the Board and Committee meetings as required by the Bylaws; 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.

**B. 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:* A Trustee may hold any number of offices, except that neither the Secretary nor Treasurer may serve concurrently as the Chair.
- *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.

C. **Removal and Resignation:** The Board may remove any Officer, either with or without cause, at any time. Such removal shall not prejudice the Officer's rights, if any, under an employment contract. Any Officer may resign at any time by giving written notice to the Corporation, the resignation taking effect upon receipt of the notice or at a later date specified in the notice.

**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 OF CORPORATE AGENTS

WASCS 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, his testate or intestate was a Director, Officer, employee or agent of the Corporation, against judgments, fines, amounts paid in settlement and reasonable expenses, including attorneys' fees.

## ARTICLE X

### SELF-DEALING TRANSACTIONS

The members of the Corporation's Board of Trustees shall not actively participate in the consideration or deliberation of any matter in which the Board member has a conflict of interest due to the Board member'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. Furthermore, Board members shall disclose to the Board the existence of any personal interest in any matter pending before the Board and shall either recuse himself or herself from deliberations and/or votes regarding such matters or shall notify the Board of the conflict and abide by the Board's decision regarding the member's obligation to recuse himself or herself from consideration or a vote on any such matter.

To the extent permitted by law, the following shall not be considered to constitute a conflict of interest or self-dealing: A transaction which is part of a public or charitable program of the Corporation, if the transaction (a) is approved or authorized by the Board in good faith and without unjustified favoritism, and (b) results in a benefit to one or more Trustees or their families because they are in a class of persons intended to be benefited by the program.

This qualification shall permit Board Members to participate in fund-raising activities sponsored by the School, such as raffles and similar fund-raising events, and to permit their children to receive academic incentive awards, awarded by the School to students who have realized noteworthy achievement and academics, athletics, or other appropriate areas, without being disqualified solely by virtue of their parent's service as a Board Member.

In any such circumstance, the Board shall determine whether the Board Member's involvement in the activity or event is appropriate, and shall inform its decision in this regard according to the decisions of the Commissioner of Education, as well as those of the Attorney General and applicable State law.

## ARTICLE XI

### OTHER PROVISIONS

- A. **Fiscal Year:** The fiscal year of the Corporation begins on July 1 of each year and ends on June 30.
- B. **Execution of Instruments:** Except as otherwise provided in these Bylaws, 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.
- C. **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 Director or Treasurer.

- D. **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 Bylaws. Without limiting the generality of the foregoing, words in these Bylaws 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 and are not intended to limit or define the scope or effect of any provisions.
- E. **Conflict of Interest:** Any Trustee, Officer, key employee, or Committee member 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 conflict of interest exists or can reasonably be construed to exist. If a conflict 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). The minutes of the meeting shall reflect the disclosure made, the vote thereon and, where applicable, the abstention from voting and participation. 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. For the purpose of this section, a person shall be deemed to have an “interest” in a contract or other transaction if he or she is the party (or one of the parties) contracting or dealing with the Corporation, or is a Director, Trustee or Officer of, or has a significant financial or influential interest in the entity contracting or dealing with the Corporation.
- F. **Interpretation of Charter:** Whenever any provision of the Bylaws is in conflict with the provisions of the Charter, the provisions of the Charter shall control.

**ARTICLE XII**  
**AMENDMENT**

A majority of the Trustees may adopt, amend or repeal these Bylaws.

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CERTIFICATE OF SECRETARY

The undersigned does hereby certify that the undersigned is the Secretary of the Westchester Academy of Science Charter School, an education Corporation duly organized and existing under the laws of the State of New York; that the foregoing Bylaws of said Corporation were duly and regularly adopted as such by the Board of Trustees of said Corporation; and that the above and foregoing Bylaws are now in full force and effect.

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

Dated: \_\_\_\_\_

## ATTACHMENT 5C: CODE OF ETHICS

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- The Board of Trustees shall conduct or direct the affairs of the school and exercise its powers, subject to the limitations of the Education Law, Not-for-Profit Corporation Law, the school's charter and its bylaws. The Board may delegate aspects of the management of the activities of the school to others, so long as the affairs of the school are managed, and its powers are exercised, under the Board's ultimate jurisdiction.
- Not more than 49 percent of the people serving on the Board of Trustees of the school may be comprised of (a) people currently being compensated by the school for services rendered to it within the previous 12 months, whether as a full-time or part-time employee, independent contractor or otherwise; or (b) 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.
- 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" (see below); (b) a conflict of interest, (c) indemnification of that Trustee uniquely; (d) matters in which they may have a financial, organizational, or personal interest; or (d) any other matter at the discretion of a majority of the Trustees.
- The Board of Trustees and the school shall not engage in any "self-dealing transactions," except as approved by the Board. "Self-dealing transaction" means a transaction to which the school is a party and in which one or more of the Trustees has a material financial interest. Notwithstanding this definition, the following transaction is not a self-dealing transaction, and is subject to the Board's general standard of care: A transaction which is part of a public or charitable program of the Corporation, if the transaction (a) is approved or authorized by the Board in good faith and without unjustified favoritism, and (b) results in a benefit to one or more Trustees or their families because they are in a class of persons intended to be benefited by the program.
- Trustee, officer, or key employee having an interest in a contract, other transaction or program presented to or discussed by the Board of Trustees for authorization, approval, or ratification shall make a prompt, full and frank disclosure of his or her interest to the Board 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 which might reasonably be construed to be adverse to the Board's interest. A person shall be deemed to have an "interest" in a contract or other transaction if he or she is the party (or one of the parties) contracting or dealing with the school, or is a Director, Trustee or Officer of or has a significant financial or influential interest in the entity contracting or dealing with the school.
- Trustees representing any entity proposing to do business with the charter school shall disclose the nature and extent of such business propositions.
- No trustee, officer, or employee of a for-profit corporation, limited liability company, or partnership having a business relationship with the charter school involving the provision of educational management services to the charter school shall serve as a voting member of the board.

- Trustees, officers, or employees of any entity shall hold no more than 40 percent of total seats comprising the Board of Trustees.
- Trustees shall avoid at all times engaging in activities that would appear to be unduly influenced by other persons who have a special interest in matters under consideration by the Board. If this occurs, a Trustee shall write a letter disclosing all known facts prior to participating in a Board discussion of these matters, and the Trustee's interest in the matter will be reflected in the Board minutes.
- Trustees shall make all appropriate financial disclosures whenever a grievance of conflict of interest is lodged against them.
- 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.
- Charter school 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.

## **ATTACHMENT 8A: HIRING AND PERSONNEL POLICIES AND PROCEDURES**

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All policies and procedures set forth herein are presented only as a matter of information. These policies and procedures may be changed or deleted and new policies or procedures may be added by the school at any time. This manual and the policies and procedures set forth herein are not intended to create or constitute a contract between this organization and its employees or to change the nature of the employment relationship between the organization and its employees, which is at will.

### **Hiring Standards and Criteria**

WASCS believes that the quality of the professional staff determines the quality of education offered in the school. It is therefore the responsibility of the school administration to locate and recruit the best-qualified candidates to meet the school's educational needs. Candidates may include persons qualified to pursue the alternate method of certification. Staff selection shall be based on strong academic preparation, professional competence, intellectual rigor, emotional maturity, enthusiastic professional attitude, knowledge of instructional practices, and ability to contribute to the furtherance of the school's educational goals. Attention shall be paid, among other factors, to the candidate's academic records, and his/her previous relevant experience. Staff must demonstrate that they are aware that children have many different family circumstances and that they are willing and able to provide the educational support that a diverse student population needs in school.

WASCS teaching staff members must fulfill their individual responsibilities and work in concert with the other members of the teaching team. The administration of the school will be responsible for advertising available jobs and soliciting applications from qualified candidates. A search committee of administrators, teachers, and parents (and, when appropriate, outside experts) will screen all applicants and make recommendations from the candidate pool and possibly interview a small subset of candidates.

The administration will recommend to WASCS Board one or more candidates for hiring. The administration shall nominate only candidates who meet the qualifications required by law or who are eligible to meet such qualifications. It is the administration's responsibility to obtain a criminal history check of all school employees and to obtain proof of citizenship or eligible alien status. WASCS is committed to hiring the individuals who are best qualified for the job without regard to race, sex, religion or handicap unrelated to the job. WASCS will adhere to relevant New York laws in its hiring practices. Board will adopt a policy on criminal review and clearance for employment.

Board will adopt a pay scale which describes salary figures based on experience and education and will make it available to all staff members.

### **Employment Contracts**

The terms of employment for the teaching, administrative, and support staff of WASCS will be determined by contracts negotiated within the parameters of relevant New York statutes. WASCS faculty and staff will be required to enter into individual term employment agreements resembling those used in business but explicitly stating that all requirements of the Charter Law are made part of the agreement. Teaching staff may be obligated to provide services or in service-days, during WASCS academic year, or during the entire year depending upon their role in the school. The

agreement affirms that any materials created by staff members for use by WASCS, or produced using the staff or resources of the school, are works-for-hire and all intellectual property rights are vested in the school.

## **Recruitment**

A three step process will be used for recruitment.

In Step 1, resumes and applicants will be screened for a potential match of expectations and culture. Special note is given to those who have demonstrated a desire to devote additional time outside of classroom instruction with students. All applicants will be asked to submit a cover letter that states their qualifications and their educational philosophy, as well as a résumé and names of three references.

Step 2, a committee is involved in observing the applicant's lesson, and posing questions and situations to the applicant and measuring the applicant's responses.

Step 3 comprises final interview questions, in which expectations are presented to the candidate and a contract may be signed.

WASCS will advertise in the local paper, online, and directly through major universities for the recruitment of qualified individuals.

**Hiring and Dismissal:** Final decision is made by the administrative team's discussion after all observations. The recommendation is sent to BoT for approval, which is followed by a call back to offer contract/sign contract. A majority vote of the BoTs shall be required to terminate the employment of any WASCS faculty or staff member. Any dismissal is also subject to applicable New York Charter School Law provisions.

**Pay Scale:** There will be 2% pay increase applied to all staff.

## **WASCS Personnel Policies and Procedures**

### **1. Equal Opportunity Employer**

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It is the policy of this school to seek and employ the best-qualified personnel without regard to race, religion, color, creed, national origin, citizenship, age, sex, marital status, or disability. It is further this school'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.

### **2. Hiring**

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Upon employment by this school, all employees are required to complete any and all necessary financial forms and benefit applications as deemed necessary by the director or by his or her designee.

Employment qualifications as stated by an employee or prospective employee on an employment application or related information may be verified, and falsification of such information may jeopardize an employee's standing with this school or a prospective employee's likelihood of being hired.

### **3. Regular Full-Time and Temporary Employment**

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Employees may be hired as regular full-time employees, and as such will be placed on the school's payroll, will be eligible for all benefits as described in this manual, and will accrue leave as described in this manual.

The school also may hire part-time staff. Part-time staffs are those who are employed for less than 25 hours per work week. Part-time employees are not eligible for benefits or leave accruals as

stated in this manual, unless specially arranged and provided for by the director as a condition of employment. Time off work without pay for part-time employees may be granted by the director or his or her designee.

#### **4. Adjustments to Employee Status**

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The director may at any time, but for specified reasons, adjust the salary, benefits (excluding any benefits required by law to be provided), leave accruals, titles, privileges, or other personnel policies for any employee either upwards or downwards, within parameters established by the Board of Trustees. Adjustments to employee status may be based upon, but in no way are restricted to, promotions, demotions, changes in job duties, disciplinary actions, and performance adjustments.

#### **5. Phasing-out and Elimination of Positions**

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From time-to-time, it may be necessary to phase-out or eliminate certain positions previously established within the school. An orderly process will be established by the school to guide such phase-out or elimination of positions if necessary.

Anyone whose employment with the school is terminated because their position is eliminated or phased-out is entitled to compensation for accrued and unused leave as eligible and described in the chapter of this manual entitled “Time and Attendance.”

#### **6. Unauthorized Absence**

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An employee who is absent for a period of at least three days without notifying the director will be considered to have resigned without giving the required one month notice, with such resignation effective on the initial date of absence. The determination of unauthorized absence will be made by the director.

If an employee is absent unauthorized as described above, that employee will forfeit compensation for any unused accrued vacation leave as described in the chapter of this manual entitled “Time And Attendance,” unless an exception is made by the director. Such an employee will remain eligible for any salary due.

#### **7. If You Must Leave**

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*Resignation:* An employee who wishes to resign is required to give to the director, in writing, a minimum of one month notice prior to the desired resignation date, unless an exception is made by the director. Regular full-time employees who resign in accordance with the provisions of this section may be provided with compensation for accrued and unused leave as described in the chapter of this manual entitled “Time and Attendance.” If an employee fails to give a minimum of one month notice prior to the desired resignation date, that employee shall forfeit compensation for any unused accrued vacation leave he or she may have, unless an exception is made by the director. Such an employee remains eligible for any salary due.

*Termination:* All employees serve at the will of the director, and the authority to terminate an employment is vested with the Director or his or her designee, and may include but is in no way limited to a decision based upon a violation of any of the policies, procedures, regulations, or restrictions set forth in this manual. Terminated regular full-time employees eligible to accrue vacation leave may be provided compensation for accrued vacation leave as described in the section entitled “Time and Attendance.”

#### **8. Work Days and Work Weeks**

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Unless otherwise provided for or as approved by the director, all employees are required to work a minimum of 8 hours between the hours of 8:00 a.m. to 5:00 p.m. each work day, Monday through Friday, and a minimum total of 40 hours each week. Additionally, classroom instructional staffs are expected to work sufficient hours to ensure the timely start of the school day, an orderly process for ending the school day, and sufficient interaction with other instructional staff and administrators to help support the educational mission of the school.

A 30-minute non-working lunch break may be taken by each employee each day, around which the minimum daily work hour requirement must be met.

No time used for any personal endeavor within the work day is to be counted towards the daily or weekly minimum work hour requirements. Further, any employee wishing to engage in such personal activities must receive the prior approval of the director or his or her designee.

## **9. Attendance and punctuality**

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WASCS needs the combined effort of all employees to ensure an uninterrupted, efficient school day. Absenteeism and tardiness place a burden upon your co-workers and is unfair to students. Employees who are absent or tardy must notify the Director as soon as they are aware that they will not be reporting at their normal starting time. They should explain the reason for the absence or tardiness, and the estimated date or time they expect to return to work.

Excessive absenteeism or tardiness, as determined by the School's Administration, may result in disciplinary action or even an employee's dismissal. It is in your own interest to come to work, each day, on time.

The School Director should be notified at least two weeks in advance of any requested leave period. Extensive or frequent absences or tardiness may result in disciplinary action up to and including dismissal.

## **10. Pay Periods**

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Pay periods are two weeks (14 calendar days) in length, and run from Monday through the second Friday. All regular full-time employees are subject to a lag payroll equal to one pay period. Other employees, subject to a determination by the director, also may be subject to the lag payroll.

## **11. Vacation Leave**

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*Administration Staff: Accrual.* Unless otherwise provided for or as approved by the director, Vacation Leave for regular full-time administrative employees – where “Administrative employees” includes all non-instructional staff – shall be accrued as follows:

An administrative and professional employee will earn vacation with pay at the following rate:

- a) 10 days each year during the first five years of continuous service.
- b) 15 days each year during the sixth and through tenth year of continuous service.
- c) 20 days each year during the eleventh year and each succeeding year of continuous service thereafter.

If you are a regular staff employee with a FTE of 0.65 or greater, but less than 1.0. employed on you shall be provided annual vacation allowances as listed above in proportion to the percentage of time worked per week compared with normal workweek. If the scheduled workweek is not consistent throughout the year, your pro-rata percentage to full-time will be calculated on an annualized basis

No accrual of Vacation Leave will occur for a new employee before that employee has completed five full calendar months of employment, at which time such employee will be granted five days of Vacation Leave, and then will begin the stated pattern of accrual.

Ten months employees, such as: Teachers, tutors or teaching assistants, cafeteria staff, are not eligible for any vacation time.

Unused vacation leave may be rolled-over from year to year, with a maximum accumulation of twenty days.

*Administration Staff: Use.* Unless otherwise provided for or as approved by the director, Vacation Leave is to be used by regular full-time administrative employees in accordance with the following provisions:

Vacation Leave may be used for any purpose of an employee's choosing. Vacation Leave is time off of work with pay.

Unless an exception is made by the director, all employees must request of the director the use of accrued Vacation Leave, and the granting of such leave is conditional upon the approval of the director or his or her designee. Denial of a leave request may consist solely of the fact that school is in session for the time period requested.

Vacation Leave is to be used in increments of one-half work day, except as provided below.

Any employee whom the director has determined to be eligible to accrue “Comp” Time Leave may use accrued Vacation Leave in increments of one-half (0.5) day.

## **12. Holiday Leave**

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In addition to the eight weeks of Vacation Leave provided as noted, the school shall observe official government holidays, and school will be closed and all staff will not be expected to report to work. This includes the following nine Holidays: Labor Day, New Year’s Day, Columbus Day, Martin Luther King Day, Veterans Day, Presidents Day, Thanksgiving, Memorial Day, Independence Day.

As a regular staff employee with a full-time equivalent (FTE) of 0.65 or greater, you are entitled to regular pay on a holiday

Employees who complete three months of employment shall be entitled to compensation for the following additional days: Thanksgiving recess and Christmas recess.

Any staff member is free to choose to work any of these Holidays, conditional upon prior approval of the director. Only employees determined to be eligible to accrue “Comp” Time Leave shall be able to receive any compensation for this extra work, and such compensation shall be in the form of accrued Comp Time Leave.

## **13. Weather Days and Other Closures**

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The school may be closed due to inclement weather or other situations. An orderly process for notification of public media outlets and, if practical, parents shall be developed and implemented if necessary. At the discretion of the director, any classroom days lost to closure due to inclement weather or other reasons may be made up by adding an equal number of days to what was scheduled to be the end of the school year. Non Instructional staff members are required to report to work unless otherwise notified. Instructional staff will report as according to media instruction.

## **14. Personal Leave**

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*Accrual:* Unless otherwise provided for or as approved by the director, Personal Leave for regular full-time employees shall be accrued as follows:

Each employee is granted three days of Personal Leave on September 1 of each year to be available for use over the following 12 months.

Employees hired after September 1 in any given year are granted a pro rata portion of the three days of Personal Leave for that 12-month period immediately upon the first day of employment, rounded up to the next highest ½-day increment.

Unused Personal Leave may be rolled-over from year to year, or will be compensated at the current substitute teacher pay per day.

*Use:* Unless otherwise provided for or as approved by the director, Personal Leave is to be used by regular full-time administrative employees in accordance with the following provisions:

Personal Leave may be used for purposes determined by the employee (appointments, errands, etc.) but is not to be used as a substitute for or as a supplement to Vacation Leave. Personal Leave is time off work with pay.

Unless an exception is made, all administrative employees must request of the director the use of Personal Leave, and the granting of such leave is conditional upon the approval of the director or his or her designee.

Instructional employees shall make every reasonable attempt to use Personal Leave only when the use of such leave would not conflict with classroom instruction time.

All personal leave requests must be submitted to the director or his designee at least two weeks in advance.

Personal Leave is to be used in increments of one-half work day.

Any employee whom the director has determined to be eligible to accrue “Comp” Time Leave may use accrued Personal Leave in increments of hours.

## **15. Sick Leave**

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*Accrual:* Unless otherwise provided for or as approved by the director, Sick Leave for regular employee with a full-time equivalent (FTE) of 0.65 or greater employees shall be accrued as follows:

Each ten month employee is granted **seven** days of Sick Leave on September 1 of each year.

Each twelve month employee is granted eight days of sick leave on September 1 of each year.

Employees hired after September 1 in any given year are granted immediately upon the first day of employment a pro rata portion of the **seven** days of sick leave for that school year, rounded up to the next highest ½-day increment.

Unused sick leave may be rolled-over from year to year or employee may elect to be compensated at current substitute per diem rate at the end of the school year for ten month employees, and one year for twelve month employees.

In the case of extended illness or justifiable depletion of available accrued sick leave, additional sick time may be granted at the discretion of the director. The director retains the right to require the use of other accumulated leave, the enactment of Medical Leave, and/or the granting of leave without pay prior to the granting of additional sick leave.

*Use:* Unless otherwise provided for or as approved by the director, Sick Leave is to be used by regular full-time employees in accordance with the following provisions:

Sick Leave is to be used only in the event of illness of the employee, or of the employee's immediate family, and for no other purpose. Misuse of Sick Leave is cause for termination of employment. For the purposes of this section, “immediate family” is defined as a spouse, child, sibling, parent, grandparent, any other relative permanently residing with the employee, or any other person as defined by the director.

Notice of absence from work due to illness should be provided to the director or his or her designee by 6:00 a.m. on the day of illness, if possible, or as soon thereafter as is reasonable, allowing reasonably enough time for the director to find a substitute teacher, in the instance of instructional employees, or temporary help, in the instance of administrative staff.

When possible, such as in the event of foreseeable extended illnesses and planned medical procedures, advance notice of the use of Sick Leave should be given to the director or his or her designee.

Notice of total Sick Leave used should be provided to the director or his or her designee upon an employee's return to work.

Sick Leave shall be used in increments of hours.

## **16. Overtime and Compensatory Time Leave**

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*Exempt Employees:* Exempt Employees, as defined by law or other regulation and including all instructional employees, are not eligible to automatically earn compensatory time leave (“Comp” Time Leave) because of working more than the required minimum work day or minimum work week. Although all hours worked should be noted on an employee's time sheet, Exempt Employees will not be paid for such “overtime.”

*Non-Exempt Employees:* Non-Exempt Employees, as defined by law or other regulation, are eligible to earn overtime pay. “Overtime” is defined as any time outside of normal and required

business hours when a Non-Exempt Employee works at the express request of his or her supervisor. Non-Exempt Employees may not work overtime unless they receive the expressed prior approval of the director.

For each half hour of approved overtime worked in a given week, Non-Exempt Employees will be compensated for any at a rate of time-and-a-half, earning one and one-half hours of available time off for each hour of approved overtime worked.

### **17. Medical Leave of Absence**

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Employees who have completed at least ninety (90) days of continuous employment with the school are eligible for an unpaid Medical Leave of Absence due to illness, injury, or pregnancy-related disability. Employees may request a Medical Leave of Absence by providing the director or his or her designee with a written notice of their disability, including a doctor's certificate stating the nature of the disability, the date until which the employee will be able to work, and the expected date of return to work.

Medical Leaves of Absence will be granted for a period of up to one month, but may be extended with the approval of the director on a month-to-month basis for a maximum of three months. An employee wishing an extension of a Medical Leave of Absence must submit to the director a written request prior to the beginning of each month with proof of continued disability from an attending health care provider.

The school will continue to provide health insurance coverage for any employee on an authorized Medical Leave of Absence through the first full calendar month from the date that the Leave began. After that period, employees may continue health insurance coverage by making arrangements with the school for payment of the appropriate monthly premium.

Employees on Medical Leaves of Absence should provide the school with at least one week's written notice of their intended return to work. Included in this notice should be a doctor's certification stating the ability to return to work. The school reserves the right to require a medical examination by a physician of the school's choosing prior to an employee's resumption of duties.

The school will make a reasonable effort to return an employee on a Medical Leave of Absence to the same or similar job as held prior to the Leave upon his or her return to work, subject to staffing needs and school needs that may exist.

An employee's continued absence from work beyond the Leave granted, without other arrangement made with an approved by the director, will be deemed a voluntary resignation from employment.

### **18. General Leave with or without Pay**

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General Leave with or without pay may be granted at the discretion of the director according to an orderly process established for such purpose.

*Director:* Leave policies for the director differ from that offered to other employees, subject to a determination by the Board of Trustees and applicable laws.

### **19. Jury Duty**

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Full-time employees who are called to serve on a jury panel will be eligible to receive full pay per day for the first three days of jury duty. Thereafter, for the extent of the jury duty, employees will be granted unpaid leave. Subject to the approval of the director or his or her designee, an employee may request the use of accrued leave of any type instead of or in combination with the leave provisions noted in this section.

Any employee called to jury duty should present to the director a copy of his or her jury duty papers as soon as they are received. Leave arrangements may be made as soon as possible thereafter.

### **20. Statement of Leave Status**

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Statements of the status of each employee's accrual and use of leave may be provided periodically to that employee by the director or by his or her designee. Any employee may request of the director a status report on his or her leave use to date, available leave accruals, or similar information, at any time.

## **21. Other Leave**

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The director retains the right to at any time declare a "School Holiday," whereby classes shall be canceled and employees will be granted a day off work with pay without charge to any leave accruals. The declaration of a "School Holiday" shall be communicated by the director to all employees, students, and parents.

## **22. Unused Leave Accruals**

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Unless otherwise provided for or as approved by the director, no payment will be made as compensation for unused Sick or Personal Leave remaining at the time of an employee's resignation or termination, or if an employee is dismissed because he or she holds a position that is phased-out or eliminated. For instructional employees, no payment will be made as compensation for Vacation periods falling after the date of resignation or termination.

Administrative employees who resign, are terminated, or are in positions that have been eliminated or phased-out and are dismissed are eligible to be compensated for a maximum amount of accrued but unused Vacation Leave, as determined by the director.

## **23. Medical Insurance**

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The director or his or her designee will select a medical insurance plan, which may include more than one option of provider or provider networks, which the school will provide to each full-time regular employee. Employee co-payment for health care coverage will be required, and will vary depending upon the level of coverage selected by the employee (individual; individual plus spouse; family; etc.). Employee contributions for health care coverage will be automatically withheld from employee paychecks, in an amount in accordance with a schedule maintained by the director or his or her designee.

## **24. Dental Insurance**

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The director or his or her designee will select a dental insurance plan that the school will provide to each employee. Employee co-payment for dental coverage will be required, and will vary depending upon the level of coverage selected by the employee (individual; individual plus spouse; family; etc.). Employee contributions for dental coverage will be automatically withheld from employee paychecks, in an amount in accordance with a schedule maintained by the director or his or her designee.

## **25. Workers' Compensation Insurance**

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Injuries resulting from accidents that occur while performing official duties on behalf of this school are covered by workers' compensation insurance. Any employee who suffers an injury as a result of such an accident must report the injury to his supervisor within the same day and file a report with the director or his or her designee as soon as possible. Such employee is responsible for filing any other necessary forms, applications, or other information as required by applicable government policies.

## **26. Disability Insurance**

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The school carries short-term disability insurance in accordance with New York State law. Such insurance allows payment in the event of certain injuries, illnesses or other disabilities occurring outside of the workplace, including pregnancy. Any employee wishing to claim disability pay must file appropriate reports and forms with the director or his or her designee. Such employee also is responsible for filing any other necessary forms, applications, or other information as required by applicable government policies.

## **27. Declination of Insurance Benefits**

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Any employee who wishes not to accept any of the insurance benefits offered by the school is required to submit such a request in writing to the director or his or her designee.

## **28. Retirement**

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There is no pension offered in the first year. After that, upon determination by the Board of Trustees, the school may submit an application to join the Teachers Retirement System, and if accepted, all teachers, substitute teachers, business administrators, guidance counselors, nurse teachers, and teacher assistants shall be eligible for membership in the System.

The school will assume all obligations of participating employers as determined by the System, including liabilities for employer payments and recordkeeping.

## **29. Compensation for Ten month employees**

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All ten month full-time instructional (teachers, teacher-aides, etc.) and non-instructional support staff (hall monitors, custodians, secretaries, etc.) will be compensated for inclement weather days as stated in Section 13, above and for as stated in Section 12, above. Compensation will not be paid for normal school recesses such as, but not limited to; February Break, Spring Break, and summer recess unless prior arrangements have been made with the director and/or his designee for work to be scheduled during these periods.

## **30. Deferred Compensation**

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The school may, subject to approval by the director and the BoTs, offer a deferred compensation (403(b)) program either just to employees who are not eligible to join the Teachers Retirement System or to all employees. Under such program, employees may opt to defer a portion of their current gross pay, having that portion of pay invested in accordance with applicable federal and state guidelines governing deferred compensation programs and with procedures established by the director. Employees may opt out of the program at any time, subject to sufficient notification to the director or his or her designee. In accordance with federal guidelines, employees are subject to a maximum limit per year on deferred compensation. Employees shall take every reasonable precaution to ensure that the per-paycheck amount of income requested to be deferred will not cause such limits to be exceeded in any given year.

## **31. Tuition Payments**

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The school may make payments relating to the continuing education of its employees. Such payments shall be for tuition costs, professional development expenses, and similar fees.

An employee shall submit a request for tuition or other payments in advance and in writing to the director, and such request shall include a declaration of how such education or training will benefit the school. Payments shall be authorized to be made only upon approval of this request by the director.

## **32. Unemployment Compensation**

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This school contributes to the Unemployment Compensation plan administered by the State of New York.

## **33. Director's Benefits**

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The insurance coverage and benefits package offered to the director may differ from that offered to other employees, subject to a determination by the Board of Trustees, and consistent with applicable state, federal, or other laws.

## **34. Reservation of Rights**

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This school reserves the right to alter the benefits package made available to employees at any time, consistent with all applicable laws. Each employee will be notified of any alteration in the benefits package.

### **35.Reimbursements**

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*Travel:* Employees are eligible for reimbursement from the school for expenses incurred while in travel status on official business for the school. To be eligible for travel expense reimbursement, travel status must be approved and granted by the director or his or her designee. All requests for travel reimbursement must appear on a form provided by the director or his or her designee for such purpose.

Unless otherwise authorized for by the director, all employees traveling on approved business are required to abide by the following guidelines:

*Transportation:* The most reasonable mode and class of travel -considering factors such as cost, time efficiency, and convenience- should be selected by each employee at all times. All such expenses must be listed on a form provided by the director for such purposes.

*Lodging:* Reasonable charges for lodging while in approved travel status will be paid by the school, subject to the approval of the director. Other reasonable related lodging expenses, such as business telephone call charges, also may be paid by the school. An attempt to acquire the most reasonable rates for appropriate lodging-related expenses should be made by such employees, and all such expenses must be listed on a form provided by the director for such purposes.

*Meals:* To be eligible for reimbursement for the cost of meals, an employee must be in approved travel status and is subject to any restrictions established by the director. Employees seeking reimbursement for meal expenses must list on a form provided by the director all reasonable and appropriate expenses.

*Business Use of Personal Vehicle:* Employees are eligible for reimbursement from the school for business use of their personal vehicle while in travel status on official business for the school. To be eligible for travel expense reimbursement, travel status must be approved and granted by the director or his or her designee. Regular commuting time and mileage is to be reimbursed. Reimbursement for approved and authorized travel shall be at the IRS and/or state rate as determined by the director. All requests for travel reimbursement must be listed on a form provided for such purpose, unless an exception is made by the director.

*Personal Use of School Vehicles:* Employees are liable for reimbursement to the school for personal use of a vehicle owned, leased, or otherwise provided by the school. Such liability to the school shall reflect the IRS and/or state rate as determined by the director. Any employee incurring such liabilities is required to reimburse the school in full by the end of the calendar month immediately following the month in which such liabilities were billed to the employee, unless an exception is made by the director. Personal mileage incurred by an employee on a vehicle owned, leased, or otherwise provided by the school must be documented on a form provided for such purpose by the director, unless an exception is made by the director.

*Personal Telephone Calls:* Employees shall not charge personal long-distance telephone calls to the school, unless an exception is made by the director. Employees are liable for the costs of any personal phone calls he or she may make which are billed to the school.

### **36.Other Reimbursements**

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Employees are eligible for reimbursement from the school for business expenses paid with their personal funds. All such expenses, if anticipated in advance, must be approved by the director or his or her designee. Requested reimbursement for such expenses must be specified in writing to the director or his or her designee. Such request must list each expense, and receipts (or copies of receipts) for each item must be attached to the request.

The final decision on whether to reimburse an employee for any such expenses is vested with the director or his or her designee.

### **37.School Credit Cards**

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Any employee who is authorized to use a school credit card is not allowed to charge personal expenses of any kind on the card, unless an exception is made by the director. Each employee charging any purchases to the school credit card is required to provide to the director or his or her designee timely accounting of such charges, including all necessary receipts and justification for such expenditures.

### **38. Sexual Harassment**

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It is the policy of this school to prohibit sexual harassment from occurring in the workplace or at any other place where a school-sponsored event takes place. The purpose of this policy is not to regulate personal morality, or to encroach on employees' personal lives, but to demonstrate this school's commitment to maintaining a workplace environment that is free of harassment of and by its employees.

It is the responsibility of all management and all employees to assure that this policy is understood, implemented, and adhered to without exception.

*Defining Harassment:* Unwelcome sexual advances, requests for sexual favors, and other verbal, physical, or visual conduct of a sexual nature constitute harassment when:

Submission to such conduct is made, either explicitly or implicitly, a term or condition of an individual's employment with this school;

Submission to or rejection of such conduct by an employee is used as the basis for an employment decision affecting that employee; or,

Such conduct has the purpose or the effect of unreasonably interfering with an employee's work performance, or of creating an intimidating, hostile, or offensive work environment.

Sexual harassment may include such actions as: repeated offensive or unwelcome sexual flirtations and advances; verbal comments, jokes, or innuendo of a sexual nature; words or gestures of a sexual nature used to describe a person or depict a situation; or the display of sexually suggestive objects or pictures.

*Investigation and Remediation:* If an employee believes that he or she has experienced sexual harassment, or believes that he or she has witnessed sexual harassment, that employee should immediately notify the director, his or her designee, or any other school official with whom that employee feels comfortable.

All reports of sexual harassment will be promptly investigated by the director, or his or her designee who is not involved in the alleged harassment, and will be kept confidential to the extent possible.

If an investigation confirms that harassment has occurred, the director, as directed by the Board of Trustees, shall take appropriate corrective action which may, upon a determination by the director, include, but not be limited to, an official memorandum in an employee's personnel file, salary adjustment, or the termination of the offending employee.

No employee shall be subject to employment-based retaliation, intimidation, or discipline as a result of making a complaint of sexual harassment. However, disciplinary action up to and including termination also may be taken against anyone who knowingly makes a false, meritless, or malicious claim of sexual harassment.

### **39. Evaluations and Problem-Solving Procedures**

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#### *Employee Evaluations*

Written evaluations of employees may be performed annually, on or about an employee's anniversary date or on or about a fixed annual date, subject to a determination by the director. Evaluations will be conducted by the director or his or her designee, with input from an employee's immediate supervisor, if applicable. These evaluations will be maintained in the personnel file for each employee.

The format of the evaluation will be determined by the director. Such evaluation may include: the date of the evaluation, the time period covered by the evaluation, and an assessment of the employee's work performance during that time period. The employee will be notified of any changes in salary, whether up or down, that are warranted based on this evaluation.

Written evaluations as described above need not be performed for officers of the school upon a determination of the Board.

**Problem-Solving Procedures:** Any employee wishing to formally complain about a procedure, action, or directive of another employee or supervisor should notify his or her supervisor or the director at the employee's discretion, as soon as possible after such procedure, action, or directive has occurred. The director or his or her designee shall be the investigator and final arbiter of all such grievances.

In the event that the complaint involves a procedure, action, or directive of the director, an employee may file a written complaint with the Chair of the Board of Trustees. In such instances, the Chair of the Board of Trustees or his or her designee will be the investigator and final arbiter of the complaint.

#### **40. Confidential Matters**

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WASCS is subject to the Family Educational Rights and Privacy Act, which, among other things, safeguards student educational records, and the information contained in them, from disclosure to third parties without written consent for such disclosure from the parent or person in parental relation or the student, if he/she is over eighteen years of age. (There are important exceptions for homeless children and/or students transferring to other schools, and you should consult the Director when uncertain.)

Accordingly, Employees are prohibited from disclosing any portion of a student's educational record, or information contained in such records. This obligation extends to a student's academic performance, disciplinary records, student attendance, student or parent addresses, student disabilities and accommodations, student course schedules, student financial information, alumni addresses or information, letters that concerns the above matters, notes regarding conversations concerning such matters, among other potential documents.

Any employee who discloses confidential School or student information will be subject to disciplinary action up to and including possible discharge.

#### **41. Pay Advances and Loans**

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Due to government regulations and the method of reporting social security, state, and federal taxes, WASCS cannot give pay advances or loans to employees.

#### **42. Solicitation and Distribution**

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WASCS prohibits its employees from soliciting other employees, students, parents, volunteers or other persons anywhere on WASCS property unless prior approval is obtained in writing from the Director. Such prohibited solicitation includes selling and delivery of merchandise (e.g., Tupperware, or tickets to fundraising events) and/or the distribution of literature, petitions, etc.

#### **43. Internet Use**

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Internet is a powerful communications tool and a valuable source of information. However, an employee's improper use of internet services can waste time and resources and potentially create legal liability and embarrassment for both WASCS and the employee. An Internet service includes, but is not limited to: e-mail, web browsing and newsgroups. This policy applies to any Internet service that is accessed on or from WASCS's premises; and/or accessed using office computer equipment or via School-paid access methods.

Internet services are provided by the School for School use. Incidental use of Internet services for personal, non-work-related purposes is acceptable, provided such use does not occur when an

employee is scheduled to provide instruction or perform other duties, does not interfere with the employee's performance of job duties, and does not disrupt the educational process. Further, the following uses of Internet service are prohibited:

- Viewing, downloading, transmitting, or otherwise accessing or utilizing any pornographic material, including any material that is sexually explicit in language, content, or which depicts nudity or other indecent material;
- Internet use that exposes WASCs computers and/or computer-related equipment to damage, virus, contamination, or breach;
- Internet use for commercial purposes and/or for performing work on behalf of any third party during the employee's work hours;
- Internet use that is otherwise inappropriate and/or prohibited at WASCs.
- Internet use that constitutes any activity prohibited by this handbook, other WASCs policies or rules, or State or Federal law;
- Internet use that interferes with the productivity of the employee or his/her co-workers;
- Internet use that consumes significant Academy computer-system resources or storage capacity on an ongoing basis, such as large file transfers or uses which otherwise depletes system resources available for business purposes.

Employees are prohibited from placing passwords or other access-limiting devices or codes on any computer or computer-related equipment provided to the employee by WASCs, unless said password and/or code is provided first to WASCs.

Computers, servers, and all computer-related equipment provided by the School is the property of the School, and the School reserves the right to search, review, or monitor any files, messages, or communications sent, received or stored on the School's computer systems without advance notice and may also limit the use of the Internet service in part or in whole. Accordingly, employees do not have an expectation of privacy regarding material or files created on or stored on Academy computers or computer-related equipment. The School

Employees violating this policy are subject to discipline, up to and including termination of employment. Employees using the computer system for defamatory, illegal, or fraudulent purposes are also subject to civil liability and criminal prosecution. All computer resources including content are the property of the School and employees will be held personally responsible for their activities.

Employees are strictly prohibited from using Internet services in connection with any of the following prohibited activities: Engaging in illegal, fraudulent or malicious conduct; Working on behalf of organizations; Sending or receiving offensive, obscene or defamatory material; Annoying or harassing other individuals; Sending uninvited e-mail of a non-work-related nature; Monitoring or intercepting the files or electronic communications of employees or third parties; Obtaining unauthorized access to any computer system (including but not limited to unauthorized use of codes or passwords); Using another individual's account or identity without explicit authorization; Attempting to test, circumvent, or defeat security or auditing systems of Yonkers Academy of Science or any other organization without prior authorization; or Distributing chain letters, jokes, solicitations, offers to buy or sell goods, or other non-business material of a trivial or frivolous nature.

#### **44. Miscellaneous**

*Confidentiality:* Employees of this school shall not, in any way, release any information about this school, its activities, or the activities of its personnel except as normally required by their duties, expressly permitted by the director, and in conformity with the requirements of applicable Freedom of Information laws.

No employee shall publish, disclose, or use, or authorize anyone else to publish, disclose, or use, or in any way cause to be published, disclosed, or used, any private or proprietary information which such employee may in any way acquire, learn, develop, or create by reason of employment with this school, unless otherwise authorized by the director. Any document or other material containing such information is required to be returned to the director upon an employee's termination or resignation.

*Personnel Inquiries:* No one in this school other than the Board of Trustees, director, or a designee is authorized to respond either verbally or in writing to personnel inquiries of any type about any employee of this school.

*Return of Office Materials:* An employee who is terminated or who resigns must return all office keys, identification, security cards and codes, and office materials and supplies in such employee's possession to the director. No information or copies of information, including but in no way limited to files, memos, computer-stored items, lists, Rolodex items, or other similar information, may be taken by such employee without the express permission of the director.

*Ban on Acceptance of Gifts:* The director and other school employees are not permitted to accept gifts of any kind of a value exceeding fifty dollars (\$50.00) -- including but not limited to money, goods, food, entertainment, or services -- directly or indirectly from: (a) individuals, schools, or companies serving as vendors or potential vendors for this school; (b) elected officials or their representatives; (c) candidates for public office or their representatives; or (d) political party officials or their representatives. Exceptions may be made by the director, including in instances where such gifts intended for and will be used by the school. Offers of such gifts in excess of \$50.00, even when refused, must be communicated immediately by the employee receiving such an offer to the director.

*Change of Personnel Status:* Employees are required to notify as soon as possible the director and any other person designated by the director of any change in name, family status, address, telephone number, or other information affecting personnel data held or used by WASCS.

*Examination of Personnel Files:* Any employee may examine his or her personnel file(s) at any time but only in the presence of the director or his or her designee. Such employee may take written notes about the contents of the file, and may add comments for inclusion in the file at any time. No personnel file is to be removed from the office unless expressly provided for by the director or his or her designee.

*Copyright:* Copyrights, payments and/or royalties which occur as a result of a project of any employee or employees of this school remain the property of the school. The director may assign copyrights, royalties, or other payments to the author or authors or project participants.

*Child Abuse:* Article 23-B of the NY Education Law requires School employees, certified to teach or as a school administrator, to report any instance of child abuse in an educational setting. Such employees include teachers, administrators, school nurses, school guidance counselors, school social workers, and school board members, as well as all other School personnel required to hold a teaching or administrative license or certificate. When such employees receive an allegation of child abuse by an employee or volunteer in an educational setting, they must do the following:

(a) Upon receiving an oral or written allegation of child abuse in an educational setting, the employee must promptly complete the "Child Abuse in an Educational Setting" report form, which can be obtained from the Main Office and/or any Dean of Students or the Director;

(b) Upon completion of the report form, the employee must personally deliver it to the Director or, if the Director is not readily available, to any Dean of Students;

(c) If the allegation(s) involves a child who was allegedly abused by an employee or a volunteer of a school in another school district, the employee must promptly forward the report form to the superintendent of schools of the school district of attendance and the school district where the abuse allegedly occurred.

(d) After receipt of such a report, the Director will review the report and determine if there is reasonable suspicion to believe that an act of child abuse, as defined by law, has occurred. If he/she finds reasonable suspicion to believe that an act of child abuse has occurred, additional steps will be taken, based on the individual who reported the incident to the employee.

All WASCS employees are expected and required to report any incident they believe or suspect to comprise child abuse in an educational setting (*e.g.*, at the School, at a School function on or off campus, during transportation to or from school, while a student is receiving services at another school district or school, etc.), which they believe or suspect constitutes child abuse. The report shall be made as set forth above. School employees will cooperate in any ensuing school or governmental investigation and/or proceeding.

Additionally, teachers, school nurses, school guidance counselors, school social workers, and school administrators are required to report any incident of which they are aware and which they suspect to constitute child abuse or maltreatment to the New York Central Registry Hotline, pursuant to NY Social Service Law and this handbook.

#### **45. Employee Acknowledgement**

I have received a copy of and have read the foregoing WASCS Personnel Handbook and am familiar with its terms. I understand that it is not a binding contract, but a source of information and a set of guidelines for implementation of personnel policies. I understand that nothing contained in the Personnel Handbook is intended to alter my at-will employment status or to create any implied promise of continued employment. I understand that can unilaterally rescind, modify, or make exceptions to any of these policies, or adopt new policies, at any time. I also understand that the provisions of this handbook will override contrary statements, representations or assurances made by any supervisory personnel.

*Please sign this page and return it to the Director immediately. A copy of this acknowledgement will be retained in your personnel file.*

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EMPLOYEE'S NAME & SIGNATURE

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DATE