

# Letter of Intent: Contact Information Form

Created Thursday, January 30, 2014  
Updated Saturday, February 01, 2014

## Page 1

**All applicants seeking to establish a charter school authorized by the Board of Regents to open in 2014 must submit a Letter of Intent to Apply, which requires completion of this contact form, and an upload of your 5 page Letter of Intent to Apply as outlined in the 2014 RFP and Application Kit. Please submit these tasks by 3:00 PM on February 3, 2014. Applicants who do not submit a complete Letter of Intent to Apply by the 3:00 PM deadline will not be permitted to submit a Full Application.**

### a. Proposed Charter School Name

(Please write out the formal and full name for the school you proposed, and include the words "charter" and "school" in the proposed name).

Arista Hellenic Charter School

### b. Preferred school location.

Select the preferred geographical area on the left and then select the preferred school district or community school district on the right.

NYC CSD-Queens: CSD 24

Select a second geographical area on left and then select the school district or community school district on right.

NYC CSD-Queens: CSD 24

If necessary, select a third geographical area on left and then select the school district or community school district on right.

NYC CSD-Queens: CSD 24

### c. Applicant(s) information, including mailing address, phone number, and email address, and information establishing that the applicant(s) is a parent, teacher, school administrator or community resident.

(The entire chart may not be visible on your screen. Use the "tab" key to move from column to column. The first column will remain static as you do so).

	First and Last Name	Best Phone Number (###-###-####)	Email Address	Street Address, City, State, Zip
Lead Applicant	[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]

As the Lead Applicant(s), I (we) can best be described as a:

(Multiple responses permitted)

- Current or former Teacher
- Current or former School Administrator

d. Contact Person: please provide a phone number and/or email address to which public inquires about the proposed charter school may be addressed.

	First and Last Name	Best Phone Number (###-###-####)	Email Address	URL (type web address or the word "none")
Media Contact	Martha Kiamos	646-528-4056	mkiamos@yahoo.com	none

e. Planned grades and enrollment in each year of the proposed charter term.

	Ages (or age ranges)	2015-2016	2016-2017	2017-2018	2018-2019	2019-2020
K	4-6	50	50	50	50	50
1st	5-7	50	50	50	50	50
2nd	6-8	0	50	50	50	50
3rd	7-9	0	0	50	50	50
4th	8-10	0	0	0	50	50
5th	9-11	0	0	0	0	50
Total		100	150	200	250	300

f. Proposed Management and/or Partner Organization(s), such as a charter or educational management company or a university, academic program partner, or whole school change partner.

(See pages 40 of the application kit for definitions and guidance as only "substantial" partnerships should be listed here).

Proposed Management Company	N/A
Partner Organization 1	N/A
Partner Organization 2	N/A

**Lead Applicant(s) Signature and Date**

You have the option of adding your signature(s) as the Lead Applicant or Co-Lead Applicants directly on the bottom of your Letter of Intent before you scan and upload it into the portal.

**OR** you may sign below using the mouse on your PC or stylus on your mobile device to sign your name.

Lead or Co-Applicant listed in section c above.

(Internet Explorer may not support this feature. Open the portal using Google Chrome, Firefox, or Safari).

Ther Pallas

Date Signed (Lead or Co-Applicant)

2014/02/01

Co-Applicant listed in section c above

(Internet Explorer may not support this feature. Open the portal using Google Chrome, Firefox, or Safari).

Date Signed (Co-Applicant)

(No response)

Thank you for completing the Contact Form which will be duplicative of some information contained in your letter of intent. Having information in this form allows the Department to merge applicant contact information into our existing data system. Please proceed to upload your signed and dated 5 page Letter of Intent to Apply.

## **I. Applicant Information:**

**a. Lead Applicant:** Thea Pallos; [REDACTED]

[REDACTED] Ms. Pallos has been an educator/administrator for over twenty five years.

**b. Media Contact:** Martha Kiamos, mkiamos@yahoo.com

**c. Founding Group:**

**Thea Pallos** is the Principal of Public School 234 since 2003. She was in charge of opening this new elementary school and supervised and monitored staff of over 100. She facilitated the interview process and assessment of talent in potential candidates. She established the mission and vision statements for the school, staff and the students and selected scientifically research based curriculum with heavy emphasis on the use of technology. She now manages an 117,000 Sq. Ft. school facility and a 5 million dollar K-5 school budget annually. She also supervises a rigorous ESL curriculum, student progress, and extensive intervention programs and clubs for at-risk and accelerated pupils. Ms. Pallos holds a B.S. and a Masters of Art from Queens College and PD in School Administration and Supervision. She will serve on the Board of Trustees.

**Dr. William Poll** is the Asst. Principal at Joseph M. Barry Career & Technical Education Center. He oversees academic programs and created new common core curriculum aligned with industry assessment exams meeting NYS certification guidelines. He developed the Professional Learning Community (PLC) for all academic teachers across BOCES. He's secured grants and served as business manager/director for several private companies as well as educational facilities, managing student-related finances, departmental funds, expenditures and school bank accounts. Dr. Poll holds NYS certification/licensure as a School District Administrator/School Business Administrator. He holds a B.B.A. in Marketing from Baruch College, an M.B.A., M.S., and PD in School Administration and Supervision and an Ed.D. in Administration and Supervision. Dr. Poll will serve on the Board of Trustees.

**Faatima Campbell** is Dean of Students at Hyde Leadership Charter School. She is responsible for collaborating with the Head of School and school administrators by leading the behavior intervention planning process. Her key responsibilities are to support all stakeholders in the area of student support, community relationship building, coaching, assessments, and school culture. Faatima holds Bachelor's degree in Business Administration from Concordia College. Currently, she is pursuing her Master's degree in Public Administration specializing in Public & Non-Profit Management. Ms. Campbell will serve on the Board of Trustees.

**Nicholas Vartholomeos** is certified in teaching Speech and Language Disabilities and teaches at Voyages Preparatory School. He taught at St Joseph's School for the Deaf as a speech teacher providing evaluations and individualized educational plans (IEP). He has also provided evaluations at the Board of Education facility for special needs pupils. He has a B.A. in Speech – Language Pathology and Audiology, and a M.S.Ed. He will serve on the Board of Trustees.

**d. Proposed members of the school's initial board of trustees: Dr. William Poll, Faatima Campbell, Nicholas Vartholomeos, Thea Pallos, Ms. Martha Kiamos, and Kriton A. Pantelidis, Esq.** (See previous brief descriptions of relevant experience/skills above)

**Ms. Martha Kiamos**, holds a BA in Political Science from Baruch College. She has held various positions: former Special Assistant to the NYC Comptroller, V.P. of the Comptroller's Research and Policy Management Foundation, Executive Director of the Brooklyn Borough President's Office and Assistant Director of the Hellenic American Neighborhood Action Committee (HANAC). She has a wealth of experience in community outreach and fundraising.

**Kriton A. Pantelidis, Esq.** is an associate with the firm Gogick, Byrne, and O’Neill LLP. He received his BA in History with a minor in English Literature, Philosophy, and Art History from N.Y.U. in 2006. He studied Law at St. John’s University, receiving his Juris Doctorate in 2009.

**e. Replication or network information:** NA **f. Application history:** Re-submission (Prior Round 1 application (submitted to NYSED on 3/13) and Round 2 LOI (submitted to NYSED on 9/13) had omitted information.

**II. Proposed Charter School Information**

**a. Proposed school name:** Arista Hellenic Charter School.

**b. Proposed school location:** 98-07 38th Ave, Corona, NY 11368 (CSD # 24) – independent building

**c. Planned grades and enrollment in each of the years of the proposed charter term:**

At full size, Arista Hellenic Charter School will serve students in grades **K- 5**. The table below depicts the school’s planned enrollment in each year of the proposed five-year charter term. The school will reach full planned enrollment of 300 students in its fifth year (2019-2020).

Number of classes per Grade: **2** • Number of students per Grade: **50** • Students per class: **25**

<b>Grade</b>	<b>Ages*</b>	<b>2015-16</b>	<b>2016-17</b>	<b>2017-18</b>	<b>2018-19</b>	<b>2019-20</b>
<b>K</b>	4-6	50	50	50	50	50
<b>1</b>	5-7	50	50	50	50	50
<b>2</b>	6-8		50	50	50	50
<b>3</b>	7-9			50	50	50
<b>4</b>	8-10				50	50
<b>5</b>	9-11					50
<b>Total*</b>		100	150	200	250	300

\*Children entering Kindergarten must be five years old by December 31<sup>st</sup> of their first year of admission.

**d. Proposed management and/or partner organization(s):** NA

**e. Proposed school mission:** The mission of the Arista Hellenic Charter School is to promote excellence in student learning and close the achievement gap for all students through an academically rigorous Core Knowledge K-5 curriculum, a comprehensive Greek study program and customized instruction. Through a number of academic endeavors, students will understand their potential and learn to strive for excellence utilizing the education and tools provided them, thus becoming empowered to serve as responsible leaders in our increasingly globalized society. This mission will be accomplished implementing the use of the following methodology:

- Tailoring instruction to students’ needs, thereby increasing learning opportunities for all students with an emphasis on at-risk students including, but not limited to special needs and ESL pupils while actively including parents in the process;
- Closing of the learning gap will be accomplished by delivery of the proven and highly successful Core Knowledge curriculum to meet and surpass NYS standards with an emphasis on math and reading, with requisite tutoring services throughout a longer school year; and,
- Promoting academic rigor by assisting students in fulfilling predetermined outcomes and competencies by challenging them with high expectations of content acquisition, critical thinking, integration, application of concepts, long term retention, and responsibility.

**f. School overview:** Arista's educational philosophy is aimed at promoting high levels of academic achievement and individualizing instruction to ensure that the academic needs of all students are met. Intensive focus will be placed on core academic subjects that are aligned with NYS learning standards. In order to carry out this philosophy and the school's mission, Arista's design utilizes key elements which have been proven to be most effective in student success.<sup>1</sup>

- Rigorous Academics within the curriculum and frequent assessments
- Extended time to 112 minutes per day for ELA and 90+ minutes for Mathematics
- Extended 8 hour day (8-4) to extend academics and extracurricular activities
- Extended Year to 192 days
- Mandatory Uniforms
- Teacher pay based on performance in addition to seniority and credentials
- Use of the Core Knowledge program and its cross curricular connections
- Ongoing professional development
- Open communication with the parents and the community
- A discipline and reward system and firm Anti-Bully policies with a Code of Ethics aligned with the NYSED 2010 Dignity Act and its Amendments.
- Safety Initiatives clearly posted and sent to all parents
- An ongoing notification system regarding academic performance, illness and absences

We also plan to incorporate the following series of unique elements that will help fulfill our mission to assist all children to achieve including English Language Learners (ELL), Students with Disabilities (SWD), Free and Reduced Lunch Program (FRLP) and other special needs:

**Direct Instruction (DI).** Arista Charter School believes a major component of teaching is the ability to recognize and accommodate the different needs of students. DI refers to a rigorously developed teaching method that provides constant interaction between students and teachers to allow for recognition and targeted assistance for those differences. It is also well suited for special needs students because with guided instruction by the teacher, the students can take the time they need to understand the lesson to the point of mastery.

**Greek Study Program.** Arista Charter School recognizes the importance of beginning a foreign language in Kindergarten. Knowledge of classical languages increases English vocabulary; 25% of all English vocabulary comes from the Greek language. Ancient Greek culture has influenced the origins of science, philosophy, democracy, architecture, art and literature. Lessons will be presented in an exciting way and will assist in fulfilling our mission to reach all students.

**Extra-curricular activities** will be included in the regular school day and after school, including sports, in order to develop team-oriented skills. Because of our longer school day, students, especially those at-risk of academic failure, can meet proficiency standards in all subject areas, while still having time to engage in studies outside of core subjects. This will improve socio-emotional development and pave the way for becoming responsible leaders in our society.

**After school tutoring/study program.** In order to fulfill our mission to close the achievement gap for ALL students, especially those at risk of academic failure, individualized attention to students' needs will be accomplished via our R.R.R.R. program (Re-instruction, Reinforcement, Recreation and a Relaxed setting conducive to studying and performing school work). Teacher assessments, including daily reading logs of students, will identify student needs and will allow this program to target specific areas. This program will run M-F 4-6PM.

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<sup>1</sup> The New York City Charter Schools Evaluation Report, 2010

**g. Target population and the community that the school intends to serve:**

Arista's vision is to serve a representative group of CSD 24 students in a diverse school where the educational needs of all students including ELL, SWD, FRLP, and those at-risk of academic failure are met. Queens is the most over-crowded borough in NYC, CSD 24 is the most over-crowded district in Queens, while Corona is the most over crowded neighborhood within District 24 , therefore preference will be given to students who reside in CSD 24. The district's student population of 53,574 is diverse: 4% Black or African American; 62% Hispanic or Latino; 14% White and 20% Asian/Other. The founding team will continue its comprehensive outreach plan to attract a student population aligned with these demographics. On average 78% of CSD 24 students in 2011-12 were classified FRLP, 24% of students have limited English proficiency, and approximately 5-10% are SWD. Therefore, the founding group intends to establish a lottery preference to reserve seats aligned with percentages of these targeted populations.

Academically, the most recent data available from NYS and NYC Department of Education show that of third, fourth and fifth graders assessed in CSD 24 during the 2011-12 school year, of 4580 third graders only 53% passed the state ELA exam at level 3 or 4 and of 4669 fourth graders, 65% passed the state Mathematics exam. The results from 4469 fourth graders revealed only 56% passed the state ELA exam at level 3 or 4 and of 4550 fifth graders 75% passed the state Mathematics exam. Finally, the results from 4155 fifth graders revealed 57% passed the state ELA exam at level 3 or 4 and of 4268 fifth graders 74% passed the state Mathematics exam. Therefore, we anticipate the need for intervention in the early grades, especially with ELA.

**III. Enrollment and Retention of Students with Disabilities, English Language Learners, and Students who are Eligible Applicants for the Free and Reduced Price Lunch Program**

By using lottery preferences, Arista plans to enroll special student populations in proportions that reflect their representation in the district and will meet or exceed enrollment and retention requirements for students.

**Students identified in the school's mission:** Founders and volunteers are performing a widespread outreach campaign to disseminate information about Arista's programs to attract students of all abilities and needs akin to its mission. To support and retain these students, Arista will utilize curriculum that has embedded differentiated instruction, augmented instruction, as well as experienced teachers who can support students of all backgrounds and ability levels. For students in need of academic remediation, Arista will provide individualized, self-paced, and differentiated instruction based on student ability. Retention of at-risk students will be driven by the school's commitment to engage families in their child's progress.

**Students with disabilities:** Arista will rigorously make efforts to attract, recruit, and retain students with disabilities. Our outreach includes visiting/providing school information to all preschool programs within CSD24 including those that serve those with special needs. In order to support/retain these students we will administer ongoing assessments, including those that are performance based, a full-time Special Education Specialist and extended and targeted instruction time. Our safe supportive environment will aide in fulfilling our mission to promote excellence and close the academic gap for all students, and will provide the necessary instruction and support with this student population. One of our founding members is certified in teaching Speech and Language Disabilities and another oversees students with disabilities, their expertise will influence our Special Education Specialist, differentiated instruction, and individual educational programs to provide additional support.

**English Language Learners:** We have and will continue to print our recruiting materials

in multiple languages, have translators during community outreach events, and bilingual staff to support families and ensure ongoing effective communication with teachers and staff of the school. Arista will recruit utilizing these methods at various locations including preschools that serve English Language Learners, community base programs, and religious institutions. The school will also employ an ESL Specialist to oversee services such as targeted assistance that will be provided to support and retain these students. Ongoing training will also be provided to staff for instructing ELLs, so the students can be supported and retained throughout their learning.

**Students who are eligible applicants for the free and reduced lunch program (FRLP):**

We have and will continue to host presentations and distribute information at early education and community based centers that serve students and/or offer support to low income families and to those who may be less informed of school options in an effort to recruit these students. We will also continue to promote Arista at local food pantries, health clinics, and self-sponsored events. Members of the founding group have worked with FRLP students and have experience meeting their needs and this will be passed on to staff and teachers. In order to retain these students the school has been designed to support these pupils by utilizing differentiated instruction, a core knowledge curriculum and integrated co-teaching that has statistically been proven to increase learning for a diversified group of students including those from lower-socio-economic backgrounds and supports their success.

**IV. Public Outreach and Community Support:**

The founding group has undertaken community outreach to promote awareness of Arista Charter School since 2012. Events have taken place and meetings have been facilitated that have included distributing information about the school, which in turn has gained support for the school. **Public Outreach:** Members met with Ms. Julissa Ferreras, our local Council Member. She discussed educational needs conveyed by the community and supports the opening of Arista and the academic program and resources it has tailored to meet those needs. Collaboration with other community leaders and stakeholders resulted in many community events including one that was held across from the future building of Arista on 11/16/13. This public outreach event permitted bi-lingual discussion of our educational program, grades to be served, target population, and the proposed location of the school. Informational flyers were passed out in English and Spanish and a Q and A session revealed much support for our school. This event was covered by the Queens Gazette with a published article on 12/18/13. A website address on the flyers allowed parents and community stakeholders to learn even more about Arista and be given the opportunity to make comments and/or provide input on the educational and programmatic needs of students in the district.

**Community Support:** We have received a very positive support from local Council Members, community leaders and stakeholders and we have received letters of support from them. Parents have vocalized their need for more educational choices due to overcrowding and performance of available schools in the district and their comments left on our website and over 300 signatures during our outreach events reveals not only their strong support, but encouragement of establishing Arista Hellenic Charter School.

**Thea Pallos (Lead Applicant)**

**2/3/2014**

# Your Choice: Round 1 or Round 2 Submission Deadline

Created Wednesday, February 26, 2014

Updated Friday, February 28, 2014

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## Page 1

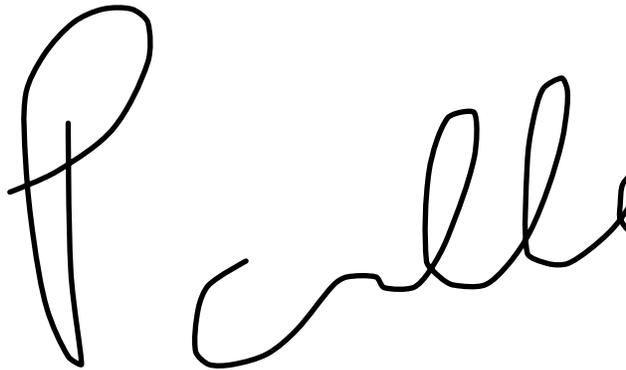
Arista Hellenic Charter School

As the lead applicant(s) in consultation with the other members of the applicant group, we intend to submit a full application in:

Select one of the two options from the dropdown menu.

Round 1 by March 28th

Signature of Lead Applicant, Frank Merenda.



Signature of the Co-Applicant, . (If Co-Applicant is listed)

### APPLICATION SUMMARY

Charter School Name	Arista Hellenic Charter School
Applicant Name(s)	Thea Pallos
Applicant(s) Email Address	[REDACTED]
Applicant(s) Contact Telephone	[REDACTED]
Media Contact Name	Martha Kiamos
Media Contact Email Address	mkiamos@yahoo.com
Media Contact Telephone Number	(646)528-4056
District of Location	Community School District 24 in New York City
Opening Date	August 2015
Proposed Charter Term	Five years: 2015-2016 to 2019-2020
Proposed Management Company or Partners	NA
Projected Enrollment and Grade Span During Charter Term	Year1:K-1, 100students Year2:K-2, 150students Year3:K-3, 200students Year4:K-4, 250students Year5:K-5, 300students
Projected Maximum Enrollment and Grade Span	Grades K-5, 300 students
Mission Statement	Arista Hellenic Charter School’s (Arista) mission is to promote excellence in student learning and close the achievement gap for all students through an academically rigorous Core Knowledge K-5 curriculum, a comprehensive Greek study program and customized instruction. Through a number of academic endeavors, students will understand their potential and learn to strive for excellence, utilizing the education and tools provided them, thus becoming empowered to serve as responsible leaders in our increasingly globalized society.

Arista Hellenic Charter School will be located in Queen’s Community School District 24 and will serve students in grades K-5. Our mission will be accomplished by implementing the following:

- Tailoring instruction to students’ needs, thereby increasing learning opportunities for all students with an emphasis on subgroups of the population including, but not limited to at-risk pupils, special needs and English Language Learners (ELL), while actively including parents in the process;
  - Closing of the learning gap will be accomplished by delivery of the proven and highly successful Core Knowledge curriculum to meet and surpass NYS standards with an emphasis on math and reading, with requisite tutoring services throughout a longer school year; and,
  - Promoting academic rigor by assisting students in fulfilling predetermined outcomes and competencies by challenging them with high expectations of content acquisition, critical thinking, integration, application of concepts, long term retention, and responsibility.

Arista's educational philosophy is aimed at promoting high levels of academic achievement and individualizing instruction to ensure that the academic needs of all students are met. Intensive focus will be placed on core academic subjects that are aligned with NYS learning standards. In order to carry out this philosophy and the school's mission, Arista's design utilizes key elements which have been proven to be most effective in student success.<sup>1</sup>

- Rigorous Academics within the curriculum and frequent assessments
- Extended time to 112+ minutes per day for ELA and 90+ minutes for Mathematics
- Extended 8 hour day (8-4) to extend academics and extracurricular activities
- Extended Year to 192 days
- Mandatory Uniforms
- Teacher pay based on performance in addition to seniority and credentials
- Use of the Core Knowledge program and its cross curricular connections
- Ongoing professional development
- Open communication with the parents and the community
- A discipline and reward system and firm Anti-Bully policies with a Code of Ethics aligned with the NYSED 2010 Dignity act and its Amendment.
- Safety Initiatives clearly posted and sent to all parents
- An ongoing notification system regarding academic performance, illness and absences

We also plan to incorporate the following series of unique elements that will help fulfill our mission to assist all children to achieve including Limited English Proficient (LEP), Students with Disabilities (SWD), Free and Reduced Lunch Program (FRLP), and other special needs:

**Direct Instruction (DI).** Arista Charter School believes a major component of teaching is the ability to recognize and accommodate the different needs of students.

**Integrated Co-Teaching** K-3 classrooms to promote an inclusive educational environment.

**Greek Program.** Arista Charter school recognizes the importance of beginning a foreign language in Kindergarten. **Knowledge of classical languages increases English vocabulary, 25 percent of all English vocabulary comes from the Greek language.** Ancient Greek culture has influenced the origins of science, philosophy, democracy, architecture, art and literature.

**Multi-faced assessments.** Formative and summative performance-based assessments including inquiry-based interdisciplinary projects will be administered. This will help gauge current proficiency, growth, and comparison to other compatible groups.

**Tutoring/study program.** In order to fulfill our mission to close the achievement gap for ALL students, especially those at risk of academic failure, individualized attention to students' needs will be accomplished via our R.R.R. program (Re-instruction, Reinforcement, and a Relaxed setting).

**Professional Learning:** Prior to and after the opening of school teachers will continue to receive professional development on a daily and weekly basis.

Arista's vision is to serve a representative group of CSD 24 students in a diverse school where the educational needs of all students including ELL, SDIS, FRLP., and those at-risk of academic failure are met.

<sup>1</sup>The New York City Charter Schools Evaluation Report, 2010

**CERTIFICATION AND ASSURANCES STATEMENT**

Proposed Charter School Name Arista Hellenic Charter School

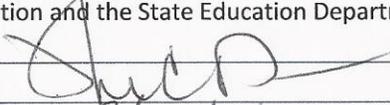
Proposed School Location (District) District 24

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:	3/27/14
Print/Type Name:	Thea C. Pallos

**Arista Hellenic Charter School**  
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## **Attachments**

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- Attachment 2:** Samples of Evidence of Community Outreach
- Attachment 3a:** Sample Daily Schedules
- Attachment 3b:** First Year Calendar
- Attachment 4:** Student Discipline Policy
- Attachment 5a:** Charter School Trustee Background Information
- Attachment 5b:** By-Laws
- Attachment 5c:** Code of Ethics
- Attachment 6a:** CMO Information (not applicable)
- Attachment 6b:** Proposed Management Contract with CMO (not applicable)
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- Attachment 8a:** Hiring and Personnel Policies and Procedures
- Attachment 8b:** Resume for Proposed School Leaders ( N / A )
- Attachment 9:** Budget and Cash Flow Template
- Attachment 10:** Replication Strategic/Business Growth Plan (not applicable)

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

### A. Mission Statement and objectives

Arista Hellenic Charter School's (Arista) mission is to promote excellence in student learning and close the achievement gap for all students through an academically rigorous Core Knowledge K-5 curriculum, a comprehensive Greek study program and customized instruction. Through a number of academic endeavors, students will understand their potential and learn to strive for excellence, utilizing the education and tools provided them, thus becoming empowered to serve as responsible leaders in our increasingly globalized society.

This mission will be accomplished implementing the following methodology:

- Tailoring instruction to students' needs, thereby increasing learning opportunities for all students with an emphasis on subgroups of the population including, but not limited to at-risk pupils, special needs and English Language Learners (ELL), while actively including parents in the process;
- Closing of the learning gap will be accomplished by delivery of the proven and highly successful Core Knowledge curriculum to meet and surpass NYS standards with an emphasis on math and reading, with requisite tutoring services throughout a longer school year; and,
- Promoting academic rigor by assisting students in fulfilling predetermined outcomes & competencies by challenging them with high expectations of content acquisition, critical thinking and integration, concept application, long term retention, and responsibility.

Arista's educational philosophy is aimed at promoting high levels of academic achievement and individualizing instruction to ensure that the academic needs of all students are met. Intensive focus will be placed on core academic subjects that are aligned with NYS learning standards. In order to carry out this philosophy and the school's mission, Arista's design utilizes key elements which have been proven to be most effective in student success.<sup>1</sup>

### **School's objectives and how the school will implement one or more of the objectives identified in the Charter Schools Act, Education Law §2850(2).**

In fulfilling our mission and in accordance with the objectives of New York State (NYS) Education Law §2850(2), Arista will provide its students with a comprehensive and enriching educational experience that innovatively increases student learning and achievement, through academic endeavors that will include Direct Instruction, Integrated Co-Teaching, and Core Knowledge; students will understand their potential and learn to strive for excellence, utilizing the education and tools provided to them, thus becoming empowered to serve as responsible leaders in our increasingly globalized society. Arista will further the objectives of NYS Education Law §2850(2). The school will offer an additional and optimal school choice to the families of the Queen's Community, School District 24 (CSD 24), thereby increasing learning opportunities for all students, including those who have struggled in their studies. We will

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<sup>1</sup> The New York City Charter Schools Evaluation Report, 2010

model practices and teaching methods that are innovative and demonstrably effective, create new professional opportunities for teachers, and will continue to collaborate with local schools in sharing best practices. Through Arista's positive impact on students' learning and its active community involvement, all students will excel and achieve to their potential, thereby closing the academic achievement gap, akin to our mission. Through the methods described above and below Arista will meet all six objectives of the NYState Charter School Law specifically:

a) **Improve student learning and achievement.** This will be accomplished by delivery of the proven and highly successful Core Knowledge curriculum to meet and surpass NYS standards with an emphasis on math and reading. Closing of the learning gap will be accomplished in this way as well. Arista will use student assessment data for planning and instruction and will utilize Direct Instruction (DI) to appeal to a diversity of learning styles and levels.

b) **Expand learning opportunities for students at risk of academic failure.** There are many low performing schools in district 24. Our intended population includes low-income students, students with disabilities, and English Language Learners who would otherwise be "at-risk," with limited educational opportunity. We will tailor instruction to students' needs, thereby increasing learning opportunities for all students with an emphasis on at-risk students including special needs and ELL pupils. We will also actively include parents in the process in order to expand learning opportunities for all students who are at risk of academic failure.

c) **Innovative teaching methods** Arista will use Direct Instruction, a rigorously developed teaching method that provides constant interaction between students and teachers to allow for recognition and targeted assistance for those differences. This along with our statistically successful Core Knowledge Sequence, Integrated Co-Teaching, Innovative Greek Program, and free tutorial program will promote innovative teaching.

d) **Provide new professional opportunities for teachers and staff.** In order to fulfill our missions and optimize our school design, Arista will provide professional training through our partnership with Core knowledge. Additionally, ongoing internal evaluations will be conducted by administration, and teachers/staff will be rewarded by praise, formal written documents, and monetary rewards, keeping to our practice of not having salary align solely with seniority and education. Through professional evaluations of students' progress and state test scores, as well as internal assessments, teachers will have professional opportunities to rise from an entry level to a senior teacher and mentor. Additional professional opportunities will include participation in our elite after school program.

e) **Expand parent and student opportunities.** Students will benefit with opportunities will expand from our school design which extends the school day and year inserting extracurricular activities. Parent's opportunities are expanded through open communication via an open door policy with teachers, and use of technology, specifically online assessments and an open e-mail system that provides an appraisal of ongoing assessments and student progress.

f) **Shift to performance based accountability systems.** We believe our school should be held accountable for measurable student achievement. In addition to NYS standards and proficiency, we set high standards for student achievement in ELA, Math, Science and Social Studies.

*Arista will meet the requirements outlined in the Charter School Performance Framework*

**B. Key Design Elements:** Arista's design utilizes key elements proven to be most effective in student success:<sup>2</sup>

- Rigorous Academics within the curriculum and pre, mid, and post assessments within each unit of study
- Extended time to 112+ minutes per day for ELA and 90+ minutes for Mathematics
- Extended 8 hour day (8-4) to extend academics and extracurricular activities
- Extended Year to 192 days
- Mandatory Uniforms
- Teacher pay based on performance in addition to seniority and credentials
- Use of the Core Knowledge program and its cross curricular connections
- Ongoing professional development
- Monthly school and class newsletters to establish and maintain open communication with parents and the community.
- A discipline and reward system and firm Anti-Bully policies with a Code of Ethics aligned with the NYSED 2010 Dignity Act and its Amendments
- Safety Initiatives clearly delineated and sent to all parents
- An ongoing notification system of special events, illness, and absences
- Progress reports and goal sheets will be used to notify parents every 6 weeks regarding child's academic performance.

We plan to incorporate unique elements that have proven successful in other Charters (eg. ICahn) that will help fulfill our mission to assist all children to achieve their potential including English Language Learners, Students with Disabilities, Free and Reduced Lunch Program, and other special needs:

**Tutoring/study program.** In order to close the achievement gap for ALL students, especially those at risk of academic failure, individualized attention to students' needs will be accomplished via our R.R.R.R. program (Re-instruction, Reinforcement, Recreation, and a Relaxed setting conducive to studying and performing). Teacher assessments, including daily reading logs of students, will identify student needs and will allow this program to target specific areas. This program will run as part of our extended school day M-F 3-4PM.

**RRRR After School Program Extension.** As an extension of our RRRR program, Arista has partnered with St John's University who will provide graduate students from their Education department to support our mission: to promote excellence for all students (Attachment 2). Teachers (Graduate students) along with a staff member acting in a supervisory capacity will assist our students with studying, extra-curricular activities, creative projects, and targeted assistance M-F 4-6. Because graduate students will be receiving credits for compensation, the costs of this program will be kept at a minimal while providing maximum opportunities.

**Family Engagement:** In addition to making families aware of available options in our school, some of whom otherwise may not be aware, we will provide a nurturing environment promoting mutual respect and communication. Outreach efforts will continue as described in Attachment 2.

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<sup>2</sup> The New York City Charter Schools Evaluation Report, 2010

**Sharing best practices** with other schools including low performing institutions. We will meet with other educational institutions to share best practices and those that are underperforming in order to share innovative practices to increase academic achievement and to develop a repertoire of strategies that are more successful with at risk pupils.

**Professional Learning:** Three weeks before opening, master trainers provide professional development on site in curriculum development, and Direct Instruction training. Administration will review/critique while offering support regarding lesson plans and instruction to ensure the school's mission to optimize its stellar curriculum.

**The Danielson framework** will be used to evaluate teacher performance and provide standardized feedback for educators to use in their professional goal-setting practice.

Our rationale for our educational model is based on years of valid and reliable research that has gleaned the most effective and innovative teaching methods and programs available. Based on the results of this research we realized the need to implement and adjust our described model and teaching methods to include such as Saxon Math and Integrated Co-Teaching.

We have instilled Core Knowledge curriculum that aligns with research that has shown the benefits of knowledge building upon knowledge<sup>3</sup>, Differentiated Instruction that targets all children with varied abilities and increases learning<sup>4</sup>, and Direct Instruction that has proven results with our target populations described in this section. We realized based on research the importance of offering this to our target population in a safe and non-threatening environment.<sup>5</sup> Research results also stressed the need for exposure to words and roots of words for better understanding and mastery<sup>6</sup>. We have created a comprehensive Greek program that provides exposure in a fun and innovative way along with integrating cultural awareness and respect across all subjects.

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

### **C. Enrollment, Recruitment, and Retention**

#### **Enrollment: Rationale for Enrollment, Growth, and Admission Process**

Planned grades and enrollment in each of the years of the proposed charter term: Arista will grow to serve students in grades K-5 by admitting students via lottery in K and 1<sup>st</sup> grade the first year and then in Kindergarten and any other grades that are not to capacity (25 students per class). The school will reach full planned enrollment of 300 students in its fifth year. See Attachment 1.

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<sup>3</sup> Willingham, Daniel T. American Educator, Spring 2006

<sup>4</sup> Levine, M. Simon & Shuster (2002)

<sup>5</sup> Tomlinson, C. A., and Kalbfleisch, M. L. *Educational Leadership*, (1998).

<sup>6</sup> Hart & Risley, Language Fix (2008).

**Table I.C.1: Projected Enrollment Over Years 1 Through Year 5**Number of classes per Grade: **2** Number of students per Grade: **50** Students per class: **25****Projected Enrollment Over the Charter Term**

<b>Ages</b>	<b>Year 1</b> 2015-16	<b>Year 2</b> 2016-17	<b>Year 3</b> 2017-18	<b>Year 4</b> 2018-19	<b>Year 5</b> 2019-20
<b>K 4-6</b>	50	50	50	50	50
<b>1 5-7</b>	50	50	50	50	50
<b>2 6-8</b>		50	50	50	50
<b>3 7-9</b>			50	50	50
<b>4 8-10</b>				50	50
<b>5 9-11</b>					50
<b>Total</b>	<b>100</b>	<b>150</b>	<b>200</b>	<b>250</b>	<b>300</b>

\*Children entering Kindergarten must be five years old by December 31<sup>st</sup> of their Kindergarten year.**Enrollment Rationale and Growth Strategy:**

Arista Hellenic Charter School (Arista) will initially serve students in Grades K and 1 and grow to serve students in Grades K-5. Our rationale for our enrollment plan/projection follows in this section and in our outreach efforts. It is also a reflection of conversations we have had with existing charter school leaders, discussions with teachers and parents within district 24, and the founding board's experience.

By beginning instruction in Grades K and 1, Arista seeks to have the greatest impact on its students' futures by creating a strong academic and cultural foundation from the start of their formal schooling that they can rely upon throughout their lives. Arista believes it is essential to build self-confidence in the early grades in order to instill to all children that everyone can learn and to strive for excellence. This will also allow us to instill our Core Knowledge curriculum and Direct Instruction pedagogy through integrated co-teaching, thereby tailoring instruction to accommodate the diverse needs of all of our students. In this manner, all children can meet and exceed NYS proficiency standards in all core subject areas and be on their way to good citizenship in our globalized society. In its first year, Arista will accept 50 students in grades K and 1, resulting in 2 classes in each grade with 25 students in each class. Therefore, we will begin with 100 students our first year. In each successive year, Arista will accept 50 additional students in Grade K (25 in each of the 2 classes). Arista will seek to replace any students lost through attrition through Grade 5. The high demand that similar charter schools receive, and due to the non-existence of K-5 Charter schools at all in CSD24, we fully expect to have all of our grades filled each year, and will easily backfill any empty seats.

**Growth Strategy:** Arista will become a stellar learning community and will have an expected enrollment of approximately 300 students in Grades K-5. Arista's enrollment size and open door policy followed with constant communication and open school events will enable students and their families to feel more personally connected to and supported by the school. This will uphold the momentum for continued enrollment and growth in each grade and school-wide resulting in meeting and/or exceeding enrollment and retention targets set by the Board of Regents. Our rationale for our enrollment size was chosen to preserve a close knit community and to take

advantage of the strength of a small school, while still ensuring sufficient scale to create financial stability and soundness.

This is unfortunately in contrast to documented evidence of many elementary schools in CSD 24 that have larger student populations—in some cases 600 to 700 students in their K-5 communities. Based on how community stakeholders have embraced the idea of Arista, evidenced through conversations and letters of support, the enrollment target is very attainable and provides an attractive school option particularly for those CSD 24 families whose only other choice is a larger and low-performing public school. Feedback from families and community members in CSD24 and surrounding areas solicited through outreach (community meetings, flyers, community events – see Attachment 3) provide evidence (letters of support, comments, written/verbal feedback), that there is not only a need, but clear communication of realistic enrollment projections by children of these families for all grades and school-wide.

**Admission Process:** Although similar Charter schools on average have an annual attrition rate of 5-7%, based on the communication with stakeholders in the community, families, and the fact there are no other Charter schools in District 24 serving K-5, we are confident that we will be able to backfill any seats that become available due to attrition as we continue to grow. Additionally, population growth in Corona has created an overcrowding crisis in the elementary grades. CD24's K-5 has a total of 28,277 students and according to NYC Dept. of Education data, there were close to 400 kindergarten students on their waitlist this past year, and enrollment continues to increase for both public and non-public school in CD24.<sup>7</sup> Our enrollment/admissions process will prioritize within CD24, student's eligible for free and reduced lunch indicative of low-income - a target population established by the Board of Regents, and siblings of current students. (See Admissions attachment 1).

**Demand:** Ultimately with thousands of students on waiting lists for Charter school across the NYC and over 400 on Kindergarten lists in the most crowded district in the five boroughs along with comments left on our website and hundreds of signatures collected, demand for a high quality choice and support that Arista offers that quality choice through our differentiated instruction, core knowledge curriculum, and proven Math and ELA programs, has been certainly evidenced. (Also see Section 1D Community support/demand)

**Enrollment and Retention Targets Recruitment: Plan for Publicizing to a Broad Cross-Section:** We will specifically recruit target populations by providing instructional programs that are thoroughly differentiated and designed to strengthen the learning of all students, including those within the target population. We will build a strong school community, which is responsive to the needs of all students and their families. In order to support and retain our target population of students, Arista will utilize curriculum that has embedded differentiated instruction and experienced teachers who can support students of all backgrounds and ability levels. For students in need of academic remediation, Arista will provide individualized, self-paced, and differentiated instruction based on student ability. Retention of at-risk students will be driven by the school's commitment to engage families in their child's progress.

As permitted by NYS Charter School Law, Arista will, as mentioned, establish an admissions preference for students eligible for free or reduced-price lunch (FRPL), and a broad

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<sup>7</sup> NYC Dept. of Ed. Enrollment Data

outreach/school program described throughout this application to meet/exceed targets established by the Board of Regents for schools in CSD 24 in the school year that the admissions lottery takes place. We acknowledge the calculated adjusted enrollment targets (85% FRPL, 37% ELL, 12%, SWD) and retention targets (86% FRPL, 85% ELL, 80% SWD), for CSD24 and will continue to work in the manner described in this section and in accordance to the law to meet those targets. If at any time the student population does not reflect the demographic of the neighborhood, we will evaluate our recruitment practices and incorporate new strategies to attract the target population. We will meet or exceed enrollment and retention requirements for students as required by NY statute 2852(9)(b)(i) by continuing our thorough outreach recruitment and retention plan, by specifically recruiting and targeting family populations of ELL/SWD/FRLP, and families who may be less informed. We have spoken and will continue speaking to parents at public meetings, public libraries, and school settings, explaining our Core Knowledge school curriculum that includes cross curricular connections and Direct Instruction pedagogy, both of which have been statistically proven to strengthen the learning for all students (details in Sect. 1E public outreach and Att. 2).<sup>8</sup> We will retain these students by informing and demonstrating to families, that through differentiated instruction and targeted assistance, transparency and family/community involvement and responsiveness, chances for students' success increases by an exponential rate.

As stated, Queens is the most over-crowded borough in NYC, District 24 is the most over-crowded district in Queens and Corona is the most over-crowded neighborhood within District 24, therefore preference will be given to students who reside in CSD 24. The district's student population of 53,574 is diverse: 4% Black or African American; 62% Hispanic or Latino; 14% White and 20% Asian/Other.<sup>9</sup> We will continue its comprehensive outreach plan to attract a student population aligned with these demographics. On average 78% of CSD24 students in 2011-2012 were classified FRLP (traditionally at risk of academic failure)<sup>10</sup>, 24% of students are Limited English Proficient (LEP), and approximately 5-10% are SWD. Therefore, the founding group intends to establish lottery preference to reserve seats aligned with FRLP percentages, and the efforts described throughout this application to align enrollment/retention with the percentages of the other targeted populations.

Arista will continue its extensive outreach campaign to inform the above broad cross-section of families about the school and its academic support for all learners (see section 1D). Arista founders and representatives have informed families of district 24 about the proposed school and have received overwhelming interest and support, including over 300 signatures indicating this support. The majority of parents are asking among other things, the process involved in enrolling their children. Further evidence that shows support of our school includes letters of support by politicians, community members and other stakeholders. All of this evidence makes it clear that there is not only full support by all, but an overwhelming interest in enrollment and continued retention. School representatives have collected names and contact information in order to inform interested parents (and those who may be less informed) of the school's progress and have provided flyers further describing the school's program contact information to all interested parties.

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<sup>8</sup> [www.Core Knowledge.org](http://www.Core Knowledge.org)

<sup>9</sup> NYSED District Data

<sup>10</sup> Barry, J. The Effects of Socio-Economic Status on Academic Achievement(2005)

Assessment of Community Support: Evidence Supporting a Demand for Arista Hellenic Charter School

**Demand/ support:** The founding group has engaged with local stakeholders, including representatives from area institutions, elected officials and members of community organizations, school leaders, and families to gain a deeper understanding of the interest in and need for a new school and to learn how Arista might best address that need. In the course of these conversations, stakeholders have consistently articulated the immediate need for additional elementary school options and expressed their interest in and support of Arista's model.

Officials and community organization members have expressed their support for Arista through their invaluable input on our planning efforts (see Attachment 2). In addition we have had numerous meetings and events (see IE Public Outreach and attachment 2) to discuss with parents, community boards, politicians, organizations, and local teachers all of whom have provided support by offering helpful advice and voicing their interest in future collaboration to enhance the educational opportunities afforded to all students in the district. Lastly, the founding team has met with families in focus group sessions, informational sessions, and one-on-one discussions to gain a deeper understanding of their hopes, interests, and concerns with public schooling in CSD 24. As stated we have collected over 300 signatures and numerous letters expressing their support.

These families have also provided feedback on aspects of our model verbally, evidenced through comments on our website, petition signatures, and letters of support, including implementation of an extended day and how we should structure the schedule for our elective clubs in the afternoon. We have revised our model based on this feedback. In many instances, parents with whom we have met and who support our school have committed to assisting our founding team in networking with other parents in the local community.

**III. Enrollment and Retention of Students with Disabilities, English Language Learners, and Students who are Eligible Applicants for the Free and Reduced Price Lunch Program and Families who may be less informed about available options.** - Arista's vision is to serve a representative group of CSD 24 students in a diverse school where the educational needs of all students including ELL, SWD, FRLP, those at-risk of academic failure and those families who may be less informed are met. Direct and continual support for SWD and ELL students has been intentionally engineered into the Arista Charter School Structure. Our Core Knowledge Curriculum, Direct Instruction Pedagogy, Full-Time Special Education Lead Teacher, two teachers in each K-3 classroom, Targeted assistance for all grades, and After school Assistance/tutoring ensures that every classroom is able to provide an inclusion setting for SWDs and that our ELL students, whose families and themselves may be less informed about available options will have all of their needs are fully met. Throughout our outreach efforts and materials distributed, we will continue to demonstrate to all parents how our school design allows us to address individual students' needs in a targeted and sustained manner and ensure that all of our students are receiving optimal support. For CSD 24 the state's preliminarily enrollment data shows 24% of CSD 24 students in 2011-12 were classified as limited English proficient, 78% were eligible for free or reduced-priced lunch and approximately 10% were are classified as students with disabilities. Therefore, in addition to disseminating school design information to

help enroll and retain students with Disabilities, English Language Learners, and Students who are Eligible Applicants for the Free and Reduced Price Lunch Program, the founding group intends to establish a lottery preference to reserve 78% of seats for free or reduced lunch (FRLP) students. Through continued outreach and our school program described throughout this application we are confident that we will also achieve targets for LEP/ELL, students with disabilities, and Families who may be less informed about available options.

By using lottery preferences, Arista plans to enroll FRLP students in proportions that reflect their representation in the district and will meet or exceed enrollment and retention requirements for all students by founders and volunteers performing a widespread outreach campaign to disseminate information about Arista's programs. To support/retain these students, Arista will utilize curriculum that has embedded differentiated instruction as well as experienced teachers who can support students of all backgrounds and ability levels. For students in need of academic remediation, Arista will provide individualized, self-paced, and differentiated instruction based on student ability. Retention of at-risk students will be driven by the school's commitment to engage families in their child's progress and our Response to Intervention, as indicated by our team of experienced and specialized teachers and administrators with consultation with families.

Based on our outreach plan and model design, in addition to lottery preferences, we are confident that Arista will be able to achieve recruitment and both the re-enrollment and retention targets in full compliance with Charter School Law of 1998 and its amendments. Moreover, we will monitor our enrollment data carefully and are ready to make changes in our admissions policy if the situation requires them. Below is specific to SWD, ELL, FRLP, and Families less informed.

**Students with disabilities:** Our outreach to attract and recruit SWD includes providing info. to all preschool programs within CSD24 including those that serve those with special needs. In order to retain these students we will administer ongoing assessments, including those that are performance based; we will have a full-time Special Education Specialist, and extended and targeted instruction time. Our safe supportive environment will aide in fulfilling our mission to promote excellence and close the academic gap for all students, and will provide the necessary instruction and support to retain this student population. One of our founding members is certified in teaching Speech and Language Disabilities and another oversees students with disabilities; their expertise will influence our Lead Special Education teacher and individual educational programs in order to provide additional support.

**English Language Learners:** We have and will continue to print our recruiting materials in multiple languages, have translators during community outreach events, and bilingual staff to support families and ensure ongoing effective communication with teachers and staff of the school. Arista will recruit utilizing these methods at various locations including preschools that serve English Language Learners, community based locations, and religious institutions. The school will also employ an ESL specialist to oversee services such as targeted assistance that will be provided to support and retain these students. Ongoing training will also be provided to staff for instructing ELLs, so the students can be supported throughout their learning.

**Students who are eligible applicants for the free and reduced lunch program (FRLP):** We will continue to host presentations and distribute information at early education and community based centers that serve students and/or offer support to low income families. We will also

continue to promote Arista at local food pantries, health clinics, and self-sponsored events. Members of the founding group have worked with FRLP students and have experience meeting their needs and this will be passed on to staff and teachers. In order to retain these students, the school has been designed to support these pupils by utilizing differentiated instruction, a core knowledge curriculum and integrated co-teaching that has statistically been proven to increase learning for a diversified group of students including those from lower-socio-economic backgrounds and support their success.

**Families who may be less informed about available choices:** Through our extensive community outreach to families (See Section 1 E) we have been able to reach hundreds of parents who may have been less informed about available options. We have made presentations, disseminated materials about the school and the programs it offers in multiple languages. We have explained what a Charter school is and how it is free and is available to all children. These families were given the opportunity to ask questions and make comments and suggestions. They were also given the school's website on all of the flyers and a mailing address in order to continue engagement and mutual communication. In order to retain these families, Arista will continue communication via teacher/administrator conferences, E-Mails, phone conversations and other meetings in the school. Additionally, through transparency, regular updates of their child's progress, happenings in the school, and overall constant communication, these families will not only continue to be informed about Arista and their available choices, but a partnership will be formed and continued throughout their child's education as they are made a permanent part of the Arista family.

**Additional Retention Strategies:** We will continue involvement in the school community by addressing any concerns, maintaining transparency, open communication, and unconditional support thriving towards student success. In order to be successful at retaining students, particularly students who enter the school at risk of academic failure, Arista will build trusting relationships with students and their families, through mutual respect and ongoing communication (incl. progress reports every 6 weeks) from teachers and staff.

**Adequate community support and interest in the charter school sufficient to reach its anticipated enrollment and allow for full accessibility for all eligible students:** Arista will ensure adequate enrollment for all students through the outreach and retention processes outlined in the previous sub-section. As discussed below in Section 1D Community to be Served, CSD24 is the most overcrowded school district in the city. There is both a powerful need and a strong desire (as evidenced by parents, families and the community interest in the Arista proposal and school plan as shown by over 300 signatures collected and numerous letters of support (see Attachment 2) for alternatives to the public school options and Arista being the school of choice.

The school will be made accessible – **Academically:** through its integrated co-teaching model, special education teacher, math and literacy specialist and innovative core-knowledge curriculum designed to accommodate all students (ELL, SWD, FRLP, academic risk, families less informed), furthering our mission to close achievement gaps. **Linguistically:** an ESL specialist and co-teaching model will be implemented throughout the school. **Culturally:** a mutual respect for culture will be instilled through lessons in class including our Global Greek program and will create a safe and welcoming environment for all. **Physically:** our school building will meet accessibility standards. The school will also provide an extended day and school year to ensure the time necessary for the success of each student.

**Meeting Enrollment and Retention Targets through community support and interest:** Over the course of the past year, we have had the opportunity to hear from parents in Queens about their hopes and dreams for their child's school. As stated, based on their comments, over 300 signatures collected and numerous letters of support, we are confident that we will meet targets and ensure adequate enrollment and full accessibility for all eligible students.

**Proposed application/admission/enrollment process including public lottery:** Arista will enroll students in accordance to Article 56, Section 2851 of the Charter Schools Act. Our school will enroll new students by multi-language applications. We will enroll a new kindergarten class each year and fill empty seats up through the fifth grade. If more students apply than the school has seats, a lottery will be held to select students. Preference will be given to: returning students, siblings of Arista students, students who live within CSD 24, and FRLP students. At the time of the drawing, all students who applied will be assigned a lottery number. Students not selected through the lottery will be placed on a waitlist in the order in which they are drawn and offered seats in the school, if any become available. See Attachment 1. Please note: We are confident that our outreach and retention efforts, described throughout this application, will also attract and glean students from other populations (ex. ELL, SWD) to apply for enrollment.

**D. Community to be served: Our Desire to Serve the Students of CSD 24** -Arista expects to serve a diverse community of students from CSD 24. We have secured a site located at 98-07 38<sup>th</sup> Avenue, in Corona, Queens. This building will only be occupied by students and employees of Arista Hellenic Charter School and was previously leased by the DOE. We expect Arista’s model to appeal to families from all over CSD 24, resulting in us serving a population reflecting the district.

**Student Population and Need:** Community School District 24 includes the central/western Queens communities of:, Corona, Woodside, Elmhurst, Glendale, Ridgewood and Middle Village, and is one of the fastest growing immigrant populations in New York City. There are residents from Spanish speaking countries such as: Mexico and El Salvador, and Asian countries, including: China, Thailand, and India. Although CSD 24 includes English speakers, there are many Hispanic and Asian residents.

According to the New York City Department of Education, there are currently more than 56,000 students enrolled in CSD 24 public schools. It is the most overcrowded district in the city, with an estimated need of 7,000 new seats. The City’s Five Year Capital Plan (2010-2014) calls for an additional 5,000 seats in the district, far fewer than are needed to meet the demand.

The enrollment of students in kindergarten, 1<sup>st</sup> and 2<sup>nd</sup> grades in the district is increasing:

Enrollment	2010-11	2011-12
Kindergarten	4,807	4,968
First Grade	4,843	5,039
Second Grade	4,644	4,909
Third Grade	4,490	4,629
Fourth Grade	4,219	4,506
Fifth Grade	4,169	4,235

The growth in CSD 24 has resulted in overcrowding in many of the schools, and as the population of students has increased, the class sizes have been increasing currently at 27 per class.<sup>11</sup> Schools in the district can be as much as 50% above their utilization rate, with schools as high as 151% (P.S.12), 133% (P.S. 7), 136% (P.S. 89), 128% (P.S. 19), 127% (P.S. 143), and 126% (P.S. 199).<sup>12</sup> Additionally, based on 2012 data 78% of students in CD24 receive free and reduced price lunch, 24% are Limited English Proficient and approximately 10% are students with disabilities. In CSD 24, almost all of the available public schools are at or over capacity. There are no elementary charter schools and only one middle school charter school serving students in the district.

**Student Demographics and Academic Achievement in CSD 24** -By implementing the recruitment plan described in Enrollment, Recruitment, and Retention, we anticipate a student body that reflects the diverse population of the district. Such diversity will ensure that, at Arista, students from various backgrounds will gain an appreciation for others' perspectives. Of the district's student population of 52,262: 4% are Black or African American; 62% are Hispanic or Latino; 14% are White and 20% are Asian/Other. Moreover, 78% were eligible for free or reduced-priced lunch, which demonstrates the significant student population that is potentially lacking in opportunities and access to resources otherwise available in affluent neighborhoods due to economic disadvantage. Through Arista's innovative educational programs that address core academic subjects, extra-curricular programs, and partnerships with area institutions such as museums, art galleries, we will provide an abundance of academic opportunities, support, and enriching activities that students might not otherwise experience. This is equally true for 24 % of students classified as ELL and students with disabilities who make up approx. 10% of CSD 24. In addition to serving students with limited educational opportunities due to financial hardship, and those requiring special services, we also anticipate serving students in need of additional academic support based on comparative assessment data from 2011-2012.

Academically, the most recent data available from NYS and NYC Department of Education show that of third, fourth and fifth graders assessed in CSD 24 during the 2010-11 school year, of 4458 third graders only 54% passed (level 3 or 4) the state ELA exam and 62% passed the state Mathematics exam. The results from 4147 fourth grades revealed only 57% passed (level 3 or 4) the state ELA exam and 72% passed the state Mathematics exam. Finally, the results from 4134 fifth graders revealed 54% passed (level 3 or 4) the state ELA exam and 71% passed the state Mathematics exam. Therefore, we anticipate the need for intervention in the early grades. CSD 24's district elementary schools have struggled to adequately advance student achievement. CSD 24 students underperform their counterparts in Queens County public schools on all 3rd to 5th grade state test measures.<sup>13</sup>

The statistics illustrate the shockingly low performance of 3rd-5th graders in the district. The percentage of Black and Hispanic students scoring at Levels 3 and 4 were 40 to 50 percentage points lower than their White and Asian counterparts on both these exams.<sup>14</sup> In addition, percentages of ELLs and SWD in the district who met proficiency standards were significantly

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<sup>11</sup> NYSED.gov

<sup>12</sup> InsideSchools.org

<sup>13</sup> <http://www.p12.nysed.gov/irs/ela-math2013>

<sup>14</sup> NYSED Report Card Data

less than their English proficient and general education classmates, respectively. Additionally, these students are subjected to feeder school patterns that offer little or no choice for students to continue to progress into failing and overcrowded schools within district 24 throughout their education. The patterns are determined by the location of the students' residence and that location within the school boundary. Elementary Schools feed Middle Schools that feed High Schools and continue to pigeon hole their potential, sustaining continued mishap and failure. Additional choices at the beginning and throughout their education can reverse this affect and put them on the right track, the track to reducing the achievement gap amongst other students in more affluent areas, and the track to success.

There is a clear need for a high quality charter school such as Arista to serve students at the start of their academic career. Arista will add a valuable high-performing public school option to the families and children in CSD 24. Arista's design ensures that all students meet its rigorous learning standards. Arista's intensive focus on the acquisition of a foreign language and overall Greek program lends to increased English literacy in Kindergarten and beyond. This also speaks to our dedication to producing culturally enriched and literacy bestowed good citizens. This is critically important given the increasing globalization of the world economy that has created a large need for people in the workforce who can communicate in multiple languages. Arista's reinforced values of citizenship, community and social responsibility make is a great school choice and fulfills its mission.

Arista fully embraces the goal of ensuring that the needs of our diverse population of students are fully met so that all students can have successful school experiences and productive lives. We understand that poverty, language isolation, and overcrowded schools can have negative effects on student performance, and we have planned a school specifically to address those needs through the academic support described above and as a part of our Retention Plan (see Enrollment, Recruitment, and Retention), along with supplemental remediation services, including our RRRR program. The statistics suggest that there is a clear need for schooling options that address such learning deficits. Arista will work to eliminate these alarming disparities in performance between students in CSD 24 and their peers across the city and state by its design that will equip them with the literacy skills necessary for academic success. As the Common Core Standards have increased the literacy demands in math and other content area subjects, the need for enhanced literacy instruction becomes ever more pressing.

**Selection of community and our ability to serve the community** - We have selected CSD 24 because of its diverse community, and the high need for choice and a viable educational facility that can fulfill the needs of all students. We will provide this by providing equal access, not increasing the isolation of disadvantaged students, reducing the achievement gap, and increasing opportunities in this neighborhood as compared to other more affluent ones with more resources.

**Ability to serve:** Arista Hellenic Charter School seeks to serve students in Community School District 24, particularly those eligible for free and reduced lunch, English Language Learners (ELLs), and Students With Disabilities (SWDs) and those at risk of academic failure. Through a carefully selected curriculum, a school schedule designed to provide multiple opportunities for intervention and differentiation throughout the day, and staffing/training designed to meet the needs of the CSD 24 student population and to raise the achievement of all students, Arista Charter School has the ability to serve this particular community and will meet the needs of the

students of district. Arista fully embraces the goal of ensuring that the needs of all students are met, having designed an innovative school program to close the achievement gap.

Finally, our founding members, many of whom will serve on the school’s board of trustees, are a diverse group and represent a cross section of the people who live in the community. Together they have and will bequeath upon the school, the requisite skills and experiences necessary to develop a high quality facility and positively engage and serve the community.

**Enhancing/Expanding the Educational Options in CSD 24:**

Based on the performance data discussed above, it is clear that families in the district would benefit from additional, high-quality, schooling options. If chartered, Arista would be one of only two charter schools in CSD 24, and the only elementary school serving K-5 school students, thereby offering an additional non-selective, school option to families in the district. Moreover, Arista Charter School will provide a much needed and valuable enhanced option to families of CSD24, with a longer school day, an academically rigorous culture, targeted support for struggling students, ELLs, and students with disabilities. These additional supports along with an after school program, will result in educational options being enhanced and expanded. Arista Hellenic Charter School will be unlike any other school in CSD 24.

**Assessment of Community Support: Evidence Supporting a Demand for Arista**

**Demand/ support:** During meetings illustrated in the public outreach section, there has been overwhelming support and need expressed for additional school choice and a charter school option in the district, specifically for Arista Hellenic Charter School and the educational program we have communicated and will provide. These meetings, conversations and their positive outcomes of demand and support are evidenced by letters of support and over 300 signatures. Outcomes are also documented in I. E. Public Outreach, and in Attachment 2.

**E. Public Outreach:** Arista has been engaged in an intense effort of outreach to promote awareness, form partnerships, and to secure the public’s input and comments regarding the educational and programmatic needs of students. We have made modifications in order to address and meet those needs. Attachment 2 provides detailed evidence of the public review process. This public outreach began well in advance of the first submission of the application and the means used/continued to be used to inform the community and seek their input and support include:

Outreach to Leaders/Support	Events/Meetings	Outreach to Organizations/Schools (mailers and conversations were had to over 40 institutions within district)
Council woman Ferreras	12/15/12 Book Giveaway & meet and greet with local families incl. info. session	Duffield Children Center
Councilman Constantinedes	2/26/13 Community Educational Committee 24	Transfiguration Church
Borough President Melinda Katz	4/7/13 Your Child and Nutrition and info. session with flyers, Q&A	The Corona Self-Help Center, Inc.
Assemblyman DenDekker	4/14/13 Child Health Plus and Arista event	Rainbow Christian Pre-School & K
Other city council members	4/20/13 Anti-bullying event info. session	Johnson’s Little Tots Academy
Transfiguration Church Presiding	4/21/13 Arts and cultural awareness symposium	CUNY Queens College

	6/22/13 Town hall meeting with food and drinks and informational	Long Island University
Superintendant of Schools	9/21/13 Luncheon and informational	St. John's University
	11/16/13 Concert and informational	Community Board 5
State assembly members Andrew hevesi	1/15/14 Community Information session	Forest Hills Presbyterian Pre-School
Community Board 3	2/10/14 Community Information session	Lucky Stars Day Care
Community Education Council 24	3/9/14 Community Information session	Queens Public Library
Families of Corona and surrounding	CB 3Chair	Mi Nuevo Mundo Day Care Corp.
	CB24 educational committee	Community Board 4
		Creative Discovery Pre-School
		Greater Ridgewood Youth Council
		Jewish Child Care Association
		Central Queens Y

We have received overwhelming support and evidence of the need of new school options based on this outreach. Further efforts can be seen in Sect.1C, Att.2 and include visits with feeder schools all of which are delineated throughout this application. Concerns, needs, and comments were addressed at community meetings on and off site and by modifying aspects of our educational program such as extending our school day, implementing integrated co-teaching, and hiring an ELL specialist.

**Information and Input:** A website ([www.aristacharterschool.org](http://www.aristacharterschool.org)) containing information about Arista and an on-line survey/petition allows the community to show support, and provide input and post comments on Arista and its school design. Input received has further been addressed by proposing an afterschool program, extending the school day and school year, and offering a comprehensive curriculum tailored to the community's expressed needs of the school's target student population.

**Local Media Coverage:** Many of our events have been published in the media - see Attachment 2. Details about events, design and our founding team was provided to the public.

**How Families Will Be Informed of the Charter School and have Equal Opportunities to Apply:**

Public outreach will continue informing families about Arista. The response to I.C. Enrollment, Recruitment and Retention provides greater detail about how parents will be informed of the charter school and how students will be given equal opportunity to attend. We have also reached out to numerous families through meetings on and off site, distributed informational flyers, and through our website. We will continue to describe the school, solicit feedback, and inform students and their families about the charter school and the utilization of a lottery to give an equal opportunity to attend.

**Comments and Response:** The needs/concerns that we have addressed and further tailored our educational program to are as follows: Transparency and communications between families, teachers, and staff of the school, smaller teacher to student ratio; services for ELL, an afterschool program, arts and music education, extracurricular activities and an integrated co-teaching model. (See Attachment 2 for documentation of comments and responses).

**Ongoing Outreach and Opportunity for Public Comment:** We will continue having events on and off site and monitor our active website to solicit/review comments and will continue to have meetings on and off site with public officials, public meetings with the Community Education Council and families, pre-schools, libraries, and day care centers. We are also open to further adjustment to our school program based on this ongoing outreach and opportunities for public comment.

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

**Programmatic Impact** - We hope to have a positive programmatic impact on our traditional public schools as well as nonpublic school counterparts in CSD 24. We will participate in the movement to facilitate open communication regarding exemplary practices both at Arista and at schools in the community. We are committed to sharing best practices by asserting that every school has something valuable to contribute and that every school can learn from each other. We are committed to working in partnership with our CSD 24 public school and nonpublic school counterparts, so the goal of openness and sharing best practices can be achieved. As the only K-5 charter school in CSD 24, and only one other charter school serving grades 5-8 in the district, we do not believe that the school would have a negative programmatic impact on other local schools. Additionally, last year's charter waitlist was over 4,000 in Queens, translating to approximately 5.39 applicants competing for each charter school seat. Population growth in Corona has created an overcrowding crisis in the elementary grades. CD24's K-5 has a total of 28,277 students and according to NYC Dept. of Education data, there were close to 400 kindergarten students on their waitlist this year, and enrollment continues to increase. With that amount of district demand, we will not affect enrollment in these schools. Instead, we intend to partner with schools in the district both to gather and share best practices by our third year of operation. We will also share our best practices with lower-performing schools in the district to share our successful program methods. We will invite stakeholders from neighbor schools to tour our school, meet staff, visit classrooms, and provide feedback on areas of strength & areas in need of growth. We will gather evidence of the effectiveness of our programs, and hold informational sessions during these visitation days, which will inform visitors about our lessons learned, including the planning, implementation, and evaluation of these programs and interventions. Initiatives such as our RRRR program could, for example, prove valuable to other schools in enriching & promoting the academic and non-academic growth of students in the district.

**Fiscal Impact** -The aggregated FY14 school budget for CSD 24 as of September 2013 was \$315,806,291. In Year 1, we expect to enroll 100 students and anticipate total, per-pupil revenue of \$13,527, which is less than .4% of the district budget. In Year 5, we expect to enroll 300 students and anticipate per-pupil revenue of \$4,058,100, which is 1.3% of the district budget. The fiscal impact of Arista will thus be minimal on other public schools in the district. This figure is negligible when compared to the entire NYC School District budget, which exceeds \$20 billion. Additionally, as we have continued to stress throughout this application, there is an overcrowding crisis in the elementary grades. At full capacity Arista's total expected student attendance of 300 represents 1.1 % of the total number of the K-5 population. This total public school enrollment percentage complies with the N.Y. Charter School Act Rules mandating total attendance of a charter school at full capacity be less than 5% of the total public school enrollment. Further, according to NYC Dept. of Education data, there were hundreds of

kindergarten students on their waitlist this year, and enrollment continues to increase. With that amount of district demand, coupled with the lack of educational options for elementary students in our proposed area, we are certain there will not be a negative impact on the district.

## II. Education Plan

### A. Achievement Goals

#### **Goal 1: Students will perform at or above grade level proficiency in reading and writing (ELA).**

**Absolute Metric:** A minimum of 75% of students in grades 3-5 who have been enrolled at Arista for at least two academic years will achieve a score of 3 or 4 on the NYS ELA Exam each year as well as special population students at Arista will outperform students from CSD24 when compared to equivalent grade levels and proficient categories on the NYS ELA exam..

**Growth Metric:** Each year, the gap between the percentage of 3<sup>rd</sup>, 4<sup>th</sup>, and 5<sup>th</sup> grade cohorts who perform at or above Level 3 and the 75% goal of the NYS ELA assessment will be reduced by one-half when compared to this gap between the previous year's percentage at or above Level 3 and the 75% goal. When a grade-level cohort exceeds 75% at or above Level 3 in the previous year, the cohort is expected to show an increase in each successive year.

**Comparative Metric:** Arista Charter School students will perform at least 10 points higher than other students in CSD 24 on the New York State ELA Exam each year. Special population students at Arista will outperform students from CSD24 when compared to equivalent grade levels and proficient categories on the NYS ELA exam.

**NCLB Metric:** Each year, the school's aggregate Performance Index (PI) on the state English/Language Arts exam will meet that year's Annual measurable Objective (AMO) set forth in the NCLB accountability system and will be considered in "Good Standing."

#### **Goal 2. Students will perform at or above grade level proficiency in mathematics.**

**Absolute Metric:** A minimum of 75% of students in grades 3 to 5 who have been enrolled at Arista for at least two academic years will achieve a score of 3 or 4 on the New York State Math Exam each year. Special population students at Arista will outperform students from CSD24 when compared to equivalent grade levels and proficient categories on the NYS Math exam.

**Growth Metric:** Each year, the gap between the percentage of 3<sup>rd</sup>, 4<sup>th</sup>, and 5<sup>th</sup> grade cohorts who perform at or above Level 3 and the 75% goal of the NYS Math assessment will be reduced by one-half when compared to this gap between the previous year's percentage at or above Level 3 and the 75% goal. When a grade-level cohort exceeds 75% at or above Level 3 in the previous year, the cohort is expected to show an increase in each successive year.

**Comparative Metric:** Arista Charter School students will perform at least 10 points higher than other students in CSD 24 on the New York State Math Exam. Special population students at Arista will outperform students from CSD24 when compared to equivalent grade levels and proficient categories on the NYS Math exam.

**NCLB Metric:** Each year, the school’s aggregate Performance Index (PI) on the state Math exam will meet that year’s Annual measurable Objective (AMO) set forth in the NCLB accountability system and will be considered in “Good Standing.

**Goal 3. Students will perform at or above grade level proficiency in Science.**

**Absolute Metric:** A minimum of 75% of 4<sup>th</sup> grade students, who have attended Arista for at least two full school years, will achieve a Level 3/4 on the NYS Science Assessment. Special population students at Arista will outperform students from CSD24 when compared to equivalent grade levels and proficient categories on the NYS Science exam.

**Comparative Metric:** Arista Charter School students will perform at least 10 points higher than other students in CSD 24 on the New York State Math Exam. Special population students at Arista will outperform students from CSD24 when compared to equivalent grade levels and proficient categories on the NYS Science exam.

**Goal 4: Arista Charter School will retain its students from year to year.**

Arista Charter School will retain 93% of its students from year to year.

**Goal 5: Arista Charter School students will demonstrate mastery of content knowledge gained through our Direct Instruction and Differentiated learning approach.**

Students in grades K-5 will present their learning through end-of-project culminations and a minimum of 75% of students will score a level 3 or 4 on teacher-created unit assessment rubrics.

**Goal 6:** Arista will demonstrate high levels of attendance and enrollment.

- a. The average daily attendance rate will meet or exceed 95% for all grades annually
- b. Scholar re-enrollment rate/retention rate will meet or exceed 90% yearly

**Goal 7:** NCLB: Each year, Arista will make adequate yearly progress.

**Absolute Metric:** Each year the school will attain a status of “In Good Standing” under the state’s NCLB accountability system. \*The state does not administer assessments prior to grade 3, therefore we will use the NWEA MAP, a nationally normed standardized exam, to evaluate student performance in all grades and gauge progress toward meeting our stated goals.

**Comparative Metric:** At the end of each year the average percentile ranking will be at least 50% in reading and math.

**Growth Metric:** At the end of the year 100% of students will have achieved their growth target in reading and math based on mean growth in the latest norming study for students who had a starting RTI score in the same 10 point RTI block.

**Goal 8:** Arista Hellenic Charter School will be financially sound.

**Goal 9:** To provide a comprehensive Greek language and culture providing students with a proven advantage in standardized testing along with linguistic abilities plus reflecting Arista's mission of global citizenship.

**Greek Language:** Greek Language instruction will begin in Kindergarten. The curriculum is aligned to both the New York State LOTE standards as well as the American Council for the Teaching of Foreign Languages (ACTFL) Proficiency Standards.

### **B. School Schedule and Calendar**

Arista Hellenic Charter School's schedule reflects the values and philosophy of the school and its mission to ensure that all students master essential skills in an engaging and supportive environment through:

- **Extended instructional day:** 8:00 to 4:00pm Mondays through Fridays.
- **Expanded literacy instruction:** 112+ minutes a day of literacy instruction time M-F.
- **Extra math instruction:** 90+ minutes each day and additional time during differentiation/ small group periods as needed.
- **Extra time for remedial instruction** (Reading, ELL, SpEd and Speech/Language instruction) without removing students from class time: 60 minutes during our school day Mon-Fri and during our after-school program 4-6 as needed Mon-Fri.
- **Time for collaboration for teachers** built into the school day. One hour grade level meeting each week; one hour team meeting each week; two hours of collaborative time with specialists each week during free periods.
- **Professional development time:** three weeks each summer, four days during the school year; 45 minutes every third week during faculty meetings, literacy professional development monthly with classes covered during free periods.
- **Family involvement meeting time:** Available to be scheduled before or after school.

Our extended school day and year allows students to have extended time in their core subjects and allows for extracurricular activities while teachers receive opportunities for professional development and planning during our regular school day.

### **More Time to Learn for General Education Students and for Students Receiving Support**

**Services:** Arista will schedule extra instructional time with a longer instructional school day, from 8:00 am to 4:00 pm, M-F. Support services periods are built into the school day with our integrated co-teaching model for grades K-3 and through targeted assistance / small group/one on one throughout all grades as needed during the day as determined by our specialists. Additionally, there will be a final period for grades K-5 from 3:00 to 4:00 M-F. These times are explicitly set aside for targeted assistance and differentiated instruction and give all students additional time. They also provide students receiving support services time for those services (ELL, SpEd, Literacy, Math, etc.) without taking them away from core instructional time, as well as for gifted students and extracurricular activities.

**Expand learning opportunities for students at risk of academic failure:** Our intended population includes many low-income students, students with disabilities, and ELL, who would otherwise be "at-risk," with limited educational opportunity. Tailoring instruction to students' needs, thereby increases learning opportunities for all students with an emphasis on at-risk

students including special needs and ELL pupils, while actively including parents in the process will expand learning opportunities for these students who are at risk of academic failure.

**Saxon Math:** is recognized as the nation's bestselling and most thoroughly researched mathematics program.<sup>15</sup> Saxon Math is designed to provide students and educators with a truly unique pedagogical approach. The program distributes instruction, practice, and assessments of related concepts throughout the school year. Frequent assessments (formative, summative, performance-based) of newer and older concepts are encountered throughout the lessons, ensuring that students truly integrate and retain critical math skills. Students will receive 90+minutes for Mathematics everyday Monday – Friday. We will also have a Math specialist on staff.

**Literacy Focus:** In support of its focus on establishing strong foundational literacy skills for all students, Arista will schedule 112+ minutes each day for ELA. This includes time for read aloud, small groups, book club. There is additional reading instruction for all students who are not yet proficient in reading skills through our RRRR program. Reading during the literacy blocks will be devoted to differentiated reading instruction based upon student assessment utilizing a blended learning technique through Waterford Computer Literacy Programming; this will also be applied to all students at various times during the day.

**After School Program Extension:** As an extension of our RRRR program, Arista has partnered with St John's University in Queens who has agreed to provide graduate students from their Education department and are in support of our mission to promote excellence for all students (See Attachment 2). Teacher Graduate students along with a staff member acting in a supervisory capacity will help assist our students with studying, creative projects, and targeted assistance M-F 4-6. Because graduate students will be receiving credits for compensation from their University and not monetary compensation from the school (they are volunteering), the costs of this program will be kept at a minimal while providing maximum opportunities.

**Professional/Collaborative Learning:** Three weeks preceding the opening of the school, master trainers will provide professional development on site for new teachers and two weeks for returning teachers and staff. Having this initial training at the school will decrease costs and maximize time for instruction. After the opening of school, teachers will continue to receive professional development on a daily and weekly basis. The Principal will receive additional training in order to masterfully review lesson plans and instruction to ensure the school's mission and stellar curriculum is being optimized. Teachers will be given feedback and re-instruction to continuously develop their teaching style, planning and delivery. During the school year, 1+ hours during free periods each day will be devoted to teachers participating in a host of learning activities, including collaborative activities, peer coaching, student data analysis, professional instructional delivery, reviews, assessments, and personal development and planning.

**Strong School Culture- Greek Program:** Arista Charter school recognizes the importance of beginning a foreign language in Kindergarten. Knowledge of classical languages increases English vocabulary, 25% of all English vocabulary comes from the Greek language.<sup>16</sup> Ancient

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<sup>15</sup> Saxonmath.org

<sup>16</sup> <http://www.hellenicnest.com/Greekwords.html>

Greek culture has influenced the origins of science, philosophy, democracy, architecture, art and literature. Lessons will be presented in an exciting way and will assist in fulfilling our mission to reach all students and close the achievement gap. Varied instruction covering reading, writing, and culture will be incorporated daily into our instruction.

**Shift to performance based accountability systems.** Arista will meet the requirements outlined in the Charter School Performance Framework to show progression towards student learning targets as well as organizational goals. Our achievement goals are performance-based and we will use a variety of assessment tools to measure progress. In addition to NY State exams in ELA, math, and science, assessments will be incorporated into the day and will be limited in duration, while being comprehensive in order to not take time away from instruction. They will include formative and summative performance based projects, writing rubrics, reading logs, computer results, reviews and evaluations for everyone at Arista.

The table below presents the number of minutes per week dedicated to each subject.

**Subject Area Minutes Per Week**

Literacy 575	Global Greek	300	Extended RRRR - 600
Mathematics 450	Art/Music/Tech	150	
Science 150	Fitness	150	
Social Studies 150	RRRR Program	300	

**School Calendar:** The calendar for 2015-16 is provided in Attachment 3b. Our extended school year provides students with 192 full days of instruction, approximately over two weeks of instruction more than the traditional district school. In August new teachers and staff will participate in three weeks of Summer Institute for new staff development and planning, two weeks will be given to returning teachers and staff, along with initial training for the principal; the school year for students will begin on 8/31/2015 and run through June. In order to maximize student time in school, we will only recognize major federal/religious holidays and extended breaks that align with those of the district. For grading purposes, the calendar is divided into four quarters.

**Sample Weekly Schedule:** for K and 2<sup>nd</sup> Grade students and teachers included as Attachment 3a.

**C. Curriculum and Instruction Instructional Design:**

**Direct Instruction:** Direct instruction is delivered with explicit teaching of core concepts in phonics, vocabulary, fluency and comprehension strategies in reading. Writing, math, science and social studies instruction follows the same design format.

**Integrated Co-Teaching (individual/Partner/Team Work):** Students practice what they are learning individually or with partners or teams, while teachers circulate to monitor comprehension and clarify misunderstandings. This provides teachers with the opportunity to meet with students one-to-one for targeted instruction.

**Assessment:** Both formal and informal assessment takes place across the weekly cycle of instruction. Informal assessments take place each day as teachers circulate around the classroom observing written work, conferring with and questioning students, and listening in on student discussions. Students are also informally assessed through the products that they or their teams complete and during wrap-up discussions at the end of a class period. At this time,

teachers can determine whether students have achieved the learning objective and learned or applied relevant strategies and skills. Formal assessments take place at the end of each unit/cycle of study, at a minimum, and more frequently as needed. Formal assessments can include pencil and paper tests, use of our computer programs (blended learning and assessments tool), writing samples and individual and group projects.

**Curriculum Framework:** At the core of a classical education is the notion that globalized citizens need a common body of knowledge in order to productively communicate with each other and effectively participate in their society. Our program, that encompasses Core Knowledge, supports this type of framework by building knowledge upon knowledge through its cross-curriculum connections.

Beginning in Classical Greece children that were fortunate enough to receive an education received a classical one. Classical Education produced Archimedes, St. Paul, St. Patrick and Columba, Dante, Leonardo da Vinci, Galileo, Sir Isaac Newton, Christopher Columbus, Shakespeare, and our own great George Washington, Thomas Jefferson, and John Adams. Our founding fathers also influenced the development of American education. Great philosophers, scientists, theologians, writers and artists came out of this type of education and akin to our mission, and our name “Arista”, they lived up to their potential. In their own way each impacted the course of human history, because their potential was unlocked in part by Classical Education, which prepared them to tackle any issue of their time.<sup>17</sup>

The core of Classical Education seeks to tailor the curriculum subject matter to a child’s cognitive development. It also builds on concrete, analytical, and abstract thinking. Students also have a rich exposure to the history, art, and culture of Western Civilization, including its languages, its philosophy and literature.<sup>18</sup> The combination of the progression of learning from facts to understanding to expression and the additional classical subjects, work together to give children the tools to think for themselves and to be independent, life-long learners, and responsible leaders in our increasingly globalized society. Students are taught to build knowledge upon knowledge across subjects in order to grasp the subject or problem, analyze it according to the standard of truth, and understand and do something about it. Classical Education therefore trains children for success in any field, whether it be marriage and family life, work dealing with society and individuals, business, or arts and the humanities. Furthermore, Classical Education has proven its effectiveness in training for scientific excellence,<sup>19</sup> which depend on the arts of fact-finding, analysis, adherence to truth, and the problem-solving skills of which Classical Education specializes. Children taught by this method routinely exhibit academic proficiency. By controlling the pace, via direct instruction for example, the teacher can keep the class very lively, yet disciplined.

We have chosen to infuse classical philosophy, language, build literacy and enhance math, arts, music, and other subjects through the teaching of Classical Greek through our Global Greek program.

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<sup>17</sup> Terrell, R. *The Liberal Arts in the 21<sup>st</sup> Century* (2009)

<sup>18</sup> Unger, Harlow G., ed. (2007)

<sup>19</sup> <http://www.hellenicnest.com>

## **Instruction in Greek Language, Culture, and History- “Global Greek”**

The founders of the school recognize the importance of beginning a foreign language at an early age. By having students commence foreign language studies in Kindergarten, students will have a stronger foundation in the language and its culture.

Knowledge of classical languages increases vocabulary acquisition for all students. As stated earlier, approximately 25% of English words derive from the Greek language. These words tend to be polysyllabic, “SAT” words. By creating familiarization with the Greek written and spoken language, students will better grasp the spelling and definition of words that appear in lessons, literature, and standardized testing.

By 5th grade, students who have mastered Greek will participate in a research based project. Students will have a school year to research, write, edit, and revise an “elementary thesis” on an approved topic. Greek language classes will use the Papaloizos workbook series. This series uses both Greek & English languages in its directions and has been well received as an effective & popular series.<sup>20</sup>

In addition to the core subjects of ELA, Math, Science and Social Studies, Arista has also incorporated non-core subjects into its weekly schedule. It is critical that every child should learn the principles of government, important events in world history, essential elements of mathematics, widely acknowledged masterpieces of art and music, and great literature defined by the test of time. Moreover, research has shown that the current trend of teaching isolated skills is neither sufficient nor possible in the absence of meaningful content knowledge.

We believe an organized, clear and sequential curriculum best serves our students. Similarly, the Common Core Standards adopted by New York State calls for a curriculum that is “intentionally and coherently structured to develop rich content knowledge within and across grades.” We intend to use the Core Knowledge Sequence to accomplish this as it defines the focus of learning in each grade. An outline of the Core Knowledge Sequence for kindergarten and 1st grade is presented below and includes non-core subjects that Arista will incorporate in its weekly schedule as well:

### **Core Knowledge Sequence**

#### **Kindergarten**

##### **Language Arts**

- I. Listening and Speaking
- II. Reading
- III. Writing
- IV. Language Conventions
- V. Poetry
- VI. Fiction
- VII. Sayings and Phrases

##### **Mathematics**

- I. Patterns and Classification
- II. Numbers and Number Sense

#### **1st Grade**

##### **Language Arts**

- I. Listening and Speaking
- II. Reading
- III. Writing
- IV. Language Conventions
- V. Poetry
- VI. Fiction
- VII. Sayings and Phrases

##### **Mathematics**

- I. Patterns and Classification
- II. Numbers and Number Sense

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<sup>20</sup> [www.top20pages.com/top-educational-workbooks-pages](http://www.top20pages.com/top-educational-workbooks-pages)

- III. Money
- IV. Computation
- V. Measurement
- VI. Geometry

**Science**

- I. Plants and Plant Growth
- II. Animals and Their Needs
- III. The Human Body
- IV. Introduction to Magnetism
- V. Seasons and Weather
- VI. Taking Care of the Earth
- VII. Science Biographies

**World History and Geography**

- I. Geography: Spatial Sense
- II. An Overview of the Seven Continents

**American History and Geography**

- I. Geography
- II. Native American Peoples, Past and Present
- III. Early Exploration and Settlement
- IV. Presidents, Past and Present
- V. Symbols and Figures

**Visual Arts**

- I. Elements of Art
- II. Sculpture
- III. Looking at and Talking about Works of Art

**Music**

- I. Elements of Music
- II. Listening and Understanding
- III. Songs

- III. Money
- IV. Computation
- V. Measurement
- VI. Geometry

**Science**

- I. Living Things and Their Environment
- II. The Human Body
- III. Matter
- IV. Properties of Matter: Measurement
- V. Introduction to Electricity
- VI. Astronomy
- VII. The Earth

**World History and Geography**

- I. Geography
- II. Early World Civilizations
- III. Modern Civilization and Culture: Mexico

**American History and Geography**

- I. Early People and Civilizations
- II. Early Exploration and Settlement
- III. Colonies to Independence: American Revolution
- IV. Early Exploration of the American West
- V. Symbols and Figures

**Visual Arts**

- I. Arts From Long Ago
- II. Elements of Art
- III. Kinds of Pictures: Portrait and Still Life

**Music**

- I. Elements of Music
- II. Listening and Understanding;
- III Songs

**Curriculum:**

As stated, Arista will use the Core Knowledge Curriculum as the framework for all subjects, including major subject areas as well as art and music.

We have selected Core Knowledge because of its cross-curriculum connections, coherence across grades, 100% aligned to NY Common Core Standards, and proven track record. The Sequence was developed by analyzing the topics and vocabulary most frequently found in adult communication and examining curricula and standards from the United States and high-performing countries for structure and content. An advisory board on multicultural traditions proposed specific content of diverse cultural traditions that all American children should share in order to develop mutual respect, knowledge, and understanding. The sequence is designed to build knowledge upon knowledge systematically year by year and has been refined over time.

Core Knowledge has been shown to be effective with at risk children and have had stellar results. This curriculum has been used by schools across the country, including the successful ICahn schools in NY and there is research to support its effectiveness. Researchers at the Center for the Social Organization of Schools at Johns Hopkins University did a series of studies in the late 1990s and found that Core Knowledge was associated with positive changes in schools, including student achievement and engagement, as well as teacher satisfaction and collaboration.<sup>21</sup> Independent studies on the effects of Core Knowledge conducted in 2000 in Oklahoma City, an urban district with 67 elementary schools, found Core Knowledge students posted significantly higher scores in reading comprehension, vocabulary, science, math concepts

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<sup>21</sup> Core Knowledge.Org

and social studies. Currently the Icahn charter schools in the Bronx use Core Knowledge while serving students similar to our target population. Its schools outperformed their district across grades by between 25 and 50 percentage points in English language arts and between 33 and 61 percentage points in math.<sup>22</sup>

**Curriculum Development:** The Core Knowledge Sequence establishes specific knowledge to be taught in English Language Arts, American and World History, Geography, Visual Arts, Math and Science. Our staff will analyze all Core Knowledge materials to identify any areas where additional enhancements could be added. Based on the Core Knowledge Sequence instructional leaders will develop during the planning year, a detailed scope and sequences for each subject in each grade that include clear topics and objectives.

During our professional three week initial summer training, new teachers will use these scope and sequences along with curriculum program resources to develop curriculum maps and unit plans that specify topics, daily objectives, vocabulary, texts, computer-based programs, and diagnostic and summative assessments. Our teachers will be free to devote their energies during the school year to planning *how* to best teach content to the children in their classrooms. Each summer scope and sequences and unit plans will be reviewed by the Principal, who would have received specialized training, and revised based on evaluation of program implementation and student performance.

**Instructional Planning:** Through our integrated co-teaching model, pairs of experienced teachers will meet during the day while students are attending extra-curricular activities or non-core subjects taught by another teacher. These daily prep periods, instructional meetings, and planning periods will allow teachers to have common planning times to review student performance data, identify instructional strategies and materials, and plan lessons. Using the guidance resources described above, teachers will submit each Wednesday lesson plans for the following week that includes objectives, activities for whole-class, small group and computer-based instruction, materials, formative assessments, accommodations necessary for students with special needs as well as specific co-teaching modes and both teachers' responsibilities. Technology will also be used to perform assessments and analyze the results. Teachers will be able to correspond to parents this way to keep them updated and have open communication on an ongoing basis. Lessons and feedback will also be available on a shared drive to support staff, so that intervention activities with general classroom instruction can be coordinated. After lessons have been conducted, teachers will reflect on implementation and annotate weekly plans to identify effective practices and areas of weakness, and then archive them for future use.

**Integrated Co-Teaching/Blended Learning:** Having multiple educators in the classroom increases instructional options; it models teamwork and collaboration for students, limits isolation and provides immediate peer support and coaching for teachers. Blended learning is completed by assisting children with hands on work in the classroom and computers utilizing programs such as the Waterford Early Reading Program™, a technology-driven, research-based curriculum that teaches children how to read, write, and keyboard. Blended learning has been successful in Rocketship Charter Schools and Kipp Charters.

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<sup>22</sup> Core Knowledge.Org

**Literacy:** Based on the experience of other successful elementary schools our program develops all five areas identified by the International Reading Association (IRA) and the National Association for the Education of Young Children as the foundation of early literacy success: oral language; phonological awareness; concepts of print; alphabet knowledge and writing; and comprehension. We intend to use the *Core Knowledge Language Arts Program*, which combines systematic phonics-based instruction in decoding skills with extensive read-aloud to build both oral language and background knowledge, i.e., word knowledge and world knowledge. The program comprises two strands. The Skills Strand teaches decoding using synthetic phonics; it includes extensive phonemic awareness activities as well as repeated oral reading to build fluency. The Listening/Learning Strand is comprised of read-aloud and oral language exercises that build on the fact that students' listening comprehension abilities outpace their reading comprehension abilities throughout elementary school. An ongoing study in NYC found Core Knowledge Reading (CKR) students made significantly greater gains in early literacy than peers in all areas of reading tested: spelling, phonemic awareness, decoding and comprehension.<sup>23</sup>

The *Core Knowledge Language Arts Program* will be reinforced by computer-based skill building activities (Waterford Reading/Literacy), guided reading, writing workshops, Direct Instruction, differentiated learning philosophy, and integrated co-teaching. During rotation time the class is divided into three groups: one group is with a teacher for approximately 30-minutes for a phonics and fluency lesson, one group is with another teacher for approximately 30-minute for a comprehension and vocabulary lesson, and the last group is using adaptive computer programs. The key elements of our literacy program include:

### **Instructional Methods**

Interactive Read Aloud: Teachers/Literacy specialist model fluent reading, develop vocabulary and comprehension skills, and expose students to seminal texts.

Guided Reading: In flexible small groups based on assessed reading levels, teachers coach students in comprehension strategies as they read and discuss a single text.

Independent Reading: students select and read books at their own independent reading level to develop comprehension skills and decoding strategies, build fluency and stamina, and acquire content knowledge.

Phonics and Word Study: vocabulary development with focus on spelling, phonics, and grammar to teach conventions of written and oral language.

Writing Workshop: Teachers lead a mini-Lesson with a clear teaching point followed by independent student writing. Teachers instruct students individually or through small group instruction while continuously assessing their growth and development.

Computer-based Instruction: Based on assessed needs, students are assigned specific skill-building and comprehension activities.

### **Instructional Materials**

Core Knowledge: The Core Knowledge Sequence identifies key skills, literacy and informational texts, sayings and phrases, speeches and vocabulary that will inform our selection of reading materials. The Core Knowledge Language Arts Program provides detailed curriculum maps and unit plans, which include summary description, key ideas, core content objectives, Common Core objectives, and cross curricular connections;

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<sup>23</sup> [http://www.coreknowledge.org/mimik/mimik\\_uploads/documents/712/CK%20Early%20Literacy%20Pilot.pdf](http://www.coreknowledge.org/mimik/mimik_uploads/documents/712/CK%20Early%20Literacy%20Pilot.pdf)

they also explicitly identify future learning that depends on the content to be taught. In addition, texts and vocabulary are specified by lesson.

**Junior Great Books** We intend to use materials from the Great Books Foundation, including Great Books Read-Aloud for K-1 and Junior Great Books for 2-5, which are aligned to New York State Standards.

**Mathematics:** We agree with recent research findings that basic math and reasoning instruction should start early in the education of our children and not wait until after children become readers. In order to successfully supplement the Core knowledge curriculum Arista will employ the Saxon Math program for K-5 math education. Recognized as the nation's "bestselling and most thoroughly researched mathematics program, Saxon Math is designed to provide students and educators with a truly unique pedagogical approach."<sup>24</sup> The program promotes student success through the proven educational practices of incremental development and continual review. With incremental development, topics are developed in small steps spread over time. One facet of a concept is taught and practiced before the next facet is introduced. Both facets are then practiced together until it is time for the third to be introduced. Instead of being organized into chapters that rapidly develop a topic and then move on to the next strand, Saxon Math is organized into a series of lessons that gradually develop concepts. This approach gives students the time to develop a deeper understanding of concepts and how to apply them in the real-world. Through continual review, previously-presented concepts are practiced frequently and extensively throughout the year. Saxon's cumulative daily practice strengthens students' grasp of concepts and improves their long-term retention of concepts.

Based on more than 30 years of measurable success and built on the idea that learning is cumulative; the Saxon Math program distributes instruction, practice, and assessments of related concepts throughout the school year. Students work toward mastery in three ways:

- They review, maintain and build upon previously learned skills.
- They receive explicit instruction of new content, mathematical thinking and vocabulary.
- They apply, reinforce and demonstrate cumulative learning and conceptual understanding.

### **Scope and Sequence:**

The Scope and Sequence for the Saxon K–5 mathematics series is intended to help educators view the progression of mathematical topics throughout the series. Topics are grouped into nine strands:

Numbers and Operations, Measurement, Geometry, Patterns, Algebra and Functions, Statistics/Data Analysis and Probability, Problem Solving, Communication, Mathematical Reasoning, and Connections.

**Effectiveness of Saxon Math program:** Historical Effectiveness of Saxon Math: Elementary & Middle School -A number of scientific studies have demonstrated the instructional effectiveness of Saxon Math at grades K–8. In 2005, Harcourt Achieve contracted with PRES Associates—an external, independent educational research firm—to conduct analyses using archival state assessment data on the effectiveness of their Saxon elementary and middle school math programs in the state of Georgia in grades 1st–8th (PRES Associates, December 2005) and a second separate analysis in the state of Texas in grades 6th–8th grade (PRES Associates, April

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<sup>24</sup> Saxon.org

2005). Both analyses were conducted on school-level achievement data from schools using the Saxon Math during specified years and those schools that used other math curricula during the same years.

Achievement on the math subtests of the Iowa Tests of Basic Skills (ITBS) for students at the Saxon schools was compared to achievement from a matched-sample of students selected to be the control group who were in classrooms that were using a Scott Foresman math text. Students were matched on grade level, gender, race, socio-economic status (SES), and the year prior ITBS total math score. In general, students using the Saxon Math program scored significantly higher than the control group on five out of the nine subtests of the ITBS: Complete Composite, Total Mathematics, Mathematics Concepts, Problem Solving, and Reading Comprehension ( $p < .05$  for all significant comparisons). Student achievement was also examined by grade level. Grades 3, 4, and 5 from the five Saxon schools and a matched control sample from non-Saxon schools were chosen for comparison. Saxon students had higher achievement on 23 out of the 27 grade-level comparisons on the ITBS subtests. Eleven of these differences were significant in favor of the Saxon group ( $p < .05$ ). Further research revealed: A Maryland district that switched to Saxon had scores almost double after 1 year, Charter school's that use Saxon math have scores well above averages. Over a period of 4 years, Saxon math tripled the scores of schools in California that had been on a program identical to Investigations math.<sup>25</sup> Saxon has a research-based structure to encourage concepts to build on each other and help students retain that knowledge by periodically reviewing old content in new problems. Homework consists of a 1 page practice set which the student learns about at school and does one side, and then brings home and does the other side, so one can see what he/she is working on and help the child if needed.

### **Instructional Methods:**

Math Meeting: Every morning students will participate in a short and engaging meeting using an interactive bulletin board to orally practice math skills related to everyday life, e.g., calendar & time, temperature & weather, counting & patterning, graphs & money

Direct Instruction: Most topics will be introduced through short mini-lessons that explain a mathematic concept or procedure and demonstrate its application.

Guided Math Groups: ample time to practice and explore concepts, while teachers and a math specialist provide targeted coaching and support during guided math groups

Computer-based Instruction: Math software programs personalize practice by continuously assessing student mastery and providing increasingly challenging problems. Using response analysis, these programs also help students explore incorrect answers.

### **Instructional Materials**

Core Knowledge: The Core Knowledge Sequence will provide the foundation for our scope and sequence. It goes beyond the Common Core Standards by including additional topics such as ordinal position, orientation in time (calendar), Roman numerals and temperature.

Saxon MathK-5: Material and teacher supplements and assessments. Saxon Math is 100% aligned with NYS standards.<sup>26</sup>

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<sup>25</sup> [www.oaknorton.com](http://www.oaknorton.com)

<sup>26</sup> [Saxonmath.org](http://Saxonmath.org)

**Social Studies:** Our social studies program aims to provide students with a deep background in history, geography and government and provide them with the information needed to be productive citizens. In concert with our literacy program, teachers will help students develop their understanding of the world and their place in it. The study of American history begins in grades K–2 with an overview of major events and figures, from the earliest days to recent times. A more in-depth, chronological study of American history begins again in 3rd grade. World History explores major civilizations, cultures and religions. Geography begins with an introduction to the seven continents and their familiar landmarks and wildlife. In subsequent grades it expands to include a spatial sense of the world, an awareness of the physical processes that shape life, a sense of the interactions between humans and their environment, an understanding of the relations between place and culture, and an awareness of the characteristics of specific regions and cultures.

### **Instructional Methods**

Direct Instruction: Students will be taught basic historical and geographic information necessary to understand more complex issues and concepts.

Project-based Learning: Through hands-on immersive projects students will explore history and geography topics in a way that reinforces memory and understanding.

Co-Teaching/Differentiated Learning: Social studies is an ideal subject for class a group discussion of individual cultures and customs and varying instruction methods. This is akin to our Co-teaching model and Differentiated learning philosophy.

### **Instructional Materials**

Core Knowledge: We chose Core Knowledge because it provides coherent and specific topics to be covered in each grade that are aligned across subjects.

Social Studies Alive! This program by Teachers Curriculum Institute was selected because it marries great content, meaningful technology, and interactive classroom experiences. An emphasis will be placed on analyzing primary sources such as historical documents, journals, letters, and photographs.

Computer-based Content: Programs and online content that provides engaging lessons about history and geography. Social Studies Alive! includes online resources, game-like reading challenges, and resources for English language learners and students with disabilities.

Global Greek: The Greek Culture has been incorporated in to many aspects of history and as students learn the language, it has been proven to increase literacy in the English Language including for ELL students as 25% root words in English come from this. It will be connected to related aspects of history and culture that they are also being exposed to.

**Science:** Based on the experience of a growing number of charter schools, such as Success Academy, we intend to offer daily science classes beginning in kindergarten.

### **Instructional Methods**

Direct Instruction: Students will be taught basic scientific information necessary to understand more complex issues and concepts, as well as the skills needed to employ the scientific method.

Inquiry-based Learning: Through hands-on labs, students participate in experiments and investigation using scientific method, while explicit connections are made to other subjects.

### **Instructional Materials**

Core Knowledge: The Core Knowledge Sequence spirals each year through topics in biology, chemistry, physics and earth science.

Full Option Science System (FOSS): Modules include equipment kits, teacher guidance, and original student books that complement each FOSS module and integrate reading and language arts skills in the context of learning science.

Computer-based Content: Modeling is an extremely effective way to increase conceptual understanding in science, and computer programs offer interactive lessons that allow students to individually manipulate and understand topics as small as the atom and as large as the cosmos. FOSS modules include a website folio with interactive simulations, bulletin boards, and specific links to other Internet sites to reinforce and enhance the topic.

**The Arts:** As an essential element of classical education, the arts will be infused throughout the curriculum, providing frequent opportunities to sing, dance, listen to music, play act, read and write poetry, draw, paint, and make objects. Aimed at meeting the NYSED and National Standards for the Arts, the curriculum will include creation and performance in the arts, (including music, drama, dance and visual arts), introduction to a range of materials/ tools and their uses, exposure to a wide range of arts through field trips and visiting artists. As always, literacy plays a central role, as teachers clarify and model the specific language associated with artistic creation, and guide and encourage critical response, discussion, and recognition of the cultural and social context of the arts. Teachers will also collaborate to both integrate arts activities into all content areas and to integrate content areas into the arts. Our Global Greek program will be implemented and explored, as well as their own individual cultural history and attributes akin to our mission of having them become globalized citizens.

### **Instructional Methods**

Direct Instruction: Students will be exposed to examples of art throughout history and taught specific terminology and techniques of art production.

Project-Based: Students will have hands-on opportunities to create art, such as paintings, music, or songs, allowing for both self-expression and the development of technique.

Co-Teaching/Differentiated Learning: Art serves as an excellent focus for discussion, which sharpens students' critical thinking skills and allows them to make connections between their experiences and other cultures in time and space.

### **Instructional Materials**

Core Knowledge: The Core Knowledge Sequence provides in each grade topics related to elements of making and appreciating art, important artists, works of art, and artistic concepts, musical concepts and terms, and important composers and musical works.

Social Studies Alive!: This curriculum uses art to help students access and understand cultures and history.

Computer-based Content: A variety of software allows students of all ages to express themselves artistically, including drawing, video, animation and music.

**Character Education:** Our school virtues of Justice, Self-control, Good Judgment, Courage and Kindness will be infused throughout the curriculum and referenced regularly in classroom instruction. For example, students will study literature about and historical figures who exemplify our virtues. Core Knowledge, Junior Great Books, Social Studies Alive!, and our Global Greek Program all align with this approach.

### **Physical Education and Health**

The health and physical education program will be based on New York State standards with a special emphasis on movement. Arista will emphasize physical activity with a recess period and movement breaks daily as well as physical education periods each day of the week. Arista will meet or exceed the NYS and National Physical Education Standards.

**NYSED CDOS** standards are addressed throughout all subject areas. The standards are integrated into all subjects in content-specific and grade appropriate methods.

**Technology:** will be used to support curriculum and support student academic achievement through the use of educational software that directly connects computer activities with subject specific learning standards. Technology will be used in the classroom (including Smart Boards, computers and appropriate instructional software) as effective and efficient tools for instruction. The use of such technology will also increase students' awareness of and engagement in technology and its importance.

**D. Assessment System:** Our use of differentiated instruction and extensive use of assessment data for interventions and support is informed and guided by extensive research, including, among others: DuFour, R., Eaker, R. & Dufour, R. *On Common Ground* (2005); Ouchi, W.G., *Making Schools Work* (2003).

We will use a combination of standardized and teacher-developed assessment instruments, including the Northwest Evaluation Association (NWEA) Measures of Academic Progress (MAP). The MAP uses computer-based adaptive assessments to evaluate individual students' proficiency levels. Students' scores are generated immediately, and full performance data with detailed information about specific concepts is available within 24 hours. Using backwards design techniques, teachers will also use state standards and the Core Knowledge Sequence to create high quality assessments with each item purposefully aligned to a specific learning objective. The digital resources provide teachers with powerful data (daily, unit, and benchmarks assessments) that is valid and reliable. Teachers meet weekly to use this data to plan their classes, collaboratively figuring out which learners and standards to focus on, and planning the following week of class groupings and content. These resources enable learners who are struggling the most to get the most time with teachers, while more advanced learners can go faster, have additional assignments and projects, or be assigned more advanced lessons.

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

Home Language Survey will be used as the first step in identifying students eligible for ELL services.

NYSITELL: Students who score at the beginning, intermediate or advanced levels are deemed limited English proficient and eligible for ESL services.

NWEA MAP: At the beginning of each year teachers will administer the MAP in literacy and mathematics. The MAP for Primary Grades includes screening assessments that measure the foundational skills of letter and number understanding. The MAP for upper grades covers reading, mathematics and language usage. These assessments will serve as baseline data against which growth will be measured throughout the year.

Reading Inventory: we chose Fountas and Pinnell, a nationally recognized and researched program. Teachers and students will set goals for increasing reading levels throughout the year.

**Formative Assessments**: will be identified by teachers in their lesson plans and conduct regular checks for understanding during instruction. Students will also be taught how to use formative feedback to enhance their learning.

Questioning: based on Bloom's Taxonomy and Webb's Depth of Knowledge to ascertain students' content knowledge and conceptual understanding will be used by trained teachers.

Checklists: NWEA MAP includes ten Skills Checklist Reading tests and twenty-eight Skills Checklist Mathematics tests. These tests extend student assessment beyond the screening tests and are used to inform instruction relative to the skills of phonological awareness, phonics, number sense, and computation. Teachers will develop grade-wide checklists to identify mastery of specific skills.

Observation: Teachers will be expected to document anecdotal evidence of student learning, especially through interactions during one-on-one conferencing and small group instruction.

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

**Computer-Based Assessments**: One of the criteria for selecting computer-based content providers is built-in assessments that offer immediate feedback such as Waterford Reading Assessments. This allows both students and teachers to determine mastery and pace instruction appropriately. Moreover, parents can monitor students' learning and administrators can evaluate programs and teachers.

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

Reading Inventory: Teachers will use quarterly reading inventories to measure student progress in reading levels. Students identified through the RTI process for Tier 2 and 3 interventions may be assessed more frequently.

Writing Prompts: As part of our writing program teachers will develop grade-wide writing prompts and use rubrics to evaluate mastery of skills.

NWEA MAP: The MAP uses an equal interval RIT scale, which provides student performance levels regardless of grade level and allows evaluation of growth over time. In addition to baseline assessments at the beginning of the year, MAP tests will be administered quarterly in mathematics and literacy to measure progress towards goals.

Benchmark Tests: In other subjects and based on our curriculum maps and scope and sequences, teachers will create benchmark assessments to evaluate student mastery of content in each subject, including familiarity with grade specific literature, poetry, speeches, sayings and phrases, historical events, geography, and mathematical and scientific concepts.

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

New York State Testing: beginning in 3rd grade all eligible students will take the state's English language arts and mathematics exams annually, as well as the state's science exam in 4th grade. We understand that the state's testing system is likely to change to reflect implementation of the Common Core Learning Standards and will administer all assessments required by the state.

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

New York State Alternate Assessment (NYSAA): students specified by their Individualized Education Program (IEP) will take an annual datafolio assessment that measures their progress in achieving learning standards through alternate grade level indicators. Eligibility is determined by the Committee on Special Education (CSE).

Unit Tests: Teachers will use assessments provided with curriculum programs and/or develop their own assessments to determine mastery of unit objectives. Emphasis will be placed on performance-based assessments that require students to demonstrate mastery of skills and content knowledge.

NWEA MAP: At the end of the year students will take the MAP tests to evaluate growth over the course of the school year and for comparison of year to year progress.

**Data Collection and Analysis:** The Principal will be responsible for coordinating the administration of assessments with most of the implementation delegated to classroom and co-teachers. In addition, the NWEA MAP provides a Reporting Suite that allows administrators and teachers to examine individual students, classes and school-wide performance. Teachers will receive training to properly administer assessments, collect data, analyze results and develop action plans. A tremendous amount of data will be generated. Data from an assortment of computer-based assessments, as well as any external or teacher-created assessments administered by the school. Moreover, it will be a standards-based system, meaning assessments will measure explicit skills and knowledge that can be discretely analyzed. Consequently, item and error analysis as well as disaggregation will be employed to Identify topics that students have not mastered and will need to be re-taught, identify struggling students who need remediation or advanced students who need enrichment, identify performance by class to determine the efficacy of individual teachers, and evaluate overall program elements, such as the curriculum and professional development.

**External Assessments:** will be selected based on their validity and reliability. NWEA MAP was selected because of its rigorous design: The 2011 NWEA RIT Scale Norms Study provides growth and status norms based on grade level samples of at least 20,000 students per grade. These samples were randomly drawn from a test records pool of 5.1 million students, from over 13,000 schools in more than 2,700 school districts in 50 states. Rigorous post-stratification procedures were then used to maximize the degree to which both status and growth norms are representative of the U.S. school-age population. In order to ensure the validity of internal assessments, school leaders will examine the correlation between teacher-designed assessments and grades as well as the power of their results to accurately predict student performance on the state and other standardized tests. Instructional leaders will also work closely with teachers to

increase reliability of assessments through norming activities such as collaboratively evaluating student work together using rubrics and collecting anchor papers and projects (performance-based) to define proficiency levels.

**Use of Results:** Our data will be linked to an appropriate intervention. Stakeholders will use assessment results at Arista in the following way:

**Teachers** will identify students' specific learning challenges early by assessing their mastery of specific standards and objectives; identify concrete skills deficits; create lesson plans designed specifically to remedy deficits and accelerate learning; organize and rearrange, through our integrated co-teaching model, a flexible small group instruction to meet students' needs; select computer programs and lessons to meet identified needs of students; communication between teachers and parents; monitor progress of struggling students in RTI process and revise intervention plans; enhance collaboration among teachers.

**School Leaders** will evaluate and hold teachers accountable and other staff; evaluate and improve programs, e.g., curriculum, instruction and assessment; facilitate communication between teachers, intervention staff, administrators and parents; monitor the RTI process and ensure students are placed in appropriate interventions; identify students for referral to CSE for evaluation, change of IEP or decertification; monitor efficacy of services and interventions for students with disabilities and English language learners; identify school and individual teacher's needs and guide implementation of staff development; facilitate communication with parents, the board and the public; monitor and report on progress towards meeting accountability goals.

**Board of Trustees** will evaluate the performance of the school leader; monitor and report on progress towards meeting accountability goals; monitor effective implementation of key design elements; review and approve budget to determine optimum allocation of resources; evaluate school policies and procedures and revise to ensure achievement of mission and accountability goals; facilitate communication with the school leader and authorizer.

**Parents** will monitor child's performance using progress reports that are sent out every six weeks, standards-based report cards and conferences; access student goals, grades and performance online to monitor student performance; identify areas in which they can help their child learn; make decisions about whether to keep child enrolled in the school.

**Students** use computer and teacher feedback to identify strengths and weaknesses and develop plans for improvement; identify appropriate levels of challenge, e.g., just right books for independent reading; demonstrate growth over time.

**Reporting:** Our website and teacher/staff communication provides parents with regular online access and progress reports every six weeks regarding their child's growth and performance. In addition, Arista will use a quarterly standards-based report card that informs parents of their child's level of proficiency across a number of learning domains, including subject area content and skills and character development. The report card template will be explained to families during a parent class at the beginning of the year so they know what their child is expected to learn and can evaluate growth and attainment. Report card conferences will be held four times per year. In addition, the parents of special education students will be kept informed in writing and in their home language of their child's progress in meeting both their long-term IEP goals

and their short-term objectives. IEP progress reports will be distributed to parents concurrent with the distribution of report cards. Also, every six weeks progress reports will be issued detailing all students' level of proficiency across learning domains. In addition, the school will issue an annual report detailing aggregate student performance, enrollment and retention, financial status and other indicators of organizational health and viability.

Please note that Arista will weight all of our assessment results according to guidelines established by the NYS Education Department (NYSED), as part of its implementation of the provisions of Education Law 3012-C.

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

**Promotion Standards:** We believe students must demonstrate mastery of skills and knowledge rather than merely attend school and show effort. State standards and the Core Knowledge Sequence provide the framework for determining what a student should learn in each grade, which will inform promotion and retention decisions. We believe that a rigid formula does not make sense for deciding promotion from one grade to the next. Because our blended learning and intervention programs allow teachers to personalize learning in a given subject, it is often not in the best interest of the student to repeat an entire grade with all of the same content in other subjects. Our Response to Intervention (RTI) Program is designed to identify struggling students early, implement targeted strategies to get their performance back on track, and include parents in the process. Both teachers and parents will know if a student was at risk of not achieving grade level proficiency by the end of the year and what steps were taken to prevent failure. For students whose promotion remains in doubt, teachers will analyze a number of factors, including student performance data from standardized and state tests as well teacher developed assessments, including both achievement levels and the extent of progress made over the course of the year; grades; academic interventions; attendance; and behavior and discipline. Teachers will use the results to generate a recommendation based on the best interests of the student that will be shared with parents. The Principal will make the final decision.

**Exit Standards:** In order to complete elementary school at Arista and move on to middle school, a student must demonstrate mastery of skills, content and character in all subjects at the 5th grade level or above. Our sample exit standards below are for the 2nd and 5th grade in English language arts, mathematics and science. Student mastery of these standards will be evaluated using results from state exams, NWEA MAP tests and internal school assessments and grades. As per Chancellor's regulations, promotion decisions will not be made on the attendance requirement alone; however, attendance will factor into the overall decision if the student is not performing at grade level.

### **English Language Arts**

#### **2<sup>nd</sup> Grade**

##### **READING:**

##### **1. Phonics:**

- a. Applies understanding of phonics,
- b. Applies vocabulary strategies in grade-level text
- c. Knows 2<sup>nd</sup> Grade level sight words.

##### **2. Oral Reading – Fluency:**

- a. Applies fluency to enhance comprehension.
- b. Reads 2<sup>nd</sup> Grade texts with fluency and expression.

#### **5<sup>th</sup> Grade**

##### **READING:**

##### **1. Phonics:**

- a. Applies 5<sup>th</sup> grade-level phonics and word analysis skills in decoding words.
- b. Uses combined knowledge of all letter-sound correspondence, syllabication, patterns, and morphology (eg. Roots and affixes) to read accurately unfamiliar multisyllabic words in context.

### **3. Comprehension:**

- a. Understands story sequence.
- b. Understands story elements.
- c. Understands information gained from reading to perform a specific task.
- d. Applies comprehension monitoring strategies before, during, and after reading: determines importance using theme, main idea, and supporting details in expository and narrative texts.
- e. Applies comprehension monitoring strategies before, during and after reading: predicts and infers.

### **WRITING:**

#### **1. Uses the writing process:**

- a. Produces a draft of multiple sentences or several paragraphs over time.
- b. Revises text by adding and deleting words and phrases.
- c. Publishes own writing.

#### **2. Demonstrates traits of effective writing:**

- a. Organizes multiple sentences on one topic showing beginning, middle and ending.
- b. Uses a variety of words.
- c. Uses more than one sentence type and structure.
- d. Spells words appropriate for the 2nd Grade accurately, with challenging words spelled phonetically.
- e. Applies usage rules appropriate to 2nd Grade.

### **MATHEMATICS**

#### **1. Numbers and Operations:**

- a. Writes and renames numbers using place value,
- b. Adds and subtracts two digit numbers efficiently and accurately and explains why their process works.
- c. Recalls addition and related subtraction facts for sums through 20.

#### **2. Operations and Algebraic Thinking:**

- a. Solves equations where the unknown is in a variety of places.

#### **3. Geometry/Measurement:**

- a. Determines the value of collections of coins up to \$1.00.
- b. Uses analog and digital clocks to tell time to the minute.
- c. Estimates and measures length using both U.S. customary and metric units and tools.

#### **4. Data Analysis/ Statistics / Probability:**

Collects, organizes, and interprets data in bar graphs and picture graphs.

#### **5. Reasoning, problem-solving and Communication:**

- a. Solves problems involving two and three-dimensional geometric figures.

### **2. Oral Reading – Fluency:**

- a. Reads with sufficient accuracy and fluency to support comprehension.
- b. Reads 5<sup>th</sup> grade-level prose and poetry orally with accuracy, appropriate rate, and expression on successive reading.
- c. Uses context to confirm or self-correct word recognition and understanding, rereading as necessary.

### **3. Comprehension**

- a. Reads and comprehends literature, including stories, dramas, and poetry, at the high end of the grades 4–5 text complexity band independently and proficiently.
- b. Reads and comprehends literature, including history/social studies, science, and technical texts, at the high end of the grades 4–5 text complexity band independently and proficiently.
- c. Draws on information from multiple print or digital sources, demonstrating the ability to locate an answer to a question quickly or to solve a problem efficiently.

### **WRITING:**

#### **1. Uses the writing process:**

- a. Writes routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
- b. Writes informative/explanatory texts to examine a topic and convey ideas and information clearly.
- c. Writes narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.
- d. Write opinion pieces on topics or texts, supporting a point of view with reasons and information.
- e. Develops and strengthens writing as needed by planning, revising, editing, rewriting, or trying a new approach.

#### **2. Demonstrates traits of effective writing:**

- a. Produces clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience.
- b. Spells words appropriate to 5<sup>th</sup> grade
- c. Applies usage rules appropriate to 5<sup>th</sup> grade.

### **Mathematics**

#### **1. Numbers and Operations:**

- a. Use equivalent fractions as a strategy to add and subtract fractions.
- b. Applies and extends previous understandings of multiplication and division.

b. Solves problems in addition, subtraction, and measurement using a variety of problem-solving strategies and verifying solutions.

**Science.**

**2<sup>nd</sup> Grade SCIENCE**

**Physical Science:**

a. Explains relationship between forces and the motion of objects.

**2. Earth and Space Science**

a. Describes the properties of materials and uses these properties to sort earth materials.

**3. Life Science:**

a. Describes the life cycle of various insects.

b. Describes how habitats support life.

**4. Processes, Systems, Inquiry, Application:**

a. Explains how parts of a systems are connected

b. Uses observations from scientific investigations to answer questions about he natural world.

c. Solves problems using appropriate tools.

**2. Operations and Algebraic Thinking:**

a. Perform operations with multi-digit whole numbers and with decimals to hundredths.

**3. Geometry/Masurement:**

a. Converts measurements; represents and interprets data..

b. Demonstrates understanding of concepts of volume.

**4. Data Analysis/ Statistics / Probability:**

a. Graphs points on the coordinate plane to solve real-world and mathematical problems.

b. Classifies two-dimensional figures into categories based on their properties

**5. Reasoning, problem-solving and communication:**

a. Solves problems in addition, subtraction, multiplication, division, of whole numbers and fractions and measurement using a variety of problem-solving strategies and verifying solutions.

b. Describes problem solving methods and supports accuracy of solutions in writing.

**Science**

**1. Earth and Space Science**

a. Demonstrates understanding of atoms, molecules, and compounds.

b. Describes the properties of elements.

**2. Life Science:**

a. Describes cell structures including photosynthesis and reproduction in plants.

b. Demonstrates understanding of life

3. Cycles and sexual reproduction in animals.

4. c. Demonstrates understanding of the human endocrine and reproductive systems.

**3. Processes, Systems, Inquiry, Application**

a. Uses observations from scientific investigations to answer questions about the natural world

b. Solves problems using appropriate tools.

**F. School Culture and Climate**

All teachers at Arista will be trained in the Responsive Classroom model including bullying prevention that is aligned with the NYSED 2010 Dignity Act and its Amendments. Responsive Classroom is an approach to elementary teaching that emphasizes social, emotional, and academic growth in a strong and safe school community.

Responsive Classroom is an approach to teaching and learning, which is based on 10 practical strategies that bring together social and academic learning throughout the day. It is founded on the belief that the social curriculum is as important as the academic curriculum and that the best learning takes place when children live in a school environment that is kind, safe, respectful, and predictable. This is akin to our mission and goals to have responsible globalized leaders and an environment conducive to reducing the academic achievement gap. We will strive for

excellence and proficiency across all subjects with steady attendance, enrollment, and retention. It is a nationally acclaimed approach that Arista will implement, developed by experienced public school teachers and backed by independent research. It is sponsored by the New England Foundation for Children based in Turners Falls, MA. Since 1983 they have trained more than 100,000 teachers through their high quality workshops and institutes.

**Responsive Classroom-** The principles and practices of the responsive classroom clearly support our mission and the achievement of our educational goals.

Teachers spend time working with children to think through what would be a logical consequence when children break the rules. We have a Responsive Classroom saying, “If you hurt something or someone, make it better.” This refers to damaged property as well as hurt feelings. The consequence may be an “apology of action”. Sometimes, to accompany a verbal apology, students may write a note or make a card to make amends with the upset child. At other times students may have a “loss of privilege.” It does not include taking away something that is intrinsic to the academic program. Obviously more egregious behaviors require a different approach and may result in referral to the school administration.

In our school meeting from 8:00 to 8:15 respect for our school culture and environment will be stressed and reinforced. This will help create an atmosphere of belonging and the building of a strong classroom community. It reinforces social skills like friendliness, acceptance and inclusion, as well as how to be a good listener, take turns, and be a good responder, too. The content of the meetings also builds academic skills. All of these together set a tone for how the class relates to one another throughout the day.

### **Positive Behavior and Intervention Supports (PBIS)**

Arista will follow a Positive Behavior and Intervention Support (PBIS) program developed to support high student performance. Some key factors are: an approach to discipline that is proactive and outcome based, adapted throughout the whole school, establishes and reinforces clear, behavioral expectations.

Arista Charter School believes that a school uniform policy is a vital tool for building school culture, by minimizing disruptions and distractions and creating a shared identity among members of the school community.

The daily uniform policy will be simple, but will be consistently enforced. Students will wear

- A White short sleeve or White long sleeve polo-style shirt with the school’s logo on it
- navy blue pants for boys and navy blue pants or a skirt for girls
- black shoes and a black belt.

**Discipline:** Arista will supply a family handbook that will amongst other things set clear expectations for behavior, so the school can implement an effective discipline system for misbehavior, the sole purpose of which is to redirect students to productive learning and develop habits necessary for future success. Not only must consequence be clear and consistent,

there must be meaningful follow-through. A code of conduct (see Attachment 4) will be disseminated to all families as part of the Family Handbook; it will be printed in multiple languages and parents will be expected to sign for it to demonstrate that they have received and read it. The code will spell out consequences for infractions based on their severity and frequency. Behaviors that disrupt learning, harm physical and emotional well-being, and diminish the common good will not be tolerated. Our guiding policy is to be fair, firm and consistent in the application of discipline for inappropriate behavior. Teachers will be trained in the discipline system at the beginning of the year and based on regular observation will receive critical feedback and suggestions to ensure adherence to this policy. Consequences for minor infractions such as inappropriate language or failure to follow directions may include: verbal warnings, removal from group activities, detention, and communication with parents/guardians

Consequences for more serious infractions such as intentional physical harm or threats, sustained disruptions or disrespect, or destruction of property may include: removal from class, parent/guardian conferences, suspension, and expulsion

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

**Due Process:** The Arista Code of Conduct describes in detail the steps that will be taken to discipline students as well as students' and parents' rights in this process. Students are told of all charges against them and asked for their side of the story. The Principal or other school official shall consider this explanation prior to taking disciplinary action. For some minor infractions parents may be merely notified and/or a conference requested to assist in resolving the situation. For more serious issues that involve removal of the student from participation in the school, parents will always be notified & have opportunities to discuss and appeal the disciplinary action. In cases where the student has committed a crime or violation of local, state or federal law, law enforcement authorities will be notified.

**Dignity for all students Act** seeks to provide the State's public elementary and secondary school students with a safe and supportive environment free from discrimination, intimidation, taunting, harassment, and bullying on school property, a school bus and/or at a school function. Amendments also include an awareness and sensitivity in the relations of people, including but not limited to, different races, weights, national origins, ethnic groups, religions, religious practices, mental or physical abilities, sexual orientations, gender identity, and sexes. The Dignity Act further amended Section 2801 of the Education Law by requiring Boards of Education to include language addressing The Dignity Act in their codes of conduct. We will additionally, under the Dignity Act, collect and report data regarding material incidents of discrimination and harassment.

**Short-Term Suspension:** The Principal may suspend any student for up to ten school days for serious cause. The school staff involved shall make reasonable efforts to verify

facts and statements prior to recommending suspension. The Principal will present the student and his or her parents/guardians with the reasons and evidence for suspension and provide an informal opportunity to respond to the charges prior to the suspension. The Principal may then, at his or her discretion, decide to impose lesser consequences than suspension.

**Long-Term Suspension:** The Principal may suspend a student for over ten days for serious cause after the student has been found guilty at a formal hearing. The Principal or a delegate will preside over the hearing and all members of the staff who were involved in witnessing the alleged discipline violation are required to participate. The student shall have the right to be represented by counsel, question witnesses and present evidence. A decision by the Principal will stand as the final decision regarding the student's long-term suspension status, though the student's family has the right to appeal to the Board of Trustees.

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

**Students with Disabilities:** The Arista disciplinary policy (see Attachment 4) for students with disabilities is in accordance with the Individuals with Disabilities Education Act (IDEA) and school staff will work closely with the Committee on Special Education (CSE) to ensure all students are treated justly. Any time the behavior of a student with a disability requires a disciplinary action, an assessment will be made to ensure the discipline does not constitute a disciplinary change in placement, and that the student is not suspended or removed for behaviors related to the student's disability. If, upon review, it is determined that the child's behavior was not a manifestation of his or her disability, then the child may be disciplined in the same manner as a child without a disability. That said, a student whose Individualized Education Program (IEP) includes a Behavior Intervention Plan (BIP) will be disciplined in accordance with the BIP. If the BIP does not appear to be effective or if there is a concern for the health and safety of the student or others, the matter will be immediately referred to the CSE for consideration of a change in the guidelines. Parents may request a hearing to challenge the manifestation determination and the child will remain in his or her current educational placement pending the determination of the hearing. While students with disabilities are suspended, the school will provide alternative instruction, so that the student is given full opportunity to complete assignments and master the curriculum.

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

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

**Responsive General Education:** Arista’s statistically proven successful program of differentiated and individualized support provides a strong foundation for all students, but particularly for English language learners and students who may have learning differences, in that we treat all students as having different learning needs and needing different supports. The stigma that sometimes attaches to “special services” is eliminated as all students are getting differentiated instruction and receive special support when needed. The school will have professional development for teachers in differentiation and skill building to meet the needs of all students in their classrooms, as well as the ongoing daily support of an ESL specialist and a Special Education specialist.

Arista provides more time to learn for all students. Additional time for instruction is built into the school’s longer school day, 8:00 am to 4:00 pm. Arista plans an instructional model that will limit core classroom instructional disruption for struggling students, including those who receive mandated support services, by providing services during intervention/enrichment periods at the end of the school day, as well as during a scheduled class period during the school day. In addition, when special instruction is needed outside of the intervention periods, a push-in model will be used whenever practicable.

Students with disabilities, English language learners, and students at risk of academic failure will have greater access and ability to participate in the general education curriculum because their needs for individual support will be addressed in intervention/support sessions built into the school day (3:00 – 4:00pm), rather than during sessions where they would miss instruction by being pulled from either core subject instruction or from special periods, where they may excel (e.g. art, music). Our RRRR after school program from 4-6 will also be available.

The core instructional programs for the literacy and mathematics curricula of the school are designed for differentiation, and this provides for support of all students. In the school’s literacy program, there are ability-grouped reading and writing lessons and additional levels of reading support; there are computer-based individualized and small group tutoring programs. Each provides twenty minutes of intense and complete daily instruction that directly supports what the student is learning in reading class and continues until the child can succeed in class on his or her own. Through the tutoring cycle, data is collected and analyzed to determine strengths and needs. A plan is created and adjusted based on the student’s progress. As discussed, the school will provide literacy instruction grouped by proficiency level, with timely intervention for struggling students. The professional development training and ongoing faculty support for the differentiated methods of literacy instruction will be transferrable to all classroom instruction and will enable teachers to differentiate in all areas of instruction, including science and social studies. In mathematics, teachers will introduce new concepts and increasingly difficult problems. Teachers can easily individualize instruction to meet Response to Intervention (RTI) Tiers 1, 2, and 3. Extra practice and re-teach opportunities are provided for every lesson. These can be implemented on a whole-class basis for RTI Tier 1, on a small group basis for Tier 2, or in individual settings with specialists for Tier 3 modifications. The mathematics curriculum supports teachers by providing tips for helping struggling students at

point of use and reference additional re-teach and extra practice pages for additional support and teachers will have ongoing development and support in differentiation to meet the needs of all students with the Special Education, ELL, Literacy, and Math Specialists. Teachers will be trained to assist students in working successfully with their classmates, despite differences in language or scholastic ability.

### **Identification of and Service Provided to English Language Learners**

Arista's work with English Language Learners will be supervised by the school's ELL specialist, who will supervise/assist with the identification and instruction of students, the training and instruction of ELL service providers, and the professional development of all teaching staff. (See III. C. Management and Staffing, and Professional Development). Arista will use the New York State Education Department's process for identifying students who are English language learners. A Home Language Survey will be completed by students' families, upon their enrollment. Based upon the results of the Home Language Survey, (home language is other than English or a student's native language is other than English), the NYSITELL will be administered. From the first year of operation, Arista will employ an ELL specialist to provide services for English language learners and to provide professional development for classroom teachers to assist in their support of English language learners throughout the school day. Each student will be grouped for literacy instruction according to his or her individual needs and will be taught a language rich curriculum that stresses phonemic awareness, phonics, vocabulary, comprehension and fluency. Struggling students, including English language learners, will be identified through ongoing assessment and will receive tutorial or small group remediation for language lessons during the and at the end of the day during the RRRR period. Due to Arista's small group language instruction and the periods of remediation/enrichment scheduled during, and at the end of the classroom day, as well as a push-in model of service delivery whenever practicable, English language learners will receive the additional support they need from a licensed ELL specialist with a minimum of disruption to their class schedules.

As stated ELL students will receive small group/differentiation built into the school day for each grade, and an hour of small group instruction from 3-4 as needed M-F and in our after-school program. This schedule means that ELL students will lose a minimal amount (if any) time of core instruction with their English proficient peers. Because direct, explicit instruction by high quality teachers in a language-rich environment is predictive of success for English language learners, Arista's commitment to hiring, developing, and supporting a high quality staff will provide day-long support for these students. Culturally sensitive classrooms and parent involvement are also strong determiners of the academic success of English language learners, and Arista is also committed to providing professional development for all staff in cultural sensitivity and inclusion to best serve the needs of its anticipated diverse community of learners. Arista will develop programs to involve all parents in their students' learning, in concert with the support provided by the school's teachers and staff.

### **Academically Advanced or Gifted Students**

Students who are academically advanced or gifted are able to read and write with groups at their own level, even when this may mean working with a group in a higher grade level. They are also provided with enrichment opportunities during the day and at the end of the day in our

RRRR program. Their reading, analysis, and writing skills will be challenged as they read some books assigned at their reading levels and some books that are self-selected with teacher assistance. Math Challenges will be provided for students who show proficiency in math and they will be given computer learning opportunities as well as lessons differentiated to meet their level of mastery.

### **Identification of Students with Special Needs**

All students will receive basic skills assessments upon entering Arista and will also take the math, and reading and writing portions of the MAP assessment. The data will be analyzed by teachers and staff and this will prepare teachers for instruction to meet each student's needs. All students will have their progress monitored and students who struggle with academic or behavioral objectives will be part of the ongoing cycle of assessment, regrouping and RTI instruction. Tiered instruction will be provided in reading and math. When a student has failed to progress at Tier 2 for a monitoring cycle, they will be referred to the Special Education specialist. At every stage of the process, parents will be consulted and involved with the team decisions. Through these measures, Arista will exceed the mandates of Child Find under IDEA. From its planning stage, Arista has involved experienced special educators to advise the school and to assist with program development. Upon opening, the school will employ a Special Education specialist who, in connection with the school's Principal and Director of Operations, will handle the initial referrals to the Committee on Special Education (CSE) and the school will work closely with the CSE to coordinate testing and develop plans to service these students.

### **Processes and Procedures to Provide Special Education Services**

Students' progress will be monitored weekly and their skills will be benchmarked against grade-level expectations. As discussed earlier, tiered interventions will be employed whenever students fail to progress in accordance with the grade-level expectations. When students do not show signs of improvement following interventions, a meeting will be held with parents and a referral to the CSE may be made. The referral is made in writing to the Chairperson of the CSE for the New York City Department of Education for an individual evaluation and determination of eligibility for special education services. A copy of the referral and notices of all planned proceedings and rights will be sent to the student's parents/guardians.

**Recordkeeping and Confidentiality:** All recordkeeping will be the responsibility of the Special Education Specialist, who will be thoroughly familiar with the mandates and best practices regarding the processes and procedures of referrals, testing, implementation, and dissemination of information. The Special Education Specialist shall be responsible for maintaining the confidentiality of records and the review/dissemination of necessary information to all classroom personnel. All information will be collected and reviewed/maintained in accordance with legal mandates.

Arista will implement students' IEPs in the following manner: Students who require special education services at Arista will receive instruction from a licensed special education specialist, and such other licensed service delivery personnel as are required by the mandates of their IEPs (speech language, occupational therapy, physical therapy, and counseling), under the supervision of the Special Education Specialist. To the extent practicable, students will receive

services during the enrichment periods during the day and/or during our RRRR program at the end of each day. For services which cannot be delivered during the intervention/remediation periods, Arista will deliver services in a manner designed to minimize disruption of the regular education curriculum. This may mean side-by-side teaching in the general education classroom; it may mean that the special education specialist will pull small groups inside the general education classroom; and it may mean that students are pulled from the general education classroom for small group instruction.

With the goal of maximizing the effectiveness of services, while minimizing the disruption to the students' general education instruction, the methods of instructional delivery will be established by teachers, with the approval of the Special Education specialist and the Principal. The delivery methods may change as the needs of the students change, but the goal of maximum service with minimum disruption will remain the same.

**Collaboration with Students' District(s) to Provide Special Education Services:** Arista will implement the IEPs developed for students by the CSE and will cooperate with the student's district of residence to ensure that all services in the IEP are provided to the student. In the event that Arista is unable to provide the services recommended in an IEP, it will cooperate with the student's district of residence to ensure that IEP services are provided.

**Support Services for Students and Families:** The school's Special Education Lead Teacher, ELL, Literacy, and Math Specialist, along with the school counselor and Principal will develop relationships with families, agencies and organizations, and will support families of students who receive or who have been referred for special services. This will include translation of all communications and the location of and referral to community organizations and services agencies when a need is identified. For ELL students, the ELL Specialist will take the lead, working in a collaborative team approach with the teachers and service providers for each student. When a student receives support services, such as special education services, speech and language therapy, counseling, occupational or physical therapy, the Special Education Lead teacher will coordinate communications and team meetings.

The school counselor and Principal will assist when there are communication issues, and when translators or outside service providers are needed and will locate such services and assist in referrals. The Principal will create and maintain relationships with community service organizations and agencies that may benefit students and their families. This will include a referral bank of locally available family services, including counseling, housing, medical and financial services and will act as a liaison for students and families.

**Evaluation of Services Provided to ELL Students, Students with Disabilities, And Gifted Students** - The efficacy of the instruction provided to these special student groups will be evaluated regularly by our specialists and the principal by disaggregating student performance data and reviewing student progress. Observation of instruction and team meetings will provide qualitative data about the implementation of services to these students. In addition, parents will be surveyed to determine their perspective on services and communication.

**III. ORGANIZATIONAL AND FISCAL PLAN**

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

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

**Applicant(s)/Founding Group**

Name	Current employment	Relevant experience/skills and role on founding group	Proposed role(s) if any
<b>Thea Pallos</b>	<b>Principal, PS 234 – Astoria Queens</b>	<p><i>Experience:</i> <i>Principal Advisory Council</i>, selected to participate as one of 25 leaders to work alongside the office of Teacher Effectiveness and with Deputy Chancellor Weiner to provide both with ongoing feedback on teacher effectiveness related initiatives throughout the year. Establishing mission / vision statements for a start-up school, staff and students. Selected scientifically research based curriculum with heavy emphasis on use of technology. <i>She now manages an 117,000 Sq. Ft. school facility and a 5 million dollar K-5 school budget annually.</i></p> <p><b>Expertise-</b> Opening and facility management of new educational facilities. Supervision and monitoring staff of over 100. Facilitation of interview process and assessment of talent in potential candidates. She also supervises a rigorous ELL curriculum, student progress, and extensive intervention programs and clubs for at-risk and accelerated pupils.</p>	<b>Chairperson for the Proposed Arista Hellenic Charter School</b>
<b>Faatima Campbell</b>	<b>Hyde Leadership School Dean of Students</b>	<p><b>Experience:</b> Collaboration with the Head of School and school administrators by leading the behavior intervention planning process. Key responsibilities are to support all stakeholders in the area of student support, community relationship building, coaching, assessments, and school culture.</p> <p><b>Expertise:</b> Public &amp; Non-Profit Management, governance, and Philanthropy.</p>	<b>Board Member for the Proposed Arista Hellenic Charter School</b>
<b>Dr. William Poll</b>	<b>Nassau BOCES Assistant Principal</b>	<p><b>Experience:</b> Responsible for all academic programs. Ensuring all NYSED regulations are adhered to for curriculum and state assessments. He spearheaded the establishment of a Professional Learning Community (PLC) among targeted staff members.</p> <p><b>EXPERTISE: BUSINESS/FINANCE</b> He’s secured grants and served as business manger/director for several private companies as well as educational facilities, managing student-related finances, departmental funds, expenditures and school bank accounts. Dr. Poll holds NYS certification/licensure as a School District Administrator, School Business Administrator, and school Administrator/Supervisor.</p>	<b>Treasurer for the Proposed Arista Hellenic Charter School</b>
<b>Nicholas Vartholomeos</b>	<b>Voyages Preparatory School</b>	<b>Experience:</b> taught at St Joseph’s School for the Deaf as a speech teacher providing evaluations and individualized educational plans (IEP).	<b>Vice-Chairman for the Proposed Arista Hellenic</b>

	Speech and Language Disabilities/Biology Teacher	<b>Expertise:</b> providing evaluations at the Board of Education facility for special needs pupils. Dually certified Speech – Language Pathology and Biology (7-12)	<b>Charter School</b>
<b>Martha Kiamos</b>	<b>Former Special Assistant to the NYC Comptroller</b>	<p><b>Experience:</b> She has held various positions: former Special Assistant to the NYC Comptroller, V.P. of the Comptroller’s Research and Policy Management Foundation, Executive Director of the Brooklyn Borough President’s Office and Assistant Director of the Hellenic American Neighborhood Action Committee (HANAC).</p> <p><b>Expertise:</b> Government and community relations. Community outreach, fundraising and grants.</p>	<b>Member Secretary for the Proposed Arista Hellenic Charter School</b>
<b>Kriton A. Pantelidis, Esq.</b>	Gogick, Byrne, and O’Neill LLP <b>Attorney</b>	<p>Experience: associate with the firm Gogick, Byrne, and O’Neill LLP.</p> <p>Expertise: Contracts/Grants and Negotiations</p>	<b>Board Member for the Proposed Arista Hellenic Charter School</b>

**Proposal Development:** Arista was initially conceived by founding group members including William Poll and Nicholas Vartholomeos who wanted to offer a great educational choice in the community in which there was extreme need and that they had ties to. Thea Pallos was brought on given the lead applicant position because of her noted expertise and skills and was brought on to help refine the school design and help develop the proposal. Through a series of bi-weekly meetings they identified key design elements, secured a location and secured a site. Martha Kiamos headed community outreach with participation from the rest of the board. All founding board members equally coordinated the production of the proposal along with guidance from StartACharterSchool Consulting. The founding group equally comprised this application through Google Drive and numerous communications and E-mail Edits. The other members listed were recruited based on their noted experience and expertise.

**Future Roles:** All founding members will transfer their role to the board of trustees as indicated in IIIB once the charter is approved.

**B. Board of Trustees and Governance (Organizational Design)**

**Proposed Founding Board of Trustees**

<b>Trustee Name</b>	<b>Voting Y/N</b>	<b>Position on the board</b>	<b>Length of initial term</b>
<b>Thea Pallos</b>	<b>Y</b>	<b>Chairperson (Proposed)</b>	<b>Three years</b>
<b>Nicholas Vartholomeos</b>	<b>Y</b>	<b>Vice-Chairperson (Proposed)</b>	<b>Three years</b>
<b>Dr. William Poll</b>	<b>Y</b>	<b>Treasurer (Proposed)</b>	<b>Two Years</b>
<b>Martha Kiamos</b>	<b>Y</b>	<b>Secretary (Proposed)</b>	<b>Two years</b>
<b>Faatima Campbell</b>	<b>Y</b>	<b>Member (Proposed)</b>	<b>Two years</b>
<b>Kriton A. Pantelidis</b>	<b>Y</b>	<b>Member (Proposed)</b>	<b>Two years</b>

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

Three of our founding members have extensive experience with starting a new school and being part of administrating and running a current charter and public schools. Mrs. Thea Pallos was in charge of opening a new elementary school, PS234 and supervised and monitored staff of over 100. She facilitated the interview process and assessment of talent in potential candidates. She established the mission and vision statements for the school, staff and the students and selected scientifically research based curriculum with heavy emphasis on the use of technology. She now manages an 117,000 Sq. Ft. school facility and a 5 million dollar K-5 school budget annually. She also supervises a rigorous ELL curriculum, student progress, and extensive intervention programs for at-risk and accelerated pupils. Ms. Faatima Campbell is Dean of Students at Hyde Leadership Charter School. She has implemented and supervised procedures at this charter school and has a vast of experience of Charter School law and procedure. She is also responsible for collaborating with the Head of School and school administrators by leading the behavior intervention planning process. Her key responsibilities are to assist all stakeholders in the area of student support, community relationship building, coaching, assessments, and school culture. She also is a specialist in Public Administration with specialization in Public & Non-Profit Management. Dr. William Poll has served as a business manager and an advisor for the NYC Teaching Fellows program. He is currently an Assistant Principal at Nassau BOCES. He has experience developing a Professional Learning Community focusing on creating lessons aligned to the Common Core State Standards, securing grants for student related activities and managing school bank accounts. He has mentored and trained new teachers, while modeling best practices, Our board members have a wealth of relevant experience in business and finance, philanthropy, government and community relations, and for-profit and non-profit management and governance. For example, Dr. Poll holds a NYS certification/ licensure as a school business administrator and a Masters in Business Administration. Ms. Martha Kiamos served as the Special Assistant to the NYC Comptroller & NYC Deputy Mayor, VP of the Comptroller's Research and Policy Management Foundation and Assistant Director of the Hellenic American Neighborhood Action committee. Most of our proposed board members have governance experience as indicated.

**Community Connections:** Most of our board members were raised, still live and/or work in Queens. Ms Campbell has volunteered & served as an Independent Consultant for Youth Empowerment Initiatives, where she assisted local non-profit organizations, and public schools to manage community service education projects, securely maintained student files and drafted case notes to document student progress and planned community events to promote opportunities fostering parent/student involvement. She was also an Organizer for America Field Organizer and acted as a liaison between local unions, faith-based and neighborhood associations to communicate common agendas. She also facilitated and fostered relationships with local elected officials and community organizations. Nicholas Vartholomeos has significant experience with special education in New York City, having taught speech and language disabilities. He has taught at St Josephs School for the Deaf as a speech teacher providing evaluations and individualized educational plans. He has also provided evaluations

at the Board of Education Facility for special needs students. Mrs. Pallos has started, monitored, and supervised afterschool programs for public school children in Queens and developed programs for families, which helps prepare academically gifted minority students. Mr. Pantelidis has longstanding ties to the community and has assisted with the research and writing of the NY Chapter contained in the publication: State by state Guide and Design and Construction Contract and Claims and received his Juris Doctorate in 2009.

**Governance Practices and Procedures:** Our founding board understands the responsibility of governing a public charter school. The board will have a performance contract with the Board of Regents that provides the school with the autonomy to design and operate its programs in exchange for accountability for results, namely academic performance, organizational viability and fiscal soundness. The board's roles and responsibilities include: Establishing the school's mission and school design; ensuring adequate resources for implementation of the school program; recruiting, hiring and evaluating the Principal; approving major policies and regularly reviewing and revising them as necessary; preparing for and attending board and committee meetings; making informed decisions to support the success of the school; monitoring program implementation and compliance with the charter agreement and relevant laws and regulations; facilitating long term strategic planning; recruiting and orienting new board members and assessing board performance; participating as appropriate in the grievance process; enhancing the school's public standing.

The qualifications to serve on the Arista's board of trustees will include: Belief in and support of the mission and design of the school; the expectation that all children can and will achieve academic excellence; demonstrated understanding of board duties; a willingness to attend board and committee meetings and volunteer for board work; experience and expertise in a relevant field, such as: education, business, management, finance/accounting, law, government, personnel, marketing/public relations, fundraising, and/or community relations, the capacity to examine performance data, financial documents and management reports, and make informed decisions in the best interest of the school; be at least 18 years of age.

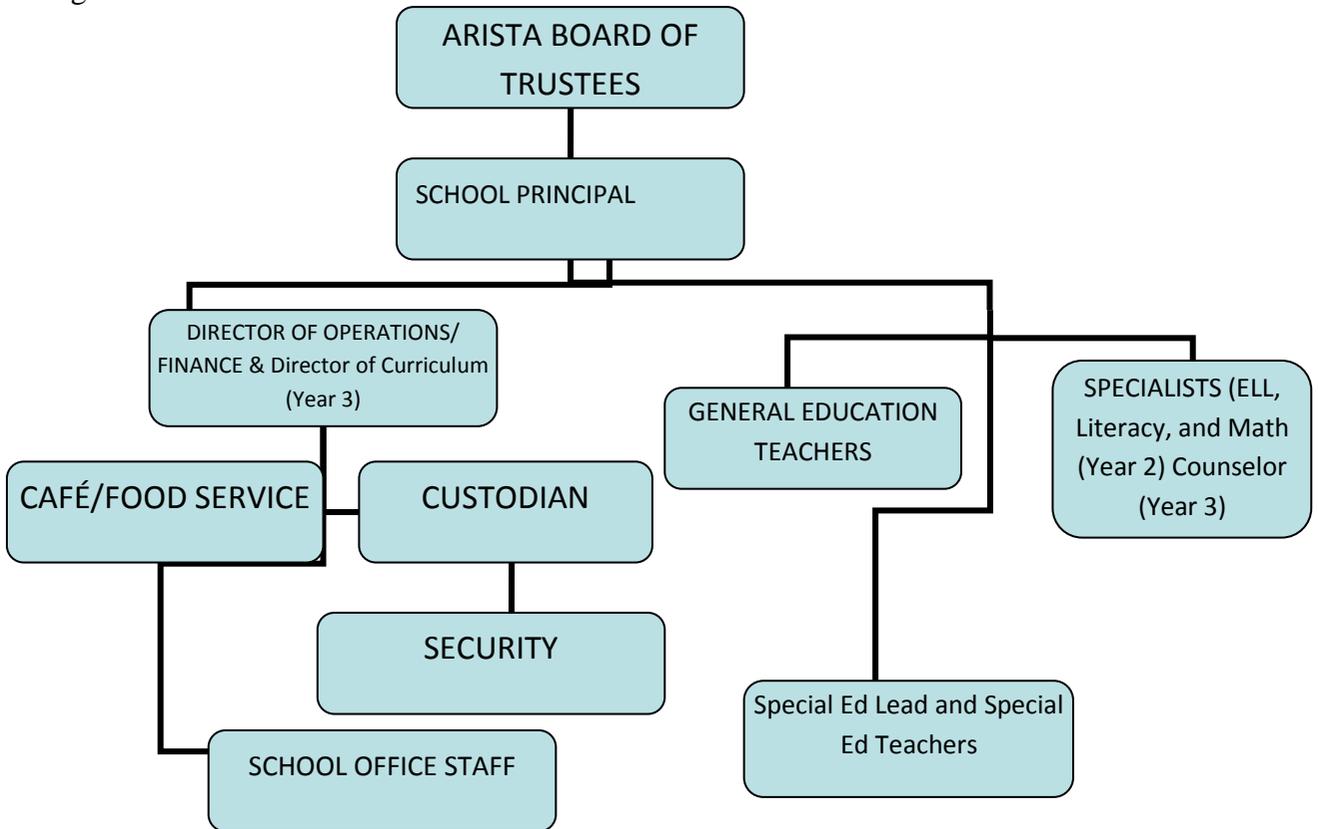
As noted in our by-laws, the board will have at least five members and include the following officer positions: Chair, Vice Chair, Secretary and Treasurer. Board members will serve two and three year terms. The board will meet monthly at the school; the agenda will be developed by the Chair in consultation with the Principal and will include a written or oral report by the Principal, a financial report and opportunity for public comments. The board will operate as a whole and may appoint sub-committees as needed to carry out the work of the board. For example, a committee led by the Treasurer will regularly scrutinize the school's budget and financial management practices and report on fiscal soundness to the board. Committees will have a job description that clearly describes any delegation of authority by the full Board and a committee chair appointed by the Board Chair. Minutes will be taken at all board and committee meetings, copies of which will be posted on our website and archived in the school office. The Board will delegate authority for the day-to-day operations of the school to the Principal, who will oversee all operations of the school and report directly to the Board. The board will establish measurable annual performance goals, conduct mid-year and end-of-year evaluations of the Principal, and ultimately hold him or her accountable. The Board will clearly communicate its reporting requirements to the Principal, including content, format and

frequency of data. At minimum, the Principal will present a dashboard at each board meeting, including enrollment, attendance, financial, compliance and student performance data.

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

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

**C. Management and Staffing :** The following organizational chart will serve under the Board of Regents:



**Organizational Chart:** Our organizational chart separates operational duties from academic responsibilities and allows instructional leaders to focus the bulk of their time on supporting instruction. The Board of Trustees hires the Principal, who reports directly to the board and is responsible for day-to-day management of the school. The Principal is the primary instructional leader of the school and will supervise and evaluate teachers. He or she will also collaborate with the Director of Operations/Finance to ensure implementation of technology. The Principal will supervise any contracted service providers as well as a counselor who will be hired in Year 3. Beginning in the first year the Director of Operations/Finance will supervise the office manager and parent coordinator, nurse, custodian and food service staff and will handle financial management. Responsibilities and qualifications for key positions are provided in Attachment 8a. We have not identified a Principal, but intend to initiate a search as soon as the charter is approved. Key qualifications include high expectations for learning and behavior, demonstrated success in raising student achievement with low-income urban students, experience with start-up environments, and skills managing staff in a complex organization. We plan to find our Principal through advertising and strict scrutiny to find a leader whose ideals align with our mission and school design.

### Staffing Plan:

	Year 1	Year 2	Year 3	Year 4	Year 5
<b>Principal</b>	<b>1</b>	<b>1</b>	<b>1</b>	<b>1</b>	<b>1</b>
<b>Dir Ops/Finance</b>	<b>1</b>	<b>1</b>	<b>1</b>	<b>1</b>	<b>1</b>
<b>Teachers</b>	<b>7.5</b>	<b>11.5</b>	<b>16.5</b>	<b>21.5</b>	<b>27.5</b>
<b>ELL Specialist</b>	<b>1</b>	<b>1</b>	<b>1</b>	<b>1</b>	<b>1</b>
<b>Reading/Literacy specialist</b>	<b>1</b>	<b>1</b>	<b>1</b>	<b>1</b>	<b>1</b>
<b>Café/ Food Services</b>	<b>.5</b>	<b>.5</b>	<b>1</b>	<b>1</b>	<b>1</b>
<b>Custodian</b>	<b>1</b>	<b>1</b>	<b>1</b>	<b>2</b>	<b>2</b>
<b>Security</b>	<b>1</b>	<b>1</b>	<b>1</b>	<b>1</b>	<b>1</b>
<b>Office Administrator</b>	<b>1</b>	<b>1</b>	<b>1</b>	<b>1</b>	<b>1</b>
<b>Dir. Of Curriculum</b>	<b>-</b>	<b>-</b>	<b>1</b>	<b>1</b>	<b>1</b>
<b>Nurse</b>	<b>.5</b>	<b>.5</b>	<b>1</b>	<b>1</b>	<b>1</b>
<b>Counselor/Social Worker</b>	<b>.5</b>	<b>.5</b>	<b>1</b>	<b>1</b>	<b>1</b>
<b>Math Specialist</b>	<b>-</b>	<b>.5</b>	<b>1</b>	<b>1</b>	<b>1</b>
<b>Special Ed Lead Teacher</b>	<b>1</b>	<b>1</b>	<b>1</b>	<b>1</b>	<b>1</b>
<b>Parent Coord.</b>	<b>.5</b>	<b>.5</b>	<b>.5</b>	<b>1</b>	<b>1</b>

**C.1. Charter Management Organization** - We do not intend to contract with a charter management organization.

**C.2. Partner Organization** - Arista does not have a partner organization.

## **D. Evaluation**

**Programmatic Audits:** Programmatic audits will focus on two things: quality of implementation and results. Implementation of technology, software, curriculum programs, interventions and assessments will be monitored by the Principal through planning meetings and direct observation. Teachers will be expected to annotate lessons after they have been taught and that information will be used at the end of the year to evaluate implementation of curriculum and pedagogy. Once we have ascertained that our programs have been implemented with commitment, analysis of student performance data will be the primary method for evaluating effectiveness. We will disaggregate data and look for trends in sub-groups. Arista will submit an Annual Report to its authorizer detailing its performance and progress towards its accountability goals. We will also seek to visit other high performing “no excuses” schools that result in critical feedback. We expect to have regular oversight visits by our authorizer and will use any constructive feedback to make necessary changes to the academic program.

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

**Teacher Evaluation:** will be based on but not limited to classroom visits by the principal, observed classroom practice, professional responsibilities, student performance data, self reflection, and peer and parent input. Measurable goals will be established prior to school start and administrations will work with teachers in order to attain and align with school goals and the school’s mission. The principal will collect these assessments throughout the year. Those teachers with assessed to have serious performance deficits will be given an improvement plan with specific objectives strategies and target dates. An end of year conference teachers will re-assessed and will be informed by the principal of bonuses, placements for the following year, and termination decisions. Also see the discussion in Section E on Professional Development and the Personnel Policies in Attachment 8a.

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

**Family and Student Satisfaction:** Arista will gauge family and student satisfaction both directly and indirectly. We will administer at least annually surveys to assess their satisfaction in areas such as instruction, school culture, and communication. We will also infer satisfaction

based on our enrollment numbers and retention of students from year to year. We believe our attention to parents through regular communication and parent workshops will keep them engaged in the life of the school and their children's academic progress.

### **E. Professional Development.**

Arista's supportive instructional model and rigorous curriculum will only be delivered successfully in the classroom if teachers are provided with support to ensure high quality instruction in the classroom.

The Principal and specialists will be responsible for identifying the needs of teachers and staff throughout the school year. Instruments used for objective planning include but are not limited to teacher/staff surveys, teacher/staff observations, analysis of student assessment data, and the Response to Intervention process may reveal specific information for targeted professional development activities and supports. These will be in the form of workshops, classroom modeling and demonstration, development of "model classrooms" and teacher inter-visitation within the school and to other schools. New teachers and seasoned teachers will convene for a minimum of 14 days in the summer prior to the start of the school year.

Topics included in pre-opening Professional Development include: (1) direct instruction, customized learning, core knowledge sequence, and curriculum lesson development (2) evaluating written assessments, assessing student needs and evaluating student learning' (3) effective use of data in instruction/school software; (4) special education procedures, services and the IEP and its use in guiding student learning; (5) methods of teaching to ELL students; (6) the role of the general education teachers, the ELL specialist, special education specialist, and special service providers; (7) forming partnerships with parents, teachers, and other staff members; (8) analysis of the instructional environment; (9) classroom management and (10) Response to Intervention.

Arista's view of professional development is one in which teachers are engaged in professional learning every day. The Arista school schedule will reserve at least one hour each day for teachers to engage in reflective practice and individual planning and collaboration with their colleagues within and across grade levels.

In addition, there is designated time each week where teachers will have a concentrated block of time to (1) engage as a group in comprehensive professional development around specific pre-determined topics or topics in response to needs identified by instructional staff or student assessment data; (2) to break out into smaller groups by grade level or across grade level to cross-plan how each grade will cover similar topics in different and increasingly advanced ways; (3) to convene student support around specific students who have been demonstrating needs and challenges; and (4) to plan together to deliver/share resources and effectiveness (best practices), and collaboration in the co-teaching model and/or around instructional specialists pushing into the classroom. We will build our organizational capacity through the sharing and planning described above, including collaboration to address various challenges in different and increasingly advanced ways to include, but not limited to, identifying more efficient uses of technology, utilizing more effective training resources, and engaging in collaborations with community partners. Building our organizational capacity will enable us, amongst other things, to continue to strengthen the effective delivery of our mission in the future and to strengthen the positive impact upon our student lives and our community. All professional development

initiatives at the School will be designed and delivered in a manner consistent with the National Staff Development Council's Standards for Staff Development (<http://www.nsd.org/standards/>). Arista will also work with the National Institute for our Direct Instruction pedagogy (<http://www.nifdi.org/>) to support and implement direct instruction at our school. We will hold on-going and annual in-service training sessions to ensure that teachers can perform DI techniques in their classrooms that are aligned with the Core Knowledge curriculum and our mission, in order to create a fulfilling and professional climate. Through our professional development initiatives, constructive assessments, ongoing support, and earned rewards, we are confident that teachers and staff will be effectively retained.

### **Evaluation of Professional Development (PD).**

The ultimate worth of PD for teachers is the essential role it plays in the improvement of student learning. At Arista, evaluation of the PD program has two important goals: to improve the quality of the program and to determine its overall effectiveness. Tools for evaluating our Professional Development Program will include: Instructional staff surveys, Response to Intervention (RTI) data; questionnaires; observations; self-assessment instruments, and analysis of teacher evaluation records. Teacher development is based on scrutiny of student data and the trends found within. This can lead to individualized professional development pending needs of the teacher, so that he/she can have a greater impact on student growth. Using all of these tools and methods, the instructional leaders can analyze how the PD programs have improved teacher and student practices and make adjustments accordingly.

Student assessment data will be evaluated in the aggregate as well as broken down into disaggregated groups. Evaluation of student assessment data is fundamental to determining if the school has met or is making progress towards meeting its annual goals.

The Principal will draw conclusions regarding the effectiveness of the PD program data based on the above evaluation methods, and thereby make recommendations for program modifications in order to improve teacher practice & student outcomes. These recommendations will be presented by the Principal to School Board.

### **F. Facilities**

98-07 38th Avenue, Corona, NY 11368 (CSD 24) – is a private independent building has been secured and agreed upon by the owner to be leased exclusively to Arista, upon approval of the charter. The entity that owns the building is in full support of our school and its existence in their community (See Attachment 2). Therefore, we are not intending to request to be sited in school district facilities. The building has approximately 20,000 square feet of space and includes sufficient classrooms and administrative space. The school occupies three floors in a modern building. There are twelve rooms dedicated to classroom instruction, 1 computer lab, 1 science lab, a library/media resource facility, a gymnasium, a lunch room, a full kitchen, an auditorium, a reception area for parents, storage rooms, and administrative offices.

### **G. Insurance**

We have worked with and will work with **Austin & Co., Inc.** for general and professional liability, property, and personal injury. We will seek liability insurance coverage as shown:

#### **Insurance Coverage - Coverage Limit**

Limits General Liability - \$3,000,000	Umbrella Liability- \$5,000,000
Business Personal Property- \$250,000	Hired & Non Owned Auto - \$1,000,000

Computer equipment -\$250,000                      Workers Compensation -Statutory Limits  
Director's/Officers Liability -\$3,000,000      Catastrophic Student Accident -\$1,000,000

## **H. Health, Food, and Transportation Services**

**Health Services:** We will contract the services of a registered nurse. The school will comply with all health service requirements and state regulations applicable to other public schools, including immunization requirements and screenings. The nurse will supervise the administration of medication, treat students who are ill or injured, and maintain student health records. The nurse is responsible for the record keeping and correspondence related to these duties. The Director of Operations & Finance will oversee the nurse. In addition to the services provided by the nurse, at least six staff members will be certified in the use of the AED.

**Food Services:** Arista intends to participate in the federal school breakfast and lunch programs by utilizing the Office of Food and Nutrition Services of the NYCDOE to provide breakfast, lunch, and afternoon snacks to students. All students enrolling in Arista will complete School Meals Application forms required for participation in federal free and reduced-price breakfast, lunch, and snack programs. Based on current demographic information, Arista assumes that approximately 78% of the student body will be eligible for free or reduced-price lunch. The school will comply with all applicable guidelines with regard to nutritional values, meal pricing, determination of eligibility, and reporting requirements.

**Transportation:** Arista will not provide private transportation services. Arista will, however, provide transportation services to students who are eligible under Education Law §3635. The school will work with the New York City Department of Education Office of Pupil Transportation(OPT) to obtain the same transportation arrangements for its children that the district provides to all other children of nonpublic school students. If a student is not eligible for such transportation, due to proximity from the school site, the parent will be responsible for providing transportation. The proposed location for Arista is accessible by a variety of public bus lines. Parents will notify the district of request for transportation prior to the April 1st deadline. Further, Arista will work with the NYCDOE Office Pupil Transportation to provide transportation services specified in a student's IEP or 504 plan. Because we intend to provide an extended school year and Arista may be in session on days when other NYC public schools are not, the school will work with OPT to provide supplemental transportation at cost or make other transportation arrangements.

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

Parental involvement is recognized as a crucial factor in school and student success. Arista will be appropriate for parental involvement due to its educational program and small size, transparency and constant communication, and individual attention.

**Parental Involvement:** Arista recognizes the value of constant communication with our families. We will ensure the development and maintenance of a school climate that is friendly and inviting to parents. Strong channels of communication will be maintained, by face-to-face interaction, phone, and the work-related email addresses of all staff members will be provided to parents and posted on our website. Our website will contain a parent portal and every family will have direct access to relevant information such as homework, calendar of events, and, through a secured page, their child's progress. We will provide in-person contact with parents

whose primary language is not English, and be sure that translators are involved in all parent-teacher interaction as needed and for families without access to computers at home. Computers dedicated for parent use will be available on-site at the school as well. In addition, a Parent Handbook containing comprehensive information about the school's standards, curriculum, school policies, and other items important to our academic and school culture will be provided to each family. This information will also be posted on the school website. Other means of communication include: monthly principal newsletters and calendar of events and progress reports at the end of each unit from teachers prescribing student goals for the next unit based on achievement thus far. Additionally, mini progress conferences as needed and progress reports sent to the parents/guardians of each student every six weeks will also be provided. There will be four report cards annually and parent-teacher conferences when report cards are distributed. Parents will be encouraged to reach out to their children's' teachers as necessary and as desired.

**Community Involvement:** We will post projects and other student works throughout the community in public libraries and other community areas. We will hold community-based concerts, cultural events, and fairs at the school and off-site within the community. This will not only enrich our students and expose the attributes of the school and its positive effects to the community, but it will also involve the community in Arista's development through collaboration. These efforts will ensure the building and continuation of long-lasting relationships between members associated with the school and members of the community.

**J. Financial Management -Budget:** Each spring the Principal and Director of Operations/Finance will evaluate the school's needs for the coming year, including staffing, technology, facility, and instructional materials, and will develop a budget based on the previous year's revenues and expenditures and projections for the coming year. The leadership team will then recommend a proposed budget to the Board Treasurer who will then present a final budget to the Board for approval in May. The school will also maintain a five year budget projection and revise it each year based on current information and long-term strategic plans. Budgets are monitored on a monthly basis. Charter School Business Management Inc. (CSBM) will provide school leaders with regular reports, including budget to actuals, cash flow and balance statements; any significant variances will be reviewed and discussed with the Board Treasurer, who will provide the board with a monthly report on the school's financial health. Major modifications of the budget will require board approval.

**Financial Systems:** The school intends to contract with CSBM for financial management, which has extensive systems. Moreover, CSBM will professionally develop the school's staff regarding set up and maintenance of systems for accounting, student and staff records, payroll, tracking of student meals, enrollment and attendance, eligibility for free and reduced priced lunch, and special education and ELL services. Below are the key services provided by CSBM during the planning year and once the school is operational:

**Planning Year**

**Payroll**

Set up payroll system using ADP  
Process payroll per school's pay schedule  
insurance and retirement plans  
Post payroll expenses in accounting system

**Operational Years**

**Human Resources**

Handle the administration related to HR files  
Enroll/withdraw staff members in benefits including

Complete quarterly payroll reconciliations  
Review/distribute W-2s and prepare/distribute 1099s  
File payroll related documents

**Finance/Accounting**

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

**Audit Preparation**

Introduce school to potential auditors  
Support completion of the 990 by auditors  
Provide support with completion of the Initial Statement of Financial Controls  
Participate in meeting with Finance Committee

**Payroll**

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

**Finance/Accounting**

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

**Audit Preparation** Support completion of the 990 by the auditors

Prepare for on-site testing by auditors  
Close books for the fiscal year  
Prepare all requested schedules/analyses and work with auditors until completion  
Review/recommend edits for draft financial statements and draft management letter of Board of Trustees and auditors

**Financial Controls:** The board will adopt detailed financial policies and procedures to guide school staff and protect school resources. The Principal and two members of the Board of Trustees will be authorized check signers. Two signatures will be required for any transactions greater than \$5,000. Approval of the Board Chair is required to open a bank account. Clear procedures will be established to ensure: segregation of duties to assure that funds are safeguarded and properly deposited, establishment of controls to ensure that all receipts and expenditures are properly recorded in the accounting records and identification of payments and receipts in sufficient detail to facilitate preparation of the monthly financial reports.

**Annual Audits:** The school will contract with an independent certified public accountant (CPA) to conduct an annual fiscal audit of all financial reports, including statement of financial position, statement of cash flows, statement of activities, and schedule of functional expenses. All financial transactions will be recorded in accordance with generally accepted accounting principles (GAAP). All audits will be conducted in accordance with the Government Auditing Standards. We expect the auditor will produce an Initial Statement of Financial Controls in the beginning of the school year and complete the annual audit the following fall. The board will

review all audits, meet with the auditor without school staff present, and monitor all efforts by school leaders to address any found deficiencies.

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

<b>Pre-Opening</b>	<p><b>Revenue:</b> We anticipate revenues based on some fundraising and the first year of CSP funding. Our founders have considerable experience with philanthropy in the charter sector and we believe our fundraising targets are reasonable.</p> <p><b>Expenditures:</b> Expenditures will primarily include bringing on the Principal and the Office Administrator for about six months, and then the Dir. Of OpsFinance as the school gets closer to then Summer training. We have also set aside funds to set up operational and financial systems and to conduct staff and student recruitment.</p> <p><b>Cash Flow:</b> We anticipate a positive cash balance for each month of the Pre-Opening period. Should the CSP grant arrive later than anticipated, we will consider deferring compensation.</p>
<b>Year 1 Budget</b>	<p><b>Revenues:</b> 84% of revenue is from per-pupil funding for general and special education students; we do not expect to receive IDEA funding until Year 2. We have conservatively estimated 12% of our students with disabilities and 80% eligible for free and reduced price lunch, though in reality these could be underestimates. We also anticipate receiving the second of three CSP installments and to raise \$150,000 in Year 1.</p> <p><b>Expenditures:</b> The bulk of expenditures is salary, and while we have budgeted for every staff member to receive a full bonus, this is an unlikely scenario. 27% of salary is administration; 67% is instructional staff. Personnel costs, including taxes and benefits, accounts for 69% of total expenditures, with another 4% devoted to contracted services. School operations are 11% and facility operations are 15% of our costs. Our blended-learning program is based on other schools that use the Waterford Literacy program and free software as well as software that comes with our other core subject learning materials and captured in line 109 (teaching supplies and materials), and line 115 (technology).</p> <p><b>Cash Flow:</b> Most start-up costs are incurred early in the year, while salaries are distributed across the year with bonuses budgeted for the end of the year. Based on other schools' experiences, we anticipate receiving DYCD funds in the spring. We project a positive cash balance at the end of the first year of operation. Given our conservative estimates we believe we will be able to cover that month as well or, if necessary, will secure a short-term bridge loan.</p>
<b>Year 5 Budget</b>	<p><b>Revenue:</b> We expect to receive IDEA funds beginning in Year 2 and conservatively assume 12% eligibility. Title I funding will increase commensurate with enrollment. CSP is anticipated in the planning year, Year 1 and Year 2. We also assume textbook funds will continue at the current rates.</p> <p><b>Expenditures:</b> Salaries increase from 3% per year up to 7% per year if we included bonuses for administrative staff. In reality, all bonuses and increases may vary depending on economic conditions. Administration is 16% of salary costs and overall personnel is 74% of total expenditures in Year 5. Facility costs are 18% of total expenditures at the end of the charter term. \$25,000 is set aside in each of the first three years to establish an escrow account for dissolution.</p>

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

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

**1. Underserved Student Populations Priority:** Our school will be located in Corona, Queens, which is comprised of disproportionately low-income and English language learners.

Our admissions policy gives preference to low-income students and our recruitment plan/school program is designed to meet enrollment and retention targets for at-risk students, ELL, SWD, and families who are less informed of educational options.

**2. Authorizer Program Design Priority:** Arista is specifically designed to meet the learning needs and raise the achievement of ELLs and students with disabilities. In addition to an extended day and school year, our innovative blended-learning model combined with co-teaching provides an extraordinary level of individualized instruction for all students.

**L. Pre-Opening Plan -** BOT=Board of Trustees(upon approval); PR=Principal; OA- Office Administrator (1/15)DO- Director of Operations and Finance; S=Specialist(s)

Action	Start Date	Completion Date	Responsibility	Resources
<b>GOVERNANCE</b>				
Ratify school by-laws/ Submit paperwork to become a 501 c(3) organization	Upon charter approval	7/2014 – IRS Determined	Board	None
Clarify roles during pre- opening	October 2014	January 2015	Board	None
Develop Board monthly meeting calendar, including after charter is approved	November 2014	January 2015	Board Chair	None
Establish board training schedule	January, 2015	February 2015	Board Chair	None
Convene Board to adopt bylaws, code of ethics, establish committees, Dashboard	January, 2015	March, 2015	P, Board	None
Fundraising, Grant writing, Capital Campaign	October 2014	On-going	Board	None/Volunteers
Revise/enhance all school policies: Open Meeting, FOIL/ make them working policy	January 2015	March 2015	Board	None
<b>STUDENT AFFAIRS</b>				
Draft and approve comprehensive policies for admissions, enrollment and attendance.	Upon charter approval	January 2015	Board	None
Define application period/set lottery date	Upon charter approval	January 2015	Board	None
Develop all marketing materials and student recruitment materials/Translate to Spanish, and other languages	November 2014	January 1, 2015	Board, volunteers	Recruit Cost
Organize community information sessions/Begin marketing/outreach campaign	February 2015	April 2015	Board, Volunteers	Recruit Cost P
Create tracking systems for applications and create systems for receiving documents	January 2015	February 2015	P	P & DO
Conduct lottery	April 2015	April 2015	Board, volunteers	P & DO
Student registration process: Collect all health/registration/ lunch forms; Execute process to maintain documents.	April 2015	June 2015	P, Registrar	P & DO
Finalize student handbook and have printed	April 2015	June 2015	P, DO	P & DO Printing Costs
Ensure all IEP and student records of incoming students obtained	April 2015	August 2015	P, DO	Recruiting cost & salary
Develop school safety plan	February 2015	August 2015	P, DO	Salary
<b>INSTRUCTION</b>				
Begin developing the curriculum	January 2015	June 2015	P,	recruiting Costs & , Curr. Develop. Costs
Principal ensures all instructional supplies/ books/equipment, assessments are ordered	April 2015	August 2015	P	Supply Costs, Staff Salaries

Collect all admitted students' IEPS	April 2015	August 2015	P, S	Staff Salaries
Administer baseline assessments to new students	March 2015	June 2015	P, S	Testing Supplies, Staff Salaries
Set up classroom and other instructional space	June 2015	July 2015	P, S, DO	Staff Salaries
Provide faculty training on curriculum, school culture, data analysis and other topics	July 2015	August 2015	P, S, DO	Staff Salaries,
Make student class assignments	May, 2015	June, 2014	P	Salary
<b>ACADEMIC PROGRAM AND SCHOOL ADMINISTRATION</b>				
Identify and hire School Principal and Admin Asst.	Now	December 2014	Board	
Estb. hiring rubric based on job descriptions/ skills/ student needs	Now	January 2015	P	P
Create job posting advertisements and plan	November 2014	January 2015	P, Board	P
Identify and hire Director of Operations/finance	March 2015	March 2015	P, Board	P
Identify and hire staff positions	February 2015	June 2015	P, DO	
Establish fringe benefits for school including health insurance, etc.	March 1, 2015	July 2015	P, DO, Board	P, DO
Staff members fingerprinted	March 1, 2015	July 2015	P, DO	DO
Establish personnel manual and school policies; distribute to staff	March 2015	August 2015	P, DO	
Make arrangements to provide a range of special education services	January 2015	July 2015	P, S	
<b>FACILITIES</b>				
Complete lease negotiation	July 2014	January 2015	BOT	Pro Bono
Determine improvements that need to be made to facility	February 2015	June 2015	Board, P, DO	
Oversee execution of improvements	December 2014	May 2015	P, Board	Facility Costs
Classroom and office equipment purchased	May 2015	July 1, 2015	P and DO	Equipment Cost,
Assure proper technology are in place (i.e. phones, Internet copy machines, etc)	February 2015	July 1, 2015	DO	Equipment Cost,
<b>FINANCE</b>				
Finalize Budget/Complete Grant Application – CSP	January 2015		P, Board	
Provide evidence of accounting system and internal controls and fiscal policies	Upon charter approval	February 2015	P	
Arrange Board liability insurance	January 2015	February 2015	BOT	
Establish Chart of Accounts	January 2015	February 2015	P	
Establish bank accounts	January 2015	February 2015	BOT	
Set up annual audit schedule with a CPA	March 2015	May 2015	P	
Ensure federal title applications submitted in timely manner/establish payroll system	April 2015	June 2015	DO	
Establish system to report enrollment of students to school districts	Upon charter issuance	June 2015	DO, Registrar	
<b>OPERATIONS</b>				
Arrange for food service	January 2015	May 2015	P, DO	
Establish student information management system, transportation contacts	January 2015	April 2015	P	
Arrange for nurse and maintenance of health records	April 2015	August 2015	DO, Nurse	
Establish all necessary insurance	December 2014	April 2015	P	
Set up procurement system for school staff	March 2015	June 2015	P, DO	
Order teaching materials, furniture and other necessary items	Feb 2015	July 2015	P, DO, S	Supply Cost

## **M. Dissolution Plan**

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

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

## **Attachment 1: Admissions Policies and Procedures (DRAFT- Upon approval of the Board of Regents)**

All students who reside in the state of New York are eligible to attend Arista Hellenic Charter School (Arista). The school shall be open to any child who is eligible under the laws of New York State for admission to a public school, and the school shall ensure compliance with all applicable anti-discrimination laws governing public schools. There are no financial or academic requirements for admission to Arista; admission of students shall not be limited on the basis of intellectual ability, measures of achievement or aptitude, athletic ability, disability, ethnicity, race, creed, gender, national origin, religion, ancestry, gender, sexual orientation, or for any other basis that would be unlawful for a public school. Children will be admitted to kindergarten who have reached the age of five by December 31 of the year in which they apply. The school intends to admit new students into kindergarten through 5th grade each year as space permits.

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

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

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

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

***Non-Discrimination Statement:*** *A charter school shall not discriminate against or limit the admission of any student on any unlawful basis, including on the basis of ethnicity, national origin, gender, disability, intellectual ability, measures of achievement or aptitude, athletic ability, race, creed, gender, national origin, religion or ancestry. A school may not require any*

*action by a student or family (such as an admissions test, interview, essay, attendance at an information session, etc.) in order for an applicant to either receive or submit an application for admission to that school. However, Arista provides an academic program specifically designed for to meet the needs of low-income students. These preferences have been approved by the school's authorizer and are permissible. The application will request information about students' eligibility for free- and reduced-price lunch, but will not require that information.*

Arista will use the following preferences to enroll new students:

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

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

- If there are siblings applying, each child's entry into the lottery will indicate that there is a sibling also applying.
- The place of residence will be noted so that preference can be given to students living in CSD 24.
- The student's eligibility for free or reduced price lunch will be noted so that preference can be given for low-income students.

The lottery will follow these steps for each grade:

1. Siblings of students already enrolled in the school will be drawn.
2. Students who reside within CSD 24 will be drawn
3. Students who reside outside CSD 24 will be drawn

Once the number of students equal to the number of available seats has been drawn, the remaining applicants will be drawn and placed on the waitlist in the order in which they are drawn. After all the names have been chosen, the parents will be notified by letter. For those students who are accepted, the letter will include a list of forms that need to be provided, specifically an original birth certificate, social security card, immunization records and proof of address, and an appointment time to meet with school administrator to turn over the forms.

Parents/guardians will be expected to document residence at the time of registration following our lottery; acceptable documentation will include a lease and/or utility bill.

For children not selected, the letter will indicate their number on the wait list, and will describe the steps that will take place if a space becomes available. That wait list will be maintained for the entire year. If a student withdraws, the next applicant on the wait list in that grade will be called and offered the space. Student withdrawal will be permitted upon the written request of the parent or legal guardian and proof of enrollment in another school. Following the written request of the admitting school, student records will be transferred. If a student does not

return in September, the school will telephone and send the family a certified letter to determine the child's status. When a space opens, the waiting list will then be activated to admit the next child on the same grade level. For applications received after the April 1 deadline, those students will be added to the waitlist in the order they are submitted. The wait list will expire annually at the lottery drawing for the next school year.

After the first year, students returning to the school will be considered to be enrolled in each successive year through the completion of 5th grade. Each year, school personnel will meet with the families of all parents and guardians of currently enrolled students to discuss enrollment plans for the following school year. Parents or guardians must then submit to the school a letter of intent confirming their desire to enroll their child(ren) in the school for the following year.

# Arista Hellenic Charter School

**(Proposed opening September 2015)**



## **Mission:**

- ❖ Promote excellence in student learning and close the achievement gap for all students.
- ❖ Use of Core Knowledge K-5 curriculum, a comprehensive Greek study program and customized instruction.
- ❖ Students will understand their potential and learn to strive for excellence, utilizing the education and tools provided them.
- ❖ Empowered to serve as responsible leaders in our increasingly globalized society.

## **Our plan for the community:**

***A K-5 Charter school in Corona Queens. FREE to all students, but with all of the enrichments of the best private schools!***

- **High Academic Standards** Arista Charter School believes all students can learn. Instilling self-confidence and motivation into our students will assist them in excelling and meeting those high academic standards that they are more than capable of reaching
- **Core Knowledge Curriculum** The idea behind Core Knowledge is simple and powerful: knowledge builds on knowledge. The Core Knowledge sequence provides a clear outline of content to be learned grade by grade so that knowledge, language, and skills build cumulatively from year to year. This sequential building of knowledge not only helps ensure that children enter each new grade ready to learn, it also helps prevent the repetitions and gaps that so often characterize current education.
- **After school program.** In order to fulfill our mission of “closing the achievement gap” for ALL students, individualized attention to students’ needs will be accomplished via our R.R.R.R. program. (Re-Instruction, Reinforcement, Recreation, & Relaxed setting) which are all conducive to studying and doing school work. Teacher assessments will identify student needs and will allow this program to target specific areas in need of improvement.

***\*We want to hear from you - for more information and to fill out our online survey, please visit us at:***

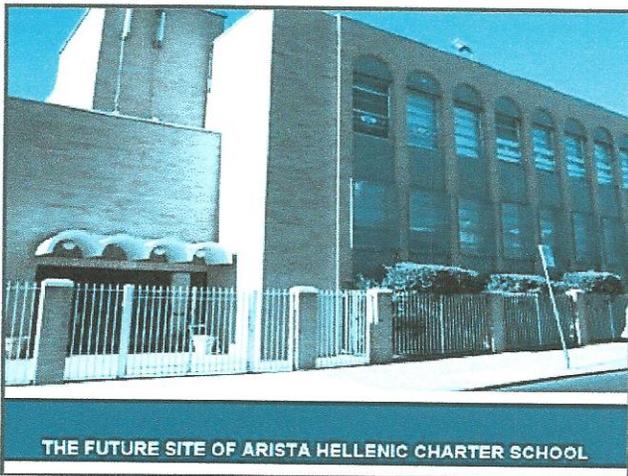
**[www.aristacharterschool.org](http://www.aristacharterschool.org)**



# Arista Hellenic Charter School

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Corona New York 11368  
(347) 669-4458  
[aristaschool@gmail.com](mailto:aristaschool@gmail.com)

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## Mission Statement

The mission of the Arista Hellenic Charter School of Corona is to promote excellence in student learning and close the achievement gap for all students through an academically rigorous Core Knowledge K-5 curriculum, a comprehensive Greek study program and customized instruction. Through a number of academic endeavors students will understand their potential and learn to strive for excellence, utilizing the education and tools provided to them, thus becoming empowered to serve as responsible leaders in our increasingly globalized society.

## The meaning of the word Arista

## Recent Posts by Others

**Cassandra Lopez**

The school should have tutors for children that need extra help. I think it's a great addition. I support the charter

Like · Comment · Yesterday at 7:09am



**Arista Hellenic** Hi Cassandra, we agree! Because of your suggestion and other similar ones we will offer tutoring services after school everyday as part of our program. Please visit [aristacharterschool.org](http://aristacharterschool.org) to see even more info on how we have not only listened to suggestions like your, but have modified our school program to accommodate them:)

Yesterday at 7:23am · Like



[Redacted comment]

**Lisa Smith**

The school should have someone for kids that have problems with English.

Like · Comment · March 25 at 6:56am

**Arista Hellenic** Hi Lisa

March 25 at 7:21am · Like



**Arista Hellenic** Lisa, Arista Hellenic Charter School will offer many innovative programs and resources. Because of your comment/suggestion and others, we have included a full time ELL specialist to be on staff at the school.

March 25 at 7:23am · Like



**Chris George** How can the children who do not speak English learn Greek? The neighborhood has Latino families. The children have enough challenges to face

17 hours ago · Like



**Arista Hellenic** Great question. Actually, 25 percent of English words derive from Greek and research shows us that by creating familiarization with the Greek written and spoken language, students, especially English Language Learners, will better grasp the spelling a... [See More](#)

3 hours ago · Like



[Redacted comment]

Arista posted an album to [Arista Hellenic Charter School of Corona's timeline: Arista's Community Outreach Event 'Corona Speaks'](#).



### Arista's Community Outreach Event 'Corona Speaks'

The founding group of the proposed Arista Hellenic Charter School in Corona, NY organized a town hall meeting/information session for prospective parents from District 24 to inform them of the benefits that Arista will offer their children. Parents from Corona, Jackson Heights, Woodside, Elmhurst and other areas filled...

[See More](#)

By: [Arista Corona](#)

Photos: 47

Like · Comment · Share · June 29, 2013 at 1:25pm



Arista posted a photo to [Arista Hellenic Charter School of Corona's timeline](#).

**ARISTA HELLENIC CHARTER SCHOOL**  
 OPENING SEPTEMBER 2014/  
 EMPEZANDO SEPTIEMBRE 2014  
 GRADES K - 5 / GRADOS K - 5

**Educación Gratuita**  
 Town Hall Meeting  
 Corona Speaks

**¡CORONA HABLA!**

Nuestros niños se merecen lo mejor.

**See You There!!!**

APERTURA DE PROTESTAS:  
 Abriendo las 2014 a los grados K - Primer Grado  
 DANDO A LOS PADRES UNA VOZ EN UNA ESCUELA SUPERIOR  
 PARA LOS NIÑOS DE CORONA (DISTRICT 24)

**DATE: SATURDAY / FECHA: SABADO, JUNE 22, 2013**  
**TIME/HORA: 1:00 PM TO 3:00 PM**

**Place/Lugar: Transfiguration Church Assembly Hall**  
**38<sup>th</sup> Avenue Between 98<sup>th</sup> Street & 99<sup>th</sup> Street**  
**Entrance on 38<sup>th</sup> Avenue/Entrada por la Avenida 38**

Entertainment/  
 Entretenimiento  
 Pizza &  
 Soft Drinks/Refrescos  
 Prizes/Premios

Hope to see everyone at our town hall event on Sat. June 22nd from 1 - 3 p.m.

Music, games, food, and a presentation about what Arista can offer to the future of our children's education.

Like · Comment · Share · June 14, 2013 at 3:59pm

1 share



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## Arista Corona

	<p><b>Proposed Charter School Hosts Health Seminar   <a href="http://www.qgazette.com">www.qgazette.com</a>   Queens Gazette</b>  <a href="http://www.qgazette.com">www.qgazette.com</a></p> <p>The "Your Child &amp; Nutrition" event was hosted by the founding board of the proposed Arista Hellenic Charter School. The founding board of the proposed Arista Hellenic Charter School hosted the</p>
--	--

Like · Comment · Share · April 24, 2013 at 3:26pm

Cynthia DeMonte likes this.



Arista posted an album to [Arista Hellenic Charter School of Corona's timeline: Children's Theater Company Performs Play/Workshop for Local Coron.](#)



### Children's Theater Company Performs Play/Workshop for Local Coron

CORONA, NY -- It is with great pleasure that children from the community of Corona attended the children's play Niara and the theater workshop that followed, on Saturday April 20, 2013, at 1 p.m in the Transfiguration Church Cultural Center. This play/workshop was performed by the HIPPO Theater Group and was co-sponso...

[See More](#)

By: [Arista Corona](#)

Photos: 58

Like · Comment · Share · April 24, 2013 at 2:04pm



Arista posted an album to [Arista Hellenic Charter School of Corona's timeline: Arista Founding Group Hosts Event to Promote Children's Nutrition.](#)



### Arista Founding Group Hosts Event to Promote Children's Nutrition

The founding group of the proposed Arista Hellenic Charter School hosted the event Your Child & Nutrition for all community members of School District 24 on Sunday April 7, 2013. The event was held at the Transfiguration Church Assembly Hall in Corona, NY and was free and open to the community. Dr. Demetrios Markouizo...

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@AristaCorona

Arista Hellenic Charter School of Corona promotes excellence in learning through an academically rigorous K-5 curriculum, including a Greek study program

Corona, NY · [aristacharterschoolny.org](http://aristacharterschoolny.org)

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**Arista School** @AristaCorona · Jun 14

Hope to see everyone at our public event on Sat. June 22nd from 1 - 3 p.m. Music, games, food...and talking education



**DATE: SATURDAY / FECHA: SABADO, JUNE 22, 2013**

**TIME/HORA: 1:00 PM TO 3:00 PM**

**Place/Lugar: Transfiguration Church Assembly Hall**

K Reply L Retweet I Favorite J More

**Arista School** @AristaCorona · Apr 9

Looking forward to seeing you all at our next public event this Sunday featuring Children's Nutrition

Expand

K Reply L Retweet I Favorite J More

**Arista School** @AristaCorona · Apr 9

Your Children & Nutrition on @

Expand

K Reply L Retweet I Favorite J More

**Arista School** @AristaCorona · 17 Dec 2012

Photos from our book giveaway to the children of Corona, featuring acclaimed author Nick Katsoris!

Expand

K Reply L Retweet I Favorite J More

**Arista School** @AristaCorona · 13 Dec 2012

Children's author Nick Katsoris will be reading for the children of Corona! Sat, Dec 15th 1pm Church Hall, 38-05 98 St., Corona, NY



# Gazette

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2013-12-18 / Features

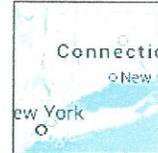
## Arista Hellenic Charter School Holds Outreach



Proposed charter school, The Arista Hellenic Charter School of [Corona](#) held a public outreach event that included a live concert by Gregory Maninakis and his orchestra.

The Arista Hellenic Charter School of [Corona](#) held a public outreach event that included a live concert by Gregory Maninakis and his orchestra and an authentic Greek dinner on November 16. During the event, which was organized by the founding group of the proposed charter school, attendees not only got a taste of Greek culture in the form of music and cuisine, but they had the opportunity to learn a bit of the language – which will be taught at the school when it opens in August, 2015.

Where's the story?



2 Points Mentioned

Families from [Corona](#), Jackson Heights, Woodside, Elmhurst and other local neighborhoods filled the community hall at [Transfiguration Church](#), which is located across the street from the future school building. After the concert, parents had the opportunity to present questions to the members of the founding group, as well as to fill out surveys and sign a petition in favor of the school's opening.

A Spanish translator was also on hand to better serve the needs of the diverse community, and informational flyers in both English and Spanish were handed out with a link to the proposed school's Web site, allowing parents to learn more and provide additional feedback, questions and support.

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2013-12-26 / Features

### New Charter School In Corona Holds Outreach Event



Children's author Nick Katsoris reading to children from Corona.

The Arista Hellenic Charter School of Corona, which is anticipated to open September, 2014, held a public outreach event December 15 to welcome acclaimed children's author Nick Katsoris for a special reading for the children of Corona. All the children present received an autographed copy of one of the titles in the Loukoumi Series. Educators Dr. Frank Merenda and Stella Stenos both spoke on behalf of Arista, presenting the goals of the proposed charter school.

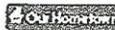
The mission of the Arista Hellenic Charter School of Corona is to promote excellence in student learning through an academically rigorous, standards-based kindergarten through fifth grade curriculum, which includes a comprehensive Greek study program focusing on the Greek language, culture and history, to a diverse student population. Using research-based pedagogical models, these academic endeavors will nurture young learners with the skills and knowledge necessary to excel and succeed as responsible citizens in our increasingly globalized society.

The name Arista is derived from the ancient Greek word "areti", which means excellence of any kind. This notion of excellence was ultimately bound up with the notion of the fulfillment of purpose or function: the act of living up to one's full potential.

"It is Arista's hope to help alleviate the serious issue of overcrowded schools in our area, while helping students live up to their full potential through the rigorous, standards-based curriculum we are planning and our commitment to instilling a strong sense of civic duty in our students," Stenos told the audience of parents who had gathered in Corona for the event.

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## ARISTA HELLENIC CHARTER SCHOOL

Public Meeting – Across from proposed School Building

January 15<sup>th</sup> , 2014

### Agenda

1. Stakeholders and parents sign in and are asked to provide E-Mails and comments suggestions
2. Description of proposed school and the educational program by founding members
3. Translation and material in multiple languages were available
4. Discussions regarding needs and suggestions and how the school will accommodate those needs.

### Minutes

Parents expressed support of School.

Parents asked about computers in the school.

Parents asked about accessibility and where the children will play.

### Action

Plan additional meeting for February 2014.

Modification of School program to ensure computers are available to all students, in every classroom.

We have received a signed letter from the landlord of the building confirming lease of the building as well as accommodation to be made including, but not limited to installation of an elevator and enclosed play area.

\*This public meeting was advertised through flyers distributed throughout Corona Queens and surrounding areas.

# Arista Hellenic Charter School

**(Proposed opening September 2015)**



## **Mission:**

- ❖ Promote excellence in student learning and close the achievement gap for all students.
- ❖ Use of Core Knowledge K-5 curriculum, a comprehensive Greek study program and customized instruction.
- ❖ Students will understand their potential and learn to strive for excellence, utilizing the education and tools provided them.
- ❖ Empowered to serve as responsible leaders in our increasingly globalized society.

## **Our plan for the community:**

***A K-5 Charter school in Corona Queens. FREE to all students, but with all of the enrichments of the best private schools!***

- **High Academic Standards** Arista Charter School believes all students can learn. Instilling self-confidence and motivation into our students will assist them in excelling and meeting those high academic standards that they are more than capable of reaching
- **Core Knowledge Curriculum** The idea behind Core Knowledge is simple and powerful: knowledge builds on knowledge. The Core Knowledge sequence provides a clear outline of content to be learned grade by grade so that knowledge, language, and skills build cumulatively from year to year. This sequential building of knowledge not only helps ensure that children enter each new grade ready to learn, it also helps prevent the repetitions and gaps that so often characterize current education.
- **After school program.** In order to fulfill our mission of “closing the achievement gap” for ALL students, individualized attention to students’ needs will be accomplished via our R.R.R.R. program. (Re-Instruction, Reinforcement, Recreation, & Relaxed setting) which are all conducive to studying and doing school work. Teacher assessments will identify student needs and will allow this program to target specific areas in need of improvement.

***\*We want to hear from you – Please join us 1/15/14 for a town meeting at 38-05 98<sup>th</sup> St - basement entrance at 8PM You can also fill out a survey and learn more about Arista by visiting us at: [www.aristacharterschool.org](http://www.aristacharterschool.org)***



## ARISTA HELLENIC CHARTER SCHOOL

Public Meeting – Across from proposed School Building

February 10<sup>th</sup> , 2014

### Agenda

1. Stakeholders and parents sign in and are asked to provide E-Mails and comments suggestions
2. Description of proposed school and the educational program by founding members
3. Translation and material in multiple languages were available
4. Discussions regarding needs and suggestions and how the school will accommodate those needs.

### Minutes

Parents were concerned about tutoring services and afterschool programs.

Also concern for those students who do not speak English.

Explanation of the teaching of Greek and how it will help children.

### Action

Plan additional meeting for March 2014.

Modification of School program to ensure after school program and additional teachers.

\*This public meeting was advertised through flyers distributed throughout Corona Queens and surrounding areas.

## ARISTA HELLENIC CHARTER SCHOOL

Public Meeting – Across from proposed School Building

March 9<sup>th</sup> , 2014

### Agenda

1. Stakeholders and parents sign in and are asked to provide E-Mails and comments suggestions
2. Description of proposed school and the educational program by founding members
3. Translation and material in multiple languages were available
4. Discussions regarding needs and suggestions and how the school will accommodate those needs.

### Minutes

Parents expressed support of School.

Parents asked about how to enroll children and asked and expressed need for a longer school day past 2:30.

Parents asked for small class size.

### Action

Plan additional meeting for April 2014.

Modification of School program to ensure school day extends until 4:00 with a longer school year.

Classes were planned for 25 per class, a co-teaching model will now be implemented to have a ration of approx. 1:12 in each classroom in our K-3 grades.

\*This public meeting was advertised through flyers distributed throughout Corona Queens and surrounding areas.



## Community Board 3 Monthly Meeting



**Date: Thursday, June 20, 2013**

**Time: 7:00 P.M (Rain or Shine)**

**Place: Out Door Meeting at DIVERSITY PLAZA  
37<sup>th</sup> Rd between 73<sup>rd</sup>- 74<sup>th</sup> Street  
Jackson Heights, NY 11372**

Come be a part of this important meeting and see your community board at work. All are welcome to attend.

### Agenda

#### PUBLIC INFORMATION

The following are scheduled to speak:

- Arista Charter School (Transfiguration Church)
- Cert Program( Community Emergency Response Team)

#### PUBLIC HEARINGS- TRAFFIC/TRANSPORTATION – *Steven Kulhanek, Chair*)

##### DOT PROPOSALS

- Pedestrian Safety Improvement Program – BQE & 37<sup>th</sup> Ave
- Bicycle & Pedestrian Access to Citified – 34<sup>th</sup> Ave & 114<sup>th</sup> Street

#### Land Use- (Hamlett Wallace- Chair)

- **BSA – Cal#: 199-00-BZ – 76-19 Roosevelt Ave** – An application to permit the extension of the variance for a eating and drinking establishment U.G. 12A.
- **East Elmhurst Rezoning Proposal** – A proposal by City Planning to change the zoning map on all or portions of 127 blocks in East Elmhurst.

#### (Bus. Eco. Develop. – Arthur Teiler and Edmund Rosenbaum, Co Chairs)

##### S.L.A. New Wine / Beer & Liquor License Applications:

- **Crystals Rest. & Bistro Inc.** – 99-11 39<sup>th</sup> Ave, Corona, NY (New – Full Liq.)
- **Puerto Colombia Rest. Inc.** – 83-28 Northern Blvd., Jackson Heights, NY (New – Wine/Beer)
- **Dona Juana bar & Grill Rest.** – 108-02 Northern Blvd., Corona, NY (New – Full Liq.)
- **El Cisne NY Corp./Las Colegialas** – 93-13 Roosevelt Ave, Jackson Heights, NY (New – Full Liq.)
- **La Reina Sur Rest. & bar Inc.** – 99-11 37<sup>th</sup> Ave, Corona, NY (New – Full Liq.)
- **Pacha's Restaurant** – 93-21 37<sup>th</sup> Ave, Jackson Heights, NY (New – Wine /Beer)

## Community Education Council 24

P.S. 91 Room 119 68-10 Central Avenue

Glendale, New York 11385

Phone: 718.418.8169 / Fax: 718.418.8168 / [cec24@schools.nyc.gov](mailto:cec24@schools.nyc.gov)

New York City Department of Education

**Nick Conziani**  
*President*

**Peter Vercosi**  
*Vice President*

**Constance Patafallo**  
*Secretary*

**Lory Arcardo**  
*Secretary*

*Council Members*  
Salvatore Cicalo  
Marta D'Amico  
Jean Vincent Dubois  
Jeanne Fazio  
Lorraine Leon  
Bill Krugler  
Samuel L. Rivers

*Department of Education Officials*  
Ms. Madelene Luthi Chan  
Community Superintendent, District 24

**Date:** February 26, 2013

**Time:** 6:00 pm - Business Meeting  
7:00 pm - Calendar Meeting

**Location:** PS 58, School of Heroes, 72-24 Grand Avenue, Maspeth, NY

*Anyone wishing to speak during the Open Discussion Period must sign the Speakers' Sheet on the front table, prior to the start of the meeting. You will be allowed up to three minutes.*

### Agenda

1. Call to Order and Roll Call
2. Approval of Minutes
3. Report of the President
4. Report of the Community Superintendent
5. Guest Speaker – Mary Leas of the School Construction Authority will Present the Latest Amendment to the Capital Plan and Community Superintendent Madelene Chan will present Contracts for Excellence
6. Resolutions – None
7. Report of the Committees
8. Old Business
9. New Business
10. Public Agenda Session
11. Adjournment

Note: Members of the proposed Arista Hellenic Charter School Board attended this meeting and announced plans to file application with NYS Charter School Office at public agenda section. Feedback from audience and CEC was welcome.

# Community Education Council 24

P.S. 91 Room 119 68-10 Central Avenue  
Glendale, New York 11385  
Phone: 718.418.8160 / Fax: 718.418.8168/ [Cec24@schools.nyc.gov](mailto:Cec24@schools.nyc.gov)

## New York City Department of Education

*President*

*Vice President*

*Treasurer*

*Secretary*

### *Council Members*

Lucy Accardo  
Nick Comaianni  
John D'Amico  
Lillian Esposito  
Arlen Morel  
Bill Kregler  
Constance M. Partinico  
Denise Vazquez  
Pater Vercessi  
Gentiana Xhavara

### *Department of Education Officials*

**Ms. Madelene Taub-Chan**  
Community Superintendent District 24

## Minutes of Calendar Meeting

June 18, 2013

PS 153 60-02 60<sup>th</sup> Lane, Maspeth, NY

**1) Call to order and Roll Call** -- The Calendar meeting convened at PS 153 60-02 60<sup>th</sup> Lane Maspeth, NY

### **Roll Call – Present**

- Lucy Accardo
- Salvatore Carollo
- Nick Comaianni
- Maria D'Amico
- Jean Vernet Darius
- Jeanne Forster
- Bill Kregler
- Lamgen Leon
- Samantha Papaccio
- Constance Partinico
- Peter Vercessi

### **Roll Call – Absent**

 Also in attendance was Community Superintendent Madelene Chan; Sara McPhee, Director of Middle School Admissions and Representatives of Arista Hellenic Charter School

**2) Approval of Minutes** – Nick Comaianni motioned to approve the minutes; Constance Partinico seconded; roll was called; the minutes of the June 18, 2013 meeting were approved unanimously.

**COSTA CONSTANTINIDES**

COUNCILMEMBER  
22<sup>ND</sup> DISTRICT, QUEENS

DISTRICT OFFICE  
31-09 NEWTOWN AVENUE, SUITE 209  
ASTORIA, NY 11102  
TEL: (718) 274-4500

CITY HALL OFFICE  
250 BROADWAY, SUITE 1805  
NEW YORK, NY 10007

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THE COUNCIL  
OF  
THE CITY OF NEW YORK

CHAIR  
SUB-COMMITTEE ON LIBRARIES

COMMITTEES

CIVIL SERVICE & LABOR  
CONTRACTS  
CULTURAL AFFAIRS, LIBRARIES & INTERNATIONAL  
INTERGROUP RELATIONS  
ENVIRONMENTAL PROTECTION  
OVERSIGHT & INVESTIGATIONS  
SANITATION  
TRANSPORTATION

March 13, 2014

Mr. Bill Clarke  
Chairperson  
Charter School Office  
New York State Education Department  
89 Washington Avenue  
Albany, New York 12234

Dear Mr. Clarke,

I am writing to express my support for the Arista Hellenic Charter School being proposed in 24<sup>th</sup> Council District in the City of New York. Educating our youth is government's top responsibility and I believe that the Arista Hellenic Charter School will serve this mission.

The Arista Hellenic Charter School will provide an excellent learning experience to students and serve as an alternative for families - providing them a solid choice for the education of their children. The existence of a school building that Arista can immediately utilize is evidence of its merits because the infrastructure to support a well-rounded education is already in place.

It is my goal to assure that the children of the City of New York are provided with the keys to success. This school plans to offer a challenging and unique academic program with a special focus on Greek language instruction and Hellenism.

The Arista Hellenic Charter School has my full support and I believe that their education model will thrive and inspire future community schools.

Yours Truly,

A handwritten signature in black ink, appearing to read "Costa Constantinides".

Costa Constantinides  
Council Member  
22<sup>nd</sup> District

CC: nk



# TRANSFIGURATION OF CHRIST GREEK ORTHODOX CHURCH CORONA NY

Rev. Economos  
GEORGE ANASTASIOU  
Presiding Priest

March 14, 2014

To Whom It May Concern:

Through this letter I wish to communicate the full support of the Transfiguration of Christ Greek Orthodox Community of Corona towards the proposed Arista Hellenic Charter School.

As a community, we understand that our existing building will be in need of certain repairs and upgrades and we are more than willing to financially support and facilitate these upgrades. Such upgrades can be, but not limited to, installation of elevator or ramp to make the building handicap accessible. We are also willing to lease our building for a long term lease to the school board of the Arista Hellenic Charter School.

The school district which the proposed charter school would primarily serve is by far the most over crowded district in New York City. In light of this fact, not only are we deeply committed to the vision of the Arista Charter School but we are willing to invest funds and our time and talents to bring this vision to fruition.

I thank you in advance for your consideration of our proposal and I wish you all the best.

In the Lord's Service,

† Rev. Economos George Anastasiou  
Presiding Priest



**DISTRICT OFFICE**  
 32-33A JUNCTION BLVD.  
 ST. ELMHURST, NEW YORK 11369  
 TEL: (718) 651-1917  
 FAX: (718) 565-5937

**CITY HALL OFFICE**  
 250 BROADWAY, RM 1866  
 NEW YORK, NEW YORK 10007  
 TEL: (212) 788-6862  
 FAX: (212) 442-2725

THE COUNCIL  
 OF  
 THE CITY OF NEW YORK

**JULISSA FERRERAS**

COUNCIL MEMBER, 21<sup>ST</sup> DISTRICT, QUEENS

**CHAIR**  
 FINANCE  
**COMMITTEES**  
 CIVIL RIGHTS  
 CONSUMER AFFAIRS  
 ECONOMIC DEVELOPMENT  
 HEALTH  
 PARKS AND RECREATION

March 20, 2014

Mr. Bill Clarke  
 Director  
 Department of Education  
 Washington Ave  
 Albany, NY 12234

Dear Mr. Clarke:

As an elected official who serves the Corona, Elmhurst, East Elmhurst and Jackson Heights area of Queens, I am writing in support of Arista Hellenic Charter School's application to establish a charter in the School District 24, one of the most overcrowded school districts in the city, and particularly in my Council District.

For many years, The Greek Orthodox Church of the Transfiguration has been a valued member of the Queens community. Beyond providing spiritual guidance, the Transfiguration Church has opened its door to the surrounding community by providing much needed social services and responding to the new immigrant community's needs.

One of the biggest challenging we face in the community is school overcrowding. Overcrowded schools are an inappropriate learning environment for our children. I commend the Transfiguration Church for providing the seed funding for the planning of the school.

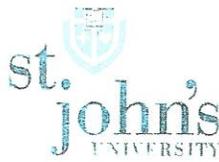
The children of the 21<sup>st</sup> Council District will benefit enormously from having The Arista Hellenic Charter School in the neighborhood. If established, Arista Hellenic Charter School will bring much needed school seats while providing excellent educational opportunities for our children. As a former beacon director, I strongly support your proposed extended school day.

I am confident that the addition of Arista Hellenic Charter School to our community will increase the academic success for our children exponentially.

Should you have any questions, feel free to contact me at (718) 651-1917.

Sincerely,

Hon. Julissa Ferreras  
 21<sup>st</sup> Council District



March 15, 2013

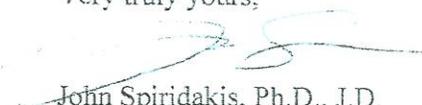
Bill Clarke, Chairperson  
Charter School Office  
New York State Education Department  
89 Washington Avenue  
Albany, New York 12234

Dear Chairpersons Clarke and Tisch:

I am writing to add my support for the application to the New York State Department of Education to establish the Arista Hellenic Charter School to serve students in School District 24.

The school's goals of improving the academic proficiency of all students through the use of Modern Greek are most laudable. Several other charter schools across the nation have shown success in using Modern Greek as a curricula focus. The school's goals of addressing the needs of the "at-risk" students, small class size and having an extended school day also augur well for the school's success.

Very truly yours,



John Spiridakis, Ph.D., J.D.  
Professor and Coordinator  
The School of Education  
Graduate Programs in TESOL and Bilingual Education  
718-990-6407  
(c) 646-662-4877  
Fax: 718-990-1614

Cc: Meryll H. Tisch  
New York State Education Department  
89 Washington Avenue  
Board of regents, Room 110EB  
Albany, New York 12234



## The Corona Self-Help Center, Inc.

Corporate Office: 40-29 78<sup>th</sup> Street Elmhurst, NY 11373

Tele: 718-651-1039 Fax: 718-639-1248

March 14<sup>th</sup> 2014

To Whom It May Concern:

*It is with great pleasure that I write this letter of support for the Arista Hellenic Charter School of Corona, Queens. My name is Miguel Montiel and I'm the Director of Drogadictos Anonimos, A.C. of Corona, Queens, also known as The Corona Self Help Center Inc. We have chapters in Corona, Jackson Heights, Elmhurst N.Y. as well as Miami, FL.*

*Our primary function and hope is to positively impact the lives of our youth in an effort to prevent drug and substance abuse in general. Through our outreach programs and our experience throughout the years working with the youth, we have come to realize that our youth in Corona is in desperate need of healthy resources, education and facilities.*

*We, as agent also for the West Queens Community Coalition, are very excited for this proposed charter school. The Arista Hellenic Charter School will offer a superior education to our youth. This school will also offer after school programs to engage our youth and resources to facilitate their learning in this high tech society we live in.*

*Our Organization firmly believes and proclaims that the Arista Hellenic Charter School is a welcomed addition to our community. We hope that you will look favorably upon their application so our youth can have a safe haven during school hours and beyond.*

Sincerely Yours,

Mr. Miguel Montiel

Director of Drogadictos Anonimos, A.C. of Corona, Queens  
The Corona Self Help Center Inc.

[www.da-us.org](http://www.da-us.org)

40-29 78<sup>th</sup> Street Elmhurst, NY 11373 • 33-19 101 Street Corona, NY 11368 • 22540 SW 177<sup>th</sup> Street Miami, FL 33170

# Arista Hellenic Charter School

March 18, 2014

Carlos Olmez, Director  
Rainbow Christian Pre-School and K  
72-01 43<sup>rd</sup> Road  
Woodside, New York 11377

Dear Director Olmez:

I would like to take this opportunity to introduce your institution to the formation of Arista Hellenic Charter School of Corona.

The mission of the Arista Hellenic Charter School of Corona is to promote excellence in student learning and close the achievement gap for all students through an academically rigorous Core Knowledge K-5 curriculum, a comprehensive Greek study program and customized instruction. Through a number of academic endeavors students will understand their potential and learn to strive for excellence, utilizing the education and tools provided them, thus becoming empowered to serve as responsible leaders in our increasingly globalized society. This mission will be accomplished following three methods:

- ❖ Tailoring instruction to students' needs, thereby increasing learning opportunities for all students with an emphasis on at-risk students including special needs and ESL scholars while actively including parents in the process;
- ❖ Closing of the learning gap will be accomplished by delivery of the proven and highly successful Core Knowledge curriculum to meet and surpass NYS standards with an emphasis on math and reading, with requisite tutoring services throughout the school year; and,
- ❖ Promoting academic rigor by assisting students in fulfilling predetermined outcomes and competencies by challenging them with high expectations of content acquisition, critical thinking, integration, application of concepts, long term retention, and responsibility.

SUNY accepted Arista's Letter of Intent in March 2014 and invited us to submit our full application by March 28<sup>th</sup>.

Arista, plans to open in September 2015, will serve District 24, the most overcrowded school district in Queens, thus the need for educational opportunity is paramount. Arista will mirror the community's demographics to ensure that it well represents and educates *all* the constituents of Corona.

Including Greek language and culture in the curriculum will significantly augment the student's educational experience and certainly empower them as citizens of the world. Additionally, the Greek language component specifically, very much like Latin, we contend, will enhance English language capabilities.

We would most appreciate your support in our endeavor to provide an alternative to an already overcrowded public school system with a school that will provide significant enrichment to the students and our community.

If you having any questions, please feel free to contact our community outreach consultant, Ms Martha Kiamos at [mkiamos@yahoo.com](mailto:mkiamos@yahoo.com) or call 646 528-4056.

Sincerely,

Founding Board  
Arista Hellenic Charter School

### Attachment 3a: Sample Daily Schedules

#### Student Schedule

TIME	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
7:45-8:00	Optional Breakfast (Pre-school)	Optional Breakfast (Pre-school)	Optional Breakfast (Pre-school)	Optional Breakfast (Pre-school)	Optional Breakfast (Pre-school)
8:00-8:15	Morning Meeting/Announcements	Morning Meeting/Announcements	Morning Meeting/Announcements	Morning Meeting/Announcements	Morning Meeting/Announcements
8:15-9:15	Writing Workshop/Waterford Literacy-computer	Writing Workshop/Waterford Literacy-computer	Writing Workshop/Waterford Literacy-computer	Writing Workshop/Waterford Literacy-computer	Writing Workshop/Waterford Literacy-computer
9:00-9:45	Math Workshop	Math Workshop	Math Workshop	Math Workshop	Math Workshop
9:45-1040	Literacy -Read Aloud Guided Reading, Word Study, Independent Read Waterford Literacy-computer	Literacy -Read loud Guided Reading, Word Study, Independent Read Waterford Literacy-computer	Literacy -Read loud Guided Reading, Word Study, Independent Read Waterford Literacy-computer	Literacy -Read loud Guided Reading, Word Study, Independent Read Waterford Literacy-computer	Literacy -Read loud Guided Reading, Word Study, Independent Read Waterford Literacy-computer
1040-1125	Math Skills Building	Math Skills Building	Math Skills Building	Math Skills Building	Math Skills Building
11:25-12:00	Lunch/Recess	Lunch/Recess	Lunch/Recess	Lunch/Recess	Lunch/Recess
12:00-1:00	Global Greek across all subjects	Global Greek across all subjects	Global Greek across all subjects	Global Greek across all subjects	Global Greek across all subjects
1:00-1:30	Social Studies/History	Social Studies/History	Social Studies/History	Social Studies/History	Social Studies/History
1:30-2:00	Gym/Health/Snack	Gym/Health/Snack	Gym/Health/Snack	Gym/Health/Snack	Gym/Health/Snack
2:00-2:30	Science	Science	Science	Science	Science
2:30-3:00	Art/Technology	Technology	Music	Art	Music/Dance
3:00-4:00	RRRR targeted instruction/Extra-curricular/Study help &projects	RRRR targeted instruction/Extra-curricular/Study help &projects	RRRR targeted instruction/Extra-curricular/Study help &projects	RRRR targeted instruction/Extra-curricular/Study help &projects	RRRR targeted instruction/Extra-curricular/Study help &projects
4:00-6:00	RRRR Extension	RRRR Extension	RRRR Extension	RRRR Extension	RRRR Extension

Teacher Schedule

TIME	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
7:45-8:00	Breakfast/Prep	Breakfast/Prep	Breakfast/Prep	Breakfast/Prep	Breakfast/Prep
8:00-8:15	Morning Meeting/Announcements				
8:15-9:15	Literacy	Literacy	Literacy	Literacy	Literacy
9:00-9:45	Mathematics	Mathematics	Mathematics	Mathematics	Mathematics
9:45-1040	Literacy	Literacy	Literacy	Literacy	Literacy
1040-1125	Mathematics	Mathematics	Mathematics	Mathematics	Mathematics
11:25-12:00	Lunch	Lunch	Lunch	Lunch	Lunch
12:00-1:00	Planning/Staff Development				
1:00-1:30	Social Studies/History				
1:30-2:00	Prep/Planning	Prep/Planning	Prep/Planning	Prep/Planning	Prep/Planning
2:00-2:30	Science	Science	Science	Science	Science
2:30-3:00	Prep/Planning	Prep/Planning	Prep/Planning	Prep/Planning	Prep/Planning
3:00-4:00	RRRR targeted instruction/Extra-curricular/Study help &projects				

# 2015-2016 SCHOOL CALENDAR

August '15						
Su	M	Tu	W	Th	F	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	days

September '15						
Su	M	Tu	W	Th	F	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	days	

October '15						
Su	M	Tu	W	Th	F	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
					21	days

November '15						
Su	M	Tu	W	Th	F	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					
						17days

December '15						
Su	M	Tu	W	Th	F	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		
					16	days

January '16						
Su	M	Tu	W	Th	F	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	days

February '16						
Su	M	Tu	W	Th	F	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					
					20	days

March '16						
Su	M	Tu	W	Th	F	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		
					23	days

April '16						
Su	M	Tu	W	Th	F	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
					16	days

Events / Holidays	
Date	Description
8/10/15-28 (summer Institute)	
8/31/15 First Day	
9/7/15	Labor Day
9/15/15	Rosh Hashana
9/16/15	
9/22/15	Yom Kippur
10/12/15	Columbus Day
11/11/14	Veterans Day
11/25/15- 11/27	Thanksgiving
12/23/15 - 1/5/15	Winter Recess
1/18/15	ML King Day
2/15/15	President's Day
4/11/2015 - 4/15/15	Spring Recess

Attachment 3B

May '16						
Su	M	Tu	W	Th	F	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				
					21	days

June '16						
Su	M	Tu	W	Th	F	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		
					22	days

July '16						
Su	M	Tu	W	Th	F	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						

5/30/15      Memorial Day  
 6/30/15      Last Day of School

192SCHOOLDAYS

## **Attachment 4: Student Discipline Policy**

### **School Commitment**

- 1. Timeliness** – We will arrive every day by 7:30 A.M. and remain at school until 4:30 P.M. (6:00 for RRRR program afterschool program)
- 2. Support and Respect** – We promise to respect, appreciate, and support every student. We will work together with you for the benefit of your child and all the children attending Arista Hellenic Charter School (Arista).
- 3. Collaborate/Communication** – We promise to collaborate/communicate regularly with parents about their child’s progress and make ourselves available in person and by phone. We will return parent phone calls within 24 hours.
- 4. Homework** – We will assign productive, worthwhile homework each night to reinforce and support skills and concepts learned in class.
- 5. Fairness** – We will address all issues consistently and fairly. We promise to keep you informed of how your child is demonstrating the Arista virtues. When students are disciplined or deserve recognition for their accomplishments, we will inform their parents promptly.
- 6. Safety** – We will always protect the safety, interests, and rights of all individuals.

### **Parent/Guardian Commitment**

- 1. Attendance** – We will make sure our child comes to school every day. We will make every attempt to schedule doctor’s appointments, vacations, etc. for days when school is not in session. We understand that there will be consequences for multiple absences.
- 2. Timeliness** – We will make sure our child arrives at school every day on time (by 8:00 A.M.((7:45 optional for breakfast)). We will make sure to promptly pick up our child at the end of the school day at 4:00 (6:00 for RRRR afterschool program).
- 3. Support & Homework** – We will try to provide a quiet space at home for our child to study. We will check our child’s homework every night and ensure that our child reads and/or is read to every night. We will try to make sure our child gets enough sleep each night (at least 8 hours). We will make every attempt for our child to learn and perform to his/her optimal ability. We will reinforce the Arista virtues at home.
- 4. Communication** – We will make ourselves available to our child and the school, and respond to any concerns they might have. We will return phone calls from the school within 24 hours. If we are asked to attend a meeting regarding our child’s education or behavior, we will attend. If we have any concerns we will raise them with someone at the school. We will promptly inform the school if our address and/or phone number changes.

### **Student Commitment**

- 1. Virtues** – I will live by our virtues: Justice, Self-control, Good Judgment, Civility, Humility, and Mercy.
- 2. Kindness** – I will be nice to everyone every day.
- 3. Work Hard** – I will work hard and do my best every day.
- 4. Homework** – I will do my homework every night and call my teacher if I need help.
- 5. Directions** – I will follow the directions of my parents and all of the adults at school and on the bus.

**6. Respect** – I will respect adults, students, myself and school property.

**7. Choices** – I will use appropriate behavior and language at all times.

**8. Dress Code** – Arista has a primary objective of developing a community of responsible leaders in our globalized society who strive for excellence. As such, a distinctive uniform is a unifying factor within our school community. Uniforms also allow parents to save money by not having to buy an entire wardrobe of school clothing and they minimize learning distractions in the school. While the school will identify an inexpensive uniform provider, it understands that all families may not be able to afford the uniform. No student will be denied access to the school because of an inability to purchase the school uniform. The school will keep reserves on hand to assist families who cannot afford the uniform.

We will make sure our child follows the Arista dress code every day:

### **Arista Uniform**

#### **Boys**

- Arista polo shirt with logo
- Slacks
- Black belt
- V-neck pullover
- Crew socks

#### **Girls**

- Arista Prep polo shirt with logo
- Jumper
- Opaque tights
- V-neck cardigan

The following dress code guidelines apply to all students:

1. Students are to wear the Arista uniform every day.
2. All Arista shirts are to be tucked in and worn appropriately.
3. All pants must fit around the waist. Boys must wear a belt every day. Belts should be of appropriate size and nature, i.e., no large-faced images or symbols which may pose as a distraction.
4. Pants may not be excessively baggy and may not cover the shoes.
5. Students may not wear jeans, jogging pants, sweat pants or shorts. Shorts are permitted if the weather is above 85 degrees and must be of appropriate length.
6. Students may not wear sleeveless or cut-off shirts, blouses, or dresses.
7. Students may not wear inappropriately tight clothing.
8. Girls may not wear skirts that are inappropriately short (above the center of their knee) or that have inappropriately long slits (above their knees).
9. Students may not wear hats, caps, do-rags, or other head coverings in the school (except in the case of religious observance).
10. For safety reasons the following jewelry will not be permitted at Arista: necklaces outside of shirt, chains, chokers, multiple finger rings, and dangle earrings. Earrings should not hang from the earlobe (studs are permitted). Students are permitted one bracelet and one ring to be worn in school. One necklace may be worn but must remain

tucked in at all times.

11. Students may not wear makeup, contacts and hair with color, sparkles or glitter. (Students may use clear lip balm, such as Vaseline, Chapstick, etc. to moisturize lips. As with any items, these may be taken away for inappropriate and excessive use).
12. Students cannot wear shoes that show their toes or heels (except as medically necessary).
13. Students may not use nail polish or fake fingernail tips.

### **Code of Conduct**

Arista has very high expectations for student behavior and a strict code of conduct to ensure students act appropriately at all times and are always within a safe, structured environment. The school takes a preventive and pro-active approach to discipline to ensure that students behave properly in the first place and that there are no obstacles to learning. Consequences are designed to help students recognize negative behavior, teach them alternative choices, and protect other members of the community from disruptions or danger. There is a range of possible consequences for violating school rules depending on the severity of the infraction or the logical consequence within the given situation; these consequences may include:

**Verbal Warning:** Students are informed that their conduct is not conducive to learning and are warned not to continue the conduct. Continuing the conduct will result in more severe consequences.

**Time Out:** Used primarily in the lower grades, students take a “break” or “time out” by going to a designated part of the room or to another classroom to complete their assigned work. This gives a student time to get back on track and think briefly about their actions. The length of a time out varies from grade to grade and is also based on the severity of the behavior.

**Parent Contact:** Teachers will call, e-mail or write to family members to inform them of their child’s behavior and the consequence and to discuss appropriate strategies that can be used both at school and at home. These conditions will be written down and parents will be asked to sign the document and send it back to school.

**Lunch Detention:** Teachers keep students in their classroom during the lunch period. Students may be required to complete written reflections, complete missed work or make up for their behavior by doing some form of community service during this time.

**Reconciliation:** We believe deeply in the idea of community and that students are responsible for their actions and the impact they have on others. Therefore, depending on the severity of the incident, students may be asked to publicly acknowledge the negative impact that their conduct had on the community and/or their individual class. If a child has been suspended, for example, the child will return to his/her class after the suspension and be asked to acknowledge his/her unacceptable behavior and articulate what he/she did wrong. The student will also be asked to say how his/her conduct violated one of the school’s virtues or rules, and state how he/she will act differently in the future. This acknowledgement emphasizes the concept of every student’s responsibility towards their community.

**Amends:** In order to reinforce the idea that negative behavior affects others, students may be asked to make amends to those affected by their negative behavior, or “fix” the situation. For example, a student may be required to clean an area that was destroyed, replace damaged property that he/she caused or perform community service.

**Office Referral:** If a student repeatedly disrupts the learning environment, the student may be removed from class at the discretion of the teacher. The student will be sent to another classroom, until such time as he/she is instructed to return to class. If the problem persists, the student may be referred to an administrator, which is considered an Office Referral. An Office Referral provides a student the chance to stop negative behavior, reflect on his/her actions and return to class ready to be productive members of the learning community.

**Parent Conference:** Parents or guardians are integral partners in helping us support a child who is struggling in school either socially or academically. By coordinating strategies to support students in understanding appropriate behavior, we increase the likelihood of success and avoid confusion and mixed messages. Teachers will be communicating on a regular basis via phone, email or by meeting to make sure that all parties are aware of issues and are working together to solve the problem. Administrators may also get involved in working with families to develop productive solutions.

**Behavior Contract:** A behavior contract may be developed for students who regularly violate the Code of Conduct and require consistent monitoring to modify their behavior. The behavior contract will clearly describe expected behaviors for the student and a parent or guardian will be required to sign the document. Students will keep the contract with them each day and have it signed by their teachers during the day. The contract will be reviewed on a regular basis to determine whether it is still necessary.

**Loss of Privileges:** Students who continue to exhibit negative behaviors will face the loss of privileges, including access to extra-curricular programs, field trips, special events and ceremonies.

**In-School Suspension:** Arista may require students to serve an in-school suspension during which they are not allowed to spend the day as members of their class communities. In-school suspensions are determined by the Principal and are used only for serious or persistent infractions of school rules. Students, who have received an inschool suspension, must spend the school day supervised by a staff member in one of the school offices doing their schoolwork, which must be completed and signed by his or her teacher or a member of the Leadership team, before he or she can be dismissed.

**Out of School Suspension and Expulsion:** To create and maintain a safe, supportive, fair and reliable school community, Arista will suspend students from school for the most serious breaches of the Code of Conduct. In all cases, parents or guardians will be informed and must attend a conference with the Principal. Suspensions will be recorded in student's records. In the event that a child is suspended, an alternative instructional setting will be established as soon as possible no later than the day after the suspension or expulsion is effective.

Below is a list of possible infractions and their potential consequences. This list is not exhaustive and teachers and staff can supplement these rules with their own rules for classes and events. All discipline will take into account the history, specific context and severity of the negative behavior. In addition, violations of the Code of Conduct and consequences are subject to the discretion of the Principal and may be adjusted accordingly. Finally, any breaches of state or federal law may be handled in cooperation with New York City Police Department or other authorities.

### **Level 1 Infractions**

- Calling out an answer
- Having an un-tucked shirt
- Chewing gum or bringing candy to school
- Rolling eyes or other minor disrespectful behavior
- Wearing makeup
- Any other infraction deemed level one by teachers/staff

### **Range of Consequences**

- Warning/reprimand by school staff
- Student is reminded of appropriate behavior and task at hand
- Student is reminded of past poor decisions and provided with productive alternative choices that should be made

### **Level 2 Infraction**

- Repeating a Level 1 infraction
- Being off-task
- Being unprepared for class
- Wearing clothing or other items that are unsafe or disruptive to the educational process
- Failure to obtain signatures for required assignments
- Disrupting class or educational process in any way at any time (which includes but is not limited to making excessive noise in a classroom, failing to participate, refusing to work with partners, etc.). Any other infraction deemed level 2 by teachers/staff.

### **Range of Consequences**

- Student is reminded of appropriate behavior and task at hand
- Student is given a verbal warning
- Additional assignments which require student to reflect on behavior in writing or orally (depending on grade)
- Call home to parents
- Student-Parent-Teacher conference
- Student-Parent-Administrator conference
- In-school disciplinary action (which includes but is not limited to exclusion from recess, communal lunch, enrichment activities, sports, school events, trips, or other activities)

### **Level 3 Infractions**

- Repeating a Level 2 infraction
- Dishonoring a fellow student using profanity, racial slurs, or any foul or discriminatory language
- Dishonoring a faculty or staff member using profanity, racial slurs, or any foul or discriminatory Language.
- Disobeying or defying school staff or any school authority/personnel
- Using profane, obscene, lewd, abusive, or discriminatory language or gestures in any context (which includes but is not limited to slurs based upon race, ethnicity, color, national origin, religion, gender, sexual orientation, or disability)
- Posting or distributing inappropriate materials (which includes but is not limited to unauthorized materials, defamatory or libelous materials, or threatening materials)

Violating the school's Internet policy (which includes but is not limited to using the Internet for purposes not related to school or non-educational purposes or which result in security/privacy violations.

Forgery of any kind

Lying or providing false or misleading information to school personnel

Engaging in any academic dishonesty (which includes but is not limited to cheating, plagiarizing, copying another's work, or colluding/fraudulent collaboration without expressed permission from a school authority)

Falsely activating a fire alarm or other disaster alarm or making false threats of any kind

Stealing or knowingly possessing property belonging to another person without proper

Engaging in inappropriate or unwanted physical contact

Fighting or engaging in physically aggressive behavior of any kind (which includes but is not limited to play fighting, horsing around, shoving, pushing, or any unwanted or aggressive physical contact)

Repeatedly failing to show up to class, school, or any school activity or event and/or repeatedly violating school attendance policy

Any other infraction deemed level 3 by teachers/staff.

### **Range of Consequences**

Loss of classroom/school privileges

Additional assignments which require student to reflect on behavior in writing or orally (depending on grade)

Call home to parents

Student-Parent-Administrator Conference

In-School disciplinary action (which includes but is not limited to exclusion from recess, communal lunch, enrichment activities, sports, school events, trips, or other activities)

Verbal or written apology to Community

Staying after school or coming in on Saturdays

In-school suspension (possibly immediate)

Out-of-school suspension (possibly immediate)

Other consequences/responses deemed appropriate by school (including but not limited to extended suspension for a fixed period)

Expulsion

### **Level 4 Infractions**

Repeating a Level 3 Infraction

Repeated in-school and/or out-of-school suspensions

Exhibiting blatant and repeated disrespect for school code, policies, community, or culture

Engaging in gang-related behavior (which includes but is not limited to wearing gang apparel, making gestures, or signs)

Destroying or attempting to destroy school property

Engaging in intimidation, bullying, harassment, coercion, or extortion or threatening violence, injury, or harm to others (empty or real) or stalking or seeking to coerce

Engaging in behavior which creates a substantial risk of or results in injury/assault against any member of the school community

Engaging in sexual, racial, or any other type of harassment  
Possessing, transferring, or using alcohol, other drugs or controlled substances  
Participating in an incident of group violence Possessing a weapon  
Charged with or convicted of a felony  
Any other infraction deemed level 4 for by teachers/staff

### **Range of Consequences**

Loss of classroom/school privileges  
Additional assignments which require student to reflect on behavior in writing or orally (depending on grade)  
Call home to parents  
Student-Parent-Administrator Conference  
In-school disciplinary action (which includes but is not limited to exclusion from recess, communal lunch, enrichment activities, sports, school events, trips, or other activities)  
Verbal or written apology to community  
Staying after school or coming in on Saturdays  
In-school suspension (possibly immediate)  
Out-of-school suspension (possibly immediate)  
Other consequences/responses deemed appropriate by school (including but not limited to extended suspension for a fixed period)  
Expulsion

**Disciplinary Procedures and Due Process:** Parents will be notified of all consequences that involve removing students from class, activities or the school. Students will be told of all charges against them and be provided with the opportunity to describe their side of the story. The principal or other school official shall consider this explanation prior to taking disciplinary action. For minor infractions parents may be merely notified and/or a conference requested to assist in resolving the situation. For more serious issues that involve removal of the student from participation in the school, parents will always be notified and have opportunities to discuss and appeal the disciplinary action. In cases where the student has committed a crime or violation of local, state or federal law, law enforcement authorities will be notified. When the school proposes suspending a student, the parent/guardian will be notified immediately or as soon as practicable by telephone. If the school has the parent/guardian's email address, notification will be provided by email. The parent/guardian will also be notified by overnight mail service or other method to his/her last known address within 24 hours of the school's decision to propose a short-term suspension. The written notice will include the reason(s) for the proposed suspension, the proposed duration of the suspension and whether the proposed suspension will be in-school or out-of-school. The written notice will also advise the parent/guardian that he/she will have the opportunity to request an informal conference with the Principal or his/her designee. At an informal conference, the student and parent/guardian will be given an opportunity to deny or explain the charges, to present his/her own evidence and question the complaining witness(es). A written decision will be issued after the informal conference. The written notice and informal conference shall be in the parent/guardian's dominant language or translation will be made.

**Short-Term Suspension:** A short-term suspension is defined as an in-school or out-of-school suspension of 5 days or less. The Principal may impose short-term suspension for serious cause. If necessary, the student will be immediately removed from the class or the school. The school staff involved shall make reasonable efforts to verify facts and statements prior to recommending suspension. When the school proposes suspending a student, the parent/guardian will be notified immediately or as soon as practicable by telephone. If the school has the parent/guardian's email address, notification will be provided by email. The parent/guardian will also be notified by overnight mail service or other method to his/her last known address within 24 hours of the school's decision to propose a short-term suspension. The written notice will include the reason(s) for the proposed suspension, the proposed duration of the suspension and whether the proposed suspension will be in-school or out-of-school. The written notice will also advise the parent/guardian that he/she will have the opportunity to request an informal conference with the Principal or his/her designee. At an informal conference, the student and parent/guardian will be given an opportunity to deny or explain the charges and to present his/her own evidence. The Principal may then, at his or her discretion, decide to impose lesser consequences than suspension. A written decision will be issued after the informal conference. Both the informal conference and subsequent written notice shall be in the parent/guardian's dominant language or translation will be made.

**Long-Term Suspension:** A long-term suspension is defined as an in-school or out-of-school suspension of more than 5 days. When the school proposes a long-term suspension, the parent/guardian will be notified immediately or as soon as practicable by telephone. If the school has the parent/guardian's email address, notification will be provided by email. The parent/guardian will also be notified by overnight mail service or other method to his/her last known address within 24 hours of the school's decision to propose a long-term suspension. The written notice will include the reason(s) for the proposed suspension, the proposed duration of the suspension and whether the proposed suspension will be in-school or out-of-school. The written notice will also advise the parent/guardian and the student of the student's right to a formal hearing at which he/she may be represented by counsel, cross-examine witnesses against him/her, and present witnesses and evidence of his/her own. If the student or his/her parent/guardian will be represented by counsel at the hearing, notice must be provided to the Principal no less than 2 days before the hearing is scheduled. The written notice and hearing shall be in the parent/guardian's dominant language or a translation will be made. The Principal or a delegate will preside over the hearing and all members of the staff who were involved in witnessing the alleged discipline violation are required to participate. A decision by the Principal will stand as the final decision regarding the student's long-term suspension status, though the student's family has the right to appeal to the Board of Trustees.

**Expulsion:** An expulsion is the permanent removal of a student from the school. In the case of conduct which in the school's judgment warrants expulsion, the student may be subjected to a short or long-term suspension first. If the Principal decides that an infraction warrants expulsion, a hearing as described above will be held. Based on that hearing, the Principal will make a recommendation to the Board of Trustees, which will

make the final decision. That decision may be appealed to the Board. If the school expels a student, the school will cooperate with any school to which the student seeks to enroll, including providing the receiving school with all relevant information regarding the student's academic performance and student records, upon request of the school or parent/guardian.

**Students with Disabilities:** The school's disciplinary policy, as regards any student with a disability, will be consistent with the Individuals with Disabilities Act (IDEA), its implementing regulations and applicable New York State law respecting students with disabilities. The school will cooperate with the Committee on Special Education ("CSE") of the student's district of residence as necessary to ensure compliance with all applicable laws and regulations. Generally, a student with, or suspected of having, a disability may be disciplined in the same manner as his/her non-disabled peers as set forth above. However, when a student is suspended for more than 10 days, or on multiple occasions that, in the aggregate, amount to more than 10 days in a school year, additional safeguards are in place to ensure that the student's behavior was not tied to or was a manifestation of his/her disability. An exclusion from school for a period greater than 10 days, as described in this paragraph, is considered a change in placement.

A student whose Individualized Education Program (IEP) includes a Behavior Intervention Plan (BIP) will be disciplined in accordance with the BIP. If the BIP appears not to be effective or if there is a concern for the health and safety of the student or others if the BIP is followed with respect to an infraction, the matter will be immediately referred to the Committee on Special Education (CSE) for consideration of a change in the guidelines.

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

Arista will work with the CSE to ensure that it meets within seven days of notification of any of the following:

- The commission of an infraction by a student with a disability who has previously been suspended for the maximum allowable number of days;
- The commission of any infraction resulting from the student's disability; or
- The commission of any infraction by a student with a disability, regardless of whether the student has previously been suspended during the school year, if, had such an infraction been committed by a non-disabled student, the principal would seek to impose a suspension in excess of ten days.

Specifically, when a change of placement of greater than 10 days is proposed, a manifestation team consisting of: (a) someone from the CSE who is knowledgeable about the student and can interpret information about the student's behavior generally; (b) the parent/guardian; and (c) relevant members of the student's CSE IEP team (as determined by the parent and CSE) shall convene immediately if possible, but in no event later than 10 days after the decision to change

placement, to determine whether the conduct was a manifestation of the student's disability. In the event of a proposed short-term or long-term suspension or expulsion of a student with disabilities, the school will follow the notice procedures described above for students without disabilities. The notice to the parent/guardian will advise that the CSE has been notified. The notice will state the purpose of the CSE meeting and the names of the expected attendees, and indicate the parent/guardian's right to have relevant CSE members attend.

The manifestation team must review the student's IEP together with all relevant information within the student's file and any information provided by the parent/guardian. If the manifestation team concludes that the child's behavior resulted from his disability, the manifestation team must conduct a functional behavioral assessment (FBA) and implement a behavioral intervention plan (BIP) to address the behaviors giving rise to the conduct, unless an FBA or BIP was made prior to the student's violation of school rules giving rise to the suspension, in which case each should be reviewed and revised, if necessary, to address the behavior. A student whose IEP includes specific disciplinary guidelines will be disciplined in accordance with those guidelines. If the disciplinary guidelines appear not to be effective or if there is concern for the health and safety of the student or others if those guidelines are followed with respect to a specific infraction, the CSE may consider a change in the guidelines. Moreover, the student must also be returned to his or her original placement (i.e., the placement from which he/she was removed), unless: (a) the parent and district agree to another placement as part of the newly created or revised BIP, or (b) in cases where the child: (i) carries or possesses a weapon to or at school, on school premises, or to or at a function under the jurisdiction of the State or local educational agency; (ii) knowingly possesses or uses illegal drugs, or sells or solicits the sale of a controlled substance, while at school, on school premises, or at a school function under the jurisdiction of the State or local educational agency; or (iii) has inflicted serious bodily injury upon another person while at school, on school premises, or at a school function under the jurisdiction of the State or local educational agency;

The Committee on Special Education shall determine an appropriate Interim Alternative Educational Setting ("IAES"), which shall not exceed 45 days.

If a student does not currently have an IEP, but prior to the behavior which is the subject of the disciplinary action the school has a basis of knowledge that a disability exists, the student's family may request that the student be disciplined in accordance with these provisions.

**Alternative Instruction:** Students who are suspended will be provided with alternative instruction. Arrangements will be made between the school and each individual family on a case-by-case basis. In cases of suspension, alternative instruction by qualified staff will be offered within 24 hours of any suspension. Such instruction can be at a location and time of the school's choosing, so long as each is reasonable and the student has notice of it. The school can choose to provide tutoring to a suspended student at the school, the student's home or some other reasonably accessible location, either during the school day or before or after school hours. Alternative instruction means actual instruction as opposed to simply giving homework or assigning self-study. The quality of the instruction will be designed to allow the student to keep pace with school work, receive all assignments and assessments, and generally advance with the curriculum. In addition, when appropriate, the student may be assigned a project

designed to address the conduct that gave rise to the suspension. During long-term suspensions, the school may also seek to place the student during the term of the suspension in any alternate education program that is operated by the student's school district of residence. For a student who has been expelled by the school, the means and manner of alternative instruction will be the same as for a student who has been suspended. Alternative instruction will be provided until the student is enrolled at another accredited school, or otherwise participating in an accredited program, including any alternative education program operated by the student's school district of residence, to the extent the provision of such services is required by law. As above, the school may seek, where appropriate, to place the student in an alternative education program operated by the student's school district of residence either through agreement with the school district or by operation of law.

If the suspension of a student with a disability is upheld, the student, at the school's sole discretion, may be placed in alternative instruction, or be required to remain at home during the pendency of the suspension, but not for a period of time greater than the amount of time a non-disabled student would be subject to suspension for the same behavior. A suspended elementary school student will be assigned to alternative instruction for direct instruction for a minimum of one hour per day. The school will assign staff to develop alternative instruction that will enable the student to complete required coursework and make sure that the student progresses toward his/her IEP goals. If the school believes it is unable to accommodate the provisions of the student's IEP, it will immediately contact the CSE to convene a meeting to remedy the situation. The school will coordinate with the student's general education teachers to ensure that the coursework and homework is gathered and provided to the student. During alternative instruction, the school will insure all assignments are taught, reviewed, and submitted to the general education teacher in a timely fashion. In addition, when appropriate, the student may be assigned a project designed to address the behavior that gave rise to the suspension.

**Bus Policy:** Appropriate behavior on school buses is necessary at all times to make transportation safe and efficient; therefore, misconduct on the bus will not be tolerated. The following system is in place in the event a student does not behave properly on the bus:

**1st incident:** a warning is issued

**2nd incident:** the student will not be allowed to use the bus for one day

**3rd incident:** the student will not be allowed to use the bus for an entire school week

**4th incident:** the student will be prohibited from using the bus.

**Gun-Free Schools:** Federal and state law require expulsion from school for a period of not less than one year for a student who is determined to have brought a firearm to the school, or to have possessed a firearm at school, except that the Principal may modify such expulsion requirement for a student on a case-by-case basis. "Weapon" as used in this law includes firearms and explosives. The principal shall refer a student under the age of sixteen who has been determined to have brought a weapon or firearm to school to a presentment agency for a juvenile delinquency proceeding. Any action taken by criminal justice or juvenile agencies will be in addition to, and independent of, discipline imposed by a school.

## School Trustee Background Information

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

**Name:** Thea C. Pallos

**Charter School Name:** Arista Hellenic Charter

**Charter School Address:** 98-07 38<sup>th</sup> Avenue Corona, New York 11368

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 am an active member of the Orthodox community within school district 24. While working at a church event, I was approached due to my expertise in education if I would have input or if I would be interested in being a board member.

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

As an educator of nearly 27 years who has overseen a multi-million dollar budget and has managed a 117,000 sq. foot building, I have dedicated my career to working with children who deserve a chance to have an enriched curriculum filled with opportunity for growth and exploration. While serving on the board, I would help ensure that children are receiving a rigorous curriculum and ensure that the board is successful in achieving the goals set forth for this school community.

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.

In the event that I suspected any member of the charter board was working to benefit him/herself, I would bring it to the attention of the membership and provide them with documentation that led to my concern.

### **Educational Philosophy**

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

The core of the philosophy of Arista is set out to promote opportunity, rigor and excellence for a community of learners who unfortunately are in an overcrowded district with oversized classes. Our philosophy extends itself to enrich the pupils' learning through Hellenic Studies as the Hellenes have had a vast influence over our present day culture. It is our hope that we will provide them with an atmosphere of accountability and trust where they will thrive to become tomorrow's leaders with a deeper understanding of the knowledge they will attain in their early years.

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

The essence of the curriculum that will be founded at Arista is Core Knowledge, a curriculum that is extended to K through grade 5. Its premise is to build knowledge on knowledge. Although this is the guide for what will

be taught in Arista, the instruction will be customized to the individual child catering to his/her needs regardless of what sub group that child is a part of. This will be accomplished through comprehensive training of staff to assess children intermittently within each unit of study while maintaining conference notes and establishing goals and next steps for remediation and/ or enrichment.

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

The success of any school is to use a lens to evaluate successes and the needs to modify practices to improve instruction that will impact growth of students. The board will have to work cohesively and collaboratively to not only develop the innovative programs presently sought but to constantly observe best practices that are used elsewhere as well. We must remain vigilant in the evaluation and development of the staff offering them opportunities and support for growth to impact student learning. In addition, pre, mid and post tests will have to be a staple in the instruction of children to be better equipped to evaluate and determine goals and next steps for children. The parents and community will be a core staple of the communication and as partners in the student development. Parents will receive notification through progress reports of how their child is performing and what they can do at home to help their child. The board will also be responsible for selecting staff with a competitive process of selection which may include having teachers demonstrate a lesson for the board.

#### Other

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

I deem a school board member's role is advisory. As board members it will be our responsibility to oversee the education of all students enrolled in the school, as well as the expenditure of public monies directed to the charter school. It will be our responsibility to ensure the staff is being evaluated equitably and that the program I place is appropriate to the needs of the student body. It will be our responsibility to make sure the community and parents are aware of the school's mission. Finally, it will be our responsibility to uphold the moral integrity of this community.

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

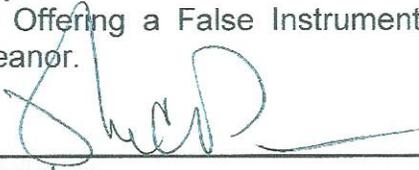
23. Please provide any other information that you feel is pertinent to the Department's review.

Community School District 24 is one of the most overcrowded districts in New York City and nationwide while it is comprised of mainly minority low income families. This neighborhood has a tremendous need for additional educational opportunities and the community would welcome us to alleviate this barrier to their children's education.

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

## STATEMENT OF ASSURANCE

I, Thea C. Pallos (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

3/14/14

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:** \_\_\_\_\_



# THEA C. PALLOS



## EXPERIENCE:

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### **Office of Teacher Effectiveness**

December 2012 – Present

#### *Principal Advisory Council*

- Selected to participate as one of 25 leaders to work alongside the office of Teacher Effectiveness and with Deputy Chancellor Weiner to provide both with ongoing feedback on teacher effectiveness related initiatives throughout the year

### **Public School 234**

March 2003– Present

#### *Principal*

Astoria, New York

- Opened new Elementary School facility in Fall 2003
- Supervised and monitored staff of over 100
- Facilitated interview process and assessment of talent in potential candidates
- Established mission / vision statements for school, staff and student
- Selected scientifically research based curriculum with heavy emphasis on use of technology
- Created student handbook with grade expectations, routines and emergency parent information
- Developed a staff binder outlining school, grade, teacher and student goals, as well as daily procedures, routines, emergency and evacuation procedures
- Created the fire drill plan, evacuation plan, and crisis plan to maintain a safe school environment
- Managed a multi million dollar budget annually
- Established a welcoming and warm environment starting in our entrance way
- Developed unique schedule to cater to individual needs of students incorporating the Arts as part of core curriculum
- Emphasized and developed a rigorous ESL curriculum enabling student progress
- Implemented intensive and extensive intervention programs and clubs for at risk and accelerated pupils
- Designed parent plans and workshops in coordination with parent coordinator
- Responsible for development of all after school and Saturday programs
- Organized committees to develop independent development and to study student progress more effectively
- Instituted a book of the month program with a core values program
- Assisted in the facilitation of the development of the Special Education Department that has earned tremendous accolades for its services to children with special needs
- Published in “Top Elementary Schools in New York City”; Declared Model School by Community Superintendent
- Consistently participate in professional development in all areas to turnkey to staff
- Actively prepared and conducted professional development as needed and as required
- Implemented the Common Core Learning Standards
- Effectively teach classes to model best practices to teachers
- Conducted daily informal and formal observations to offer actionable feedback to staff
- Remain in close communication with assistant principals for feedback and to stage next steps
- Completed and submitted all required documentation for city and state mandates in timely manner
- Actively engaged with administrative team in the analysis of data to determine instructional needs and next steps
- Articulate and require high expectations for all students
- Model collaborative leadership and high level of professionalism
- Established community relations with community based organizations and outside resources
- Voted in Scooter magazine as the 40<sup>th</sup> top New York City Elementary School out of 677 elementary schools
- Voted as the 36<sup>th</sup> top Pre-K program in New York City in Scooter Magazine in April 2012
- Actively prepared school for Phase 2 of the Special Education Reform
- Mentored numerous student teachers using a hands on approach of the mandates of teaching in the 21<sup>st</sup> century
- Trained to proficiently utilize the Danielson Frameworks for observation of teacher effectiveness
- Actively involved in the selection of curriculum and assessments aligned with the Common Core State Standards

**Public School 17**  
*Assistant Principal*

April 1999 – March 2003  
Astoria, New York

**Public Schools 2, 127**  
*Assistant Principal Interim Acting*

April 1997 – April 1999  
Queens, New York

**Summer, Evening & Alternative High Schools**  
*Assistant Principal*

June 1992 – August 1999  
Queens, New York

**Public School 122**  
*Teacher of varied grades and Subjects*  
*Coordinator of Special Events / Mentor teacher / Administrative Assistant*

September 1987 – April 1997  
Astoria, New York

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**EDUCATION:**

**St. John's University**  
*Professional Diploma*

January 1991  
Jamaica, New York

**Queens College**  
*Masters of Art*  
*Bachelor of Science*

June 1988  
June 1987

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**CERTIFICATIONS:**

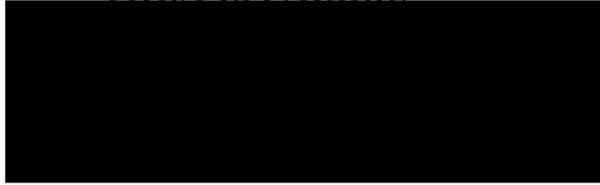
- Principal/ Assistant Principal: D.E.S./ J.H.S./ D.H.S.
- School Building Administrator and School District Administrator and Supervisor
- Common Branches K-6

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**PROFESSIONAL AFFILIATIONS:**

- Member Kappa Delta Pi
- Member of Golden Key Honor Society
- Member of Phi Delta Kappa
- Member of the Association of Supervision and Curriculum Development
- Member of Hellenic American Educators Association
- Member of the Council of Supervisors and Administrators

# THEA C. PALLOS



## EXPERIENCE:

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June 1988  
June 1987

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**CERTIFICATIONS:**

- Principal/ Assistant Principal: D.E.S./ J.H.S../ D.H.S.
- School Building Administrator and School District Administrator and Supervisor
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- Member Kappa Delta Pi
- Member of Golden Key Honor Society
- Member of Phi Delta Kappa
- Member of the Association of Supervision and Curriculum Development
- Member of Hellenic American Educators Association
- Member of the Council of Supervisors and Administrators

## School Trustee Background Information

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

**Name:** Nicholas Vartholomeos

**Charter School Name:** The Arista Hellenic Charter School

**Charter School Address:** 98-07 38 Avenue, Corona, NY 11368

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 Chairman

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 grew up attending the Transfiguration church and graduated from their parochial school. As a professional educator, I was asked to assist in the development of a charter school project.

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

As a graduate of the elementary school in Corona, Queens, as well as a certified educator, it is disheartening to see a once vibrant school severely decline in structure, population, and administration. With the advent of renewed motivation and the addition of dedicated, passionate professionals, I am interested in joining this positive endeavor which holds the potential to benefit many.

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: William Poll is a family friend whom I occasionally associate with. I know John Tiliakos from serving on a school board in the past.

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:

A friend's wife is considering applying for the Principal position.

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 member(s) of the charter school's board are working for their own benefit or for the benefit of their friend's and family, then it is my duty to report this behavior to the Chairperson of the charter school board and request that the issue be addressed; even if an emergency school board meeting is necessitated.

### **Educational Philosophy**

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

As a founding member, the mission of the Arista Hellenic Charter School is to provide a NYS accredited, Kindergarten to Fifth grade education that promotes academic excellence and student's abilities for future success in their personal, educational, and professional lives. This will be accomplished with a modern facility, certified educators with professional development in current pedagogy, and programs that assist pupils and their families for this demographic school district. All of this will be enriched with the thematic elements of the Hellenic culture and language; as Greek vocabulary and cultural influence continues to be a part of the American culture in the form of medicine, politics, the arts, and more, this interwoven theme will assist and inspire pupils to use their potential for the betterment of society and their own lives.

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

The educational program at Arista will include a highly regarded and proven curriculum with emphasis on language arts and mathematics. Individual instruction and support will be provided to students ensuring their success. The longer school day along with an after school enrichment program and tutoring will avail the students of every possible method of augmenting class work and addressing issues. Knowledge of the Greek language, from which 25% of our language is derived, will add significant value linguistically.

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.

There are many characteristics that promote a successful charter school. A solid vision that is held by the school board and conveyed to and carried by all the charter school staff is one such criteria that will facilitate long-term success. This enthusiasm will support a strong, enriched academic experience and motivate students to fully apply themselves and garner the cooperative support of their families. As a result, in order to aid their students, the successful charter school addresses the needs of the entire community and assists in closing the achievement gap.

### Other

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

The role of a public charter school board member is to monitor the progress of the goals of the school in accordance to its mission, ensure that the Charter is followed, and to provide appropriate fiscal oversight. In furtherance of the school's goals, a school board member may assist in raising funds for improvement, engage in public advocacy, and evaluate community needs.

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

Yes, I have read and understand the application and the Board's by-laws and proposed policies.

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

It is important to note that School District 24 is the most over-crowded in Queens, with few educational options. To date there is only one charter

school which is not in the Corona area. The Department could facilitate the alleviation of this problem that affects so many children, their families, as well as the overwhelmed public school staff in this area. By approving the application for the Arista Hellenic Charter School and allowing it the opportunity to fulfill its mission, the Department would be providing a great service to this under served community, as well as, New York City.



**NICHOLAS G. VARTHOLOMEOS**



**EDUCATION:**

City University of New York, Baruch College, New York, N.Y.  
Pre-Medical Program  
Cumulative Index: 3.10

May 2008 St. John's University, Jamaica, New York  
Master of Science in Education  
Concentration in Adolescent Education, *Cumulative Index: 3.76*

May 1996 Bachelor of Arts in Speech – Language Pathology and Audiology, *Cumulative Index: 3.71*  
Minor in Teacher of the Speech and Hearing Handicapped

**HONORS:**

Magna Cum Laude Who's Who Among Students in American Universities & Colleges  
Golden Key National Honor Society Sigma Alpha Eta – Speech and Hearing National Honor Society  
National Collegiate Communication Arts Award United States Achievement Academy All – American Scholar  
Dean's List: 1993–1994, 1994–1995, 1995–1996

**EXPERIENCE:**

August 2008-  
Present

**VOYAGES PREPARATORY HIGH SCHOOL ELMHURST, NY**  
**SCIENCE TEACHER (LIVING ENVIRONMENT/ENVIRONMENTAL SCIENCE)**

- Founding science teacher at a NYC Dept. of Education transfer school serving over-age and under-credited youth between the ages of 16-21 years old.
- Provided lesson planning and instruction incorporating traditional and technological methodologies.
- Responsible for classroom management, student support, and parent outreach via in person, telephone, and internet outreach methods.
- Responsible for conducting laboratory sessions and maintaining student records for NYSED Regents compliance.

January 2008-  
June 2008

**THOMAS A. EDISON TECHNICAL & CAREER EDUCATION HIGH SCHOOL JAMAICA, N.Y.**  
**SCIENCE TEACHER (EARTH SCIENCE/ENVIRONMENTAL SCIENCE)**

- Provided lesson planning and instruction incorporating traditional and technological methodologies.
- Conducted parent outreach in person, via telephone, and the mail.
- Responsible for classroom keys and accurate records.
- Maintained control/order of pupils during school hours.

September 2007-  
December 2007

**FOREST HILLS HIGH SCHOOL FOREST HILLS, N.Y.**  
**ASSOCIATE TEACHING EXPERIENCE (BIOLOGY)**

- Provided lesson planning and instruction in "The Living Environment" curriculum to approximately 33 academically low functioning, truant 16-17 year olds.
- Conducted parent outreach in person, via telephone, and the mail.
- Responsible for accurate and organized daily records and on school trips.
- Maintained control/order of students during the school day and on trips.

February 1998-  
August 2007

**ST. JOSEPH'S SCHOOL FOR THE DEAF BRONX, N.Y.**  
**SPEECH TEACHER (PART-TIME)**

- Provided evaluations, lesson planning, and instruction for Deaf students from toddlers to 14 years of age.
- Prepared reports and related paperwork, including: Individualized Educational Plans, progress Reports and Medicaid attendance forms.
- Conducted assessments using the Ling Phonetic Level Speech Evaluation, Craig Lipreading Inventory, the Test of Auditory Comprehension, Oral-Peripheral exam, Goldman-Fristoe, and the Utah and Rhode Island Tests of Language Development.
- Maintained control/order of students during the school day.

September 1995-  
January 1996

**QUEENS OCCUPATIONAL TRAINING CENTER 721**  
**ASSOCIATE TEACHING EXPERIENCE (SPEECH)**

**CORONA, N.Y.**

- Provided lesson planning, implementation and evaluation at Board of Education facility for Mentally Retarded/Emotionally Disturbed/Autistic pupils between 14-21 years of age.
- Conducted testing using the TACL - R, EOWPVT - R, Goldman - Fristoe Test of Articulation and Photo Test of Articulation.

**SKILLS:**

Computer: Microsoft Word, Powerpoint, Internet Navigation and basic web design

**LANGUAGES:**

Fluency in spoken and written English. Moderate proficiency in Greek and American Sign Language

**CERTIFICATION:**

Professional Certificate in Teacher of the Speech and Language Disabilities  
Professional Certificate in Adolescent Education – BIOLOGY (7-12)

## School Trustee Background Information

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

**Name: William Poll**

**Charter School Name: Arista Hellenic Charter School**

**Charter School Address: 98-07 38<sup>th</sup> Avenue, Corona, NY 11368**

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.): Founding member; Treasurer.

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 have spent many years in the Corona community. I am an active member of my parish (Transfiguration of Christ, Corona, NY) and I am a graduate of the School of the Transfiguration (Corona, NY). I have seen many changes in the

neighborhood as the years have gone by. I have always envisioned our school opening its doors one day to serve those in the neighborhood while providing an opportunity for excellence in education.

I was approached by a colleague from my educational network (St. John's University) regarding the opportunity of serving on the board. The spark was ignited when there was talk of opening a charter school. After several conversations I joined the mission to help establish a charter school in Corona and to be a member of the founding Board.

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

I have worked in the business world for many years. I came into the field of education over ten years ago. From the moment I stepped into the classroom as a mathematics teacher, I knew I wanted to do more for our students. I feel I have a lot to offer (business world experience, education experience, and degrees in both fields). I had attended several NYC DOE-sponsored charter school sessions a couple of years ago and I have never stopped wanting to be involved in opening up a school where I feel we can make a real difference to help students succeed and to give back to the community.

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:

Nicholas Vartholomeos: Attended classes at St. John's University

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. *Report to the board.*

### **Educational Philosophy**

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

Arista Hellenic Charter School has a goal to promote excellence in student learning and formidably elevate the students' potential for achievement. We plan on introducing a rigorous (and proven) Core Knowledge K-5 curriculum as well as a comprehensive Greek study program with a Greek civilization, culture and language curriculum, in addition to customized instruction. We want to close the achievement gap for all students. We want the school to be a part of its community and to support it. I believe we will provide students with a strong foundation to help them develop excellent skill sets and knowledge that will translate into middle and high school, and ultimately higher SAT scores. We want to enable our students to serve as global citizens making significant contributions to society.

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

The educational program at Arista Hellenic Charter School will include a highly proven curriculum with great emphasis on English language arts and mathematics. We are going to have a longer school day (with an extended evening option) as well as a longer school year. We will support the students with individual learning plans to ensure their success. The inclusion of the Greek language curriculum will help further develop student skills and connections to the real world.

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 is one where students succeed, both academically and socially. We need to serve the needs of the entire community by helping and supporting all types of students (General Education, Special Education, English Language Learners, etc.). We need to engage not only the students but also the parents. Our staff will use data-driven and research-based instruction to ensure the success of our program and our students. We will all share a common and vested goal for our students.

#### Other

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

My understanding of a public charter school board member is to help develop the model for the school, hire the appropriate staff who will help our school succeed, monitor the progress of Arista, ensure the Charter is followed, and evaluate community needs.

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

Yes, I have read and understand the application and the Board's by-law's and proposed policies.

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

District 24 is currently one of the most over-crowded districts in Queens,

offering limited educational options to parents and students. There is only one other charter school in the district, which is not in Corona. By allowing Arista Hellenic the opportunity to fulfill its mission, The Department would be providing a very viable educational opportunity to the community and the families who reside in the area.

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

## STATEMENT OF ASSURANCE

I, William Poll (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

3/21/2014

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.*

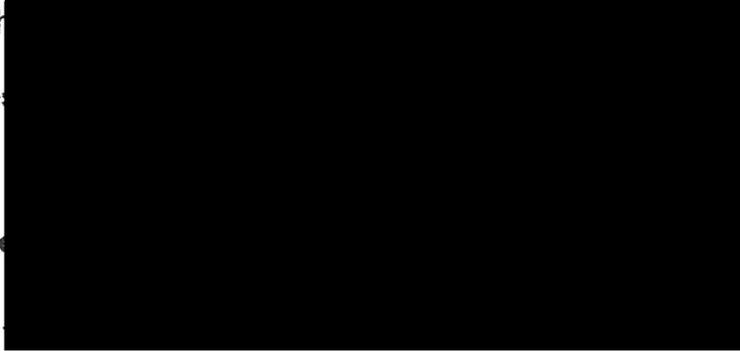
**Business Telephone:**

**Business Address:**

**E-Mail Address:**

**Home Telephone:**

**Home Address:**



# DR. WILLIAM POLL

## PROFILE

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Goal and results oriented educator and administrator. Strategic marketing leader and business development professional. Adaptable to a variety of industries with experience in education, team management, relationship marketing and training. Possess strong planning, priority management, interpersonal and communication skills.

## ADMINISTRATIVE EXPERIENCE

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### **JOSEPH M. BARRY CAREER & TECHNICAL EDUCATION CENTER, NASSAU BOCES, NY 2011–Present** *Assistant Principal*

Responsible for all Academic and various CTE Programs. Lead and develop teacher teams and integration.

- Invest in all students' potential by advocating, nurturing and sustaining a school culture and instructional program conducive to student learning and professional growth.
- Led creation of Alternative High School Master Schedule incorporating six new schools w/in a school.
- Ensure all NYSED regulations are adhered to for curriculum, state assessments & graduation requirements.
- Support the creation of new CCLS curricula for program recertification & Industry Assessment exams.
- Advocate strategic partnerships and alliances to support students, school and Career/Technical programs.
- Ensure CTE programs are accredited and meet standards/competencies set for curriculum and students.
- Work closely with IT department for data capture, scheduling and teacher/student technology support.
- Spearheaded the establishment of a Professional Learning Community among targeted staff members.

### **AVIATION HIGH SCHOOL, New York, NY 2005 – 2011** *Business Manager (includes Fellow Advisor, St. John's University)*

Train and develop new teachers. Lead new school initiatives. Manage/supervise student organization activities.

- Lead initiatives including new product launch, online presence and organizational development.
- Developed and observed Teaching Fellows and Student teachers; provide on-going feedback and support.
- Lead Student Achievement sessions and content-specific workshops modeling best teaching practices.
- Managed all student-related finances including departmental funds, expenditures and school bank accounts.
- Established budgets and analyze spending while working closely with AP-O, COSA and Administration.
- Inquiry Team member: Identify students-in-need & student data to establish goal setting & support services.
- Organized graduation exercises and awards ceremony including planning, programming and fundraising.

## TEACHING EXPERIENCE

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### **AVIATION HIGH SCHOOL, New York, NY 2003 – 2011** *Mathematics, English and Economics Secondary Teacher (9-12)*

Provide data-driven and differentiated instruction while engaging students in goal setting and active learning.

- Developed challenging, engaging & goal-oriented curriculum while stimulating student thinking/sharing.
- Created student-centered classrooms meeting the needs of all students, including At-Risk, ELL & Sp.Ed.
- Coached student-teachers in lesson planning, development and establishment of high academic goals.
- Prepared reports and presentations; shared best practices at faculty/professional development meetings.
- Participated in support services and after school programs including tutoring, advising, and fundraising.
- Co-Advisor/mentor: Honor Society, Pegasus Society, Science Leadership, Comedy Club and Robotics.
- Provide a safe learning environment for all students, fostering their academic achievement.

## OTHER RELATED EXPERIENCE

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### **AVIS RENT A CAR SYSTEM, INC., Garden City, NY 1995 - 2002** *Director, Customer Management and Travel Industry Marketing*

Directed Partnership Marketing Programs and the Relationship Marketing Team; Customer Loyalty, Acquisition & Retention efforts. Managed financial budget of \$15 million. Direct marketing agency liaison.

#### *Partnership Marketing Programs and the Relationship Marketing Team*

- Developed strategic marketing alliances to build business, customers, transactions and loyalty.
- Successfully identified, negotiated and launched a series of new strategic travel partnerships (i.e. United Airlines and Starwood Hotels and Resorts) resulting in a 100% increase in this business segment.

**TRANS WORLD AIRLINES, INC.,** New York, NY / St. Louis, MO

1984 – 1995

**Manager, Business Marketing, 1993-1995**

Developed and executed all direct mail and collateral related to the fulfillment of the Frequent Flight Bonus (FFB) Program and the Ambassadors Club. Primary direct marketing agency liaison.

- Launched direct mail communications to create awareness, stimulate usage, and incremental activity.
- Prepared marketing program financial analysis/summary reports of revenue and transaction growth.
- Restructured FFB Program rules and awards, developed new/exciting rewards, enhanced elite benefits.
- Developed briefings and training sessions with material support to keep the workforce up-to-date.

**Supervisor, Airport Operations, Passenger Services, 1989-1993**

Responsible for shift operations at JFK Airport while providing strong leadership and customer service.

- Developed a productive team environment; ensured high quality standards, service and performance.
- Evaluated and designed training programs and reservations-based formats for agent workforce.
- Co-Editor of the very successful worldwide TWA JFK Passenger Services Weekly Bulletin.

**Operational Controller, Operational Planning, 1988-1989**

**Customer Service Employee-In-Charge: Passenger Services. Quality Assurance Observer, 1984-1988**

## EDUCATION

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**ST. JOHN'S UNIVERSITY,** Jamaica, NY

*Ed. D., Administration and Supervision, 2010*

*PD, School Administrator and Supervisor, 2006*

*MS, Education, Certificate of Excellence, 2005*

*MBA, Quantitative Analysis / Computer Information Systems, 1991*

**BERNARD M. BARUCH COLLEGE,** New York, NY

*BBA, International Marketing, Deans List, 1988*

## PROFESSIONAL LICENSES AND CERTIFICATIONS

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*School District Administrator, NYS, 2007*

*School Business Administrator, NYS, 2007*

*School Administrator and Supervisor, NYS, 2006*

*Business and Marketing, NYS, 2005*

*Mathematics 7-12, Secondary Schools, NYS/NYC, 2005*

## PROFESSIONAL DEVELOPMENT

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*Sustainable Leadership Program, Integrated Curriculum Instruction Learning Support Organization, 2009*

*Digital Filmmaking, The Digital Film Academy, 2003*

*Leadership Training with 360 Feedback, Leadership Research Institute, 2000*

*Time Management Seminar, AMA, 2000*

## PROFESSIONAL AFFILIATIONS

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*Association for Supervision and Curriculum Development (ASCD), 2005- Present*

*National Council of Teachers of Mathematics (NCTM), 2003-Present*

## PROFESSIONAL AWARDS

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*Robotics Team 1601 Entrepreneur Award for Business Plan, 2010*

*Avis Destination Excellence Award, 2001*

## PUBLICATIONS

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*A Study of Student-Teacher Interactions as a Predictor for Student Academic Achievement and Success, 2010*

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

**Name: Faatima S Campbell**

**Charter School Name: Arista Hellenic Charter School**

**Charter School Address: 98-07 38<sup>th</sup> Ave, Corona, NY 11368**

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

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

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

### **Background**

1. Please provide your educational and employment history. You may do so by attaching a résumé.  Resume Attached
2. Please affirm that you are or will be at least eighteen years old at the time of your appointment/election to the board.  I affirm.
3. Please affirm that you have read Article 56 of the New York State Education Law, and understand the relationship between a charter school and the authorized chartering entity as defined in that statute.  I affirm.
4. Please indicate how you became aware of the charter school and the opportunity to serve as a member of its board. **I am an active community member and advocate for youth and education. Through a mutual friend, I was introduced and asked to join the founding members based on my experience and skills.**

5. Please explain why you wish to serve on the board. **I have been involved in education for many years and believe in educational choice and innovative teaching methods. I currently serve as Dean of Students for Hyde Charter School and would love to provide guidance and expertise on a charter board with the success of students in mind.**

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 inform the Board Chair and after a full investigation a vote would take place for possible termination.**

### Educational Philosophy

18. Please explain your understanding of the charter school's mission and/or philosophy. **The school's philosophy (as well as my own) is to close the academic achievement gap for all students through a rigorous core knowledge k-5 curriculum.**
19. Please explain your understanding of the educational program of the charter school. **The educational program focuses on the Core Knowledge curriculum delivered via direct instruction pedagogy. The program also offers targeted assistance by specialists, a push in model, and after school program.**
20. Please indicate what you believe to be the characteristics of a successful charter school. In particular, please provide the specific steps you think the board of the charter school will need to take to ensure that this charter school is and remains successful. **Results matter and the steps the board should take are to maintain ongoing communication and guidance with the principal to ensure that there is accountability and modifications, if necessary, to ensure the school's mission and goals are being carried out. Financial soundness should be included within this accountability.**

### Other

21. Please explain your understanding of the appropriate role of a public charter school board member. **The role of a board member is to assist in developing a school program and staff that will be held accountable to taking students on a path of success.**

22. Please affirm that you have read and understand the charter school application, the charter school board's by-laws and all proposed policies. **Yes, I have read and understand the application and the Board's by-laws and proposed policies.**
23. Please provide any other information that you feel is pertinent to the Department's review. **School District 24 is the most over-crowded in Queens and has the most needs. There are limited educational options, and only one charter school serving older grades, and none in Corona. Arista would be the only k-5 charter school in CD24 and will fulfill the overwhelming needs of the community.**

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

## STATEMENT OF ASSURANCE

I, Faitha Campbell (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

3-10-14

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.*

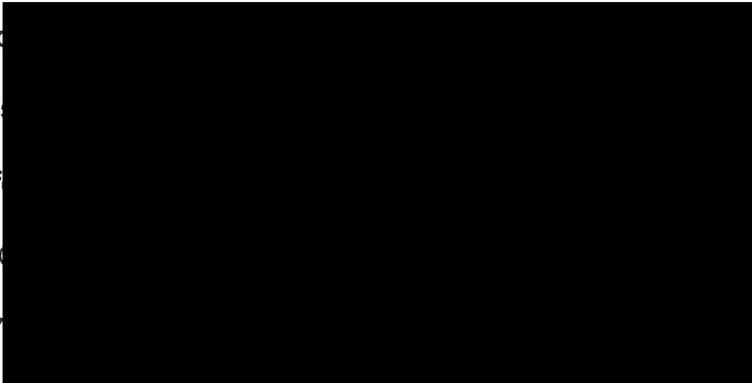
**Business Telephone:**

**Business Address:**

**E-Mail Address:**

**Home Telephone:**

**Home Address:**



## *Faatima S. Campbell*

### **EXPERIENCE:**

- 08/2013 – present**      **Hyde Leadership Charter School – Dean of Students**      **Bronx, NY**
- Develop and implement rules regarding school culture.
  - Coordinate and supervise accountability assignments, including but not limited to morning detentions, after school detentions, community service projects.
  - Collaborate with other leadership team members to create and implement student orientation programs.
  - Ensure proper documentation for all discipline issues including suspension letters, behavior intervention planning.
  - Demonstrate passion, commitment, and supportive attitude among school staff promoting a culture of excellence that is centered on the school's vision and character development principles.
  - Provide support to teachers by participating in developing and implementing school code of conduct and appropriate classroom management practices.
  - Participate in regular meetings on school logistic planning and holistic student intervention planning with middle school leadership team.
  - Build meaningful relationships with students and families to promote academic excellence and overall well-being.
  - Generate periodic reports relating to student disciplinary actions and parent engagement.
- 12/2012 – 08/2013**      **Independent Consultant - Youth Empowerment Initiatives**      **Mount Vernon, NY**
- Assisted local non-profit organizations, and public schools to manage community service education projects.
  - Developed and led life-skill development workshops for high school students of ages 14-19.
  - Promoted academic, social, and personal achievement for middle school and high school students.
  - Developed curriculum and wrote lesson plans for career and college prep workshops and seminars.
  - Scheduled school visits, met with guidance counselors and teachers to discuss student academic progress.
  - Maintained student files and drafted case notes to document student progress.
  - Scheduled advisement/counseling sessions with students and administrators.
  - Provided educational advice to support the individual needs of the workshop participants.
  - Planned community events to promote opportunities fostering parent – student involvement.
- 09/2012 – 12/2012**      **Organizing for America Field Organizer**      **Cleveland, OH**
- Recruited, coordinate and managed volunteers including identification and cultivation of volunteer team leaders.
  - Conducted volunteer training and voter education seminars. □
  - Acted as a liaison between local unions, faith-based and neighborhood associations to communicate common agendas.
  - Assigned as Team Captain for special events managing 10-50 volunteers per assignment. □
  - Facilitated and fostered relationships with local elected officials and community organizations. □
  - Coordinated phone banks, canvasses, voter registration, early voting programs to increase voter turnout. □
  - Developed plans to organize turf based on its unique characteristics.
- 08/2011 – 09/2012**      **Books for Bachana Project Manager**      **New York, NY**
- Managed international project development donating books to public schools.
  - Clearly communicated expectations to team members and donors.
  - Recruited, led, coached, and motivated project volunteers proactively.
  - Promoted and updated social media content with tools such as Facebook, PayPal, and list serves.
  - Planned social gatherings and fundraisers to reached project fundraising goals.
  - Resolved all issues and problems arising throughout the project life cycle.
  - Maintained database of donors and financial records.
  - Coordinated and led conference meetings with detailed agendas and progress reports.

**New York City Police Department**  
**Assistant Field Intelligence Officer**

**06/2009 – 05/2010**

**Bronx, NY**

- Assisted Field Intelligence Officer and administration on various crime reduction projects.
- Utilized data analysis software to identify crime patterns related to firearm and robbery arrests.
- Developed database tracking and filing system of firearm, robbery and shooting incidents.
- Maintained daily communication with other law enforcement agencies to ensure “real time” sharing of information.
- Acted as liaison and developed effective working relationships with police station staff and operational units.
- Prepared written and oral presentations using MS PowerPoint to administration of emerging crime trends.
- Provided statistical data used by supervisors to formulate crime prevention strategies using MS Word and MS Excel.
- Reviewed and responded to inquiries from internal departments, and external city agencies.
- Prepared written reports summarizing crime statistics using database software, spreadsheets, charts, and maps.

**(06/2008 – 06/2009) Assistant Desk Officer**

**Bronx, NY**

- Assist ranking supervisors (Sergeant, Lieutenants) with administrative duties as required.
- Conduct a daily inventory of arrest property, evidence, and narcotic vouchers by police officers for quality assurance.
- Write and draft internal and external memo documents as needed
- Monitor precinct personnel attendance, and reassignment of personnel utilizing the Automated Roll Call System (ARCS) and Court Automated Scheduling System (CASS).
- Assume dispatching duties to assign jobs to patrol officers using S.P.R.I.N.T system and NYC 311.
- Ensure all matters are handled within reasonable capacity in the absence of a supervisor: making preliminary decisions as to appropriate action for patrol officer in the field.
- Address questions and resolve walk-in complaints from the general public or phone inquiries.

**( 01/2008-06/2008 )**

**Crime Analyst Officer**

**Bronx, NY**

- Provide statistical data used by supervisors to formulate crime prevention strategies using MS Word and MS Excel.
- Instruct fellow police officers how to prepare and write proper reports documenting criminal offenses.
- Prioritize and meet all deadlines as requested for monthly meetings with Commanding Officer.
- Review and respond to inquiries from other internal departments, and outside agencies.
- Conduct follow-up calls interviewing complainants to obtain information to classify and finalize initial police report.
- Prepare written reports summarizing crime statistics using database software, spreadsheets, charts, and maps.
- Manage database records of major crimes in precinct coverage area.
- Review and edit reports for accuracy before reports are inputted in compliant database system.

**07/2004 – 01/2008**

**Police Officer (Patrol)**

**Bronx, NY**

- Provided public safety through community relations, responding to emergencies, serving and protecting citizens.
- Patrolled designated area of New York City on foot or by vehicle to sustain quality of life conditions.
- Maintained open communication with community leaders and residents to crime prevention and reduction strategies.
- Inform citizens of community services and recommend options to facilitate longer-term problem resolution.
- Documented suspicious persons and situations, safety hazardous conditions.
- Rendered aid to accident victims and other persons requiring first aid for physical injuries.
- Testified in court as witness in traffic and criminal cases. □

**08/2002 - 07/2004**

**New York City Police Department School Safety Division**

**New York, NY**

**08/2002 - 01/2004**

**School Safety Agent**

**Bronx, NY**

- Perform patrol within public school and surrounding premises
- Assist school and police administration with developing strategies to maintain a safe learning environment
- Mediate verbal and physical altercations between students
- Effect arrests when NYS penal law offenses have been committed on school grounds
- Prepare proper reports and make necessary notifications to School Safety Operations

01/2004 -7/2004

**Operations Unit Administrative Assistant**

**Brooklyn, NY**

- Prepare reports for the Division Supervisor
- Transmit and prepare forms recording all infractions made by personnel
- Plan, organize, and adjust fluctuating assignments and workload to meet deadlines
- Search files, documents, or other sources for materials to prepare responses to inquiries
- Open, sort, and distribute incoming correspondence, including faxes and departmental mail
- Prepare reports, memos, letters, and other documents, using Microsoft word, excel, and internal database software

**EDUCATION:**

**NYU Robert F. Wagner School of Public Service**

*New York, NY*

*Master Public Administration, Candidate*

*Specialization: Public and Non Profit Management*

*Education and Social Reform South Africa Study Abroad*

**Columbia University Business School Executive Program**

**New York, NY**

*Essentials of Leadership for Non-Profit Management*

**Concordia College**

*Bronxville, NY*

*Bachelor of Science, December 2009*

**Major: Business Administration**

**VOLUNTEERING & SPECIAL PROJECTS:**

**Citizen School Teacher at Citizen Schools:** Ambassador News Global Awareness Photography

Apprenticeship:  Apprenticeships are real-world projects related to science, finance, architecture, the arts, fitness, service, media, law and various other topics taught by volunteers called Citizen Teachers. Apprenticeships are taught over the course of ten weeks.

**W!SE Judge : Working in Support of Education:** W!SE serves urban secondary school students in low-to-moderate-income areas. Extensive partnerships with schools and the private sector and a reputation for sustainable programs with measurable results have made W!SE a leader in the educational community.

**Speaker / Workshop Facilitator at Girl Scouts Council of Nation's Capital:** The Girl Scout Council of the Nation's Capital hosts an annual "Your Turn to Lead Conference" at Howard University. A leadership conference to inspire middle and high school girls to recognize their own abilities and become active in their schools and in their communities of the importance of education.

**SKILLS:**

Microsoft Word\*Excel\* PowerPoint\*Outlook\*COGNOS\*SPSS\*Voter Activation Network\*Sales Force \*Project Management  
Public Speaking \*Training Facilitation\* Program Development\*Community Organizing Nonprofits  \*Education  \*Youth  
Development \*Juvenile Justice

### School Trustee Background Information

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

Name: MARTHA KIAMOS  
Charter School Name: ARISTA HELLENIC CHARTER SCHOOL

Charter School Address: 98-07 38<sup>TH</sup> AVENUE  
CORONA, NEW YORK 11368

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 = 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 civic and community activist, interested in volunteering in programs involving youth, I was approached by individuals in School District 24 to serve on the founding board of the Arista Hellenic Charter School.**

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

**As a former Special Assistant to the New York City Comptroller and Administrator in the Brooklyn Borough President's office as well as Administrator in a non-profit social service agency, I feel my extensive experience and background in community development and government would allow me to contribute so that the goals as set forth in the mission statement can be achieved. I strongly believe an investment in the education of our youth, is an investment in the growth of our community and future of our City.**

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.

**In the event of a member possibly involved in working for their own benefit, or for the benefit of their friends or family, I would immediately write a letter to the Chairman and Members of the Board advising them of my concerns and provide the Board with documentation which had led to my concerns.**

#### **Educational Philosophy**

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

**My understanding of the charter school's mission and philosophy is to provide students with a comprehensive and well-rounded education that would include Hellenic studies. The goal of the school would be to afford all students an enhanced educational experience while creating a desirable school environment. In addition, the Hellenic studies program would offer students an understanding of the foundations of mathematics, the sciences, the Greek language and its impact on the English language as well as civics and the introduction of the ideals of a democratic society.**

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

The educational program will provide grades K-5 a Core Knowledge curriculum with customized instruction while adhering to NYS education standards. The student population will be diverse and programs will be developed to address individual needs including but not limited to those with learning and language disabilities.

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 successful characteristics of the charter school would be the continuous development of innovative educational programs, the competitive selection process of educators ensuring the highest level of professionals, routine assessment of student progress, the ongoing evaluation of staff, and the encouragement of parent and community input and involvement.

#### Other

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

As a board member my responsibilities would include ensuring that the academic program as outlined in the application is in compliance, that the assessment of all programs and the evaluation of staff is ongoing, that there is continuous communication with parents and members of the community and that our mission statement is always understood and supported. Most important, I would ensure that the moral integrity of the board of directors and school administration is always upheld.

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 fully understand and am in agreement with the charter school application, the by-laws and proposed policies.

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

**School District 24 is rated as one of the most overcrowded nationally. The community consists of mostly low income, minority families that would welcome the opportunity for their children to obtain a comprehensive education in a smaller classroom size. The charter school would alleviate some of the overcrowding in the district as well as address the special needs of a very diverse community.**

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

### STATEMENT OF ASSURANCE

I, MARTHA KIAMOS (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.

Martha Kamos 3/13/14  
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.*

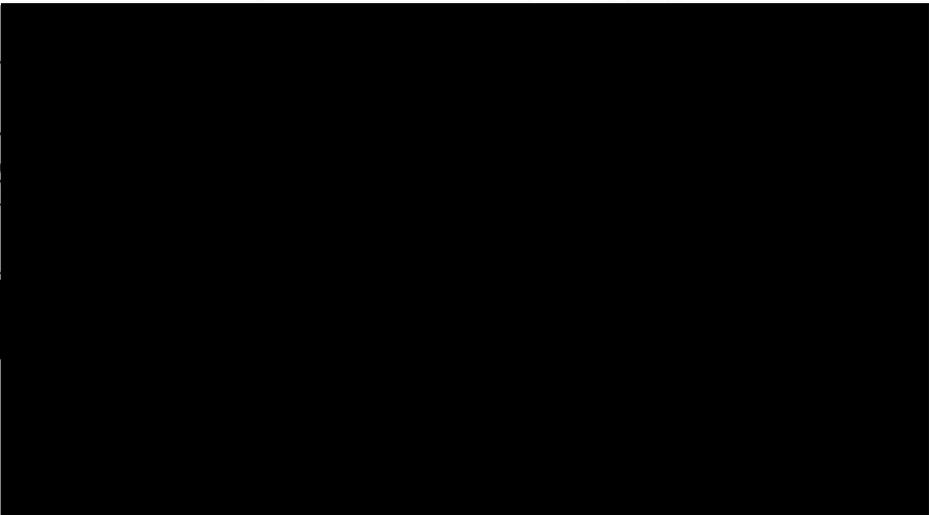
*cell*  
Business Telephone: \_\_\_\_\_

Business Address: \_\_\_\_\_

E-Mail Address: \_\_\_\_\_

Home Telephone: \_\_\_\_\_

Home Address: \_\_\_\_\_





**EDUCATION:**

- 1999     **Bernard Baruch College,  
City University of New York  
Bachelor of Science  
Political Science  
Magna Cum Laude**
  
- 1997     **LaGuardia Community College  
City University of New York  
Bachelor of Science  
Business Administration**

**EXPERIENCE:**

- 2002-  
2010     **Comptroller of the City of New York  
One Centre Street  
New York, N.Y. 10001**

**Position: Special Assistant to the Comptroller**

**Assisted in the oversight and daily operations of the Bureaus of Accountancy, Audit, Policy, Contract Registration and Labor Law. Responsible for the review and distribution of required reports as well New York City's Annual Report which is the basis for the City of New York's bond ratings.**

- 1982-  
2000     **Brooklyn Borough President  
209 Joralemon Street  
Brooklyn, New York 12201**

**Position: Special Assistant to the Brooklyn Borough President**

**Directly responsible for the oversight of the administrative staff, including scheduling, speeches, press releases, special events and personnel.**

1972-  
1982

Hellenic American Neighborhood Action Committee (HANAC)  
New York, N.Y.

Position: Deputy Director

Not for profit social service agency providing essential service programs to individuals in need. Programs included senior centers, youth programs, education programs, medicare assistance, immigration services to name a few.

1972-  
1969

Chubb & Son  
Madison Avenue  
New York, N.Y.

Position: Executive Assistance to Regional Sales Manager

Assisted underwriting department in writing new business

1972  
1969

Hallgarten & Company  
New York, N.Y.

Position: Executive Assistance to Partner in charge of Syndicate Underwriting Department.

Responsible for bidding on new private stock and bond offerings for the company.

1969  
1966

House Beautiful  
Madison Avenue  
New York, N.Y.

Position: Executive Secretary Director of Regional Sales Manager

## School Trustee Background Information

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

**Name:** Kriton Pantelidis

**Charter School Name:** The Arista Hellenic Charter School

**Charter School Address:** 98-07 38 Ave. Cornona, NY 11368

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 learned of the Arista Hellenic Charter School from a function that I attended at the Transfiguration of Christ Church.

5. Please explain why you wish to serve on the board. I am interested in serving on the board as I do have a passion for education and believe that charter schools offer an alternative in the educational system. In particular, I do believe this charter school can make a difference in the lives of the children in this community.
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: Helen Kavalis is my aunt.
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 inform the chairperson of the board of the situation and provide him / her with any proof. I would also request the chairperson call an emergency board meeting.

### **Educational Philosophy**

18. Please explain your understanding of the charter school's mission and/or philosophy. The Arista Hellenic Charter School's mission is to provide a positive, high quality and unique educational program to the children of CSD 24. Through a rigorous academic program which will include an emphasis on tailoring instruction to individual student needs and the introduction of the Greek language and culture, the school will give the opportunity to its' students to reach their highest potential in academic standards.
19. Please explain your understanding of the educational program of the charter school. Arista's educational program will be based on a rigorous academic model that includes the Core knowledge K-5 curriculum with a focus on the acquisition of the Greek language and the study of Greek history and culture, all in accordance with NYS learning standards. Identifying areas of need at an early age, offering specific educational instruction and continuous assessment will enable the students to reach higher educational outcomes. The learning of the Greek language will assist students in enriching their vocabulary and gaining skills needed to excel in standardized exams including college entry exams. Most of the core academic areas have been influenced by the Greek culture and this exposure will enable student to excel in these core areas and create autonomous thinkers.
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's academic program must consider the needs of the community and tailor the program accordingly in order to enable its students to reach the highest academic standards in in a positive learning environment. A dedicated faculty, staff

and administrators is crucial to the fulfillment of the schools' mission and goals.

#### Other

21. Please explain your understanding of the appropriate role of a public charter school board member. The role of a board member is critical to the success of the school. My involvement would be on going. I would consider it vital that the board be kept updated on the academic progress of the students, as well as the involvement of the parents and community in the school and the children's academic progress. I would also be watchful that the mission of the school was being carried out. I would actively be involved in fund raising for the school. Furthermore, I would monitor that there continued to be no conflicts of interest by board members.
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 charter school application, the 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 Arista charter school is greatly needed in District 24. There is only 1 charter school in the district and not in Corona. District 24 is the most overcrowded in Queens with a population which is low income and consists of minorities. A school that will offer a tailor made educational program beginning with kindergarten will serve the community well and offer an opportunity to its'student to excel.

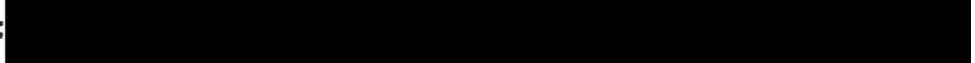
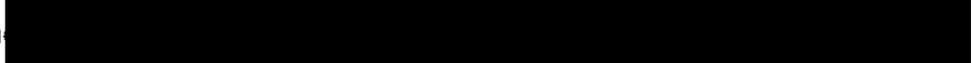
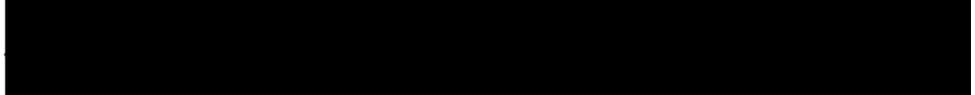
A Statement of Assurance must be signed by and submitted for each proposed Board Member.

### STATEMENT OF ASSURANCE

I, Kriton A. Pandalidis (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 Mar 11, 2014 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: 

**BAR ADMISSIONS**

New York State, (2010); Eastern District of New York, (2011); Southern District of New York, (2011); Second Circuit Court of Appeals (2013).

**EDUCATION**

**St. John's University School of Law**, Queens, New York

Juris Doctor, June 2009

**G.P.A.:** 3.25

**Honors:** Dean's List (Spring 2009); CALI Award for Academic Excellence in Constitutional Rights

**Activities:** Admiralty Law Society, Hellenic Law Society

**New York University**, New York, New York

Bachelor of Arts, *magna cum laude*, History, June 2006

**G.P.A.:** 3.8

**Honors:** Dean's List (all semesters); Phi Alpha Theta National History Honor Society; Honors in History

**Study Abroad:** N.Y.U. La Pietra, Florence, Italy (Spring 2005)

**LEGAL EXPERIENCE**

**Harris Beach, PLLC**, New York, New York

*Associate*, July 2013 – Present

Defend product manufacturers, import/export companies, construction contractors, and design entities in a variety of law suits. Draft coverage opinions advising insurance carriers as to their duties to defend and indemnify their respective assureds and advise clients with respect to intricate intellectual property matters. Litigate myriad personal injury, property damage, economic loss, and intellectual property disputes involving various complex fact patterns. Draft and argue motions, take and defend depositions, represent clients before multiple judicial bodies, and handle appeals.

**Gogick, Byrne, & O'Neill LLP**, New York, New York

*Associate*, April 2011 – July 2013

**Trial Courts:** Defend various malpractice claims and intellectual property disputes (including copyright infringement) involving design professionals from inception to trial in state and federal courts. Draft and argue various motions including summary judgment in both standard and commercial trial court divisions. Handle depositions, mediations, and all court appearances. Conduct extensive legal research, work on pre-litigation matters and arbitration issues. Assist with 91<sup>st</sup> St. and 51<sup>st</sup> St. crane collapse cases as junior associate.

**Appellate Courts:** Draft and argue appeals concerning inter alia breach of contract, professional malpractice, and copyright infringement in both state and federal court (including the United States Court of Appeals for the Second Circuit).

**Mulholland, Minion, Duffy, Davey, McNiff, & Beyrer**, Williston Park, New York

*Associate*, February 2010 – April 2011

**Trial Courts:** Gained extensive experience with motion practice, substantive and procedural, including dispositive and disclosure motions in connection with labor law, medical malpractice, auto-accident, slip and fall, and employment cases. Performed myriad projects involving legal research and writing. Appeared before various trial courts regarding motions, conferences, mediations, arbitration proceedings, and small claims trials. Assisted senior litigators with trial preparation.

**Appellate Courts:** Worked on numerous appellate cases at varying stages, including handling appellate motion practice, authoring several appeals, and appearing for oral argument.

**The Center For Constitutional Rights**, Manhattan, New York

*Legal Research and Development Volunteer*, May 2008 - August 2008

Researched principles of law and drafted legal memoranda for current and ongoing litigation involving the violation of various constitutional rights. Conducted extensive research and wrote analytical papers (white papers) on various legal issues including universal jurisdiction and habeas corpus. Assisted with research and writing of appellate briefs.

**Rousos & Hatzidimitriou**, Piraeus, Greece

*Law Clerk*, June 2007 - August 2007

Drafted memoranda and conducted legal research on variety of maritime law issues. Assisted with trial preparation by taking statements of witnesses and organizing factual case information. Accompanied lawyers to court to assist with factual details of cases.

#### **PUBLICATIONS & COMMUNITY ACTIVITIES**

Member of the Structural Engineers Association of New York (SEAoNY) and the publications committee for SEAoNY's quarterly newsletter, *Cross Sections*.

Author, "The Continuous Representation Doctrine," *Cross Sections*, magazine for the Structural Engineers Association of New York, 2014 Volume 19 No. 1.

Assistant researcher and writer of the 2012 New York Chapter Update contained in the publication, *State-by-State Guide to Design and Construction Contracts and Claims (2d ed. 2012)*.

#### **LANGUAGES**

Fluent and literate in modern Greek.

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

### **BYLAWS OF ARISTA HELLENIC CHARTER SCHOOL.**

A New York Education Corporation

#### **ARTICLE I NAME**

**Section 1.1 Name.** The name of this corporation is Arista Hellenic Charter School (the "Corporation").

#### **ARTICLE II PURPOSE**

**Section 2.1 Purpose.** The Corporation has been organized as set forth in the Articles of Incorporation. The Corporation will take no action that is inconsistent with the Articles of Incorporation or these Bylaws.

#### **ARTICLE III OFFICE**

**Section 3.1 Offices.** The Corporation's principal office shall be located at 98-07 38<sup>th</sup> street, Corona, NY 11368. The Board (as defined in Section 5.1 below) may change the location of the Corporation's principal office.

#### **ARTICLE IV BOARD OF DIRECTORS**

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

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

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

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

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

**Section 4.6 Vacancies.** A vacancy in the Board shall be deemed to exist in the event that the actual number of directors is less than the authorized number for any reason. The Board may declare vacant the office of any director who has been declared of unsound mind by a final order of court or has been convicted of a felony. Vacancies on the Board may be filled by approval of the Board of Directors or, if the number of directors then in office is less than a quorum, by (1) unanimous written consent of the directors then in office, (2) a vote of a majority of the directors then in office at a meeting called in accordance with Sections 5, or (3) a sole remaining director. In addition, as provided by the Articles of Incorporation, the Member may fill any vacancy created by the Member exercising its removal right set out in the Articles of Incorporation. Each director elected or appointed to fill a vacancy, whether by the Board or by the Member, shall hold office for the unexpired portion of the term, or until his or her death, resignation, or removal from office.

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

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

**Section 4.9 Advisory Committees.** The Board may create one or more Advisory Committees, each consisting of two or more directors, non-directors or a combination of directors and non-directors. Appointments to any Advisory Committee shall be by approval of the Board of Directors. Advisory Committees may not exercise the authority of the Board to make decisions on behalf of the Corporation. Advisory Committees shall be restricted to making recommendations to the Board or Board Committees and implementing Board or Board Committee decisions and policies under the supervision and control of the Board or Board Committee.

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

## **ARTICLE V MEETINGS**

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

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

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

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

## **ARTICLE VI CERTAIN MATTERS**

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

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

## **ARTICLE VII OFFICERS**

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

**Section 7.2 Election and Term.** The officers of the Corporation shall be elected by the

Board at an annual meeting and shall serve at the pleasure of the Board.

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

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

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

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

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

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

## **ARTICLE VIII INDEMNIFICATION**

**Section 8.1 Definitions.** For purposes of this Article, "Agent" means any person who is or was a director, officer, employee or other agent of the Corporation, or is or was serving at the request of the Corporation as a director, officer, employee or other agent of another foreign or domestic corporation, partnership, joint venture, trust or other enterprise; "Proceeding" means any threatened, pending or completed action or proceeding, whether civil, criminal, administrative or investigative; and "Expenses" includes, without limitation, attorneys' fees and any expenses incurred in establishing a right to indemnification under Section 9.2 of this Article.

**Section 8.2 Right to Indemnity.** The Corporation may, to the fullest extent permitted by law, indemnify any person who was or is a party or is threatened to be made a party to any

Proceeding by reason of the fact that such person is or was an Agent of the Corporation, against Expenses, judgments, fines, settlements and other amounts actually and reasonably incurred in connection with the Proceeding.

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

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

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

**Section 8.5 Insurance.** The Board shall have the power to purchase and maintain insurance on behalf of any Agent against any liability asserted against or incurred by the Agent in such capacity or arising out of the Agent's status as such, whether or not the Corporation would have the power to indemnify the Agent against such liability under this Article.

## **ARTICLE IX FISCAL YEAR AND REPORTING OBLIGATIONS**

**Section 9.1 Fiscal Year.** The fiscal year of the Corporation shall begin on July 1 and end on June 30.

## **ARTICLE X GIFTS, GRANTS, CONTRACTS, INVESTMENTS**

**Section 10.1 Gifts.** The Board may accept on behalf of the Corporation any contribution, gift, bequest or devise for the general purposes or for any specific purpose of the Corporation. The Corporation shall retain complete control and discretion over the use of all contributions it receives.

**Section 10.2 Grants.** The Board shall exercise itself, or delegate, subject to its supervision, control over grants, contributions, and other financial assistance provided by the Corporation, including, without limitation, fiscal sponsorship relationships.

**Section 10.3 Contracts.** The Board may authorize any officer(s) or agent(s), in the name of and on behalf of the Corporation, to enter into any contract or execute any instrument. Any such authority may be general or confined to specific instances, or otherwise limited. Consistent with actions by the Board, the Chair of the Board is authorized to execute such instruments on behalf of the Corporation.

**Section 10.4 Payment of Money.** Unless otherwise determined by the Board, all checks, drafts or other orders for payment of money out of the funds of the Corporation and all notes or other evidences of indebtedness of the Corporation may be signed on behalf of the Corporation by the Treasurer.

**Section 10.5 Deposits.** The funds of the Corporation not otherwise employed, including any amounts in any reserve fund, shall be deposited from time to time to the order of the Corporation in such banks, trust companies or other depositories as the Board may select.

**Section 10.6 Investments.** In investing, reinvesting, purchasing, acquiring, exchanging, selling and managing the Corporation's investments, other than assets which are directly related to the Corporation's public or charitable programs, the Board shall avoid speculation, looking instead to the permanent disposition of the funds, considering the probable income, as well as the probable safety of the Corporation's capital. No investment violates this Section where it conforms to provisions authorizing the investment contained in an instrument or agreement pursuant to which the assets were contributed to the Corporation.

## **ARTICLE XI CONFLICTS OF INTEREST**

**Section 11.1. Purpose.** The purpose of the conflicts of interest policy is to protect the Corporation's interest when it is contemplating entering into a transaction or arrangement that might benefit the private interest of an officer or Director of the Corporation. This policy is intended to supplement but not replace any applicable state laws governing conflicts of interest applicable to nonprofit and charitable corporations.

### **Section 11.2. Definitions.**

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

(b) Financial Interest- A person has a financial interest if the person has, directly or indirectly, through business, investment or family:

(1) an ownership or investment interest in any entity with which the Corporation has a transaction or arrangement, or (2) a compensation arrangement with the Corporation or with any entity or individual with which the Corporation has a transaction or arrangement, or (3) a potential ownership or investment interest in, or compensation arrangement with, any entity or individual with which the Corporation is negotiating a transaction or arrangement. Compensation includes direct and indirect remuneration as well as gifts or favors that are substantial in nature.

### **Section 11.3. Procedures.**

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

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

(c) Procedures for Addressing the Conflict of Interest

(1) An interested person may make a presentation at the Board of Directors, but after such presentation, he or she shall leave the meeting during the discussion of, and the vote on, the transaction or arrangement that results in the conflict of interest.

(2) The Board shall, if appropriate, appoint a disinterested person or committee to investigate alternatives to the proposed transaction or arrangement.

(3) After exercising due diligence, the Board of Directors shall determine whether the Corporation can obtain a more advantageous transaction or arrangement with reasonable efforts from a person or entity that would not give rise to a conflict of interest.

(4) If a more advantageous transaction or arrangement is not reasonably attainable under circumstances that would not give rise to a conflict of interest, the Board of Directors shall determine by a majority vote of the disinterested Directors whether the transaction or arrangement is in the Corporation's best interest and for its own benefit and whether the transaction is fair and reasonable to the Corporation and shall make its decision as to whether to enter into the transaction or arrangement in conformity with such determination.

**(d) Violations of the Conflicts of Interest Policy**

(1) If the Board of Directors has reasonable cause to believe that a member has failed to disclose actual or possible conflicts of interest, it shall inform the member of the basis for such belief and afford the member an opportunity to explain the alleged failure to disclose.

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

**Section 11.4. Records of Proceedings.** The minutes of the Board of Directors and all committees with Board-delegated powers shall contain:

**(a) Names of Persons with Financial Interest**

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

**(b) Names of Persons Present**

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

**Section 11.5. Annual Statements.** Each Director, principal officer and member of a committee with Board-delegated powers shall annually sign a statement which affirms that such person:

**(a) Receipt**

Has received a copy of the conflicts of interest policy.

**(b) Read and Understands**

Has read and understands the policy.

**(c) Agrees to Comply**

Has agreed to comply with the policy.

**(d) Tax Exemption**

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

**Section 11.6. Periodic Reviews.** To ensure that the Corporation operates in a manner consistent with its charitable purposes and that it does not engage in activities that could jeopardize its status as an organization exempt from federal income tax, the Corporation may conduct periodic reviews.

## **ARTICLE XII OTHER PROVISIONS**

**Section 12.1 Rights of Inspection.** Every director shall have the right at any reasonable time to inspect and copy all books, records and documents, and to inspect the physical properties of the Corporation.

**Section 12.2 Electronic Transmissions.** Unless otherwise provided in these Bylaws, and subject to any guidelines and procedures that the Board may adopt from time to time, the terms "written" and "in writing" as used in these Bylaws include any form of recorded message in the English language capable of comprehension by ordinary visual means, and may include electronic transmissions, such as facsimile or email, provided (i) for electronic transmissions from the Corporation, the Corporation has obtained an unrevoked written consent from the recipient to the use of such means of communication; (ii) for electronic transmissions to the Corporation, the Corporation has in effect reasonable measures to verify that the sender is the individual purporting to have sent such transmission; and (iii) the transmission creates a record that can be retained, retrieved, reviewed, and rendered into clearly legible tangible form.

## **ARTICLE XIII AMENDMENTS**

**Section 13.1 Amendment of Bylaws.** Except as otherwise provided by law, these Bylaws may be amended or repealed and new bylaws may be adopted by approval of the Board.

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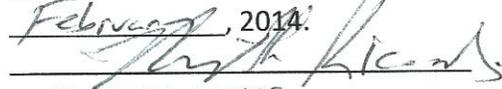
**CERTIFICATE OF SECRETARY**

I, , hereby certify:

That I am duly elected and acting Secretary of Arista Hellenic Charter School,  
and that the foregoing Bylaws constitute Bylaws of Arista Hellenic Charter School, as  
duly adopted at the meeting of the Board held on Feb 6 2014

IN WITNESS WHEREOF, I have hereunder subscribed my name this 10<sup>th</sup> day of

February, 2014.

  
\_\_\_\_\_  
MARTHA KIAMOS

## **Attachment 5c: Code of Ethics Policy**

The public purpose and tax-exempt status of charitable organizations imposes a special obligation to maintain the public trust. The Board of Trustees and senior staff of Arista Hellenic Charter School (Arista), must conduct their affairs in the best interests of the school; avoid conflict, or the appearance of conflict, between their personal interests and those of Arista; and ensure that they do not receive improper personal benefit from their positions. Accordingly, the Arista Board of Trustees (the “Board”) has adopted the following procedures to govern Arista’s decision-making processes. Moreover, Board Members, experts, advisors, and Arista’s staff of any level are subject to the gift policy set forth below.

- Trustees, officers, or employees of any external organization shall hold no more than 40 percent of the total seats comprising the Board of Trustees.
- Trustees shall make all appropriate financial disclosures whenever a grievance of conflict of interest is lodged against them.
- School Trustees, officers, and employees may never ask a subordinate, a student, or a parent of a student to work on or give to any political campaign.
- Trustees, officers, and employees will exercise the highest degree of care not to disclose confidential information including, but not limited to: Student records, Financial information, Personnel records, Payroll records
- Trustees, officers, and employees will observe rules of behavior and conduct.

Unacceptable conduct includes, but is not limited to: Theft or inappropriate removal or possession of property, Falsification of documents, Possession, distribution, sale, transfer, or use of alcohol or illegal drugs in the workplace or while on duty, use of tobacco or tobacco products on school grounds Insubordination or other disrespectful conduct, violation of safety or health rules Sexual or other unlawful or unwelcome harassment Excessive absenteeism or any absence without notice

### **Conflict of Interest Procedures and Definitions**

1. Board Members shall disclose to the Board their Interest, as defined below, with respect to a transaction the Board is considering. Such transactions include contracts and the provision of services. The disclosure of an Interest may be made orally or in writing. A Board Member has an Interest if the Board Member or, to the Board Member’s knowledge, the Board Member’s Family Member (including parent, grandparent, spouse, sibling, child, grandchild, niece, or nephew), or close business associate (i) is employed by, or (ii) holds a fiduciary, significant owner, or senior position with, any entity or person with which Arista is considering a transaction. Unless the Board requests their presences, Board Members with Interests shall reclude themselves from the Board’s consideration of the relevant transaction. In no event shall Board Members vote on transactions in which they have a financial interest. The nature of the Interest and the individual’s recusal, or Board determination not to reclude, shall be recorded in the appropriate minutes. In addition, the Board expects Board Members to disclose close friendships with (a) any person with whom Arista is considering a transaction, and (b) any person who has a significant position in an entity with which Arista is considering a transaction.

2. Arista senior staff (including, but not limited to, the Principal or any other employee,

expert or advisor who is in a position to influence a decision in which he/she has an Interest) shall disclose to the Principal (or Principal's designee), orally or in writing, any Interest as defined above, and shall, unless the Principal (or Principal's designee) determines otherwise, reclude her- or himself from the decision-making process. The Procedures set forth in the preceding sentence shall also apply to any Board Member who has knowledge that he/she has an Interest in a transaction being considered by Arista below the Board level. The nature of the Interest and the individual's recusal, or the Chair's determination not to require recusal, shall be memorialized in writing. In addition, the persons listed in the first sentence of this paragraph shall disclose close friendships with (a) any person with whom Arista is considering a transaction, and (b) any person who has a significant position in an entity with which Arista is considering a transaction.

3. No Board Member or staff member shall accept or solicit payments for expenses associated with Arista-related travel, meals, or other professional activity from actual or potential suppliers of Arista. No person listed in the previous sentence shall receive or solicit a gratuitous payment or article of monetary value worth \$50 or more from actual or potential suppliers of services or goods for Arista, except (a) gifts presented to Arista where the recipient is representing Arista and thereafter presents the gift to Arista, or (b) gifts that are motivated solely by a family or personal relationship, but are in no way connected with the recipient's official Arista duties. In general, a recipient should make every effort to decline to accept gifts on behalf of Arista, but, in cases where it would be considered ungracious to do so, should make clear that the gift is being accepted on behalf of, and will be given to, Arista.

4. Additional Conflict of Interest Provisions for all Trustees, Officers and Employees

a. The conflict of interest provisions of the New York General Municipal Law are applicable to charter schools to the same extent those provisions (Gen. Municipal Law §§800-804, 804-a, 805, 805-a, 805-b, 806) are applicable to school districts. All trustees, officers and employees shall comply with such laws.

b. No trustee, officer or employee shall:

i. Directly or indirectly, solicit any gift, or accept or receive any gift having a value of seventy-five dollars or more, whether in the form of money, service, loan, travel, entertainment, hospitality, thing or promise, or in any other form, under circumstances in which it could reasonably be inferred that the gift was intended to influence him, or could reasonably be expected to influence him, in the performance of his official duties or was intended as a reward for any official action on his part;

ii. Disclose confidential information acquired by him in the course of his official duties or use such information to further his personal interests;

iii. Receive, or enter into any agreement, express or implied, for compensation for services to be rendered in relation to any matter before any municipal agency of which he is an officer, member or employee or of any municipal agency over which he has jurisdiction or to which he has the power to appoint any member, officer or employee;

iv. Receive, or enter into any agreement, express or implied, for compensation for services to be rendered in relation to any matter before any agency of his municipality, whereby his compensation is to be dependent or contingent upon any

action by such agency with respect to such matter, provided that this paragraph shall not prohibit the fixing at any time of fees based upon the reasonable value of the services rendered;

c. Trustees, officers and employees must disclose any contract with not-for-profit entities, such as charter management organizations, partners and founding organizations.

d. Any officer or employee who has, will have, or later acquires an interest in--or whose spouse has, will have, or later acquires an interest in--any actual or proposed contract, purchase agreement, lease agreement or other agreement, including oral agreements, with the municipality of which he or she is an officer or employee, shall publicly disclose the nature and extent of such interest in writing to his or her immediate supervisor and to the governing body thereof as soon as he or she has knowledge of such actual or prospective interest. Such written disclosure shall be made part of and set forth in the official record of the proceedings of such body.

All trustees, officers, and employees of the school will be given a copy of the code of ethics upon their employment of association with the school.

## **Attachment 6a: CMO Information**

Not applicable: Arista Hellenic Charter School is an independent charter school and not affiliated with a CMO.

**Attachment 6b: Proposed Management Contract with CMO**

Not applicable: Arista Hellenic Charter School is an independent charter school and not affiliated with a CMO.

**Attachment 7: Partnership Information**

Not applicable: Arista Hellenic Charter School is not affiliated with a partner organization

## **Attachment 8a: Hiring and Personnel Policies and Procedures**

### **Equal Opportunity Employer:**

It is the policy of Arista Hellenic Charter School (Arista) to seek and employ the best qualified personnel without regard to sex, race, religion, color, creed, national origin, citizenship, sexual orientation, veteran status, age, marital status, or disability. It is further this organization's policy to ensure equal opportunity for the advancement of staff members and equal treatment in the areas of upgrading, training, promotion, transfer, layoff, and termination.

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

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

**Qualifications:** Arista will conduct national searches for the best teachers and staff. Lead teachers will be expected to be certified, though the school may employ up to five staff members, or no more than 30% of its teaching staff, whichever is less, who are not certified. Teaching Fellows must either be certified or in the process of obtaining certification. Below are the responsibilities and qualifications for key personnel:

### **Key Staff Responsibilities and Qualifications**

#### **Principal**

#### **Reports to: School Board**

#### **Responsibilities:**

- Provide leadership and direction to all school staff members
- Hire, evaluate and terminate staff members.
- Implement the school program with fidelity to the charter
- Implement all school policies and procedures as directed by the Board of Trustees
- Ensure the proper use of student data to drive and improve instruction
- Facilitate and encourage parent involvement
- Make formal reports to the Board of Trustees,
- State Education Department and others
- Establish a strong school culture.

**Qualifications:**

- Commitment to Arista’s mission, goals, culture and virtues
- Demonstrated success in raising urban student achievement
- High expectations for themselves, staff and students
- Teaching and leadership experience, especially in an urban setting
- Commitment to classical education, blended learning model and use of data
- Experience hiring, managing and evaluating employees
- High level of organization and resourcefulness safe learning environment
- Ensure proper budgeting and financial oversight
- Provide guidance and support to teachers to improve instruction and raise student achievement
- Evaluate school programs and recommend policy changes and resource allocation
- Respond to grievances by parents and staff
- Handle serious discipline issues, including suspensions and expulsions
- Conduct long-term strategic planning necessary for start-up environment
- Exemplary communication skills and sophisticated analytical analysis
- Strong recommendations from prior employers, colleagues and employees
- Master’s degree
- Successfully co-founding and/or serving in a leadership position in a private or charter school (preferred)
- Fluent in Spanish (preferred)
- Experience with elementary grades, Core
- Knowledge, and/or classical liberal arts education (preferred)

**Director of Operations/Finance****Reports to Principal****Responsibilities:**

- Oversee all day-to-day operational/Financial activities of the school in collaboration with Principal
- Manage major academic-related systems and activities, including student recruitment and

enrollment lottery, student information systems.

- Coordinate HR functions including onboarding, oversee procurement, and building maintenance, renovations and upgrades
- Coordinate food services and transportation  
Plan logistics for school-wide events for students, staff and families
- Manage all volunteers, including sourcing, selection, and assigning of duties
- Coordinate communications with parents and the community
- Track and monitor technology needs

**Qualifications:**

- MBA degree or related business degree preferred.
- Teaching or education program experience ideal.  
At minimum of 2 years relevant professional work experience, ideally in a charter school or other K-12 education organization
- At least 1 year direct experience successfully managing and developing staff
- Demonstrated success providing superior customer service.
- Strong interpersonal skills and track record of collaborating with diverse stakeholders
- Strong communication, writing, and presentation skills
- Organized planner and project manager with proven ability to multi-task, take initiative, prioritize effectively, and deliver for multiple stakeholders on deliverables and deadlines.
- Relentless determination to do whatever it takes to help our students succeed
- Proactive and creative problem-solver
- Prepare annual budget and support the annual auditing process, working closely with the Principal
- Manage the day-to-day finances to ensure overall financial health of the school  
Conduct accurate and timely billing to ensure adequate cash flow
- Manage payroll and benefits  
Ensure school-wide compliance with health and safety laws, teacher certification, city and state education mandates, and all federal and state workplace regulations.
- Manage student data collection and information

updates.

- Maintain inventory of all assets in the school building, including computers, equipment, furniture, uniforms, etc.
- Provide regular reporting of financial status to school leadership and the Board

**Director of Curriculum and Instruction:  
REPORTS TO Principal**

Responsible for day-to-day management of the General Studies educational program.

**Responsibilities:**

- The DCI, with oversight and support of the Principal, will implement curriculum planning, student assessment, the professional development of teachers, and the evaluation of teachers.
- Responsibilities include, but are not limited to:
  - Observations and performance evaluations.
  - Recommendations for hiring, retention, salary and merit-pay decisions of all Teachers.
  - Teacher development and supervision: weekly, monthly, annually.
  - Organization, implementation and documentation of all work with teachers.
  - Overseeing the implementation of the co-teaching model among teachers through supervision, staff development and evaluation.
  - Supervising the organization of learning units according to level and age of students.
  - Creation of a timetable for internal and state-mandated external assessments in core subjects and supervision of its implementation.
  - Systematization of templates and mechanisms for documentation of teacher and student work.
  - Analysis of assessment data and report to teachers, parents, board and administration on the overall efficacy of the instructional program in meeting student achievement goals.
  - Use of technological support for data gathering and analysis.
  - Development and implementation of clear communication strategies regarding the educational program with board, parents, all teachers and administration (presence at all school-related meetings).
  - Development of teacher profiles.
  - Coordinating with the Special Education teacher regarding instruction of children with special needs and overseeing implementation of services for students with special needs.
  - Coordinating with specialists in the implementation of the school curriculum.
  - Working collaboratively in order to integrate our Greek program and culture authentically and appropriately into Science, Social Studies, Art, Music and Physical Education.
  - Working collaboratively to develop and implement the integration of service learning into the curriculum.

**Minimum Qualifications and Training:**

(1) Master's in Elementary Education or Masters Degree from a Reading Specialist/Literacy Program; (2) A minimum of 2 years' experience as an elementary school assistant principal or staff developer in a public school setting with a strong knowledge of instructional principles and practices gained through work experience and formal education; (3) Minimum 2 years' teaching experience in an elementary school setting; (4) Facility with data analysis; (5) Demonstrated

experience in working successfully with diverse populations of students, parents and families—including students, parents and families with limited English proficiency.

### **Greek Teacher:**

#### **Reports to the Principal**

Greek Teachers are responsible for ensuring that all students in their classes are achieving at high levels in the Global Greek curriculum.

#### **Responsibilities:**

- Developing effective, standards-aligned lessons that support student learning and achievement of school academic objectives and benchmarks and of state learning standards.
- Planning purposefully to provide students with opportunities for constructing meaning and developing understandings of new concepts.
- Utilizing developmentally appropriate and rigorous curricula and instructional materials and present students with new ideas and concepts through a variety of strategies that inspire and guide them to explore, express and uncover new ideas.
- Administering, collecting and analyzing qualitative and quantitative data gathered from a variety of assessments on each student.
- Reflecting regularly on data from student assessments alone and with colleagues, administration, or students' families in order to inform his or her work, modify practices and increase student achievement.
- Collaborating with General Studies' teachers, specialists and co-teachers in designing and teaching lessons that improve student achievement.
- Collaborating with special education teachers to execute IEPs for students with special needs in order to ensure they achieve academically at high levels, and are fully included in the Arista community.
- Building relationships with families of students through frequent communication about students' progress and ways those families can support their children's learning.
- Creating a classroom community that maintains the school's high academic and social expectations for students.
- Actively working to improve his or her own practice, to acquire and enhance the skills and knowledge necessary for excellent instruction and to generally increase his or her effectiveness in the classroom and in the school community.

#### **Minimum Qualifications and Training:**

(1) Fulfillment of all NCLB "highly qualified" requirements and appropriate New York State certifications preferred or willingness to work towards NYS certification; (2) Minimum of 2 years of successful work experience in an elementary or secondary environment as a teacher or in other relevant educational positions (e.g. Teach for America corps members); (3) Bachelor's Degree, or higher degree, in Education; (4) Bilingual, English/Greek and native or near-native Greek speaker; (5) Experience in implementing the Proficiency Approach, a plus; (6) Knowledge of and experience with assessments and relevant technologies; (7) Experience working with diverse populations of students, at-risk students, parents and families; (8) Experience in the differentiation of instruction.

**Reading Specialist:  
Reports to the Principal  
Responsibilities:**

(1) providing content knowledge and resources to instructional staff regarding learning and teaching literacy and (2) providing reading intervention instruction to struggling students through push-in and pull-out instruction.

- Working closely with K-5 teachers to provide direct reading intervention to targeted students in both a push-in and pull-out model.
- Researching and providing content knowledge and resources to staff about learning and teaching literacy
- Researching and preparing materials for the use by the teachers
- Researching and providing information and guidance regarding a range of effective and innovative literacy practices through various activities such as professional development activities.
- Maintaining paperwork consistently, appropriately and in a timely manner.

**Minimum Qualifications and Training:**

- Must be “Highly Qualified” under the No Child Left Behind Act, subject to New York State Education Law, Article 56 Certification Requirements.
- Master’s Degree from Reading Specialist/Literacy Program and Appropriate state certifications.
- At least 2 years of successful experience as reading specialist/literacy coach in an elementary school environment.
- Bilingual (including English/Spanish) helpful.
- Knowledge of and experience with a variety of reading intervention programs and methods and strategies
- Knowledge of and experience with assessments and relevant technologies.
- Experience working with diverse populations of students, parents and families.
- Demonstrated ability to communicate and work effectively and collaboratively with colleagues and parents.
- Demonstrated ability to adapt to the specific needs of individual students.
- Demonstrated ability to utilize varied teaching methodologies to accommodate students’ unique learning styles.

**Specialty Teacher:  
Reports to the Principal**

**Responsibilities:**

Teaching a special subject, or for providing specific academic support to students and classroom teachers, in agreement with RACS’s mission statement and philosophy. Such teachers may include: a Physical Education teacher, an Art teacher, a Music teacher, a Math specialist, Health, or a Technology teacher. Teachers who are not certified will meet one or more of the criteria listed in section 2854(3) (a- 1) of Education Law.

**Qualifications:**

- Valid New York State Teaching Certificate in their subject area and/or NCLB “highly qualified” status
- Demonstrated expertise in subject area and ability to present this to students in an engaging lesson
- Demonstrated oral and written communication skill
- Demonstrated ability to work with diverse students, including those with special needs
- Teaching experience in a public or private school, preferably in an urban setting; or experience working with groups of children and youth, preferably in an urban setting, within the candidate’s special skill area
- Demonstrated ability to work well with parents
- Demonstrated ability to work effectively as a team member
- Demonstrated ability to create, evaluate, and plan instruction with authentic assessments
- Demonstrated willingness to be held accountable for student progress
- Coordinates with classroom teachers to plan and implement instructional units which adhere to the New York State standards
- Differentiates instruction for students as needed
- Provides an inviting, exciting, innovative, learning environment
- Evaluates and tracks student progress
- Maintains open communication with parents
- Engages in effective and appropriate classroom management
- Maintains and enriches expertise in subject area
- Performs other instructional duties, as necessary

**Knowledge and Skills:**

- Experience implementing high academic standards and curricula in an educational setting
- Capacity to teach in a school, which mobilizes the effort of students to achieve the mission of all students achieving at high levels
- Knowledge of effective practices that motivates students to adhere to high standards of conduct
- Knowledge of urban children and their families, especially of those from the dominant cultural groups represented in the school’s student population
- Capacity to analyze data on student learning to identify needs for improvement in instruction
- Skill in oral and written communications
- Capacity to work as an effective team member.

**Special Education (Lead Teacher)****Reports to Principal****Responsibilities**

- Oversee special education and related services and programs
- Ensure Arista’s compliance with state and federal laws and regulations
- Assist the Executive Director of Curriculum & Development in evaluating special education teachers and learning specialists
- Provide support, coaching, mentoring, and guidance for general education and special education teachers and learning specialists
- Provide general education teachers, special education teachers, and learning

specialists with information and professional development that reflect up-to-date special education policies, laws, and regulations

- Ensure compliance with and implementation of all IEP and 504 plans, including all reviews and modifications of academic and behavior goals
- Ensure that IEPs and 504s are current and that all service providers have current copies
- Update IEP and 504 information as needed
- Prepare reports accurately and submit them in a timely manner
- Maintain a secure and confidential system for student records in compliance with all applicable laws
- Manage the identification of students with special needs, coordinating testing, and referrals for evaluation
- Serve as coordinator for student support team
- Evaluate progress of students with disabilities towards established goals
- Serve as an advocate for students as well as a liaison between school and home when appropriate

### **Qualifications**

- An understanding of and commitment to Arista's mission, vision, goals, educational philosophy and programs, as described in the school's charter
- Master's degree is required
- Appropriate state certification as a special education teacher
- At least 5 years' experience in special education, preferably in an urban setting
- Demonstrated success in improving student outcomes
- Ability to communicate and work effectively with parents
- Ability to evaluate tests and measures of achievement
- Willingness to participate in professional development of special education practices.

### **ELL Specialist**

#### **Reports to Principal**

#### **Responsibilities**

- Oversee special education and related services and programs
- Ensure Arista's compliance with state and federal laws and regulations
- Provide support, coaching, mentoring, and guidance for general education and special education teachers and learning specialists
- Provide general education teachers, special education teachers, and learning specialists with information and professional development that reflect up-to-date policies, laws, and regulations related to the education of ESL students
- Administer Home Language Survey and analyze results with support of Operations team
- Administer NYSESLAT
- Prepare reports accurately and submit them in a timely manner
- Maintain a secure and confidential system for student records in compliance with all applicable laws
- Manage the identification of students with special needs, coordinating testing, and referrals for evaluation

- Serve as member of student support team
- Evaluate progress of ELL students towards established goals
- Serve as an advocate for students as well as a liaison between school and home when appropriate

### **Qualifications**

- An understanding of and commitment to Arista's mission, vision, goals, educational philosophy and programs, as described in the school's charter
  - Master's degree is required
  - Appropriate state certification as a teacher
- At least 5 years experience in special education, preferably in an urban setting
- Demonstrated success in improving student outcomes
  - Ability to communicate and work effectively with parents
  - Ability to evaluate tests and measures of achievement
  - Willingness to participate in professional development of special education practices
  - Fluency in a language other than English, especially Spanish or Mandarin, is preferred

### **Teachers**

#### **Report to Principal**

#### **Responsibilities:**

- Prepare joyful, rigorous and engaging lessons for classes of up to 25 students
- Regularly assess student learning against measurable benchmarks
- Use student performance data to organize student learning on computers and with adults
- Mentor and provide critical feedback to Teaching Fellows
- Contribute to the professional community by identifying needs and developing solutions
- Demonstrate the school's virtues and integrate character education into instruction

#### **Qualifications:**

- High expectations for learning and behavior
- Demonstrated success raising achievement of urban students
- Experience integrating digital resources into teaching and learning
- Strong classroom management skills
- Commitment to classical education
- Strong and diligent work ethic
- Reflective and open to feedback with the desire to continuously improve
- A team player who is not deterred by a fast-paced,

constantly changing environment

- Eagerness to go above and beyond the requirements of the job to innovate and improve the organization
- Certification in appropriate field(s)

## **Office Manager**

### **Reports to Director of Operations**

#### **Responsibilities:**

- Warmly greet all visitors to the school and direct them to the appropriate place or person;
- Serve as primary contact for all school communication via phone;
- Maintain records in accordance with legal requirements and audit guidelines
- Ensure confidentiality and security of office space, files, and all information pertaining to students, parents, staff, and community type, translate and distribute school correspondence
- Maintain and ensure the accuracy of students' daily attendance, as well as medical, tardy, and early leave logs;
- Update data in student information system
- Assist in ordering and receiving materials
- Provide administrative support including scheduling meetings and conference calls, maintaining calendars, arranging travel and managing correspondence
- Check and summarize all voice messages and respond to general inquiries
- Sort and route mail
- Manage inventory and order office supplies
- Update school calendar
- Oral and written proficiency in Spanish strongly preferred;
- Proficiency with the Microsoft Office Suite
- Experience in proper Office Procedures including filing, answering the telephone professionally, photocopying, greeting all visitors cordially, and handling information with confidentiality;
- Excellent communication skills, both oral and written
- Strong organizational and interpersonal skills;
- Ability to manage the ambiguity and multiple priorities inherent in an entrepreneurial environment;

- Relentless results orientation;
- Detail oriented team player willing to roll up sleeves and get the job done;
- Demonstrates initiative and a desire to learn

**Qualifications:**

- Associates Degree preferred;
- Fluency in a language other than English, especially Greek, Spanish or Mandarin, is preferred
- Minimum of 1 Year of school experience required;

**Counselor**

**Reports to School Principal**

**Responsibilities:**

- Provide counseling services as mandated by students' IEPs
- Provide counseling services to other students
- Support and train teachers in handling social and emotional issues
- Support the development of the school culture
- Participate in required RTI and special education meetings
- Maintain private records
- Communicate with parents
- Connect families to external mental health and social service resources

**Qualifications:**

- Certification as counselor or social worker in accordance with NYS law
- A Master's degree or higher and mastery of field
- Commitment to the mission of the school
- At least two years of successful experience working with urban students
- Strong interpersonal and communication skills
- Demonstrated capacity to work collaboratively with a professional team
- Skills for outreach to families and the local community
- Ability to access resources available to the community
- Ability to run small groups and work one-on-one with students
- Preferably bilingual

**Hiring for Non-Teaching Staff Positions**

**School Nurse:** Responsible for the health, wellness and safety of students.

**Reports to:** Principal

**Qualifications:**

- BS in Nursing
- RN Certification
- Experience in a public school
- Experience as a pediatric nurse in an urban setting
- Comfortable with computerized record keeping

**Responsibilities:**

- Performs health screening for kindergarten and new students
- Keeps medical records
- Checks for state required immunizations
- Checks hearing, vision and for scoliosis
- Performs dental review
- Maintains health records and medical information
- Responsible for storing and dispensing medication
- Work with student support staff and classroom teachers to plan and present health related materials
- Coordinate services with health providers in the community
- Performs related duties as required

**Parent Liaison:** Responsible for maintaining positive relations with the communities served by the school and is responsible for assisting with school-parent relationships.

**Reports to:** Principal

**Qualifications:** College graduate

**Requirements:** This position requires some night and weekend commitments.

**Responsibilities:**

- Works with staff to coordinate parent events
- Publishes parent newsletter
- Conducts surveys of parents
- Assists in responding to general parent questions
- Speaks to families and community groups about Arista
- Assists in student recruitment
- Serves as liaison between parents and other school staff
- Identifies students who are at risk of not returning
- Works with staff and family to reduce risk of students not returning
- Conducts exit interviews with families that are withdrawing from the school
- Coordinates with Parent Association
- Advocates and facilitates parent involvement in all aspects of Arista
- Works with families in need to ensure that students have the clothing, supplies and school materials required

**Knowledge and Skills:**

- Knowledge of effective practices that engage parents
- Knowledge of urban children and their families, especially of those from the dominant cultural groups represented in the school's student population
- Capacity to analyze data on parent participation to identify ways to engage parents

- Skill in oral and written communications
- Capacity to work as an effective team member.

Candidates for the above and any other staff positions will be required to submit a résumé and cover letter. The Principal/Director of Curriculum & Instruction or the Director of Operations & Finance will be responsible for choosing suitable candidates who will then be invited to an interview. Depending upon the position being filled, the interview may be conducted by the member of the school's leadership team including representatives from the area to which the candidate has applied. The interview will make use of a scripted list of questions aimed gauging the candidate's suitability for the position he/she is seeking, in particular, his/her content area knowledge, experience, and his/her commitment to working in an educational setting. Bilingual candidates for certain staff positions, such as office staff who will work directly with family members, are preferred. Candidates who successfully complete the interview phase will undergo a background check, including conversations with references who know the candidate in both a professional and personal capacity.

Candidates arriving at the final stage of the hiring process will have all references checked, credentials verified, and qualifications confirmed. Fingerprinting and a criminal background check will be conducted, and documentation of employment eligibility (i.e., proof of identity and legal authority to work in the United States) will be obtained. Candidates will also sign an offer letter confirming the offered position.

**Hiring Process:** While the school principal has final authority to hire staff members, he or she may delegate conduct of the hiring process to other administrators or committees. All job applicants must fill out completely and sign an application for employment. In addition, all job applicants must:

- Provide an up-to-date resume;
- Supply proof of teaching certification and qualification pursuant to No Child Left Behind (NCLB) (such as college matriculation, copies of school transcripts); and
- Be interviewed by the Principal or his or her delegate.

As part of the interview process, prospective teachers will be observed teaching, either at Arista, their current school, or another school. Video of instruction may be substituted. The hiring process will include the following additional mandatory steps:

- At least two references checked, credentials verified, qualifications confirmed;
- Documentation of employment eligibility, i.e., proof of identity and legal authority to work in the United States;
- Fingerprinting and a criminal background check and clearance; and
- The candidate's signature on an offer letter confirming the offered position.

Refusal to comply with any of the above requirements or the falsification of information, or the inability to provide proof of legal authority to work in the U.S. will result in the individual not being hired or the job offer being rescinded.

**Full-Time and Part-Time Employment:** Employees shall receive annual letters of employment that state the terms of their employment. Employees may be hired as regular full-time employees, and as such will be eligible for all benefits provided by the school. The organization also may hire part-time staff. Part-time staff is those who are employed for less than 40 hours per work week. Part-time employees are not eligible for benefits. Time off work without pay for

part-time employees may be granted by the Principal or his or her designee. Arista will verify that all of our employees are authorized for employment in the United States. All employees will complete an I-9 form.

**Fingerprinting and Criminal Background Check:** Arista faculty (including substitute teachers), staff (including temporary staff) and consultants working in the school must pass a fingerprint and criminal background check as a condition of employment. Consultants who are either independent contractors or agents of a company who have unsupervised access to students and whose work involves spending time in the school also must be fingerprinted and have a criminal background check. Classroom volunteers who have a consistent, regular presence in the school and who work with children in an unsupervised capacity must undergo fingerprinting and criminal background checks. It is not the policy of Arista to require fingerprinting and background checks on parent classroom volunteers for general community activities with children, as they do not have consistent, regular, unsupervised access to students. No employee may start working until clearance is received.

**Drug-Free Workplace:** All employees are required to notify the Principal within five days of any criminal conviction if it occurred either in or out of the workplace. Employees will be notified that the unlawful manufacture, distribution, possession or uses of controlled substances are prohibited in the workplace.

**Smoking:** All facilities of Arista will be smoke-free.

**Performance Evaluation:** Performance evaluations are an essential component of staff development. They are conducted for all staff and provide an opportunity to discuss plans for professional growth and development. At the beginning of each year staff will develop in consultation with their supervisor measurable goals for the year and inform subsequent evaluation.

The Principal is responsible for employees' performance evaluations. Each year each staff member will undergo a thorough summative performance review with the Principal or his or her delegate. At this time the employee will receive formal feedback on his or her performance. The performance evaluation will consider evidence gathered throughout the school year, including achievement of goals, formal and informal observations of planning and instruction, parent survey results and feedback, student performance data, and attendance and punctuality. A performance evaluation consists of a written review and assessment of job performance followed by an in-depth discussion. The written performance evaluation and any written comments become part of the staff member's personal file. Teacher evaluations will be used to determine retention, placement and performance bonuses.

The school may use the following mechanisms to inform teachers and other staff if their performance is below expectations: oral and written warnings, improvement plans and suspension. Employees may also be terminated for misconduct and/or poor job performance (see termination section below). All teachers will receive ongoing staff development through trainings, coaching and mentoring. Teachers who demonstrate a deficiency in any aspect of their responsibilities will receive additional assistance. If the deficiency continues, the teacher will be dismissed. The Principal is directly responsible to the Board of Directors. In the event of failure in the performance of his/her duties, he/she will be dismissed. Evaluations are among

the factors considered in determining salary increases. Other factors include, but are not limited to, competitive data, the financial resources of Arista and the general state of the economy.

**Termination:** Each employee will be employed on an “at will” basis. The Board of Trustees has the authority to terminate an employee with or without cause, unless such termination would violate applicable law. Offenses which can result in immediate dismissal include, but are not limited to:

1. Possession, use, sale, purchase, or distribution on school property, or reporting to work under the influence, of a drug and/or alcohol.
2. Falsifying or altering records.
3. Theft of school property.
4. Sabotaging or willfully damaging school equipment or the property of other employees.
5. Insubordination involving, but not limited to, defaming, assaulting, or threatening to assault a supervisor, and refusing to carry out the order of a supervisor.
6. Fighting or provoking a fight on school premises.
7. Absence for three days without notice, in which event the employee will be deemed to have quit voluntarily.
8. Working for another employer while on leave without consent of the school.
9. Carrying concealed weapons on school property or during any school-sponsored event.
10. Treating a student in a cruel or inappropriate way.
11. Failure to perform professional duties.
12. Poor job performance.
13. Undermining the code of ethics at Arista.

**Final Pay:** Employees who leave the service of Arista for any reason shall be entitled to all pay that may be due them, with the following qualifications:

1. Employees will be advised of their rights under the Consolidated Omnibus Budget Reconciliation Act of 1986 (COBRA) to continue health care coverage for themselves and their dependents at group rates at their own expense for up to 18 months.
2. An employee who is terminated or who resigns must return all office keys, identification, security cards and codes, any borrowed school property, including personal laptop and office materials and supplies, in such employee's possession to the Principal. Failure to return Arista's items will result in delay in payment of final pay until all of Arista's property is returned.
3. No information or copies of information, including but in no way limited to files, memos, computer-stored items, lists, or other similar information, may be taken by such employee without the express permission of the Principal.
4. The final date of employment is the final date on which the employee serves his or her duties at Arista. It shall never be construed as the date upon which the employee receives his or her final pay.

**Severance Pay:** Employees shall not be entitled to severance pay.

**Exit Interviews:** All employees are strongly encouraged to participate in an exit interview before leaving Arista.

**Faculty Responsibilities:** The first day of school for the 2015-16 academic year is August 31, 2013 and the last day for teachers is June 30, 2016. Teachers are expected to attend the Summer training three weeks before the start of school. Faculty should expect to be at school from 7:30 a.m. until 4:30 p.m. Faculty members are required to be present at all classes or other scheduled responsibilities. When not in the classroom or performing scheduled duties, faculty members are expected to be at school to attend all school meetings, assemblies, professional development, and to be available to students. The Arista phone is answered from 7:30 a.m. until 5:30 p.m. on regular school days. The office is open from 7:30 a.m. to 5:30 p.m. on normal school days.

**Leave and Absences:** Arista does not distinguish between Personal Leave, Bereavement Leave or Sick Leave. All staff members must request of the Principal the use of leave, giving advance notice whenever possible, and all instructional staff should make every reasonable attempt to use leave so as to disrupt classroom instructional time as little as possible. All employees should use their best judgment in determining what constitutes “reasonable” leave taking.

As a general guideline, the school shall consider three days in the case of bereavement, five days for illness, and three personal days annually “reasonable.” Additional days may be considered reasonable with sufficient explanation to the Principal.

All absences and lateness must be reported directly to the Director of Operations or his/her designee by telephone by 6:30 a.m. In addition, all teachers in co-teaching classrooms are expected to call their classroom colleagues and report their absence. Leaving messages with another co-worker is not acceptable. The Director of Operations will retain substitutes as necessary. If a co-teacher is absent a substitute will not be called; instead the remaining teacher is expected to adapt his/her plans to reflect the absence of his/her colleague. Teachers are expected to keep up-to-date lesson plans on file, which can be referred to in case of an absence. When an absence is planned faculty members should communicate, in writing, to the Principal and Director of Operations, the day(s) he/she will be absent. If a faculty member knows that he or she will be absent far enough in advance, it is the faculty member’s responsibility to make every effort to see that classes and other obligations are covered by another faculty member. In-class and homework assignments should be carefully communicated to the class and to the substitute teacher and the Director of Operations should

be informed of the arrangements that have been made. Faculty must call the Director of Operations each day they are absent unless the staff member is on an approved leave of absence. Failure to call in daily may result in disciplinary action, up to and including termination. Employees who are absent for three (3) or more days and have not contacted the Director of Operations will be considered to have abandoned their employment, and school records will reflect that the individual voluntarily terminated his or her employment with Arista. Faculty with excessive absenteeism and/or tardiness cannot perform their jobs effectively and disrupt the operation of the school. Therefore, excessive absenteeism or lateness may be cause for disciplinary action up to and including termination. Failure to notify the Director of Operations before the start of school or failure to call his/her designee will be considered an unexcused absence and will be subject to disciplinary action up to and including termination. Teachers who must be absent for reasons other than illness must communicate, in writing, and arrange for their absence in advance with the Director of Operations and Principal.

**Handling Emergencies:** All staff members are urged to familiarize themselves with the building facilities and the location of fire-fighting equipment; they are also encouraged to take the Red Cross training for first aid and child CPR offered periodically at the school. In emergency situations staff shall use their best judgment in following these procedures. If anyone needs immediate medical attention, use the school phone to call the main office and request whoever answers to contact 911. If the person has stopped breathing, tell the office to send someone trained in CPR to the classroom immediately. Be prepared to provide the following information:

- Your location and name;
- Child/person's name and age; and
- The child/person's condition and what if anything happened to cause the condition

Do not allow the person/student to be left unattended by an adult. The person who answers the office phone will contact 911, the nurse and the Principal. The staff member also will designate a staff person to wait outside the facility for the ambulance and emergency officials to arrive at the school entrance and escort them to the classroom. The Office Manager will stay in the office in case the EMS needs to contact the school and make sure a copy of the Emergency Contact Form and Before Providing Care Form are given to the appropriate medical emergency staff and the attending faculty member. The Office Manager also will notify the student's family as soon as possible. Their contact information can be found on the Emergency Contact Form.

**Reporting Responsibilities:** As school personnel staff members are MANDATED to report SUSPECTED child abuse or neglect. We need not be certain that a child is being abused; we need only to suspect abuse or neglect in order to report it. The following examples of "Red Flags" should be reported to the counselor immediately:

- A child who talks about wanting to hurt or kill him or herself.
- Any injury, mark or bruise that looks concerning and for which there is no viable explanation. Note: only one adult should ask the child how the injury occurred. Avoid excessive questioning. If you prefer, you may ask the social worker to do the questioning.
- A child who complains that he/she cannot sit down because they have been spanked.
- Inappropriate sexualized behavior, either acting out or knowledge that is not age appropriate.
- A child who expresses fear or concern about going home, or about someone in his / her home or about something happening at home.

If you suspect that a child is being abused or maltreated you should contact the social worker or Principal in person as well as provide them with written documentation by using the Confidential Report of an Allegation of Child Abuse. Once this is completed it is every teacher's responsibility to report the suspicion to the Association of Children's Services (ASC) with consultation of the Principal or the Counselor. Do not let a child that you suspect may be a victim of abuse leave school at the end of the day without first talking to the social worker or Principal. In addition, all employees are REQUIRED to report any allegations of child abuse in an educational setting to the Principal. The term educational setting means the building and grounds of any school as well as vehicles used to transport students to and from school, field trips and extracurricular activities as well as the sites where those activities take place. The Principal should be notified of any such concerns and complete a Confidential Report of an Allegation of Child Abuse in an Educational Setting.

**Confidentiality Policy:** School employees are required to preserve the confidentiality of any and all records containing personally identifiable information of students. Student records are confidential by virtue of the Family Educational Rights and Privacy Act (FERPA), the Individuals with Disabilities in Education Act (IDEA), state privacy laws and other laws and regulations. School employees may not disclose personally identifiable information about school students unless they have been given clearance by the Principal and are certain that the disclosure is permitted by law. All student records maintained in the central school office as well as in individual teacher's classrooms must be secured at all times. Only those employees with a legitimate need for access to a student's records may access such records absent written parental permission. Therefore, absent a special reason, only faculty members who provide instruction or other services to a student should have access to his/her records. In addition, school employees who have access to social security numbers of school personnel are required to preserve the confidentiality of such information and only disclose the information for legitimate or necessary business purposes.

**School Calendar and Holidays:** Each year the school will establish a school calendar that complies with the New York State Education Law relating to compulsory attendance. Arista has discretion with regard to the dates of attendance. Unless exempted by the Principal or Director of Operation, all staff are expected to be in attendance on all days indicated by the school calendar, including Summer Institute. The school calendar should be consulted for dates on which the School is closed.

**Weather Days and Other Closings:** The School may be closed due to inclement weather or other situations. An orderly process for notification of public media outlets and, if practical, parents shall be developed and implemented when necessary. The school will be closed on any regular school day when the New York City Department of Education cancels school due to inclement weather. At the discretion of the Principal, any classroom days lost to closure due to inclement weather or other reasons may be made up by adding an equal number of days to what was scheduled to be the end of the school year.

**Military Leave:** Members of the United States Army, Navy, Air Force, Marine, Coast Guard, National Guard, Reserves or Public Health Service will be granted an unpaid leave of absence for military service, training or related obligations in accordance with the Unified Services Employment and Re-employment Act of 1995 (USERRA).

## **Attachment 8b: Proposed School Leader**

Not applicable: Arista Hellenic Charter School has not yet chosen a School Leader.

# New York State Education Department

## Request for Proposals to Establish Charter Schools Authorized by the Board of Regents

### **Budget and Cash Flow Templates for the 2013 New Charter Applications**

#### **General Instructions and Notes for New Application Budgets and Cash Flows Templates**

1. - Complete ALL SIX tabs in **BLUE**
2. - Enter information into the **GRAY** cells
3. - Cells labeled in **ORANGE** contained guidance pertaining to that tab
4. - Cells containing **RED** triangles in the upper right corner in columns B thru G contain guidance on that particular line item
5. - Funding by School District information for all NYS School districts is located on the State Aid website at <https://stateaid.nysed.gov/charter/> Refer to this website for per-pupil tuition funding for all school districts. Rows may be inserted in the worksheet to accommodate additional districts if necessary.
6. - Assumptions column should be completed for all revenue and expense items unless the item is self-explanatory. Where applicable, please reference the page number or section in the application narrative that indicate the assumption being made. For instance, student enrollment would reference the applicable page number in Section I, C of the application narrative.

New York State Education Department  
Request for Proposals to Establish Charter Schools  
Authorized by the Board of Regents

**New Application Budget(s) & Cash Flow(s) Template**

**Arista Hellenic Charter School**

Contact Name:	William Poll
Contact Email:	[REDACTED]
Contact Phone:	[REDACTED]
District of Location	CSD 24
Pre-Opening Period	January 1, 2015 to June 30, 2015
Operational Year ONE	July 1, 2015 to June 30, 2016

**Arista Hellenic Charter School**  
**PROJECTED BUDGET / OPERATING PLAN FOR PRE-OPENING PERIOD**  
**January 1, 2015 to June 30, 2015**

Assumptions

Please Note: The student enrollment data is entered below in the Enrollment Section beginning in row 148. This will populate the data in row 10.

DESCRIPTION OF ASSUMPTIONS - Please reference section/page number in application if applicable. For example, student enrollment would reference the page in the application that states enrollment targets.

<b>Total Revenue</b>	200,000
<b>Total Expenses</b>	162,079
<b>Net Income</b>	37,921
<b>Actual Student Enrollment</b>	-
<b>Total Paid Student Enrollment</b>	-

START-UP PERIOD

**REVENUE**

**REVENUES FROM STATE SOURCES**

Per Pupil Revenue	CY Per Pupil Rate	
<b>District of Location</b>		
School District 2 (Enter Name)	-	
School District 3 (Enter Name)	-	
School District 4 (Enter Name)	-	
School District 5 (Enter Name)	-	
Special Education Revenue		
Grants		
Stimulus		
Other		
Other		
<b>TOTAL REVENUE FROM STATE SOURCES</b>		

**JB:**  
Refer to the State Aid website for the tuition rates.  
<https://stateaid.nysed.gov/charter/>

**REVENUE FROM FEDERAL FUNDING**

IDEA Special Needs		
Title I		
Title Funding - Other		
School Food Service (Free Lunch)		
Grants		
Charter School Program (CSP) Planning & Implementation	200,000	First year of \$500,000 grant.
Other		
Other		
<b>TOTAL REVENUE FROM FEDERAL SOURCES</b>	200,000	

**LOCAL and OTHER REVENUE**

Contributions and Donations, Fundraising		
Erate Reimbursement		
Interest Income, Earnings on Investments		
NYC-DYCD (Department of Youth and Community Developmt.)		
Food Service (Income from meals)		
Text Book		
OTHER		
<b>TOTAL REVENUE FROM LOCAL and OTHER SOURCES</b>		

<b>TOTAL REVENUE</b>	<b>200,000</b>
----------------------	----------------

**EXPENSES**

ADMINISTRATIVE	CS:	No. of Positions			List exact titles included in the position category, if different from description, and staff FTE's (Full time equivalent)
Executive M	Sample titles that fall under this line: Director, Deans, Coordinators of:	1.00		62,500	School Principal: starts January 2015
Instructional	CS: Curriculum				
Deans, Dir	Sample titles that fall under this line: - Secretary				
CFO / Direc	- Receptionist				
Operation /	CS: Director of Operations/Finance	1.00		12,500	Director of Operations/Finance: starts May 2015
Administrat	Sample titles that fall under this line: Content/Subject Area Teachers:	1.00		17,500	Office Administrator: starts January 2015
<b>TOTAL ADMIN</b>		<b>3.00</b>		<b>92,500</b>	
<b>INSTRUCTIONAL</b>					
Teachers -	CS: Teachers				
Teachers -	Sample titles that fall under this line:				
Substitute T	CS: Substitute Teachers				
Teaching Ad	Sample titles that fall under this line: - Speech Therapists				
Special Ed	- Social Workers				
Ally					
Therapists					
Other	- Photography				
	- Ceramics				
<b>TOTAL INSTR</b>					
<b>NON-INSTRUCTIONAL PERSONNEL COSTS</b>					
Nurse	CS: Nurse				
Librarian	Cafeteria				
Custodian	Other				
Security					
Other					
<b>TOTAL NON-INSTRUCTIONAL</b>					
<b>SUBTOTAL PERSONNEL SERVICE COSTS</b>		<b>3.00</b>		<b>92,500</b>	
<b>PAYROLL TAXES</b>					
Payroll Tax	Health and Dental				
Fringe / Em	Medicare			10,129	11% of salary
Retirement	Unemployment			13,875	15% of salary
	Other			2,775	3% of payroll for retirement contribution and administration costs
<b>TOTAL PAYR</b>				<b>26,779</b>	
<b>TOTAL PERSONNEL SERVICE COSTS</b>		<b>3.00</b>		<b>119,279</b>	
<b>CONTRACTED SERVICES</b>					
Accounting / Audit				2,000	Accounting Services
Legal					
Management Company Fee					
Nurse Services					
Food Service	CS: Janitorial				
Payroll Serv	Consultants			900	\$150 per month
Special Ed	- Assessment				
Titlment Sa					
Other	CS: Development			7,500	Curriculum development materials
<b>TOTAL CONT</b>	Conferences			10,400	
<b>SCHOOL OPERATING</b>					
Board Expe	CS: Curriculum			5,000	Board recruitment, training, materials
Classrom	CS: Instructional				
Special Ed	CS: Special Education				
Textbooks /	CS: Hardware				
Supplies &	Software				
Equipment	Internet			4,000	Fax, Copy Machine
Telephone	Wiring			900	\$150/month @ 6 months
Technology	CS: Computers			5,000	Computers for Staff
Student Tes	CS: Conferences				
Field Trips					
Transportat					
Student Ser					
Office Expen				4,000	Office Supplies, Copies, School/Business Software
Staff Develop				2,000	Conferences
Staff Recruit				5,000	Advertising and recruitment expenses for staff

Student Red	CSI: Interest	4,000	Fliers, Presentations, Spanish Newspapers and Media
School Meal	Bank Charges	-	
Travel (Staff)	Bad Debt	-	
Fundraising	Misc. Fees (i.e. Licensing)	-	
Other	Dues & Membership	-	
	All Other	-	
<b>TOTAL SCHOOL</b>	<b>(if any questions contact CSI)</b>	<b>29,900</b>	
<b>FACILITY OPERATIONS</b>	<b>CSI:</b>		
Insurance	Facility Related	2,500	Pro-rated D&O Insurance based on Austin & Co. Insurance quote
Janitorial		-	
Building and	<b>*Includes the Purchase or</b>	-	
Repairs & M	<b>equipment</b>	-	
Equipment	CSI: Electric	-	
Security	Gas	-	
Utilities	Other	-	
		-	
<b>TOTAL FACILITY OPERATIONS</b>		<b>2,500</b>	
<b>DEPRECIATION</b>	CSI: \$75,000 should be set aside for Dissolution and it can be spread out over the first THREE years if the school chooses. If spread out each year should minimally be \$25k.	-	
<b>DISOLUTION</b>		-	
<b>TOTAL EXPENSES</b>	A note can be added under assumptions describing the breakout.	<b>162,079</b>	
<b>NET INCOME</b>		<b>37,921</b>	
<b>ENROLLMENT</b>	<b>Entries*</b>		
District of Location		-	
School District 2 (Enter Name)		-	
School District 3 (Enter Name)		-	
School District 4 (Enter Name)		-	
School District 5 (Enter Name)		-	
<b>TOTAL ENROLLMENT</b>		<b>-</b>	
<b>REVENUE PER PUPIL</b>		<b>-</b>	
<b>EXPENSES PER PUPIL</b>		<b>-</b>	



**Arista Hellenic Charter School  
PROJECTED BUDGET / OPERATING PLAN FOR YEAR ONE**

July 1, 2015 to June 30, 2016

**Assumptions**

DESCRIPTION OF ASSUMPTIONS - Please reference section/page number in application if applicable. For example, student enrollment would reference the page in the application that states enrollment targets.

Please Note: The student enrollment data is entered below in the Enrollment Section beginning in row 147. This will be used for the following:

**Total Revenue** - This line should show how many students a school intends to be paid for.

**Net Income** - For Example: If a school plans on enrollment of 100 students however is budgeting to only receive 95% of those students, 95 should be entered in this row.

<b>Total Revenue</b>	1,386,201	304,322	-	100,000	-	1,790,523
<b>Total Expenses</b>	1,198,189	144,852	-	12,895	374,901	1,730,837
<b>Net Income</b>	188,012	159,470	-	87,105	(374,901)	59,686
<b>Actual Student Enrollment</b>	88	12				100
<b>Total Paid</b>	88	12				100

Based on 12% Special Education students.

	PROGRAM SERVICES			SUPPORT SERVICES		TOTAL
	REGUL EDUCATION			FUNDRAISING	MANAGEMENT & GENERAL	

**REVENUE**

**REVENUES FROM STATE SOURCES**

Per Pupil Revenue

NYC CSD 24 13,527

School District 2 (Enter Name) - 1,352,700

School District 3 (Enter Name) - -

School District 4 (Enter Name) - -

School District 5 (Enter Name) - -

Special Education Revenue - 141,998

Grants - -

Stimulus - -

Other - -

**TOTAL REVENUE FROM STATE SOURCES** 1,190,376 304,322 - - - 1,494,698

Based on 10% Special Education students in the 20-59% category at \$10,390/student and 2% in the 60-100% category at \$19,049/student.

**REVENUE FROM FEDERAL FUNDING**

IDEA Special Needs - - - - - -

Title I - 40,000 - - - - - 40,000

Title Funding - Other - - - - - -

School Food Service (Free Lunch) - - - - - -

Grants - - - - - -

Charter School Program (CSP) Planning & Implementation - 150,000 - - - - - 150,000

Other - - - - - -

**TOTAL REVENUE FROM FEDERAL SOURCES** 190,000 - - - - - 190,000

Based on 80% Eligibility at \$500 per student

**LOCAL and OTHER REVENUE**

Contributions and Donations, Fundraising - - - - - 100,000

Erate Reimbursement - - - - - -

Interest Income, Earnings on Investments, NYC-DYCD (Department of Youth and Community Developmt.) - - - - - -

Food Service (Income from meals) - - - - - -

Text Book - 5,825 - - - - - 5,825

OTHER - - - - - -

**TOTAL REVENUE** 5,825 - - - 100,000 - - 105,825

We are currently working on active fundraising targeting philanthropic organizations and feel confident we will secure these funds.

**TOTAL REVENUE** 1,386,201 304,322 - 100,000 - - 1,790,523

**EXPENSES**

**ADMINISTRATIVE**

Executive Management - 1.00 - - - - - 125,000

Instructional - - - - - -

Deans, Director - - - - - -

CFO / Director - - - - - -

Operational - 1.00 - - - - - 75,000

Parent - 0.50 - - - - - 17,500

Admission / Curriculum - 1.00 - - - - - 35,000

Instructional - 3.50 - - - - - 252,500

**INSTRUCTIONAL**

Classroom - 7.50 - - - - - 423,750

Specialty Teachers - 2.00 - - - - - 118,000

Therapists & Other - - - - - 19,200

**TOTAL INSTRUCTIONAL** 10.50 - - - - - 619,950

List exact titles included in the position category, if different from description, and staff FTE's ( Full time equivalent)

School Principal

3 Kindergarten teachers, 3 First Grade teachers, .5 Phys Ed/Music/Art, 1 Greek (at \$56,500 each)

1 Lead Special Ed Teacher (at \$59,000)

1 Reading Specialist, 1 ELL Specialist (All Specialty Teachers at \$59,000)

**NON-INSTRUCTIONAL COSTS**

Cafeteria - - - - - -

Nurse / Librarian / Custodian / Security - 1.00 - - - - - 40,000

Other - 0.50 - - - - - 15,000

**TOTAL NON-INSTRUCTIONAL COSTS** 1.50 - - - - - 55,000

5 Café/Food Service

**PAYROLL TAXES AND BENEFITS**

Payroll Taxes - 83,908 11,351 - - 1,095 5,201 101,556

Fringe / Employee Benefits - 114,943 15,550 - - 1,500 7,125 139,118

Retirement / Pension - 22,989 3,110 - - 300 1,425 27,824

**TOTAL PAYROLL TAXES AND BENEFITS** 221,840 30,011 - - 2,895 13,751 268,497

10.95% of salary

15% of salary

3% of payroll for retirement contribution and administration costs

**CONTRACTED SERVICES**

Accounting / Audit - - - - - 5,000 5,000

Legal - - - - - 8,000 8,000

Management Consultants - 20,000 - - - - - 20,000

Food Service - - - - - - -

Payroll Services - - - - - 3,000 3,000

Specialty Services - - - - - - -

Other Purchases - 25,000 - - - - - 25,000

**TOTAL CONTRACTED SERVICES** 45,000 - - - 16,000 61,000

Auditor Fees

Contracts, Policy Review, Retainer Fees

5 Nurse

\$250 per month

1 Security Guard

**SCHOOL OPERATING COSTS**

Board/Expert - - - - - 5,000 5,000

Classroom / Software - 26,400 - - - - - 26,400

Specialty Services - - - - - 4,200 4,200

Textbooks / Wiring - 17,600 2,400 - - - 20,000

Supplies & Materials - 8,800 1,200 - - - 10,000

Board recruitment, training, materials

\$300 per general ed student

\$350 per special education student

\$200 per new student

\$100 per student

Equipment / Printing	20,000	-	-	-	-	20,000	4 classrooms @ \$5000 per new classroom (student desks and chairs, teacher desks and chairs, file cabinets and bulletin boards)
Telephone / CS: Conferences	-	-	-	-	6,000	6,000	Telephone and Internet @ \$500/month
Technology	65,000	-	-	-	-	65,000	Student Information System @ \$25,000; 4 classrooms @ \$7500 per new classroom (Smartboards and computers); \$10,000 IT Support
Student Testing & Assessment	4,400	600	-	-	-	5,000	\$50 per student
Field Trips	-	-	-	-	-	-	-
Transportation / CS:	7,603	1,037	-	-	-	8,640	12 days extended year, \$360 per bus per day; 2 buses year 1
Student Services / Interest	-	-	-	-	-	-	-
Office Expenses / Bank Charges	-	-	-	-	4,650	4,650	Office Supplies, Copies, School/Business Software @ \$300/staff member
Staff Development / Bad Debt	-	-	-	-	-	-	-
Staff Recruitment / Misc. Fees (i.e. Licensing)	8,800	1,200	-	-	-	10,000	Training by curriculum vendors
Student Records / Dues & Membership	2,500	-	-	-	-	2,500	-
School Meals / All Other (if any questions contact CSI)	2,200	300	-	-	-	2,500	Fliers, Presentations, Newspapers and Media @ \$50 per new student
Travel (Staff) / CS:	-	-	-	-	-	-	Covered by NYCDOE SchoolFoods
Fundraising / CS:	-	-	-	-	-	-	-
Other / Facility Related	1,760	240	-	-	-	2,000	School Uniforms (for those who cannot afford them) 20 % @ \$100
TOTAL SCHOOL	165,063	11,177	-	-	15,650	191,890	
FACILITY OPERATIONS / CS: Electric	-	-	-	-	15,000	15,000	Austin & Co. Insurance Group Quote
Insurance / Gas	-	-	-	-	10,000	10,000	Cleaning supplies
Janitorial / Other	-	-	-	-	120,000	120,000	\$10,000 per month for the first year
Building / CS:	-	-	-	-	12,000	12,000	Assumes 10% cost of rent for repair and maintenance reserve
Repairs / \$75,000 should be set aside for Dissolution and it can be spread out over the first THREE years if the school chooses. If spread out each year should minimally be \$25k.	-	-	-	-	-	-	
Equipment / Security	-	-	-	-	-	-	
Utilities	-	-	-	-	100,000	100,000	\$4.00 per square foot for gas, electric and water (25,000 sq ft building)
TOTAL FACILITY	-	-	-	-	257,000	257,000	
DEPRECIATION / DISSOLUTION	-	-	-	-	-	-	
	-	-	-	-	25,000	25,000	Escrow Fund for Dissolution--required
<b>TOTAL EXPENSES</b>	<b>1,198,189</b>	<b>144,852</b>	<b>-</b>	<b>-</b>	<b>12,895</b>	<b>374,901</b>	<b>1,730,837</b>
<b>NET INCOME</b>	<b>-188,012</b>	<b>159,470</b>	<b>-</b>	<b>-</b>	<b>87,105</b>	<b>(374,901)</b>	<b>59,686</b>

ENROLLMENT - *School Districts Are Linked To Above Entries*		REGULAR EDUCATION	SPECIAL EDUCATION		
NYC CSD 24		88	12		100
School District 2 (Enter Name)					-
School District 3 (Enter Name)					-
School District 4 (Enter Name)					-
School District 5 (Enter Name)					-
<b>TOTAL ENROLLMENT</b>		<b>88</b>	<b>12</b>	<b>-</b>	<b>100</b>
<b>REVENUE PER PUPIL</b>		<b>15,752</b>	<b>25,360</b>	<b>-</b>	<b>17,905</b>
<b>EXPENSES PER PUPIL</b>		<b>13,616</b>	<b>12,071</b>	<b>-</b>	<b>17,308</b>



	Interest	Bank Charges	Bad Debt										
TOTAL SCH	86,304	41,158	15,838	10,354	1,304	4,688	4,638	7,188	3,804	9,688	5,624	1,304	191,890
FACILITY OF													
Insurance	1,250	1,250	1,250	1,250	1,250	1,250	1,250	1,250	1,250	1,250	1,250	1,250	15,000
Janitorial	833	833	833	833	833	833	833	833	833	833	833	833	10,000
All Other	10,000	10,000	10,000	10,000	10,000	10,000	10,000	10,000	10,000	10,000	10,000	10,000	120,000
Building and	1,000	1,000	1,000	1,000	1,000	1,000	1,000	1,000	1,000	1,000	1,000	1,000	12,000
Repairs & M													
Equipment													
Security													
Utilities													
Other													
TOTAL FACI	21,417	21,417	21,417	21,417	21,417	21,417	21,417	21,417	21,417	21,417	21,417	21,417	257,000
DEPRECIATI													
DISSOLUTIO													
TOTAL EX	142,569	170,097	148,712	143,228	134,178	137,562	137,512	140,062	149,178	155,062	138,498	134,178	1,730,837
NET INCO	181,547	(120,097)	150,405	(118,228)	124,938	(137,562)	152,430	(140,062)	109,938	(130,062)	120,618	(134,178)	59,686
CASH FLO													
OPERATI													
Example													
Other													
Total Oper													
INVESTMENT ACTIVITIES													
Example - Subtract Property and Equipment Expenditures													
Other													
Total Investment Activities													
FINANCING ACTIVITIES													
Example - Add Expected Proceeds from a Loan or Line of Credit													
Other													
Total Financing Activities													
Total Cash Flow Adjustments													
NET INCOME	181,547	(120,097)	150,405	(118,228)	124,938	(137,562)	152,430	(140,062)	109,938	(130,062)	120,618	(134,178)	59,686
Beginning Cash Balance													
ENDING CASH BALANCE	181,547	(120,097)	150,405	(118,228)	124,938	(137,562)	152,430	(140,062)	109,938	(130,062)	120,618	(134,178)	59,686

Interest  
Bank Charges  
Bad Debt  
Misc. Fees (i.e. Licensing)  
Dues & Membership  
All Other  
(If any questions contact CSI)CS:  
CS:  
CS:  
Facility Related  
Includes the Purchase or  
equipment  
RESERVES / CONTINGENCY

CS:  
\$75,000 should be set aside for Dissolution and it  
can be spread out over the first THREE years if the  
school chooses. If spread out each year should  
minimally be \$25k.

A note can be added under assumptions describing  
the breakout.

**Arista Hellenic Charter School  
PROJECTED BUDGET / OPERATING PLAN FOR INITIAL CHARTER PERIOD**

\*NOTE: If a Planning Year is Taken in the Beginning of the Charter, the Charter Will Be Extended to Encompass Five Years of Operation. **Projected Five Year Budget on this Tab Should Be For the First Five Years of Actual Operations.**

Please Note: The student enrollment data is entered in the Enrollment Section in row 148.  
CSI: This line should show how many students a school intends to be paid for.  
For Example: If a school plans on enrollment of 100 students however is budgeting to only receive 95% of those students, 95 should be entered in this row.

Total	1,790,523	2,484,185	3,112,246	3,890,308	4,668,369
Net In	1,730,837	2,341,206	3,084,067	3,784,661	4,558,470
Actual	59,686	142,979	28,179	105,646	109,899
Total	100	150	200	250	300

**Assumptions**

DESCRIPTION OF ASSUMPTIONS - Please reference section/page number in application if applicable. For example, student enrollment would reference the page in the application that states enrollment targets.

We will over-enroll in the beginning of each year to ensure paid enrollment meets target

REVENUE	CY Per Pupil Rate	Year 3 2017-18			Year 4 2018-19		Year 5 2019-20	
		Year 1 on Tabs 4 and 5 Rate Percentage Increase						
<b>REVENUES FROM STATE SOURCES</b>								
Per Pupil Revenue	13,527							
District of Location								
School District 2 (Enter Name)								
School District 3 (Enter Name)								
School District 4 (Enter Name)								
School District 5 (Enter Name)								
Special Education Revenue								
Grants								
Stimulus								
Other								
Other								
TOTAL REVENUE FROM STATE SOURCES		1,494,698	2,242,047	2,989,396	3,736,745	4,484,094		

<b>REVENUE FROM FEDERAL FUNDING</b>								
IDEA Special Needs		23,400	31,200	39,000	46,800			\$1300 per SpEd student
Title I		40,000	60,000	80,000	100,000	120,000		Based on 80% Eligibility at \$500 per student
Title Funding - Other								
School Food Service (Free Lunch)								
Grants								
Charter School Program (CSP) Planning & Implementation		150,000	150,000					Implementation portion of 3 year grant totaling \$500,000
Other								
Other								
TOTAL REVENUE FROM FEDERAL SOURCES		190,000	233,400	111,200	139,000	166,800		

<b>LOCAL and OTHER REVENUE</b>								
Contributions and Donations, Fundraising		100,000						We are currently working on active fundraising targeting philanthropic organizations and feel confident we will secure these funds.
Erate Reimbursement								
Interest Income, Earnings on Investments,								
NYC-DYCD (Department of Youth and Community Developm.)								
Food Service (Income from meals)								
Text Book								
Other								
Other								
TOTAL REVENUE FROM LOCAL and OTHER SOURCES		100,000						

<b>TOTAL REVENUE</b>								
CSI:				11,650	14,563	17,475		Based on \$58.25/student for NYSTL
CSI:								
CSI:				11,650	14,563	17,475		
CSI:								
CSI:				3,112,246	3,890,308	4,668,369		

<b>EXPENSES</b>								
<b>ADMINISTRATIVE</b>								
Director, Deans, Coordinators of								List exact titles included in the position category, if different from description, and staff FTE's (Full time equivalent)
Curriculum								1.
Instruction	1.00			143,113	153,130	163,850		Principal
Deans				75,000	80,250	85,868		Director of Curriculum (starts Yr 3 @ 75K)
CFD / Content/Subject Area Teachers:								
Operational	1.00			85,868	91,878	98,310		Director of Operations/Finance
Technical								
Parent	0.50			18,566	38,245	39,393		Parent Coordinator ; Beginning Yr 4: 1.0 FTE
Administrative	1.00			37,132	38,245	39,393		Office Administrator
Other	3.50			359,677	401,749	426,812		
TOTAL ADMINISTRATIVE								
<b>INSTRUCTIONAL</b>								
Speech Therapists								Assume 3% increase per year per staff member listed above and below
Social Workers								General Studies Teachers Y2-5: 11.5, 15.5, 20.5, 25.5 FTE (Includes Yr 1: K-1, Y2: 2nd Grade, Yr 3: 3rd Grade + 2nd Greek; Yr 4: 4th Grade and Yr 5: 5th Grade + 3rd Greek in addition to Art, Music, Tech and Phys Ed increasing to 1 FTE)
Photography	7.50			908,336	1,218,086	1,537,129		1 Lead Special Ed Teacher Yr 1: Yrs 3 and 5 add 1 FTE for a total of 3 FTE
Ceramics	1.00			119,093	122,666	182,846		
Other								
Special	2.00			185,071	190,623	196,342		Specialty Teachers Y2: 2.5 Yr 3: 3 FTE (Includes: Addition of Math Specialist .5 Yr 2 and .5 Yr 3)
Algebra								
Cafeteria								
Therap				56,500	58,195	59,941		Counselor/Social Worker Hire 1.0 Yr 3
Other				19,200	19,776	20,369		Per Session Pay for after school instruction
TOTAL INSTRUCTIONAL	10.50	619,959	894,049	1,289,370	1,610,551	1,997,868		

<b>NON-INSTRUCTIONAL PERSONNEL COSTS</b>								
Nurse				45,000	46,350	47,741		Beginning Y3: 1.0 FTE
Health and Dental								
Social Security	1.00	40,000	41,200	42,436	83,709	86,220		Beginning Y4: 2.0 FTE
Medicare				35,000	36,050	37,132		Beginning Y3: 1.0 FTE
Unemployment	0.50	15,000	15,450	30,914	31,841	32,796		5 Cafe/Food Service; Beginning Yr 3 1.0
Other								
TOTAL NON-INSTRUCTIONAL PERSONNEL COSTS	1.50	55,000	56,650	153,350	197,950	203,888		

<b>SUBTOTAL PERSONNEL SERVICE COSTS</b>								
	15.50	927,450	1,218,774	1,802,397	2,210,251	2,628,568		

<b>PAYROLL TAXES AND BENEFITS</b>								
Payroll Taxes		101,556	133,456	197,362	242,022	287,828		10.95% of salary
Fringe / Employee Benefits		139,118	182,816	270,360	331,538	394,285		15% of salary
Retirement / Pension		27,824	36,263	54,072	66,308	78,857		3% of payroll for retirement contribution and administration costs
TOTAL PAYROLL TAXES AND BENEFITS		268,497	352,835	521,794	639,868	760,971		

<b>TOTAL PERSONNEL SERVICE COSTS</b>								
CSI:		1,195,947	1,571,608	2,324,191	2,850,118	3,389,539		

<b>CONTRACTS</b>								
Janitorial								
Development		5,000	6,000	7,200	8,640	10,368		Auditor Fees
Conferences		8,000	9,600	10,000	10,000	10,000		Retainer with Legal Expenses
Security								
Background Screening		20,000	20,600					1 contracted Nurse years 1 and 2 only
Curriculum		3,000	3,600	3,600	4,200	4,200		Yr 1 \$250/month ; Yrs 2-3 \$300/month; Yrs 4-5 \$350/month
Instructional								
Hardware		25,000	25,750					1 contracted Security Guard years 1 and 2 only
Software		61,000	65,550	20,800	22,840	24,568		

<b>SCHOOL SUPPLIES</b>								
Board		5,000	5,000	5,000	5,000	5,000		Board recruitment, training, materials
Classroom		26,400	39,600	52,800	66,000	79,200		\$300 per general ed student
Special		4,200	6,300	8,400	10,500	12,600		\$350 per special education student
Text		20,000	10,000	10,000	10,000	10,000		\$200 per new student (include E-books and license renewals)
Supplies		10,000	15,000	20,000	25,000	30,000		\$100 per student
Equipment		20,000	129,000	12,000	12,000	12,000		Yr 2: 4 classrooms @ \$6000; Yrs 3-5: 2 classrooms @ \$6000 per new classroom (incl student desks and chairs, teacher desks and chairs, file cabinets and bulletin boards). Yr 2: Gym renovations, Computer Lab and Science Lab @ \$35,000 each

Telephone	6,000	6,180	6,365	6,556	6,753	Telephone and Internet @ \$500/month + 3% Increase
Interest						Student Information System @ \$25,000 1st yr & \$5000/yr to maintain/train SIS;
Bank Charges	65,000	45,000	30,000	30,000	30,000	\$10,000/yr IT Support Services; Yrs 1-2: 4 classrooms @ \$7500; Yrs 3-5: 2 classrooms @ \$7500 per new classroom [Smartboards and computers]
Bad Debt						
Technical						
Student	5,000	7,725	7,957	8,195	8,441	\$50 per K-2 student + 3% inc/yr
Student			3,750	7,725	11,588	\$75 per 3-5 student + 3% inc/yr
All Other						
Field T (If any questions contact CSI)	-	2,500	5,000	7,500	10,000	
Transp	8,640	13,349	20,624	31,864	49,230	12 days extended year, \$360 per bus per day; Increases 3% Annually; Yr 1: 2 buses, Yrs 2-5 Add 1 additional bus/year
Student						
Office	4,650	6,644	9,843	11,638	13,487	Office Supplies, Copies, School/Business Software @ \$300/staff member + 3% inc
Facility	10,000	12,000	14,400	17,280	20,736	Training by curriculum vendors (Including Core Curriculum PD)
Staff D	2,500	2,500	2,500	2,500	2,500	Advertising and recruitment expenses for new staff @ \$2500 per year
Staff R	2,500	2,500	2,500	2,500	2,500	Fliers, Presentations, Newspapers and Media @ \$50 per new student
Student						Covered by NYCDOE SchoolFoods
School						
CS: -						
Travel						
Electric						
Gas						
Other						
Fun	2,000	3,000	4,000	5,000	6,000	School Uniforms (for those who cannot afford them) 20 % @ \$100
Other						
TOTAL	191,890	306,297	415,139	529,259	640,335	
CS: -						
FACIL						
Inst	15,000	15,750	16,538	17,364	18,233	Austin & Co., Inc. Insurance Group Quote + 5% inc per year
Jan	10,000	12,000	14,400	17,280	20,736	Cleaning supplies + 20% increase per year
Buy	120,000	200,000	290,000	400,000	530,000	Five year lease in negotiations with anticipated increases
Re	12,000	20,000	29,000	40,000	53,000	Assumes 10% cost of rent for repair and maintenance reserve
Equipment / Furniture		5,000	5,000	5,000	5,000	Renovate rooms/facilities as necessary
Security						
Utilities	100,000	120,000	144,000	172,800	207,360	\$4.00 per square foot for gas, electric and water (25,000 sq ft building) +20% inc/year
TOTAL FACILITY OPERATION & MAINTENANCE	257,000	372,750	498,938	652,444	834,329	
DEPRECIATION & AMORTIZATION						
DISSOLUTION ESCROW & RESERVES / CONTINGENCY	25,000	25,000	25,000			
TOTAL EXPENSES	1,730,837	2,341,206	3,084,067	3,784,661	4,558,470	
NET INCOME	59,686	142,979	28,179	105,646	109,899	
<b>ENROLLMENT - "School Districts Are Linked To Above Entries"</b>						
District of Location	-	-	-	-	-	
School District 2 (Enter Name)	-	-	-	-	-	
School District 3 (Enter Name)	-	-	-	-	-	
School District 4 (Enter Name)	-	-	-	-	-	
School District 5 (Enter Name)	-	-	-	-	-	
TOTAL ENROLLMENT	-	-	-	-	-	
REVENUE PER PUPIL	-	-	-	-	-	
EXPENSES PER PUPIL	-	-	-	-	-	
<b>CASH FLOW ADJUSTMENTS</b>						
<b>OPERATING ACTIVITIES</b>						
Example - Add Back Depreciation	-	-	-	-	-	
Other	-	-	-	-	-	
Total Operating Activities	-	-	-	-	-	
<b>INVESTMENT ACTIVITIES</b>						
Example - Subtract Property and Equipment Expenditures	-	-	-	-	-	
Other	-	-	-	-	-	
Total Investment Activities	-	-	-	-	-	
<b>FINANCING ACTIVITIES</b>						
Example - Add Expected Proceeds from a Loan or Line of Credit	-	-	-	-	-	
Other	-	-	-	-	-	
Total Financing Activities	-	-	-	-	-	
Total Cash Flow Adjustments	-	-	-	-	-	
NET INCOME	59,686	142,979	28,179	105,646	109,899	
Beginning Cash Balance	37,921	97,607	240,586	268,765	374,412	
ENDING CASH BALANCE	97,607	240,586	268,765	374,412	484,310	

## **Attachment 10: Replication Strategic/Business Growth Plan**

Not applicable: Arista Hellenic Charter School is not an Existing Charter Entity, not is it a replication of an existing Charter Operator or Network.